Department of Human Development

From Beginning to End
A Major to Grow In

5 Year Review

External Reviewer Report & Program Response
Department of Human Development

From Beginning to End

A Major to Grow In

5 Year Review

Experiential Review Report & Program Response
Department of
Human Development
External Reviewer's Report
January 28, 2007

To: Patricia Guthrie, Ph.D.
Chair, Department of Human Development/Women’s Studies
California State University, East Bay

From: Bonnie R. Strickland, Ph.D.
Professor Emerita of Psychology
University of Massachusetts
Amherst, Massachusetts

Re: Department of Human Development
External Review

On January 22nd and January 23rd, I visited the Department of Human Development and conducted an external review. I attended a junior and a senior level course and talked with some 25 students. I met individually with every full time faculty member and with the Associate Dean of Letters, Arts and Social Sciences. I reviewed relevant materials, including catalogues, schedules, and course syllabi and visited the library and ICS Media and Technology Support. I talked to the relevant staff that are primarily responsible for library and technical support for the Department.

This visit followed my visit for an External Review in the spring of 2001. I appreciate the invitation to return and see the important advances the Department has made since that time. I would also like to express my appreciation to all of those individuals who made my visit so pleasant, especially Patricia Guthrie and Sue Montgomery who made arrangements for my travels.

Summary

The Department of Human Development continues to be a model of interdisciplinary teaching and learning. The Department has strengthened and grown over the last five years improving its quality and excellence.

Faculty

The Department of Human Development currently has nine full-time tenure track lines filled predominantly at the Assistant Professor rank, an increase of three since the last Five Year Review. These hires were absolutely essential to maintain course offerings and provide academic services to the students. The faculty is, however, still overworked in regard to their responsibilities. The faculty can only cover courses for the major and need to expand offerings to include more courses in General Education and in the lower Divisions. With the reorganization of the curriculum and the addition of two new options, Early Childhood Development and Women’s Development, the faculty will also be hard pressed to develop necessary and appropriate offerings in these areas. Hires are especially needed in Women’s Studies and Social Gerontology. Further, the initiation of a totally new curriculum would be a strain on any faculty especially in view of the need for new preparations. And, although the number of majors has
declined, the numbers of graduates remain the same with still an unconscionable student faculty ratio. Moreover, the Department continues to depend too heavily on Lecturers and part-time faculty. Lecturers teach over half the courses but such an arrangement limits the development of the Department in view of the instability across such positions and the lack of full time faculty to participate in the ongoing advising of students, contributions to service needs and Department development.

The faculty continues to provide courses at satellite campuses which entails considerable travel time. And, evidently the resources on these campuses such as office space, computers, etc. are inadequate to meet their needs when they are there. Attention should be paid to improving facilities and computer access at these locations. Faculty members are also heavily involved in preparing on-line and distance learning courses. These courses allow students who are unable to participate in face to face learning access to course offerings, especially the students that the Department attracts such as non traditional students and those working full time. Preparation for such courses are enormously time consuming but meet an obvious need and adds additional students.

In spite of the heavy work load, the faculty of the Department is lively, enthusiastic and incredibly hard working. In fact, I don’t recall that I have ever met a faculty as congenial as this one. Faculty member are respectful and appreciative of each other and there are no internal politics and bickering. Each faculty member appears to be carrying his or her load of teaching and service commitments. In fact, all of the faculty do more than is expected. In spite of their heavy work load, almost all of the faculty are productive in their scholarship and research. Their contributions are substantial and the newly hired Assistant Professors should have no difficulty achieving tenure and promotion.

The faculty is truly an interdisciplinary group in disciplines ranging across anthropology, biology, physiology, linguistics, sociology and several sub fields of psychology, namely biopsychology, cognitive psychology, and developmental psychology. This arrangement is almost unique in the country and is one of the major strengths of this program. The faculty bring both their general knowledge of human development and their specialty areas to the curriculum and to their teaching. In this regard, they have a heavy commitment to apprise themselves of the new knowledge and scholarship in both human development and their own discipline. They appear to do this very well. In fact, I was so impressed with the Collected Readings that Steven Borish developed and uses as a text for Human Development 4300 that I bought a copy for my own use. Such collections could be a model for faculty in other universities and colleges who teach from an interdisciplinary perspective. The development of on line courses could also serve as a model for other faculty and departments.

Computer support for the faculty has much improved during this last five years. Each faculty now has a lap top computer, an absolutely necessary tool for their work. Office space is still a problem since each faculty member has to share an office with another. This means, of course, that there is no privacy for student meetings or quiet time for scholarly work and preparation. I understand that this arrangement holds across the campus but if there is any opportunity to expand office space that would be most welcomed.
All of the faculty were very happy with the support they receive from the library. Library resources are stretched in view of the increased cost of books, journals, and periodicals. Library staff are particularly in need of more resources to buy electronically delivered materials especially in view of this venue being the one that supplies most new information. The library staff is pleased with the inter-library loan process as is the faculty. The library staff also work closely with the Department of Human Development to assist students in learning to use library and research resources. Additionally, they are helpful to students who need information about identifying research topics, finding relevant literature and developing papers and projects. Except for the need for additional funding, library support is excellent.

Similarly, the faculty was pleased with the support offered by Media and Technology Support. The Department of Human Development is very advanced in technological teaching and learning and the Media and Technological Support staff has been happy to work with them, especially in developing and advancing their on line courses. The only complaint that I heard was that software quickly becomes outdated and everyone has to learn a new program. This problem is well beyond the control of Media and Technology Support staff in that new and improved software is continually developed and must be used for cutting edge computer technology.

The previous chair, Dr. Rainer Bauer, did an excellent job during his tenure. He was responsible for overseeing a Department that was in the midst of enormous changes, including recruiting for new hires and, most especially, developing a whole new curriculum. Such discussions, of course, were bound to elicit strong and sometimes dissenting opinions. Dr. Bauer met his responsibilities with conscientious leadership and an even hand.

Dr. Patricia Guthrie assumed the Chairship some three years ago inheriting the continued work of hiring faculty and developing a new curriculum. Her leadership has been outstanding. She is truly adored by her faculty. One said “she saved my career.” Dr. Guthrie’s skills lie not only in her superb administrative abilities and her assertive commitment to the Department but also her interpersonal acumen and attention to the faculty. She has worked with them to apply for professional development and research grants; she helped acquire new equipment, such as computers for all of faculty; she has provided flexibility in course assignments so that faculty do not have to constantly prepare new courses and she protects and mentors junior faculty so they may advance in their careers. Dr. Guthrie accomplishes this while she also serves as Director of Women’s Studies. I cannot praise her enough. The Department and the College are indeed fortunate to have her in the position of Chair.

**Recommendation 1:** The most crucial need of the Department of Human Development continues to be increased tenure track faculty lines. Although the Department has been fortunate over the last five years to acquire new faculty, the demands of this excellent program still require more full time faculty lines to add needed courses, support new specialty offerings and become less dependent on Lecturers.

**Students**

The composition of the student body has seen little change over the last five years. The students are predominantly female (approximately 98%) and many are older students. The majors also
constitute perhaps the most diverse student body in the University. Such multifaceted backgrounds demand a high level of sensitivity to student needs in regard to curricular offerings, scheduling of classes and advising. Many of the students are first-generation college attendees and need to be socialized into the process of learning in a university environment. My impression is that the Department is adequately meeting most of these needs but at some expense to their personal research and scholarship.

Substantial changes have been made in advising. For example, “Open Advising Nights,” held in both the fall and spring quarters on both the East Bay and Concord campuses have been instituted. Full time faculty attend these sessions and answer questions about opportunities and requirements. These sessions have been very well received and the students appreciate the increased attention to them.

All of the faculty schedule regular advising hours on the East Bay campus and several hold regularly scheduled advising hours on the Concord campus. Plans are underway to hold an Advising Night on the San Pablo campus. At this time, regular advising on the San Pablo campus is very problematic due to a lack of facilities. Faculty need office space, telephones, and computers to do their advising properly.

In continued efforts to meet the advising needs of students, additional services are planned. These include assigning a full time tenure track faculty to the San Pablo campus for advising. The Department is also seeking to improve and update its web site to include important information for students. The site will expand on answers to frequently asked questions, create a bulletin board for announcements, and provide an interactive threaded discussion format so students may ask individualized questions and communicate with each other.

The students with whom I talked were uniformly pleased with their major. They commented on the high quality of teaching and their satisfaction with the course content. They believe the major to be especially important for their career goals. I was surprised that almost all of the students spoke of their plans to pursue graduate or advanced professional degrees. A few mentioned that they needed a degree to advance in their current positions but most planned to pursue further education in fields ranging across such fields as education, social work and medicine.

The students did have some major complaints that need to be addressed. These included a lack of access to the Department Office and frustrations about registering. Although the physical layout of the Department Office has been much improved during the last five years, the Office has only one full time staff member. At this time, this position is filled by the very able Sue Montgomery (who stayed till 9:30 p.m. on one day of my visit). Because of the evening classes her office hours have been extended two evenings a week. This means, of course, the office is closed for some hours during the day. Moreover, the Office Manager must have time for lunch and to run errands across the campus leaving the office closed while she is away. Students complained that without timely and easy access, simple questions remain unanswered and they must return again and again to receive answers and advice. They begged that the office be staffed so that someone is available during the day and some evenings. I would heartily agree
with this suggestion and suggest the addition of at least a half time support person who could
cover the office when the regular staff have to be away.

Registration is also a problematic process for the students. Generally, by the time they are able
to register for a class, few openings are available. In view of the fact that PACE students have
guaranteed places this is understandable. But, surely some better planning for student
enrollments can be developed. As of now, a large number of students are placed on wait lists.
They are fearful that the course will not be available to them and may delay their graduation.
They often feel that they do not receive important information, such as whether another section
will be added. I would recommend some streamlining and improvement of the registration
process so that students are certain they have access to necessary courses.

I have one further recommendation in regard to students. I would suggest that the Department
conduct a survey of recent graduates to learn of their satisfaction with their education and their
activities after graduation. This could give the Department faculty and administration important
information as to how well their major serving the students. Learning of the current status of
graduates would also inform the faculty about the career paths of the graduates. Such
information might serve as a marketing tool to attract and retain majors.

**Recommendation 2:** Streamline and improve the registration process so students can register
with more ease and are assured of enrollment in necessary courses.

**Recommendation 3:** Provide sufficient staff so that the Department Office is open and
accessible to students at appropriate times.

**Recommendation 4:** Improve facilities on satellite campuses for adequate advising.

**Recommendation 5:** Conduct a survey of graduates to ascertain their satisfaction with the
major and their current status.

**Curriculum and Instruction**

Department faculty have completed revising the curriculum and have developed an entirely new
set of course offerings. The old curriculum had been in place for some thirty years. While it
contained a model of interdisciplinary team teaching, the curriculum simply needed to be
replaced. This revision was three years in the making and involved every fulltime tenure track
faculty member. The new curriculum more adequately reflects the mission and goals of the
Department, updates the offerings, and presents an integrated set of foundations and applications
of knowledge and understanding of human development.

The new curriculum, which goes into effect Fall Quarter of 2007, regroups the current
arrangement of courses into core, foundation, and survey units. These have clear and definitive
course titles and content. The new course unit assignment, from 3 to 4 units, also aligns course
units with others in the College.
The new curriculum offers two new specialties for the major, Early Childhood Development and Women’s Development. Both of these additions fulfill academic and students needs but may need additional faculty support.

The Department continues to offer online courses for distance learning. This has proved to be a most successful venture in view of the students that the Department attracts, many of whom have difficulty attending regularly scheduled face to face classes. The Department is also working on establishing an online major and should be supported in this endeavor.

The Department continues its strong commitment to multiculturalism and plans to incorporate its inclusion in every course offered by the Department.

The Department would also like to include service learning in a number of its courses.

**Recommendation 6:** Support the establishment and development of the new curriculum.
Department of
Human Development
Program Response
Given the recent changes in Human Development described in our Self-Study and our Five Year Plan, the department sought a well-qualified External Reviewer with prior knowledge of its program. We hoped to benefit from the insights that might be offered by an experienced and objective observer. We were pleased that Bonnie Strickland agreed to serve as our External Reviewer for the second time. A Professor Emerita of Psychology at the University of Massachusetts at Amherst, Dr. Strickland has an impressive range of accomplishments. She is a former President of the American Psychological Association, a respected scholar with numerous publications, an outstanding teacher, and a leading consultant on issues of mental health. She has completed many reviews of academic programs at universities throughout the United States. We are grateful to the College of Letters, Arts and Social Sciences for support of her visit to our campus.

Dr. Strickland’s previous report (2001) recognized and emphasized the strengths of the department: a rigorous and challenging curriculum, comprehensive coverage of development throughout the lifespan, interdisciplinary team-teaching, innovative and appropriate use of emerging instructional technologies and distance-learning. In her summary, Dr. Strickland wrote, “For over thirty years, the Department of Human Development has been an extraordinary model of interdisciplinary teaching and learning. Truly innovative, the Department program has developed into one of the premier programs of its kind in the nation.” In her present External Reviewer report (2007), her summary conclusion is as follows: “The Department of Human Development continues to be a model of interdisciplinary teaching and learning. The Department has strengthened and grown over the last five years improving its quality and excellence.” She describes the faculty as “truly an interdisciplinary group in disciplines ranging across anthropology, biology, physiology, linguistics, sociology and several sub-fields of psychology, namely biopsychology, cognitive psychology and developmental psychology. This arrangement is almost unique in the country and is one of the major strengths of this program.” We appreciate Dr. Strickland’s positive review of our program.

The report also confirms and further illuminates the challenges we described in our Self-Study. In Dr. Strickland’s view, “The most crucial need of the Department of Human Development continues to be increased tenure track faculty lines...the demands of this excellent program still require more full-time faculty lines to add needed courses, support new specialty offerings, and become less dependent on Lecturers.” It is clear that our ability to sustain high quality instruction and continue strengthening our program rests, to a significant degree, on our ability to recruit additional tenure-track faculty.

In her report Dr. Strickland mentions that each faculty member “now has a laptop computer, an absolutely necessary tool for their work.” We would like to point out that the provision of laptop computers is not a usual part of the CLASS faculty support. The Department of Human Development received these laptops as a result of a onetime award from the Dean’s special funding, which is not guaranteed for future replacement. We agree with Dr. Strickland’s conclusion that these laptop computers are an essential tool for our provision of high quality work for our distance learning program.

While members of the Department are very pleased with the personal support they receive from Library staff and personnel, we wish to underline Dr. Strickland’s description of the
need for increased resources to acquire books, journals, periodicals and a variety of electronically delivered materials. At present there is a shortage of new books in our relevant fields, too many outdated books, and delays in intra-library loans. The Library is very much in need of additional resources to support a first rate academic program.

One key recommendation made by Dr. Strickland focuses on the question of course enrollment, seen from the students’ point of view. She suggests that we “streamline and improve the registration process so students can register with more ease and are assured of their enrollment in necessary courses.” This problem is largely the result of a policy that has been in effect to support PACE students majoring in Human Development. It has been our policy to restrict enrollment in selected classes which are labeled as PACE classes. In a PACE labeled class, only PACE students can enroll until the code block is lifted. Non-PACE students seeking to enroll in such a class learn that they cannot enroll in the class at all. Many of our non-PACE students are upset and frustrated by this policy. It is our suggestion that PACE supply the department with the number of students that they project will be taking a PACE labeled class. The department will then save seats for PACE students, as opposed to the present policy of blocking out the entire class. In this way non-PACE students will be able to register at the same time as PACE students. The Department of Human Development wants all students to have access to available openings in our courses.

The report also makes specific recommendations for providing additional office staff to make the department office more accessible to students, improving facilities on satellite campuses for adequate advising, and conducting a survey of our Human Development graduates to ascertain their satisfaction with our program. We welcome these recommendations. In sum, we are thankful for Dr. Strickland’s support and have benefited from her insights. We agree with her conclusions about the strengths of our program and about the challenges we face. Our conversations with Dr. Strickland enabled us to clarify the needs and goals of the department. We look forward to implementing our Five-Year Plan and further strengthening the Department of Human Development.
Program __ Human Development __ Date: 23 May 2007

1. Self-Study
   1.1. Previous Review and Plan
   Is the previous plan summarized?
   _ Not at All
   _ Partially (Question: ________________________________)
   _X Adequately
   _ Exemplary (Comment: ________________________________)

   Is progress in implementing the previous Plan, including what remains to be completed, discussed?
   _ Not at All
   _ Partially (Question: ________________________________)
   _X Adequately
   _ Exemplary (Comment: ________________________________)

   1.2. Tenure-track Position Applications
   Are copies attached?
   _X Yes
   _ No

   Is progress in achieving these appointments discussed?
   _ Not at All
   _ Partially (Question: ________________________________)
   _X Adequately
   _ Exemplary (Comment: ________________________________)

   1.3. Outcomes Assessment (See Attached Rubric)
   Is there a plan for program assessment?
   _ Not at All
   _X Partially (Question: __Only assessment tool is survey of students asking their opinion of whether they have achieved learning objectives.__________________________) 
   _ Adequately
   _ Exemplary (Comment: ________________________________)

   Are assessment data included?
   _ Not at All
   _ Partially (Question: ________________________________)
   _X Adequately
   _ Exemplary (Comment: ________________________________)

CAPR Report Evaluation Response Form
1.4. Program Statistics
Are copies of IR&A-supplied tables attached?
_X__ Yes
___ No

Is the impact on program quality of enrollment trends discussed?
__ Not at All
__ Partially (Question: _____________________________________________________________________________)
_X__ Adequately
__ Exemplary (Comment: _____________________________________________________________________________)

Is the impact on program quality of trends in student-faculty ratio (SFR) discussed?
__ Not at All
__ Partially (Question: _____________________________________________________________________________)
_X__ Adequately
__ Exemplary (Comment: _____________________________________________________________________________)

Is the impact on program quality of trends in percentage of courses taught by regular faculty discussed?
__ Not at All
__ Partially (Question: _____________________________________________________________________________)
_X__ Adequately
__ Exemplary (Comment: _____________________________________________________________________________)

Is the impact on program quality of trends in number of majors discussed?
__ Not at All
__ Partially (Question: _____________________________________________________________________________)
_X__ Adequately
__ Exemplary (Comment: _____________________________________________________________________________)

Other statistical trends and impact on program quality discussed, if any:

1.5. Comparative Review
Is a comparative review to other programs in California and the nation included?
__ Not at All
__ Partially (Question: It would have been more helpful if the comparison included the new curriculum to begin this fall. _____________________________________________________________________________)
_X__ Adequately
__ Exemplary (Comment: _____________________________________________________________________________)

1.6. Other Program Achievements
Are achievements noted for the program, faculty and students?
__ Not at All
__ Partially (Question: _____________________________________________________________________________)
_X__ Adequately
1.7. **Extra Units Justification**, if required:
Is there a request for additional units for the major, and if so is it justified?
- Partially (Question: ____________________________)
- Adequately

2. **Five-Year Plan**

2.1. Curriculum
Are envisioned curriculum changes for the next five years discussed, and do they address recommendations and concerns identified in the Self-Study, including what has been learned from the outcomes assessment process?
- Not at All
- Partially (Question: ____________________________)
- Adequately
- Exemplary (Comment: ____________________________)

2.2. Students
Are envisioned changes in the curriculum for the next five years discussed, and do they address recommendations and concerns identified in the Self-Study, including what has been learned from the outcomes assessment process?

Number of majors:
- Not at All
- Partially (Question: ____________________________)
- Adequately
- Exemplary (Comment: ____________________________)

Total enrollments:
- Not at All
- Partially (Question: ____________________________)
- Adequately
- Exemplary (Comment: ____________________________)

Student characteristics:
- Not at All
- Partially (Question: ____________________________)
- Adequately
- Exemplary (Comment: ____________________________)

Student career opportunities:
- Not at All
- Partially (Question: ____________________________)
- Adequately
- Exemplary (Comment: ____________________________)
Program-level student learning outcomes:
___ Not at All
___ Partially (Question: Department needs to develop its outcomes assessment program more fully.)
___ Adequately
___ Exemplary (Comment:)

Outreach plans:
___ Not at All
___ Partially (Question: ____________ )
___ Adequately
___ Exemplary (Comment:)

Retention strategy:
___ Not at All
___ Partially (Question: Department needs to assess the effectiveness of its student advising nights in meeting student advising needs. ____________ )
___ Adequately
___ Exemplary (Comment:)

Class scheduling:
___ Not at All
___ Partially (Question: __________________ )
___ Adequately
___ Exemplary (Comment:)

Resources to Support Student Learning:
___ Not at All
___ Partially (Question: ________________ )
___ Adequately
___ Exemplary (Comment:)

2.3. Faculty
Are envisioned changes in the size or composition of the faculty for the next five years discussed, and do they address recommendations and concerns identified in the Self-Study, including what has been learned from the outcomes assessment process?
___ Not at All
___ Partially (Question: ____________________ )
___ Adequately
___ Exemplary (Comment:)

Are anticipated new tenure-track applications discussed and justified:
___ Not at All
___ Partially (Question: Discussed but not adequately justified. ____________ )
___ Adequately
2.4. Other Resources
Are envisioned changes in department resources for the next five years discussed, and do they address recommendations and concerns identified in the Self-Study, including what has been learned from the outcomes assessment process?

Staff:
- Not at All
- Partially (Question: ____________________________)
- Adequately
- Exemplary (Comment: ____________________________)

Equipment:
- Not at All
- Partially (Question: ____________________________)
- Adequately
- Exemplary (Comment: ____________________________)

Library:
- Not at All
- Partially (Question: __Requests for new courses do not contain any library needs, yet report concludes need more library resources.
- Adequately
- Exemplary (Comment: ____________________________)

Travel:
- Not at All
- Partially (Question: ____________________________)
- Adequately
- Exemplary (Comment: ____________________________)

Other resource needs discussed, if any: Request for more technical support to develop online courses.
3. **Outside Reviewer’s Report**
   Is the report of the outside reviewer attached?
   
   _X_ Yes
   
   _ _ No

4. **Program Response to Outside Reviewer’s Report**
   Does the program’s response to the outside reviewed address all issues of noted in the report?
   
   _ _ Not at All
   
   _ _ Partially (Question: ________________________________ )
   
   _ X_ Adequately
   
   _ _ Exemplary (Comment: ________________________________ )

5. **Additional CAPR Response Comments, Concerns, or Questions:**
# Table of Contents

- Academic Program Review Guidelines .................................................. i
- Self Study ............................................................................................... 1
- Curriculum and Student Learning ......................................................... 13
- Students, Advising and Retention .......................................................... 18
- Faculty ...................................................................................................... 19
- Resources ................................................................................................ 20
- 5 Year Plan .............................................................................................. 22
Academic Program Reviews for Programs without external accreditation

GUIDELINES

The Five-Year Review document shall consist of the previous program review and the ensuing annual reports together with: 1) a Self-Study, 2) a Plan, 3) the Outside Reviewer’s Report, and 4) the Program’s Response to the Outside Reviewer’s Report.

SELF-STUDY

1. Self-study. Each program shall utilize the Academic Performance Review Statistics from Institutional Research and Assessment (available annually for all programs, including those not undergoing an Academic Review) to maintain a current file of statistical information. In the year of a Five-Year Review, the most recent five-year statistical profile will be used to support the program’s Self-study. In addition, the program will provide the following information in the Self-Study:

a. Summary:
   - this document will address a summary of the last program review and the Plan developed at that time,
   - discuss the program’s progress in implementing that Plan and/or modification to the Plan, and
   - discuss any discrepancies between the last Program Review and the ensuing Annual Reports.
   - This document will also describe achievements of the program since the last review (if not mentioned above), for example, important curricular changes, grants, faculty professional achievements, external honors received by students, changes in location or mode of instructional delivery.

b. Curriculum and Student Learning:
   - a copy of the program’s Outcomes Assessment document, which summarizes
     - the data and
     - what has been learned from this information,
     - the steps the program has taken in response, and
     - what further steps should be taken.
   - This document provides a review, showing how the department’s course offerings and requirements compare
     - to those of corresponding programs in the CSU system and
     - to nationally recognized programs in the field.
   - If the program offers General Education courses,
     - a summary of data for student learning outcomes will be included, with
     - a discussion of program or course offerings at the Concord Campus and
     - the program’s multi-cultural learning activities, if relevant.

c. Students, advising, and retention: this document uses the Academic Performance Review Statistics available from Institutional Research and Assessment, and provides
- a Table showing relevant program data for the past five years including:
  i. number of degrees awarded,
  ii. number of undergraduate and graduate majors,
  iii. number of courses and sections taught,
  iv. average section size,
  v. FTES, FTEF, and SFR for lower division, upper division, undergraduate and graduate courses, and
  vi. ethnicity of majors and of faculty.

Included will be
- Summaries of
  - climate and advising or scheduling surveys, as well as
  - information on recruitment activities and materials.
- Discussion of the impact on program quality of
  - trends in enrollment,
  - student-faculty ratio,
  - percentage of courses and students taught by regular faculty,
  - number of majors, and
  - other relevant information will also be included.

d. Faculty:
- a copy of any applications submitted for new tenure-track positions since the last review will be attached, along with a discussion of progress toward achieving these positions.

e. Resources:
- the program’s reliance on campus support units will be discussed and a response from any units from which the program requires additional or unusual services (for example, the Library, Information Technology, etc.) shall be attached.

f. Requirements:
- Justification for programs requiring more than the typical minimum number of units (180), (the larger number of units required for the baccalaureate degree) shall be included.

**FIVE-YEAR PLAN**

2. Plan. The Academic Program Review will describe plans for change and improvement in order to maintain leadership in the respective fields. Therefore, each program shall develop a plan for the next five years. Development of this plan should benefit programs applying for new tenure-track positions by providing information to support and justify these requests. The Five-Year Plan will address the recommendations and concerns identified in the Self-Study. The plan will take into account what the faculty has learned from the Outcomes Assessment
process. A draft of the Plan will be provided to the Outside Reviewer. After receiving the Outside Reviewer’s Report, the program review committee shall either amend the draft plan to comply with the recommendations of the Outside Reviewer or explain why no amendment is necessary.

In forming this plan, the program shall address the following four areas (these questions provide guidelines):

a. **Curriculum.**
   - What curricular changes do you envisage during the next five years?
   - What developments are likely to cause you to change the curriculum?
   - Discuss prospects and changes relevant to the Concord Campus.
   - What changes are planned for General Education?
   - Discuss any relevant changes to a multicultural learning experience.

b. **Students.**
   - Do you see the number of students majoring increasing or decreasing during the next five years?
   - Do you anticipate new programs or outreach to new student populations?
   - Will the career opportunities open to your graduates change during the next five years?
   - How will your program adjust its curriculum and program practices to prepare students for those opportunities?
   - Do you expect your total enrollment to increase or decrease during the next five years?
   - How are advising and retention a priority for the program?
   - Are changes needed in the program’s learning goals?
   - How will you assist students in attaining those goals during the next five years?
   - What are your specific plans in the areas of curriculum change, outreach, scheduling and retention to increase student enrollment?
   - If your program has inadequate resources to serve your students, what does the program require?
   - Are the lines of communication open between students and faculty?
   - Are there other important climate issues that should be addressed?

c. **Faculty.**
   - What changes do you foresee for the program faculty?
   - What does the University need to do to maintain or improve the current faculty?
   - Do you anticipate that you will be requesting new regular faculty members? If so, what will be the basis for these requests?
   - Are the lines of communication open between leadership and faculty?
   - Are there other important climate issues that should be addressed?
   - What special challenges involve workload and PTR issues?
   - Is advising shared fully by the faculty?

d. **Resources.**
   - Will your current level of resources (staff, equipment, library resources, travel funds, etc.) be adequate to permit the maintenance or improvement of program quality during
the next five years? Identify needs based upon program priorities.

NOTE: Elements of the preceding four areas (2a-d) addressed in the Plan should include the following, where relevant:

i. The expected action/change to be taken, e.g. revision of curriculum, addition of faculty, purchase of equipment, etc.
ii. A specific time line for completing the task.
iii. Person(s) responsible for carrying out the needed change.
iv. Anticipated cost.

EXTERNAL REVIEWER
3. Outside Reviewer’s Report. To assist the review process, the Outside Reviewer will receive:
   a. a copy of the “Principles Regarding Faculty Participation in Tenure-Track Allocation Procedures” found in the Appendices of this document;
   b. the most recent five-year Academic Performance Review Statistics from Institutional Research;
   c. the Self-Study, including all attachments;
   d. the Plan;
   e. the Mission Statements of both the University and the Program;

It is also suggested that they be provided with the following (non-mandated):
   f. an annotated copy of the Student Learning Outcomes Rubric completed and scored by the department;
   g. an annotated copy of the Outside Reviewer’s Rubric;
   h. a blank copy of the Outside Reviewer’s Rubric;
   i. whatever other material the department wishes to send or the Outside Reviewer requests.

The Outside Reviewer will meet with the Dean, the Program Chair/Director, faculty, students, staff, library liaison, and others during the on-site visit.

The Outside Reviewer’s Report shall address the program’s strengths as well as weaknesses, and offers suggestions for improvement of the program, fulfillment of its mission and enhancement of its position with respect to system-wide and national trends. A completed copy of the Outside Reviewer’s Rubric is suggested to be attached to the report.

PROGRAM’S RESPONSE
4. Program’s Response. Upon receiving the Outside Reviewer’s Report, the faculty of the program will respond in writing. Recommendations, concerns and issues raised by the Outside Reviewer will be addressed in light of the Mission Statement, program need, the Plan, fiscal limitations and logistical issues.

The Program’s Response to the Outside Reviewer’s Report will be forwarded to CAPR by March 1 of the review year, along with the Self-Study, the Plan and the Outside Reviewer’s Report (or those portions completed at this time.)
Department of

Human Development

Self Study
SELF STUDY

Introduction

The department of Human Development provides a unique option within the range of academic programs available at California State University, East Bay. The department offers its undergraduate students a rigorous, stimulating, and empowering education in the field of life span development. This education systematically incorporates course assignments, individual projects, and group tasks that enable students to apply scholarship in human development to the practical problems they may face in their current or future careers, in their personal lives, and in their roles as citizens. Human Development is a truly interdisciplinary program. It fosters critical comparison and integration of various disciplinary, theoretical, and methodological approaches to life span development. Instruction is organized around team-teaching and collaborative learning. The Human Development Junior Core strongly supports the development of learning communities. The department's evolving system of distributed instruction makes extensive use of new technologies to enrich and enliven curriculum, facilitate interaction between faculty and students, and draw increasing numbers of distance-learning students to Human Development courses and to the University.

In comparison to the general student population of California State University, East Bay, Human Development students are significantly older, more advanced in their careers, and more culturally diverse. Human Development currently has approximately 300 majors. Interestingly, the number of undergraduate degrees awarded during the last five years has remained nearly constant. In 2001-2002 the department granted 110 B.A. degrees. In 2004-2005 112 degrees were granted. During the same time period, the number of FTES generated increased from 240.6 to 254.4. Even though the department has slightly fewer majors now than was the case during the last Five Year Study, the faculty is teaching more students across the campus. This includes a significant number of non-majors and minors (many of them from Sociology and Liberal Studies).

The department of Human Development has undergone substantial changes in recent years. One important change in the department is related to shifts in the composition of the Human Development faculty. At the start of the twenty first century, the headcount for tenure track faculty was six. By 2005, our full time tenure track faculty headcount had reached nine. Despite the increase in tenure track faculty, the department remains heavily dependent on lecturers. The percentage of lecturer total instructional time has increased from 51.2% in 2001 to 58.1% in 2005.

As reported in the previous Human Development Self Study (2000-2001), part-time lecturers still teach more than half of the department's courses and more than half of its students. The department's continuing dependence on lecturers, the unstable and contingent nature of lecturers' employment, and recent turnovers in the regular Human Development faculty have greatly complicated the ongoing tasks of program innovation, monitoring and integrating instruction across courses, and creating manageable and equitable faculty workloads.
Another significant change that has greatly affected the department has been the continuously shrinking budget of the California State University system. The direct effect on the department has been a substantial reduction in the range of courses that we are able to offer our students. For example, since our last Five Year Review, we have not been able to offer any of our lower division Human Development classes. We believe that this has affected the number of majors in the department. Lower Division classes are a way for students to sample Human Development courses and to help them decide if this is the right major for them. In addition, we have popular upper division classes for both Human Development majors and non-majors (e.g., Human Development in Cyberspace; Issues in Human Development) that we can no longer offer due to budgetary constraints. As things now stand, we only can teach courses that our majors must have in order to graduate.

a. Summary


The following three paragraphs labeled Enrollment patterns, Characteristics of students and Composition of faculty summarize the last program review.

Enrollment patterns. While the total numbers of Full-Time Equivalent Students (FTES) and majors have remained relatively constant over the past five years, course enrollments have concentrated increasingly in courses offered through the Program for Accelerated College Education (PACE) and in child development courses that principally serve Liberal Studies majors. Human Development first began to participate in PACE in 1993/94. By 1999/2000, PACE students accounted for 25.5% of our annual average of 236 FTES. Between 1995/96 and 1999/2000, the percentage of the department's annual average FTES represented by enrollments in child development courses grew from 9.6% to 16.7%. The large majority of students (71%) who were enrolled in the child development courses in 1999/2000 were Liberal Studies majors. These shifts in enrollment have diverted department resources from elective courses in Adult Development and Gerontology and have limited our growth in these critical areas of lifespan development.

Characteristics of students. Human Development has consistently had the second highest percentage of female students among all majors in the College Of Letters, Arts, and Social Sciences (CLASS). This percentage ranged between 88.6% and 91.5% during the last five years. The department's students have gotten considerably older in recent years, and they are now the oldest group of majors in CLASS. Between 1995 and 1997, the percentage of Human Development majors aged 40 or more increased from 29.1% to 40.8%. The department's students are increasingly diverse and are now among the most diverse students in CLASS. Between 1993 and 1999, the percentage of Human Development majors who identified themselves as "minority" students grew from 32% to 55%. Moreover, increasing percentages of our students attend school full-time (88.2% in 1995; 90.4% in 1997) while working overtime at their paid employment (14.2% worked 40+ hours/week in 1995; 32.5% worked 40+ hours/week in 1997).
In short, our students enter Human Development with an ever-wider range of life experiences, goals, and values.

**Composition of faculty.** In the early 1990s, Human Development had no part-time faculty. By the end of the decade, half the department's FTES were taught by part-time, temporary lecturers. The department's lecturer faculty is subject to a high rate of turnover. During the 1996/97 academic year, Human Development employed 11 part-time, temporary lecturers. By 1999/2000, 7 of these 11 lecturers no longer taught in Human Development. The challenges posed by this instability have been complicated by recent changes in the tenured and tenure track ("regular") faculty. The department has lost 3 of the 7 tenured professors who composed its regular faculty as recently as 1996/97. While Human Development has hired 2 new tenure track members during the last three years, the regular faculty now consists of only 6 members. One of these members (Guthrie) is Director of Women's Studies and is assigned to Human Development less than half-time; another (Meyer) worked on a two-thirds time base for three years in succession and took a full-time Difference-in-Pay-Leave this year; another (Bauer) has substantial administrative responsibilities as chair. In effect, this leaves only 3 full-time tenured and tenure track faculty members to teach and advise 365 Human Development majors.


The following five areas, labeled **Curriculum, Comprehensive Assessment Program, Student Advising, Alternative Modes of Instruction** and **Faculty**, summarize the Plan developed at that time. In each area, we follow the listed aim and goal with a statement of implementation and/or modification *written in italics.*

**Curriculum**

✓ Clearly define and solidify the essential knowledge components of the Human Development curriculum.

*For three years the department developed an entirely new and revised curriculum (see Appendix A) This new curriculum does much to define and solidify the essential knowledge components of the Human Development curriculum.*

✓ Strengthen interdisciplinary team teaching

*Since the last five year report, the department of Human Development has hired five new tenure track faculty. These new tenure track hires have provided us with the ability to incorporate a wider range of relevant disciplinary perspectives, thus strengthening our interdisciplinary team teaching. We continuously request new tenure track hires in order to increase our ability to provide interdisciplinary perspectives on the range of development issues throughout the lifespan.*

✓ Further the integration of diversity issues throughout the curriculum.
Since the last Five Year Review, we have doubled the number of our diverse faculty. At the time of our last study, we had one African-American and one Asian-American tenure track faculty. We now have an African-American, an African, and two Chinese-Americans. This gives us added ability to provide integration of diversity issues throughout the curriculum.

✓ Redesign the Human Development track within PACE

This has been rolled over and is a part of our new Five Year Plan. We were unable to implement this item because of the organization and operation of PACE. The decision was made to move PACE out of CLASS and into an administrative office of the University. The director of PACE is not an academic and chooses not to hold advisory meetings with the faculty. Therefore there was no leadership on the side of PACE that would provide the context for curriculum redesign to take place. Due to our new curriculum, there must be a redesign of the Human Development track within PACE – the old courses will no longer be taught.

✓ Continue to strengthen our child development curriculum.

As already indicated, the entire curriculum has been revised. Moreover, we have developed a new Early Childhood option (see Appendix A). This is explained in greater detail under our Five Year Plan.

✓ Expand opportunities for students to apply scholarship to practical problems. Strengthen and expand relationships with non-profit organizations, public agencies and private corporations.

The department of Human Development has secured the following scholarships:

Organization Scholarships - Contra Costa (CC)First 5 Scholarships

- CC First 5 awarded CSUEB a grant of $135,200 for 2006-2007 for 40 Tuition Scholarships for Early Childhood Development (ECD) Option students at Concord and San Pablo
- 15 scholarships are offered to Human Development - ECD Option students at Concord campus for Winter 2007.

Alameda Every Child Counts (ECC) Scholarships

- Alameda ECC provides 25 Tuition Scholarships, starting from Winter 2007. 17 qualified students have been recruited and will receive the scholarships and form a cohort to complete the ECD Option starting Winter 2007.

✓ Enrich course and program offerings in the areas of adult development and aging.

This has been accomplished as part of the revised curriculum (see Appendix A). It is explained in greater detail under our five Year Plan.
✓ Increase the list of Human Development courses that meet Upper division General Education Requirements and other general university requirements

This is a rollover to the current Five Year Plan. We clearly see the importance of this. Given the fact that our majors are among the most culturally diverse students in CLASS and that over 90% are female, we intend to create more courses that meet the University's Cultural Groups/Women requirement in particular.

Comprehensive Assessment Program

✓ Creating tools for effectively assessing student learning and program performance

This has been successfully completed. Please see the discussion of the Human Development Major Program Survey in the Self Study (for the complete survey, see Appendix B).

Student Advising

✓ Advocate for additional tenure track hires

Since the last Five Year Plan, the department of Human Development has formally requested nine tenure track positions. For details, see Self Study (d. Faculty).

✓ Explore the possibility of assigning new majors to specific members of the tenured/tenure track faculty to ensure an equitable distribution of advising responsibilities.

