Self Study and 5-Year Plan approved by faculty on: May 8, 2013
External Reviewer Report received by the program on: May 14, 2013
Program’s Response to External Reviewer’s Report completed on: May 15, 2013
Complete 5-Year Program Review Report submitted to CAPR on: May 15, 2013
Department of Human Development & Women’s Studies

From Beginning to End

A Major to Grow In

5 Year Review
2006-07 / 2011-12
Department of
Human Development and Women’s Studies

Patricia Guthrie, Ph.D.
Professor Emerita and Chair

Rainer Bauer, Ph.D.
Professor Emeritus

Steven Borish, Ph.D.
Associate Professor

Christina Chin-Newman, Ph.D.
Associate Professor

Lynn Comerford, Ph.D.
Professor

E. Maxwell Davis, Ph.D.
Assistant Professor

Patricia Drew, Ph.D.
Assistant Professor

Keri O’Neal, Ph.D.
Associate Professor

Xeno Rasmussen, Ph.D.
Assistant Professor

Rachael Stryker, Ph.D.
Assistant Professor

Teresa Taniguchi
Admin. Support Coordinator
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1. Summary of the program

The Department of Human Development continues to provide 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, drawing on the strengths of a diverse faculty with different areas of training and expertise.

Students are able to complete the B.A. in Human Development through a course system that maximizes their ability to choose between face-to-face, hybrid and online forms of instruction. This provision through multiple platforms maximizing personal choice is well suited to the lives of working adults. It allows and even encourages each student to design an individualized pathway through the Core, Option and Capstone courses required for the completion of the degree. The department's evolving system of instruction makes extensive use of new technologies to enrich and enliven curriculum and facilitate interaction between faculty and students. As a CSUEB leader in online instruction, it has drawn 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.

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. Within the last year, however, two Faculty members have retired and entered the FERP program: Professors Patricia Guthrie and Rainer Bauer. Two additional faculty members have left - Assistant Professor Godwin Ashiabi at the end of Winter 2010 and Professor Jiansheng Guo at the start of Fall 2010. Both Professor Ashiabi and Professor Guo specialize in child development and were teaching early childhood courses before their departure. The new hire of Assistant Professor Rachael Stryker brings the number of tenure-track faculty to eight, one less than in 2005.

The department remains heavily dependent on lecturers. As reported in the two previous Human Development Self Study reviews (2000-2001, 2005-2006), 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.
2. Self-Study

2.1. Summary of Previous Review and Plan

INCLUDES PREVIOUS PLAN SUMMARY, PROGRESS IN COMPLETING THE PREVIOUS PLAN, WHAT REMAINS TO BE COMPLETED, OTHER PROGRAM ACHIEVEMENTS, FACULTY PROFESSIONAL ACHIEVEMENTS, STUDENT ACHIEVEMENTS

The following Summary of the Previous Review and 5-Year Plan is organized under three headings: Curriculum, Students and Faculty. In each area, the listed aim and/or goal together with its implementation or modification is written in plain text, followed by the Outcome, including a statement of “what remains to be completed” [where relevant] in bold text/italics.

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 new curriculum, which was put into effect Fall Quarter 2007, 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.

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.

Outcome: The Modification of the Human Development B.A. Program with the introduction of a new and revised curriculum has been successfully completed.

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 that 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.

**Outcome:** faculty members have participated in cross-cultural and multicultural activities: for example, Steven Borish and Maxwell Davis have made Diversity Day presentations. In addition, Professor Davis serves on California State University, East Bay’s Faculty Diversity and Equity Committee, and through this participation keeps the department informed and on track regarding university multicultural and diversity activities. It is our hope that even more faculty will participate in multicultural and diversity activities on campus. We continue to encourage all faculty to include multiculturalism as a key component of their courses.

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

**Outcome:** We did not meet this goal; however, we plan to work on it in the next five years. See the proposal for a new Lower Division GE course in our Five Year Plan.

**4) Service Learning**

The University Catalogue describes Service Learning as follows:

“The Service Learning Program at Cal. State East Bay works to fulfill the civic mission of the University by sponsoring activities that promote student leadership and awareness of community
issues. Students engaged in service learning activities gain experience that exposes them to a variety of career options building those skills necessary to be successful participants in a democratic society: the ability to think critically, solve problems, work as part of a team, and be respectful to diversity. The Service Learning Program works as a resource for students, faculty, and community agencies seeking to reap the benefits of a community-university partnership.”

It has been a long held interest of Human Development to implement service learning throughout the Human Development curriculum. Throughout the next five years, the department will integrate service learning into the Human Development curriculum.

**Outcome:** Maxwell Davis was hired as a tenure track faculty member in 2008. Professor Davis has served in various capacities for the Office of Faculty Development focusing on Service Learning and Community Engagement. Professor Davis has served in the following capacities for the Office of Faculty Development.

- Faculty Coordinator for Community Engagement and Faculty in Residence for the Scholarship of Community Engagement (2011-12)
- Faculty Presenter for Community-Based Research (2012-13).
- Faculty in Residence for Community Engagement and Social Responsibility (2012-13).

Our newest faculty member, Rachael Stryker, has strengths in the emerging field of public interest ethnography. Professor Stryker’s research will add to the department's use of service learning as an important educational tool. In addition, the new curriculum of the Human Development department has the following core course with a service learning component. This course is required for all majors:

**Applying Theory and Methods of Human Development (HDEV 3203, 4 Units)**

*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. Prerequisite: HDEV 3201, HDEV 3202.*

**b. Students**

**1. New Early Childhood Development Option**

Our plan is to increase student enrollment through a new Early Childhood Option, and by creating a new Human Development Online Major. 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.
Outcome for curriculum: The Department has established the Early Childhood Option as part of its major curriculum revision. The Early Childhood Option is also a part of the Online Degree Completion Program. Due to the overwhelming demand for Early Childhood Options on the part of students, the above forms of scholarship aid, and new government regulations, the department is in the process of developing a new Early Childhood Degree (see the more detailed description in the Five Year Plan).

2. New Online Degree Completion Program

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 at present transfer to the University of Phoenix, which offers degrees based on online education. The existence of this new program will keep students from transferring to other institutions, 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.

**Outcome: Since the last 5 Year Report, the department has successfully created a new online completion degree program with an option in Women’s Development. Due to the overwhelming success of this program, the HDEV online completion degree program now includes three options: Adult and Gerontology, Women’s Development option and Early Childhood option. A more complete description of the new online programs can be found under “Other Achievements.”**

3. **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.

**Outcome: the transition from the old to the new curriculum was relatively seamless. Starting from Fall 2007, the department developed an equivalency sheet so that all faculty were aware of equivalencies and could explain it to students. The Department also developed two new major check forms available both electronically and in hard copy. (See Appendix A for these three forms: HDEV OLD AND NEW COURSE EQUIVALENCY SHEET, MAJOR CHECK FORM: HUMAN DEVELOPMENT, CATALOG YEAR: 2007-2013, AND MAJOR CHECK FORM: HUMAN DEVELOPMENT, CATALOG YEAR 1996-2006.)**

4. **Advising and Retention:**
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.

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.

Outcome: in the last five years, our advising strategies and Expected Action/Change have changed in ways we could not have anticipated. For one thing, the department is no longer offering courses on the San Pablo campus. Also, due to the large number of online courses that we teach, our face to face offerings at the Concord campus have been reduced. As Concord face to face offerings declined, the need for face to face major advising also declined. In its place, students have opted for online advising. All of our tenure-track faculty are trained and skilled at offering advice and major check forms electronically.

While the faculty found the Open Night Advising sessions rewarding, our students felt otherwise. Professor O’Neal surveyed our students (most of whom are working adults) and they overwhelmingly indicated that they were not interested in our Open Night Advising. The students prefer coming in for a one to one, face to face advising, or the online option. We have therefore discontinued the Open Night Advising. We now focus on face to face and online advising to accommodate our working students.

5. 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.

**Outcome:** Our Department was able to secure different furniture (several items were obtained from university surplus) the walls have been painted (students especially like one wall that is painted orchid), the lights are left on during office hours. The ancient linoleum floor has a huge crack that was determined to be a safety hazard. The office has been carpeted. We have created a friendly and welcoming environment that facilitates more positive student contact with the department. In the long run, we anticipate that this will help with student retention.

c. Faculty

1. 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. 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.

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, 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 480 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.

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.

**Outcome:** In the last five years, we have hired Patricia Drew (2008); Maxwell Davis (2008) and Rachael Stryker (2012). Yet over the same period we have lost two regular faculty members (Ashiabi and Guo), and our two most senior faculty (Bauer and Guthrie) have elected to FERP. 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 teaching, student advising, instruction consistent with program goals integrated across the curriculum, 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.

**Other achievements:**

1) **Department Name Change:** The name of the department was changed to "Department of Human Development and Women's Studies" (Carried unanimously at the meeting of CLASS Curriculum Committee 11/6/08)

2) **Two New Degree Programs Developed**

   **New B.A. in Early Childhood Development**
   (Carried unanimously at the meeting of CLASS curriculum committee 1/9/12)

The B.A. in Early Childhood Development offered by the Department of Human Development will serve the needs of ECE (Early Care and Education) teachers for children from birth to approximately five years of age. Currently, all preschools funded by the Head Start Program in California require at least 50% of their teachers to have a B.A. degree in Early Childhood Development or related areas. The Child Development Division of the California Department of Education is working with First 5 California and other agencies working with educational institutions for young children, to develop qualification requirements leading to a requirement of a B.A. degree for Early Childhood teachers and professionals. However, there is only one B.A. program in Early Childhood Studies in the CSU system (Channel Islands), and all other relevant programs are in the form of an Option or Concentration under a Child and Adolescent Development B.A., or a Human Development B.A. Having the B.A. in Early Childhood
Development itself will meet the needs of the increasing demands of families, students, the State
and the work force. It will also be well suited to prepare Californians in general and our
University in particular to play a major role in the planned national emphasis on Early Childhood
Development recently outlined in a State of the Union speech by President Obama (February 14,
2013).

The B.A. in Early Childhood Development is built on the existing Early Childhood Development
Option offered as one option choice within the Human Development B.A. program. The
curriculum of the B.A. in ECD is further developed to meet the special needs of the ECE field.
The expansion and amplification of the Option into an independent B.A. degree will also give
the graduates higher value in the diploma, and at the same time enhance the status of the rapidly
emerging profession of Early Childhood Development. The new BA will prepare ECE teachers
with new knowledge and skills to facilitate the positive development of the young children in
preschools. Research shows that important behavioral and developmental characteristics at ages
2-4 years are reliable predictors of their behaviors and characteristics at middle and late
childhood, adolescence, and adulthood. For these reasons, training quality preschool teachers is
of vital importance in enabling preschool educators to carry out their important responsibilities in
facilitating the social, emotional, cognitive, artistic and interpersonal skills so necessary to aid in
the positive development of young children.

Early Childhood Development is an interdisciplinary study that integrates theory and
methodology from multiple disciplines such as anthropology, biology, education, linguistics,
neuroscience, psychology, and sociology. It investigates the processes and mechanisms
underlying developmental change during the early childhood period from birth to about five,
examines the socio-cultural and historical contexts in which development takes place, and
explores factors and best practices that facilitate optimal growth and development of young
children. The program's curriculum aims to develop in students a basic understanding of major
research findings and core concepts in early childhood development, the ability to analyze and
evaluate theoretical and practical issues concerning young children, and the skills to apply
learning to diverse communities outside the university. With its depth of interdisciplinary focus,
the Department of Human Development & Women's Studies is well suited for these tasks.

This program will strive to create an optimal learning community that values and fosters
collaborative learning and dialogue among students and faculty from diverse backgrounds. Three
new courses have been developed to meet the needs of this program; all three courses have been
approved by the college curriculum committee:
HDEV 3213 Applying Theory and Methods of Human Development in Early Childhood
Development Settings
HDEV 4060 Creative and Artistic Development in Early Childhood
HDEV 4821 Senior Research Seminar in Early Childhood Development Settings

The degree program will be offered both online (with WASC approval) and face to face to meet
the increasing diverse needs of our current student population. The Department of Human
Development & Women’s Studies has a long history of online program offerings, with two
current B.A. degrees approved as a complete online degree program: the Human Development
B.A. (approved in 2007), and the Women’s Studies B.A. (approved in 2011). Online courses
offered by the department are always in high demand; they are filled to capacity within the first week of enrollment often with long wait lists.

**New online B.A. Major Completion Program in Women's Studies**
(approved by WASC - pilot program at CSUEB Fall 2015 through the existing on-campus self-support model)

Women’s Studies are an interdisciplinary area of scholarship and research and raises questions which have often been ignored or marginalized in traditional academic disciplines. Our Program builds on several decades of feminist work in women’s studies and deliberately integrates theory, research methods and service learning.

The courses in Women’s Studies emphasizes participatory education in which student involvement, critical thinking, and personal insight are encouraged and made relevant in the learning process. In this Program, theory and practice are combined creatively and productively. Research, fieldwork, and service are central to the process of learning and applying knowledge. The Program stresses the importance of social responsibility, political activism, and community outreach. The curriculum explores how institutionalized sexism, racism, classism, and heterosexism limit human achievement and dignity. Local service learning fieldwork provides an opportunity to examine first-hand the changes necessary to eliminate these limitations.

Service learning fieldwork enables majors to create richly detailed accounts of women as social agents whose identities and experiences are shaped by social, political and economic forces. Service learning is incorporated into the major through fieldwork in community agencies focused on advocacy, law and policy, reproductive rights and health, support services for survivors of violence and abuse, and U.S. politics.

As part of its mission to educational access for all students, particularly to students with paid work and care work commitments, the Program incorporates a broad range of educational formats including online classes, hybrid classes that combine an online component with face-to-face interaction, and face-to-face lecture/discussion and seminar classes.

3) **Five new Women's Studies courses**
(Approved with revisions by CLASS curriculum committee 11/30/9)

*(See Appendix B for the five New Course Proposals in Women's Studies approved by the CLASS curriculum committee.)*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>WOST 1100</td>
<td>Introduction to Feminist, Gender and Sexuality Studies</td>
</tr>
<tr>
<td>WOST 1200</td>
<td>Perspectives on Women in the U.S.</td>
</tr>
<tr>
<td>WOST 1300</td>
<td>Femininity and Masculinity</td>
</tr>
<tr>
<td>WOST 2100</td>
<td>Theories of Sexuality</td>
</tr>
<tr>
<td>WOST 2200</td>
<td>Roots of Feminisms</td>
</tr>
</tbody>
</table>

4) **Request for Approval of Revision of the Option in Adult Development and Gerontology and Women's Development Option to include HDEV 4310**
**Human Development in the Changing Workplace as a course to satisfy the requirement for either of these two options.**

HDEV 4310 is an older course, but it was not included within these two options. Students should have it as one of their choices to complete either of the options. (Approved by CLASS Curriculum Committee 2/28/11)

5) **Faculty Peer Evaluations**

The Department of Human Development and Women's Studies has a tradition of conducting faculty peer classroom observations. Beginning in the 2008-09 academic year, the Department also pioneered faculty peer observation of online teaching. Department faculty developed two forms - a Lecturer Review Online Report and an Online Observation Checklist - to provide procedures for faculty peer observations of online classes. The procedure allows for the observed faculty member to choose whether to have the class observed in person, over the phone, or independently. Since then, tenure-track faculty members have regularly conducted faculty peer observations of online classes taught by both lecturers and tenure-track faculty. *(See Appendix C for the Lecturer Review Online Report and the Online Observation Checklist.)*

6) **Department of Human Development and Women’s Studies Community Newsletter**

The Department Newsletter, with Steven Borish as founding editor, has published its first two issues. The Department of Human Development Community Newsletter includes Faculty News, Faculty Profiles, Descriptions of New Programs within the Department, Personal Reflections, Notes on Pedagogy, an Alumni Corner and Faculty Perspectives on Student Advising. A recent Theme Issue of the Newsletter was devoted to *Service Learning and Community Engagement.* *(See Appendix D for a copy of the Theme Issue from Fall 2011.)*

7) **Against All Odds Scholarship**

*Against All Odds Scholarship Announcement (2012)*

For the third year the Department of Human Development and Women’s Studies is pleased to announce the Beverly Tucker Against All Odds Scholarship. The purpose of the scholarship is to encourage and support students that have, despite obstacles and challenges, persevered in their academic endeavors. Specifically, the awards will be granted to students who have overcome adversity “against all odds” and are now successfully working toward obtaining their B.S. in Human Development.

Through generous donations we are able to award two scholarships of $6225 each to the successful applicants.
Requirements:
- Major: Human Development
- GPA: 3.2 or above, please submit a copy of unofficial transcripts
- Standing: Junior or Senior, must have completed 2 quarters of major coursework

To apply please provide the following materials:
- A cover letter stating your name, mailing address, school email address, and phone number
- A copy of your unofficial transcripts
- Essay: 500 word essay describing how you have overcome adversity to fulfill your academic aspirations
- One letter of recommendation: letter may be written by either academic or non-academic source (i.e., mentor, employer, etc).

Please Submit Application Materials by April 20, 2012 to:

Against All Odds Scholarship
Department of Human Development and Women’s Studies
25800 Carlos Bee Boulevard
Hayward, CA 94542-3051
Recipients will be notified by mail.
If you have any questions please contact: keri.oneal@csueastbay.edu

Against All Odds Beverly Tucker Scholarship Awards

2012 – total awarded $12,450
$6,225 - Lisa Taylor
$6,225 - Noha Basiliou

2011 – total awarded $11,000
$5,500 - Brieanna Marshall Watega
$5,500 - Cindy Tayag

2010 – total awarded $1000
$500 – Prisma DeLeon
$500 – Bernadette Johnson

Faculty Professional Achievements

SELECTED PUBLICATIONS:


Drew, P... (2011) “‘But Then I Learned…’: Weight Loss Surgery Patients Negotiate Surgery Discourses.” *Social Science and Medicine, 73*:1230-1237.


SELECT PROFESSIONAL CONFERENCES AND PRESENTATIONS


Shaw, S., Chin-Newman, C., & Li, X. (2013, April). Transfer student adjustments: The role of social support. Poster accepted for presentation at the annual meeting of the Western Psychological Association in Reno, NV.


SELECT POLICY EVALUATIONS AND TECHNICAL REPORTS

Borish, S. (2008) Peer Review: Take a Walk on the Wild Side: A Menu of Recreational Opportunities at Point Reyes National Seashore. An External Peer Review of a federally funded Pilot Project carried out by the Point Reyes National Seashore staff in collaboration with Department of Biology, Dominican University, San Rafael, CA.


SELECT GRANTS AND AWARDS
Borish, S.
- Faculty Support Grant 2006-2007, Office of Sponsored Projects Mini Grant “The Relevance of an Epigenetic Theory of Development for the Phenomenon of School Failure”
- Faculty Support Grant 2007-2008, Office of Sponsored Projects Mini Grant “Yes Child Left Behind: Math and Science Teachers’ Assessments of Standardized Education”

Chin-Newman, C.
- First 5 Alameda County Program Grant 2009-2010, "Bachelor's Degree for Early Childhood Education Providers"
- Faculty Support Grant 2012-2013, Office of Sponsored Projects Mini Grant “Transfer Students During Their First Year at California State University, East Bay”
- Faculty Support Grant 2008-2009, Office of Sponsored Projects Mini Grant “The Diversity Mural Project: ”

Davis, M.
- CSUEB Programmatic Excellence & Innovation in Learning Planning Project Award 2012-13 “Assessing Community Engagement and its Impact on Student Learning Outcomes at CSUEB"
- CSU Chancellor’s Office Research, Scholarly & Creative Activity Opportunity Award 2012-13 "Perceptions of Risk and HIV Prevention among Young African-American Women on Campus"
- National Institutes of Health Loan Repayment Program 2008-2010 Health Disparities Research Program Award “HIV/AIDS Prevention & Treatment Services for Heavily Impacted Populations”

Drew, P.
- CLASS Faculty Assessment Coordinator Team (FACT) Mini Grant, 2011 California State University, East Bay
- Research, Scholarly, and Creative Activities Support Grant, 2011 California State University, East Bay
- Faculty Student Learning Outcomes Assessment Mini-Grant, 2011 California State University, East Bay

Select Student Achievements
Victor Rios, Ph. D. (UC Berkeley), recently promoted to full professor
Professor of Sociology, UC Santa Barbara
2012 Best Book Award, Latino/a Sociology Section, presented by the American Sociological Association
2012 Finalist, C. Wright Mills Book Award presented by the Study of Social Problems

Sandra Moody (MFT)
Lead Area Chair, Psychology
University of Phoenix
Couples Workshop Leader

Michelle Taylor Lagunas, recently appointed
CEO/Executive Director at Lions Center for the Blind
San Francisco Bay Area

Annette Murtagh, recently promoted from Activities Coordinator
Resident Services Manager
Baywood Court Retirement Community
Hayward, CA

Carolyn Scott
Assistant to the Vice President,
Office of Academic Services at Chabot-Las Positas Community College District
San Francisco Bay Area

Susan Pace-Koch
Children's Book Author at Get Out Books
"Best Book" selected by Bay Area Independent Publishers Association for "Get Out of My Head, I Should Go To Bed."
San Francisco Bay Area

Swati Lahiri, M.Ed. (Curriculum Design)
Founder, Globastudy.com, LLC
On-line academic enrichment/tutoring for ages 4-11.
UK based

Terence Tumbale. M.A. (Healthcare Administration, CSUEB)
Executive Director at Kindred Nursing and Rehabilitation
Medical Hill, San Francisco, CA

Cindy Eppler, M.A. (Counseling at CSUEB, licensed MFT)
Quality Assurance specialist and mental health clinician
Lecturer and master's thesis supervisor in Educational Psychology, CSUEB
2.2. Curriculum and Student Learning

STUDENT LEARNING OUTCOMES PLAN, IMPLEMENTATION, SUMMARY RESULTS, MEASURES TO IMPROVE THE PROGRAM BASED ON ASSESSMENT
THE PROGRAM’S COURSE OFFERINGS AND HOW THEY COMPARE TO COMPARABLE CSU PROGRAMS, AND NATIONALLY RECOGNIZED PROGRAMS
IF OFFERING GE COURSES, PROVIDE SUMMARY DATA FOR STUDENT LEARNING OUTCOMES, AND DISCUSS OFFERINGS AT CONCORD AND ONLINE, AND ISSUES CONCERNING MULTI-CULTURAL LEARNING (IF RELEVANT)

1. Student Learning Outcomes Plan: Project Results and Implementation

The Department has developed a Curriculum Map for assessing Student Learning Outcomes [SLO's] (last revision April 2010). The map shows both primary and supplemental SLO's. The five primary SLO's include demonstration of core knowledge, critical thinking, application of HDEV knowledge and skills, research skills, and understanding self reflectively and others empathetically. It is our plan to implement a major program assessment utilizing electronic portfolios based on the Curriculum Map (see map on pg. 23).

2011-2012 Assessment Project

*Project Summary:* The intention of the assessment project was to examine Human Development (HDEV) major students’ mastery of HDEV SLO 1: Core knowledge in aspects of HDEV: a) biological; b) psychological; and, c) social. This SLO represents a key segment of the department’s desired student learning outcomes. It is important to know if students are learning the SLO-related information.

Students taking HDEV 4812 in Winter Term 2012 constructed a test aimed at assessing their fellow students’ knowledge of SLO 1-related content. The test incorporated biological, psychological, and social information that students expect their fellow majors to learn during their undergraduate studies in CSUEB’s HDEV classes. To assess HDEV majors’ SLO mastery, this project contrasted the SLO 1-related knowledge of “new” HDEV majors with “graduating” students.

2010-2011 Assessment Report:

*Project Summary:* In the 2010-2011 academic year, the Department of Human Development and Women’s Studies undertook a pilot examination of its Student Learning Outcomes (SLOs). The first phase of assessment explored course-based, instructor-driven employment of the SLOs. The second phase of assessment examined students’ SLO proficiency. The department found that SLOs were appropriately deployed in most courses. Additionally, high-performing and mid-level students demonstrated proficiency in achieving the SLOs assigned to their courses.

*Human Development SLOs:* The HDEV/WOST department previously established five distinct SLOs for HDEV courses; these were most recently revised in Spring Term 2010.
All HDEV classes are intended to include evidence of meeting one or more SLOs; each course has been linked to one or more specific SLO. However, previous to this assessment project, the department did not have evidence assembled demonstrating the presence or effectiveness of the SLOs in courses.

**SLO Implementation in HDEV Courses:** This pilot project was designed to collect data from a select group of HDEV courses taught by tenured/tenure track faculty in Spring Term 2011. Eight faculty members provided information from one of their courses. In total, eight classes were analyzed: two sections of HDEV 3203 and one section of HDEV 3103, 4030, 4120, 4230, 4430, and 4812.

Each faculty member was asked to provide information related to SLO deployment in their selected course. This information included syllabi and other pertinent materials: i.e., paper guidelines, student group work guidelines, exams. Faculty indicated which pieces of coursework addressed which SLOs.

Table 2 demonstrates that most HDEV classes included all of the SLOs mapped onto the courses.

**Table 2: SLO Implementation in Selected Spring Term 2011 HDEV Classes**

<table>
<thead>
<tr>
<th>Class</th>
<th>SLOs Mapped onto Course</th>
<th>SLOs Present in Faculty Materials and Statements</th>
<th>SLOs Absent in Faculty Materials and Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>3103</td>
<td>1C, 2, 4A</td>
<td>1C, 2, 4A</td>
<td></td>
</tr>
<tr>
<td>3203 Section 1</td>
<td>2, 3A, 3B, 4A, 5</td>
<td>1B, 1C, 2, 3A, 3B, 4A, 5</td>
<td></td>
</tr>
<tr>
<td>3203 Section 2</td>
<td>2, 3A, 3B, 4A, 5</td>
<td>1B, 1C, 2, 3A, 3B, 4A, 5</td>
<td></td>
</tr>
<tr>
<td>4030</td>
<td>1A, 1B, 1C, 2, 3A, 4A, 4C</td>
<td>1A, 1B, 1C, 2, 3A, 4A, 4C</td>
<td></td>
</tr>
<tr>
<td>4120</td>
<td>1A, 1B, 1C, 2, 3A, 4A, 4C</td>
<td>1A, 1B, 1C, 2, 3A, 4A, 4C</td>
<td>~3</td>
</tr>
<tr>
<td>4230</td>
<td>1A, 1B, 1C, 2, 3A, 4A, 4C</td>
<td>1A, 1B, 1C, 2, 4A, 4C</td>
<td></td>
</tr>
<tr>
<td>4430</td>
<td>1A, 1B, 1C, 2, 3A, 4A, 4C</td>
<td>1B, 1C, 2, 3A, 4C</td>
<td>1A, 4A</td>
</tr>
<tr>
<td>4812</td>
<td>2, 4A, 4B, 4C, 4D</td>
<td>2, 4A, 4B, 4C, 4D</td>
<td></td>
</tr>
</tbody>
</table>

**Student Achievement of SLOs:** The second phase of this assessment project explored students’ achievement of the deployed SLOs. In order to assess students’ SLO attainment, faculty provided course work from one high-achieving, one mid-level, and one low-achieving student; each faculty member selected the student work to be included in the sample. Course work
included graded papers, exams, and discussion board posts. All course work included the faculty member’s assessments, comments, and/or grades.

The students’ coursework demonstrated their level of SLO accomplishment. Generally, students characterized as high-achieving displayed a high level of SLO success. They displayed their proficiency in their coursework; their proficiencies were verified by instructors’ comments/grades. Mid-level students demonstrated moderate success in achieving SLOS; faculty frequently indicated that these students were good at demonstrating basic, but not nuanced, knowledge. Low-achieving students typically failed to demonstrate SLO mastery; their failure was due to a combination of poor achievement and minimal completion of class materials.

Assessment Conclusions, Recommendations, and Future Assessment Work: There are two major findings from this assessment project. First, the majority of HDEV classes successfully implement their assigned SLOs. Second, high-achieving and mid-level students generally demonstrated proficiency in achieving the SLOS assigned to their courses. These results indicate that HDEV students have the opportunity to attain SLOs and, moreover, that it is possible for HDEV students to attain SLO-related knowledge.

In rare cases, HDEV courses did not include 1+ assigned SLO component. It is recommended that faculty modify their courses to incorporate all assigned SLOs. Additionally, it is recommended that the HDEV department reexamine the SLOs mapped onto HDEV option courses to determine the fit between SLOs and option courses.

Future assessment work may expand upon this pilot study by examining all HDEV classes offered in an academic year. Moreover, course assessment may be streamlined by the development of a SLO form for faculty to complete each quarter.
• “New” majors were defined as those taking HDEV 3102, a required HDEV junior foundation course, in Winter Term 2012 (n= 45). This course is typically taken by students during their second term as HDEV majors. The assessment project intended to limit this “new” major sample to students taking their first or second HDEV class. In actuality, the “new” students reported taking between 1 and 20 HDEV classes either prior to/at the time of the assessment test. The average number of classes taken was 5.66.
  o Students taking the exam were in HDEV 3102 course.
  o Students took the assessment in class.
• “Graduating” majors were defined as students who are taking the final HDEV capstone course, HDEV 4812, in Spring Term 2012 (n = 39). These students have typically taken between 10 – 15 courses prior to taking HDEV 4412.
  o Students taking the exam were in two separate HDEV 4812 classes; one course was online and one was hybrid.
  o Students took the assessment via Survey Monkey, an online survey company.
Project Findings:
- “New” majors averaged 6.9 correct questions out of ten total questions.
- “Graduating” majors averaged 7.84 correct questions out of ten total questions.

The results indicate that “graduating” students scored .96 higher than “new” majors.