We have modified this plan. Instead we provide Open Advising nights attended by all faculty on each campus, Hayward and Contra Costa, Fall and Spring quarter (see Five Year Plan, 2. Advising and Retention).

✓ Develop a more consistent approach to major checks so that students are correctly informed about their graduation status, the need to re-submit paperwork is minimized, and future advising sessions can focus on senior projects, career planning, and support of student learning.

The department developed a new and simplified Major Check Sheet. (See Appendix C for the new Major Check Sheet form). The new form has made it easier for students and faculty, and resubmitting paperwork has been minimized.

✓ Explore the possibility of rotating tenured/tenure track members of the faculty full-time at the Contra Costa Campus each quarter to serve as the department's on-site representative and Human Development advisor.

This has been accomplished. Each quarter we have 2-3 full time faculty members advising at the Contra Costa campus.

✓ Build a department web page that facilitates advising
This is a continuous, ongoing project. We are always working on the Web Page, and it is a part of our Five Year Plan to improve the Web Site in order to provide a more comprehensive, detailed, up to date connection to the ongoing work of the department (please see Five Year Plan, 2. under Advising and Retention).

Alternative Modes of Instruction

Human Development has provided a distance-learning program for nearly thirty years, in addition to face-to-face instruction. In recent years, our efforts to increase services to working adult students have been accompanied by increasing use of computer technology and a growing variety of instructional modalities. While this shift has brought important benefits to students, it has greatly increased faculty workloads, has stretched department resources increasingly thin, and has threatened to lower the overall quality of instruction. To address these issues, we plan to take the following actions:

✓ Whenever budgets and faculty resources allow, offer high-enrollment courses (e.g. HDEV 3800, HDEV 4400, all Core lecture courses) in separate sections for students who attend class and for distance-learning students.

Since the last Five Year Report, we have moved to separate face-to-face sections and separate online sections for certain courses. For example, whenever HDEV 3800 is taught, we always have a face-to-face section and an online section. This helps to accommodate our distance learning students.

✓ Ensure that all audiotaped classes are supported with online course materials.

The technology has moved so quickly that we no longer have audiotaped classes. Every class taught in Human Development, whether online, face-to-face, or hybrid, is supported with online course materials.

✓ Continue to develop modes of distance learning that utilize web-based delivery of course materials, bulletin boards, chat rooms, email, and other electronic tools.

The department of Human Development leads the University in web-based delivery of all course materials for undergraduate studies. We have completely moved away from the use of audiotapes and printed course materials.

✓ Create an integrated set of fully online courses that could serve as a senior option for working students.

We have gone a step further than merely creating the above senior option. The department of Human Development plans to develop a complete online major with an option in Women's Development for our students (see under Five Year Plan, B. New Online Major, for details).
3. Select Faculty Professional Achievements

Publications


Conference Presentations and Proceedings


Grants
Ashiabi & O'Neal (2005) College of Arts Letters and Social Sciences Dean's Fund in Support of Academic

Comerford (2005) Spring Faculty Support Grant, ALSS, CSUEB

Comerford (2003) Spring Faculty Support Grant, CSUEB

Comerford (2002) Fall Probationary Faculty Activities Grant, CSUEB

Comerford (2002) Spring Faculty Development Grant. CSUEB

Comerford (2001) Winter California State University, East Bay RSCA Mini Grant

Guo (2005) Early Childhood Program Development Grant, Contra Costa County First Five

Guo (2004) Faculty Support Grant, California State University, East Bay

Guo (2004) ALSS Faculty Fellow, California State University, East Bay

Guo (2001) Faculty Support Grant, California State University, East Bay

Guo (2000) Faculty Support Grant, California State University, East Bay

O’Neal (2004) Faculty Support Grant, California State University, East Bay

Rasmusson (2003-2005) Awarded “California Geriatric Education Center Leadership Scholar” Award; Sitting Member of the Statewide Advisory Committee

Awards


Chin-Newman (2001) Outstanding Teaching Assistant Award, UC Santa Cruz, Psychology Department.
Leadership
Bauer (1998 – 2004) Chair, Department of Human Development, California State University, East Bay

Chin-Newman (06-07) Hayward Hills Campus Early Childhood Option Coordinator, California State University, East Bay

Guo (06-07) Concord Campus Early Childhood Option Coordinator, California State University, East Bay

Guthrie (2000 – Present) Director of Women’s Studies, California State University, East Bay

Guthrie (2004 – Present) Chair, Department of Human Development, California State University, East Bay

Guthrie (2006) Chair, Search Committee for Provost and Vice President of Academic Affairs, California State University, East Bay

O’Neal (2006) Chair, CLASS Curriculum Committee, California State University, East Bay

Rasmusson (2004-2006) Director, Liberal Studies Program - California State University, East Bay

b. Curriculum and Student Learning

1. Outcomes Assessment Document and Accomplishments of Assessments

The department of Human Development planned to accomplish two major assessment tasks for 2004-2005 academic year: 1) to complete the redesigning of the Human Development Major Curriculum based on the data analyses from previous years’ pilot assessment measures and, 2) to conduct a full scale survey of Human Development majors for program evaluation.

Human Development Major Program Survey
(for the complete Survey, see Appendix B)

The Human Development faculty has worked out a comprehensive program survey, which contains 45 5-point Likert Scale choice questions and 6 open-ended questions. The survey questions have gathered a wide range of material including the following:

Students’ basic demographic information
Overall evaluation of the Program
Effectiveness of the Program to the respondent students
The program’s educational approaches
The program’s faculty
Students’ own assessment of their Human Development knowledge
Students’ own assessment of their academic skills
Students’ own assessment of their interpersonal skills and self-understanding

The Human Development assessment coordinators explored many available survey tools on the market, and found an affordable and effective program (SurveyMonkey) both for conducting the survey and carrying out of adequate data analysis.

The Human Development major program survey was administered to all the Human Development major students, and about 160 responses were collected. Given that there is no mechanism to make all students respond, this response rate (over 50%) was good.

Results of the Survey:

In general, student responses have been very positive. Even though the survey was administered toward the end of the quarter, many students emailed back saying that they valued the survey and they gave extensive answers for the open-ended questions.

Some preliminary results are summarized below:

- Option results: Childhood: 35%, Adolescence: 21%, Adulthood: 13%, Aging, 2.4%, PACE: 16%, and Specialized Sequence: 11%.
- The majority of respondents have taken the 3000 level courses, but not yet the 4000 level courses. Women: 87%. Full time working: 42%, Over half-time working: 13%, Not working 25%.
- Overall evaluation is positive: Excellent: 19%, Very Good: 35%, Good: 37%, Adequate: 9%, Poor: 0%.
- The majority strongly agree or agree that the Program has met their educational expectations, advanced their educational development, and provided them with knowledge and skills to apply in their work and life. The program has lower effectiveness in promoting their career development; we presume this is because the majority of our students are already advanced in their career.
- Compared with other programs and courses on and off campus, the Human Development program is viewed as more demanding, with a heavier work-load, and stricter grading, but students say they get better grades in Human Development than elsewhere. This indicates even though we are tougher, our students are high achievers.
- Students valued the course scheduling and the interdisciplinary approach of the program, but evaluated the program lower regarding the range of available courses.
- Students think the Human Development faculty are approachable, helpful, professionally trained and knowledgeable, and maintaining good relationships with students. But regarding adequate office hours and advising, opinions are split. This
is probably a symptom of our limited number of regular faculty members available for advising the majors, especially at the Contra Costa Campus.

- Students have confidence in Human Development related knowledge, with particularly high confidence in social-cultural and integrative aspects, but show lower confidence in engaging in serious debates about theoretical issues.
- Students are very confident in doing library and hand-on research, writing up research reports, and using electronic tools, and their interest in reading academic books has increased after the program. However, their confidence regarding oral presentations is not as high, though still quite positive.
- Students show very high rating of group work skills and desires, respect for diversity, and comfort in recognition of multiple perspectives and "truths."

Remaining Assessment Tasks:

- Detailed analysis of the survey data, including:
  - Quantify all the indices and explore some key "factors" among the learning outcomes.
  - Break down the student levels (entry, midway, ending) and explore the longitudinal effects of the program.
- Develop a mechanism so that the survey can become a regular measurement that ensures inclusion of all majors.
- Explore another assessment tool (the portfolio), to see if it can be tied to existing teaching practices so that it will not be too costly or labor intensive.
- Complete the fine-tuning of the new curriculum proposal and submit it to the various committees.

Future Assessment Plans:

- Continued faculty meetings and assignments to complete the new curriculum in Fall 2005.
- Use Statistical Package for Social Sciences (SPSS) for more advance data analysis of the survey.
- Assessment coordinator to work out a feasible plan for the portfolio tool, to be discussed by the Human Development faculty for its feasibility.
- Work out department policies for conducting the student survey regularly.

Persons responsible: Professors Comerford and Ashiabi, led by Professor Guo

**Human Development Major Requirements from Other Universities and Other CSU's**

(see charts on the following pages)

3. General Education
### HDEV Major Requirements From Other Universities

<table>
<thead>
<tr>
<th>CAL STATE EAST BAY</th>
<th>CORNELL</th>
<th>UC DAVIS</th>
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<tbody>
<tr>
<td><strong>Lower Division</strong></td>
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<tr>
<td>Units: 20</td>
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<tr>
<td>With no more than 12 units from any one category:</td>
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<td>Preparatory Subject Matter (39-47 units)</td>
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<tr>
<td>Anthropology; Sociology; Psychology; Human Development; Child Development, Economics - Demography and Political Science; Human Biology-Biochemistry, Pharmacology, Speech Pathology; Ethnic or Area Studies, Sign Language, Foreign Language, Computer Language; Mathematics, Statistics, Philosophy, Linguistics, Communication Science; Additional Categories: gerontology, developmental disabilities, phenomenology may be approved by department.</td>
<td>HD 220 Human Brain and Mind</td>
<td>One course from: Biological Sciences 1A, 10, Microbiology 10, or Neurobiology, Physiology, and Behavior 12</td>
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<td><strong>Upper Division</strong></td>
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<tr>
<td>Units: 60</td>
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<tr>
<td>Childhood Option: HDEV 4700 and 12 units from any three courses from the following list: ANTH 3740; DANC 3235; EPSY 5021; 5121; HDEV 4510; 4520; 4710; HDEV/TED 4600; PE *4340; *4605 PSYC 4420; SPPA **4850 SOC *3416; 4750 TED 3500; 5180; (notes: * has prerequisites not list here ** To be taken after or concurrently with HDEV 4520)</td>
<td>HD 432 Cognitive, Social, and Developmental Aspects of Scientific Reasoning</td>
<td>One course from: History 17A, 17B, 72A, 72B, or Political Science 1</td>
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<tr>
<td>Adolescence Option: HDEV 4400 and 12 units from any three courses from the following list: BIOL 3060; 3070; ES 3105; 3165; 3310; HDEV 3800; 4320; 4750; 4870; PE 4615; 4710 PHIL 3150; PSYC 4660; SPCH 4830; 4850 WOST 3400; 3530; SOC 3411; 3421; 3480; 3501; 3520; 3730; 3750; 4740</td>
<td>HD 220 Human Brain and Mind</td>
<td>One course from: Human Development 120 or 121</td>
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<tr>
<td>Adult Development Option: HDEV 4308 and 12 units from any three courses from the following list: ANTH 3740; 3745; ES 3105; 3165; 3170; 3210; 3851; ES/WOST 3420; HDEV 3690; 3850; 4325; 4350; 4820; 4870 MCOM 4500; PSYC 3410; 3420; 4620; 4680 POSC 3170; 3340; REC 3100; 3200; 3800; SOC 3410; 3411; 3412; 3413; 3415; 3416; 3417; 3750; 4720; SPCH 4850 WOST 3400; 3520; 3550</td>
<td>HD 347 Human Growth and Development: Biological and Behavioral Interactions</td>
<td>One course from: Human Development 101, 102-110, 130, 160, or 162</td>
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<tr>
<td>Gerontology Option: HDEV 4004 or 4005; and 12 units from any three courses from the following list: ANTH 3740; 3745; ES 3105; 3165; 3170; 3210; 3851; ES/WOST 3420; HDEV 3690; 3850; 4325; 4350; 4820; 4870 MCOM 4500; PSYC 3410; 3420; 4620; 4680 POSC 3170; 3340; REC 3100; 3200; 3800; SOC 3410; 3411; 3412; 3413; 3415; 3416; 3417; 3750; 4720; SPCH 4850 WOST 3400; 3520; 3550</td>
<td>HD 216 Adolescence and Emerging Adulthood</td>
<td>Five additional upper division courses chosen from among Human Development courses or from a list of restricted electives in consultation with faculty adviser. May include only one practicum course.</td>
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</table>

Note: * has prerequisites not listed here ** To be taken after or concurrently with HDEV 4520.
### Following Courses
- SC 4601; 4602; (must take together) HDEV 4005; PHIL 3160; POSC 4911; REC 3800; 4600 SOC 3419; 3715 (prerequisite required); SPPA 4866 (consent of instructor)

### Specialized Sequence Option
Any 4-unit Upper Division HDEV course, and 12 units as specified below. Select 12 units of upper division courses from across the university sharing a focus on a coherent aspect of Human Development. Prior approval must be obtained from a department advisor by filling out the Specialized Sequence Form. Field experience for credit is combined with courses such as HDEV 4200, 4201, 4860.

### Senior Projects Units: 8
- HDEV 4880; HDEV 4891

### HDEV 4880; HDEV 4891
- HD 260 Introduction to Personality
- HD 261 Development of Social Behavior
- HD 313 Problematic Behavior in Adolescence
- HD 336 Connecting Social, Cognitive, and Emotional Development
- HD 342 Participation with Groups of Young Children
- HD 346 Role and Meaning of Play
- HD 384 Gender and Sexual Minorities
- HD 448 Advanced Participation with Young Children (4 credits only)
- HD 362 Human Bonding
- HD 370 Adult Psychopathology
- HD 371 Child Development and Psychopathology
- HD 452 Culture and Human Development
- HD 468 Stress in Childhood and Adolescence

### Life Course, Social Contexts, and Social Policy
*(One of these courses required)*
- HD 218 Adulthood and Aging
- HD 250 Families and the Life Course
- HD 251 Social Gerontology: Aging and the Life Course
*(Many of these classes are offered once every two years rather than yearly)*
- HD 233 Children and the Law
- HD 448 Advanced Participation with Young Children (4 credits only)
- HD 353 Risk and Opportunity Factors in Childhood and Adolescence
- HD 418 Aging: Contemporary Issues
- HD 419 Midlife Development
- HD 457 Health and Social Behavior
- HD 483 Early Care and Education in Global Perspective

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HDEV Major Requirements From Other Universities Continued
<table>
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<tr>
<th>Gerontology</th>
<th>Foundation: HDEV 4004 or 4005; and 12 units from any three courses from the following list. HSC 4601; 4602; (must take together) HDEV 4905; PHIL 3160; POSC 4911; REC 380; 4600 SOC 3419; 3715 (prerequisite required); SPPA 4866 (consent of instructor)</th>
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<tr>
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<tr>
<td><strong>Senior Projects Units:</strong> 8</td>
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<td>HDEV 4880; HDEV 4881</td>
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<tr>
<td><strong>Personality (D2), PSY 368:</strong> Asian American Personality and Mental Health, PSY 370 - Abnormal Psychology (D2), PSY 438 - Psycholinguistics, PSY 463 - Social and Personality Development</td>
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<td><strong>Sociocultural Foundations:</strong></td>
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<td><strong>Interaction skills, S</strong></td>
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<td>**Problems of Children, PSY 412 Adolescent Psychology, PSY 418 The Psychology of the Family, PSY 447 Learning and Behavior, PSY 448 Cognitive Development, PSY/GERN 422 Seminar in Living and Dying,</td>
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<td><strong>Methodology:</strong> ANTH 451 Applied Ethnographic Methods, ANTH 480 Studies of Language Use, EDEC 537 Assessment in Preschool &amp; Elem, GERN 493 Narrative Methods, PSY 380 Introduction to Psychological Research Methods, PSY 441 Qualitative Methods, S0CI 300 Sociological Analysis, WGS 425 Feminist Research Methods</td>
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<td><strong>Fieldwork (12 units):</strong></td>
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<tr>
<td>HUS 300 - Introduction to Human Services, HUS 396 - Practicum in Human Services, HUS 496 - Internship in Human Services</td>
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*HDEV Major Requirements from Other CSU's Continued*
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<tr>
<th>Major Requirements</th>
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<tr>
<td>Intro. to Psychology, PSY 120</td>
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<td>Health Psychology, PSY 201</td>
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<td>Psychology of Nutrition, PSY 202</td>
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<td>Health Education, PSY 203</td>
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<td>Psychology of Exercise, PSY 205</td>
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From Other CSUs: Continual Topics in Aging & Life Course
The Human Development Department currently teaches one class that meets the General Education requirements: HDEV 3800 Human Development and Interaction. A summary of student learning outcomes for this course is included below. (Concord campus students have access to the course online.)

**Human Development 3800 – Student Learning Outcomes**

1. Students will demonstrate an understanding of and ability to accurately apply disciplinary concepts of the social or behavioral sciences to the study of human behavior, individually and in society:

   *Explain and use at least two standard or basic theories and models:*

   Students are exposed to several of the major theories in the social sciences. This includes but is not limited to Bronfenbrenner’s Ecological Model, Erikson’s Psychosocial Theory, Kohlberg’s Theory of Moral Development, and Piaget’s Theory of Cognitive Development. Each theory is thoroughly reviewed and integrated in course material, group discussions, papers, and exam questions. Theories are critically reviewed and applicability is considered in multi-cultural contexts. Indicator: Successful use in exams, papers, class presentation, and in class discussion.

   *Define and use key disciplinary terms:*

   Several of the key concepts used for this course include but are not limited to lifespan, culture, development, collectivistic, individualistic, theory, methodology, identity, socialization, and ethnocentrism. Students will have various opportunities to demonstrate their level of comprehension with these terms in papers, exams, group discussions, and research article summaries. Indicator: Successful use in exams, papers, class presentation, and in class discussion.

   *Explain and critique professional applications of disciplinary concepts:*

   Throughout the course past and current news and historical events are discussed which provide students the opportunity to practically apply course concepts. Indicator: Successful use in exams and in class discussion.

2. Students will demonstrate an understanding of and the ability to effectively conduct or plan research using an inquiry method of the social or behavioral sciences.

   *Identify key research issues and conduct an appropriate literature review:*

   Students will be exposed to a variety of research issues throughout the class. Current issues are integrated into course material and group discussions. Further, students will be conducting literature reviews and summarizing academic journal articles on topics relevant to the course (4 articles). Indicator: Successful completion of literature review and article summaries.
Write research-based hypotheses or research questions:

As part of the aforementioned journal article reviews and summaries, students are asked to think about what the next logical step would be in the line of inquiry. They are asked to write a research question (or questions) for future research. Indicator: Successful creation of appropriate research question(s) with article assignment.

Collect data or use existing data to address important social issues:

Students will be collecting qualitative data for their assigned papers. Open-ended interviews will be conducted and the influence of culture and diversity will be examined. This exercise will not only allow students insight into their own developmental niche but also those from different cultures. Indicator: Successful completion of paper.

Analyze data or describe how data should be analyzed:

Students will be exposed to a variety of methodologies in the social sciences. They will be challenged to think about how culture influences the type of data collected and what inferences can or can not be drawn due to culture. Further, students will be analyzing qualitative data from their open-ended interviews for inclusion in their papers. Indicator: Successful use in exams, papers, class presentation, and in class discussion.

3. Students will explain in writing, using examples, how human diversity and the diversity of human societies influence our understanding of individual and collective human behavior.

Multiple opportunities exist in this course for students to consider and explain diversity and the societal influences on both individual and collective human behavior. In papers, students are asked to consider the impact of culture and to articulate the similarities and differences that exist. Additionally, essay exams will allow students the opportunity to demonstrate, in written form, their understanding of diversity. Indicator: Successful use in exams and papers.

4. Students will demonstrate advanced skills in oral and written argument in the social or behavioral sciences. (Possible topic areas include: biomedical and health issues, socio-economic class, crime, discrimination, education, energy, environment, gender, global economy, immigration, military intervention abroad, poverty, race, technology.)

Throughout the course students will have the opportunity to work on their oral skills. This is accomplished in a number of ways. Frequently students will be given articles to read that touch on current hot button issues that relate to culture, societal influences, and/or development. They are then given a list of discussion questions and asked to debate the issues. Additionally, each student provides a class presentation dealing with conflict resolution between cultures (there is a one page summary turned in at the time of the presentation).

Students have various written assignments throughout the quarter. Both the midterm and the final include two essay questions. Students are expected to demonstrate a depth of knowledge related to the course material, a logical argument, advanced organization of thought, and proper
grammar. Next, each student is required to complete a 7-9 page paper which examines culture and the developmental niche. Students are encouraged to turn in drafts for feedback and suggestions. They are graded on content, organization, and grammar. Lastly, students are required to complete four journal article summaries (2 pages in length each). This exercise not only builds on students' information literacy but also requires significant effort in paraphrasing.

Indicator: Successful use in exams, papers, class presentation, and in class discussion.

5. Applicants should describe how the course will assist students in developing advanced information competence.

As previously mentioned, students are required to conduct various literature searches throughout the quarter. Students are expected to use library databases to find academic journal articles. This will enable students to identify where and how to locate research in the area of Human Development, provide students with an opportunity to see what is currently being written about in the field, evaluate and analyze the written work, and formulate research questions that have yet to be asked.

Additionally, students are asked to conduct research on conflict resolution between two cultures.

Indicator: Successful completion of literature review/summary articles and class presentation.

Person Responsible: Professor Keri O’Neal


Table – see next page

[ List number of degrees awarded, number of undergraduate majors, number of courses and sections taught, average section size, FTES, FTEF, and SFR for lower division, upper division, courses, and ethnicity of majors and faculty]

Summary of Advising

Faculty-student relationships are the foundation of learning communities formed within the department. They are closely related to student achievement and retention. The critical elements of these relationships include the many different tasks related to individual advising, mentoring, and supervising internships in community organizations. These important tasks can only be performed by tenured and tenure track faculty. Given the department's growing reliance on part-time, temporary lecturers and a sharp rise in the ratio of majors to regular members of the faculty, these tasks are impossible to perform to our standards. This problem is compounded by the wide range of needs characteristic of our students, who vary greatly by age, cultural origins, prior educational experience, employment, and other factors.

Our students greatly benefit from their advising relationships with individual faculty members. First-generation college students, older students who return to school after an absence of many years, and students with disadvantaged educational backgrounds often require added support as
Human Development

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Source and definitions available at: [http://www.csueastbay.edu/ira/summary/definitions.pdf](http://www.csueastbay.edu/ira/summary/definitions.pdf)
### OVERALL DEGREES CONFERRED PROFILE BY MAJOR

**College Years 2001-02 through 2004-05**

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Source: CSU ERSD Statistical Extract

College Year: Summer, Fall, Winter and Spring.

Document: Cal State East Bay Fact Book Fall 2004
California State University, East Bay

IPEDS FACULTY PROFILE AS OF NOVEMBER 1st


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DEPARTMENT TOTAL: 7, 7, 9, 9, 7, 8, 4, 6, 5, 4

Tenure are professor emeriti. Faculty Early Retirement Program (FERP) participants teaching in Fall are included in full-time faculty counts.
they attempt to meet the academic and personal challenges posed by a rigorous, interdisciplinary program. At-distance students seek to maximize their learning and enhance their university experience by developing special relationships with individual faculty members. Students regularly swamp our regular faculty with requests to supervise internships and independent study. Because such projects provide students with critical opportunities for applying and extending their learning outside the classroom, every faculty member supervises a significant number of individual student projects above her/his assigned workload.

Persons Responsible: All Tenure Track Faculty

Summary of Recruitment Activities and Materials

The department of Human Development has been committed to numerous student outreach and recruitment activities. Faculty members make personal telephone calls to newly admitted students who are interested in majoring in Human Development, and regularly represent the department at campus events such as Al Fresco, Discover Explore Day, Major Minor Fair, and new student orientations. Faculty members also maintain strong ties to local community colleges. For example, we have attended Major/Minor/Transfer Fairs at Las Positas College, Diablo Valley College, Contra Costa College, and Vista College (now known as Berkeley City College). These fairs provide the valuable opportunity to speak directly to potential transfer students. We have participated in faculty exchange meetings with Chabot College, Ohlone College, College of Alameda, Laney College, Merritt College, Los Medanos College, College of San Mateo, and Skyline College. In addition, we have met with the academic counselors at Chabot College and Diablo Valley College. Such meetings with community college instructors and counselors are the best indirect way to recruit new transfer students, because community college students often speak to instructors and faculty about their future educational and career goals. (See Appendix D for a sample of our recruitment handout: Department of Human Development: From Beginning to End, A Major to Grow In.)

Persons Responsible: Professors Godwin Ashiabi, Rainer Bauer, Christina Chin-Newman and Xeno Rasmussen

d. Faculty

The department’s key strength is its interdisciplinary faculty. Since its foundation in the early 1970’s, Human Development has sought to hire exceptional scholars and teachers from a range of disciplines that study aspects of change over the human lifespan, including anthropology, biology, psychology, and sociology. Each member of the department’s faculty works from a particular epistemological foundation and is engaged in ongoing dialogue with department colleagues who work from different foundations. Whether in the context of team teaching or program development, the Human Development faculty collaborates across disciplines to develop a curriculum organized around critical comparison and integration of theoretical perspectives and research methods. Our abiding commitment to dialogue distinguishes us from faculty in most other departments of human development, who tend to apply multidisciplinary approaches (e.g., parallel or sequential presentations of disciplinary perspectives).
Department of Human Development

5 Year Plan
FIVE YEAR PLAN

This plan describes what the department of Human Development intends to do during the next five years to build on its established strengths as an academic program. The plan grows out of changes in the needs of our student population, the composition of our tenure track faculty, and the results of our own internal assessment. It reflects our commitment to be leaders in the field of distance education and to provide alternative modes of instructional delivery.

a. Curriculum

1. Major Curricular Change: Modification of the Human Development B.A. Program

The most significant activity for Human Development during this Five Year Plan was the passage of a complete Curriculum Revision for Human Development. This is the first time that there has been a major revision in the Human Development curriculum since the department was created nearly thirty years ago. The creation of this new curriculum is the culmination of three years of intensive dialogue, discussion and planning. Every tenure track faculty member contributed to the new curriculum, which goes into effect Fall Quarter 2007. The new curriculum reflects the scholarly and academic interests of the current tenure track faculty. It takes into account the goals of the department, and the goals, mission and assessment results of human development.

(Please see the Appendix A for the formal request for approval of modification of the Human Development Degree Program, and all related documents.)

Our previous set of options included Childhood, Adolescence, Adulthood and Aging, and Gerontology. In our revised major, we have combined Adult Development and Gerontology into one option: Adulthood. We have retained Childhood and Adolescence, and added two new options: an Early Childhood Development option and an option in Women's Development. We have eliminated the specialized sequence as a means of completing the major.

The results of the modification include regrouping the current 36 units Junior Core course into 24 units of Junior Foundation courses and 12 units of Lifespan Survey courses with clear and informative course titles and learning objectives, characterizing the core knowledge of Human Development.

In the following we outline the reasons for this sweeping curriculum revision:

✓ To help students achieve the learning outcomes as set in the department Assessment Plan (see Learning Outcomes, p. 13)

✓ To align the course unit assignments with other courses in the College (from 3 units to 4 units in 12 courses)

✓ To have course titles better reflect the course material, and
To establish an Option in Early Childhood Development, in response to Community College demands for a BA in Early Childhood Development. This will prepare qualified preschool teachers to follow the preschool initiative set by the California First Five program. The department of Teacher Education is creating a Minor in Early Childhood Education to complement this option in our major by adding the teaching/education component. Anticipated increase in student enrollment (e.g., Contra Costa County First Five will offer 40 student scholarships to help students complete a B.A. degree specializing in Early Childhood Development at CSUEB.

CLASS has merged the Women Studies Program with the Human Development Department (Spring 2006). Providing an option in Women’s Development for our majors is a natural course to take given these events. The majority of students at CSUEB are women and approximately 98% of Human Development majors are women. As such, many of our students have expressed interest in having an option with a focus on women. Currently Women’s Studies many courses have long waitlists and are in high demand.

There is no major in Women’s Studies on this campus, only a minor. Creating this option provides students with an additional avenue for receiving a concentration in women’s issues. We have established the Women’s Development Option so that students who are interested in this field can receive a B.A. in Human Development with a Women’s Development Option.

Expected Action/Change: submit new curriculum package to appropriate CLASS and University committees for approval.

Timeline: 2005-2006: The request for approval of the modification of the Human Development B.A. degree program was submitted and approved Spring Quarter 2006.

Persons responsible for carrying out the needed change: the entire Human Development tenure track faculty, led by Professor Guo and O’Neal.

Anticipated cost: none

2. Multiculturalism

The department plans to engage in a series of discussions on the meaning of multiculturalism and ways to document its inclusion in every course taught in the department of Human Development. This is in keeping with the University Mission, Values & Vision Statement of California State University, East Bay:

Mission- CSUEB
To provide an academically rich, multicultural learning experience that prepares all its students to realize their goals, pursue meaningful lifework, and to be socially responsible contributors to their communities, locally and globally.
Values-CSUEB
The University values learning in an academic environment that is inclusive and student-centered. We value engagement in the civic, cultural and economic life of the communities we serve—locally, regionally, and globally. We value critical and creative thinking, effective communication, ethical decision-making, and multi-cultural competence. We value the open exchange of ideas and viewpoints.

Mission-Human Development
Human Development is an interdisciplinary program dedicated to advancing student learning both in theory and through practical application. The program’s multi-cultural curriculum is based on critical comparison and integration of diverse perspectives on human growth and change, including perspectives from biology, anthropology, psychology, sociology, philosophy, linguistics, and other disciplines. The curriculum equips students with a basic understanding of major research findings and core concepts in human development, the ability to analyze and evaluate theoretical and practical issues in the field, and the skills to apply their learning to diverse communities outside the university. The program strives to create an optimal learning community which values and fosters mutual learning and dialogue among diverse students and faculty. The program also utilizes instructional media, technologies, and learning opportunities to make instruction accessible to all students.

The purpose of the conversations will be to come to a common definition of the meaning of multiculturalism as it applies to the Human Development curriculum, and to serve as a forum for exchanging ideas, materials and resources to enhance the teaching of multiculturalism.

Expected Action/Change: It is our goal that all Human Development course syllabi will include a statement explaining to students how multiculturalism is incorporated into the course.

Timeline for completing the task: We will start the conversation in 2007, and our goal is to have the new syllabi go into effect in 2009.

Persons responsible for carrying out the needed change: Entire Human Development tenure track faculty. It will be the responsibility of the chair to make sure that lecturers are aware of the change and follow the new policy.

Anticipated cost: none

3. PACE
The University catalogue describes PACE as follows:

"PACE is an innovative program which enables adult working students to make accelerated progress toward a Bachelor of Arts degree with a major in either Human Development or Liberal Studies. PACE classes are the same as those taken by students pursuing their degrees through the traditional university format. The only difference is the carefully structured course sequence, as well as the flexible method of delivery which may include course materials on video or online."
The PACE Program is also available at the Cal State East Bay Concord Campus and in partnership with Contra Costa College in San Pablo.

Because of our new curriculum we must redesign the Human Development track within PACE. This will be the first revision in PACE since its conception. This change will require the cooperation of the Chair/Directors of PACE, Human Development, Liberal Studies, General Education and the PACE teaching faculty.

Our specific task will be to redesign the Human Development track within PACE. Currently, the PACE curriculum is structured to meet the specific requirements of the Liberal Studies major and does not always serve the needs of Human Development majors as well as it might. One possibility is to direct first-year PACE-Human Development majors into the Junior Core and to create the aforementioned Option in Adult Life Transitions for second-year PACE-Human Development majors. This change will require the cooperation of the PACE director.

Expected cost: none.

4. General Education

It is our plan to increase the list of Human Development courses that meet Upper division General Education Requirements and other general university requirements. Given the fact that most of our majors are among the most culturally diverse students in CLASS and that over 90% are female, we intend to create more courses that meet the University’s Cultural Groups/Women requirement in particular.

Expected action/change: Additional Human Development Courses accepted for Upper division GE.

Timeline: Over the next five years, we would like to have at least one new Upper division course added to our curriculum each year.

For Spring 2006, we submitted and received approval for Upper division General Education for HDEV 3800 (Human Development and Interaction).

Persons responsible: Appropriate tenure track Human Development faculty.

Anticipated cost: none.

5. Concord campus and beyond:

The curriculum is presently taught at four different locations - East Bay, Concord, San Pablo and Community College Las Positas.

Our plan is to develop and strengthen the Early Childhood Option at the Concord campus. To this end, we have designated Professor Guo to act as Coordinator for the Early Childhood option on the Concord Campus. Professor Guo will lead the department in advising and recruitment of
Persons responsible: select tenure track faculty members.
Cost: New tenure track hire with a focus in Service Learning to replace Jessica Goodkind.

b. Students

Our plan is to increase student enrollment through a new Early Childhood Option, and by creating a new Human Development Online Major.

1. New Early Childhood Development Option:

Two scholarship programs connected with this new option will encourage new student enrollment:

Contra Costa First 5 Scholarships
- CC First 5 gave CSUEB a grant of $135,200 for 2006-2007 for 40 Tuition Scholarships for ECD Option students at Concord and San Pablo
- 15 scholarships are offered to Human Development ECD Option students at Concord and San Pablo campuses for Winter 2007.

Alameda Every Child Counts Scholarships
- Alameda ECC provides 25 Tuition Scholarships, starting from Winter 2007. 17 qualified students have been recruited and will receive the scholarships and form a cohort to complete the ECD Option starting Winter 2007.

Future Enrollment Potentials of the New Early Childhood Option:

At a meeting with the Contra Costa County Community Services Dept., their director stated that they have 250 ECE staff, and they have the mandate to get 50% of them to have a BA in the next few years. There is reason to believe a similar situation exists with Alameda county.

2. New Online Major:

The department of Human Development, working together with the CLASS Online Task Force, plans to create a totally online major with an option in Women’s Development for CSUEB students. Since the existing B.A. program in Human Development is Upper division (because of budget constraints we no longer teach any lower division classes), students will be admitted to the online option after they have completed their first two years of undergraduate study. This includes students who transfer to our campus with an AA degree.

The reason that we have selected Women’s Development as our online option is because we have three tenure track faculty members with strong backgrounds in Women’s Development and all are experienced in academic online teaching. Moreover, the Women’s Studies Program (which is now part of the department of Human Development) contains several instructors whose professional training and experience enable them to support that online option. The online major will be the first of its kind for undergraduate education on our campus.
This program will increase enrollment in our department. Whenever we offer online classes, there are waitlisted students, and our response has been to offer two to four additional sections. This new online option in Women’s Development is in part a response to student surveys, in which students consistently indicate that they want more online classes. When students transfer from CSUEB to another institution, the majority presently transfer to the University of Phoenix, which offers degrees based on online education. The existence of this new program will keep students from transferring elsewhere, and will thus aid in student retention.

Our vision is to have the students move through the online curriculum as a single cohort. Over time, we expect to add more cohorts as needed. At this time we expect the number of students in each cohort to number between thirty and thirty five.

Although courses will be taught totally online, at the start of each quarter students will be required to attend a single all day Saturday and half day Sunday face-to-face orientation on campus. During the orientation, students will be introduced to their online professors, who will show them the online resources, such as online University Library, Help Desk, etc. In addition, we will provide tutorials to introduce them to Blackboard. During this time, students will also have face-to-face advising with a faculty mentor. In addition to providing useful factual information, we see the provision of this face-to-face orientation as a tool for facilitating positive relationships that will help both in student retention and in community building.

The most exciting aspect of this program is that it will enable us to reach an underserved student population. By this we mean, working students who find it difficult to come to campus because of responsibilities connected with child care, elder care, personal disabilities and the difficulties of commuting to campus. In addition, the existence of this program will enable us to attract students who reside outside of the traditional regional area from which most of our students come. Our audience becomes potentially all regions of California, the United States, and the world.

**Expected Action/Change:**

- Recruitment for new Early Childhood option
- Creation of the Online Major/B.A. Degree in Human Development (with option in Women’s Development)

**Timeline:**

- Recruitment for new Early Childhood Option
  From 2006 to 2010

- New online major/B.A. degree in Human Development (with option in Women’s Development)
  
  2005-2006  Planning and development
  2006-2007  Coordination, Advertisement and Recruitment
  2007-2008  Implementation, with first cohort
Persons Responsible:

- Recruitment for new Early Childhood option Professors Guo and Chin-Newman

- For new online major/B.A. degree in Human Development (with option in Women’s Development). Professors Bauer, Guthrie and Chin-Newman (members of the CLASS Online Teaching Task Force); Professors Comerford and O’Neal (whose professional specializations include the field of Women’s Development); Professor Guthrie, Chair, Human Development (coordination with other directors/chairs to create GE package to go with the online major).

- CLASS office (publicity and recruitment for both).

Anticipated cost:

- $1500 annually (to cover the cost of required orientations of cohort members for the online major at the beginning of instructional periods).

- 8 units of release time annually for Professor Bauer – online program coordinator and implementation; supervise student selection process; organize and supervise face-to-face student orientations.

- The cost of 12 units lecturer time quarterly to replace faculty teaching in online program.

3. **Advising and retention:**

Faculty-student relationships are the foundation of learning communities formed within the department. They are closely related to student achievement and retention. The critical elements of these relationships include the many different tasks related to individual advising and mentoring. Our students greatly benefit from their advising relationships with individual faculty members. First generation college students, older students returning to school after an absence of many years, and students with disadvantaged educational backgrounds often require added support as they attempt to meet the academic and personal challenges posed by a rigorous, interdisciplinary program. These important advising tasks can only be performed by tenured and tenure track faculty.

Currently, all tenure track faculty are involved with student advising. Regular advising takes place on both the East Bay and the Concord campuses. For instance, during the Fall Quarter 2006, Professors Borish, Comerford, Guo and Rasmussen hold regularly scheduled advising hours on the Concord campus.

For the past 3 years the Human Development Department has held “Open Advising Nights.” These events provide students with the opportunity to meet and get acquainted with faculty, receive advising on major coursework, and complete major checks. In an effort to increase accessibility to students, advising nights are attended by all full time faculty, held both in Fall and Spring quarter, and on both the East Bay and Concord campuses.
These events have proven quite successful and the department has received positive feedback. Students have expressed their appreciation as these evenings tend to fit their busy schedules. Moreover, it fosters a climate of care and concern for the students. In addition to flyers posted throughout the department, students receive an email inviting them to the event.

During the next five years, the department plans to continue work on the department web page for the purpose of facilitating advising. The web page will include a chat room or threaded-discussion that could be moderated by rotating members of the tenure track faculty.