Assessment Implications for Curriculum Outcomes/Modifications:
Multiple departmental discussions are occurring as an outcome of the 2011-12 Assessment Project:
- The Department will develop and implement a revised assessment test.
- The department will take the results of the assessment as important data to be used in revising course guidelines (See the section on Assessment in the Five Year Plan),

2. The program’s course offerings, and how they compare to comparable CSU programs, and nationally recognized programs

HDEV Major Requirements From Other Universities

<table>
<thead>
<tr>
<th>CAL STATE EAST BAY</th>
<th>CORNELL</th>
<th>UC DAVIS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lower Division Requirements: 12 units</strong></td>
<td>Cognitive Development</td>
<td>Eng. Comp. Req. 12 units</td>
</tr>
<tr>
<td>Anthropology; Psychology; Sociology; Human Biology or Physical Anthropology; Human or Child Development; Ethnic or area studies; Additional categories (e.g., statistics, gerontology, developmental disabilities) may be approved by the department.</td>
<td>HD 220 Human Brain and Mind</td>
<td>Preparatory Subject Matter (30-47 units)</td>
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<tr>
<td></td>
<td>HD 230 Cognitive Development</td>
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<td></td>
<td>HD 238 Thinking and Reasoning</td>
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<tr>
<td><strong>Upper Division Requirements: 68 units</strong></td>
<td>HD 233 Children and the Law</td>
<td>One course from: Molecular and Cellular Biology 10 or Biological Sciences 101†</td>
</tr>
<tr>
<td>Junior Foundation Courses: 24 units</td>
<td>HD 334 The Growth of the Mind</td>
<td>Psychology 1</td>
</tr>
<tr>
<td>HDEV 3101, 3102, 3103; HDEV 3201, 3202, 3203</td>
<td>HD 336 Connecting Social, Cognitive and Emotional Development</td>
<td>One course from: History 17A, 17B, 72A, 72B, or Political Science 1</td>
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<tr>
<td>(4 units/course)</td>
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<tr>
<td>Lifespan Survey Courses: 16 units</td>
<td>HD 337 Language Development</td>
<td>One course from Neurobiology, Physiology, and Behavior 10, 101, or Psychology 101</td>
</tr>
<tr>
<td>HDEV 3301, 3302, 3303, 3304 (4 units/course)</td>
<td>HD 431 Mind, Self, and Society</td>
<td>One course from: Psychology 41 or Sociology 46A and 46B, or Statistics 10 or 13</td>
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<td></td>
</tr>
<tr>
<td>Senior Option Courses: 20 units</td>
<td>HD 432 Cognitive, Social, and Developmental Aspects of Scientific Reasoning</td>
<td>Depth Subject Matter</td>
</tr>
<tr>
<td>Every HDEV Major student must choose one of the following 5 options:</td>
<td>HD 433 Developmental</td>
<td>Human Development 100A, 100B, 100C</td>
</tr>
<tr>
<td>Early Childhood Development Option: 20 units</td>
<td></td>
<td>Biology and Human Development</td>
</tr>
<tr>
<td>Required: HDEV 4010, HDEV 4030, HDEV 4140, HDEV 4150</td>
<td>HD 433 Developmental</td>
<td>One course from: Biological Sciences 101†, Human Development 117, 180, Nutrition 111 AV, or Psychology 121</td>
</tr>
<tr>
<td>Electives: select 4 units from the following: HDEV 4120, or TED 4070 (4 units/course)</td>
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<tr>
<td></td>
<td>HD 220 Human Brain and Mind</td>
<td></td>
</tr>
<tr>
<td>Childhood Development Option: 20 units</td>
<td>adolescent Development Option: 20 units</td>
<td>Adult Development and Gerontology Option: 20 units</td>
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<tr>
<td>Required: HDEV 4140, HDEV 4150</td>
<td>Required: HDEV 4110, HDEV 4120, HDEV 4130, or WOST 3520 (4 units/course)</td>
<td>Required: WOST 4130, WOST 4160 Electives: 1) select 4 units from the following: HDEV 4310, HDEV 4340, HDEV 4440 and 2) select 8 units from the following: WOST/ES 3030, WOST 3050, WOST 3100, WOST 3400, WOST/ES 3420, WOST 3520, WOST 3520, WOST 3545, WOST 3550, WOST 4130, WOST 4160 (4 units/course)</td>
</tr>
<tr>
<td>Electives: select 12 units from the following: HDEV 4110, HDEV 4120, HDEV 4130, or WOST 3520 (4 units/course)</td>
<td>-HD 266 Emotional Functions of the Brain</td>
<td>-HD 366 Psychobiology of Temperament and Personality</td>
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<td></td>
<td>-HD 320 Human Developmental Neuropsychology</td>
<td>-HD 260 Introduction to Personality</td>
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<td></td>
<td>-HD 344 Infant Behavior and Development</td>
<td>-HD 313 Problematic Behavior in Adolescence</td>
</tr>
<tr>
<td></td>
<td>One course from: Human Development 102,110,130,160, or 162*</td>
<td>One course from: Human Development 101, 103, 132, or 163*</td>
</tr>
<tr>
<td></td>
<td>One course from: Human Development 140-140L, or 141 or 142 or 143*</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>
</tr>
<tr>
<td></td>
<td>-HD 343 Developmental Cognitive Neuroscience</td>
<td>-HD 478 Attention Deficit/Hyperactivity Disorder in Children</td>
</tr>
<tr>
<td></td>
<td>-HD 348 Advanced Participation with Young Children (4 credits only)</td>
<td>-HD 448 Advanced Participation with Young Children (4 credits only)</td>
</tr>
</tbody>
</table>
### HDEV Major Requirements From Other CSU’s

<table>
<thead>
<tr>
<th>CAL STATE EAST BAY</th>
<th>LONGBEACH</th>
<th>SAN MARCOS</th>
<th>SONOMA STATE</th>
<th>DOMINGUES HILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lower Division Requirements:</strong> 12 units</td>
<td><strong>Lower Division Background Courses:</strong></td>
<td><strong>Lower Division 12 Units</strong></td>
<td><strong>Major Core Requirements (23-24 Units)</strong></td>
<td><strong>Required Courses (9 Units)</strong></td>
</tr>
<tr>
<td><strong>Anthropology:</strong> Psychology; Sociology; Human Biology or Physical Anthropology; Human or Child Development; Ethnic or area studies; Additional categories (e.g., statistics, gerontology, developmental disabilities) may be approved by the department.</td>
<td>ANTH 120, PSY 100, SOC 100, HDEV 180 - Lifespan Human Development, HDEV 250 -Elementary Statistics in Social and Behavioral Sciences, HDEV 307I -Approaches to Childhood and Adolescence, HDEV 320 - Research Methods in Human Development, HDEV 357I - Approaches to Adulthood and Aging, HDEV 360 - Cultural Foundations for Human Development, HDEV 402 -Development of Thought: Structure, Process and Cultural, Influences Across the Life Span or HDEV 403- The Acquisition of Culture: Socialization in Cross-cultural Perspective, HDEV 470 - Seminar / Practicum</td>
<td>ANTH 200 - Cultural Anthropology, PSYC 100 - Introduction to Psychology, PSYC 220 - Introductory Statistics in Psychology, PSYC 230 - Research Methods in Psychology</td>
<td>ANTH 342 Organization of Societies, ANTH/HD 318 Human Development: Sex and the Life Cycle (GE-E), GERN/PSY 421 Psychology of Aging or GERN 408 Adult Development, HD 391 Seminar in Human Development (taken in the junior year), HD 490 Senior Project, KIN 410 Lifespan Motor Dev, PSY 410 Child Development or PSY 412 Adolescent or EDMS 420 Child Development in Family, School, and Community (GE-E), WGS 350 Gender, Sexuality, and Family (GE-E)</td>
<td>PSY 363 - The Abnormal Personality PSY 367 - Effective Communication Skills, HUS 400 - Case Management in Human Service Agencies</td>
</tr>
<tr>
<td><strong>Upper Division Requirements:</strong> 68 units</td>
<td><strong>Upper Division Requirements (36 Units)</strong></td>
<td><strong>Children’s Services:</strong></td>
<td><strong>Select 6 courses from the following:</strong></td>
<td><strong>ANT 310 - Culture and Personality:</strong> Psychological Anthropology, ANT 310 - Transmission of Culture, BIO 250 - Elements of Human Anatomy and Physiology, BIO 254 - Human Biology, BIO 370 - Biological Bases of Human Behavior, BIO 374 - Drug Abuse, PSY 314 - Behavior Modification, SOC 363 - Sociology of Alcohol and Other Drug Use, PSY 350 - Child Psychology, PSY 352 - Psychology of Adult Development and Aging, HIS 379 - The Family in History, SOC 320 - The Family, PSY 342 - Interpersonal and Group Dynamics,</td>
</tr>
<tr>
<td><strong>Junior Foundation Courses:</strong> 24 units</td>
<td>HD 301, 3102, 3103; HDEV 3201, 3202, 3203 (4 units/course)</td>
<td>HD 301 - Theory of Human Development, HD 300 - Management &amp; Administration, HD 495 - Field Experience in Human Development, HD 497 - Research in Human Development, HD 490 - Human Development in Perspective</td>
<td><strong>Choose a minimum of 16 units from the following electives:</strong></td>
<td><strong>3 Units of Multicultural Perspectives selected from:</strong> ANTH 301 - Healers &amp; Healing Practices, ID 340 - Intro to American Ethnic and Multicultural Studies, PSYC 341 - Multicultural Perspectives in Psychology, SOC 313 - Race/Ethnic</td>
</tr>
<tr>
<td><strong>Lifespan Survey Courses:</strong> 16 units</td>
<td>HDEV 3301, 3302, 3303, 3304 (4 units/course)</td>
<td>UDEV 353 Risk and Opportunity Factors in Childhood and Adolescence</td>
<td><strong>Comparative Perspectives:</strong> AMCS 435 Ethnicity and the Life Cycle, ANTH 302 Biological Basis of Sex Differences, ANTH 340 Living in a Pluralistic World (GE-E), ANTH 372</td>
<td></td>
</tr>
<tr>
<td><strong>Senior Option Courses:</strong> 20 units</td>
<td>Every HDEV Major student must choose one of the following 5 options:</td>
<td><strong>-HD 419 Midlife Development</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Early Childhood Development Option:</strong> 20 units</td>
<td>Required: HDEV 4010, HDEV 4030, HDEV 4140, HDEV 4150 Electives: select 4 units from the following: HDEV 4120, or TED 4070 (4 units/course)</td>
<td><strong>-HD 457 Health and Social Behavior</strong></td>
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<tr>
<td><strong>Childhood Development Option:</strong></td>
<td></td>
<td><strong>-HD 483 Early Care and Education in Global Perspective</strong></td>
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</tbody>
</table>

### HDEV Major Requirements From Other Universities Continued
20 units  Required:  
HDEV 4140, HDEV 4150  
Electives: select 12 units from the following:  
HDEV 4110, HDEV 4120, HDEV 4130,  
or WOST 3520  
(4 units/course)

Adolescent Development Option:  
20 units  Electives: select 20 units from the following, with at least 16 units of courses with the HDEV prefix:  
HDEV 3600, HDEV 4310, HDEV 4361,  
HDEV 4362, HDEV 4363, HDEV 4430,  
HDEV 4440, or WOST 3400, WOST 3530,  
WOST 3545, WOST 3550, WOST 4130,  
WOST 4160  
(4 units/course)

Women’s Development Option:  
20 units  Required: WOST 4130, WOST 4160  
Electives:  
1) select 4 units from the following:  
HDEV 4310, HDEV 4430, HDEV 4440 and  
2) select 8 units from the following:  
WOST/ES 3030, WOST 3050, WOST 3100,  
WOST 3400, WOST/ES 3420, WOST 3520,  
WOST 3520, WOST 3545, WOST 3550  
(4 units/course)

Senior Capstone Courses: 8 units

Biological Foundations:  
ANTH 318 - Human Genetics, ANTH 319 - Human Growth and Development,  
BIOL 309I - Human Body and Mind (E),  
BIOL 401 - Biology of Human Aging, H SC 420I - International Health (D2/E), H SC 421 - Health Behavior, H SC 425I - Human Sexuality and Sec Education (E), W/ST 440 - Issues in Women’s Health

Psychological Foundations:  
EDP 302 - Adolescent Development, EDP 305 - Educational Psychology, CDFS 311 - Prenatal Development and Infancy, CDFS 312I - Family and Personal Development (D2/E), CDFS 314 - The Older Child, CDFS 411 - Individual Child Study and Guidance, CDFS 412 - Family Interaction, GERN 400I - Perspectives on Gerontology (D2/E), GERN 485 - Mental Health and Aging, HDEV 300I - Death and Dying (D2/E), PSY 331 - Sensation and Perception, PSY 332 - Cognition, PSY 333 - Psychology of Learning, PSY 336 - Psychology of Emotion, PSY 351 - Social Psychology (D2), PSY 356 - Personality (D2),  
PSY 368 - Asian American Personality and Mental Health, PSY 370 - Abnormal Psychology (D2),  
PSY 438 - Psycholinguistics, PSY 463 - Social and Interaction skills, SOC 417 - Family Violence, 3 units of Biology Chosen from: BIO 316 - Biology of Cancer, BIO 321 - Human Physiology, BIOL 232 - The Physiology of Nutrition & Disease, Choose one of the following: PSYC 334 -

Relations  
3 Units of Capstone Seminar (taken in last year of study) HD 490 - Human Development in Perspective

EIGHTEEN UNITS IN ONE AREA OF EMPHASIS

Children’s Services: BIOL 327 - Human Reproduction, PSYC 330 - Developmental Psychology, SOC 317 - Youth & Society, Choose one of the following: BIOL 321 - Human Physiology, BIOL 323 - The Physiology of Nutrition & Disease, BIOL 325 - The Physiology of Exercise & Health, Choose one of the following: PSYC 332 - Social Psychology, PSYC 334 - Psychology of Personality, PSYC 336 - Abnormal Psychology. Choose one of the following: HD 361 - Intro. To Inters/viewing/action, SOC 303 - Families & Intimate Relationships, SOC 315 - Sex Roles, SOC 319 - Socialization & Personal Change

Sociological Perspectives: 
<table>
<thead>
<tr>
<th>Personality Development</th>
<th>Personality Development</th>
</tr>
</thead>
<tbody>
<tr>
<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, SOCI 300 Sociological Analysis, WGS 425 Feminist Research Methods</td>
<td></td>
</tr>
<tr>
<td><strong>Fieldwork (12 units):</strong> HUS 300 - Introduction to Human Services, HUS 396 - Practicum in Human Services, HUS 496 - Internship in Human Services</td>
<td></td>
</tr>
</tbody>
</table>