As enrollments increase on the San Pablo campus, the department plans to make arrangements for the presence of a tenure track faculty member to provide advising. As this and all of the above make clear, the department is very much aware of the relationship between good advising and retention, and is taking steps to strengthen the advising process on all the campuses on which Human Development courses are taught.

Expected Action/Change:

✓ continue developing advising at Concord and San Pablo campuses;

✓ continue with the Open Advising nights at East Bay and Concord. As the enrollments at San Pablo increase, we will add an advising night on that campus as well.

Our plan is to constantly update and develop the Human Development web page. We will expand on our list of frequently asked questions, create a bulletin board for announcements about new classes, scheduling changes, and special events. We will include as well a moderated threaded discussion so students can communicate with one another and ask individualized questions. An expanded and more inclusive Human Development web page will help with advising, retention, and help create a sense of community. It will also help familiarize students with the electronic environment which is so essential in the courses taught by our department.

Timeline: the five year period

Persons responsible:
- Open Advising nights: Professor O’Neal
- Webmaster: Position will rotate among tenure track faculty.

Cost: As we increase our presence at San Pablo, we need the University’s leadership and support. Currently, Human Development receives no support at San Pablo. One faculty member, for example, had no idea who to contact for an office in order to hold office hours. The faculty member ended up holding office hours in the classroom which happens to be empty at that time. If the University wants to expand to San Pablo, we need office space, telephones, and computers at the very least so that we can adequately services students.

4. Student transition between the old and new curriculum
Human Development is working on developing the equivalencies to aid our students in making the transition from the old to the new curriculum. Students who have partially completed their Human Development major based on the old curriculum will be able to gain equivalent credit for their work in order to aid them in completing the Human Development major based on the new curriculum.


Person responsible: Entire tenure track faculty under the leadership of Professor Bauer.

Cost: none.

Office Climate:

For a number of years the physical layout of the Human Development office was not as welcoming as it could be to students. For instance, the lights were not turned on, and the department support staff person sat behind a partition. As a result, students entered a darkened office and did not see anyone. The office furnishings were old and outdated, and the general atmosphere was not inviting to students.

Expected Action/Change: purchase of new office furniture; paint the office walls and file cabinets; rearrange the office space and remove partition; keep lights on. The response from students has been extremely positive – it is a more welcoming environment for them and facilitates positive contact with the department. In the long run, this will help with retention.

Specific timeline: accomplished in 2005-2006 (first year of this five year period)

Persons responsible: Chair, Professor Guthrie


c. Faculty

Changes to Improve the Current Faculty Situation

Reliance on lecturers:

Although the number of courses taught by lecturers has decreased since the last review, roughly 33% to 50% of our classes are taught by part-time lecturers (see chart below). Our continuing reliance on lecturers and the special conditions of their employment raise a number of critical challenges for Human Development program. The substantial growth of our student enrollments during the 1990’s and the increasingly distributed nature of these enrollments have greatly intensified the programmatic needs that cannot be addressed by part time, temporary faculty.
Under the University’s guidelines, the lecturers are hired on a contingent basis, and their responsibilities are limited to classroom teaching. This leaves our regular faculty to deal with an increasingly complex and demanding array of tasks.

Our current dependency on part time faculty members in unstable employment situations is an obstacle to our ability to maintain a high quality instructional program. Successful team teaching, instruction consistent with program goals integrated across the curriculum, student advising, and curriculum planning are all made difficult by a shortage of full-time regular faculty, the conditions of lecturers’ employment, and high turnover rates among temporary faculty.

The duties of our tenure track faculty include the following:

- They update, coordinate and integrate a curriculum that must be adapted to the different situations of Human Development-PACE majors, regular Human Development majors, Liberal Studies majors, Nursing students and Blended students.
- They create and manage a range of instructional systems (e.g., live classroom interaction, audio-streamed lectures, fully online classes and hybrid instruction) that enable working students on 4 campuses (East Bay, Concord, San Pablo and Las Positas) to complete the Human Development major;
- They complete ever more complex committee and other service work at the department, college, university and community levels.
- They build and maintain the individual faculty-student relationships – based on advising and mentoring roles that sustains a department community of nearly 300 majors.
- In addition, they must carry out their own independent research and publish.

Given that between one third and one half of our courses are still taught by part-time lecturers, it is very clear that we need additional tenure track hires. This need becomes even greater due to the fact that we have revised the Human Development B.A degree program with two new options (Early Childhood and Women’s Development) that we know will bring in new students. If we are not given new tenure track hires, we will be forced to hire additional part time lecturers to cover these needs.

These challenges are compounded by recent changes in the regular Human Development faculty. Professors Meyer and Becker have retired since the last Five Year Review. Professor Jessica Goodkind resigned from the department. We need to keep in mind that Professor Guthrie has a joint appointment in Human Development and Women’s Studies, so that her time is split between Human Development and Women’s Studies.

Expected Action/Change: New tenure track hires

Timeline: The five year period.

Persons responsible: Department chair.

Cost: Salary and benefits.
Workload and PTR issues

Human Development has provided a distance-learning program for more than thirty years, in addition to face-to-face instruction. In recent years, our efforts to increase services to working adult students have been accomplished by increasing use of computer technology and a growing variety of instructional modalities. Specifically, we are heavily involved in online teaching. While this shift has brought important benefits to students, it has greatly increased department workloads and has stretched department resources increasingly thin.

Half of the Human Development tenure track faculty is non-tenured, and only one member is a Full Professor. The PTR process is therefore very important to the department. All of our faculty are heavily invested in online teaching. Nevertheless, the University has failed to produce and implement a student evaluation instrument for online instruction. Therefore, in putting together our dossiers, our students have no official student evaluation for their online classes.

Expected Action/Change: Continuously seek administrative, technical and financial support of instructional technology specifically geared to the needs of our distance learning program; continue to lobby for the creation of an online student evaluation instrument.

Request release time for tenure track faculty developing new online courses.

Timeline: the five year period.

Persons responsible: Professors Bauer, Guthrie and Chin-Newman are members of the CLASS Online Teaching Task Force. This is one place where the lobbying will take place. The entire tenure track faculty will push this wherever appropriate.

The Dean is responsible for granting release time.

Cost: Release time for development of online classes.

d. Resources

Tenure track faculty:

Our number one priority is hiring at least three new tenure track faculty over the course of the next five years. We need positions to fill critical gaps in our coverage of Human development across the lifespan. New positions will strengthen our ability to advise, mentor and retain students. These positions support our efforts to develop areas of study that promise to increase enrollments, such as the Early Childhood option and the option in Women’s Development. Specifically, we would like tenure track hires in the following fields:

- Adult/ Gerontology with specialization in life transitions of late adulthood or gerontology of women
- Service Learning
- Women’s Studies with a specialization in Women’s Health issues.
Administrative Support:

Office support staff: Currently the department has one administrative support coordinator who works a traditional 40 hour schedule. Starting in the Fall 2006, her hours were changed so that the department is open until 6:30 PM two evenings each week. That means, however, that the office closes early on a third day. This is helpful, but we need more office support. Our office should be open 8-5 five days a week, and a minimum of two evenings a week. For years we have offered Saturday classes, and there is presently no support for students and faculty at this time.

Technical support:

Human Development and Women’s Studies leads CLASS if not the entire university in the number of undergraduate online classes that we offer. In addition to our online classes, the majority of Human Development classes use Blackboard for hybrid classes and audio streaming. Moreover, it is part of our plan to develop a totally online option in Human Development to service our working students. In order to accomplish this, we need a designated technical person, who will be able to work intensively with the faculty to develop and improve our implementation of online courses. The faculty will need updated laptop computers with the most useful and efficient software programs to facilitate the best possible instruction in these new courses.

Expected Action/Change: Hiring three tenure track faculty. Hiring half-time office support, and securing the half-time services of an IT person designated to work for the Human Development Department.

Timeline: Within the next five years

Person responsible: Department chair.

Costs: salary and benefits for the above positions.
REQUEST FOR APPROVAL OF MODIFICATION OF THE HUMAN DEVELOPMENT B.A. DEGREE PROGRAM IN THE DEPARTMENT OF HUMAN DEVELOPMENT

1. Definition of Proposed Change

1.1 Designation of Degree, Major
BA, Human Development

1.2 Evidence of approval of

1.2.1 Department
Original Signed by Patricia Guthrie, Chair

1.2.2. College Dean
Original Signed by Marilyn N. Silva

1.2.3 College Faculty Review Body (Committee chair's name and signature)
Original Signed by Dee Andrews, Chair, Curriculum Committee

1.3 Objectives of proposed revision

1) To help students achieve the learning outcomes as set in the Department Assessment Plan (see Learning Outcomes Appendix C),
2) To align the course unit assignments with other courses in the College (from 3 units to 4 units in 12 courses),
3) To have course titles better reflect the course material, and
4) To establish the Option in Early Childhood Development, in response to Community College demands for a BA in ECD, which will prepare qualified preschool teachers following the preschool initiative by California First Five program, and promises to increase future enrollment (Chancellor Reed held a CSU Summit on this issue on 3/3/2006). The Department of Teacher Education is creating a Minor in Early Childhood Education to complement this Option in our Major by adding the teaching/education component.
5) To establish the Women’s Development Option so that students who are interested in women’s issues can receive a B.A. in Human Development with a Women’s Development Option. Currently Women’s Studies courses always have long waitlists and are in high demand. Administratively, CLASS has merged the Women’s Studies Program with the Human Development Department. The Department is in the process of requesting a formal merger.

The results of the modification include:
1) regrouping the current 36 units Junior Core course into 24 units of Junior Foundation courses and 12 units of Lifespan Survey courses with clear and informative course titles and learning objectives, characterizing the core knowledge of Human Development;
2) consolidating the two current options “Adult Development Option” and “Gerontology Option” into one option “Adult Development and Gerontology Option”;
3) **eliminating the specialized sequence** as a means of completing the major; and

4) **adding two new options** “Early Childhood Development Option” and “Women’s Development Option” to reflect student interest and faculty members’ expertise, and to help students achieve the Learning Outcomes developed in our Assessment Plan.

1.4 List of all requirements, including courses by catalog number, title, and units, affected by change. The total required units in both old and new programs must be clearly indicated.

Please see Appendix A for detailed list of all requirements. Below is an overview summary.

The Existing Old Program Requirements:
- Required Major Units: **Total 80 units**
  - Lower Division Units: 20 units
  - Upper Division Units: 60 units (total)
    - 36 units of the junior Core Sequence
    - 12 units of the senior Electives
    - 12 units of the senior Projects

The Proposed New Program Requirements:
- Required Major Units: **Total 80 units**
  - Lower Division Units: 12 units
  - Upper Division Units: 68 units (total)
    - 24 units of the Junior Foundation Courses
    - 16 units of the Lifespan Survey Courses
    - 20 units of the Senior Option Electives
    - 8 units of the Senior Capstone Courses

1.5 List of **New Course**, **Course Modification**, and **Course Discontinuance Requests**, if any, attached to this proposal.

**New Courses**
- HDEV 3101 Lifespan Physical and Cognitive Development
- HDEV 3102 Lifespan Social and Emotional Development
- HDEV 3103 Social and Cultural Dynamics of Human Development
- HDEV 3201 Theories of Human Development
- HDEV 3202 Research Methods in Human Development
- HDEV 3203 Applying Theory and Method to Human Development
- HDEV 3301 Child Development
- HDEV 3302 Foundational Aspects of Adolescent Development
- HDEV 3303 Adult Development and Aging
- HDEV 3304 Girls and Women Across the Life Span
- HDEV 4010 Early Childhood Cognitive Development
- HDEV 4030 Early Childhood Social Development
- HDEV 4110 Child Cognitive Development
- HDEV 4120 Child Language Development
- HDEV 4130 Social Development of Children
- HDEV 4140 Theoretical Perspectives in Child Development
- HDEV 4150 Children in Families and Communities
- HDEV 4220 Contemporary Research Topics in Adolescent Development
- HDEV 4230 Community Prevention and Intervention in Adolescent Development
- HDEV 4361 Current Issues in Gerontology
- HDEV 4362 Aging and Diversity
The proposed change is the product of four years of intensive discussion and preparation by all the regular faculty members of the Department. The change is motivated by the following factors:

A) The Student Learning Outcomes Assessment Plan of the Department finds the following weaknesses in the existing Human Development Major Program:

i. The junior Core Sequence courses (12 3-unit courses) are vaguely specified and do not provide adequate guidance to the instructors to help students meet the learning outcomes.

ii. Due to (i), the existing curriculum does not guarantee that all students will necessarily be trained with appropriate foundation knowledge in the field of human development across the lifespan.

iii. The Major, designed over 30 years ago and dated now, needs to be updated to meet the current needs of our students (as identified in the Student Learning Outcomes in the
Assessment Plan). The proposed curriculum reflects the state of the art theorizing, research findings, and understanding of human development as an interdisciplinary field of study.

B) Since 1988, the University has hired six new HDEV faculty members who constitute 75% of the teaching capacity of the regular faculty. These new faculty members were hired to suit the current needs of the students and reflect the new directions of scholarship in Human Development. In order to take the department in the new directions of the discipline as reflected in the expertise of the department faculty, the curriculum must be modified.

C) The two new options, Early Childhood Development and Women's Development, promise significant future student enrollment. For Early Childhood Development, there is anticipated student demand due to the State preschool initiative. Student interests have consistently been strong for women's issues, but only a Women Studies minor was available.

D) The existing HDEV major has 36 units of required 3-unit courses. They are not only inconsistent with the vast majority of all other courses in CLASS, but also difficult for teaching allocations, since they are clustered courses involving 9 to 12 WTUs. This poses scheduling problems for students and faculty alike. All courses in the proposed curriculum are free standing 4-unit courses, facilitating students' course selection and streamlining faculty teaching assignments.

E) This proposed HDEV curriculum is better aligned with student learning outcomes than the existing HDEV curriculum.

3. Faculty, Library, Operating Expense, Capital Outlay, Equipment, and Facilities Resources for the Proposed Change

None. The projected WTUs and the FTES capacities (based on enrollment limits) of the new curriculum are comparable to those of the existing curriculum. Therefore, the new curriculum has no current resource implications. However, the Department is planning to apply for more tenure track positions in the next few years, as part of the normal Departmental Five Year Planning, to meet the needs of the anticipated increase in HDEV majors.

4. Relationship of Revised Program to Teaching Credentials or to Accreditation Organization

The Human Development Department serves a significant number of Liberal Studies Majors with a Human Development Option. However, the new curriculum has very little impact on the Human Development Option in Liberal Studies Major. The three courses required by Liberal Studies, HDEV 4510, HDEV 4520, HDEV 4700 will continue to exist with no change, except the course number modification. A new course HDEV 4130 is created to meet the requirements of the Liberal Studies major.

5. Consultation

Liberal Studies
Speech Pathology (to notify course number change of HDEV 4520)
PACE
All other CLASS departments and programs.
Appendix A: Human Development Major Requirements

1.4 List of all requirements, including courses by catalog number, title, and units, affected by change. The total required units in both old and new programs must be clearly indicated.

Overview Summary:

The Existing Major (80 units):
- Lower Division 20 units
- Upper Division 60 units
  - Junior Sequence 36 units
  - Senior Option 12 units
  - Senior Projects 12 units

The Revised Major (80 units):
- Lower Division 12 units
- Upper Division 68 units
  - Junior Foundation 24 units
  - Lifespan Survey 16 units
  - Senior Option 20 units
  - Senior Capstone 8 units

Detailed Requirements and Course Listings:

Part One: Requirements of the existing HDEV Program:

The existing HDEV Major comprises 80 units.

I. Lower Division (20 units)
   Units completed from any of the following categories, with no more than 12 units in any one category.
   a. Anthropology
   b. Human biology, biochemistry, pharmacology
   c. Child development
   d. Economics, demography & political science
   e. Ethnic or area studies, sign language, foreign language, computer language
   f. Human development
   g. Mathematics, statistics, philosophy, linguistics, communication science
   h. Psychology
   i. Sociology
   j. Speech pathology
   k. Additional categories (e.g., gerontology, developmental disabilities, phenomenology) may be approved by the Department.

II. Upper Division (60 units)

   A. Core Sequence (36 units)
   - HDEV 3001 3 Behavioral and Biological Approaches in Human Development I
   - HDEV 3002 3 Behavioral and Biological Approaches in Human Development II
   - HDEV 3003 3 Behavioral and Biological Approaches in Human Development III
B. **Option or Specialized Sequence (24 units)**

Choose one of the following four Options or a specialized sequence

**A) Childhood Option**

Electives (12 units): Select 12 units from the following list

- ANTH 3740 4 Cross Cultural Patterns in Child Rearing
- DANC 3235 4 Dance for Children
- ESPY 5021 4 The Exceptional Individual
- ESPY 6121 4 Counseling Exceptional Children
- HDEV 4510 4 Cognitive Development
- HDEV 4520 4 Language Acquisition and the Symbolic Function
- HDEV/TED 4603 3 Seminar in Early Childhood
- HDEV 4710 4 The Child in the Family and in the Community
- PE 4340 4 Motor Development
- PE 4605 4 Special Populations: Psychomotor Disabilities and Implications
- PSYC 4420 4 Developmental Psychology
- SOC 3416 4 Sociology of the Mexican-American Family
- SOC 4750 4 Child Welfare
- SPPA 4865 4 Language Disorders in Children
- TED 3500 4 Introduction to Early Childhood Studies
- TED 5180 4 Play and Learning in the Education of the Young Children

Senior Projects (12 units)

- HDEV 4700 4 Childhood Development
- HDEV 4880 4 Senior Group Project
- HDEV 4891 4 Senior research Seminar (or)
- HDEV 4890 4 Senior Individual Project

**B) Adolescence Option**

Electives (12 units): Select 12 units from the following list

- BIOL 3060 4 Human Sexuality
- BIOL 3070 4 Optimal Nutrition
- ES 3105 4 African-American Identity
- ES 3165 4 African-American Sexuality
- ES 3310 4 Native American World View
- HDEV 3800 4 Human Development and Interaction
- HDEV 4325 4 Lesbian & Gay Lifespan Development
- HDEV 4350 4 Intimate Relationship throughout the Lifespan
- HDEV 4870 4 Selected Topics in Human Development (if topic is related to adolescence)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 3150</td>
<td>Contemporary Ethics</td>
</tr>
<tr>
<td>PE 4615</td>
<td>Exercise and Stress</td>
</tr>
<tr>
<td>PE 4710</td>
<td>Psycho-social Factors of Sport and Physical Education</td>
</tr>
<tr>
<td>PSYC 4660</td>
<td>The Psychology of the Healthy Personality</td>
</tr>
<tr>
<td>SOC 3411</td>
<td>Sociology of Sex Roles</td>
</tr>
<tr>
<td>SOC 3421</td>
<td>Sociology of Popular Cultures</td>
</tr>
<tr>
<td>SOC 3480</td>
<td>Violence and Conflict</td>
</tr>
<tr>
<td>SOC 3501</td>
<td>Love and Friendship</td>
</tr>
<tr>
<td>SOC 3520</td>
<td>Sociology of Minority Groups</td>
</tr>
<tr>
<td>SOC 3730</td>
<td>Juvenile Delinquency</td>
</tr>
<tr>
<td>SOC 3750</td>
<td>Alcohol and Drug Abuse</td>
</tr>
<tr>
<td>SOC 4740</td>
<td>Criminology</td>
</tr>
<tr>
<td>SPCH 4830</td>
<td>Intercultural Communication</td>
</tr>
<tr>
<td>SPCH 4850</td>
<td>Female-Male Communication</td>
</tr>
<tr>
<td>WOST 3400</td>
<td>Women and Careers</td>
</tr>
<tr>
<td>WOST 3530</td>
<td>Women and Their Bodies</td>
</tr>
</tbody>
</table>

**Senior Projects (12 units)**

- HDEV 4400 4 Adolescence
- HDEV 4880 4 Senior Group Project
- HDEV 4891 4 Senior research Seminar (or)
- HDEV 4890 4 Senior Individual Project

**C) Adult Development Option**

Electives (12 units): Select 12 units from the following list

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 3740</td>
<td>Cross Cultural Patterns in Child Rearing</td>
</tr>
<tr>
<td>ANTH 3745</td>
<td>Cross Cultural Patterns in Human Sexuality</td>
</tr>
<tr>
<td>ES 3105</td>
<td>African-American Identity</td>
</tr>
<tr>
<td>ES 3165</td>
<td>African-American Sexuality</td>
</tr>
<tr>
<td>ES 3170</td>
<td>Mental Health in the African-American Community</td>
</tr>
<tr>
<td>ES 3210</td>
<td>Latino Women in the U.S.</td>
</tr>
<tr>
<td>ES/WOST 3420</td>
<td>Minority Women in America</td>
</tr>
<tr>
<td>ES/WOST 3851</td>
<td>Asian-American Men and Women</td>
</tr>
<tr>
<td>HDEV 3600</td>
<td>Development of Religious and Secular World Views</td>
</tr>
<tr>
<td>HDEV 3850</td>
<td>My life and Development</td>
</tr>
<tr>
<td>HDEV 4325</td>
<td>Lesbian and Gay Lifespan</td>
</tr>
<tr>
<td>HDEV 4350</td>
<td>Intimate Relationships throughout the Lifespan</td>
</tr>
<tr>
<td>HDEV 4820</td>
<td>Advanced Study in Human Development</td>
</tr>
<tr>
<td>HDEV 4870</td>
<td>Selected Topics in Human Development</td>
</tr>
<tr>
<td>MCOM 4500</td>
<td>Women in the Media</td>
</tr>
<tr>
<td>POSC 3170</td>
<td>Public Policy on the Family</td>
</tr>
<tr>
<td>POSC 3340</td>
<td>Women in Politics</td>
</tr>
<tr>
<td>PSYC 3410</td>
<td>The Psychology of Women</td>
</tr>
<tr>
<td>PSYC 3420</td>
<td>Stress and Coping</td>
</tr>
<tr>
<td>PSYC 4620</td>
<td>Theories of Personality</td>
</tr>
<tr>
<td>PSYC 4660</td>
<td>The Psychology of Healthy Personality</td>
</tr>
<tr>
<td>REC 3100</td>
<td>Lifelong Leisure Transitions</td>
</tr>
<tr>
<td>REC 3200</td>
<td>Wellness through Leisure</td>
</tr>
<tr>
<td>REC 3800</td>
<td>Introduction to Recreation Therapy</td>
</tr>
<tr>
<td>SOC 3410</td>
<td>Sociology of the Family</td>
</tr>
<tr>
<td>SOC 3411</td>
<td>Sociology and Sex Roles</td>
</tr>
<tr>
<td>SOC 3412</td>
<td>Marriage and Sex</td>
</tr>
<tr>
<td>SOC 3413</td>
<td>Sociology of Parenting</td>
</tr>
</tbody>
</table>
SOC 3415  4  Sociology of the African-American Family
SOC 3416  4  Sociology of the Mexican-American Family
SOC 3417  4  Sociology of the Asian-American Family
SOC 3750  4  Alcohol and Drug Abuse
SOC 4720  4  Medical Sociology
SPCH 4850  4  Female-Male Communication
WOST 3400  4  Women and Careers
WOST 3520  4  Mother, Daughters, and Sons
WOST 3530  4  Women and Their Bodies

Senior Projects (12 units)

HDEV 4300  4  Adult Development
HDEV 4880  4  Senior Group Project
HDEV 4891  4  Senior research Seminar (or)
HDEV 4890  4  Senior Individual Project

D) Gerontology Option

Electives (12 units): Select 12 units from the following list

HSC 4600  4  Health Systems Management
HDEV 4004  4  Current Issues in Aging (if not used for the Senior Project Requirement)
HDEV 4005  4  Aging and Diversity (if not used for the Senior Project Requirement)
PHIL 3160  4  Business and Professional Ethics
POSC 4911  4  Seminar in Administrative Ethics
REC 3800  4  Leisure Services and Special Groups
REC 4600  4  Recreation in Institutional Settings
SOC 3419  4  Death and Dying
SOC 3715  4  Social Services for the Elderly
SPPA 4866  4  Aphasia in Adults

Senior Projects (12 units)

HDEV 4004  4  Current Issues in Aging (or)
HDEV 4005  4  Aging and Diversity
HDEV 4880  4  Senior Group Project
HDEV 4891  4  Senior research Seminar (or)
HDEV 4890  4  Senior Individual Project

E) Specialized Sequence (may be completed in lieu of an Option)

Electives (12 units)

Select 12 units of upper-division courses from across the University sharing a focus on some aspect of human development. Selection of these courses must be made under the guidance of a Human Development advisor. Specialized Sequence forms must be approved by an advisor and the chair of the Human Development Department.

Senior Projects (12 units)

Four units from any other upper-division HDEV course other than courses in the Core Sequence

HDEV 4880  4  Senior Group Project
HDEV 4891  4  Senior research Seminar (or)
HDEV 4890  4  Senior Individual Project
Part Two: Requirements of the Proposed New HDEV Program

The revised major comprises 80 units.

I. Lower Division (12 units)

Lower Division Foundation Courses
Select 3 4-unit courses from the following categories, with no more than one course from each category.
1) Anthropology (cultural or social)
2) Psychology
3) Sociology
4) Human Biology or physical anthropology
5) Human or child development
6) Ethnic or area studies
7) Additional categories (e.g., statistics, gerontology, developmental disabilities) may be approved by the Department

II. Upper Division (68 units)

A. Junior Foundation Courses 24 units  
(Prerequisite: Upper Division Standing)
- HDEV 3101 Lifespan Physical and Cognitive Development (4)
- HDEV 3102 Lifespan Social and Emotional Development (4)
- HDEV 3103 Social and Cultural Dynamics of Human Development (4)
- HDEV 3201 Theories of Human Development (4)
- HDEV 3202 Research Methods in Human Development (4)
- HDEV 3203 Applying Theory and Methods of Human Development (4)

B. Lifespan Survey Courses 16 units  
(Prerequisite: Upper Division Standing)
- HDEV 3301 Child Development (4)
- HDEV 3302 Foundational Aspects of Adolescent Development (4)
- HDEV 3303 Adult Development and Aging (4)
- HDEV 3304 Girls and Women Across the Life Span (4)

C. Senior Option Courses 20 units  
(Prerequisite: Upper Division Standing)

Choose ONE of the following five Options

1. Early Childhood Development Option 20 units

Required Courses 16 units
- HDEV 4010 Early Childhood Cognitive Development (4)
- HDEV 4030 Early Childhood Social Development (4)
- HDEV 4140 Theoretical Perspectives in Child Development (4)
- HDEV 4150 Children in Families and Communities (4)

Elective Courses 4 units
Select 4 units from the following:
- HDEV 4120 Child Language Development (4)
- TED 4070 Early Childhood Education: Language and Literacy Development (4)
2. Childhood Development Option 20 units

Required Courses: 8 units
HDEV 4140 Theoretical Perspectives in Child Development (4)
HDEV 4150 Children in Families and Communities (4)

Elective Courses: 12 units
Select 12 units from the following:
HDEV 4110 Child Cognitive Development (4)
HDEV 4120 Child Language Development (4)
HDEV 4130 Social Development of Children (4)
WOST 3520 Mothers, Daughters, & Sons (4)

3. Adolescent Development Option 20 units

Select 20 units from the following, with at least 16 units of courses with the HDEV prefix:
HDEV 3800 Human Development and Interaction (4)
HDEV 4150 Children in Families and Communities (4)
HDEV 4220 Contemporary Research Topics in Adolescent Development (4)
HDEV 4230 Community Prevention and Intervention in Adolescent Development (4)
HDEV 4430 Intimate Relationships Throughout the Lifespan (4)
HDEV 4440 Lesbian and Gay Lifespan Development (4)
WOST 3520 Mothers, Daughters, & Sons (4)
WOST 3530 Women and Their Bodies (4)

4. Adult Development and Gerontology Option 20 units

Select 20 units from the following, with at least 16 units of courses with the HDEV prefix:
HDEV 3600 Development of Religious and Secular World Views (4)
HDEV 4310 Human Development in the Changing Workplace (4)
HDEV 4361 Current Issues in Gerontology (4)
HDEV 4362 Aging and Diversity (4)
HDEV 4363 Cognitive Aging (4)
HDEV 4430 Intimate Relationships Throughout the Lifespan (4)
HDEV 4440 Lesbian and Gay Lifespan Development (4)
WOST 3400 Women & Careers (4)
WOST 3530 Women & their Bodies (4)
WOST 3545 Women's Health & Health Care (4)
WOST 3550 Women, Work, and Family Life (4)
WOST 4130 Women and Midlife Transitions (4)
WOST 4160 Women and Aging (4)

5. Women's Development Option 20 units

Core Option Courses: 12 units
(a) Required courses
WOST 4130 Women and Midlife Transitions (4)
WOST 4160 Women and Aging (4)
(b) Select one course from the following:
HDEV 4310 Human Development in the Changing Workplace (4)
HDEV 4430 Intimate Relationships Throughout the Lifespan (4)
HDEV 4440 Lesbian and Gay Lifespan Development (4)
Elective Courses: 8 units
Select 2 courses from the following:
- WOST/ES 3030 Immigrant and Refugee Women (4)
- WOST 3050 Feminist Theory (4)
- WOST 3100 Seminar in Women's Studies (4)
- WOST 3400 Women and Careers (4)
- WOST/ES 3420 Minority Women in America (4)
- WOST 3520 Mothers, Daughters & Sons (4)
- WOST 3530 Women and Their Bodies (4)
- WOST 3545 Women's Health and Health Care (4)
- WOST 3550 Women, Work, and Family Life (4)

D. Senior Capstone Courses 8 units
Prerequisites: All HDEV Foundation Courses, plus 16 additional upper division units
(Students must enroll in two consecutive quarters for these two courses)
- HDEV 4811 Senior Research Seminar in Human Development I (4)
- HDEV 4812 Senior Research Seminar in Human Development II (4)
REQUEST FOR APPROVAL OF REVISION OF

THE MINOR IN

Human Development

1. Definition of Proposed Change

1.1. Designation of Option or Minor with name of major for options

Minor in Human Development

1.2. Evidence of approval of

1.2.1. Department

Patricia Guthrie, Chair

1.2.2. College Dean

Marilyn N. Silva

1.2.3. College Faculty Review Body

Dee Andrews, Chair

1.3. Objectives of proposed revision: The purpose of this revision is to reduce the number of courses required by those minoring in Human Development from 28 units to 24 units. This unit count will equalize the unit count of the HDEV minor with that of the minor in Women's Studies. With the reorganization of the HDEV courses and their contents, 24 units will provide students with a solid background for this discipline as a minor.

1.4. List of all program requirements including courses (by catalog number, title, and units) affected by the change.

Old program:
The minor consists of 28 units. Select 28 units from any 3000 or 4000 level Human Development courses.

Revised program:
The minor consists of 24 units. Select 24 units from any 3000 or 4000 level Human Development courses.

The total required units in both old and new programs.

Old Minor: 28 units
New Minor: 24 units

1.5. List of New Course, Course Modification (indicate nature of modification), and Course
Discontinuance Requests, if any, attached to this proposal. Give prefix, number, title, and units. For modifications, indicate the nature of the change.

N/A

2. Need for the Proposed Change: Part of the program modification for Human Development. Provides consistency across options and minors.

3. Faculty, Library, Operating Expense, Capital Outlay, Equipment, and Facilities Resources needed to implement the Proposed Change and after Five Years. None

4. Relationship of Revised Program to Teaching Credentials or to Accreditation Organization. N/A

5. Consultation. N/A
REQUEST FOR APPROVAL OF REVISION OF
THE OPTION IN ADOLESCENCE

1. Definition of Proposed Change

1.1. Designation of Option or Minor with name of major for options
Option in Adolescence, B.A degree in Human Development

1.2. Evidence of approval of

1.2.1. Department
Patricia Guthrie, Chair

1.2.2. College Dean
Marilyn N. Silva

1.2.3. College Faculty Review Body
Dee Andrews, Chair

Objectives of proposed revision
1) The proposed revision will provide students with an in-depth understanding of adolescent development.
2) Students will have the advantage of additional courses being offered through the department. This is the result of recent faculty hired with expertise in the area of adolescent development.
3) The title is being changed, from "Adolescence" to "Adolescent Development."

1.3. List of all program requirements including courses (by catalog number, title, and units) affected by the change.

Existing Program:

Existing Title: Adolescence

Adolescence Option

The Adolescence option focuses on issues arising during the teenage years, such as sex role development, career choice, pregnancy, drugs, and delinquency. Students who are thinking of careers in high school teaching, social work, counseling, and law will benefit from this option.

Select three courses from the following list for the specialized sequence (12 units):
- BIOL 3060 Human Sexuality (4), 3070 Human Nutrition (4), COMM 4830 Intercultural Communication (4), 4850 Gender and Communication (4), E S 3105 African American Identity (4), 3165 African American Sexuality (4), 3310 Native American World View (4), HDEV 3800 Human Development and Interaction (4), 4325 Lesbian and Gay Lifespan Development (4), 4350 Intimate Relationships Throughout the Lifespan (4), 4870 Selected Topics in Human Development (If topic is related to
adolescence) (4); KPE 4615 Exercise and Stress (4); PHIL 3150 Contemporary Ethics (4); PSYC 4660 The Psychology of the Healthy Personality (4); SOC 3411 Sociology of Gender (4), 3480 Violence and Conflict (4), 3520 Sociology of Minority Groups (4), 3730 Juvenile Delinquency (4), 3750 Alcohol and Drug Abuse (4), 4740 Criminology (4); WOST 3400 Women and Careers (4), 3530 Women and Their Bodies (4)

Adolescence Option Senior Projects (12 units)
  HDEV 4400 Adolescence (4)
  HDEV 4880 Senior Group Project (4)

Either HDEV 4890 Senior Individual Project (4) or HDEV 4891 Senior Research Seminar. (Students’ Senior Project, HDEV 4890 or 4891, must deal with an aspect of adolescent development.)

Revised Program:

Revised Title: Adolescent Development

Adolescent Development Option (20 units)

[Text describing the option will be added later.]

Select 20 units from the following, with at least 16 units of courses with the HDEV prefix:

- HDEV 3800 Human Development and Interaction (4)
- HDEV 4150 Children in Families and Communities (4)
- HDEV 4220 Contemporary Research Topics in Adolescent Development (4)
- HDEV 4230 Prevention and Intervention in Adolescent Development (4)
- HDEV 4430 Intimate Relationships Throughout the Lifespan (4)
- HDEV 4440 Lesbian and Gay Lifespan Development (4)
- WOST 3520 Mothers, Daughters, & Sons (4)
- WOST 3530 Women and Their Bodies (4)

The total required units in both old and new programs.

Old program, total required units for Adolescence Option = 16 (+ 4 units of HDEV 4400 = 20 units overall; 4880 and 4890/4891 were required of all majors regardless of option)

New Program, total required units for Adolescent Development Option = 20

1.4. List of New Course, Course Modification (indicate nature of modification), and Course Discontinuance Requests, if any, attached to this proposal. Give prefix, number, title, and units. For modifications, indicate the nature of the change.

New Courses

- HDEV 4150 Children in Families and Communities (4)
- HDEV 4220 Contemporary Research Topics in Adolescent Development (4)
- HDEV 4230 Prevention and Intervention in Adolescent Development (4)
- HDEV 4430 Intimate Relationships Throughout the Lifespan (4)
- HDEV 4440 Lesbian and Gay Lifespan Development (4)
Discontinued Courses
HDEV 4325, Lesbian and Gay Lifespan Development, LESBIAN/GAY DEVEL, 4
HDEV 4350, Intimate Relationships Throughout the Lifespan, INTIMATE RELATION, 4
HDEV 4400, Adolescence, ADOLESCENCE, 4
HDEV 4880, Senior Group Project in Human Development, SR GRP PROJ IN HD, 4
HDEV 4890, Senior Individual Project in Human Development, SR INDIV PROJ HD, 4
HDEV 4891, Senior Research Seminar, SENIOR RES SEM, 4

2. Need for the Proposed Change
   This revision is in keeping with the major modification in Human Development. All options are being changed to reflect 20 total required units.

3. Faculty, Library, Operating Expense, Capital Outlay, Equipment, and Facilities Resources needed to implement the Proposed Change and after Five Years.
   None

4. Relationship of Revised Program to Teaching Credentials or to Accreditation Organization. N/A

5. Consultation. All CLASS departments and programs.
REQUEST FOR APPROVAL OF REVISION OF THE OPTION IN ADULT DEVELOPMENT

1. Definition of Proposed Change

1.1. Designation of Option or Minor with name of major for options
Option in Adult Development, B.A degree in Human Development

1.2. Evidence of approval of

1.2.1. Department

Patricia Guthrie, Chair

1.2.2. College Dean

Marilyn N. Silva

1.2.3. College Faculty Review Body

Dee Andrews, Chair

Objectives of proposed revision

1. This new option represents a merger of two existing options, Adult Development and Gerontology. Neither of these two separate options were in high demand. The merger is a way of maximizing resources and providing those students choosing this option with broadened career opportunities.

2. The title is being changed, from "Adult Development" to "Adult Development and Gerontology."

1.3. List of all program requirements including courses (by catalog number, title, and units) affected by the change.

Existing Program:

Title: Adult Development

Select three courses from the following lists for the specialized sequence (12 units):

- ANTH 3740 Cross-Cultural Studies in Child Rearing (4), 3745 Human Sexuality: Anthropological Perspectives (4); COMM 4500 Women in the Media (4), 4850 Gender and Communication (4); ES 3105 African American Identity (4), 3165 African American Sexuality (4), 3210 Latinas in the United States (4), 3551 Asian American Men and Women (4);

- HDEV 3850 My Life and Development (4), 4325 Lesbian and Gay Lifespan Development (4), 4350 Intimate Relations throughout the Lifespan (4), 4870 Selected Topics in Human Development (4) (if topic is related to adult development)

- POSC 3170 Public Policy and the Family (4), 3340 Women in Politics (4); PSYC
3410 Psychology of Women (4), 3420 Stress and Coping (4), 4620 Theories of Personality (4), 4660 The Psychology of the Healthy Personality (4); REC 3100 Lifelong Leisure Transitions (4), 3200 Wellness through Leisure (4), 3800 Introduction to Recreation Therapy (4)

SOC 3410 Sociology of the Family (4), 3411 Sociology of Gender (4), 3412 Marriage and Sex (4), 3413 Sociology of Parenting (4), 3415 Sociology of the African American Family (4), 3416 Sociology of the Mexican American Family (4), 3750 Alcohol and Drug Abuse (4), 4720 Medical Sociology (4); WOST 3400 Women and Careers (4), 3520 Mothers, Daughters, and Sons (4), 3530 Women and Their Bodies (4); WOST/E S 3420 Minority Women in America (4)

Adult Development Option Senior Projects (12 units)
- HDEV 4300 Adult Development (4)
- HDEV 4880 Senior Group Project (4)

Either HDEV 4890 Senior Individual Project (4) or HDEV 4891 Senior Research Seminar.
(Students' Senior Project, HDEV 4890 or 4891, must deal with an aspect of adult development.)