**Sociocultural Foundations:**

**Health Services:** Choose one of the following:
- ANTH 301 - Healer & Healing Practices, ID 340 - Intro To Am. Ethnic & Multicult., PSYC 341 - Multicult. Perspectives in Psy., SOC 313 - Race/Ethnic Relations. **Required:** SOC 314 Health & Society, Choose two of the following:
- BIOL 316 - Biology of Cancer, BIOL 321 - Human Physiology, BIOL 323 - The Physiology of Nutrition & Disease, BIOL 325 - The Physiology of Exercise & Health, BIOL 327 - Biology of Human Reproduction, BIOL 328 - Human Heredity, Choose
two of the following:
PSYC 334 - Psychology of Personality, PSYC 336 - Abnormal Psychology,
PSYC 340 - Survey of Clinical Psychology, PSYC
350 - Psychology of Women, PSYC 356 -
Psychology of Aging, PSYC 360 -

Biopsychology, PSYC 432 - Health Psychology, PSYC 461 -
Neuropsychopharmacology; Choose one of the
following: HD 361 - Intro. to Interpersonal, Interviewing and Interaction, SOC 309 -
Aging and Society, SOC 316 - Mental Health & Society, SOC 321 -
Sociology of Deviance, SOC 324 - Drugs and Alcohol in Society, SOC 331 - Social Welfare Policies & Services, SOC 419 - Inequalities and Health, SOC 429 - Death & Dying, SOC 427 - Social Gerontology, SOC 488 - Special Topics: Health & Mental Health

Adult and Gerontology Services: Choose one of the following: ANTH 301 - Healer & Healing Practices, ID 340 - Intro To Am. Ethnic & Multicult., PSYC 341 - Multicult. Perspectives in Psych., SOC 313 - Race/Ethnic Relations;

Required: BIOL 321 - Human Physiology, PSYC 356 - Psychology of Aging, SOC 427 - Social Gerontology; Choose one of the following: BIOL 316 - Biology of Cancer, BIO 323 - The Physiology of Nutrition & Disease, BIO 325 - The Physiology of Exercise & Health, BIOL 327 - Biology of Human Reproduction, Choose one of the following: PSYC 330 - Developmental Psychology, PSYC 332 - Social Psychology, SPCY 334 - Psychology of Personality, PSYC 336 - Abnormal Psychology, PSYC 350 - Psychology of Women, PSYC 360 - Biopsychology, Choose one of the following: HD 361 - Intro. To Interpeers/viewing/action,
3. Upper Division General Education Course with Summary Data for Student Learning Outcomes: Human Development and Interaction (HDEV 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 cannot 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 data bases 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 O’Neal

2.3. Students, Advising, and Retention

USING ACADEMIC PERFORMANCE REVIEW STATISTICS FROM PLANNING AND INSTITUTIONAL RESEARCH, PROVIDE TABLE SHOWING STUDENT DEMOGRAPHICS, STUDENT LEVEL, FACULTY AND ACADEMIC ALLOCATION, ALSO INCLUDING COURSE DATA ETC. SUMMARY OF CLIMATE, ADVISING, SCHEDULING, RECRUITMENT ANALYSIS OF ENROLLMENT, (FTES & MAJORS), TRENDS, SFR, 5 OF COURSES/FTES TAUGHT BY REGULAR FACULTY, OTHER RELEVANT INFORMATION DISCUSSION OF THE IMPACT OF THESE STATISTICS ON THE PROGRAM AND ITS QUALITY

1. HDEV is a growth department.

<table>
<thead>
<tr>
<th>Headcount Enrollment</th>
<th>Fall Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2005</td>
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### Human Development

<table>
<thead>
<tr>
<th></th>
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<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDEV Total Number of Majors</td>
<td>334</td>
<td>460</td>
<td>479</td>
<td>388*</td>
<td>416</td>
</tr>
</tbody>
</table>

[*Due to budget, university admissions were restricted.*]

### D. Student Faculty Ratios

<table>
<thead>
<tr>
<th></th>
<th>Human Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tenured/Track</td>
<td>14.2</td>
</tr>
<tr>
<td>2. Lecturer</td>
<td>39.5</td>
</tr>
<tr>
<td>3. SFR By Level (All Faculty)</td>
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<tr>
<td>4. Lower Division</td>
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<td>5. Upper Division</td>
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</tr>
<tr>
<td>7. Number of Sections Offered</td>
<td>38</td>
</tr>
<tr>
<td>8. Average Section Size</td>
<td>29</td>
</tr>
</tbody>
</table>

### Department/School SFR as compared to the College SFR

From 2005 until 2009, the department has shown steady growth according to University Institutional Research data:

Between 2007 and 2009 there was a significant increase in majors: 145 majors. Since 2010, when admission was restricted, we are again on the increase. The overwhelming majority of those new majors focus on early childhood or childhood. One reason for this growth is that undergraduates preparing for teacher credential programs are now required to take courses in language acquisition and other aspects of early childhood and childhood development. Another reason for the growth noted involves early childhood development. Community colleges have historically prepared Head Start and pre-Kindergarten educators. However beginning in 2013, Head Start teachers must have a BA. Additionally, California is currently revising the early childhood permit so that pre-Kindergarten educators will also be required have a BA. The Human Development 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). Liberal Studies students, due to a system-wide program revision, take anywhere from one to five early childhood and childhood HDEV courses. Given the enormous impact of the early childhood focus in HDEV, we have a great need for additional qualified and dependable faculty member who could advise, teach, and mentor in this area of specialization. It is especially difficult to find part-time faculty members who can teach child language acquisition and cognitive development.
## Human Development (includes Women Studies)

### A. Students Headcount

<table>
<thead>
<tr>
<th></th>
<th>Fall Quarter</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2007</td>
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<tr>
<td>1. Undergraduate</td>
<td>334</td>
</tr>
<tr>
<td>2. Postbaccalaureate</td>
<td>3</td>
</tr>
<tr>
<td>3. Graduate</td>
<td>0</td>
</tr>
<tr>
<td>4. Total Number of Majors</td>
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### B. Degrees Awarded

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<th>08-09</th>
<th>09-10</th>
<th>10-11</th>
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</thead>
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<tr>
<td>1. Undergraduate</td>
<td>101</td>
<td>97</td>
<td>102</td>
<td>135</td>
<td>149</td>
</tr>
<tr>
<td>2. Graduate</td>
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<td>3. Total</td>
<td>101</td>
<td>97</td>
<td>102</td>
<td>135</td>
<td>149</td>
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### C. Faculty

#### Tenured/Track Headcount

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<th>2011</th>
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<td>2. Part-Time</td>
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<td>3a. Total Tenure Track</td>
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<td>10</td>
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<td>38.1%</td>
<td>40.0%</td>
<td>40.0%</td>
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#### Lecturer Headcount

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<td>4. Full-Time</td>
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<td>5. Part-Time</td>
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<td>14</td>
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<td>11</td>
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<td>6a. Total Non-Tenure Track</td>
<td>13</td>
<td>15</td>
<td>15</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>6b. % of Non-Tenure Track</td>
<td>61.9%</td>
<td>60.0%</td>
<td>60.0%</td>
<td>60.0%</td>
<td>60.0%</td>
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<tr>
<td>7. Grand Total All Faculty</td>
<td>21</td>
<td>25</td>
<td>25</td>
<td>20</td>
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### Instructional FTE Faculty (FTEF)

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<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Tenured/Track FTEF</td>
<td>6.0</td>
<td>8.5</td>
<td>9.2</td>
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<td>7.3</td>
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<td>9. Lecturer FTEF</td>
<td>12.9</td>
<td>9.6</td>
<td>8.7</td>
<td>8.6</td>
<td>8.9</td>
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<tr>
<td>10. Total Instructional FTEF</td>
<td>18.9</td>
<td>18.0</td>
<td>17.8</td>
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### Lecturer Teaching

<table>
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<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
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<tbody>
<tr>
<td>11a. FTES Taught by Tenure/Track</td>
<td>131.1</td>
<td>169.1</td>
<td>222.0</td>
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<td>11b. % of FTES Taught by Tenure/Track</td>
<td>33.4%</td>
<td>35.5%</td>
<td>46.7%</td>
<td>39.4%</td>
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</tr>
<tr>
<td>12a. FTES Taught by Lecturer</td>
<td>260.8</td>
<td>306.9</td>
<td>253.6</td>
<td>247.2</td>
<td>313.9</td>
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<tr>
<td>12b. % of FTES Taught by Lecturer</td>
<td>66.6%</td>
<td>64.5%</td>
<td>53.3%</td>
<td>60.6%</td>
<td>63.0%</td>
</tr>
<tr>
<td>13. Total FTES taught</td>
<td>391.9</td>
<td>476.0</td>
<td>475.6</td>
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<tr>
<td>14. Total SCU taught</td>
<td>5878.0</td>
<td>7140.0</td>
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<td>7468.0</td>
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### D. Student Faculty Ratios

<table>
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<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tenured/Track</td>
<td>21.8</td>
<td>20.0</td>
<td>24.2</td>
<td>25.4</td>
<td>25.1</td>
</tr>
<tr>
<td>2. Lecturer</td>
<td>20.3</td>
<td>32.1</td>
<td>29.3</td>
<td>28.8</td>
<td>35.1</td>
</tr>
<tr>
<td>3. SFR By Level (All Faculty)</td>
<td>20.8</td>
<td>26.4</td>
<td>26.7</td>
<td>27.4</td>
<td>30.6</td>
</tr>
<tr>
<td>4. Lower Division</td>
<td>38.3</td>
<td>15.7</td>
<td>33.7</td>
<td>30.7</td>
<td>45.4</td>
</tr>
<tr>
<td>5. Upper Division</td>
<td>20.2</td>
<td>26.9</td>
<td>26.4</td>
<td>27.2</td>
<td>30.1</td>
</tr>
<tr>
<td>6. Graduate</td>
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<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
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</tr>
</tbody>
</table>

### E. Section Size

| 1. Number of Sections Offered | 50.0 | 63.0 | 59.0 | 51.0 | 51.0 |
| 2. Average Section Size | 30.0 | 28.8 | 31.3 | 30.0 | 38.1 |
| 3. Average Section Size for LD | 48.0 | 22.5 | 38.0 | 30.7 | 45.5 |
| 4. Average Section Size for UD | 29.2 | 29.0 | 31.0 | 30.0 | 37.7 |
| 5. Average Section Size for GD | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| 6. LD Section taught by Tenured/Track | 0 | 1 | 0 | 0 | 0 |
| 7. UD Section taught by Tenured/Track | 17 | 20 | 28 | 19 | 22 |
| 8. GD Section taught by Tenured/Track | 0 | 0 | 0 | 0 | 0 |
| 9. LD Section taught by Lecturer | 2 | 1 | 2 | 3 | 2 |
| 10. UD Section taught by Lecturer | 31 | 41 | 29 | 29 | 27 |
| 11. GD Section taught by Lecturer | 0 | 0 | 0 | 0 | 0 |

Source and definitions available at:  
[http://www.csueastbay.edu/ira/apr/summary/definitions.pdf](http://www.csueastbay.edu/ira/apr/summary/definitions.pdf)

### Headcount Enrollment

#### Fall Quarter

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<tr>
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<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<td><strong>Human Development</strong></td>
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<td></td>
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</tr>
<tr>
<td>1. Undergraduate</td>
<td>334</td>
<td>460</td>
<td>479</td>
<td>388</td>
<td>416</td>
</tr>
<tr>
<td>2. Postbaccalaureate</td>
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<td>6</td>
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<td>2</td>
</tr>
<tr>
<td>3. Graduate</td>
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</tr>
<tr>
<td>4. Total Number of Majors</td>
<td>337</td>
<td>466</td>
<td>482</td>
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<tr>
<td><strong>Women’s Studies</strong></td>
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<tr>
<td>1. Undergraduate</td>
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<td>0</td>
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</tr>
<tr>
<td>2. Postbaccalaureate</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3. Graduate</td>
<td>0</td>
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<tr>
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### College Years

<table>
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<tr>
<th>Degrees Awarded</th>
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<th>08-09</th>
<th>09-10</th>
<th>10-11</th>
</tr>
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<tr>
<td><strong>Human Development</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Undergraduate</td>
<td>101</td>
<td>97</td>
<td>102</td>
<td>135</td>
<td>149</td>
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<td>2. Graduate</td>
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<td>0</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3. Total Number of Majors</td>
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<td>97</td>
<td>102</td>
<td>135</td>
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<tr>
<td><strong>Women’s Studies</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1. Undergraduate</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2. Graduate</td>
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### D. Student Faculty Ratios

<table>
<thead>
<tr>
<th></th>
<th>HDEV</th>
<th>WOST</th>
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<tbody>
<tr>
<td>1. Tenured/Track</td>
<td>21.8</td>
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</tr>
<tr>
<td>2. Lecturer</td>
<td>18.1</td>
<td>24.2</td>
</tr>
<tr>
<td>3. SFR By Level (All Faculty)</td>
<td>19.7</td>
<td>24.2</td>
</tr>
<tr>
<td>4. Lower Division</td>
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<td>5. Upper Division</td>
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<td>6. Graduate</td>
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### E. Section Size

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<td>1. Number of Sections Offered</td>
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<tr>
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<td>5. Average Section Size for UD</td>
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<td>6. Average Section Size for GD</td>
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<td>7. LD Section taught by Tenured/Track</td>
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</tr>
<tr>
<td>8. UD Section taught by Tenured/Track</td>
<td>17</td>
<td>21</td>
</tr>
<tr>
<td>9. GD Section taught by Tenured/Track</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>10. LD Section taught by Lecturer</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>11. UD Section taught by Lecturer</td>
<td>17</td>
<td>13</td>
</tr>
<tr>
<td>12. GD Section taught by Lecturer</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
2. Summary of climate, advising, scheduling, recruitment

Climate

The department office is inviting and focused on servicing the needs of students. Whenever a student approaches the office counter, the administrative support coordinator, Teresa Taniguchi, immediately greets the student and finds out what he or she wants. Ms. Taniguchi trains our federal work-study students to do the same. First thing in the morning and the first thing after lunch, the office coordinator checks phone messages and returns calls. Throughout the work day, she is communicating with students by email.

All official university and department forms needed by students and the faculty are readily available. For both students and faculty, the climate is positive.

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 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.

To effectively meet the needs of our older working adult students, the department routinely schedules day and evening face to face advising hours. Moreover, advising is offered online. Our HDEV faculty are trained to complete major check forms electronically. Students have the option of phone advising sessions from faculty offering face to face and online advising. The department offers walk-in advising (as opposed to appointments). Over the years we have found that walk-in advising encourages student-faculty contact. The range of advising possibilities open to our students has helped with retention. While it is the hope that students will connect with a faculty focusing on their option (for example, a Childhood option major would be encouraged to work with a faculty member with a research focus on childhood), any faculty member will work with any Human Development major.

Scheduling

The guiding principle for scheduling courses in the department is making sure that classes are offered in a way that most supports our students. The department of Human Development has a long history of developing a course schedule that meets the needs of working adults. Courses are offered face to face (days and evenings), blended (hybrid), and online. This gives students the maximum flexibility in course selection. The department has developed Suggested Course Plans. The Course Plans let students know the precise quarters that required courses are offered.
department is extremely faithful in keeping to the Course Plans; this ensures that students are never in doubt about when they can get the courses they need to graduate.  
*(See Appendix E for the two-sided form with Suggested Course Plans.)*

When the schedule of classes is due in our Dean’s Office, the department generates courses, times offered, and mode of delivery first. This is done to ensure that student needs are met before faculty needs. The second step is to assign courses to tenure-track faculty. The final step is to assign courses to our lecturers.

**Recruitment**

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. Our HDEV recruitment material includes the following: Human Development department handout including Program Description, Career Opportunities, and Course Plans for majors. Materials also include Human Development Minor Information Sheet, and worksheets for each of our options: Adult Development/Gerontology; Women’s Development, Adolescent Development, Child Development and Early Child Development. *(See Appendix F for recruitment materials handed out to prospective students at California State University East Bay, Community Colleges and other locations.)*

### 2.4. Faculty

**LIST AND DESCRIPTION OF TENURE TRACK POSITIONS REQUESTED SINCE LAST REVIEW; REPORT PROGRESS IN ACHIEVING THESE REQUESTS**

**Department of Human Development: Tenure Track Requests – 2007-2012**

**Request for Women’s Development**

Human Development/Women’s Studies requests a tenure-track position in African-American, Hispanic, Native-American, and/or Asian-American women’s development with a specialization in women’s health (open rank without tenure). This position will fill a curriculum gap in the
newly developed Women’s Studies Option in Human Development. The position is proposed in the 2005-2009 Human Development 5 Year Plan. It will provide a tenure-track faculty to teach HDEV 3304 – Girls and Women Across the Lifespan, a new course required of all HDEV majors, to teach and develop senior courses required for the newly developed Women’s Development Option, to advise major students in this option, to help advise the HDEV majors (approximately 300), and to advise Women Studies minors. The department does not have a regular faculty member specializing in Women’s Development. This position will also help increase Human Development’s FTES. Since 88% of HDEV majors are women, we predict that many students will choose the Women’s Development Option, which the department will begin offering in Fall 2007. Also, courses focusing on women are always in extremely high demand. Typically these courses are taught by lecturers (88% to 94%). This new position will help alleviate increased dependency on lecturer in both Human Development and Women’s Studies. (For instance, according to the most recent CSUEB data, 73.4% FTES were generated by Human Development lecturers.) The ideal candidate will also have experience with service learning and expertise with online teaching. Regarding service learning, the successful candidate will be expected to build relationships in the community that would facilitate students’ required applied work (HDEV 3203 – Applying Theory and Method to Human Development and HDEV 4812 – Senior Research Seminar II).

Outcome: Professor Davis was hired for this position.

Request for Social Gerontology

Human Development requests a tenure-track position in social gerontology with a focus in adult development specializing in mid and later-life transitions of African-American, Hispanic, Native-American, and/or Asian-American older adults (open rank without tenure). The position is proposed in the 2005-2009 Human Development 5 Year Plan. This position will support two newly created options in Human Development: Adult Development and Gerontology and Women’s Development. Human Development will begin teaching these options in Fall 2007. Courses focusing on social gerontology are central to both options (HDEV 4361 – Current Issues in Gerontology, HDEV 4362 – Aging and Diversity, and WOST 4160 – Women and Aging.) The department expects significant growth in the Adult Development and Gerontology option due to societal changes such as the graying of America, changes in social security regulations, and work/life changes. Approximately 88% of Human Development majors are women and many of them have expressed an interest in our newly created Women’s Development Option which requires students to take WOST 4310 – Women in Midlife Transitions and WPST 4160 – Women and Aging. Current enrollments in Human Development online gerontology courses are strong. If Human Development had the faculty to offer various gerontology courses on a regular basis, we could increase FTES. In addition to increasing FTES, the inclusion of a social gerontology position is critical if Human Development is to cover the entire lifespan. The successful candidate for the position will have expertise in service learning, online teaching, and other emerging technologies.

Outcome: Professor Drew was hired for this position.

Request for Social Contexts of Child Development
The position requires a Ph.D. and a specialty in the social contexts of child development. Also, the position requires demonstrated research interests and scholarly achievement in the social contextual aspects of African-American, Hispanic, Native-American, and/or Asian American children’s development. A tenured/tenure track faculty is need over a full or part-time instructor because Social Contexts of Child Development courses are required for the major. For example, all of HDEV majors are required to take a course in child development. (In 2009, we had 482 majors – see “Headcount Enrollment” chart below.) More importantly, over 50% of our majors declare Early Childhood Development or Childhood Development as an option, which mean they are required to take courses focusing on Social Contexts of Child Development. We cannot take a chance on not on having these courses taught by an instructor. When we experience lean financial times and there are no funds to hire an instructor, our students will not be able to graduate in a timely manner.

Outcome: Professor Stryker was hired for this position.

Request for Early Childhood Cognitive Development

Human Development requests a tenure-track position with a specialization in African-American, Hispanic, Native-American, and/or Asian-American early childhood cognitive development (open rank without tenure). The position is proposed in the 2005-2009 Human Development 5 Year Plan. Due to the department’s recent curriculum revision, we predict that many students will select the Human Development Early Childhood Development option, which will be available starting in Fall 2007. A new faculty member with expertise in early childhood development is needed to help teach some of the 5 courses required for the Early Childhood Development option. The Early Childhood Development option is the first choice in the Bay Area for early childhood educators seeking a bachelor’s degree as well as for local government agencies who have an interest in funding such studies. Students who continue to work full-time in the early childhood education field are attracted to the department’s scheduling of classes which accommodates their needs (weeknight, weekend, online, and hybrid classes). The ideal candidate for this tenure-track position will have experience with online teaching and service learning. Alameda County Every Child Counts and Contra Costa County First 5 are currently supporting 35 students with an HDEV Early Childhood Development option by providing scholarships that cover all fees. At least 20 additional HDEV scholarship students are expected to enroll in 2007-08. The successful candidate will be expected to build relationships in the community that would facilitate students’ applied work that is required for all Human Development majors (HDEV 3203 – Applying Theory and Method to Human Development and HDEV 4812 – Senior Research Seminar II).

Outcome: Request not approved.
2.5. Resources

Library

The multidisciplinary nature of human development allows the CSUEB University Libraries to support the department through collecting in areas such as psychology, sociology, and gender studies. The library has added some excellent resources in recent years, including electronic books, but still falls short of maintaining a collection adequate to support fully the department's curricular needs. With the development of two new tracks, one in early childhood development and one in women's development, the library should expand its collection in those areas while maintaining and improving its current human development resources. However, in a tight budget environment, this outcome is unlikely.

Some of the current holdings are outdated and not enough material has been added of late. For example, a quick search in the library catalog for books under the general heading of women’s psychology resulted in the following: There are 16 titles published in the last five years, 65 titles published in the five years prior to that, and 124 titles published in the ten years prior to that. Clearly, recent budget constraints have required the library to diminish its purchases. Similar results are found in the early childhood subject area.

The current human development materials budget allows the library to purchase, on average, twenty-one books a year for the overall discipline. This is somewhat supplemented by literature in other fields, but human development continues to develop a rich scholarship of its own. Ideally, in order to support the new and existing curriculum, additional funds would be allocated to the library to expand on the discipline through the purchase of a variety of materials, not just books. Other potential purchases could include scholarly journal databases and media items such as DVDs.

An earlier meeting with Librarian Kyzyl Fenno-Smith, further developed the need for additional resources to support the new Human Development program. Specifically, we discussed with Ms. Fenno-Smith the Library’s current collection as it relates to the changes in our curriculum and specifically, our new Women’s Development option. *She expressed concern that the new Women’s Development option will require additional resources to acquire books, journal and DVDs relevant to the needs of those pursuing this option.* (Ms. Fenno-Smith is the Women’s Studies Library liaison, italics added.)

There have been positive developments in spite of budget constraints. According to Gretchen Keer, Library Human Development liaison “Over the last five years, the University Libraries’ have focused on expanding our collection of e-resources for Human Development, including e-books and other online full text content. Since the last report, we have licensed the following online library databases that support the Human Development curriculum: Education Research Complete (an upgrade of Education Abstracts), Films on Demand, Mental Measurements
Yearbook with Tests in Print, and Research Methods Online. We have also added full text journal content, and introduced patron driven e-book ordering. Despite continuing budget concerns, we have also continued to purchase print books and other materials, especially in support of the childhood development and women’s development areas."

These evaluations have been made on the basis of conversations with former HDEV liaison personnel (Lori Townsend and Judy Clarence) and the present HDEV liaison (Gretchen Keer). The Department of Human Development places great emphasis on the development of research skills among its majors using the resources of the CSUEB Library. (See Appendix G for the Introduction to Use of the CSUEB Library Data Bases for Human Development students, prepared by Gretchen Keer, Human Development liaison.)

INFORMATION/INSTRUCTIONAL TECHNOLOGY, ASSISTIVE TECHNOLOGY

Faculty Development and Technical Support

Through the Office of Faculty Development, Eileen Barrett, past director, and Jessica Weiss, current director, have year after year offered invaluable support to the professional and pedagogical development of our faculty. Working with the faculty one to one, and in group workshops, they have supported and contributed to our teaching, our RTP process and our publications.

The technical support given to us through the Office of Faculty Development and Information Technology – with Bernie Salvador, Bonnie Correia, Terri Smith and Glenn Brewster – has been consistently outstanding. Their knowledge and skill is of the highest quality, augmented by their willingness to help and their proactive attitude toward helping faculty build their own skills in a constantly changing technological environment. Because of these individuals, the difficult task of working with information technology has been made much easier.

2.6. Units Requirement

180 Units are required for the Major.

2.7. Transfer Model Curriculum:

The Community Colleges have a Transfer Model Curriculum (TMC) for Early Childhood Education AA degree. That AA degree is similar to the Early Childhood Development Option of the HDEV B.A. degree, and the alignment was reviewed and approved by APGS in 2011. (See Appendix H for Transfer Model Curriculum.)
3. Five-Year Plan

PLAN FOR THE NEXT FIVE YEARS - FOR EACH OF FOLLOWING 4 AREAS, INCLUDE 1) ACTION /CHANGE; 2) TIMELINE; 3) PERSON(S )IN CHARGE, 4) ESTIMATED COSTS

3.1. Curriculum

• Envisioned changes for the next five years, addressing recommendations and concerns identified in the Self-Study, from external reviewer(s), and from assessment; issues relating to Concord, online offerings, G.E., and multicultural learning

• If applicable, discuss how any proposed changes in curriculum will comply with the Transfer Model Curriculum under Senate Bill 1440, also known as the STAR Act.

ASSESSMENT

1) action/change:

To engage in annual assessment of student learning. The Department of Human Development has five Student Learning Outcomes (SLOs). We plan to assess one SLO each academic year.

In order to achieve this goal, we will: select and assess one SLO; engage in data analysis; discuss the implication of the results to the student learning of the program; and take appropriate measures to improve the curriculum and/or instructions in response to the assessment findings (closing the loop).

2) timeline:

Assessment will occur annually. Assessment project proposals and action items will be discussed with faculty and the Department Chair throughout the academic year. The study results will be reported to the Chair and faculty during Spring Term. Additionally, the assessment results will be reported in the Department’s Annual Report, which will be submitted at the end of each Spring Term.

In the 2012-3 academic year, we will be assessing SLO2: Critical Thinking Skills. This SLO explores critical thinking in the ability to identify similarities, differences and connections among human development perspectives.

The Human Development Department will meet on May 8th, 2013, to analyze written work submitted for Capstone Projects by HDEV 4812 students. We will evaluate these projects by:

1) Creating a rubric for assessment. We will use the AACU Values Rubrics as starting points for developing the Department's own rubrics. *(See Appendix 1 for the AACU Critical Thinking Values Rubrics.)*

2) Dividing into faculty subgroups and scoring papers

3) Discussing results of our analysis

4) Identifying areas of strength and areas that need improvement
5) Formulating strategies for improvement and implementation.

3) **person in charge:** Dr. Patricia Drew with all tenure track faculty

4) **estimated cost:** No cost.

**PLANNED PROGRAM LEVEL CURRICULUM CHANGES**

1. **ONLINE B.A. DEGREE COMPLETION IN WOMEN’S STUDIES**

1) **action/change:**
The B.A. completion degree in Women’s Studies will be offered through Self-Support.

2) **timeline:** The start date is scheduled for Fall Quarter 2015.

3) **person(s) in charge:** Professor Emerita Guthrie and Professor Comerford

4) **estimated cost:** No cost Stateside. All costs will be linked to Division of Continuing and International Education.

*(See Appendix J for approved B.A. Completion Degree in Women’s Studies.)*

2. **REVISION OF THE WOMEN’S STUDIES MINOR**

1) **action/change:**
to revise the Women’s Studies Minor. The current Minor has been in effect since the creation of Women’s Studies on this campus. It is old and outdated. The department plans to revise the Women’s Studies Minor so that it reflects the approved B.A. in Women’s Studies.

2) **timeline:** It is the intent of the department to submit the change in Women’s Studies Minor to the appropriate college and university committees in Winter Quarter 2014.

3) **person(s) in charge:** Professor Emerita Guthrie and Professor Comerford

4) **estimated cost:** No cost.

3. **NEW B.A. DEGREE COMPLETION IN EARLY CHILD DEVELOPMENT**

1) **action/change:**
We are currently in the process of seeking university approval for the new B.A. degree completion in Early Child Development. In the following, we present a brief summary of the purpose and characteristics of the proposed degree program:

- New B.A. in Early Childhood Development, for the ECE (Early Care and Education) teachers (for children 0-5 years of age).
- In effect, it is converting the ECD Option in HDEV BA into a BA in ECD
• Market needs:
  o Head Start in California requires 50% of their teachers to have a B.A. degree by 2013
  o CDC of California Department of Education is working with First 5 California and other agencies working for educational institutions for young children are developing qualification requirements leading to a requirement of a B.A. degree for early childhood teachers and professionals.
  o There is only one B.A. program in Early Childhood Studies in the CSU system (Channel Islands), and all other relevant programs are in the form of an Option or Concentration.

Currently, about 30% of HDEV majors are in ECD Option (based on graduation major check data for 2010-2011 (total HDEV major is 482 for 2009 IR data). More students will be attracted if ECD becomes a major. The ECD Option only started in Fall 2007.

(See Appendix K for the Budgetary Justification for Approval of Submitting the Early Childhood Development BA Proposal to APGS and Academic Senate Reviews and Approval.)

(See Appendix L for the Proposal for a New B.A. degree completion in Early Childhood.)

2) timeline: We would like to begin to offer the new B.A. degree completion in Early Childhood within 3 - 5 years.

3) person(s) in charge: Professor Emerita Guthrie and Professor Chin-Newman.

4) estimated cost: No cost.

(See Appendix M for the Academic Master Plan and Resource Implication Form.)