Revised Program:

Revised Title: Adult Development and Gerontology

Adult Development and Gerontology Option (20 units)
Select 20 units from the following, with at least 16 units with the HDEV prefix
- HDEV 3600 Development of Religious and Secular World Views (4)
- HDEV 4310 Human Development in the Changing Workplace (4)
- HDEV 4361 Current Issues in Gerontology (4)
- HDEV 4362 Aging and Diversity (4)
- HDEV 4363 Cognitive Aging (4)
- HDEV 4430 Intimate Relationships Throughout the Lifespan (4)
- HDEV 4440 Lesbian and Gay Lifespan Development (4)
- WOST 3400 Women & Careers (4)
- WOST 3530 Women & their Bodies (4)
- WOST 3545 Women's Health & Health Care (4)
- WOST 3550 Women, Work, and Family Life (4)
- WOST 4130 Women and Midlife Transitions (4)
- WOST 4160 Women and Aging (4)

The total required units in both old and new programs.

Old program, total required units for Adult Development Option = 16 (+ 4 units of HDEV 4300= 20 units overall; 4880 and 4890/4891 were required of all majors regardless of option)

New Program, total required units for Adult Development and Gerontology Option = 20

1.4. List of New Course, Course Modification (indicate nature of modification), and Course Discontinuance Requests, if any, attached to this proposal. Give prefix, number, title, and units. For modifications, indicate the nature of the change.
### New Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDEV 4361</td>
<td>Current Issues in Gerontology</td>
</tr>
<tr>
<td>HDEV 4362</td>
<td>Aging and Diversity</td>
</tr>
<tr>
<td>HDEV 4363</td>
<td>Cognitive Aging</td>
</tr>
<tr>
<td>HDEV 4430</td>
<td>Intimate Relationships Across the Lifespan</td>
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<tr>
<td>HDEV 4440</td>
<td>Lesbian and Gay Lifespan Development</td>
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<tr>
<td>HDEV 4811</td>
<td>Senior Research Seminar in Human Development (I)</td>
</tr>
<tr>
<td>HDEV 4812</td>
<td>Senior Research Seminar in Human Development (II)</td>
</tr>
<tr>
<td>WOST 4130</td>
<td>Women and Midlife Transitions</td>
</tr>
<tr>
<td>WOST 4160</td>
<td>Women and Aging</td>
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</table>

### Discontinued Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>HDEV 3001</td>
<td>Behavioral and Biological Approaches in Human Development I, BEH BIO A H DEV I, 3</td>
</tr>
<tr>
<td>HDEV 3002</td>
<td>Behavioral and Biological Approaches in Human Development II, BEH BIO A H DEV II, 3</td>
</tr>
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<td>HDEV 3003</td>
<td>Behavioral and Biological Approaches in Human Development III, BEH BIO A H DEV III, 3</td>
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<tr>
<td>HDEV 3011</td>
<td>Socio-cultural and Experiential Approaches in Human Development I, SO-CUL EX H DEV I, 3</td>
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<tr>
<td>HDEV 3012</td>
<td>Socio-cultural and Experiential Approaches in Human Development II, SO-CUL EX H DEV II, 3</td>
</tr>
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<td>Socio-cultural and Experiential Approaches in Human Development III, SO-CUL EX H DEV III, 3</td>
</tr>
<tr>
<td>HDEV 3021</td>
<td>Structure and Dynamics of Human Development I, STRUC + DYNAM I, 3</td>
</tr>
<tr>
<td>HDEV 3022</td>
<td>Structure and Dynamics of Human Development II, STRUC + DYNAM II, 3</td>
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<tr>
<td>HDEV 3023</td>
<td>Structure and Dynamics of Human Development III, STRUC + DYNAM III, 3</td>
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<td>HDEV 3031</td>
<td>Process of Human Development I, PROCESS H DEV I, 3</td>
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<td>HDEV 3032</td>
<td>Process of Human Development II, PROCESS H DEV II, 3</td>
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<td>HDEV 3033</td>
<td>Process of Human Development III, PROCESS H DEV III, 3</td>
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<td>HDEV 4004</td>
<td>Current Issues in Aging, CURR ISSUES AGING, 4</td>
</tr>
<tr>
<td>HDEV 4005</td>
<td>Aging and Diversity, AGING &amp; DIVERSITY, 4</td>
</tr>
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<td>HDEV 4300</td>
<td>Adult Development, ADULT DEVELOPMENT, 4</td>
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<td>HDEV 4325</td>
<td>Lesbian and Gay Lifespan Development, LESBIAN/GAY DEVEL, 4</td>
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<td>HDEV 4350</td>
<td>Intimate Relationships Throughout the Lifespan, INTIMATE RELATION, 4</td>
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<td>HDEV 4400</td>
<td>Adolescence, ADOLESCENCE, 4</td>
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<tr>
<td>HDEV 4510</td>
<td>Cognitive Development, COGNITIVE DEVELOP, 4</td>
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<tr>
<td>HDEV 4520</td>
<td>Language Acquisition and the Symbolic Function, LANG ACQUIS + SYM, 4</td>
</tr>
<tr>
<td>HDEV 4710</td>
<td>The Child in the Family and in the Community, CHILD IN FAM &amp; COMM, 4</td>
</tr>
<tr>
<td>HDEV 4700</td>
<td>Childhood Development, CHILD DEVELOPMENT, 4</td>
</tr>
</tbody>
</table>
HDEV 4880, Senior Group Project in Human Development, 4
HDEV 4890, Senior Individual Project in Human Development, 4
HDEV 4891, Senior Research Seminar, 4

2. **Need** for the Proposed Change
   This revision is in keeping with the major modification in Human Development. All options are being changed to reflect 20 total required units.

3. Faculty, Library, Operating Expense, Capital Outlay, Equipment, and Facilities **Resources** needed to implement the Proposed Change and after Five Years.
   None

4. Relationship of Revised Program to **Teaching Credentials** or to **Accreditation** Organization. N/A

5. **Consultation.** All CLASS departments and programs.
Childhood Option Senior Projects (12 units)

HDEV 4700 Childhood Development (4)
HDEV 4880 Senior Group Project (4)

Either HDEV 4890 Senior Individual Project (4) or HDEV 4891 Senior Research Seminar (4). (Students' Senior Individual Project, HDEV 4890 or 4891, must deal with a particular aspect of childhood development.)

Proposed Program:

**Childhood Development Option (20 units)**

**Required Courses:** 8 units

- HDEV 4140 Theoretical Perspectives in Child Development (4)
- HDEV 4150 Children in Families and Communities (4)

**Elective Courses:** 12 units

Select 12 units from the following:

- HDEV 4110 Child Cognitive Development (4)
- HDEV 4120 Child Language Development (4)
- HDEV 4130 Social Development of Children (4)
- WOST 3520 Mothers, Daughters, & Sons (4)

The **total required units** in both old and new programs.

Old Program: Total 16 units (12 units in the sequence plus HDEV 4700 [4 units]); all majors were required to take HDEV 4880 and 4890/4891)

New Program: Total 20 units (All students, regardless of option, will be required to take the senior capstone courses, HDEV 4811 and 4812, for an additional 8 units)

1.5. List of **New Course, Course Modification** (indicate nature of modification), and **Course Discontinuance Requests**, if any, attached to this proposal. Give prefix, number, title, and units. For modifications, indicate the nature of the change.

**New Courses**

- HDEV 4110 Child Cognitive Development (4 units)
- HDEV 4120 Child Language Development (4 units)
- HDEV 4130 Social Development of Children (4 units)
- HDEV 4140 Theoretical Perspectives in Child Development (4 units)
- HDEV 4150 Children in Families and Communities (4 units)

**Discontinued Courses**

- HDEV 4510 Cognitive Development (4 units)
- HDEV 4520 Language Acquisition and the Symbolic Function (4 units)
- HDEV 4710 The Child in the Family and in the Community (4 units)
- HDEV 4700 Childhood Development (4 units)
- HDEV 4880 Senior Group Project in Human Development (4 units)
- HDEV 4890 Senior Individual Project in Human Development (4 units)
- HDEV 4891 Senior Research Seminar (4 units)

2. **Need** for the Proposed Change

This revision is in keeping with the major modification in Human Development. All options are being changed to reflect 20 total required units.
3. Faculty, Library, Operating Expense, Capital Outlay, Equipment, and Facilities Resources needed to implement the Proposed Change and after Five Years. N/A

4. Relationship of Revised Program to Teaching Credentials or to Accreditation Organization. N/A

5. Consultation. All CLASS departments and programs.
CALIFORNIA STATE UNIVERSITY, EAST BAY

REQUEST FOR APPROVAL OF OPTION
IN
Early Childhood Development, B.A. Degree in Human Development

1. Name of the campus submitting the request and the full exact title of the proposed aggregate of courses, whether it is an option or minor.
   CSU East Bay, Early Childhood Development Option

2. Full and exact title of the degree and major program under which the option will be offered.
   B.A. Human Development

3. Options already existing under the major program for which the new aggregate of courses is proposed.
   1) Childhood; 2) Adolescence; 3) Adult Development, and 4) Gerontology

4. Department(s) to offer the aggregate of courses: Human Development

5. Purpose of the proposed aggregate of courses.
   1) To meet requests from local community colleges.
   2) To prepare qualified preschool teachers following the preschool initiative by the California First Five program;
   3) To empower such students for future career development.

6. Need for the proposed aggregate of courses:
   1) Anticipated increase in student enrollment (e.g., Contra Costa County First Five will offer 40 student scholarships to help students complete a B.A. degree specializing in early childhood development at CSU East Bay. The Department of Teacher Education is creating a Minor in Early Childhood Education to complement this Option by adding the teaching/education component;
   2) No such a program (in the form of a Major, Option, or Minor) is offered currently at CSU East Bay.

7. List of all requirements including the courses, by catalog prefix number, title, and units of credit, as well as total units to be required under the proposed option.

<table>
<thead>
<tr>
<th>Early Childhood Development Option Units:</th>
<th>20 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses</td>
<td>16 units</td>
</tr>
<tr>
<td>HDEV 4010 Early Childhood Cognitive Development</td>
<td>4 units</td>
</tr>
<tr>
<td>HDEV 4030 Early Childhood Social Development</td>
<td>4 units</td>
</tr>
<tr>
<td>HDEV 4140 Theoretical Perspectives in Child Development</td>
<td>4 units</td>
</tr>
<tr>
<td>HDEV 4150 Children in Families and Communities</td>
<td>4 units</td>
</tr>
</tbody>
</table>
REQUEST FOR APPROVAL OF OPTION IN
Women’s Development, B.A. Degree in Human Development

1. Name of the campus submitting the request and the full exact title of the proposed aggregate of courses, whether it is an option or minor.
   CSU East Bay, Women’s Studies Option

2. Full and exact title of the degree and major program under which the option will be offered.
   B.A. Human Development

3. Options already existing under the major program for which the new aggregate of courses is proposed.
   Options as they currently exist: 1) Childhood; 2) Adolescence; 3) Adult Development; 4) Gerontology
   Options as they are currently being proposed in major program modification: 1) Early Childhood; 2) Childhood; 3) Adolescence; 4) Adult Development and Gerontology

4. Department(s) to offer the aggregate of courses: Human Development

5. Purpose of the proposed aggregate of courses.
   The proposed aggregate courses will increase a student’s knowledge, interest and appreciation of the needs, contributions, and problems associated with the lives of women and issues of gender. This option will help prepare students for jobs that specialize, for example, in serving women as consumers, as clients of government programs, and as political actors.

6. Need for the proposed aggregate of courses:
   1) The Program in Women’s Studies is in the process of being officially folded into the department of Human Development. Providing an option in Women’s Development for our majors is a natural course to take given these events.
   2) The majority of students at CSUEB are women and approximately 98% of Human Development majors are women. As such, many of our students have expressed interest in having an option in women’s issues.
   3) There is no major in the Women’s Studies Program, only a minor. Creating this option provides students an additional avenue for receiving a concentration in women’s issues.

7. List of all requirements including the courses, by catalog prefix number, title, and units of credit, as well as total units to be required under the proposed option or minor.

   Total Women’s Development Option Units 20 units
   Core Option Courses: 12 units

   (a) Required courses
   WOST 4130 Women and Midlife Transitions (4)
   WOST 4160 Women and Aging (4)
(b) Select one course from the following:

- HDEV 4310 Human Development in the Changing Workplace (4)
- HDEV 4430 Intimate Relationships Throughout the Lifespan (4)
- HDEV 4440 Lesbian and Gay Lifespan Development (4)

Elective Courses: 8 units

Select 2 courses from the following:

- WOST/ES 3030 Immigrant and Refugee Women (4)
- WOST 3050 Feminist Theory (4)
- WOST 3100 Seminar in Women's Studies (4)
- WOST 3400 Women and Careers (4)
- WOST/ES 3420 Minority Women in America (4)
- WOST 3520 Mothers, Daughters & Sons (4)
- WOST 3530 Women and Their Bodies (4)
- WOST 3545 Women's Health and Health Care (4)
- WOST 3550 Women, Work, and Family Life (4)

8. List of all requirements including courses, by catalog prefix, number, title, and units of credit, as well as total units to be required for the major in which the proposed option is to be included.

Total Human Development Major Units: 80 units

Lower Division (12 units)

Lower Division Foundation Courses

Select 3 4-unit courses from the following categories, with no more than one course from each category.

1) Anthropology (cultural or social)
2) Psychology
3) Sociology
4) Human Biology or physical anthropology
5) Human or child development
6) Ethnic or area studies
7) Additional categories (e.g., statistics, gerontology, developmental disabilities) may be approved by the Department

Upper Division (68 units)

Junior Foundation Courses: 24 units

- HDEV 3101 Life Span Physical and Cognitive Development 4 units
- HDEV 3102 Life Span Psychological and Social Development 4 units
- HDEV 3103 Social and Cultural Dynamics of Human Development 4 units
- HDEV 3201 Theories of Human Development 4 units
- HDEV 3202 Research Methods in Human Development 4 units
- HDEV 3203 Applying Theory and Method to Human Development 4 units

Lifespan Survey Courses: 16 units

- HDEV 3301 Child Development 4 units
- HDEV 3302 Foundational Aspects of Adolescent Development 4 units
- HDEV 3303 Adult Development and Aging 4 units
- HDEV 3304 Girls and Women Across the Life Span 4 units
CALIFORNIA STATE UNIVERSITY, EAST BAY
DEPARTMENT OF HUMAN DEVELOPMENT

To: CIC and CAPR, CSUEB Senate
From: Department of Human Development
Date: 3/8/2006

REQUEST FOR APPROVAL OF DISCONTINUANCE OF
THE OPTION IN GERONTOLOGY, B.A. DEGREE IN HUMAN DEVELOPMENT

1. Option to be discontinued:
   Gerontology, B.A. Degree in Human Development

2. Effective date:
   Fall Quarter 2007

3. Justification for the discontinuance
   As a result of the Human Development Major Program revision (see separate Major Modification proposal), two entirely new Options (Early Childhood Development Option and Women Studies Option) are being established to meet the demands of the students and future enrollment trends. In addition, the previous Adult Development and Gerontology Options are being merged into a new option in Adult Development and Gerontology. The enrollments in the Adult Development Option and the Gerontology Option have been relatively low compared with other options. The consolidation of the two previous options into one option will enable the Department and faculty to make better use of resources, while providing the same service to students. The title of the new option will also provide students with better bargaining power in their future career development, in that their expertise will cover a wider range of age groups.

4. Impact on the students
   There is no substantial impact on the students who are already in this option. The courses and faculty members remain available. After the effective date, students who have already declared the Gerontology Option will have the choice of either graduating with this option or with the Adult Development and Gerontology Option.

5. Impact on resources and personnel: None

6. Impact on other programs: None

7. Approvals:
   Department: Patricia Guthrie, Chair

   College Dean: Marilyn N. Silva

   College Faculty Review Body: Dee Andrews, Chair
REQUEST FOR APPROVAL OF REVISION OF
THE OPTION IN ADOLESCENCE

1. Definition of Proposed Change

1.1. Designation of Option or Minor with name of major for options
Option in Adolescent Development, B.A degree in Human Development

1.2. Evidence of approval of

   1.2.1. Department
       Patricia Guthrie, Chair

   1.2.2. College Dean
       Marilyn N. Silva

   1.2.3. College Faculty Review Body
       Dee Andrews, Chair

Objectives of proposed revision
1) The proposed revision will provide students with an in-depth understanding of adolescent development.
2) Students will have the advantage of additional courses being offered through the department. This is the result of recent faculty hired with expertise in the area of adolescent development.
3) The title is being changed, from "Adolescence" to "Adolescent Development."

1.3. List of all program requirements including courses (by catalog number, title, and units) affected by the change.

Existing Program:

Existing Title: Adolescence

Adolescence Option

Select three courses from the following list for the specialized sequence (12 units):
BIOL 3060 Human Sexuality (4), 3070 Human Nutrition (4); COMM 4830 Intercultural Communication (4), 4850 Gender and Communication (4); E S 3105 African American Identity (4), 3165 African American Sexuality (4), 3310 Native American World View (4); HDEV 3800 Human Development and Interaction (4), 4325 Lesbian and Gay Lifespan Development (4), 4350 Intimate Relationships Throughout the Lifespan (4), 4870 Selected Topics in Human Development (If topic is related to adolescence) (4); KPE 4615 Exercise and Stress (4); PHIL 3150 Contemporary Ethics (4); PSYC 4660 The Psychology of the Healthy Personality (4); SOC 3411 Sociology of Gender (4), 3480 Violence and Conflict
(4), 3520 Sociology of Minority Groups (4), 3730 Juvenile Delinquency (4), 3750 Alcohol and Drug Abuse (4), 4740 Criminology (4); WOST 3400 Women and Careers (4), 3530 Women and Their Bodies (4)

Adolescence Option Senior Projects (12 units)
- HDEV 4400 Adolescence (4)
- HDEV 4880 Senior Group Project (4)

Either HDEV 4890 Senior Individual Project (4) or HDEV 4891 Senior Research Seminar. (Students' Senior Project, HDEV 4890 or 4891, must deal with an aspect of adolescent development.)

Revised Program:
Revised Title: Adolescent Development

Adolescent Development Option (20 units)
Select 20 units from the following, with at least 16 units of courses with the HDEV prefix:

- HDEV 3800 Human Development and Interaction (4)
- HDEV 4150 Children in Families and Communities (4)
- HDEV 4220 Contemporary Research Topics in Adolescent Development (4)
- HDEV 4230 Community Prevention and Intervention in Adolescent Development (4)
- HDEV 4430 Intimate Relationships Throughout the Lifespan (4)
- HDEV 4440 Lesbian and Gay Lifespan Development (4)
- WOST 3520 Mothers, Daughters, & Sons (4)
- WOST 3530 Women and Their Bodies (4)

The total required units in both old and new programs.

Old program, total required units for Adolescence Option = 16 (+ 4 units of HDEV 4400= 20 units overall; 4880 and 4890/4891 were required of all majors regardless of option)

New Program, total required units for Adolescent Development Option = 20

1.4. List of New Course, Course Modification (indicate nature of modification), and Course Discontinuance Requests, if any, attached to this proposal. Give prefix, number, title, and units. For modifications, indicate the nature of the change.

New Courses

- HDEV 4150 Children in Families and Communities (4)
- HDEV 4220 Contemporary Research Topics in Adolescent Development (4)
- HDEV 4230 Community Prevention and Intervention in Adolescent Development (4)
- HDEV 4430 Intimate Relationships Throughout the Lifespan (4)
- HDEV 4440 Lesbian and Gay Lifespan Development (4)

Discontinued Courses

- HDEV 3001, Behavioral and Biological Approaches in Human Development I, BEH BIO A H DEV I, 3
- HDEV 3002, Behavioral and Biological Approaches in Human Development II, BEH BIO A H DE II, 3
HDEV 3003, Behavioral and Biological Approaches in Human Development III, BEH BIO A H D III, 3
HDEV 3011, Socio-cultural and Experiential Approaches in Human Development I, SO-CUL EX H DEV I, 3
HDEV 3012, Socio-cultural and Experiential Approaches in Human Development II, SO-CUL EX H DE II, 3
HDEV 3013, Socio-cultural and Experiential Approaches in Human Development III, SO-CUL EX H D III, 3
HDEV 3021, Structure and Dynamics of Human Development I, STRUC + DYNAM I, 3
HDEV 3022, Structure and Dynamics of Human Development II, STRUC + DYNAM II, 3
HDEV 3023, Structure and Dynamics of Human Development III, STRUC + DYNAM III, 3
HDEV 3031, Process of Human Development I, PROCESS H DEV I, 3
HDEV 3032, Process of Human Development II, PROCESS H DEV II, 3
HDEV 3033, Process of Human Development III, PROCESS H DEV III, 3
HDEV 4004, Current Issues in Aging, CURR ISSUES AGING, 4
HDEV 4005, Aging and Diversity, AGING & DIVERSITY, 4
HDEV 4300, Adult Development, ADULT DEVELOPMENT, 4
HDEV 4325, Lesbian and Gay Lifespan Development, LESBIAN/GAY DEVEL, 4
HDEV 4350, Intimate Relationships Throughout the Lifespan, INTIMATE RELATION, 4
HDEV 4400, Adolescence, ADOLESCENCE, 4
HDEV 4510, Cognitive Development, COGNITIVE DEVELOP, 4
HDEV 4520, Language Acquisition and the Symbolic Function, LANG ACQUIS + SYM, 4
HDEV 4710, The Child in the Family and in the Community, CHILD IN FAM & COMM, 4
HDEV 4700, Childhood Development, CHILD DEVELOPMENT, 4
HDEV 4880, Senior Group Project in Human Development, SR GRP PROJ IN HD, 4
HDEV 4890, Senior Individual Project in Human Development, SR INDIV PROJ HD, 4
HDEV 4891, Senior Research Seminar, SENIOR RES SEM, 4

2. Need for the Proposed Change
This revision is in keeping with the major modification in Human Development. All options are being changed to reflect 20 total required units.

3. Faculty, Library, Operating Expense, Capital Outlay, Equipment, and Facilities Resources needed to implement the Proposed Change and after Five Years. None

4. Relationship of Revised Program to Teaching Credentials or to Accreditation Organization. N/A

5. Consultation. All CLASS departments and programs.
NEW COURSE REQUEST

1. **DEPARTMENT** (Name of department or program which will offer the course)
   Human Development

2. **ALPHABETICAL PREFIX** (all capitals): HDEV  **COURSE NUMBER**: 3101
   **FULL TITLE** in Catalog: Lifespan Physical and Cognitive Development
   **ABBREVIATED TITLE** in Course Inventory (maximum 17 spaces, all capitals):
   PHYS & COG DEVEL
   **UNIT VALUE** of course: 4

3. **CATALOG DESCRIPTION** (40 words maximum):
   a) Course Content: Psychological perspectives on human physical and cognitive development throughout the lifespan.
   b) *Grading Pattern* (if not A-F): N/A
   c) Credit Restrictions: N/A
   d) Repeatability: N/A
   e) Cross-listing/Primary Department: N/A  Secondary Department: N/A
   f) Prerequisites: Upper Division standing
   g) Co-requisites: None
   h) Miscellaneous Course Fee: None
   i) Hours/Week of Lecture: 4
   j) Hours/Week of Activity or Lab: N/A

4. **COURSE INVENTORY DATA**

   a) Instructional Format: (First Segment) Lecture/Discussion (Second Segment) N/A
   b) Class Hours/Week: 4  N/A
   c) Student Credit Units: 4  N/A
   d) Course Classification Number: C2  N/A
   e) Workload K-factor: 1.0  N/A
5. **FIRST QUARTER AND YEAR OF OFFERING:** Fall, 2007  
   Course is only to be offered once: N/A

6. **GENERAL EDUCATION-BREADTH REQUIREMENT(s) OR U.S. HISTORY-INSTITUTIONS REQUIREMENT(s) to be satisfied, with justification:**  
   N/A

7. **JUSTIFICATION FOR/PURPOSE OF THE NEW COURSE (including use of course in department programs, if any):**  
   Part of the modification of the Human Development Major.

8. **RESOURCE IMPLICATIONS of the new course:**  
   None

9. **CONSULTATION with other affected departments and program committee:**
   a) The following department(s) has (have) been consulted and raise no objections:
      All CLASS departments and programs
   b) The following department(s) has (have) been consulted and raise concerns:
      Department:
      Concern:

10. **CERTIFICATION OF DEPARTMENT APPROVAL by the chair and faculty.**
    Chair: Dr. Patricia Guthrie   Date: March 20, 2006

11. **CERTIFICATION OF COLLEGE APPROVAL by the dean and faculty review body, and of REVIEW BY THE ASSOCIATE VICE PRESIDENTS, Academic Programs/Graduate Studies and Academic Resources/Administration**
    Dean/Associate Dean: Marilyn N. Silva   Date: April 6, 2006
COURSE DISCONTINUANCE REQUEST

1. Name of department or program offering the course(s): Human Development

2. Alphabetical prefix, number(s), full title(s) in Catalog, abbreviated title(s) in Course Inventory, unit value(s) of course(s) proposed for discontinuance.

HDEV 3001, Behavioral and Biological Approaches in Human Development I, BEH BIO A H DEV I, 3
HDEV 3002, Behavioral and Biological Approaches in Human Development II, BEH BIO A H DE II, 3
HDEV 3003, Behavioral and Biological Approaches in Human Development III, BEH BIO A H D III, 3
HDEV 3011, Socio-cultural and Experiential Approaches in Human Development I, SO-CUL EX H DEV I, 3
HDEV 3012, Socio-cultural and Experiential Approaches in Human Development II, SO-CUL EX H DE II, 3
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HDEV 3033, Process of Human Development III, PROCESS H DEV III, 3
HDEV 4004, Current Issues in Aging, CURR ISSUES AGING, 4
HDEV 4005, Aging and Diversity, AGING & DIVERSITY, 4
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HDEV 4350, Intimate Relationships Throughout the Lifespan, INTIMATE RELATION, 4
HDEV 4400, Adolescence, ADOLESCENCE, 4
HDEV 4510, Cognitive Development, COGNITIVE DEVELOP, 4
HDEV 4520, Language Acquisition and the Symbolic Function, LANG ACQUIS + SYM, 4
HDEV 4710, The Child in the Family and in the Community, CHILD IN FAM & COMM, 4
HDEV 4700, Childhood Development, CHILD DEVELOPMENT, 4
HDEV 4880, Senior Group Project in Human Development, SR GRP PROJ IN HD, 4
HDEV 4890, Senior Individual Project in Human Development, SR INDIV PROJ HD, 4
HDEV 4891, Senior Research Seminar, SENIOR RES SEM, 4

3. Reasons for discontinuing course(s):
   Replaced by new courses as part of the Human Development Major Program modification.

4. Effective date of discontinuance (quarter, year): Fall, 2007

5. Effects, if any, on General Education-Breadth Requirement(s) or U.S. History-Institutions Requirement(s).
   N/A

6. Effects, if any, on departmental programs.
   It is part of the program change. See program modification application.

7. Consultation with other affected departments and program committees, if any.
   a) The following departments have been consulted and have no objections:
      All CLASS departments and programs
b) The following departments have been consulted and have concerns:

Department:

Concern:

8. Certification of department approval by the chair and faculty.

Chair: Dr. Patricia Guthrie  Date: March 20, 2006

9. Certification of college approval by the dean and faculty review body and of review by Associate Vice Presidents, Curriculum/Academic Programs and Academic Resources/Administration.

Dean/Associate Dean: Marilyn N. Silva  Date: April 6, 2006
NEW COURSE REQUEST

1. DEPARTMENT (Name of department or program which will offer the course)
   Human Development

2. ALPHABETICAL PREFIX (all capitals): HDEV           COURSE NUMBER: 3102
   FULL TITLE in Catalog: Lifespan Social and Emotional Development
   ABBREVIATED TITLE in Course Inventory (maximum 17 spaces, all capitals):
   SOCIAL EMO DEVEL
   UNIT VALUE of course: 4

3. CATALOG DESCRIPTION (40 words maximum):
   a) Course Content: Psychological perspectives on human social and emotional development throughout the lifespan.
   b) Grading Pattern (if not A-F): N/A
   c) Credit Restrictions: N/A
   d) Repeatability: N/A
   e) Cross-listing/Primary Department: N/A
   f) Prerequisites: Upper Division standing
   g) Co-requisites: None
   h) Miscellaneous Course Fee: None
   i) Hours/Week of Lecture: 4
   j) Hours/Week of Activity or Lab: N/A

4. COURSE INVENTORY DATA
   (First Segment)       (Second Segment)
   a) Instructional Format: Lecture/Discussion       N/A
   b) Class Hours/Week: 4                                N/A
   c) Student Credit Units: 4                                 N/A
   d) Course Classification Number: C2                      N/A
   e) Workload K-factor: 1.0                                   N/A
f) Weighted Teaching Units: 4

g) Normal Limit/Capacity: 50

5. FIRST QUARTER AND YEAR OF OFFERING: Fall, 2007
   Course is only to be offered once: N/A

6. GENERAL EDUCATION-BREADTH REQUIREMENT(S) OR U.S. HISTORY-INSTITUTIONS REQUIREMENT(S) to be satisfied, with justification:
   N/A

7. JUSTIFICATION FOR/PURPOSE OF THE NEW COURSE (including use of course in department programs, if any):
   Part of the program modification of the Human Development Major.

8. RESOURCE IMPLICATIONS of the new course:
   None

9. CONSULTATION with other affected departments and program committee:

   a) The following department(s) has (have) been consulted and raise no objections:
      All CLASS departments and programs

   b) The following department(s) has (have) been consulted and raise concerns:
      Department:
      Concern:

10. CERTIFICATION OF DEPARTMENT APPROVAL by the chair and faculty.
    Chair: Dr. Patricia Guthrie       Date: March 20, 2006

11. CERTIFICATION OF COLLEGE APPROVAL by the dean and faculty review body, and of REVIEW BY THE ASSOCIATE VICE PRESIDENTS, Academic Programs/Graduate Studies and Academic Resources/Administration
    Dean/Associate Dean: Marilyn N. Silva       Date: April 6, 2006
NEW COURSE REQUEST

1. DEPARTMENT (Name of department or program which will offer the course)
   Human Development

2. ALPHABETICAL PREFIX (all capitals): HDEV          COURSE NUMBER: 3103
   FULL TITLE in Catalog: Social and Cultural Dynamics of Human Development
   ABBREVIATED TITLE in Course Inventory (maximum 17 spaces, all capitals):
   SOC/CUL DYNAMICS
   UNIT VALUE of course: 4

3. CATALOG DESCRIPTION (40 words maximum):
   a) Course Content: The influence of socio-cultural contexts on various domains of lifespan development, including family systems, cultural ideologies, social conventions and hierarchies, gender, and workplace.
   b) Grading Pattern (if not A-F): N/A
   c) Credit Restrictions: N/A
   d) Repeatability: N/A
   e) Cross-listing/Primary Department: N/A
      Secondary Department: N/A
   f) Prerequisites: Upper Division standing
   g) Co-requisites: None
   h) Miscellaneous Course Fee: None
   i) Hours/Week of Lecture: 4
   j) Hours/Week of Activity or Lab: N/A

4. COURSE INVENTORY DATA
   a) Instructional Format: Lecture/Discussion
      (First Segment)                                     (Second Segment)
   b) Class Hours/Week: 4
      N/A
   c) Student Credit Units: 4
      N/A
   d) Course Classification Number: C2
      N/A
1. Workload K-factor: 1.0
2. Weighted Teaching Units: 4
3. Normal Limit/Capacity: 50

5. **First Quarter and Year of Offering:** Fall, 2007
   Course is only to be offered once: N/A

6. **General Education-Breadth Requirement(s) or U.S. History-Institutions Requirement(s)** to be satisfied, with justification:
   N/A

7. **Justification for/Purpose of the New Course** (including use of course in **department programs**, if any):
   Part of the program modification of the Human Development Major.

8. **Resource Implications** of the new course:
   None

9. **Consultation** with other affected departments and program committee:
   a) The following **department(s)** has (have) been consulted and raise **no objections**:
      All CLASS departments and programs

   b) The following **department(s)** has (have) been consulted and raise **concerns**:
      Department:
      Concern:

10. **Certification of Department Approval** by the chair and faculty.
    Chair: Dr. Patricia Guthrie Date: March 20, 2006

11. **Certification of College Approval** by the dean and faculty review body, and of **Review by the Associate Vice Presidents**, Academic Programs/Graduate Studies and Academic Resources/Administration
    Dean/Associate Dean: Marilyn N. Silva Date: April 6, 2006
NEW COURSE REQUEST

1. **DEPARTMENT** (Name of department or program which will offer the course)
   Human Development

2. **ALPHABETICAL PREFIX** (all capitals): HDEV   **COURSE NUMBER**: 3201
   **FULL TITLE** in Catalog: Theories of Human Development
   **ABBREVIATED TITLE** in Course Inventory (maximum 17 spaces, all capitals):
   THEORIES OF HDEV
   **UNIT VALUE** of course: 4

3. **CATALOG DESCRIPTION** (40 words maximum):
   a) Course Content: Critical review of major theoretical approaches to human development from an interdisciplinary perspective.
   b) Grading Pattern (if not A-F): N/A
   c) Credit Restrictions: N/A
   d) Repeatability: N/A
   e) Cross-listing/Primary Department: N/A   Secondary Department: N/A
   f) Prerequisites: Upper Division standing
   g) Co-requisites: None
   h) Miscellaneous Course Fee: None
   i) Hours/Week of Lecture: 4
   j) Hours/Week of Activity or Lab: N/A

4. **COURSE INVENTORY DATA**

<table>
<thead>
<tr>
<th>(First Segment)</th>
<th>(Second Segment)</th>
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<tbody>
<tr>
<td><strong>a)</strong> Instructional Format:</td>
<td>Seminar</td>
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<td><strong>b)</strong> Class Hours/Week:</td>
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<td><strong>c)</strong> Student Credit Units:</td>
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<td><strong>d)</strong> Course Classification Number:</td>
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<td><strong>e)</strong> Workload K-factor:</td>
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<td><strong>f)</strong> Secondary Department:</td>
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<td><strong>g)</strong> N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>h)</strong> N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
5. **Weighted Teaching Units:** 4  
**Normal Limit/Capacity:** 25

**First Quarter and Year of Offering:** Fall, 2007

Course is only to be offered once: N/A

6. **General Education-Breadth Requirement(s) or U.S. History-Institutions Requirement(s) to be satisfied, with justification:**

N/A

7. **Justification for/Purpose of the New Course** (including use of course in department programs, if any):

Part of the program modification of the Human Development Major.

8. **Resource Implications** of the new course:

None

9. **Consultation** with other affected departments and program committee:

a) The following department(s) has (have) been consulted and raise **no objections**:

All CLASS departments and programs

b) The following department(s) has (have) been consulted and raise **concerns**:

Department:
Concern:

10. **Certification of Department Approval** by the chair and faculty.

Chair: Dr. Patricia Guthrie  
Date: March 20, 2006

11. **Certification of College Approval** by the dean and faculty review body, and of **Review by the Associate Vice Presidents**, Academic Programs/Graduate Studies and Academic Resources/Administration

Dean/Associate Dean: Marilyn N. Silva  
Date: April 6, 2006
NEW COURSE REQUEST

1. DEPARTMENT (Name of department or program which will offer the course)
   Human Development

2. ALPHABETICAL PREFIX (all capitals): HDEV       COURSE NUMBER: 3202
   FULL TITLE in Catalog: Research Methods in Human Development
   ABBREVIATED TITLE in Course Inventory (maximum 17 spaces, all capitals):
   METHODS IN HDEV
   UNIT VALUE of course: 4

3. CATALOG DESCRIPTION (40 words maximum):
   a) Course Content: Review of major research designs and techniques for contemporary
      empirical inquiry into human development. Qualitative and quantitative approaches, including
      experiments, surveys, ethnography, interviews, and historical methods.
   b) Grading Pattern (if not A-F): N/A
   c) Credit Restrictions: N/A
   d) Repeatability: N/A
   e) Cross-listing/Primary Department: N/A       Secondary Department: N/A
   f) Prerequisites: Upper Division standing
   g) Co-requisites: None
   h) Miscellaneous Course Fee: None
   i) Hours/Week of Lecture: 4
   j) Hours/Week of Activity or Lab: N/A

4. COURSE INVENTORY DATA
   a) Instructional Format: (First Segment) Seminar (Second Segment) N/A
   b) Class Hours/Week: 4
   c) Student Credit Units: 4
   d) Course Classification Number: C5 N/A

CALIFORNIA STATE UNIVERSITY, EAST BAY

Effective Date 9/27
Quarter: Fall
Year: 2007
e) Workload K-factor: 1.0 N/A
f) Weighted Teaching Units: 4 N/A
g) Normal Limit/Capacity: 25 N/A

5. FIRST QUARTER AND YEAR OF OFFERING: Fall, 2007
   Course is only to be offered once: N/A

6. GENERAL EDUCATION-BREADTH REQUIREMENT(s) OR U.S. HISTORY-INSTITUTIONS REQUIREMENT(s) to
   be satisfied, with justification:
   N/A

7. JUSTIFICATION FOR/PURPOSE OF THE NEW COURSE (including use of course in department
   programs, if any):
   Part of the program modification of the Human Development Major.

8. RESOURCE IMPLICATIONS of the new course:
   None

9. CONSULTATION with other affected departments and program committee:

   a) The following department(s) has (have) been consulted and raise no objections:
      All CLASS departments and programs

   b) The following department(s) has (have) been consulted and raise concerns:

      Department:
      Concern:

10. CERTIFICATION OF DEPARTMENT APPROVAL by the chair and faculty.
    Chair: Dr. Patricia Guthrie      Date: March 20, 2006

11. CERTIFICATION OF COLLEGE APPROVAL by the dean and faculty review body, and of REVIEW BY THE
    ASSOCIATE VICE PRESIDENTS, Academic Programs/Graduate Studies and Academic
    Resources/Administration
    Dean/Associate Dean: Marilyn N. Silva      Date: April 6, 2006
NEW COURSE REQUEST

1. DEPARTMENT (Name of department or program which will offer the course)
   Human Development

2. ALPHABETICAL PREFIX (all capitals): HDEV COURSE NUMBER: 3203
   FULL TITLE in Catalog: Applying Theory and Methods of Human Development
   ABBREVIATED TITLE in Course Inventory (maximum 17 spaces, all capitals):
   THEORY/METH HDEV
   UNIT VALUE of course: 4

3. CATALOG DESCRIPTION (40 words maximum):
   a) Course Content: Application of theories and methods learned in HDEV 3201 and 3202 to
      people, organizations, and/or settings in the community. Includes a service learning component.
   b) Grading Pattern (if not A-F): N/A
   c) Credit Restrictions: N/A
   d) Repeatability: N/A
   e) Cross-listing/Primary Department: N/A Secondary Department: N/A
   f) Prerequisites: HDEV 3201; HDEV 3202
   g) Co-requisites: None
   h) Miscellaneous Course Fee: None
   i) Hours/Week of Lecture: 4
   j) Hours/Week of Activity or Lab: N/A

4. COURSE INVENTORY DATA

   a) Instructional Format: Seminar (First Segment) N/A (Second Segment)
   b) Class Hours/Week: 4
   c) Student Credit Units: 4
   d) Course Classification Number: C5
   e) Workload K-factor: 1.0
      N/A
f) Weighted Teaching Units: 4

g) Normal Limit/Capacity: 25

5. **FIRST QUARTER AND YEAR OF OFFERING:** Fall, 2007
Course is only to be offered once: N/A

6. **GENERAL EDUCATION-BREADTH REQUIREMENT(s) OR U.S. HISTORY-INSTITUTIONS REQUIREMENT(s) to be satisfied, with justification:**
N/A

7. **JUSTIFICATION FOR/PURPOSE OF THE NEW COURSE (including use of course in department programs, if any):**
Part of the program modification of the Human Development Major.