4. EARLY CHILDHOOD MINOR

1) action/change:
The Department is proposing a new Minor in Early Childhood Development for students who are non Human Development majors with an Option in Early Childhood Development. A minor is noted on the transcript, which may be an advantage for some students. Other students may be interested in earning a Minor in Early Childhood Development who would not be interested in earning a Certificate in Early Childhood Development (for example, a student who wants to gain knowledge about early childhood development prior to attending graduate school, but does not plan to apply for a Child Development Permit).

2) timeline: Fall 2014

3) person in charge: Professor Emerita Guthrie and Professor Chin-Newman

4) estimated cost: No cost.
5. MODIFICATION OF THE EARLY CHILDHOOD CERTIFICATE CURRICULUM

1) action: The Department plans to modify the Certificate curriculum to include HDEV 4060 Creative and Artistic Development in Early Childhood, as a required course

2) timeline: Spring 2014

3) person in charge: Professor Emerita Guthrie and Professor Chin-Newman

4) estimated cost: No cost.

6. MODIFICATION IN THE EARLY CHILDHOOD OPTION

1) Action: The Department plans to modify the Option in Early Childhood Development to allow Human Development majors to count the new course, HDEV 4060 Creative and Artistic Development in Early Childhood, towards their major requirements.

2) timeline: Spring 2014

3) person in charge: Professor Emerita Guthrie and Professor Chin-Newman

4) estimated cost: No cost.

PLANNED COURSE LEVEL CURRICULUM CHANGES

1. New GE Course Proposal: HDEV 2001 Human Development in Contemporary Society

1) Action: The Department plans to propose HDEV 2001: Human Development in Contemporary Society as a GE class. At this time the department only has one Upper Division GE class (HDEV 3800). A lower division course would round out our GE offerings, making it possible for freshmen and sophomores to experience a Human Development.

2) timeline: Spring 2014

3) person in charge: Professor Emerita Guthrie and Professor O’Neal

4) estimated cost: No cost

2. Course Revision Proposal: HDEV 3333, Cultural Construction and Human Development.
In response to WASC’s recent general call for increased attention to fulfilling Student Learning Outcomes (SLOs), in the coming academic year (2013-2014) the department will revamp and reinstate the course HDEV 3333: Cultural Construction and Human Development as an upper-division elective for all five Senior Options. The course, which was formerly titled Cultural Groups: Construction, is a course we have not offered for several years, yet it remains a viable class within our curriculum. This is an upper-level course in which students become proficient in the theories, methods, and latest research on cross-cultural analyses of child development. They also learn to compare and contrast forms of cultural construction in Western and non-Western cultures. Once reinstated, our plan is for this course to provide an opportunity for the department to meet Student Learning Outcome #2: Critical thinking: identify similarities, differences, and connections among HDEV perspectives and #5: Understand self reflectively and understand others empathetically; applying such skills in academic and non-academic situations.

1) **Expected action/change:** Human Development course accepted for Upper Division Senior Option Elective.

2) **Timeline:** These changes will be put through during the academic year 2013-2014 and offering HDEV 3333 as early as Winter 2014.

3) **Persons responsible:** Professor Emerita Guthrie and Professor Stryker

4) **Anticipated cost:** No cost.

**New Course Proposal: Human Development and Conflict**

This course will focus on the short and long term human consequences of human conflict, ranging from domestic violence and street gangs, to school bullying, prison conflicts, military engagement and war as policies of state and non-state actors. Is conflict inevitable? What are the consequences of different types and levels of conflict? What forms of conflict resolution have been useful in the past, and what new forms of conflict resolution can be envisioned? How would they work, and what obstacles would they face? This course is seen an upper division elective for all five Human Development options. Once approved, this course will allow the department to meet Student Learning Outcomes 1 (Core Knowledge in Aspects of HDEV); SLO 2 (Critical thinking: identify similarities, differences, and connections among HDEV perspectives); and SLO 5: Understand self reflectively and understand others empathetically; applying such skills in academic and non-academic situations.

**Expected action/change:** Human Development course accepted for Upper Division Senior Option Elective.

**Timeline:** These changes will be put through during the academic year 2013-2014 and offered as early as Winter 2014.

**Persons responsible:** Professor Emerita Guthrie and Professor Borish

**Anticipated cost:** No cost.
3.2. Students

ENVISIONED CHANGES OF TRENDS FOR THE NEXT FIVE YEARS, ADDRESSING RECOMMENDATIONS AND CONCERNS IDENTIFIED IN THE SELF-STUDY, FROM EXTERNAL REVIEWER(S), AND FROM ASSESSMENT, INCLUDING BUT NOT LIMITED TO THE FOLLOWING ISSUES:

Number of majors

From 2005 until 2009, the department has shown steady growth according to University Institutional Research data:

<table>
<thead>
<tr>
<th>HDEV Total Number of Majors</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010*</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>334</td>
<td>460</td>
<td>479</td>
<td>388*</td>
<td>416</td>
</tr>
</tbody>
</table>

[*Due to budget, university admissions were restricted.]

Between 2007 and 2009 there was a significant increase in majors: 145 majors. Since 2010, when admission was restricted, we are again on the increase. The overwhelming majority of those new majors focus on early childhood or childhood.

Total enrollments

The Course History Tab below shows total HDEV enrollments from Summer 2007 through Spring 2012. Fall 2011 total enrollment was 1,363; Winter 2012 total enrollment was 1,273; Spring 2012 total enrollment was 1,288. The average section size for these three quarters was, respectively, 37.8, 36.3 and 35.8.

Student characteristics

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. Many students attend school full time in addition to working overtime at their paid employment. 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. In short, our students enter Human Development with an ever-wider range of life experiences, goals, and values. Many are raising families as well as working full time. The Department’s system of course offerings with possibilities of completing required courses using face-to-face, hybrid or online modalities of instruction is particularly well suited to these students; we anticipate that it will continue to serve them well in the next five years.

Student 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.

Program-level student learning outcomes
Outreach plans, Advising and retention strategies

We will continue our outreach activities and our strategies for advising and retention, but will build upon them. For the next five years, we plan to focus on the use of social and professional networking sites, the development of Q & A website sections, and the creation of YouTube videos.

Human Development is now participating in the professional networking site LinkedIn. To date, we have approximately 30 students, faculty, alumni and community partners. LinkedIn is set up so that there is a seamless connection to professional organizations. This site creates a sense of community for persons connected to our department. It will be helpful to our department to have an established presence as a university department specializing in Human Development on LinkedIn.
The main Human Development webpage has a Q & A section. We plan to update this section with an addition of an interactive place for students to ask specific questions. Faculty will take turns answering inquiries of both students and potential students. We think this is more effective than individuals simply sending emails. Questions asked and answered in a public form are available for everyone to see. We plan to develop the same kinds of sessions on the B.A. in Women’s Studies website, and the HDEV online website.

We plan to place YouTube videos on all three sites with students talking about their experiences in the Department of Human Development and Women’s Studies. This will be part of our new outreach strategy aimed at a new generation of students.

1) action/change:

To expand our presence on LinkedIn and other social networking sites
To develop and expand Q and A on our three Human Development websites
To develop student-centered YouTube videos

2) timeline:

The next five years

3) person(s) in charge

Professor Rasmussen and Professor Stryker

4) estimated cost:

No cost.

Class scheduling

It is the practice of Human Development to offer all courses day and evening face to face, online and hybrid. Since nearly all of our students are working adults, we have always offered a range of classes at varying times to meet the needs of our students. Offering courses in different modes of delivery supports different learning styles, and gives our individual students maximum in designing a personal schedule that is best for them.

When developing the class schedule, we first place classes on the schedule with student need in mind. We then assign appropriate faculty to teach those classes. Our scheduling is 100% student centered.
Resources to support student learning

Our greatest resource to support student learning is our tenure-track faculty. As things now stand, fifty percent of our courses are routinely taught by part-time lecturers. While our lecturers do an outstanding job, there are many tasks connected with the support of student learning that can only be performed by tenure-track faculty. Quite simply, we need more tenure track faculty.

3.3. Faculty

ENVISIONED CHANGES FOR THE NEXT FIVE YEARS, ADDRESSING RECOMMENDATIONS AND CONCERNS IDENTIFIED IN THE SELF-STUDY, FROM EXTERNAL REVIEWER(S), AND FROM ASSESSMENT. LIST AND JUSTIFY ANTICIPATED NEW TENURE TRACK APPLICATIONS

Request for Cognitive and Language Development in Children/Early Childhood

This position requires a Ph.D. and a specialty in the cognitive and language development in children. It requires demonstrated research interests and scholarly achievement in the area of cognitive and language development as related to aspects of African-American children, Hispanic children, Native-American children, and/or Asian American children. Student demand is a key driver of this position. The holder of this position is needed to perform these functions:

(1) HDEV Major Requirements and Advising - Over 50% of our majors declare Early Childhood Development or Childhood Development as an option which requires that they take courses focusing on Childhood Cognitive and Language Development. Additionally, all HDEV majors are required to take a course in child development (in Fall, 2011 there were 416 HDEV majors [according to University Institutional Research data]). Students with options in Early Childhood Development and Childhood Development deserve advisors and mentors with childhood expertise.

Childhood and Early Childhood Development courses are required for the major. For example, all of HDEV majors are required to take a course in Child Development. (In 2009, we had 482 majors – see “Headcount Enrollment” chart below.) More importantly, since over 50% of our majors declare Early Childhood Development or Childhood Development as an option, which mean they are required to take courses focusing on Cognitive and Language Development in Children. We cannot take a chance on not on having these courses taught by a part time instructor. When we experience lean financial times and there are no funds to hire an instructor, our students will not be able to graduate in a timely manner.

(2) The Department recently lost two faculty members who specialized in child development (and were teaching both childhood and early childhood courses);
   i. Assistant Professor Godwin Ashiabi left at the end of Winter 2010.
   ii. Professor Jiansheng Guo left at the start of Fall 2010.
   iii. Advising and mentoring of these approximately 200 students falls onto the shoulders of Professors Christina Chin-Newman and Rachael Stryker; our remaining childhood experts. Adequate advising and mentoring is critical to student retention. Professors Christina Chin-Newman and Rachael Stryker are the only remaining faculty members teaching childhood
courses and neither has a specialization in *Cognitive and Language Development in Childhood*. Currently, the department is only able to meet the educational needs of CSU East Bay students who take our childhood courses with part-time lecturers.

(3) **Proposed BA Degree in Early Childhood Development**: The department has created a new BA Degree in Early Childhood Development. The proposed degree has been approved by the Provost and the Dean to begin the formal College and University curriculum review process. The projected number of majors for this degree is 150 students by the third year with the full potential of 400 majors. Given the enormous importance of the childhood focus in HDEV, the University cannot chance having the vast majority of these courses taught by lecturers. There is a demonstrated and growing need for effective childhood advising and mentoring, course instruction, and grant supervision. A *Childhood Cognitive and Language Development* expert is needed to supplement existing faculty specializations to give strong support for the new major.

(4) **Liberal Studies Major Requirements** - In addition to the Human Development majors and childhood option students, Liberal Studies majors are required to take three of our early childhood and/or childhood courses. In Fall 2011, there were 360 LBS majors [according to University Institutional Research data] taking HDEV childhood courses. Liberal Studies majors with a teacher credential focus are required to take four to five HDEV courses focusing on children.

**Climate issues**

There are no climate issues in the department.

**Leadership-faculty communication**

There are no leadership-faculty communication issues in the department.

**Workload and PT&R challenges**

CLASS departments were instructed to increase the student-faculty ratio. In response to this, HDEV reviewed all course offerings and increased the class size in selected courses. Moreover, each quarter the department offers at least one “large class” (120 students). This means that the workload for our faculty has significantly increased. In some instances, a course might have historically capped at 30 – that course now has a cap of 40 students. In some courses the cap has gone up to 50.

The increased workload related to teaching large classes has impacted the PT & R process. Simply put, faculty have less time to devote to research, writing and publishing.

**Advising plans**
Human Development has always offered advising hours to meet the needs of our working adult students. The Department schedules day and evening face to face advising hours, and online hours. Students always have the option to talk to advisors via phone.

We plan to improve and revise the department websites. It is our belief that these improvements will help with advising.

### 3.4. Other Resources

DISCUSS ENVISIONED CHANGES FOR THE NEXT FIVE YEARS, ADDRESSING RECOMMENDATIONS AND CONCERNS IDENTIFIED IN THE SELF-STUDY, INCLUDING LESSONS FROM ASSESSMENT, INCLUDING, BUT NOT LIMITED TO THE FOLLOWING:

**Staff**

In the past, the department had two full-time support people working in the office. Due to budget concerns, we are down to one full-time support person. While she does an excellent job in running the office, it is extremely difficult to meet the needs of more than 400 majors, the hundreds of non-majors taking our classes, a dozen part time lecturers, and nine tenure-track faculty. Added to this burden, is the fact that we are operating two separate online cohorts in addition to our usual non-online students and majors. The lone staff person in our office also is responsible for coordinating classes with PACE, the Nursing Program, and Liberal Studies. Another staff person is desperately needed.

**Equipment**

The Department needs the continuing commitment from the university to refresh faculty computers and replace as needed. More and more faculty are relying on laptops and iPads.

**Library**

See under 2.5 Resources.

**Travel funds**

Travel funds are used by our faculty – in particular associate and assistant professors. We believe that the amount allocated for travel funds has not kept pace with inflation, and an increase in travel funds is needed if we expect our faculty to participate in professional conferences.

**Information/instructional technology: assistive technology**

See under 2.5 Resources.
Other Resource Needs

We need a staff person dedicated to the online component of our department. In 2007, we started with the first fully Online cohort; it contained 20 students (Options: Women’s Development and Adult/Gerontology).

We now have two new cohorts entering each fall, and so are running 4 cohorts simultaneously, totaling 80 at admission. In 2013, each cohort had 40 students (Options: Women’s Development or Adult/Gerontology, one cohort in Early Childhood). Clearly, this is one of the growth areas for the department. We expect within the next five years that the total online cohorts could easily double. We need an additional staff person to provide the required administrative service to the continually growing online HDEV cohorts. For example, once online cohort classes have been put in the schedule, our support person has to reserve those courses for our online students, and then contact them telling them which courses and sections to enroll in. Our department must also negotiate with departments offering GE classes. We ensure that our online students have reserved seats so that our online students are guaranteed place in required GE courses.