8. **RESOURCE IMPLICATIONS of the new course:**
None

9. **CONSULTATION with other affected departments and program committee:**

   a) The following department(s) has (have) been consulted and raise no objections:
   All CLASS departments and programs

   b) The following department(s) has (have) been consulted and raise concerns:

       Department:
       Concern:

10. **CERTIFICATION OF DEPARTMENT APPROVAL** by the chair and faculty.

    Chair: Dr. Patricia Guthrie  Date: March 20, 2006

11. **CERTIFICATION OF COLLEGE APPROVAL** by the dean and faculty review body, and of REVIEW BY THE ASSOCIATE VICE PRESIDENTS, Academic Programs/Graduate Studies and Academic Resources/Administration

    Dean/Associate Dean: Marilyn N. Silva  Date: April 6, 2006
NEW COURSE REQUEST

1. **DEPARTMENT** (Name of department or program which will offer the course)
   Human Development

2. **ALPHABETICAL PREFIX** (all capitals): HDEV
   **COURSE NUMBER:** 3301

   **FULL TITLE** in Catalog: Child Development

   **ABBREVIATED TITLE** in Course Inventory (maximum 17 spaces, all capitals):
   CHILD DEVELOPMENT

   **UNIT VALUE** of course: 4

3. **CATALOG DESCRIPTION** (40 words maximum):
   a) Course Content: Development from conception to pre-adolescence viewed from various perspectives: biological, psychoanalytic, cognitive-structural, stimulus-response, humanistic. Prenatal care and counseling, attachment-separation, parenting and institutional care.

   b) Grading Pattern (if not A-F):

   c) Credit Restrictions: Not open to students who have taken HDEV 4700

   d) Repeatability:

   e) Cross-listing/Primary Department: Secondary Department:

   f) Prerequisites: Upper division standing

   g) Co-requisites:

   h) Miscellaneous Course Fee:

   i) Hours/Week of Lecture: 4

   j) Hours/Week of Activity or Lab:

4. **COURSE INVENTORY DATA**

   (First Segment)                     (Second Segment)
   a) Instructional Format: Lecture/discussion
   b) Class Hours/Week: 4
   c) Student Credit Units: 4
   d) Course Classification Number: C2
f) Weighted Teaching Units: 4

g) Normal Limit/Capacity: 50

5. **FIRST QUARTER AND YEAR OF OFFERING:** Fall 2007

   Course is only to be offered once: N/A

6. **GENERAL EDUCATION-BREADTH REQUIREMENT(S) OR U.S. HISTORY-INSTITUTIONS REQUIREMENT(S) to be satisfied, with justification:**

7. **JUSTIFICATION FOR/PURPOSE OF THE NEW COURSE** (including use of course in department programs, if any):

   Part of revision of HDEV major. Replaces HDEV 4300.

8. **RESOURCE IMPLICATIONS** of the new course:

   None

9. **CONSULTATION** with other affected departments and program committee:

   a) The following department(s) has (have) been consulted and raise no objections:

      All CLASS departments and programs

   b) The following department(s) has (have) been consulted and raise concerns:

      Department:
      Concern:

10. **CERTIFICATION OF DEPARTMENT APPROVAL** by the chair and faculty.

    Chair: Patricia Guthrie  Date: March 20, 2006

11. **CERTIFICATION OF COLLEGE APPROVAL** by the dean and faculty review body, and of REVIEW BY THE ASSOCIATE VICE PRESIDENTS, Academic Programs/Graduate Studies and Academic Resources/Administration

    Dean/Associate Dean: Marilyn N. Silva  Date: April 6, 2006
5. **First Quarter and Year of Offering:** Fall, 2007  
Course is only to be offered once: N/A

6. **General Education-Breadth Requirement(s) or U.S. History-Institutions Requirement(s) to be satisfied, with justification:**  
N/A

7. **Justification for/Purpose of the New Course** (including use of course in department programs, if any):  
Part of the program modification of the Human Development Major.

8. **Resource Implications** of the new course:  
None

9. **Consultation** with other affected departments and program committee:  
a) The following department(s) has (have) been consulted and raise no objections:  
All CLASS departments and programs

b) The following department(s) has (have) been consulted and raise concerns:  
Department:  
Concern:

10. **Certification of Department Approval** by the chair and faculty.  
Chair: Dr. Patricia Guthrie  
Date: March 20, 2006

11. **Certification of College Approval** by the dean and faculty review body, and of review by the Associate Vice Presidents, Academic Programs/Graduate Studies and Academic Resources/Administration  
Dean/Associate Dean: Marilyn N. Silva  
Date: April 6, 2006
NEW COURSE REQUEST

1. DEPARTMENT (Name of department or program which will offer the course):
   Human Development

2. ALPHABETICAL PREFIX (all capitals): HDEV       COURSE NUMBER: 4010
   FULL TITLE in Catalog: Early Childhood Cognitive Development
   ABBREVIATED TITLE in Course Inventory (maximum 17 spaces, all capitals):
   EARLY CHILD COG
   UNIT VALUE of course: 4

3. CATALOG DESCRIPTION (40 words maximum):
   a) Course Content: Theories, methods, and research findings in early childhood cognitive development from the prenatal stage to age five. Biological and genetic foundations of cognition, perception, mental representation, problem solving, reasoning, memory, metacognition, and social cognition.
   b) Grading Pattern (if not A-F): N/A
   c) Credit Restrictions: N/A
   d) Repeatability: N/A
   e) Cross-listing/Primary Department: N/A        Secondary Department: N/A
   f) Prerequisites: Upper Division Standing
   g) Co-requisites: N/A
   h) Miscellaneous Course Fee: N/A
   i) Hours/Week of Lecture: 4
   j) Hours/Week of Activity or Lab: N/A

4. COURSE INVENTORY DATA
   (First Segment)       (Second Segment)
   a) Instructional Format: Discussion       N/A
   b) Class Hours/Week: 4                   N/A
   c) Student Credit Units: 4               N/A
   d) Course Classification Number: C4      N/A
5. Workload K-factor: 1.0
   Weighted Teaching Units: 4
   Normal Limit/Capacity: 30

   FIRST QUARTER AND YEAR OF OFFERING: Fall, 2007
   Course is only to be offered once: N/A

6. GENERAL EDUCATION-BREADTH REQUIREMENT(S) OR U.S. HISTORY-INSTITUTIONS REQUIREMENT(S) to be satisfied, with justification:
   N/A

7. JUSTIFICATION FOR/PURPOSE OF THE NEW COURSE (including use of course in department programs, if any):
   Requirement for the Early Childhood Option in the Human Development Major.

8. RESOURCE IMPLICATIONS of the new course:
   None.

9. CONSULTATION with other affected departments and program committee:
   a) The following department(s) has (have) been consulted and raise no objections:
      All CLASS departments and programs
   b) The following department(s) has (have) been consulted and raise concerns:
      Department:
      Concern:

10. CERTIFICATION OF DEPARTMENT APPROVAL by the chair and faculty.
    Chair: Dr. Patricia Guthrie       Date: March 20, 2006

11. CERTIFICATION OF COLLEGE APPROVAL by the dean and faculty review body, and of REVIEW BY THE ASSOCIATE VICE PRESIDENTS, Academic Programs/Graduate Studies and Academic Resources/Administration
    Dean/Associate Dean: Marilyn N. Silva       Date: April 6, 2006
NEW COURSE REQUEST

1. **DEPARTMENT** (Name of department or program which will offer the course)
   Human Development

2. **ALPHABETICAL PREFIX (all capitals):** HDEV   **COURSE NUMBER:** 4030
   **FULL TITLE** in Catalog: Early Childhood Social Development
   **ABBREVIATED TITLE** in Course Inventory (maximum 17 spaces, all capitals):
   EARLY CHILD SOC
   **UNIT VALUE** of course: 4

3. **CATALOG DESCRIPTION** (40 words maximum):
   a) Course Content: Theories, methods, and research findings in early childhood social-emotional development from the neonatal stage to age five. Topics include emotion and temperament, attachment, identity, achievement, gender roles, pro- and anti-social behavior, morality, peers, and the family.
   b) Grading Pattern (if not A-F): N/A
   c) Credit Restrictions: N/A
   d) Repeatability: N/A
   e) Cross-listing/Primary Department: N/A   Secondary Department: N/A
   f) Prerequisites: Upper Division Standing
   g) Co-requisites: None
   h) Miscellaneous Course Fee: None
   i) Hours/Week of Lecture: 4
   j) Hours/Week of Activity or Lab: N/A

4. **COURSE INVENTORY DATA**
   (First Segment)   (Second Segment)
   a) Instructional Format: Discussion   N/A
   b) Class Hours/Week: 4   N/A
   c) Student Credit Units: 4   N/A
   d) Course Classification Number: C4   N/A
e) Workload K-factor: 1.0
f) Weighted Teaching Units: 4

5. **First Quarter and Year of Offering:** Fall, 2007
   Course is only to be offered once: N/A

g) Normal Limit/Capacity: 30

6. **General Education-Breadth Requirement(s) or U.S. History-Institutions Requirement(s) to be satisfied, with justification:**
   N/A

7. **Justification for/Purpose of the New Course (including use of course in department programs, if any):**
   Requirement for the Early Childhood Option in the Human Development Major.

8. **Resource Implications of the new course:**
   None

9. **Consultation with other affected departments and program committee:**
   a) The following department(s) has (have) been consulted and raise no objections:
      All CLASS departments and programs
   b) The following department(s) has (have) been consulted and raise concerns:
      Department: 
      Concern:

10. **Certification of Department Approval** by the chair and faculty.
    Chair: Dr. Patricia Guthrie Date: March 20, 2006

11. **Certification of College Approval** by the dean and faculty review body, and of review by the Associate Vice Presidents, Academic Programs/Graduate Studies and Academic Resources/Administration
    Dean/Associate Dean: Marilyn N. Silva Date: April 6, 2006
NEW COURSE REQUEST

1. **DEPARTMENT** (Name of department or program which will offer the course)
   Human Development

2. **ALPHABETICAL PREFIX** (all capitals): HDEV   **COURSE NUMBER**: 4110

   **FULL TITLE** in Catalog: Child Cognitive Development

   **ABBREVIATED TITLE** in Course Inventory (maximum 17 spaces, all capitals):
   CHILD COG DEVELOP

   **UNIT VALUE** of course: 4

3. **CATALOG DESCRIPTION** (40 words maximum):
   a) Course Content: Theories, methods, and research findings in child cognitive development from the prenatal stage to age 12. Biological and genetic foundations of cognition, perception, mental representation, problem solving, reasoning, memory, metacognition, and social cognition.

   b) Grading Pattern (if not A-F):

   c) Credit Restrictions: Not open to students who have taken HDEV 4510.

   d) Repeatability:

   e) Cross-listing/Primary Department: Secondary Department:

   f) Prerequisites: Upper division standing

   g) Co-requisites:

   h) Miscellaneous Course Fee:

   i) Hours/Week of Lecture: 4

   j) Hours/Week of Activity or Lab:

4. **COURSE INVENTORY DATA**

   a) **Instructional Format**: discussion

   b) **Class Hours/Week**: 4

   c) **Student Credit Units**: 4

   d) **Course Classification Number**: C4
e) Workload K-factor: 1.0
f) Weighted Teaching Units: 4
g) Normal Limit/Capacity: 30

5. **FIRST QUARTER AND YEAR OF OFFERING:** Fall 2007
   Course is only to be offered once: N/A

6. **GENERAL EDUCATION-BREADTH REQUIREMENT(S) OR U.S. HISTORY-INSTITUTIONS REQUIREMENT(S) to be satisfied, with justification:**

7. **JUSTIFICATION FOR/PURPOSE OF THE NEW COURSE (including use of course in department programs, if any):**
   Part of revision of HDEV major

8. **RESOURCE IMPLICATIONS of the new course:**
   None

9. **CONSULTATION with other affected departments and program committee:**
   a) The following department(s) has (have) been consulted and raise **no objections:**
      All CLASS departments and programs
   b) The following department(s) has (have) been consulted and raise **concerns:**
      Department:
      Concern:

10. **CERTIFICATION OF DEPARTMENT APPROVAL** by the chair and faculty.
    Chair: Patricia Guthrie      Date: March 20, 2006

11. **CERTIFICATION OF COLLEGE APPROVAL** by the dean and faculty review body, and of REVIEW BY THE ASSOCIATE VICE PRESIDENTS, Academic Programs/Graduate Studies and Academic Resources/Administration
    Dean/Associate Dean: Marilyn N. Silva      Date: April 6, 2006
NEW COURSE REQUEST

1. DEPARTMENT (Name of department or program which will offer the course)
   Human Development

2. ALPHABETICAL PREFIX (all capitals): HDEV    COURSE NUMBER: 4120
   FULL TITLE in Catalog: Child Language Development
   ABBREVIATED TITLE in Course Inventory (maximum 17 spaces, all capitals):
   CHILD LANG DEVEL
   UNIT VALUE of course: 4

3. CATALOG DESCRIPTION (40 words maximum):
   a) Course Content: Interdisciplinary study of the development of a first language and the
      biological, linguistic, cognitive, and social factors involved. Development of prelinguistic skills,
      semantics, syntax, discourse skills, and phonology. Language acquisition theories and
      hypotheses.
   b) Grading Pattern (if not A-F):
   c) Credit Restrictions: Not open to students who have taken HDEV 4520.
   d) Repeatability:
   e) Cross-listing/Primary Department:
   f) Prerequisites: Upper division standing
   g) Co-requisites:
   h) Miscellaneous Course Fee:
   i) Hours/Week of Lecture: 4
   j) Hours/Week of Activity or Lab:

4. COURSE INVENTORY DATA
   (First Segment)                      (Second Segment)
   a) Instructional Format: discussion
   b) Class Hours/Week: 4
   c) Student Credit Units: 4
   d) Course Classification Number: C4
5. **Workload K-factor:** 1.0  
**Weighted Teaching Units:** 4  
**Normal Limit/Capacity:** 30  
**First Quarter and Year of Offering:** Fall 2007  
Course is only to be offered once: N/A

6. **General Education-Breadth Requirement(s) or U.S. History-Institutions Requirement(s)** to be satisfied, with justification:

7. **Justification for/Purpose of the New Course** (including use of course in department programs, if any):  
Part of revision of HDEV major

8. **Resource Implications** of the new course:  
None

9. **Consultation** with other affected departments and program committee:
   
a) The following department(s) has (have) been consulted and raise no objections:  
All CLASS departments and programs
   
b) The following department(s) has (have) been consulted and raise concerns:
   
   **Department:**
   **Concern:**

10. **Certification of Department Approval** by the chair and faculty.
    
   **Chair:** Patricia Guthrie  
   **Date:** March 20, 2006

11. **Certification of College Approval** by the dean and faculty review body, and of Review by the Associate Vice Presidents, Academic Programs/Graduate Studies and Academic Resources/Administration
    
   **Dean/Associate Dean:** Marilyn N. Silva  
   **Date:** April 6, 2006
NEW COURSE REQUEST

1. **DEPARTMENT** (Name of department or program which will offer the course)
   Human Development

2. **ALPHABETICAL PREFIX** (all capitals): HDEV          **COURSE NUMBER**: 4130
   **FULL TITLE** in Catalog: The Social Development of Children
   **ABBREViated TITLE** in Course Inventory (maximum 17 spaces, all capitals):
   SOCIAL DEV CHILD
   **UNIT VALUE** of course: 4

3. **CATALOG DESCRIPTION** (40 words maximum):
   a) Course Content: Theories, methods, and research findings in childhood social-emotional development from birth to age 12. Emotion and temperament, attachment, identity, achievement, gender roles, pro- and anti-social behavior, morality, peers, and the family.

   b) Grading Pattern (if not A-F): N/A
   c) Credit Restrictions: N/A
   d) Repeatability: N/A
   e) Cross-listing/Primary Department: N/A
   f) Prerequisites: Upper Division Standing
   g) Co-requisites: None
   h) Miscellaneous Course Fee: None
   i) Hours/Week of Lecture: 4
   j) Hours/Week of Activity or Lab: N/A

4. **COURSE INVENTORY DATA**
   (First Segment)          (Second Segment)
   a) Instructional Format: Discussion          N/A
   b) Class Hours/Week: 4          N/A
   c) Student Credit Units: 4          N/A
   d) Course Classification Number: C4          N/A
5. **Workload K-factor:** 1.0
   **Weighted Teaching Units:** 4
   **Normal Limit/Capacity:** 30

   **First Quarter and Year of Offering:** Fall, 2007
   **Course is only to be offered once:** N/A

6. **General Education-Breadth Requirement(s) or U.S. History-Institutions Requirement(s) to be satisfied, with justification:**
   N/A

7. **Justification for/Purpose of the New Course** (including use of course in department programs, if any):
   Part of the program modification of the Human Development Major.

8. **Resource Implications** of the new course:
   None

9. **Consultation** with other affected departments and program committee:
   a) The following department(s) has (have) been consulted and raise no objections:
      All CLASS departments and programs

   b) The following department(s) has (have) been consulted and raise concerns:
      Department:
      Concern:

10. **Certification of Department Approval** by the chair and faculty.
    Chair: Dr. Patricia Guthrie       Date: March 20, 2006

11. **Certification of College Approval** by the dean and faculty review body, and of review by the Associate Vice Presidents, Academic Programs/Graduate Studies and Academic Resources/Administration
    Dean/Associate Dean: Marilyn N. Silva       Date: April 6, 2006
NEW COURSE REQUEST

1. DEPARTMENT (Name of department or program which will offer the course)
   Human Development

2. ALPHABETICAL PREFIX (all capitals): HDEV    COURSE NUMBER: 4140
   FULL TITLE in Catalog: Theories of Childhood
   ABBREVIATED TITLE in Course Inventory (maximum 17 spaces, all capitals):
   THEORIES OF CHILD
   UNIT VALUE of course: 4

3. CATALOG DESCRIPTION (40 words maximum)
   a) Course Content: Critical review of major theories of childhood; examination of changes in
      theories and concepts about childhood over time.
   
   b) Grading Pattern (if not A-F): N/A
   c) Credit Restrictions: N/A
   d) Repeatability: N/A
   e) Cross-listing/Primary Department: N/A    Secondary Department: N/A
   f) Prerequisites: Upper Division standing
   g) Co-requisites: None
   h) Miscellaneous Course Fee: None
   i) Hours/Week of Lecture: 4
   j) Hours/Week of Activity or Lab: N/A

4. COURSE INVENTORY DATA
   (First Segment)                          (Second Segment)
   a) Instructional Format:                  Discussion    N/A
   b) Class Hours/Week:                      4             N/A
   c) Student Credit Units:                  4             N/A
   d) Course Classification Number:          C4            N/A
   e) Workload K-factor:                     1.0           N/A
5. **FIRST QUARTER AND YEAR OF OFFERING:** Fall 2007
Course is only to be offered once: N/A

6. **GENERAL EDUCATION-BREADTH REQUIREMENT(S) OR U.S. HISTORY-INSTITUTIONS REQUIREMENT(S) to be satisfied, with justification:**
N/A

7. **JUSTIFICATION FOR/PURPOSE OF THE NEW COURSE** (including use of course in department programs, if any):
Requirement for the Early Childhood Option in the Human Development Major

8. **RESOURCE IMPLICATIONS** of the new course:
None

9. **CONSULTATION** with other affected departments and program committee:

   a) The following **department(s)** has (have) been consulted and raise no objections:
   All CLASS departments and programs

   b) The following **department(s)** has (have) been consulted and raise concerns:

      Department:
      Concern:

10. **CERTIFICATION OF DEPARTMENT APPROVAL** by the chair and faculty.
    
    Chair: Dr. Patricia Guthrie    Date: March 20, 2006

11. **CERTIFICATION OF COLLEGE APPROVAL** by the dean and faculty review body, and of REVIEW BY THE ASSOCIATE VICE PRESIDENTS, Academic Programs/Graduate Studies and Academic Resources/Administration
    
    Dean/Associate Dean: Marilyn N. Silva    Date: April 6, 2006
NEW COURSE REQUEST

1. DEPARTMENT (Name of department or program which will offer the course)
   Human Development

2. ALPHABETICAL PREFIX (all capitals): HDEV   COURSE NUMBER: 4150

   FULL TITLE in Catalog: Children in Families and Communities

   ABBREVIATED TITLE in Course Inventory (maximum 17 spaces, all capitals):
   CHILD FAM/COMMUN

   UNIT VALUE of course: 4

3. CATALOG DESCRIPTION (40 words maximum):
   a) Course Content: Child development in a variety of familial, communal, and institutional settings. Issues of child abuse, divorce, foster care, and adoption.
   b) Grading Pattern (if not A-F):
   c) Credit Restrictions: Not open to students who have taken HDEV 4710
   d) Repeatability:
   e) Cross-listing/Primary Department: Secondary Department:
   f) Prerequisites:
   g) Co-requisites:
   h) Miscellaneous Course Fee:
   i) Hours/Week of Lecture: 4
   j) Hours/Week of Activity or Lab:

4. COURSE INVENTORY DATA

   (First Segment)   (Second Segment)
   a) Instructional Format: Discussion
      b) Class Hours/Week: 4
      c) Student Credit Units: 4
      d) Course Classification Number: C4
      e) Workload K-factor: 1.0
      f) Weighted Teaching Units: 4
5. **FIRST QUARTER AND YEAR OF OFFERING:** Fall 2007  
Course is only to be offered once: N/A

6. **GENERAL EDUCATION-BREADTH REQUIREMENT(s) OR U.S. HISTORY-INSTITUTIONS REQUIREMENT(s) to be satisfied, with justification:**

7. **JUSTIFICATION FOR/PURPOSE OF THE NEW COURSE** (including use of course in department programs, if any):  
Part of revision of HDEV major

8. **RESOURCE IMPLICATIONS** of the new course:  
None

9. **CONSULTATION** with other affected departments and program committee:  
a) The following **department(s)** has (have) been consulted and raise **no objections:**  
All CLASS departments and programs

b) The following **department(s)** has (have) been consulted and **raise concerns:**  
Department:  
Concern:

10. **CERTIFICATION OF DEPARTMENT APPROVAL** by the chair and faculty.  
Chair: Patricia Guthrie Date: March 20, 2006

11. **CERTIFICATION OF COLLEGE APPROVAL** by the dean and faculty review body, and of **REVIEW BY THE ASSOCIATE VICE PRESIDENTS, Academic Programs/Graduate Studies and Academic Resources/Administration**  
Dean/Associate Dean: Marilyn N. Silva Date: April 6, 2006
NEW COURSE REQUEST

1. DEPARTMENT (Name of department or program which will offer the course)
   Human Development

2. ALPHABETICAL PREFIX (all capitals): HDEV   COURSE NUMBER: 4220
   FULL TITLE in Catalog: Contemporary Research Topics in Adolescent Development
   ABBREVIATED TITLE in Course Inventory (maximum 17 spaces, all capitals):
   RESEARCH ADOL DEV
   UNIT VALUE of course: 4

3. CATALOG DESCRIPTION (40 words maximum):
   a) Course Content: Contemporary theories, research, issues and trends in adolescent development.
   b) Grading Pattern (if not A-F): N/A
   c) Credit Restrictions: N/A
   d) Repeatability: N/A
   e) Cross-listing/Primary Department: N/A   Secondary Department: N/A
   f) Prerequisites: Upper Division standing
   g) Co-requisites: None
   h) Miscellaneous Course Fee: None
   i) Hours/Week of Lecture: 4
   j) Hours/Week of Activity or Lab: N/A

4. COURSE INVENTORY DATA

   (First Segment)   (Second Segment)
   a) Instructional Format: Discussion  N/A
   b) Class Hours/Week: 4  N/A
   c) Student Credit Units: 4  N/A
   d) Course Classification Number: C4  N/A
   e) Workload K-factor: 1.0  N/A
   f) Weighted Teaching Units: 4  N/A
   g) Normal Limit/Capacity: 30  N/A
5. **First Quarter and Year of Offering:** Fall, 2007
   Course is only to be offered once: N/A

6. **General Education-Breadth Requirement(s) or U.S. History-Institutions Requirement(s) to be satisfied, with justification:**
   N/A

7. **Justification for/Purpose of the New Course (including use of course in department programs, if any):**
   Part of the program modification of the Human Development Major.

8. **Resource Implications of the new course:**
   None

9. **Consultation with other affected departments and program committee:**
   a) The following department(s) has (have) been consulted and raise no objections:
      All CLASS departments and programs
   b) The following department(s) has (have) been consulted and raise concerns:
      Department:
      Concern:

10. **Certification of Department Approval** by the chair and faculty.
    Chair: Dr. Patricia Guthrie      Date: March 20, 2006

11. **Certification of College Approval** by the dean and faculty review body, and of Review by the Associate Vice Presidents, Academic Programs/Graduate Studies and Academic Resources/Administration
    Dean/Associate Dean: Marilyn N. Silva      Date: April 6, 2006
NEW COURSE REQUEST

1. DEPARTMENT (Name of department or program which will offer the course)
   Human Development

2. ALPHABETICAL PREFIX (all capitals): HDEV      COURSE NUMBER: 4230

   FULL TITLE in Catalog: Prevention and Intervention in Adolescent Development

   ABBREVIATED TITLE in Course Inventory (maximum 17 spaces, all capitals):
   PREV INTERV ADOL

   UNIT VALUE of course: 4

3. CATALOG DESCRIPTION (40 words maximum):

   a) Course Content: Research and theory-based approaches to developing and evaluating prevention and intervention programs for adolescents at risk.

   b) Grading Pattern (if not A-F): N/A

   c) Credit Restrictions: N/A

   d) Repeatability: N/A

   e) Cross-listing/Primary Department: N/A      Secondary Department: N/A

   f) Prerequisites: Upper Division standing

   g) Co-requisites: None

   h) Miscellaneous Course Fee: None

   i) Hours/Week of Lecture: 4

   j) Hours/Week of Activity or Lab: N/A

4. COURSE INVENTORY DATA

   a) Instructional Format:      (First Segment)      (Second Segment)
      Discussion      N/A

   b) Class Hours/Week: 4      N/A

   c) Student Credit Units: 4      N/A

   d) Course Classification Number: C4      N/A

   e) Workload K-factor: 1.0      N/A

   f) Weighted Teaching Units: 4      N/A
g) Normal Limit/Capacity: 30

5. **FIRST QUARTER AND YEAR OF OFFERING:** Fall, 2007
   Course is only to be offered once: N/A
   
6. **GENERAL EDUCATION-BREADTH REQUIREMENT(s) OR U.S. HISTORY-INSTITUTIONS REQUIREMENT(s) to be satisfied, with justification:**
   N/A
   
7. **JUSTIFICATION FOR/PURPOSE OF THE NEW COURSE** (including use of course in department programs, if any):
   Part of the program modification of the Human Development Major.
   
8. **RESOURCE IMPLICATIONS** of the new course:
   None
   
9. **CONSULTATION** with other affected departments and program committee:
   a) The following department(s) has (have) been consulted and raise no objections:
      All CLASS departments and programs
   b) The following department(s) has (have) been consulted and raise concerns:
      
10. **CERTIFICATION OF DEPARTMENT APPROVAL** by the chair and faculty.
    Chair: Dr. Patricia Guthrie  Date: March 20, 2006
    
11. **CERTIFICATION OF COLLEGE APPROVAL** by the dean and faculty review body, and of REVIEW BY THE ASSOCIATE VICE PRESIDENTS, Academic Programs/Graduate Studies and Academic Resources/Administration
    Dean/Associate Dean: Marilyn N. Silva  Date: April 6, 2006
NEW COURSE REQUEST

1. **DEPARTMENT** (Name of department or program which will offer the course)
   Human Development

2. **ALPHABETICAL PREFIX** (all capitals): HDEV  
   **COURSE NUMBER**: 4361

   **FULL TITLE** in Catalog: Current Issues in Aging

   **ABBREVIATED TITLE** in Course Inventory (maximum 17 spaces, all capitals):
   ISSUES IN AGING

   **UNIT VALUE** of course: 4

3. **CATALOG DESCRIPTION** (40 words maximum):

   a) Course Content: Research and theory-based approaches to current issues in aging. Topics may include social class, economics, biological changes, policies, and individual differences.

   b) Grading Pattern (if not A-F):

   c) Credit Restrictions: Not open to students who have taken HDEV 4004.

   d) Repeatability:

   e) Cross-listing/Primary Department:  
      Secondary Department:

   f) Prerequisites: Upper division standing

   g) Co-requisites:

   h) Miscellaneous Course Fee:

   i) Hours/Week of Lecture: 4

   j) Hours/Week of Activity or Lab:

4. **COURSE INVENTORY DATA**

   a) Instructional Format: discussion

   b) Class Hours/Week: 4

   c) Student Credit Units: 4

   d) Course Classification Number: C4

   e) Workload K-factor: 1.0

   f) Weighted Teaching Units: 4
g) Normal Limit/Capacity: 30

5. FIRST QUARTER AND YEAR OF OFFERING: Fall 2007
Course is only to be offered once: N/A

6. GENERAL EDUCATION-BREADTH REQUIREMENT(s) OR U.S. HISTORY-INSTITUTIONS REQUIREMENT(s) to be satisfied, with justification:

7. JUSTIFICATION FOR/PURPOSE OF THE NEW COURSE (including use of course in department programs, if any):
Part of revision of HDEV major

8. RESOURCE IMPLICATIONS of the new course:
None

9. CONSULTATION with other affected departments and program committee:

   a) The following department(s) has (have) been consulted and raise no objections:
      All CLASS departments and programs

   b) The following department(s) has (have) been consulted and raise concerns:

      Department:
      Concern:

10. CERTIFICATION OF DEPARTMENT APPROVAL by the chair and faculty.

    Chair: Patricia Guthrie Date: March 20, 2006

11. CERTIFICATION OF COLLEGE APPROVAL by the dean and faculty review body, and of REVIEW BY THE ASSOCIATE VICE PRESIDENTS, Academic Programs/Graduate Studies and Academic Resources/Administration

    Dean/Associate Dean: Marilyn N. Silva Date: April 6, 2006
NEW COURSE REQUEST

1. DEPARTMENT (Name of department or program which will offer the course)
   Human Development

2. ALPHABETICAL PREFIX (all capitals): HDEV  COURSE NUMBER: 4362
   FULL TITLE in Catalog: Aging and Diversity
   ABBREVIATED TITLE in Course Inventory (maximum 17 spaces, all capitals):
   AGING & DIVERSITY
   UNIT VALUE of course: 4

3. CATALOG DESCRIPTION (40 words maximum):
   a) Course Content: Interdisciplinary exploration of aging and race, ethnicity, and gender.
   b) Grading Pattern (if not A-F):
   c) Credit Restrictions. Not open to students who have taken HDEV 4005.
   d) Repeatability:
   e) Cross-listing/Primary Department: Secondary Department:
   f) Prerequisites: Upper division standing
   g) Co-requisites:
   h) Miscellaneous Course Fee:
   i) Hours/Week of Lecture: 4
   j) Hours/Week of Activity or Lab:

4. COURSE INVENTORY DATA
   (First Segment)                    (Second Segment)
   a) Instructional Format: discussion
   b) Class Hours/Week: 4
   c) Student Credit Units: 4
   d) Course Classification Number: C-4
   e) Workload K-factor: 1.0
   f) Weighted Teaching Units: 4
g) Normal Limit/Capacity: 30

5. **First Quarter and Year of Offering:** Fall 2007
   Course is only to be offered once: N/A

6. **General Education-Breadth Requirement(s) or U.S. History-Institutions Requirement(s) to be satisfied, with justification:**

7. **Justification for/Purpose of the New Course** (including use of course in department programs, if any):
   Part of revision of HDEV major

8. **Resource Implications** of the new course:
   None

9. **Consultation** with other affected departments and program committee:
   a) The following department(s) has (have) been consulted and raise no objections:
      All CLASS departments and programs
   b) The following department(s) has (have) been consulted and raise concerns:
      Department:
      Concern:

10. **Certification of Department Approval** by the chair and faculty.
    Chair: Patricia Guthrie    Date: March 20, 2006

11. **Certification of College Approval** by the dean and faculty review body, and of review by the Associate Vice Presidents, Academic Programs/Graduate Studies and Academic Resources/Administration
    Dean/Associate Dean: Marilyn N. Silva    Date: April 6, 2006
NEW COURSE REQUEST

1. DEPARTMENT (Name of department or program which will offer the course)
   Human Development

2. ALPHABETICAL PREFIX (all capitals): HDEV        COURSE NUMBER: 4363
   FULL TITLE in Catalog: Cognitive Aging
   ABBREVIATED TITLE in Course Inventory (maximum 17 spaces, all capitals):
   COGNITIVE AGING
   UNIT VALUE of course: 4

3. CATALOG DESCRIPTION (40 words maximum):
   a) Course Content: Current theories and research in cognitive changes at advanced age; practical and social implications.
   b) Grading Pattern (if not A-F): N/A
   c) Credit Restrictions: N/A
   d) Repeatability: N/A
   e) Cross-listing/Primary Department: N/A        Secondary Department: N/A
   f) Prerequisites: Upper Division Standing
   g) Co-requisites: None
   h) Miscellaneous Course Fee: None
   i) Hours/Week of Lecture: 4
   j) Hours/Week of Activity or Lab: N/A

4. COURSE INVENTORY DATA
   (First Segment)        (Second Segment)
   a) Instructional Format: Discussion        N/A
   b) Class Hours/Week: 4                        N/A
   c) Student Credit Units: 4                       N/A
   d) Course Classification Number: C4             N/A
   e) Workload K-factor: 1.0                        N/A
f) Weighted Teaching Units: 4

g) Normal Limit/Capacity: 30

5. **FIRST QUARTER AND YEAR OF OFFERING:** Fall, 2007
   Course is only to be offered once: N/A

6. **GENERAL EDUCATION-BREADTH REQUIREMENT(S) OR U.S. HISTORY-INSTITUTIONS REQUIREMENT(S) to be satisfied, with justification:**
   N/A

7. **JUSTIFICATION FOR/PURPOSE OF THE NEW COURSE** (including use of course in department programs, if any):
   Part of the program modification of the Human Development Major. One of the Option senior elective courses.

8. **RESOURCE IMPLICATIONS** of the new course:
   None

9. **CONSULTATION** with other affected departments and program committee:
   a) The following department(s) has (have) been consulted and raise no objections:
      All CLASS departments and programs

   b) The following department(s) has (have) been consulted and raise concerns:
      Department:
      Concern:

10. **CERTIFICATION OF DEPARTMENT APPROVAL** by the chair and faculty.
    Chair: Dr. Patricia Guthrie      Date: March 20, 2006

11. **CERTIFICATION OF COLLEGE APPROVAL** by the dean and faculty review body, and of REVIEW BY THE ASSOCIATE VICE PRESIDENTS, Academic Programs/Graduate Studies and Academic Resources/Administration
    Dean/Associate Dean: Marilyn N. Silva      Date: April 6, 2006
NEW COURSE REQUEST

1. DEPARTMENT (Name of department or program which will offer the course)
   Human Development

2. ALPHABETICAL PREFIX (all capitals): HDEV          COURSE NUMBER: 4430
   FULL TITLE in Catalog: Intimate Relationships Throughout the Lifespan
   ABBREVIATED TITLE in Course Inventory (maximum 17 spaces, all capitals):
   INTIMATE RELATION
   UNIT VALUE of course: 4

3. CATALOG DESCRIPTION (40 words maximum)
   a) Course Content: Nature and structure of parent-child, friendship, and sexual love relations.
      Developmental changes during childhood, adolescence, adulthood, and old age.
   b) Grading Pattern (if not A-F):
   c) Credit Restrictions: Not open to students who have taken HDEV 4350.
   d) Repeatability:
   e) Cross-listing/Primary Department:                    Secondary Department:
   f) Prerequisites: Upper division standing
   g) Co-requisites:
   h) Miscellaneous Course Fee:
   i) Hours/Week of Lecture: 4
   j) Hours/Week of Activity or Lab:

4. COURSE INVENTORY DATA
   (First Segment) (Second Segment)
   a) Instructional Format: Discussion
   b) Class Hours/Week: 4
   c) Student Credit Units: 4
   d) Course Classification Number: C4
   e) Workload K-factor: 1.0
   f) Weighted Teaching Units: 4
g) Normal Limit/Capacity: 30

5. FIRST QUARTER AND YEAR OF OFFERING: Fall 2007
   Course is only to be offered once: N/A

6. GENERAL EDUCATION-BREADTH REQUIREMENT(S) OR U.S. HISTORY-INSTITUTIONS REQUIREMENT(S) to be satisfied, with justification:

7. JUSTIFICATION FOR/PURPOSE OF THE NEW COURSE (including use of course in department programs, if any): Part of revision of HDEV major

8. RESOURCE IMPLICATIONS of the new course: None

9. CONSULTATION with other affected departments and program committee:
   a) The following department(s) has (have) been consulted and raise no objections:
      All CLASS departments and programs
   
   b) The following department(s) has (have) been consulted and raise concerns:
      Department:
      Concern:

10. CERTIFICATION OF DEPARTMENT APPROVAL by the chair and faculty.
    Chair: Patricia Guthrie Date: March 20, 2006

11. CERTIFICATION OF COLLEGE APPROVAL by the dean and faculty review body, and of REVIEW BY THE ASSOCIATE VICE PRESIDENTS, Academic Programs/Graduate Studies and Academic Resources/Administration
    Dean/Associate Dean: Marilyn N. Silva Date: April 6, 2006
CALIFORNIA STATE UNIVERSITY, EAST BAY

NEW COURSE REQUEST

1. **DEPARTMENT** (Name of department or program which will offer the course)
   Human Development

2. **ALPHABETICAL PREFIX** (all capitals): HDEV  **COURSE NUMBER:** 4440
   **FULL TITLE** in Catalog: Lesbian and Gay Lifespan Development
   **ABBREVIATED TITLE** in Course Inventory (maximum 17 spaces, all capitals):
   LESBIAN/GAY DEVEL
   **UNIT VALUE** of course: 4

3. **CATALOG DESCRIPTION** (40 words maximum):
   a) Course Content: Theoretical models and research relevant to the development of lesbians and gay men; examination of stereotypes and myths. Gender identity, sexual orientation, sexuality, love relationships, friendship networks, family, and community relations.
   b) Grading Pattern (if not A-F):
   c) Credit Restrictions: Not open to students who have taken HDEV 4325.
   d) Repeatability:
   e) Cross-listing/Primary Department:
   f) Prerequisites: Upper division standing
   g) **Co-requisites:**
   h) Miscellaneous Course Fee:
   i) **Hours/Week of Lecture:** 4
   j) **Hours/Week of Activity or Lab:**

4. **COURSE INVENTORY DATA**
   (First Segment)                  (Second Segment)
   a) Instructional Format:          discussion
   b) Class Hours/Week:              4
   c) Student Credit Units:          4
   d) **Course Classification Number:** C4
e) Workload K-factor: 1.0
f) Weighted Teaching Units: 4
g) Normal Limit/Capacity: 30

5. **First Quarter and Year of Offering:** Fall 2007
   Course is only to be offered once: N/A

6. **General Education-Breadth Requirement(s) or U.S. History-Institutions Requirement(s) to be satisfied, with justification:**

7. **Justification for/Purpose of the New Course** (including use of course in department programs, if any):
   Part of revision of HDEV major

8. **Resource Implications** of the new course:
   None

9. **Consultation** with other affected departments and program committee:
   a) The following department(s) has (have) been consulted and raise no objections:
      All CLASS departments and programs
   b) The following department(s) has (have) been consulted and raise concerns:
      Department:
      Concern:

10. **Certification of Department Approval** by the chair and faculty.
    Chair: Patricia Guthrie      Date: March 20, 2006

11. **Certification of College Approval** by the dean and faculty review body, and of Review by the Associate Vice Presidents, Academic Programs/Graduate Studies and Academic Resources/Administration
    Dean/Associate Dean: Marilyn N. Silva      Date: April 6, 2006
NEW COURSE REQUEST

1. **DEPARTMENT** (Name of department or program which will offer the course)
   Human Development

2. **ALPHABETICAL PREFIX** (all capitals): HDEV  **COURSE NUMBER:** 4811

   **FULL TITLE** in Catalog: Senior Research Seminar in Human Development

   **ABBREVIATED TITLE** in Course Inventory (maximum 17 spaces, all capitals):
   SENIOR SEMINAR I

   **UNIT VALUE** of course: 4

3. **CATALOG DESCRIPTION** (40 words maximum):
   
   a) Course Content: Part I of the capstone experience in the major. Design of proposal for independent research to be implemented in HDEV 4812.

   b) Grading Pattern (if not A-F): N/A

   c) Credit Restrictions: N/A

   d) Repeatability: N/A

   e) Cross-listing/Primary Department: N/A  Secondary Department: N/A

   f) **Prerequisites:** HDEV Junior Foundation courses, plus 16 additional upper division HDEV units.

   g) Co-requisites: None

   h) Miscellaneous Course Fee: None

   i) Hours/Week of Lecture: 4

   j) Hours/Week of Activity or Lab: N/A

4. **COURSE INVENTORY DATA**

   a) Instructional Format: (First Segment) Seminar (Second Segment) N/A

   b) Class Hours/Week: 4 N/A

   c) Student Credit Units: 4 N/A

   d) Course Classification Number: C5 N/A
5. **First Quarter and Year of Offering:** Fall, 2007
   Course is only to be offered once: N/A

6. **General Education-Breadth Requirement(s) or U.S. History-Institutions Requirement(s) to be satisfied, with justification:**
   N/A

7. **Justification for/Purpose of the New Course (including use of course in department programs, if any):**
   Part of the program modification of the Human Development Major.