A staff person in charge of GE would also make it possible for us to admit, or to start a new online cohort each quarter. We constantly have students who want to start our programs winter and spring quarters, but we are only able to accept new students in the fall.
4. Outside Reviewer(s)’ Report
5. Program Response to Outside Reviewer’s Report
Appendices
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<td>HDEV 4700</td>
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<td>Child Development</td>
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<td>HDEV 3302</td>
<td>HDEV 4400</td>
<td>Foundational Asp. of Adolescent Deve</td>
<td>Adolescence</td>
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<td>HDEV 4510</td>
<td>Child Cognitive Deve</td>
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<td>HDEV 4120</td>
<td>HDEV 4520</td>
<td>Child Language Development</td>
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<td>HDEV 4710</td>
<td>Children in Families and Comm</td>
<td>The Child in the Family &amp; Comm</td>
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<td>HDEV 4350</td>
<td>Intimate Relationships Throughout Lifespan</td>
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<td>HDEV 4325</td>
<td>Lesbian and Gay Lifespan Deve</td>
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### MAJOR CHECK FORM: HUMAN DEVELOPMENT

**CALIFORNIA STATE UNIVERSITY EAST BAY**

**CATALOG YEAR: 1996 - 2006 (Before Fall 2007)**

**Year of Graduation:**

- Fall ( ), Winter ( ), Spring ( ), Summer ( )

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<th>College if not taken at CSUEB</th>
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### Senior Option

**Option:**

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| 16 Units (4 Courses) | | | | | | |

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**Student Name (Last, First, Middle):**

**Student ID or NetID:**
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Adviser (Print)   Prof.   Signature: ___________________________ Date: ____________

Chair (Print)     Prof. Patricia Guthrie Signature: ___________________________ Date: ____________

List of Courses for the 5 Options of the HDEV Major

1. Childhood Option: 16 units
   Required: HDEV 4700
   Electives: Select 3 courses from the following: ANTH 3740; DANC 3235; EPSY 5021; HDEV 4510, 4520, 4710; KPE 4340; PSYC 4420; SOC 3416, 4750; SPPA 4865; TED 3500

2. Adolescence Option: 16 units
   Required: HDEV 4400
   Electives: Select 3 courses from the following: BIOL 3060, 3070; COMM 4830, 4850; ES, 3105, 3165, 3310; HDEV 3800, 4325, 4350; KPE 4615; PHIL 3150; PSYC 4660; SOC 3411, 3480, 3520, 3730, 3750, 4740; WOST 3400, 3530

3. Adult Development Option: 16 Units
   Required: HDEV 4300
   Electives: Select 3 courses from the following: ANTH 3740, 3745; COMM 4500, 4850; ES 3105, 3165, 3210, 3551; HDEV 4325, 4350; POSC 3170, 3340, PSYC 3410, 3420, 4620, 4660; REC 3100, 3200, 3800; SOC 3410, 3411, 3412, 3413, 3415, 3416, 3750, 4720; WOST 3400, 3520, 3530; WOST/ES 3420

4. Gerontology Option: 16 units
   Required: HDEV 4004 or HDEV 4005
   Electives: Select three courses from the following:
   HDEV 4004 or 4005 (if not used to satisfy the "Required" course requirement above); REC 3800, 4600; SOC 3419; SPPA 4866

5. Individualized Specialized Sequence Option: 16 units
   Required: Any one of the upper division HDEV course not used for meeting the elective requirements specified below.
   Electives: Select 12 units of upper division courses from across the university sharing a focus on some aspect of Human Development, e.g. 1) a sociocultural group, 2) public administration, 3) management, 4) science, pre-law, 5) a special aspect of, approach to, or problem area of development, etc.
   Selection must be made under departmental faculty guidance, by filling out a Specialized Sequence Approval form, signed by the faculty adviser.
   PACE Specialized Sequence: ES 3120, ES 3305, COMM 4880.

[Approved in Nov., and finalized in Dec. 2010]
### MAJOR CHECK FORM: HUMAN DEVELOPMENT

**CALIFORNIA STATE UNIVERSITY EAST BAY**

**CATALOG YEAR:** 2007 - 2013

**Option:**

**Student Name (Last, First, Middle):**

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#### Lower Division Requirements

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<td>3 lower division courses, 4 units each from: Anthr, Psych, Socio, Bio, HDEV/CHDEV, Ethnic, Other Approved Categories</td>
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#### Junior Foundation Requirements

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#### Lifespan Survey Requirements

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#### Senior Option

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Adviser (Print) Prof.  
Signatures: Date:

Chair (Print)  Prof. Patricia Guthrie  
Signature: Date:

**List of Courses for the 5 Options of the HDEV Major**

**1. Early Childhood Development Option: 20 units**
**Required:** HDEV 4010, HDEV 4030, HDEV 4140, HDEV 4150 (or 4710)
**Electives:** Select one of the following: HDEV 4120; TED 4070

**2. Childhood Development Option: 20 units**
**Required:** HDEV 4140, HDEV 4150 (or 4710)
**Electives:** Select 3 courses from the following:
HDEV 4110 (or 4510), HDEV 4120 (or 4520), HDEV 4130, WOST 3520

**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, HDEV 4150 (or 4710), HDEV 4220, HDEV 4230, HDEV 4430 (or 4350), HDEV 4440 (or 4325), WOST 3520, WOST 3530

**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, HDEV 4310, HDEV 4361 (or 4004), HDEV 4362 (or 4005), HDEV 4363, HDEV 4430 (or 4350), HDEV 4440 (or 4325), WOST 3400, WOST 3530, WOST 3545, WOST 3550, WOST 4130, WOST 4160

**5. Women’s Development Option: 20 units**
**Required:** WOST 4130; WOST 4160
**Electives:** 1) Select 1 course from the following:
HDEV 4310; HDEV 4430 (or 4350); HDEV 4440 (or 4325)
AND 2) Select 2 courses from the following:
ES/WOST 3030, WOST 3050, WOST 3100, WOST 3400, WOST/ES 3420, WOST 3520, WOST 3530, WOST 3545, WOST 3550

[Approved in Nov., and Finalized in Dec. 2010.]
# MAJOR CHECK FORM: HUMAN DEVELOPMENT

**CATALOG YEAR:** 2007 - 2013

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**Option:**  

**Student ID or NetID:**  

**Year of Graduation:**  

- [ ] Fall  
- [ ] Winter  
- [ ] Spring  
- [ ] Summer
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<th>Course Title</th>
<th>Quarter Units</th>
<th>Grade</th>
<th>College if not taken at CSUEB</th>
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<td>Senior Research Seminar II</td>
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Adviser (Print) Prof. Signature: Date:

Chair (Print) Prof. Patricia Guthrie Signature: Date:

List of Courses for the 5 Options of the HDEV Major

1. Early Childhood Development Option: 20 units
   Required: HDEV 4010, HDEV 4030, HDEV 4140, HDEV 4150 (or 4710)
   Electives: Select one of the following: HDEV 4120; TED 4070

2. Childhood Development Option: 20 units
   Required: HDEV 4140, HDEV 4150 (or 4710)
   Electives: Select 3 courses from the following:
               HDEV 4110 (or 4510), HDEV 4120 (or 4520), HDEV 4130, WOST 3520

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, HDEV 4150 (or 4710), HDEV 4220, HDEV 4230, HDEV 4430 (or 4350), HDEV 4440 (or 4325), WOST 3520, WOST 3530

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, HDEV 4310, HDEV 4361 (or 4004), HDEV 4362 (or 4005), HDEV 4363, HDEV 4430 (or 4350), HDEV 4440 (or 4325),
   WOST 3400, WOST 3530, WOST 3545, WOST 3550, WOST 4130, WOST 4160

5. Women's Development Option: 20 units
   Required: WOST 4130; WOST 4160
   Electives: 1) Select 1 course from the following:
               HDEV 4310; HDEV 4430 (or 4350); HDEV 4440 (or 4325)
   AND 2) Select 2 courses from the following:
           ES/WOST 3030, WOST 3050, WOST 3100, WOST 3400,
           WOST/ES 3420, WOST 3520, WOST 3530, WOST 3545, WOST 3550

[Approved in Nov., and Finalized in Dec. 2010.]
NEW COURSE REQUEST

1. DEPARTMENT: Women’s Studies Program

2. ALPHABETICAL PREFIX (all capitals): WOST
   COURSE NUMBER: 1300
   FULL TITLE in Catalog: Femininity and Masculinity
   ABBREVIATED TITLE in Course Inventory (maximum 30 spaces): Femininity and Masculinity
   UNIT VALUE of course: 4

3. CATALOG DESCRIPTION (40 words maximum):
   a) Course Content: Introduction to social construction and cultural representation of femininity and masculinity. Conceptions of masculinity and femininity influenced by race, class, ethnicity, sexuality and age. Explores connection between biological sex, notions of masculinity and femininity, and subversive gender performance.
   b) Grading Pattern (if not A-F):
   c) Credit Restrictions: None
   d) Repeatability: None
   e) Cross-listing/Primary Department: Secondary Department:
   f) Prerequisites: None
   g) Co-requisites: None
   h) Miscellaneous Course Fee: None
   i) Hours/Week of Lecture: 4
   j) Hours/Week of Activity or Lab: None

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-2
   e) Workload K-factor: 1.0
   f) Weighted Teaching Units: 4
   g) Normal Limit/Capacity: 50
5. **First Quarter and Year of Offering:** Fall 2009  
**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):  
This course is a lower division offering in the proposed Women's Studies 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 departments in the College of Letters, Arts and Social Sciences were consulted and there were no objections.
   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: May 15, 2008

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: __Gale Young__  
    Date: October 10, 2008
The CSU Accessible Technology Initiative requires that all instructional materials be available in accessible formats. Departments will assure the instructional materials for the course will be accessible.

1. **DEPARTMENT**: Human Development and Women’s Studies

2. **ALPHABETICAL PREFIX**: HDEV

   **COURSE NUMBER**: 3213

   **FULL TITLE in Catalog**: Applying Theory & Methods of Human Development in Early Childhood Development Settings

   **SHORTENED TITLE FOR CLASS SCHEDULE if full title is over 30 spaces**: APPLY HDEV IN ECD SETTINGS

   **UNIT VALUE of course**: 4

3. **CATALOG DESCRIPTION**
   
   a) **Course Content**: Application of theories and methods learned in HDEV 3201 and 3202 to people, organizations, and/or settings in the community related to early childhood development. Includes a service learning component.
   
   b) **Prerequisite(s)**: HDEV 3201, HDEV 3202
   
   c) **Co-requisite(s)**: No
   
   d) **Credit Restrictions**: No
   
   e) **Is this course replacing another course in your department where both can be considered equivalent for academic renewal purposes?** No
   
   f) **If the answer to e) above is yes, can students register for multiple sections of this same course in the same quarter?** N/A
   
   g) **Cross-listing**: No

   **Primary Department**: Secondary Department:

   h) **Dual-listing**: No

   **Upper-division or Graduate level**: Course # and Title

   i) **Miscellaneous Course Fee**: No
   
   j) **Grading Pattern (A-F & CR/NC, etc.):** A-F or CR/NC (student choice)
   
   k) **Hours/Week of Lecture**: 4
   
   l) **Hours/Week of Activity or Lab (if needed)**: N/A
   
   m) **Taught entirely on-line, on-ground, or hybrid (both)**: On-line, On-ground, or Hybrid. HDEV is a WASC approved online degree program, and all courses are approved for online and hybrid delivery format.

   i. **Describe the strategies for teaching this course either in an on-line or hybrid format.**

   Course documents and materials will be made available to students via Blackboard. BB also allows presentation of video lectures and short instructional video episodes on skills available 24/7 to the students. Tests (multiple choice, short answer, short essay, matching, etc.) are done on BB as well. Interactive tools available on BB, such as Wiki, Blog, Discussion Board,
PeerMark, Groups, etc., will be used to engage student participation and collaboration. Turnitin on BB will be used to raise consciousness of and avoid plagiarism. GradeMark on BB can be used for electronic grading with rubrics.

ii. Describe the experience, support and/or training available for the faculty members who will teach this online or hybrid course. HDEV/WOST regular or lecturer faculty members have constant in-service training with the help of the university’s Instructional Technology Support Services. Some faculty meeting time is dedicated to discuss instructional technology and online teaching pedagogy. New faculty members are referred to MATS for initial training, and receive peer support and consultation from department faculty colleagues.

iii. Assessment of online and hybrid courses.
Online and hybrid courses are subject to the same evaluation processes as on-ground courses as part of the department’s annual student learning outcomes assessment processes. Online courses will be assessed by students in the courses by using the CSUEB’s standard student course evaluations implemented online, according to the university’s policy on student course evaluations.

n) Offered on state-support or self-support. State support.

4. COURSE INVENTORY DATA

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5. GENERAL EDUCATION-BREADTH REQUIREMENT(S), U.S. HISTORY-INSTITUTIONS REQUIREMENT, UNIVERSITY WRITING SKILLS REQUIREMENT to be satisfied. No.

6. JUSTIFICATION FOR/PURPOSE OF the proposed new course:
This course will be part of the requirements the proposed Early Childhood Development BA degree.

7. RESOURCE IMPLICATIONS:
This course is specified as a “seminar” course, with 25 caps. This class size is significantly lower than the SFR of the current funding model for the College. This cap is pedagogically required for the degree program since this is one of the junior courses that provide intense student-instructor interactions for the major, and involve significant amount of reading, writing, and supervision for the service learning component. The low SFR for this course is offset by the other courses required by the major that are set as C2 courses with 50 caps. The existing Human Development major has the same course categorization distribution, and the HDEV/WOST Department’s SFR meets the college SFR requirement by the funding model.

Please also see the following mandatory statement on resources:
“All signatories of this course proposal understand and recognize that the approval of a new course does not guarantee that it will be offered or guarantee the frequency of its offering. Course offerings are always subject to resource availability and the discretion of the dean.”

8. CONSULTATION with other affected departments and program committee:

a) The following department(s) has (have) been consulted and raise no objections:
All Academic Departments and Programs at CSUEB were consulted using the Sharepoint Curriculum site and there were no objections.

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

None.

9. Certification of DEPARTMENT APPROVAL by the chair and faculty.

Chair: Patricia Guthrie Date: 5/24/2012

10. Certification of COLLEGE APPROVAL by the dean and college curriculum committee.

Dean/Associate Dean: Date: 
NEW COURSE REQUEST

The CSU Accessible Technology Initiative requires that all instructional materials be available in accessible formats. Departments will assure the instructional materials for the course will be accessible.

1. DEPARTMENT: Human Development and Women's Studies

2. ALPHABETICAL PREFIX: HDEV

   COURSE NUMBER: 4821

   FULL TITLE in Catalog: Senior Research Seminar in Early Childhood Development Settings
   SHORTENED TITLE FOR CLASS SCHEDULE if full title is over 30 spaces: SENIOR RESEARCH SEM IN ECD

   UNIT VALUE of course: 4

3. CATALOG DESCRIPTION
   a) Course Content: Part I of the capstone experience in the Early Childhood Development major. Design of proposal for independent research related to early childhood development settings to be implemented in HDEV 4812.
   b) Prerequisite(s): Completion of all Junior Foundation courses for the ECD major (courses are prefixed with HDEV); plus 16 additional units from the upper division ECD required courses.
   c) Co-requisite(s): No
   d) Credit Restrictions: No
      Is this course replacing another course in your department where both can be considered equivalent for academic renewal purposes? No
   e) Repeatability: No
   f) If the answer to e) above is yes, can students register for multiple sections of this same course in the same quarter: N/A
   g) Cross-listing: No
   h) Dual-listing: No
      Upper-division or Graduate level: Course # and Title
   i) Miscellaneous Course Fee: No
   j) Grading Pattern (A-F & CR/NC, etc.): A-F or CR/NC (student choice)
   k) Hours/Week of Lecture: 4
   l) Hours/Week of Activity or Lab (if needed): N/A
   m) Taught entirely on-line, on-ground, or hybrid (both): On-line, On-ground, or Hybrid. HDEV is a WASC approved online degree program, and all courses are approved for online and hybrid delivery format.
      i. Describe the strategies for teaching this course either in an on-line or hybrid format.
         Course documents and materials will be made available to students via Blackboard. BB also allows presentation of video lectures and short instructional video episodes on skills available 24/7 to the students. Tests (multiple choice, short answer, short essay, matching, etc.) are done on BB as well. Interactive tools available on BB, such as Wiki, Blog, Discussion Board,
PeerMark, Groups, etc., will be used to engage student participation and collaboration. TurnItIn on BB will be used to raise consciousness of and avoid plagiarism. GradeMark on BB can be used for electronic grading with rubrics.

ii. Describe the experience, support and/or training available for the faculty members who will teach this online or hybrid course.