8. **Resource Implications of the new course:**
   None

9. **Consultation with other affected departments and program committee:**
   a) The following department(s) has (have) been consulted and raise no objections:
      All CLASS departments and programs
   b) The following department(s) has (have) been consulted and raise concerns:
      Department:
      Concern:

10. **Certification of Department Approval** by the chair and faculty.
    Chair: Dr. Patricia Guthrie       Date: March 20, 2006

11. **Certification of College Approval** by the dean and faculty review body, and of Review by the Associate Vice Presidents, Academic Programs/Graduate Studies and Academic Resources/Administration
    Dean/Associate Dean: Marilyn N. Silva       Date: April 6, 2006
NEW COURSE REQUEST

1. **DEPARTMENT** (Name of department or program which will offer the course)
   Human Development

2. **ALPHABETICAL PREFIX (all capitals): HDEV**  **COURSE NUMBER: 4812**
   **FULL TITLE** in Catalog: Senior Research Seminar in Human Development II
   **ABBREVIATED TITLE** in Course Inventory (maximum 17 spaces, all capitals):
   SENIOR SEMINAR II
   **UNIT VALUE** of course: 4

3. **CATALOG DESCRIPTION** (40 words maximum):
   a) Course Content: Part II of the capstone experience in the major. Implementation of the research plan developed in HDEV 4811; preparation of formal research report based on the study.
   b) Grading Pattern (if not A-F): N/A
   c) Credit Restrictions: N/A
   d) Repeatability: N/A
   e) Cross-listing/Primary Department: N/A  Secondary Department: N/A
   f) Prerequisites: HDEV 4811
   g) Co-requisites: None
   h) Miscellaneous Course Fee: None
   i) Hours/Week of Lecture: 4
   j) Hours/Week of Activity or Lab: N/A

4. **COURSE INVENTORY DATA**

<table>
<thead>
<tr>
<th>(First Segment)</th>
<th>(Second Segment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Instructional Format: Seminar</td>
<td>N/A</td>
</tr>
<tr>
<td>b) Class Hours/Week: 4</td>
<td>N/A</td>
</tr>
<tr>
<td>c) Student Credit Units: 4</td>
<td>N/A</td>
</tr>
<tr>
<td>d) Course Classification Number: C5</td>
<td>N/A</td>
</tr>
<tr>
<td>e) Workload K-factor: 1.0</td>
<td>N/A</td>
</tr>
</tbody>
</table>
f) Weighted Teaching Units: 4  
g) Normal Limit/Capacity: 25  
5.  
FIRST QUARTER AND YEAR OF OFFERING: Fall, 2007  
Course is only to be offered once: N/A  
6.  
GENERAL EDUCATION-BREADTH REQUIREMENT(S) OR U.S. HISTORY-INSTITUTIONS REQUIREMENT(S) to be satisfied, with justification:  
N/A  
7.  
JUSTIFICATION FOR/PURPOSE OF THE NEW COURSE (including use of course in department programs, if any):  
Part of the program modification of the Human Development Major.  
8.  
RESOURCE IMPLICATIONS of the new course:  
None  
9.  
CONSULTATION with other affected departments and program committee:  
a) The following department(s) has (have) been consulted and raise no objections:  
All CLASS departments and programs  
b) The following department(s) has (have) been consulted and raise concerns:  
Department:  
Concern:  
10. CERTIFICATION OF DEPARTMENT APPROVAL by the chair and faculty.  
Chair: Dr. Patricia Guthrie  
Date: March 20, 2006  
11. CERTIFICATION OF COLLEGE APPROVAL by the dean and faculty review body, and of REVIEW BY THE ASSOCIATE VICE PRESIDENTS, Academic Programs/Graduate Studies and Academic Resources/Administration  
Dean/Associate Dean: Marilyn N. Silva  
Date: April 6, 2006
5. **Normal Limit/Capacity:** 30
   
   **First Quarter and Year of Offering:** Fall, 2007
   
   Course is only to be offered once: N/A

6. **General Education-Breadth Requirement(s) or U.S. History-Institutions Requirement(s) to be satisfied, with justification:**
   N/A

7. **Justification for/Purpose of the New Course (including use of course in department programs, if any):**
   Part of the program modification of the Human Development Major.

8. **Resource Implications of the new course:**
   None

9. **Consultation with other affected departments and program committee:**
   a) The following department(s) has (have) been consulted and raise no objections:
      All CLASS departments and programs

   b) The following department(s) has (have) been consulted and raise concerns:
      Department: 
      Concern:

10. **Certification of Department Approval** by the chair and faculty.
    
    Chair: Dr. Patricia Guthrie  Date: March 20, 2006

11. **Certification of College Approval** by the dean and faculty review body, and of review by the Associate Vice Presidents, Academic Programs/Graduate Studies and Academic Resources/Administration
    
    Dean/Associate Dean: Marilyn N. Silva  Date: April 6, 2006
NEW COURSE REQUEST

1. DEPARTMENT (Name of department or program which will offer the course)
   Human Development

2. ALPHABETICAL PREFIX (all capitals): WOST  COURSE NUMBER: 4160
   
   FULL TITLE in Catalog: Women and Aging
   
   ABBREVIATED TITLE in Course Inventory (maximum 17 spaces, all capitals): WOMEN AND AGING
   
   UNIT VALUE of course: 4

3. CATALOG DESCRIPTION (40 words maximum):
   
   a) Course Content: Examination of development and change in behavior of women as they age in the United States, with emphasis on theory, method, and empirical research.
   
   b) Grading Pattern (if not A-F): N/A
   
   c) Credit Restrictions: N/A
   
   d) Repeatability: N/A
   
   e) Cross-listing/Primary Department: N/A  Secondary Department: N/A
   
   f) Prerequisites: Upper Division standing
   
   g) Co-requisites: None
   
   h) Miscellaneous Course Fee: None
   
   i) Hours/Week of Lecture: 4
   
   j) Hours/Week of Activity or Lab: N/A

4. COURSE INVENTORY DATA

   a) Instructional Format: Discussion  (First Segment)  N/A  (Second Segment)
   
   b) Class Hours/Week: 4  N/A
   
   c) Student Credit Units: 4  N/A
   
   d) Course Classification Number: C4  N/A
   
   e) Workload K-factor: 1.0  N/A
   
   f) Weighted Teaching Units: 4  N/A
   
   g) Normal Limit/Capacity: 30  N/A
5. **First Quarter and Year of Offering:** Fall, 2007  
   Course is only to be offered once: N/A

6. **General Education-Breadth Requirement(s) or U.S. History-Institutions Requirement(s) to be satisfied, with justification:**  
   N/A

7. **Justification for/Purpose of the New Course (including use of course in department programs, if any):**  
   Part of the program modification of the Human Development Major.

8. **Resource Implications of the new course:**  
   None

9. **Consultation with other affected departments and program committee:**
   a) The following department(s) has (have) been consulted and raise no objections:  
      All CLASS departments and programs
   
   b) The following department(s) has (have) been consulted and raise concerns:
      Department:  
      Concern:

10. **Certification of Department Approval** by the chair and faculty.
    Chair: Dr. Patricia Guthrie       Date: March 20, 2006

11. **Certification of College Approval** by the dean and faculty review body, and of Review by the Associate Vice Presidents, Academic Programs/Graduate Studies and Academic Resources/Administration
    Dean/Associate Dean: Marilyn N. Silva       Date: April 6, 2006
Appendix B

1. What’s your Option?

- Childhood
- Adolescence
- Adulthood
- Aging/Gerontology
- Specialized Sequence (individual)
- Specialized Sequence (PACE Program)
- Not Applicable (not a HDEV Major)

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Childhood</td>
<td>35.5%</td>
<td>60</td>
</tr>
<tr>
<td>Adolescence</td>
<td>20.7%</td>
<td>35</td>
</tr>
<tr>
<td>Adulthood</td>
<td>13%</td>
<td>22</td>
</tr>
<tr>
<td>Aging/Gerontology</td>
<td>2.4%</td>
<td>4</td>
</tr>
<tr>
<td>Specialized Sequence (individual)</td>
<td>11.2%</td>
<td>19</td>
</tr>
<tr>
<td>Specialized Sequence (PACE Program)</td>
<td>16.6%</td>
<td>28</td>
</tr>
<tr>
<td>Not Applicable (not a HDEV Major)</td>
<td>0.6%</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Respondents: 169

2. How many HDEV 3000 level courses have you taken? (including what you are taking this quarter)

- 3000 Level Course(s)

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>3000 Level Course(s)</td>
<td>1277</td>
<td>7.60</td>
</tr>
</tbody>
</table>

Total Respondents: 168

3. How many HDEV 4000 level courses have you taken? (including what you are taking this quarter)

- 4000 level course(s)

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>4000 level courses</td>
<td>216</td>
<td>1.28</td>
</tr>
</tbody>
</table>

Total Respondents: 169

4. What’s your gender?

- Female
- Male

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
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</thead>
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<tr>
<td>Female</td>
<td>87.6%</td>
<td>148</td>
</tr>
<tr>
<td>Male</td>
<td>12.4%</td>
<td>21</td>
</tr>
</tbody>
</table>

Total Respondents: 169

https://email.csueastbay.edu/exchange/patricia.guthrie@csueastbay.edu/Inbox/5%20year... 11/12/2006
5. What's your working situation?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not working</td>
<td>24.3%</td>
<td>41</td>
</tr>
<tr>
<td>less than half time</td>
<td>10.1%</td>
<td>17</td>
</tr>
<tr>
<td>half time</td>
<td>11.8%</td>
<td>20</td>
</tr>
<tr>
<td>over half time</td>
<td>12.4%</td>
<td>21</td>
</tr>
<tr>
<td>full time</td>
<td>41.4%</td>
<td>70</td>
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</tbody>
</table>

Total Respondents 169

6. What is your general evaluation of the HDEV Major Program?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>poor</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>adequate</td>
<td>8.5%</td>
<td>14</td>
</tr>
<tr>
<td>good</td>
<td>37.2%</td>
<td>61</td>
</tr>
<tr>
<td>very good</td>
<td>34.8%</td>
<td>57</td>
</tr>
<tr>
<td>excellent</td>
<td>19.5%</td>
<td>32</td>
</tr>
</tbody>
</table>

Total Respondents 164

7. What is your general evaluation of HDEV Senior Project courses? (HDEV 4880; HDEV 4891)

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>poor</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>adequate</td>
<td>2.4%</td>
<td>4</td>
</tr>
<tr>
<td>good</td>
<td>3.7%</td>
<td>6</td>
</tr>
<tr>
<td>very good</td>
<td>7.3%</td>
<td>12</td>
</tr>
<tr>
<td>excellent</td>
<td>3%</td>
<td>5</td>
</tr>
<tr>
<td>N/A (have not taken them)</td>
<td>83.5%</td>
<td>137</td>
</tr>
</tbody>
</table>

Total Respondents 164

https://email.csueastbay.edu/exchange/patricia.guthrie@csueastbay.edu/Inbox/5%20year... 11/12/2006
8. The HDEV Program has met my educational expectations

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>strongly disagree</td>
<td>1.3%</td>
<td>2</td>
</tr>
<tr>
<td>disagree</td>
<td>5.2%</td>
<td>8</td>
</tr>
<tr>
<td>neutral</td>
<td>20.3%</td>
<td>51</td>
</tr>
<tr>
<td>agree</td>
<td>54.2%</td>
<td>83</td>
</tr>
<tr>
<td>strongly agree</td>
<td>19%</td>
<td>29</td>
</tr>
</tbody>
</table>

Total Respondents 153
(skipped this question) 16

9. The HDEV Program has helped advance my future educational development (e.g., grad. school, professional training, etc.)

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>strongly disagree</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>disagree</td>
<td>1.3%</td>
<td>2</td>
</tr>
<tr>
<td>neutral</td>
<td>21.6%</td>
<td>33</td>
</tr>
<tr>
<td>agree</td>
<td>35.9%</td>
<td>55</td>
</tr>
<tr>
<td>strongly agree</td>
<td>24.8%</td>
<td>38</td>
</tr>
<tr>
<td>not applicable</td>
<td>16.3%</td>
<td>25</td>
</tr>
</tbody>
</table>

Total Respondents 153
(skipped this question) 16

10. The HDEV Program has helped advance my employment/career development.

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>strongly disagree</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>disagree</td>
<td>3.3%</td>
<td>5</td>
</tr>
<tr>
<td>neutral</td>
<td>30.7%</td>
<td>47</td>
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<tr>
<td>agree</td>
<td>31.4%</td>
<td>48</td>
</tr>
<tr>
<td>strongly agree</td>
<td>13.7%</td>
<td>21</td>
</tr>
<tr>
<td>not applicable</td>
<td>20.9%</td>
<td>32</td>
</tr>
</tbody>
</table>

Total Respondents 153
(skipped this question) 16

https://email.csueastbay.edu/exchange/patricia.guthrie@csueastbay.edu/Inbox/5%20year... 11/12/2006
11. I learned things in the HDEV Program that I can apply to my job.

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>strongly disagree</td>
<td>0.7%</td>
<td>1</td>
</tr>
<tr>
<td>disagree</td>
<td>2.6%</td>
<td>4</td>
</tr>
<tr>
<td>neutral</td>
<td>14.4%</td>
<td>22</td>
</tr>
<tr>
<td>agree</td>
<td>38.6%</td>
<td>59</td>
</tr>
<tr>
<td>strongly agree</td>
<td>26.1%</td>
<td>40</td>
</tr>
<tr>
<td>not applicable</td>
<td>17.6%</td>
<td>27</td>
</tr>
</tbody>
</table>

Total Respondents 153
(skipped this question) 16

12. I learned things in the HDEV Program that I can apply to my personal life.

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>strongly disagree</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>disagree</td>
<td>1.3%</td>
<td>2</td>
</tr>
<tr>
<td>neutral</td>
<td>7.8%</td>
<td>12</td>
</tr>
<tr>
<td>agree</td>
<td>33.3%</td>
<td>51</td>
</tr>
<tr>
<td>strongly agree</td>
<td>49.7%</td>
<td>76</td>
</tr>
<tr>
<td>not applicable</td>
<td>7.8%</td>
<td>12</td>
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</tbody>
</table>

Total Respondents 153
(skipped this question) 16

13. Compared with courses I have taken in other programs, the HDEV Program is:

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>much less demanding</td>
<td>0.7%</td>
<td>1</td>
</tr>
<tr>
<td>less demanding</td>
<td>6.7%</td>
<td>10</td>
</tr>
<tr>
<td>similar</td>
<td>33.6%</td>
<td>50</td>
</tr>
<tr>
<td>more demanding</td>
<td>27.5%</td>
<td>41</td>
</tr>
<tr>
<td>much more demanding</td>
<td>13.4%</td>
<td>20</td>
</tr>
<tr>
<td>not applicable</td>
<td>18.1%</td>
<td>27</td>
</tr>
</tbody>
</table>

Total Respondents 149
(skipped this question) 20
14. Compared with courses I have taken in other programs, the work load of the HDEV Program courses is

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>much lighter</td>
<td>1.3%</td>
<td>2</td>
</tr>
<tr>
<td>lighter</td>
<td>2%</td>
<td>3</td>
</tr>
<tr>
<td>similar</td>
<td>38.9%</td>
<td>58</td>
</tr>
<tr>
<td>heavier</td>
<td>28.2%</td>
<td>42</td>
</tr>
<tr>
<td>much heavier</td>
<td>13.4%</td>
<td>20</td>
</tr>
<tr>
<td>not applicable</td>
<td>16.1%</td>
<td>24</td>
</tr>
</tbody>
</table>

Total Respondents 149
(skipped this question) 20

15. Compared with courses I have taken in other programs, the grading criteria of the HDEV Program courses are

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>much more lenient</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>more lenient</td>
<td>3.4%</td>
<td>5</td>
</tr>
<tr>
<td>similar</td>
<td>44.3%</td>
<td>66</td>
</tr>
<tr>
<td>stricter</td>
<td>29.5%</td>
<td>44</td>
</tr>
<tr>
<td>much stricter</td>
<td>6%</td>
<td>9</td>
</tr>
<tr>
<td>not applicable</td>
<td>16.8%</td>
<td>25</td>
</tr>
</tbody>
</table>

Total Respondents 149
(skipped this question) 20

16. Compared with courses I have taken in other programs, my grades in HDEV courses tend to be:

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>much worse</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>worse</td>
<td>8.7%</td>
<td>13</td>
</tr>
<tr>
<td>similar</td>
<td>45.6%</td>
<td>68</td>
</tr>
<tr>
<td>better</td>
<td>20.1%</td>
<td>30</td>
</tr>
<tr>
<td>much better</td>
<td>8.1%</td>
<td>12</td>
</tr>
<tr>
<td>not applicable</td>
<td>17.4%</td>
<td>26</td>
</tr>
</tbody>
</table>

Total Respondents 149

https://email.csueastbay.edu/exchange/patricia.guthrie@csueastbay.edu/Inbox/5%20year... 11/12/2006
17. The HDEV Program accommodates my scheduling needs.

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>strongly disagree</td>
<td>1.3%</td>
<td>2</td>
</tr>
<tr>
<td>disagree</td>
<td>8.1%</td>
<td>12</td>
</tr>
<tr>
<td>neutral</td>
<td>13.4%</td>
<td>20</td>
</tr>
<tr>
<td>agree</td>
<td>39.6%</td>
<td>59</td>
</tr>
<tr>
<td>strongly agree</td>
<td>28.2%</td>
<td>42</td>
</tr>
<tr>
<td>not applicable</td>
<td>9.4%</td>
<td>14</td>
</tr>
</tbody>
</table>

Total Respondents 149

(skipped this question) 20

18. The HDEV Program has a wide choice of course offerings.

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>strongly disagree</td>
<td>2.7%</td>
<td>4</td>
</tr>
<tr>
<td>disagree</td>
<td>17.4%</td>
<td>26</td>
</tr>
<tr>
<td>neutral</td>
<td>22.1%</td>
<td>33</td>
</tr>
<tr>
<td>agree</td>
<td>38.9%</td>
<td>58</td>
</tr>
<tr>
<td>strongly agree</td>
<td>8.7%</td>
<td>13</td>
</tr>
<tr>
<td>not applicable</td>
<td>10.1%</td>
<td>15</td>
</tr>
</tbody>
</table>

Total Respondents 149

(skipped this question) 20

19. I appreciate the HDEV Program’s interdisciplinary approach.

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>strongly disagree</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>disagree</td>
<td>0.7%</td>
<td>1</td>
</tr>
<tr>
<td>neutral</td>
<td>8.1%</td>
<td>12</td>
</tr>
<tr>
<td>agree</td>
<td>43%</td>
<td>64</td>
</tr>
<tr>
<td>strongly agree</td>
<td>36.9%</td>
<td>55</td>
</tr>
<tr>
<td>not applicable</td>
<td>11.4%</td>
<td>17</td>
</tr>
</tbody>
</table>

Total Respondents 149

https://email.csueastbay.edu/exchange/patricia.guthrie@csueastbay.edu/Inbox/5%20year... 11/12/2006
It is important for my personal and academic development to have faculty members from DIFFERENT DISCIPLINES teaching in the SAME DEPARTMENT.

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>strongly disagree</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>disagree</td>
<td>2.7%</td>
<td>4</td>
</tr>
<tr>
<td>neutral</td>
<td>16.1%</td>
<td>24</td>
</tr>
<tr>
<td>agree</td>
<td>34.9%</td>
<td>52</td>
</tr>
<tr>
<td>strongly agree</td>
<td>36.2%</td>
<td>54</td>
</tr>
<tr>
<td>not applicable</td>
<td>10.1%</td>
<td>15</td>
</tr>
</tbody>
</table>

Total Respondents 149

I have adequate opportunities to interact with HDEV faculty members.

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>strongly disagree</td>
<td>4.1%</td>
<td>6</td>
</tr>
<tr>
<td>disagree</td>
<td>14.5%</td>
<td>21</td>
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<tr>
<td>neutral</td>
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<tr>
<td>agree</td>
<td>37.9%</td>
<td>55</td>
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<tr>
<td>strongly agree</td>
<td>9.7%</td>
<td>14</td>
</tr>
<tr>
<td>not applicable</td>
<td>13.8%</td>
<td>20</td>
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</table>

Total Respondents 145

In general, the HDEV faculty members are helpful.

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
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<tbody>
<tr>
<td>strongly disagree</td>
<td>0.7%</td>
<td>1</td>
</tr>
<tr>
<td>disagree</td>
<td>4.1%</td>
<td>6</td>
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<tr>
<td>neutral</td>
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<tr>
<td>agree</td>
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<tr>
<td>strongly agree</td>
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<td>28</td>
</tr>
<tr>
<td>not applicable</td>
<td>12.4%</td>
<td>18</td>
</tr>
</tbody>
</table>

https://email.csueastbay.edu/exchange/patricia.guthrie@csueastbay.edu/Inbox/5%20year... 11/12/2006
23. In general, the HDEV faculty members are professionally trained and knowledgeable.

<table>
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<td>neutral</td>
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<tr>
<td>agree</td>
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<tr>
<td>strongly agree</td>
<td>35.9%</td>
<td>52</td>
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<tr>
<td>not applicable</td>
<td>11%</td>
<td>16</td>
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</tbody>
</table>

Total Respondents 145
(skipped this question) 24

24. In general, I have friendly and congenial relationships with HDEV faculty members.

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
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<tbody>
<tr>
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<td>neutral</td>
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<tr>
<td>agree</td>
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<td>22.1%</td>
<td>32</td>
</tr>
<tr>
<td>not applicable</td>
<td>15.2%</td>
<td>22</td>
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Total Respondents 145
(skipped this question) 24

25. The HDEV faculty provides adequate office hours for students.

<table>
<thead>
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<th>Percent</th>
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</tr>
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<td>5</td>
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<tr>
<td>disagree</td>
<td>15.2%</td>
<td>22</td>
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<tr>
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<td>41.4%</td>
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<tr>
<td>strongly agree</td>
<td>10.3%</td>
<td>15</td>
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<tr>
<td>not applicable</td>
<td>11.7%</td>
<td>17</td>
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https://email.csueastbay.edu/exchange/patricia.guthrie@csueastbay.edu/Inbox/5%20year... 11/12/2006
<table>
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<tr>
<th>Strongly Agree</th>
<th>Not Applicable</th>
<th>Total Respondents</th>
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<tbody>
<tr>
<td>20%</td>
<td>10.3%</td>
<td>145</td>
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</table>

29. I feel confident talking about the biological aspect of human development.

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
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</thead>
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<tr>
<td>Strongly Disagree</td>
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<tr>
<td>Disagree</td>
<td>4.8%</td>
<td>7</td>
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<tr>
<td>Neutral</td>
<td>12.4%</td>
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<tr>
<td>Agree</td>
<td>55.2%</td>
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<tr>
<td>Strongly Agree</td>
<td>18.6%</td>
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<tr>
<td>Not Applicable</td>
<td>8.3%</td>
<td>12</td>
</tr>
</tbody>
</table>

Total Respondents 145
(skipped this question) 24

30. I feel confident talking about the psychological/experiential aspect of human development.

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>Disagree</td>
<td>2.1%</td>
<td>3</td>
</tr>
<tr>
<td>Neutral</td>
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<tr>
<td>Agree</td>
<td>59.3%</td>
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<tr>
<td>Strongly Agree</td>
<td>18.6%</td>
<td>27</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>8.3%</td>
<td>12</td>
</tr>
</tbody>
</table>

Total Respondents 145
(skipped this question) 24

31. I feel confident talking about the social/contextual aspect of human development.

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
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<tr>
<td>Disagree</td>
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<tr>
<td>Neutral</td>
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<td>15</td>
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<tr>
<td>Agree</td>
<td>54.5%</td>
<td>79</td>
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https://email.csueastbay.edu/exchange/patricia.guthrie@csueastbay.edu/Inbox/5%20year... 11/12/2006
strongly agree

not applicable

Total Respondents 145
(skipped this question) 24

32. I feel confident talking about the relationships between the biological, psychological/experiential, and social/contextual aspects of human development.

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
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<tbody>
<tr>
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<tr>
<td>agree</td>
<td>51%</td>
<td>74</td>
</tr>
<tr>
<td>strongly agree</td>
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<td>31</td>
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<tr>
<td>not applicable</td>
<td>10.3%</td>
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Total Respondents 145
(skipped this question) 24

33. I can independently carry out a library search and write a summary review on a given topic in human development.

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<th>Percent</th>
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<tr>
<td>agree</td>
<td>45.1%</td>
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<tr>
<td>strongly agree</td>
<td>33.8%</td>
<td>48</td>
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<tr>
<td>not applicable</td>
<td>8.5%</td>
<td>12</td>
</tr>
</tbody>
</table>

Total Respondents 142
(skipped this question) 27

34. I can independently carry out a research project and write a formal report on a topic in human development.

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
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<tbody>
<tr>
<td>strongly disagree</td>
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<tr>
<td>disagree</td>
<td>4.9%</td>
<td>7</td>
</tr>
</tbody>
</table>

https://email.csueastbay.edu/exchange/patricia.guthrie@csueastbay.edu/Inbox/5%20year... 11/12/2006
35. I can independently write a research proposal on a topic in human development.

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
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<td>neutral</td>
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<tr>
<td>agree</td>
<td>40.8%</td>
<td>58</td>
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<tr>
<td>strongly agree</td>
<td>19%</td>
<td>27</td>
</tr>
<tr>
<td>not applicable</td>
<td>11.3%</td>
<td>16</td>
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</tbody>
</table>

Total Respondents 142
(skipped this question) 27

36. I feel confident and comfortable presenting in front of an audience.

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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<td>strongly disagree</td>
<td>2.1%</td>
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<tr>
<td>disagree</td>
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<td>neutral</td>
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<tr>
<td>agree</td>
<td>32.4%</td>
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<tr>
<td>strongly agree</td>
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<td>3.5%</td>
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</table>

Total Respondents 142
(skipped this question) 27

37. After training in the Human Development Program, my interest in reading academic books has increased.

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>strongly disagree</td>
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</tbody>
</table>

https://email.csueastbay.edu/exchange/patricia.guthrie@csueastbay.edu/Inbox/5%20year... 11/12/2006
38. I can easily find academic, research, or professional related information from electronic databases.

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>strongly disagree</td>
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<td>0</td>
</tr>
<tr>
<td>disagree</td>
<td>5.6%</td>
<td>8</td>
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<tr>
<td>neutral</td>
<td>12%</td>
<td>17</td>
</tr>
<tr>
<td>agree</td>
<td>43%</td>
<td>61</td>
</tr>
<tr>
<td>strongly agree</td>
<td>31.7%</td>
<td>45</td>
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<tr>
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<td>7.7%</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total Respondents</strong></td>
<td>142</td>
<td></td>
</tr>
<tr>
<td>(skipped this question)</td>
<td>27</td>
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</table>

39. I can easily find academic, research, or professional related information in the library.

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
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</thead>
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<tr>
<td>disagree</td>
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<tr>
<td>neutral</td>
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</tr>
<tr>
<td>agree</td>
<td>48.6%</td>
<td>69</td>
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<td>strongly agree</td>
<td>23.9%</td>
<td>34</td>
</tr>
<tr>
<td>not applicable</td>
<td>8.5%</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total Respondents</strong></td>
<td>142</td>
<td></td>
</tr>
<tr>
<td>(skipped this question)</td>
<td>27</td>
<td></td>
</tr>
</tbody>
</table>

40. With some effort, I can understand most academic journal articles and/or books and translate the information into layman’s terms.

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<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
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<tbody>
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<td>disagree</td>
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<tr>
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<td>agree</td>
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<td>0%</td>
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Total Respondents 142
(skipped this question) 27
41. I feel comfortable and competent taking a leadership role in a group.

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<th></th>
<th>Response</th>
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<td>30</td>
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<tr>
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<td></td>
<td>7.7%</td>
<td>11</td>
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</tbody>
</table>

Total Respondents: 142
(skipped this question) 27

42. When others' views are different from mine, I can express my views and at the same time respect others' views in a professional manner.

<table>
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<tr>
<th></th>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
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<tr>
<td>agree</td>
<td></td>
<td>47.9%</td>
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<tr>
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<td>43.7%</td>
<td>62</td>
</tr>
<tr>
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<td></td>
<td>1.4%</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Respondents: 142
(skipped this question) 27

43. I enjoy working with people from different backgrounds.
44. I’m confident that I can work well with people.

45. I believe there are many different truths and that keeping an open-mind is important.

46. What do you like most about the HDEV courses? What needs improvement?

Total Respondents 142
(skipped this question) 27

Total Respondents 142
(skipped this question) 27

Total Respondents 142
(skipped this question) 27

Total Respondents 128
(skipped this question) 27

https://email.csueastbay.edu/exchange/patricia.guthrie@csueastbay.edu/Inbox/5%20year... 11/12/2006
47. Of all the HDEV major courses, which courses are the most valuable to you? Why?

Total Respondents 128

48. What do you like most about the HDEV faculty? What needs improvement?

Total Respondents 128

49. Why did you decide to major in HDEV?

Total Respondents 128

50. Has training in the HDEV Major changed your career decisions for the future? In what way and why? What are your immediate and long-term future plans?

Total Respondents 128

51. In what ways does an HDEV Major help your future development in these areas: personal, intellectual, career goals and job opportunities, promotion possibilities, more effective work, etc.?

Total Respondents 128
MAJOR CHECK SHEET
Catalog: 2001-2002

Appendix C

It is the student's responsibility to have this form updated each quarter. Questions regarding major requirements should be directed to the student's departmental adviser. Students may not hand-carry this form. This form needs to be signed by a departmental adviser and then by the Dept. Chair.

<table>
<thead>
<tr>
<th>Name (Please Print)</th>
<th>Last</th>
<th>First</th>
<th>Middle</th>
<th>NetID</th>
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<table>
<thead>
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<td>HUMAN DEVELOPMENT</td>
<td>Childhood □</td>
<td>□ Adolescence □</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Adulthood□</td>
<td>□ Gerontology □</td>
</tr>
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</table>

I. Lower Division

1. Select a total of 20 units from the following categories, with no more than 12 units in any one category.
2. Convert semester units to quarter units by multiplying them by 1.5

A. Anthropology
B. Sociology
C. Psychology
D. Human Development
E. Child Development
F. Economics-Demography and Political Science;
G. Human Biology-Biochemistry, Pharmacology;
H. Speech Pathology
I. Ethnic or Area Studies, Sign Language, Foreign Language, Computer Language;
J. Mathematics, Statistics, Philosophy, Linguistics, Communication Science;
K. Additional categories (e.g. gerontology, developmental disabilities, phenomenology) may be approved by the Department

<table>
<thead>
<tr>
<th>Quarter Units</th>
<th>Course Grade</th>
<th>Completed Term &amp; Year</th>
<th>IF NOT COMPLETED AT CSUEB</th>
<th>List of Institution and course (Depts and No.)</th>
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<tbody>
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SUBSTITUTION/WAIVER (Acceptable only if signed by departmentally designated authority)

*Notes
## MAJOR CHECK SHEET
### BA HUMAN DEVELOPMENT - 2001-2002

<table>
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<tr>
<th>REQUIREMENTS (list Dept. &amp; Course #)</th>
<th>Quarter Units</th>
<th>Course Grade</th>
<th>Completed Term &amp; Year</th>
<th>IF NOT COMPLETED AT CSUEB List of Institution and course (Depts and No.)</th>
<th>SUBSTITUTION/WAIVER (Acceptable only if signed by departmentally designated authority)</th>
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<td>HDEV 3002</td>
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<td>HDEV 3032</td>
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<td>HDEV 3003</td>
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<td>HDEV 3033</td>
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</table>

*Notes*
## MAJOR CHECK SHEET
### BA HUMAN DEVELOPMENT - 2001-2002

<table>
<thead>
<tr>
<th>REQUIREMENTS (list Dept. &amp; Course #)</th>
<th>Quarter Units</th>
<th>Course Grade</th>
<th>Completed Term &amp; Year</th>
<th>IF NOT COMPLETED AT CSUEB List of Institution and course (Depts and No.)</th>
<th>SUBSTITUTION/WAIVER (Acceptable only if signed by departmentally designated authority)</th>
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</thead>
<tbody>
<tr>
<td>B. Senior Options</td>
<td>(24)</td>
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<td>Senior Projects (required for all options)</td>
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<tr>
<td>HDEV 4880 (Grp Proj)</td>
<td>4</td>
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<tr>
<td>HDEV 4891 (Res Sem)</td>
<td>4</td>
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</table>

Option or Specialization Sequence (select any one of the five categories with its required courses as listed on the next page)

Option: -16

*Notes

GPA for all courses applied to the major must be 2.00 or higher

Advisor
Prof.  
Signature  
Date

Department Chair
Prof.  
Signature  
Date
<table>
<thead>
<tr>
<th>OPTIONS</th>
<th>QUARTER UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Childhood Option:</strong></td>
<td>(16)</td>
</tr>
<tr>
<td>HDEV 4700 (Required)</td>
<td>4</td>
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<tr>
<td>Select 3 courses (12 units)</td>
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<td>from the following:</td>
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<tr>
<td>ANTH 3470; DANCE 3235;</td>
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<tr>
<td>EPSY 5021; 2121; HEV 4510;</td>
<td></td>
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<tr>
<td>4520; 4710 HDEV/TED 4600;</td>
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<tr>
<td>PE *4340; *4605 PSYC 4420;</td>
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<tr>
<td>SPPA **4865 SOC *3416; 4750</td>
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<tr>
<td>TED 3500; 5180</td>
<td></td>
</tr>
<tr>
<td>* has prerequisites not listed here</td>
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<tr>
<td><strong>Adolescence Option</strong></td>
<td>(16)</td>
</tr>
<tr>
<td>HDEV 4400 (Required)</td>
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</tr>
<tr>
<td>Select 3 courses (12 units)</td>
<td></td>
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<tr>
<td>from the following:</td>
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<tr>
<td>BIOL 3060; 3070 ES 3105; 3165;</td>
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<tr>
<td>3310 HDEV 3800; 4325-4350; 4870</td>
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<tr>
<td>PE 4615; 4710 PHIL 3150</td>
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<td>PSYC 4660 SPCH 4830; 4850;</td>
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<td>WOST 3400; 3530</td>
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<td>SOC 3411; 3421; 3480; 3501; 3730;</td>
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<tr>
<td>3750; 4740</td>
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<td><strong>Adult Development Option</strong></td>
<td>(16)</td>
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<tr>
<td>HDEV 4300 (Required)</td>
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<td>Select 3 courses (12 units)</td>
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<tr>
<td>from the following:</td>
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<tr>
<td>ANTH 3740; 3745 ES 3105; 3165;</td>
<td></td>
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<tr>
<td>3170; 3210; 3851 ES/WOST 3420</td>
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</tr>
<tr>
<td>HDEV 3600; 3850; 4325; 4350; 4820; 4870</td>
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<tr>
<td>MCOM 4500 PSYC 3410; 3420; 4620; 4660 POSC 3170; 3340</td>
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<tr>
<td>REC 3100; 3200; 3800 SCO 3410; 3411; 3412; 3413; 3415; 3416; 3417; 3750; 4720 SPCH 4850 WOST 3400; 3520; 3530</td>
<td></td>
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<tr>
<td><strong>Gerontology Option</strong></td>
<td>(16)</td>
</tr>
<tr>
<td>HDEV 4004 or 4005 (Must choose one)</td>
<td>4</td>
</tr>
<tr>
<td>Select 3 courses (12 units)</td>
<td></td>
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<tr>
<td>from the following:</td>
<td></td>
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<tr>
<td>HSC 4601; 4602 (must take together)</td>
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<tr>
<td>HDEV 4005 PHIL 3160 POSC</td>
<td></td>
</tr>
<tr>
<td>REC 3800; 4600 SOC 3419; 3715 (prerequisite required)</td>
<td>SPPA 4866 (consent of instructor)</td>
</tr>
<tr>
<td><strong>Specialized Sequence</strong></td>
<td>(16)</td>
</tr>
<tr>
<td>Any upper division HDEV course (required)</td>
<td>4</td>
</tr>
<tr>
<td>Select 12 units of upper division courses from across the university sharing a focus on a coherent aspect of Human Development. Prior approval must be obtained from a department advisor by filling out the Specialized Sequence Form. Field experience for credit is combined with courses such as HDEV 4200, 4201, 4860.</td>
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</table>
Department of Human Development

PROGRAM DESCRIPTION
The Department of Human Development is an interdisciplinary program in the social sciences that links theory and methodology from fields such as anthropology, biology, linguistics, psychology, and sociology. Students majoring in Human Development explore the interrelations of sociocultural, biological, and psychological forces across the lifespan. The primary objectives of the Department are to introduce students to the processes and mechanisms underlying developmental change and stability and the contexts in which development takes place. A wide range of issues are included in the study of human development, including the role of the individual, family, community, and state.

In a world increasingly characterized by change, individuals are challenged to develop skills that are not directly addressed in traditional programs. The program’s curriculum equips students with basic understanding of major research findings and core concepts in human development, the ability to critically analyze and evaluate theoretical and practical issues in the field, and the skills to apply their learning to diverse communities outside the university. The program strives to create an optimal learning community and values and fosters mutual learning and dialogue between and among diverse students and faculty.

CAREER OPPORTUNITIES
Graduates of the Department of Human Development work with people of all ages from different ethnic, cultural, and/or socio-economic backgrounds.

They work in a large variety of professions and settings, including:

- case managers and care coordinators in service programs for children and the aged
- Health educators in hospitals and preventive programs
- Sales managers in business enterprises
- Human resource specialists in private and public corporations
- Directors of homeless shelters, women’s shelters, and childcare centers
- Counselors in rehabilitation and vocational programs
- Administrators of non-profit agencies serving immigrants and the poor

The interdisciplinary approach of the Human Development program provides an excellent preparation for students interested in graduate study in several social science disciplines, or in careers and professions that require a broad understanding of human experience and behavior—e.g., education, social work, medicine, counseling, law, or human resource and organizational work in community or corporate settings. Many of the Department’s alumni have successfully completed graduate degrees in social work, counseling, law, public administration, health sciences, and education. Our recent alumni have careers in human services, counseling, social work, education, administration, law, business, and child and family advocacy.

FEATURES
The department’s emphasis on human development across the lifespan results from faculty research and interest in three areas: the biological, psychological, and social well-being of individuals; physical growth and development and the social determinants of health; and the impact of the social, political, and economic contexts on growth and development. Faculty have diverse theoretical approaches to the study of human development, including: psychoanalytic, symbolic interactionism, conflict, and...
feminist perspectives. Additionally, department members engage in diverse methodological approaches to their research, such as positivism, interpretative social science, critical social science, and feminist methodologies.

The Department of Human Development is deeply committed to creating a supportive environment for its diverse students. The organization of the Department’s Core Sequence of classes promotes close interaction among students and between students and faculty. Small-group seminars enable students to get to know and work closely with fellow students and individual faculty members. Seminar students examine new concepts and ideas in light of their own experiences. They integrate theory and practice by engaging in fieldwork. The Human Development curriculum includes many research and internship opportunities that allow students to develop personal areas of interest and unique talents and skills.

Human Development majors usually complete the Core Sequence during the junior year. The Core is an integrated set of twelve three-unit courses. It provides students with an introduction to the basic concepts and theories in the field of Human Development. Faculty team teach many of the Core courses. Instructors from different disciplines take turns giving individual classroom presentations, responding to each other’s lectures, and leading panel discussions. By the time they complete the Core, students have learned to think comparatively and critically about developmental issues.

During the senior year, Human Development majors study a specialized topic in depth. Many students choose to focus on one of the Department’s four age-related options; Childhood, Adolescence, Adulthood, or Gerontology. The students create a specialized topic of their own (e.g., Cultural Diversity in Human Development, Personal Development in the Workplace, Health Issues in Childhood). Students enrolled as Human Development majors in P.A.C.E. (see “Distance Learning”) complete a pre-selected set of courses that meets their senior-year requirements. All seniors complete the Department’s three capstone courses: Senior Research Seminar (HDEV 4891), Senior Group Project (HDEV 4880), and a third upper-division Human Development course that depends on the student’s area of specialization. Under the close supervision of faculty advisers, these advanced courses enable students to design and carry out substantial research projects related to their specialization and to further develop their interactive and problem-solving skills.

**DISTANCE LEARNING**

A unique feature of the Department is its ability to provide flexible instruction to students who cannot attend classes in traditional ways. We combine streaming audio, web pages, and listservs to provide “at-distance” sections for some of our courses. We teach other courses completely online. For many of our courses, students can choose to attend day or night sessions. They can complete the major at either the Hayward or Contra Costa campus.

The Department of Human Development is also an official P.A.C.E. (Program for Accelerated College Education) major. Working students who meet all the program’s entry requirements, including at least 90 transferable lower-division quarter units, can achieve a B.A. in Human Development in seven quarters. P.A.C.E. students follow a carefully structured course sequence and attend classes on Saturdays and weekday evenings. For more information, contact the P.A.C.E. office at (510) 885-7223.

**MAJOR REQUIREMENTS FOR BA**

The major consists of 80 units; the B.A. degree requires a total of 180 units.

In preparation for the upper-division program, students must take 20 units from any combination of the following categories, with no more than 12 units in any one category.

I. **Lower Division (20 units)**

A. Anthropology  B. Sociology  C. Psychology  
D. Human Development  E. Child Development  
F. Economics-Demography and Political Science  
G. Human Biology-Biochemistry, Pharmacology  
H. Ethnic or Area Studies, Sign Language, Foreign Language, Computer Language  I. Speech Pathology  
J. Mathematics, Statistics, Philosophy, Linguistics, Communication Science  
K. Additional categories (e.g., gerontology, developmental disabilities, phenomenology) may be approved by the Department

II. **Upper Division (60 units)**

A. **Core Sequence (36 units)**

- Fall - HDEV 3001, 3011, 3021, 3031  
- Winter - HDEV 3002, 3012, 3022, 3032  
- Spring - HDEV 3003, 3013, 3023, 3033

B. **Senior Option (16 units)**

(choose one of the following 5 Options)
Childhood Option:

This option covers the years from birth to 12 and consists of required courses, electives, and field experience that focus on the infant/child. The option is especially useful to those thinking of careers involving work with children, such as teaching, day care, school counseling, etc. Required - HDEV 4700; Electives - select 12 units from the following list: ANTH 3740; DANC 3235; EPSY 5021; 5121; HDEV 4510; 4520; 4710; HDEV/TED 4600; PE *4340; *4605; PSYC 4420; SPPA **4865; SOC *3416; 4750; TED 3500; 5180. (notes: * has pre-requisites not listed here ** to be taken after or concurrently with HDEV 4520)

Adolescence Option:

This option focuses on issues arising during the teen-age years, such as sex role development, career choice, pregnancy, drugs, and delinquency. Students who are thinking of careers in high school teaching, social work, counseling, law, etc. will benefit from this option. Required - HDEV 4400; Electives - select 12 units from any three courses from the following list: BIOL 3060; 3070; ES 3105; 3165; 3310; HDEV 3800; 4325,4350; 4870; PE 4615; 4770; PHIL 3150; PSYC 4660; SPCH 4830; 4850; WOST 3400; 3530; SOC 3411; 3421; 3460; 3501; 3520; 3730; 3750; 4740

Adult Development Option:

This option is designed for those students who will dealing with people ages 20 -55 in career development, parenting and family life, life transitions, illness, etc. Required - HDEV 4300; Electives: select 12 units from the following list: ANTH 3740; 3745; ES 3105; 3165; 3170; 3210; 3851; ES/WOST 3420; HDEV 3600; 3850; 4325; 4350; 4820; 4870; MCOM 4500; PSYC 3410; 3420; 4620; 4660; POSC 3170; 3340; REC 3100; 3200; 3800; SOC 3410; 3411; 3412; 3413; 3415; 3416; 3417; 3750; 4720; SPCH 4850; WOST 3400; 3520; 3530

Gerontology Option:

This option focuses on life transitions occurring during the later stages of the human lifespan. Developmental issues dealing with middle-aged and older individuals include the study of death and dying. Required - HDEV 4004; 4005; Electives - select 12 units from the following list: ANTH 3740; DANC 3235; EPSY 5021; 5121; HDEV 4004; 4005; 4510; 4520; 4710; HDEV/TED 4600; PE *4340; *4605; PSYC 4420; SPPA **4865; SOC *3416; 4750; TED 3500; 5180. (notes: * has pre-requisites not listed here ** to be taken after or concurrently with HDEV 4520)

Specialized Sequence Option:

If students are not interested in an age-related option, they may plan a Specialized Sequence. This creative use of coursework can help students achieve a more advanced understanding of a particular facet of science, pre-law, a special aspect of approach to, or problem area of development, etc. Field experience for credit is combined with academic study in courses such as HDEV 4860 (Internship). Courses outside Human Development may be applied to general education requirements. Select any 4-unit Upper Division HDEV course, and 12 units of upper division courses from across the university sharing a focus on a coherent aspect of Human Development. Prior approval must be obtained from a department advisor by filling out the Specialized Sequence Form. Field experience for credit is combined with courses such as HDEV 4200, 4201, 4860.

C. Senior Projects (8 units)
HDEV 4880; 4891

HUMAN DEVELOPMENT MINOR

The minor is designed for students who will be working with people and would profit from gaining a lifespan perspective on their own lives and on the lives of others. The minor consists of 28 units selected form any 3000 or 4000 level Human Development courses.

GENERAL EDUCATION

See CSUEB catalog for these additional requirements

DEPARTMENT CONTACT INFORMATION

Department of Human Development
Meiklejohn Hall 3069
25800 Carlos Bee Blvd.
Hayward, CA 94542
U.S.A.
Phone: (510) 885-3076
Fax: (510) 885-3071

http://clas.csueastbay.edu/humandev
E-mail: sue.montgomery@csueastbay.edu
(Sue Montgomery - Admin. Support Coordinator)
TO: ALSS Council of Chairs
FROM: Rainer Bauer, Chair of Human Development
DATE: March 1, 2001
SUBJECT: Tenure-Track Request (Adolescent Development)

I. Priority Ranking:

II. Name of Department: Human Development

III. Type of Position Desired: The Department requests a new tenure-track position for a specialist in the cognitive, social, and psychological aspects of pre-adolescent and adolescent development. The successful candidate will have demonstrated research interest and scholarly achievement in the development of African American, Hispanic, Native American, and/or Asian American pre-adolescents and adolescents. S/he will have successful teaching experience with diverse students and expertise in the use of emerging instructional technologies.

IV. Programmatic Need for Position: The Department needs at least one additional tenure-track pre-adolescent and adolescent developmental specialist to effectively maintain and strengthen the growing demand for courses in adolescent development. Over the past four years, the department has increased offerings of its one upper-division course on adolescent development (HDEV 4400) from one section per year to three sections per year. Each time the course is offered, it enrolls to capacity with long wait lists. Demand for the course has now exceeded the Department’s capacity to offer it. For example, although the course enrolled to capacity in Spring 2000, it is not being offered in Spring 2001. Typically, the course services Human Development majors, Liberal Studies majors, and a wide range of students from majors in all Schools of the University. Currently, the Adolescent Option is the second largest Option among Human Development majors. Increasingly, Liberal Studies students and even graduates in Educational Leadership are enrolling in the course. During the past four years, for example, the enrollment of Liberal Studies majors in HDEV 4400 has ranged from a low of 14% to a high of 47%. In Spring 1998, 23% of students enrolled in all sections of HDEV 4400 were Liberal Studies majors, while 43% of the students were Human Development majors. During Winter 2001, these percentages were almost reversed; 37% of students were Liberal Studies majors and 21% were Human Development majors. Clearly, our next generation of teachers are preparing for their careers by seeking out academic information that empowers them with knowledge of adolescent development. In fact, an international expert on adolescence, Laurence Steinberg of Temple University
TO: ALSS Council of Chairs

FROM: Rainer Bauer, Chair of Human Development

DATE: March 1, 2001

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states that learning about the developmental changes of early adolescence is one of the most important components of teacher education today. It is the logical next phase of our national and statewide efforts to enrich the educational experiences and learning outcomes of our young people. With the new Blended Liberal Studies/Teacher Credential Program in place, demands for courses in adolescent development can only continue to increase.

A full-time tenure-track position in pre-adolescent and adolescent development would enable the Department to increase enrollments in its current course offerings. Even more important, it would allow the Department to expand its course offerings by developing new courses that specifically address the particular issues of ethnic minority and sexual minority adolescents. Currently, ethnic minority students account for 62% of all Human Development majors. With our public schools becoming increasingly diverse, the Department and the University have growing responsibilities to make academic information about diverse peoples integral to its curriculum.

A Full Professor, Dr. Carol Becker, consistently teaches the Department’s upper-division course on adolescent development and plans to retire within the next few years. A full-time tenure-track position in pre-adolescent and adolescent development would maintain the Department’s strength in this important part of the curriculum and add new diversity components to its curriculum. The person who fills this position will enhance the Adolescent Option by adding expertise in the cognitive, social, and psychological aspects of pre-adolescent and adolescent development. The successful candidate will also focus needed attention on the experiences of African American, Hispanic American, Native American, and Asian American pre-adolescents and adolescents. These are groups of adolescents often served by Human Development and Liberal Studies graduates and frequently marginalized in adolescent development research and literature.

V. Criteria of the Guide to Regular Faculty Hiring

1. Supports enrollment growth: The Department’s enrollments grew almost continuously during the 1990s. This growth is most accurately represented by annual average FTES and by the number of Human Development majors. Between 1992/93 and 1998/99, annual average FTES grew by 49%, while the number of majors grew by 37% (from 265 to 363). This growth in FTES and majors was accompanied by a decline in the number of full-time Human Development faculty members. Rising enrollments and the decreasing size of the full-time faculty forced the Department to staff more than 50% of its courses with temporary, part-time lecturers. The changing demographics of Human Development also weakened our ability to meet the needs of our majors in the areas of advising, supervision, and curriculum development. Between 1992/93 and 1999/2000 the ratio of Human Development majors to regular Human Development faculty increased from 38 to 52. The ratio of majors to full-time faculty (including a long-term, full-time annual lecturer with advising and committee responsibilities whose position was eliminated in 1997) increased from 33 to 52.

The University’s most recent enrollment figures indicate that the Department’s Fall Quarter FTES declined by 15% between Fall 1999 and Fall 2000 (from 263.1 to 224.5), while the number of Human Development majors declined by 10% (from 363 to 325). Several factors may help explain this decline in enrollments: 1) Based on a request
for department level budget cuts made by Dean Good in Spring, 2000, the Department reduced its course offerings in Fall, 2000; 2) In Summer, 2000, Human Development offered two extra sections of required senior capstone courses, thereby reducing demand for Fall Quarter sections of the same courses; 3) Increasing numbers of students interested in helping professions might be choosing to enter the Liberal Studies credential track over Human Development because of the rising demand for teachers; 4) Some of our majors may be working more hours at their paid jobs and may have reduced their course loads or may have taken a temporary leave from school. Given that Winter Quarter 2001 FTES dropped by "only" 7.3%, this year's decline in average annual FTES is likely to be substantially smaller than the decline in Fall Quarter FTES.

The decline in Fall Quarter enrollments does not significantly affect the Department's need for this position. Temporary, part-time lecturers taught more than half of our sections (57%) and more than half of our FTES (53.4%) in Fall 2000. Enrollments in Adolescence have tripled over the past four years. The new hire will help the Department sustain enrollment growth in this area and ensure that this growth remains coupled with quality education.

Currently, the Department has 5 and 1/3 full-time tenure-track faculty members and has 325 majors. One full-time faculty member is on a difference-in-pay leave for 2000-2001, and has worked on a two-thirds time base for the prior three years. A new full-time tenure-track position in pre-adolescent and adolescent development will help us increase the size of our regular faculty to a level that enables us to serve our majors at our high standards. S/he will provide stability, consistency, and innovation in a critical area of our curriculum. These changes will help improve student retention, facilitate recruitment of new students, and increase our overall enrollments.

2. Supports the University's Goals and Objectives: The position will promote instructional excellence by increasing the proportion of teaching done by regular faculty in a critical subject area, by strengthening the Department's multicultural approaches to the study of human development, and by providing an essential disciplinary perspective that enriches the Department's interdisciplinary curriculum. The successful candidate will contribute directly to the preparation of large numbers of future teachers in grades 5-12. S/he will help optimize student recruitment and retention by supporting Human Development's outreach programs, and by providing the long-term advising and mentoring relationships that help students complete their degrees.

3. Makes effective use of limited resources: The position is highly cost-effective. It serves the two largest majors in ALSS: Liberal Studies and Human Development. The successful candidate's principal teaching assignment will consist of courses that are integral to both the Human Development Option in Area VII in Liberal Studies and to the Adolescent Option in Human Development. In addition, the new hire's contributions in the Junior Core, advising, and departmental governance will strengthen the Human Development program as a whole.

4. Improves the quality of the Department: As stated earlier, the ratio of full-time tenure-track faculty positions to majors is at an all-time low in Human Development. This is the result of enrollment growth combined with a decline in the number of regular full-time Human Development faculty. In recent years, Professor Silva moved to English and
Professors Dien and Kovacs retired. Two other full-time faculty members, Professors Meyer and Becker, have worked in the Department for nearly 30 years and are eligible to retire. Dr. Becker, the Department's specialist in adolescence, is currently making retirement plans. Human Development must be able to rely on a core of regular faculty to maintain the curriculum as a whole and to provide leadership, integration, and innovation in its pre-adolescent and adolescent development program.

5. Helps balance arts and sciences and professional education: This position will strengthen the University's efforts to continue offering a wide variety of programs. As a truly interdisciplinary program, Human Development provides a unique educational experience for CSUH students. The Department urgently needs a full-time specialist in the cognitive, social, and psychological aspects of pre-adolescent and adolescent development to participate in planning, revising, and implementing a team-taught curriculum that integrates all the critical factors determining change across the life span. As indicated above, the position also contributes substantially to pre-professional programs for teachers in grades 5-12.

6. Contributes to General Education: All of the pre-adolescent and adolescent development courses to be taught by the successful candidate will meet Upper Division General Education requirements. The candidate will also strengthen the Department's long established and dynamic approach to interdisciplinary team-teaching, which will continue to provide a cohort learning environment for freshmen and sophomores who participated in the lower-division GE Clusters.

7. Makes essential contribution to teacher preparation: Students who are preparing for careers in teaching are increasingly utilizing the Department's course on adolescent development. More courses, especially those that educate students in the special issues of African American, Hispanic American, Asian American, and Native American pre-adolescents and adolescents are needed. Currently, Liberal Studies and Educational Leadership majors are the largest group of students enrolling in HDEV 4400. In addition, many Human Development majors in the Adolescent Option are planning for careers in middle school or high schools—as teachers, administrators, coaches, or counselors. Majors from various departments in ALSS and Science also use this course to enrich their preparation for careers in middle schools and high schools.

8. Promotes efforts to balance quality, growth, and prestige in CSUH programs: The position requested will support three outstanding features of the Human Development program: a) a strong pre-adolescent and adolescent development component; b) a truly interdisciplinary curriculum; c) innovative team-teaching. The successful candidate will help ensure continuing enrollment growth and quality education in adolescent-related courses.

9. Contributes to innovation in curriculum and instruction: The new hire will help build a pre-adolescent and adolescent development curriculum that takes full account of multi-dimensional transitions of these important periods of human life. Further, the successful candidate will provide much needed expertise in the development of ethnic and sexual
minority pre-adolescents and adolescents. In addition to strengthening our existing course in adolescent development, s/he will create new courses in critical subject areas (e.g. Cultural Variations in Adolescent Development, Moral Empowerment of Diverse Adolescents, Pre-adolescent Preventions of Aggression and Violence). The person who fills this position will also be knowledgeable in the use of emerging instructional technologies. S/he will facilitate the Department's ongoing efforts to incorporate technology that enhances education in its distance-learning program.

10. The Department will make good use of the new position: Standard measures of the Department's performance give strong evidence of its ability to absorb and make good use of the position requested.

- Temporary, part-time lecturers now teach over 50% of the Department's FTES (52.1% in Fall 1999; 53.4% in Fall 2000).

- According to figures provided to Department Chairs by Institutional Research and Analysis (IRA 00-05), the Department's Fall Quarter SFR ranked among the three highest figures in ALSS in 1998 and 1999 for both full-time and part-time faculty. (Comparative figures for Fall 2000 have not yet been provided to chairs.)

- From 1995 through 1999, the Department's average Fall Quarter section size reported in IRA "Academic Performance Review Statistics" ranged between 30.4 and 34.3. It was consistently among the highest figures for ALSS. The IRA figures treat Human Development audiotaped class sections as if they were independently taught classes with their own costs in Weighted Teaching Units. In fact, these sections only exist on paper as vehicles for tape students' registration. When these sections are taken into account, average section size is higher: 40.9 in Fall 1998; 35.1 in Fall 1999; 32.9 in Fall 2000.

- According to comparative figures provided by the Dean's office in Spring 1999, Human Development's F/T cost per FTES ($880) was the second lowest in ALSS. According to more recent figures distributed by the Dean at a Winter 2001 Council of Chairs meeting, HDEV costs for Fall 2000 are now at bargain-basement levels: $580 per FTES for tenure-track faculty; $277 per FTES for lecturers.

These figures suggest that the Department will make good use of this new tenure-track position. The appointee will consult regularly with the Chair, department mentors, and the Faculty Development Center staff to ensure that s/he is able to function at CSUH and in Human Development as a productive faculty member.

11. Strengthens the University's capacity to educate the particular students it serves: This position supports a critical subject area of growing interest to our students. It facilitates curricular changes that take better account of our students' backgrounds and of the diverse populations of pre-adolescents and adolescents that they will serve in their careers.
### VI. QUANTITATIVE EVIDENCE

#### HUMAN DEVELOPMENT

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2 Efforts to access the Data Warehouse file that should provide figures for Human Development enrollments and course capacities for Fall 1998 yielded an "empty file" message. Consequently, it was not possible to correct the "capacity utilization" given in the original table distributed to chairs.
CALIFORNIA STATE UNIVERSITY, HAYWARD
Department of Human Development

TO: ALSS Council of Chairs
FROM: Rainer Bauer, Chair of Human Development
DATE: March 1, 2001
SUBJECT: Tenure-Track Request (Adult Development)

I. Priority Ranking:

II. Name of Department: Human Development

III. Type of Position Desired: The Department requests a new tenure-track position in adult development with a specialization in life transitions of early and middle adulthood. The successful candidate will have demonstrated research interest and scholarly achievement in the development of African-American, Hispanic, Native-American, and/or Asian-American adults. S/he will have successful teaching experience with diverse students and expertise in the use of emerging instructional technologies.

IV. Programmatic Need for Position: The emergence of human development as a distinct interdisciplinary field of study during the 1950s and 60s was based on growing recognition that development is a lifelong, multidimensional process. As the equating of development with childhood and physical maturation gave way to new concepts of lifespan development, the study of adulthood and the interaction of biological, psychological, and social dimensions of change became integral parts of the field of human development. Since 1971, the Human Development curriculum has encompassed the study of development at all ages. For more than twenty years, the Department has provided a senior Option in Adult Development that integrates various disciplinary perspectives on adult life transitions.

Given the changing characteristics of Human Development majors, it is imperative that we strengthen and expand our curriculum in Adult Development. Our majors are predominately female re-entry students. During the last decade, the distribution of their ages has broadened substantially. Between 1990 and 1997, the percentage of HDEV majors aged 40 or more increased from 24% to 41%. Our majors are now the oldest undergraduates in ALSS. Many combine a challenging variety of adult commitments. They often provide primary care to children, earn full-time incomes, and attend school full-time. Some are already on professional paths in human resources, public administration, social services, and related areas. Over 60% plan to attend graduate school. Our students are also increasingly diverse culturally. Between Fall 1993 and Fall 2000, the percentage who identified themselves as "minority" students grew
from 32% to 62%. Students enter our program with an ever-wider range of backgrounds, adult life experiences, goals, and values. They are drawn to Human Development by the opportunities it affords for examining their life experiences, promoting personal growth, and fulfilling career goals.

The new faculty member hired for this position will build a more relevant and integrated Adult Development Option, organized around adult life transitions increasingly critical to our students and to other adults with whom they are likely to work. S/he will have strong knowledge of the personal, family, and social issues faced by contemporary adults in general, and an expert's knowledge of the particular issues faced by African-American, Hispanic, Native-American, and Asian-American adults, who, together, now compose the majority of our students. S/he will provide leadership, innovation, and consistency in an important area of the Human Development curriculum almost entirely staffed in recent years by part-time, temporary lecturers.

In addition to her/his central contribution to our Adult Development Option, the new hire will help the Department meet other pressing needs. S/he will participate in teaching teams in the Junior Core, will help stabilize these teams, and will enrich interdisciplinary team dialogues by adding new perspectives. S/he will facilitate the Department's ongoing efforts to integrate online instruction in its long-established distance-learning program, a key attraction for working adults who enroll as Human Development majors in PACE, at the Contra Costa Center, and at the Oakland campus. S/he will play a vital role in sustaining and building a department community by bolstering our ability to advise and mentor individual students, providing supervision for internships and capstone projects, and helping with the myriad departmental tasks that can only be done by regular faculty.

V. Criteria of the Guide to Regular Faculty Hiring

1. Supports enrollment growth: The Department's enrollments grew almost continuously during the 1990s. This growth is most accurately represented by annual average FTES and by the number of Human Development majors. Between 1992/93 and 1998/99, annual average FTES grew by 49%, while the number of majors grew by 37% (from 265 to 363). This growth in FTES and majors was accompanied by a decline in the number of full-time Human Development faculty members. Rising enrollments and the decreasing size of the full-time faculty forced the Department to staff more than 50% of its courses with temporary, part-time lecturers—including all sections of adult development courses taught during the last three years. The changing demographics of Human Development also weakened our ability to meet the needs of our majors in the areas of advising, supervision, and curriculum development. Between 1992/93 and 1999/2000 the ratio of Human Development majors to regular Human Development faculty increased from 38 to 52. The ratio of majors to full-time faculty (including a long-term, full-time annual lecturer with advising and committee responsibilities whose position was eliminated in 1997) increased from 33 to 52.
The University's most recent enrollment figures indicate that the Department's Fall Quarter FTES declined by 15% between Fall 1999 and Fall 2000 (from 263.1 to 224.5), while the number of Human Development majors declined by 10% (from 363 to 325). Several factors may help explain this decline in enrollments: 1) Based on a request for department level budget cuts made by Dean Good in Spring, 2000, the Department reduced its course offerings in Fall, 2000; 2) In Summer, 2000, Human Development offered two extra sections of required senior capstone courses, thereby reducing demand for Fall Quarter sections of the same courses; 3) Increasing numbers of students interested in helping professions might be choosing to enter the Liberal Studies credential track over Human Development because of the rising demand for teachers; 4) Some of our majors may be working more hours at their paid jobs and may have reduced their course loads or may have taken a temporary leave from school. Given that Winter Quarter 2001 FTES dropped by "only" 7.3%, this year's decline in average annual FTES is likely to be substantially smaller than the decline in Fall Quarter FTES.

The decline in Fall Quarter enrollments has not significantly affected the Department's need for this position. Temporary, part-time lecturers taught more than half of our sections (57%) and more than half of our FTES (53.4%) in Fall 2000. All sections of our adult development courses continue to be taught by lecturers. The ratio of majors to tenured and tenure-track faculty is still much higher than it was in the past. The new hire will help us increase the size of our regular faculty to a level that enables us to serve our majors at our high standards. S/he will provide stability, consistency, and innovation in a critical area of our curriculum. These changes will help improve student retention, facilitate recruitment of new students, and increase our enrollments.

2. Supports the University's Goals and Objectives: The position will improve the quality of instruction by providing leadership, innovation, and stability in an important subject area, and by strengthening multicultural perspectives in the interdisciplinary Human Development curriculum. The new hire will assist in the Department's outreach efforts through PACE and distance-learning programs.

3. Makes effective use of limited resources: The successful candidate will fill a variety of critical needs. S/he will make substantial instructional contributions to the Adult Development Option and to the Junior Core. S/he will provide essential support to students outside the classroom. Human Development has the third highest ratio of majors to regular faculty members among the eighteen departments in ALSS. Consequently, the new hire will serve a relatively large number of students as an academic advisor and as a supervisor of internships and individual projects. S/he will also improve our ability to complete many other essential, non-instructional tasks assigned only to regular faculty.

4. Improves the quality of the Department: At the beginning of the 1990s, very small portions of Human Development FTES were taught by temporary, part-time lecturers. In Fall 1990 and Fall 1991, 0% of HDEV FTES were taught by such lecturers. During the last half of the decade, temporary, part-time lecturers consistently taught over 50% of HDEV FTES on an annual basis. As the authors of the "Guide to Regular Faculty Hiring" note, "Only regular (tenure-track) faculty with a long-term stake in the institution and
dedication to its mission can shape and reshape a curriculum that will both appeal to a new generation of students and meet the demand of those students and of the California taxpayers for quality education." This conclusion certainly applies to Human Development, with the specific implications for the Department's curriculum noted elsewhere in this request.

5. Helps balance arts and sciences and professional education: This position supports and strengthens a unique option for CSUH students—a truly interdisciplinary academic program, focused on the development of the whole person, and organized around team-teaching. Consequently, the position contributes to the University's efforts to provide a wide variety of programs to its students. Moreover, the new hire will make important contributions to a curriculum that provides students with skills essential to their current or future work as human resource specialists, public administrators, or counselors.

6. Contributes to General Education: All of the current adult development courses to be taught by the successful candidate (e.g. HDEV 4300 Adult Development, HDEV 4310 Human Development in the Changing Workplace) meet Upper Division General Education requirements. The candidate will also strengthen the Department's long established and dynamic approach to interdisciplinary team-teaching, which serves as one effective model for teaching GE Clusters and continues to provide a cohort learning environment for students who participated in the Clusters.

7. Contributes to teacher preparation: In recent years, between 15-20% of the Department's majors surveyed in the Junior Core plan to continue their education in a teacher credential program. As a member of instructional teams in the Core, the new hire will help prepare these students for their future careers. In addition, s/he will contribute to the education of the many Liberal Studies students who enroll in Human Development Junior Core classes to complete requirements for their own major.

8. Promotes efforts to balance quality, growth, and prestige in CSUH programs: The position supports the Department's pioneering approach to interdisciplinary team-teaching, and will promote innovation, growth, and quality in its adult-related courses.

9. Contributes to innovation in curriculum and instruction: The position requested will allow the Department to better address the experiences, circumstances, and goals of our adult students. The new hire will revise our Adult Development Option. S/he will update existing courses and develop new courses (e.g. Cultural Diversity and Midlife Experiences, Transitions into Adulthood). Her/his areas of expertise will complement those represented by Xeno Rasmusson, a regular member of our faculty who specializes in late adulthood and in the bio-psychological aspects of aging. The new hire will strengthen multicultural perspectives in the Option and in the Junior Core. S/he will be knowledgeable in the use of emerging instructional technologies and will facilitate the Department's efforts to incorporate technology that enhances education in its distance learning program.
10. The Department will make good use of the new position: Standard measures of the Department's performance give strong evidence of its ability to absorb this position.

- Temporary, part-time lecturers now teach over 50% of the Department's FTES (52.1% in Fall 1999; 53.4% in Fall 2000).

- According to figures provided to Department Chairs by Institutional Research and Analysis (IRA 00-05), the Department's Fall Quarter SFR ranked among the three highest figures in ALSS in 1998 and 1999 for both full-time and part-time faculty. (Comparative figures for Fall 2000 have not yet been provided to chairs.)

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College of Arts, Letters, and Social Sciences  
Tenure-Track Request  
2003-2004

Priority Ranking: Highest

Name of Department: Human Development

Type of Position: Tenure-Track in Adolescent Development

The Department of Human Development requests a tenure-track position in cognitive, cultural, psychological, and/or social aspects of pre-adolescent and adolescent development. The successful candidate will have demonstrated research interest and scholarly achievement in the development of African American, Hispanic, Native American, and/or Asian American pre-adolescents and adolescents. S/he will teach specialized courses in adolescence and foundational courses in lifespan development. S/he will be responsible for curriculum development in the Adolescence Option.

Programmatic Need & Evidence in Support of Position:

Our last Five-Year Review strongly supports this request.

In her Spring 2001 report to the ALSS Dean, our External Reviewer wrote, “The most crucial need of the Department of Human Development is increased faculty lines. These are imperative if the program is to continue its excellence in teaching and scholarship. A critical mass of regular, full time faculty is essential.” Our Five-Year Plan proposes a minimum of three tenure-track hires to sustain high-quality instruction and advising, promote curricular innovation, and support ongoing enrollment growth. Rising student interest in child and adolescent development courses and the impending retirement of Professor Carol Becker, our only adolescence specialist, make this position our top priority.

This position supports exceptionally strong enrollment growth in child and adolescent development courses.

Between 1998/99 and 2002/03, Annualized FTES in our five senior-level child and adolescent development courses grew by 86.6% (see Table 1). Our FTES in these five courses as a percentage of our total Annualized Human Development FTES grew from 17.5% to 30.3%. This required an increase in the number of sections offered from 15 to 28, including an increase in the number of sections of HDEV 4400 Adolescence from 2 to 5. This year (2002/03), part-time temporary lecturers taught 67.9% of all child and adolescent development sections and 73.8% of all the FTES generated by these sections. Temporary lecturers taught 4 of 5 sections of HDEV 4400 Adolescence.
TABLE 1: Sections & FTES in Child & Adolescent Courses

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<td>% of all HDEV FTES</td>
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<td>85.1</td>
<td>73.8</td>
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New standards for teacher preparation will markedly increase enrollments in child and adolescent development courses.

Undergraduates preparing for teacher credential programs will be required to take courses on language acquisition; influences on development from birth through adolescence; and cognitive, social, and physical development from birth through adolescence. Human Development offers five courses that will become integral components of the revised Liberal Studies major. Liberal Studies majors already account for 58.3% of the Annualized FTES generated by our child and adolescent development courses. When the five Human Development courses become requirements for all Liberal Studies majors, our enrollments in these courses will increase dramatically. Since we will soon lose our sole specialist in pre-adolescent and adolescent development to retirement, our most urgent need for a new tenure-track position is in this area of specialization.

This position supports fundamental and needed reform of the Human Development curriculum.

Five years ago, the Department's regular faculty was deeply divided about curricular and instructional issues. Since that time, we have successfully used a series of tenure-track searches, our most recent Five-Year Review (Spring 2001), and our Assessment Plan to identify and articulate new program goals. We now have a strong consensus about the future direction of our program. We are well on our way to completing a comprehensive revision of the Human Development curriculum, to be submitted to the University's curricular review process early next year.

Our revised curriculum shifts the emphasis of our program to the Senior Options in different stages of lifespan development (childhood, adolescence, adulthood and aging).

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1 HDEV 4400, 4510, 4520, 4700, 4710
2 2002/03 FTES through April 7, 2003.
The person who fills this position will enhance the Adolescence Option by adding new areas of expertise and creating specialized courses in the cognitive, social, cultural, and psychological aspects of development. The successful candidate will also focus needed attention on the experiences of African American, Hispanic American, Native American, and Asian American adolescents. These are groups often served by Human Development and Liberal Studies graduates and frequently marginalized in adolescent development research and literature.

Regular faculty appointments lag far behind enrollment growth.

Human Development enrollments grew substantially during the last decade and continue to grow. Our Annualized FTES increased by 49% between 1992/93 and 1997/98, in large part due to our participation in PACE. They have remained at a historically high level since 1997/98 and have much potential for additional growth (see Table 2). This year, we repeatedly had lengthy wait lists for online courses, Junior Core foundational courses, child development courses, and adolescent development courses. Budget constraints and a shortage of qualified faculty who could teach these courses on short notice prevented us from adding the extra sections needed to retain all wait-listed students.

Despite the sharp growth in Human Development FTES over the last 10 years, the full-time Human Development faculty has increased by only 1 position during that period. Growth in FTES achieved between 1992/93 and 1997/98 was supported by a stable FTEF of 6.83. In 1998/99, the Department exchanged a full-time lecturer position for a new tenure-track appointment, lost a full-time regular faculty position to retirement, and lost half of another regular faculty position. In 1999/00, the Department lost another full-time position to retirement. Given these lost positions, the four new probationary faculty members hired in Human Development during the last five years have only increased our FTEF to 7.83.

In the absence of added tenure-track positions, the Department's regular faculty FTEF will decline significantly in the near future. Next year is Professor Ivan Kovacs' (.50) last year of eligibility as a FERPer. Three other regular members of the Department's faculty are over 55 and are eligible for retirement. Two have taught in Human Development for over 30 years. One of these veteran faculty members (Professor Carol Becker) is the Department's sole specialist in adolescent development.

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3 Five regular faculty members (Bauer, Becker, Dien, Kovacs, Meyer) with full-time appointments in Human Development, two regular faculty members with part-time appointments in Human Development (Silva at .50, Guthrie at .33), and one long-term lecturer with a full-time appointment in Human Development (Shoemaker).
4 Dora Dien retired, Marilyn Silva converted her joint appointment into a full-time appointment in English, and the full-time lecturer position long filled by Helen Shoemaker was eliminated.
5 Ivan Kovacs retired.
6 Seven regular faculty members (Bauer, Becker, Comerford, Goodkind, Guo, Meyer, Rasmusson) have full-time appointments in Human Development. One (Guthrie at .33 in Human Development) has a joint appointment with Women's Studies.
Given the continuous shortage of full-time regular Human Development faculty, we have relied heavily on part-time temporary lecturers to staff our courses. During the last five years, part-time lecturers have consistently taught over 50% of the Department's Annualized FTES (see Table 2). High turnover in our lecturer faculty and the contingent nature of lecturers' employment jeopardizes our ability to provide consistently high-quality and stable instruction in all of our courses, successfully advise and mentor over 300 majors, effectively implement the comprehensive reform of our program in progress, and take full advantage of our opportunities to make enrollments grow.

**TABLE 2: Majors & FTES in Human Development**

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Majors</th>
<th>Summer FTES</th>
<th>Fall FTES</th>
<th>Winter FTES</th>
<th>Spring FTES</th>
<th>Annualized FTES</th>
<th>% FTES by Lecturers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995/96</td>
<td>330</td>
<td>39.2</td>
<td>274.1</td>
<td>201.1</td>
<td>212.5</td>
<td>242.3</td>
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<tr>
<td>1996/97</td>
<td>377</td>
<td>8.8</td>
<td>264.7</td>
<td>207.1</td>
<td>239.9</td>
<td>240.2</td>
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<tr>
<td>1997/98</td>
<td>379</td>
<td>37.6</td>
<td>279.9</td>
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<tr>
<td>1998/99</td>
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<td>1999/00</td>
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<td>2000/01</td>
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<td>52.1</td>
<td>220.3</td>
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<td>2001/02</td>
<td>316</td>
<td>74.6</td>
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<td>235.3</td>
<td>259.5</td>
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<td>2002/03</td>
<td>312</td>
<td>91.5</td>
<td>253.5</td>
<td>265.7</td>
<td>231.4⁹</td>
<td>280.7</td>
<td>51.7</td>
</tr>
</tbody>
</table>

*This position strengthens our ability to advise and mentor students.*

When students seek faculty advisors, they usually turn to regular faculty members in their major department. This may be even truer of Human Development majors than majors in some other departments. Our majors are older (mean age of 35) than most other undergraduate majors. Most work full-time, attend class in the evening, and establish their strongest connections to the University through their relationships with individual faculty members. Human Development has nearly 40 majors for every regular faculty advisor. Given that the majority of our FTES are taught by part-time temporary lecturers without responsibilities as student advisors, some of our majors have few opportunities to interact with prospective advisors. The addition of another tenure-track faculty member will strengthen our ability to serve our students as advisors. Relationships between individual students and faculty advisors are pillars of successful student learning.

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⁷ Figures on majors and FTES from IRA. FTES for Spring, 2003 calculated from SAILOR registration figures.

⁸ Percent of Annualized FTES taught by part-time, temporary lecturers.

⁹ Spring 2003 through April 7, 2003 (i.e. before close of late registration).
This position maximizes the effective use of limited resources.

The person hired in this position will serve two large groups of majors in ALSS: Liberal Studies and Human Development. S/he will enable the department to better meet the needs of rapidly growing numbers of students in the Liberal Studies credential track and the Human Development Options in Child and Adolescent Development. S/he will also contribute her/his specialized areas of expertise to interdisciplinary team-teaching in our foundational courses. The new hire will support the Department's continuing use of alternative modes of instruction, which include face-to-face instruction, hybrid courses that combine face-to-face and at-distance instruction, and fully online courses. This strategy allows us to teach the largest number of Contra Costa campus FTES of any department in ALSS, offer the major within PACE, and offer the full range of major courses to both day and evening students.
TO: Alden Reimonenq, Dean  
College of Arts, Letters, and Social Sciences
FROM: Rainer Bauer, Chair  
Department of Human Development
DATE: April 28, 2004
SUBJECT: Tenure-Track Request (Child Development)

POSITION REQUESTED

The Department of Human Development requests a new tenure-track position for a specialist in developmental psychology for our Childhood Option. The successful candidate will have demonstrated research interest and scholarly achievement in the development of African American, Hispanic, Native American, and/or Asian American children. S/he will have successful teaching experience with diverse students and expertise in the use of emerging instructional technologies.

PROGRAMMATIC NEED

*Our last Five-Year Review strongly supports this request.*

In her Spring 2001 report to Dean Michael Good, our External Reviewer wrote, “The most crucial need of the Department of Human Development is increased faculty lines. These are imperative if the program is to continue its excellence in teaching and scholarship. A critical mass of regular, full time faculty is essential.”

Regular faculty appointments lag far behind enrollment growth.

Human Development enrollments grew substantially during the last decade and continue to grow. Our annualized FTES increased by 49% between 1992/93 and 1997/98 (from 175.3 to 261.2), in large part due to our participation in PACE. They have remained at a historically high level during the last six years and have much potential for additional growth (see Appendix, Table 1). This year, we repeatedly had lengthy wait lists for online courses and child development courses. For example, at the start of late registration this quarter (Spring 2004), we had 24 wait-listed students in our Contra Costa Campus section of HDEV 4520 Language Acquisition and 28 wait-listed students in our online section of HDEV 4710 The Child in the Family and the Community. Budget constraints prevented us from adding the extra sections needed to retain wait-listed students.
Over the last eleven years, the growth of the full-time HDEV faculty has lagged well behind the significant growth in Human Development FTES. In 1992/93, 6.83 FTEF with advising responsibilities taught an annualized FTES of 175.3. ¹ In 2003/04, 7.83 FTEF with advising responsibilities taught an annualized FTES of 270.5. ² In short, full-time Human Development faculty with advising responsibilities grew by only 15% while FTES grew by 58%.

In the absence of added tenure-track positions, the Department's regular faculty FTEF will decline significantly in the near future. Next year, we will add one new probationary faculty member, but we will lose a FERPer who has been teaching half-time for the last five years. Next year, we will have four regular members of the Department's faculty over 55 and eligible for retirement. Two have taught in Human Development for over 30 years. One of these veteran faculty members (Ann Meyer) is the Department's sole developmental psychologist and specialist in cognitive development. She is unable to teach in the Childhood Option because she is needed in other foundational courses.

Given the continuous shortage of full-time regular Human Development faculty, we rely heavily on part-time temporary lecturers to staff our courses. In recent years, part-time lecturers have consistently taught over 50% of the Department's Annual FTES (see TABLE 1). High turnover in our lecturer faculty and the contingent nature of lecturers' employment jeopardizes our ability to provide consistently high-quality and stable instruction in all of our courses, successfully advise and mentor approximately 300 majors, effectively implement the comprehensive reform of our program in progress, and take full advantage of our opportunities to make enrollments grow.

This position supports exceptionally strong enrollment growth in childhood courses.

Between 1998/99 and 2003/04, Annual FTES in our five senior-level child and adolescent development courses grew by 89.5% (see Appendix, TABLE 2). Our FTES in these five courses as a percentage of our total Annual Human Development FTES grew from 17.5% to 31.9%. This required an increase in the number of sections offered from 15 to 30. This year, part-time temporary lecturers taught 66.7% of these sections and 73.3% of the FTES generated by childhood and adolescent courses. Temporary lecturers taught 16 of 22 sections of our three principal Child Development courses: HDEV 4700 Child Development, HDEV 4520 Language Acquisition and the Symbolic Function, and HDEV 4510 Cognitive Development.

¹ Five regular faculty members (Bauer, Becker, Dien, Kovacs, and Meyer) who taught full-time in Human Development; two regular faculty members with joint appointments who taught part-time in Human Development (Guthrie at .33 and Silva at .50); one annual full-time lecturer (Shoemaker).
² Seven regular faculty members (Bauer, Becker, Comerford, Goodkind, Guo, Meyer, and Rasmusson) who taught full-time in Human Development; one regular faculty member with a joint appointment who taught part-time in Human Development (Guthrie at .33); one FERPer who taught part-time in Human Development (Kovacs at .50).
New standards for teacher preparation will markedly increase enrollments in child and adolescent development courses.

Undergraduates preparing for teacher credential programs will be required to take courses on language acquisition; influences on development from birth through adolescence; and cognitive, social, and physical development from birth through adolescence. Human Development offers five courses that will become integral components of the revised Liberal Studies major. Liberal Studies majors already account for close to 60% of the Annual FTES generated by our child and adolescent development courses. When the five Human Development courses become requirements for all Liberal Studies majors, our enrollments in these courses will increase dramatically. Since we do not have a developmental psychologist on staff who can teach HDEV 4510, 4520, and 4700, our most urgent need for a new tenure-track position is in this area of specialization.

This position supports fundamental and needed reform of the Human Development curriculum.

Six years ago, the Department's regular faculty was deeply divided about curricular and instructional issues. Since that time, we successfully used a series of tenure-track searches, our most recent Five-Year Review (Spring 2001), and our Assessment Plan to identify and articulate new program goals. We now have a strong consensus about the future direction of our program. We are well on our way to completing a comprehensive revision of the Human Development curriculum, to be submitted to the University's curricular review process next year.

This position will help us achieve vital curricular goals. Our revised curriculum shifts the emphasis of our program to the Senior Options in different stages (childhood, adolescence, adulthood, gerontology) of lifespan development. In 2003-2004, 26% of our department's total FTES came from four Child Development courses (HDEV 4700, HDEV 4710, HDEV 4510, and HDEV 4520). Since 1998, we have doubled the number of Child and Adolescent Development courses offered. The person who fills this position will enhance the Childhood Option by adding new areas of expertise and creating specialized courses in the cognitive, social, cultural, and psychological aspects of child development. The successful candidate will also focus needed attention on the experiences of African American, Hispanic American, Native American, and Asian American children. These are groups often served by Human Development and Liberal Studies graduates and frequently marginalized in child development research and literature.

Furthermore, due to recent discussion on reorganization in the College of Arts, Letters and Social Sciences initiated by you, the Department of Human Development and the Women's Studies Program are negotiating a merger. To this end, Dr. Jessica Goodkind and Dr. Lynn Comerford have designed new Women's Studies courses and plan on teaching them. By teaching required Child Development courses and other essential
courses in the Human Development major, the person who fills this position will free
Professors Goodkind and Comerford to teach regular courses in Women’s Studies and
work toward integration of the Human Development and Women’s Studies curricula.

*This position strengthens our ability to advise and mentor students.*

When students seek faculty advisors and mentors, they turn to regular faculty members in
their major department. Given that the majority of our FTES are taught by part-time
temporary lecturers without responsibilities as student advisors, some of our majors have
few opportunities to interact with prospective advisors. The addition of another tenure-
track faculty member for our Childhood Option will strengthen our ability to advise and
mentor our students, particularly since many of our students pick the Childhood Option
as their emphasis in Human Development. The relationships formed between individual
students who seek advisors and faculty members who serve as advisors are pillars of
successful student learning.

*This position maximizes the effective use of limited resources*

The person hired in this position will serve two large groups of majors in ALSS: Liberal
Studies and Human Development. S/he will enable the department to better meet the
needs of the many students in the Liberal Studies credential track and the Human
Development Options in Child Development. S/he will also contribute her/his specialized
areas of expertise to new courses being developed, such as Research Methods in Human
Development. The new hire will support the Department's continuing use of alternative
modes of instruction, which include face-to-face instruction, hybrid courses that combine
face-to-face and at-distance instruction, and fully online courses. This strategy allows us
to teach the largest number of Contra Costa Campus FTES of any department in ALSS,
offer the major within PACE, and offer the full range of major courses to both day and
evening students.
### APPENDIX

**TABLE 1:** Majors, Quarterly & Annualized FTES, and Percentage of Annualized FTES Taught by Lecturers

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<tr>
<th>AY</th>
<th>Number of Majors</th>
<th>Summer FTES</th>
<th>Fall FTES</th>
<th>Winter FTES</th>
<th>Spring FTES</th>
<th>Annualized FTES</th>
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<td>54.3</td>
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**TABLE 2:** Sections & FTES in Child & Adolescent Courses

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<td>No.</td>
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<td>32.9</td>
</tr>
<tr>
<td>2003/04</td>
<td>30</td>
<td>32.4</td>
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</tbody>
</table>

* Includes Spring 2003 enrollments through April 7, 2003
TO: Alden Reimonenq, Dean  
College of Arts, Letters, and Social Sciences

FROM: Patricia Guthrie, Chair  
Department of Human Development

DATE: August 31, 2004

SUBJECT: Tenure-Track Request (Adult/Gerontology Development)

POSITION REQUESTED

The Department of Human Development requests a new tenure-track position in adult development with specializations in life transitions of late adulthood or gerontology. The successful candidate will have demonstrated research interest and scholarly achievement in both (1) the development of African-American, Hispanic, Native-American, and/or Asian-American adults and (2) gender related issues, especially focusing on issues concerning non-mainstream sexual orientations. S/he will have successful teaching experience with diverse students and expertise in the use of emerging instructional technologies.

POSITION SPECIFICATIONS

The new faculty member hired for this position will assist in building a more relevant and integrated Adult/Gerontology Development Option, organized around adult life transitions increasingly critical to our students and to other adults with whom they are likely to work. S/he will have strong knowledge of the personal, family, and social issues faced by contemporary adults in general, and an expert’s knowledge of the particular issues faced by African-American, Hispanic, Native-American, and Asian-American adults, who, together, now compose the majority of our students. The new hire’s research and teaching interests should have a strong community-based learning and action research focus. S/he will provide leadership, innovation, and consistency in the above described important area of the Human Development and Women’s Studies curriculum mostly staffed in recent years by part-time, temporary lecturers.

In addition to her/his central contribution to our Adult/Gerontology Development Option, the new hire will (1) teach courses in new Option of Applied Human Development and Service Learning and (2) teach courses in the planned new major in Women’s Studies. S/he will contribute to developing new courses that strengthen the merger of Women’s Studies and Human Development. Community-based learning and action research are central to the new Option of Human Development and Service Learning and the planned major in Women’s Studies.
S/he will facilitate the Department's ongoing efforts to integrate online instruction in its long-established distance-learning program, a key attraction for working adults who enroll as Human Development majors in PACE, at the Contra Costa Center, and at the Oakland campus. S/he will play a vital role in sustaining and building a department community by bolstering our ability to advise and mentor individual students, providing supervision for internships and capstone projects, and helping with the myriad departmental tasks that can only be done by regular faculty.

OUR CURRENT EMERGENCY SITUATION

The Human Development Department is in crisis. At the end of Spring 2004, Dr. Ann Meyer decided to retire without FERPing, and Dr. Ivan Kovachs ended his FERPing service. During Summer Quarter, Dr. Jessica Goodkind resigned to take a position at University of New Mexico, and Dr. Xeno Rasmusson agreed to direct Liberal Studies (Human Development loses 2/3 of Dr. Rasmusson's teaching assignment). These events incur a loss of 3.16 FTEF to the Human Development Department for the 2004-2005 academic year. Although this was partly compensated by Dr. Keri O'Neil, a new TT hire, the net loss is still as much as 2.16 FTEF (from 7.83 down to 5.67 FTEF), 28% of the original capacity. On top of this, Dr. Carol Becker may retire in 2005. The drastic reduction of faculty members will seriously disrupt the instructional capability of the Department and substantially undermine its ability to offer quality education to students. This will not only undermine our planned curriculum development, but also seriously deter the Department's overall student enrollment and quality of course offering. Apart from the programmatic needs to be laid out below, the Department urgently needs to recruit new TT faculty members to restore the Department minimal teaching capacity and program integrity.

Dr. Patricia Guthrie is the only faculty member on campus with a tenure track appointment in Women's Studies (.66) and she is responsible for all Women's Studies advising. If Women's Studies is to grow, develop, and adequately serve students, we need additional tenure track faculty.

PROGRAMMATIC NEED

In her Spring 2001 report to Dean Michael Good, our External Reviewer wrote, “The most crucial need of the Department of Human Development is increased faculty lines. These are imperative if the program is to continue its excellence in teaching and scholarship. A critical mass of regular, full time faculty is essential.”

DISCIPLINARY DEMANDS RESULTING FROM ADVANCES IN THE FIELD

The scholarly development in the field of human development requires the strengthening of the adult/gerontology development component of the Department's curriculum. The emergence of human development as a distinct interdisciplinary field of study during the 1950s and 60s was based on growing recognition that development is a lifelong, multidimensional process. As part of the advancement of this field, the study of adulthood and late adulthood, including the interaction of biological, psychological, and...
social dimensions of this period of human development has developed rapidly. Since 1971, the curriculum of the Human Development Department has encompassed the study of development at all ages. For more than twenty years, Adult Development and Gerontology have been two of the four Options of the Human Development major.

EDUCATIONAL AND CAREER NEEDS OF STUDENTS

The recent change of the student body of Human Development majors also requires the further strengthening and expanding of the curriculum of the adult/gerontology development option. Our majors are predominately re-entry students, 41% of whom are aged 40 or more between 1990 and 1997. The average age of our majors are still growing, and they are now the oldest undergraduates in ALSS. Many combine a challenging variety of adult commitments. Some are already on professional paths in human resources, public administration, social services, senior care, medical care and related areas. Over 60% plan to attend graduate school. Our students are also increasingly diverse culturally. Between Fall 1993 and Fall 2000, the percentage who identified themselves as "minority" students grew from 32% to 62%. Students enter our program with an ever-wider range of backgrounds, adult life experiences, goals, and values. They are drawn to Human Development by the opportunities it affords for examining their life experiences, promoting personal growth, and fulfilling career goals.

LACK OF ADEQUATE REGULAR FACULTY

Despite the rapid scholarly development and ever growing student demand, the development of the faculty in adult/gerontology development in the Department has been lagging behind. A senior faculty member in adult development, Dr. Rainer Bauer has been serving as Chair of the Department for the past six years. Dr. Xeno Rasmusson, who specializes in gerontology, will become the Director of the Liberal Studies Program, with only 0.33 FTEF teaching capacity in Human Development. In 2002, Dr. Jessica Goodkind was hired to strengthen the Adult Development Option, but she just resigned in Summer 2004, taking up a new position at University of New Mexico. Although Dr. Bauer has returned to his full instructional capacity in the Department, we desperately need a new hire just to make up for the loss of the faculty force in this growing area.

In addition, the overall faculty development is lagging behind the student and programmatic needs. Human Development enrollments grew substantially during the last decade and continue to grow. Our annualized FTES increased by 49% between 1992/93 and 1997/98 (from 175.3 to 261.2), in large part due to our participation in PACE. They have remained at a historically high level during the last six years and have much potential for additional growth (see Appendix, Table 1). Over the last eleven years, the growth of the full-time HDEV faculty has lagged well behind the significant growth in Human Development FTES. In 1992/93, 6.83 FTEF with advising responsibilities taught an annualized FTES of 175.3. In 2003/04, 7.83 FTEF with advising responsibilities taught an annualized FTES of 175.3. 1

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1 Five regular faculty members (Bauer, Becker, Dien, Kovaes, and Meyer) who taught full-time in Human Development; two regular faculty members with joint appointments who taught part-time in Human Development (Guthrie at .33 and Silva at .50); one annual full-time lecturer (Shoemaker).
through action and community based research and teaching, and by assisting the Department's outreach efforts through PACE and distance-learning programs.

**Effective Use of Resources** The new position is an exemplary example of effective use of limited resources. The new hire will fill the needs of adult/gerontology development, women studies, studies of ethnic minorities, and bring community-based teaching and action research and teaching to the Department. The new hire will also take a large portion of major advising, departmental committee work, and contribute to the development of emerging instructional technology, for which the Department is taking a lead in ALSS.

**Department Quality, G.E., & Teacher Training** The new position will undoubtedly improve the Department's quality by adding an exciting new dimension of community and action-based aspect, strengthening the Adult/gerontology Option, improving the faculty-major advising ratio, and providing leadership in the specialty area in curricular and professional development of the Department. The courses provided and to be developed by the new hire will also strengthen the G.E. program, since many of our HDEV courses (e.g. HDEV 4300 Adult Development, HDEV 4310 Human Development in the Changing Workplace) satisfy G.E. upper division requirements. This new position will strengthen CSUH's teacher training capacity, since a substantial proportion of the Liberal Studies majors take the Human Development Option (24 designated HDEV units for that option).

**APPENDIX**

**TABLE 1**: Majors, Quarterly & Annualized FTES, and Percentage of Annualized FTES Taught by Lecturers

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<thead>
<tr>
<th>Academic Year</th>
<th>Number of Majors</th>
<th>Annualized FTES</th>
<th>% FTES by Lecturers</th>
<th>Summer FTES</th>
<th>Fall FTES</th>
<th>Winter FTES</th>
<th>Spring FTES</th>
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<td>1995/96</td>
<td>330</td>
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<td>274.1</td>
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<td>97.1</td>
<td>248.9</td>
<td>219.9</td>
<td>245.5</td>
</tr>
</tbody>
</table>
TO:  Alden Reimonenq, Dean
FROM: Patricia Guthrie, Chair
Department of Human Development
DATE: August 31, 2004
SUBJECT: Tenure-Track Request (Child Development)

POSITION REQUESTED

The Department of Human Development requests a new tenure-track position for a specialist in developmental psychology for our Childhood Option. The successful candidate will have demonstrated research interest and scholarly achievement in the development of African American, Hispanic, Native American, and/or Asian American children. S/he will have successful teaching experience with diverse students and expertise in the use of emerging instructional technologies.

OUR CURRENT EMERGENCY SITUATION

The Human Development Department is in crisis. At the end of Spring 2004, Dr. Ann Meyer decided to retire without FERPing, and Dr. Ivan Kovachs ended his FERPing service. During Summer Quarter, Dr. Jessica Goodkind resigned to take a position at University of New Mexico, and Dr. Xeno Rasmusson agreed to direct Liberal Studies (Human Development loses 2.3 of Dr. Rasmusson’s teaching assignment). These events incur a loss of 3.16 FTEF to the Human Development Department for the 2004-2005 academic year. Althought this was partly compensated by Dr. Keri O’Neal, a new TT hire, the net loss is still as much as 2.16 FTEF (From 7.83 done to 5.67 FTEF), 28% of the original capacity. On top of this, Dr. Carol Becker may retire in 2005. The drastic reduction of faculty members will seroulsy disrupt the instructional capability of the Department and substantially undermine its ability to offer quality education to students. This will not only undermine our planned curriculum development, but also seriously deter the Department’s overall student enrollment and quality of course offering. Apart from the programmatic needs to be laid out below, the Department urgently needs to recruit new TT faculty members to restore the Department minimal teaching capacity and program integrity.
PROGRAMMATIC NEED

Our last Five-Year Review strongly supports this request. In her Spring 2001 report to the ALSS Dean, our External Reviewer wrote, “The most crucial need of the Department of Human Development is increased faculty lines. These are imperative if the program is to continue its excellence in teaching and scholarship. A critical mass of regular, full time faculty is essential.”

REGULAR FACULTY APPOINTMENTS LAG FAR BEHIND ENROLLMENT GROWTH

Human Development enrollments grew substantially during the last decade and continue to grow. Our annualized FTES increased by 49% between 1992/93 and 1997/98 (from 175.3 to 261.2), in large part due to our participation in PACE. They have remained at a historically high level during the last six years and have much potential for additional growth (see Appendix, Table 1). In 2003-2004, we repeatedly had lengthy wait lists for online courses and child development courses. For example, at the start of Spring 2004, we had 24 wait-listed students in our Contra Costa Campus section of HDEV 4520 Language Acquisition and 28 wait-listed students in our online section of HDEV 4710 The Child in the Family and the Community. Budget constraints prevented us from adding the extra sections needed to retain wait-listed students.

Over the last eleven years, the growth of the full-time HDEV faculty has lagged well behind the significant growth in Human Development FTES. In 1992/93, 6.83 FTEF with advising responsibilities taught an annualized FTES of 175.3. In 2003/04, 7.83 FTEF with advising responsibilities taught an annualized FTES of 270.5. In short, full-time Human Development faculty with advising responsibilities grew by only 15% while FTES grew by 58%. In the absence of added tenure-track positions, the Department's regular faculty FTEF has drastically declined, and will continue to decline in the near future.

Given the continuous shortage of full-time regular Human Development faculty, we rely heavily on part-time temporary lecturers to staff our courses. In recent years, part-time

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1 The final enrollments for Summer Quarter 2004 indicate that our enrollments remain strong. The Summer Quarter figures show that Human Development courses were filled to 97% of capacity (357 students enrolled; 370 spaces).

2 Five regular faculty members (Bauer, Becker, Dien, Kovacs, and Meyer) who taught full-time in Human Development; two regular faculty members with joint appointments who taught part-time in Human Development (Guthrie at .33 and Silva at .50); one annual full-time lecturer (Shoemaker).

3 Seven regular faculty members (Bauer, Becker, Comerford, Goodkind, Guo, Meyer, and Rasmusson) who taught full-time in Human Development; one regular faculty member with a joint appointment who taught part-time in Human Development (Guthrie at .33); one FERPer who taught part-time in Human Development (Kovacs at .50). For 2004-5 that number is reduced to five regular faculty (Bauer, Becker, Comerford, Guo, and O'Neal) who teach full-time in Human Development; one regular faculty member with a joint appointment who teaches part-time in Human Development (Guthrie at .33); and one regular faculty member directing Liberal Studies (Rasmusson at .33).
lecturers have consistently taught over 50% of the Department's Annual FTES (see TABLE 1). High turnover in our lecturer faculty and the contingent nature of lecturers' employment jeopardizes our ability to provide consistently high-quality and stable instruction in all of our courses, successfully advise and mentor approximately 300 majors, effectively implement the comprehensive reform of our program in progress, and take full advantage of our opportunities to make enrollments grow.

THIS POSITION SUPPORTS EXCEPTIONALLY STRONG ENROLLMENT GROWTH IN CHILDHOOD COURSES

Between 1998/99 and 2003/04, Annual FTES in our five senior-level child and adolescent development courses grew by 89.5% (see Appendix, TABLE 2). Our FTES in these five courses as a percentage of our total Annual Human Development FTES grew from 17.5% to 31.9%. This required an increase in the number of sections offered from 15 to 30. In 2003-2004, part-time temporary lecturers taught 66.7% of these sections and 73.3% of the FTES generated by childhood and adolescent courses. Temporary lecturers taught 16 of 22 sections of our three principal Child Development courses: HDEV 4700 Child Development, HDEV 4520 Language Acquisition and the Symbolic Function, and HDEV 4510 Cognitive Development.

NEW STANDARDS FOR TEACHER PREPARATION WILL MARKEDLY INCREASE ENROLLMENTS IN CHILD AND ADOLESCENT DEVELOPMENT COURSES

Undergraduates preparing for teacher credential programs are now required to take courses in language acquisition; influences on development from birth through adolescence; and cognitive, social, and physical development from birth through adolescence. Human Development offers five courses that will become integral components of the revised Liberal Studies major. Liberal Studies majors already account for close to 60% of the Annual FTES generated by our child and adolescent development courses. When the five Human Development courses become requirements for all Liberal Studies majors, our enrollments in these courses will dramatically increase. Since we do not have a developmental psychologist in the cognitive and social area on staff, we urgently need for a new tenure-track position in this area of specialization.

THIS POSITON SUPPORTS FUNDAMENTAL AND NEEDED REFORM OF THE HUMAN DEVELOPMENT CURRICULUM

Six years ago, the Department's regular faculty was deeply divided about curricular and instructional issues. Since that time, we successfully used a series of tenure-track searches, our most recent Five-Year Review (Spring 2001), and our Assessment Plan to identify and articulate new program goals. We now have a strong consensus about the future direction of our program. We are well on our way to completing a comprehensive revision of the Human Development curriculum.
This position will help us achieve vital curricular goals. Our revised curriculum shifts the emphasis of our program to the Senior Options in different stages (childhood, adolescence, adulthood, gerontology) of lifespan development. In 2003-2004, 26% of our department’s total FTES came from four Child Development courses (HDEV 4700, HDEV 4710, HDEV 4510, and HDEV 4520). Since 1998, we have doubled the number of Child and Adolescent Development sections offered. The individual who fills this position will enhance the Childhood Option by adding new areas of expertise and creating specialized courses in the cognitive, social, cultural, and psychological aspects of child development. The successful candidate will also focus needed attention on the experiences of African American, Hispanic American, Native American, and Asian American children. These groups, though frequently marginalized in scholarly child development research and literature, are often served by Human Development and Liberal Studies graduates.

Furthermore, due to recent discussions on reorganization in the College of Arts, Letters and Social Sciences initiated by you, the Department of Human Development and the Women’s Studies Program are negotiating a merger. To this end, Dr. Jessica Goodkind (who resigned this Summer) and Dr. Lynn Comerford have designed new Women’s Studies courses and plan on teaching them. By teaching required Child Development courses and other essential courses in the Human Development major, the person who fills this position will free Professor Comerford to teach regular courses in Women’s Studies and work toward the total integration of the Human Development and Women’s Studies curricula.

**THIS POSITION STRENGTHENS OUR ABILITY TO ADVISE AND MENTOR STUDENTS**

When students seek faculty advisors and mentors, they turn to regular faculty members in their major department. Given that the majority of our FTES are taught by part-time temporary lecturers without responsibilities as student advisors, some of our majors have few opportunities to interact with prospective advisors. The addition of another tenure-track faculty member for our Childhood Option will strengthen our ability to advise and mentor students, particularly since many of our students pick the Childhood Option as their emphasis in Human Development. The relationships formed between individual students who seek advisors and faculty members who serve as advisors are pillars of successful student learning.

**THIS POSITION MAXIMIZES THE EFFECTIVE USE OF LIMITED RESOURCES**

The person hired in this position will serve two large groups of majors in ALSS: Liberal Studies and Human Development. S/he will enable the department to better meet the needs of the many students in the Liberal Studies credential track and the Human Development Options in Child Development. S/he will also contribute her/his specialized areas of expertise to new courses being developed, such as Research Methods in Human Development. The new hire will support the Department’s continuing use of alternative
modes of instruction, which include face-to-face instruction, hybrid courses that combine face-to-face and at-distance instruction, and fully online courses. This strategy allows us to teach the largest number of Contra Costa Campus FTES of any department in ALSS, offer the major within PACE, and offer the full range of major courses to both day and evening students.
APPENDIX

TABLE 1: Majors, Quarterly & Annualized FTES, and Percentage of Annualized FTES Taught by Lecturers

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of Majors</th>
<th>Annualized FTES</th>
<th>% FTES by Lecturers</th>
<th>Summer FTES</th>
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TABLE 2: Sections & FTES in Child & Adolescent Courses

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<tr>
<td>2003/04</td>
<td>30</td>
<td>32.4</td>
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* Includes Spring 2003 enrollments through April 7, 2003
POSITION REQUESTED

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This position strengthens our ability to reach underserved populations through the use of new and emerging instructional technologies. Human Development has a long history of successful outreach efforts to underserved communities throughout the East Bay. We offer our major through PACE on the Hayward and Contra Costa campuses. We offer the Liberal Studies Option in Human Development at the Contra Costa Community College campus in San Pablo. We have offered the major at the downtown Oakland campus. The Department effectively uses a combination of face-to-face, online, and hybrid courses to offer high quality programs to day and evening students at multiple sites. Our success in this area depends on a stable regular faculty dedicated to serving several distinct groups of students and adept at combining different modes of instruction. Recent retirements and separations have depleted our regular faculty.
2005 – Position Requested: Tenure-Track in Adult Development

We request a new tenure-track position in adult development with a focus on positive psychology. We purpose to hire a person with a specialty in well-being and optimal health and adult life transitions. The new hire will have demonstrated scholarly achievement and experience in working with African American, Asian American, Hispanic, Native-American, and/or GLBT adult populations, S/he will have successful teaching experience with diverse student learners, the ability to create and administer service-learning programs, and skill in the use of emerging instructional technologies.

Justification: Supports Achievement of Departmental Goals

This position fills critical gaps in our coverage of human development across the lifespan. For the purpose of study, our field commonly divides the lifespan into a sequence of age-related segments and distinguishes physical, cognitive, personality, and sociocultural domains of human development. Our present curriculum includes options in childhood, adolescence, adulthood, and gerontology, and covers all four domains of development. Recent faculty retirements and separations leave us without experts in adult development and personality development.

This position strengthens our ability to advise, mentor, and retain students. Relationships between individual students and faculty advisors strongly support successful student learning. When students seek advisors, they turn to regular faculty in their major department or area of concentration. We have 292 human development majors and serve approximately 300 liberal studies majors with Options in Human Development, Early Childhood Studies, or Childhood Studies. We have 7 regular faculty advisors. The addition of another tenure-track faculty member will reduce the percentage of our FTES (46.9% in Fall 04) taught by part-time temporary lecturers without advising responsibilities, increase students’ opportunities to meet and interact with potential advisors, and significantly improve the ratio of students to faculty advisors. As a specialist in adult development, the person hired into this position will be exceptionally well equipped to advise the Department’s many older, re-entry students.

This position supports efforts to develop areas of study that promise to increase enrollments. We plan to create an updated and expanded Option in Adult Development and Aging and a new service-learning Option in Applied Human Development. We have discussed possibilities for integrating service-learning in Women’s Studies and including more Women’s Studies courses in the Human Development major. These areas of study are of great interest to our students, who tend to be significantly older than other students in ALSS, are predominately female, balance a challenging variety of adult commitments, and are often dedicated to careers in human services, teaching, counseling, public administration, or social work. The new hire will provide leadership, innovation, and consistency in the development of our new Options. S/he will allow us to better exploit new possibilities for curricular innovation created by the administrative merger of Human Development and Women’s Studies.
TO: Alden Reimonenq, Dean  
College of Letters, Arts, and Social Sciences

FROM: Patricia Guthrie, Chair  
Department of Human Development

DATE: April 24, 2006

SUBJECT: Tenure-Track Request (Women’s Studies)

POSITION REQUESTED
Human Development requests a new tenure-track position in Women’s Studies with a specialization in women’s health issues (open rank without tenure). The successful candidate will demonstrate research interest and scholarly achievement in both (1) African-American, Hispanic, Native-American, and/or Asian-American women and (2) GLBT with a focus on impoverished U.S. women’s health. She will have successful teaching experience with diverse students and expertise in the use of emerging instructional technologies. This position is listed in the CLASS Strategic Plan, 2005-2006.

A Women’s Studies position will support the newly created option in Human Development: “Women’s Development.” First, this person is needed to teach our newly created “Girls and Women Across the Lifespan,” a required course for our nearly 300 majors. Second, this person will help meet the ever increasing teaching needs in the area of Women’s Health. Currently, whenever we offer courses such as “Women and Their Bodies” and “Women Health and Health Care” we never have enough sections to accommodate all the students interested in registering for the course. Thirdly, a new tenure track hire in this position can teach a Human Development course: “Lesbian and Gay Lifespan Development.” The only qualified person that we had to teach this course retired.

More importantly, this person will strengthen the regular faculty in Women’s Studies. Currently on this campus only one faculty member has a part-time appointment in Women’s Studies. That faculty member, Professor Patricia Guthrie, is close to retirement. Another regular faculty member in Human Development, Dr. Carol Becker, who routinely taught several Women’s Studies courses in the past, has retired and completed her FERB in Fall 2005. This means that Women’s Studies will soon have no regular faculty members. A full time, tenure track position in Women’s Studies is sorely needed if CSUEB is to maintain her extremely popular and successful Women’s Studies program. It is also highly desirable if this new hire is a more established scholar in the field, given the virtual absence of regular faculty members in Women’s Studies. It is unacceptable that Cal State East Bay, with its large number of women students on campus and extremely high students’ interest in this area, does not have a full time tenure track position in Women’s Studies.

LECTURER DEPENDENCY REDUCTION
The APR Summary Data sheet fall 2000-2004 does not include any statistics for Women’s Studies even though in Fall 2005 (FTES Enrollment Table 3.2) Women’s Studies generated 155.7 FTES which is greater than 12 other CLASS departments/programs. Since we do not have statistics showing the tenure-track/lecturer ratio for Women’s Studies here is a snapshot of courses taught Spring 2006: 17 classes are taught by lecturers and 1 class is taught on a volunteer basis by a tenure track faculty from another department (6% - 94% full-time/part-time ratio). A new tenure track position would help the department reach the 75% - 25% full-time/part-time ratio as outlined in the CLASS Strategic Plan, 2005-2006. We understand that if we are granted a position that the Women’s Studies lecturer allocation would be reduced by 36 wtu’s.
CALIFORNIA STATE UNIVERSITY, EAST BAY  
Department of Human Development

TO: Alden Reimonenq, Dean  
College of Letters, Arts, and Social Sciences

FROM: Patricia Guthrie, Chair  
Department of Human Development

DATE: April 24, 2006

SUBJECT: Tenure-Track Request (Social Gerontology)

POSITION REQUESTED
Human Development requests a new tenure-track position in adult development with specializations in life transitions of late adulthood or gerontology (open rank without tenure). The successful candidate will have demonstrated research interest and scholarly achievement in both (1) the development of African-American, Hispanic, Native-American, and/or Asian-American older adults and (2) service learning with a focus on U.S. impoverished older women’s development. S/he will have successful teaching experience with diverse students and expertise in the use of emerging instructional technologies. This position is listed in the CLASS Strategic Plan, 2005-2006.

This position will support two newly created options in Human Development: “Adult Development and Gerontology” and “Women’s Development.” The department expects significant growth in the “Adult Development and Gerontology” option due to the aging of the Baby Boomers and the necessary public policy responses to their increased health and retirement needs. We also expect that our option in “Women’s Development” will attract significant numbers of students. Currently our Women’s Studies classes fill to capacity and often have huge wait lists. This quarter, for example in Women’s Studies we added 6 new sections to accommodate the student demand. Unfortunately there were still students wait listed who never got into a section. This is not surprising given that the overwhelming majority of students attending Cal State East Bay are women. Moreover approximately 98% of Human Development majors are women and many of them have expressed an interest in our newly created “Women’s Option.”

Service learning and community outreach are an important component of a Human Development education. Many of our students enter professions that require service learning and community involvement. Also, we have required junior foundation course on focusing on applied human development with a community based service learning component for our 300 majors. Dr. Jessica Goodkind, who focused on service learning and community outreach resigned during the summer of 2004 to take a position at the University of New Mexico. This important component of our undergraduate major is missing and needs to be replaced. This position will fill that void.

LECTURER DEPENDENCY REDUCTION
In fall 2001 31.9% of our FTES were taught by lecturers. By fall of 2004 that number had increased to 46.9%. Clearly the ratio of lecturers to tenure track faculty is rapidly increasing. The current ratio for FTES is 54.1% full-time/46.9% part-time. A new tenure track position would help the department reach the 75%-25% full-time/part-time ratio as outlined in the CLASS Strategic Plan, 2005-2006. We understand that if we are granted a position that the Human Development lecturer allocation would be reduced by 36 wtu’s.
## Academic Program: New SFR Table - Tabulate

California State University, East Bay

**SFR BY COURSE LEVEL: TERM FULL-TIME EQUIVALENT STUDENTS / ALL FACULTY AND LECTURERS**

Fall 2000 through Fall 2004

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Source: CSU Academic Planning Data Base (APDB); Section Master File (BKPD SMF) and Faculty Master File (BKPD FMF)

TOTAL FTES will differ slightly between ERSS and APDB. ERSS FTES is the official figure for CSU System reporting.

TERM FTES: Student Credit Units/15; FTEF: Instructional Faculty FTE only. Administrative and Other support fractions excluded.

Student Faculty Ratio (SFR) = TERM FTES / TERM FTEF

FTES generated is assigned to the department of record for the course subject area.

Document: Cal State East Bay Fact Book

Institutional Research and Assessment (27MAR06)