HDEV/WOST regular or lecturer faculty members have constant in-service training with the help of the university's Instructional Technology Support Services. Some faculty meeting time is dedicated to discuss instructional technology and online teaching pedagogy. New faculty members are referred to MATS for initial training, and receive peer support and consultation from department faculty colleagues.

iii. Assessment of online and hybrid courses.

Online and hybrid courses are subject to the same evaluation processes as on-ground courses as part of the department’s annual student learning outcomes assessment processes. Online courses will be assessed by students in the courses by using the CSUEB’s standard student course evaluations implemented online, according to the university’s policy on student course evaluations.

n) Offered on state-support or self-support. State support.

4. COURSE INVENTORY DATA

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5. GENERAL EDUCATION-BREADTH REQUIREMENT(s), U.S. HISTORY-INSTITUTIONS REQUIREMENT, UNIVERSITY WRITING SKILLS REQUIREMENT to be satisfied. No.

6. JUSTIFICATION FOR/PURPOSE OF the proposed new course:

This course will be part of the requirements the proposed Early Childhood Development BA degree.

7. RESOURCE IMPLICATIONS:

This course is specified as a “seminar” course, with 25 caps. This class size is significantly lower than the SFR of the current funding model for the College. This cap is pedagogically required for the degree program since this is one of the two capstone courses (the other is the existing HDEV 4812) for the major, due to significant amount of reading, writing, and supervision for research design. The low SFR for this course is offset by the other courses required by the major that are set as C2 courses with 50 caps. The existing Human Development major has the same course categorization distribution, and the HDEV/WOST Department's SFR meets the college SFR requirement by the funding model.

Please also see the following mandatory statement on resources:

“All signatories of this course proposal understand and recognize that the approval of a new course does not guarantee that it will be offered or guarantee the frequency of its offering. Course offerings are always subject to resource availability and the discretion of the dean.”

8. CONSULTATION with other affected departments and program committee:

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

All Academic Departments and Programs at CSUEB were consulted using the Sharepoint
Curriculum site and there were no objections.

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

None.

9. Certification of DEPARTMENT APPROVAL by the chair and faculty.

Chair: Patricia Guthrie ___________________________ Date: 5/24/2012

10. Certification of COLLEGE APPROVAL by the dean and college curriculum committee.

Dean/Associate Dean: ______________________________ Date: __________________
REQUEST FOR APPROVAL OF REVISION OF
THE OPTION IN Adult Development and Gerontology and Women's Development Option

1. DEPARTMENT: Human Development and Women's Studies

2. Full and exact title of program, with name of major for options: B.A. degree in Human Development

3. PURPOSE of the proposed revision:

   HDEV 4310 is an older course but an option revision was never done to include it in the two options. Students should have it as one of their choices to complete either of the options.

4. List of all program requirements including prerequisites and courses.

   NOTE: There is no change in program above this point in the catalog.

4. Adult Development and Gerontology Option (20 units)
The Adult Development and Gerontology option consists of 20 units of required and elective courses that focus on early, middle, and late adulthood. By choosing from the elective courses, students may decide to focus on adulthood, or aging, or both.

   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 Aging (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 and Careers (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)
   WOST 4130 Women in Midlife Transitions (4)
   WOST 4160 Women and Aging (4)

5. Women's Development Option (20 units)
The Women's Development option consists of 20 units of required and elective courses that focus on women's social, psychological, cultural, and biological development.

   Required courses (8 units)
   WOST 4130 Women in Midlife Transitions (4)
Elective Courses (12 units)
Select 4 units 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)

Select 8 units from the following:
ES/WOST 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 and 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)

NOTE: There is no change in program beyond this point in the catalog.

Total required units have not changed.

5. List of New Course, Course Modification, and Course Discontinuance Requests, if any, submitted along with this proposal: [Be sure to include all such course proposals and list in the following format: NONE]

6. RESOURCE IMPLICATIONS of the proposed revision, if any: NONE

7. Relationship of Revised Program to requirements for teaching credentials, accreditation and/or licensing, if any: n/a

8. CONSULTATION with other affected departments and program committee:
   a) The following department(s) has (have) been consulted and raise no objections: All Academic Departments and Programs at CSUEB were consulted using the Sharepoint Curriculum site and there were no objections.
   b) The following department(s) has (have) been consulted and raised concerns: None.

9. Certification of DEPARTMENT APPROVAL by the chair and faculty.
   Chair: Patricia Guthrie
   Date: 02/14/11

10. Certification of COLLEGE APPROVAL by the dean and college curriculum committee.
    Dean/Associate Dean: Jiansheng Guo
    Date: 02/28/11

3/3/2011
NEW COURSE REQUEST

1. **DEPARTMENT:** Women's Studies Program

2. **ALPHABETICAL PREFIX** (all capitals): WOST

COURSE NUMBER: 1200

**FULL TITLE** in Catalog: Perspectives on Women in the U.S.

**ABBREVIATED TITLE** in Course Inventory (maximum 30 spaces): Perspectives on Women in U.S.

**UNIT VALUE** of course: 4

3. **CATALOG DESCRIPTION** (40 words maximum):
   
a) Course Content: Critical inquiry on women's lives and gender roles through a feminist lens. Topics may include theories of gender and sexuality, constructions and practices of femininity, sexual objectification, sexual politics, sexual/social violence, mitigated by race, class, gender, religion, and age.

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

c) Credit Restrictions: None

d) Repeatability: None

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

f) Prerequisites: None

g) Co-requisites: None

h) Miscellaneous Course Fee: None

i) Hours/Week of Lecture: 4

j) Hours/Week of Activity or Lab:

4. **COURSE INVENTORY DATA**

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<td>f) Weighted Teaching Units:</td>
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<td>g) Normal Limit/Capacity:</td>
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5. **First Quarter and Year of Offering:** Fall 2009  
   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):  
   This course is a lower division offering in the proposed Women’s Studies 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 departments in the College of Letters, Arts and Social Sciences were consulted and there were no objections.
   
   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: May 15, 2008

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: Gale Young   Date: October 10, 2008
CALIFORNIA STATE UNIVERSITY, EAST BAY

NEW COURSE REQUEST

1. **DEPARTMENT:** Women's Studies Program

2. **ALPHABETICAL PREFIX** (all capitals): WOST
   **COURSE NUMBER:** 1100
   **FULL TITLE** in Catalog: Introduction to Feminist, Gender, and Sexuality Studies
   **ABBREVIATED TITLE** in Course Inventory (maximum 30 spaces): Feminist Gender Sex Studies
   **UNIT VALUE** of course: 4

3. **CATALOG DESCRIPTION** (40 words maximum):
   a) Course Content: Focuses on understanding power hierarchies that structure gender and sexuality. Investigates how gender intersects with race, ethnicity, class, sexuality, age, religion, and dis/ability. Provides introduction to the interdisciplinary study of gender by examining relevant debates, beliefs, practices, and political struggles.
   b) Grading Pattern (if not A-F):
   c) Credit Restrictions: None
   d) Repeatability: None
   e) Cross-listing/Primary Department: Secondary Department:
   f) Prerequisites: None
   g) Co-requisites: None
   h) Miscellaneous Course Fee: None
   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: C-2
   e) Workload K-factor: 1.0
   f) Weighted Teaching Units: 4
   g) Normal Limit/Capacity: 50
5. **FIRST QUARTER AND YEAR OF OFFERING:** Fall 2009  
   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):  
   This course is a lower division offering in the proposed Women's Studies 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 departments in the College of Letters, Arts and Social Sciences were consulted and there were no objections.
   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: May 15, 2008

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: Gale Young  
    Date: October 10, 2008
NEW COURSE REQUEST

1. DEPARTMENT: Women's Studies Program

2. ALPHABETICAL PREFIX (all capitals): WOST
   COURSE NUMBER: 2100
   FULL TITLE in Catalog: Theories of Sexuality
   ABBREVIATED TITLE in Course Inventory (maximum 30 spaces): Theories of Sexuality
   UNIT VALUE of course: 4

3. CATALOG DESCRIPTION (40 words maximum):
   a) Course Content: Introduction to theories, empirical scholarship, public policies, and current controversies on the topic of sexuality. Focus on sexual development, lifestyles, and communities with additional emphasis on ethnicity, race, gender, class, and nationality.
   b) Grading Pattern (if not A-F): 
   c) Credit Restrictions: None
   d) Repeatability: None
   e) Cross-listing/Primary Department: Secondary Department:
   f) Prerequisites: None
   g) Co-requisites: None
   h) Miscellaneous Course Fee: None
   i) Hours/Week of Lecture: 4
   j) Hours/Week of Activity or Lab: None

4. COURSE INVENTORY DATA

   a) Instructional Format: Discussion
   b) Class Hours/Week: 4
   c) Student Credit Units: 4
   d) Course Classification Number: C-2
   e) Workload K-factor: 1.0
   f) Weighted Teaching Units: 4
   g) Normal Limit/Capacity: 50
5. **First Quarter and Year of Offering:** Fall 2009  
   
   **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):  
   This course is a lower division offering in the proposed Women's Studies 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 departments in the College of Letters, Arts and Social Sciences were consulted and there were no objections.  
   
   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: May 15, 2008  

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: Gale Young  
    Date: October 10, 2008
NEW COURSE REQUEST

1. DEPARTMENT: Women's Studies Program

2. ALPHABETICAL PREFIX (all capitals): WOST
   COURSE NUMBER: 2200
   FULL TITLE in Catalog: Roots of Feminisms
   ABBREVIATED TITLE in Course Inventory (maximum 30 spaces): ROOTS OF FEMINISMS
   UNIT VALUE of course: 4

3. CATALOG DESCRIPTION (40 words maximum):
   a) Course Content: Pre-twentieth century texts and historical events providing foundations for
      the development of contemporary feminist theories and practices. Analysis of writings that
      legitimated patriarchal/misogynist ideologies in Western worlds, such as Plato, Aristotle, and
      founders of world religions, from a feminist perspective.
   b) Grading Pattern (if not A-F):
   c) Credit Restrictions: None
   d) Repeatability: None
   e) Cross-listing/Primary Department: Secondary Department:
   f) Prerequisites: None
   g) Co-requisites: None
   h) Miscellaneous Course Fee: None
   i) Hours/Week of Lecture: 4
   j) Hours/Week of Activity or Lab: None

4. COURSE INVENTORY DATA
   a) Instructional Format: Discussion
   b) Class Hours/Week: 4
   c) Student Credit Units: 4
   d) Course Classification Number: C-2
   e) Workload K-factor: 1
   f) Weighted Teaching Units: 1
   g) Normal Limit/Capacity: 50

Effective Date
Quarter: Fall
Year: 2009
5. **FIRST QUARTER AND YEAR OF OFFERING:** Fall 2009
   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):**
   This course is a lower division offering in the proposed Women's Studies 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 departments in the College of Letters, Arts and Social Sciences were consulted and there were no objections.
   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: **May 15, 2008**

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: **Gale Young**  Date: **October 10, 2008**
Appendix C

CALIFORNIA STATE UNIVERSITY, EAST BAY
COLLEAGUE OBSERVATION FORM
FOR ONLINE TEACHING

Instructor’s Name: ____________________ Course Title: ________________
Observer’s Name: ____________________ Observation date: ____________

Directions: Respond to each question based on your observation of a class. If a particular question is not relevant to the class observed, simply respond “not applicable.” In addition to responding to the questions, please describe the professor’s strengths and suggest ways of improving instructional delivery systems.

1. How well was the class planned and organized?

2. Were important ideas clearly explained?

3. How would you judge the professor’s mastery of the course content?

4. Was class time well-used?

5. Did the professor encourage higher-order thinking?

6. Did the professor encourage relevant student involvement in the class?

7. How did the professor react to student viewpoints differing from her or his own?

8. Do you believe that your visitation was at a time when you were able to judge fairly the nature and tenor of the teaching/learning process?

9. Describe the professor’s strengths:

10. Suggest ways of improving instructional delivery systems:

Observer’s Signature: ____________________

Name of Observer (print): ____________________

Date: ____________________

Instructor’s Response:

Additional responses:
ONLINE TEACHING OBSERVATION CHECKLIST

Note: Communication between observer and lecturer may take place in person, over the phone, or over email.

Before observation

_____ Lecturer chooses Option A, B, or C and informs observer.

_____ Option A: Observer and lecturer schedule a 1-hour meeting at a mutually agreeable time. This meeting will take place in person. The purpose of this meeting is to have the lecturer guide the observer through the identified online course. During the meeting, the objectives of the course will be discussed.

_____ Option B: Observer and lecturer schedule a 1-hour meeting at a mutually agreeable time. This meeting will take place over the phone. The purpose of this meeting is to have the lecturer guide the observer through the identified online course. During the meeting, the objectives of the course will be discussed. If you are choosing this option, inform Christina Chin-Newman as soon as possible so that guest access for the observer can be arranged.

_____ Option C: Observer and lecturer confer about objectives of the course (pre-conference) and schedule a time period (usually a 1-2 day period) when the online observation of the identified course will take place. Observer conducts online observation independently for a maximum of 1 hour. If you are choosing this option, inform Christina Chin-Newman as soon as possible so that guest access for the observer can be arranged.

_____ Lecturer provides syllabus and any handouts pertinent to the class to be observed.

After observation

_____ Option C only: Observer and lecturer confer about online observation within 2 weeks (post-conference).

_____ Observer provides completed observation report to lecturer within 2 weeks of observation or post-conference. Observer may provide a signed paper copy to the lecturer, or email a copy to the lecturer and put a signed paper copy in Christina Chin-Newman’s department mailbox.
Lecturer acknowledges receipt of report (this does not necessarily indicate agreement). Lecturer may sign the paper copy already signed by the observer and return to Christina Chin-Newman’s department mailbox, or email christina.chin-newman@csueastbay.edu with the following statement: "I acknowledge that I have received the observation report from [faculty observer name]'s observation of my HDEV xxxx/WOST xxxx class that took place on [date]."

Note that after receiving the completed observation report, the lecturer may provide a written response to the Department Chair within 2 weeks. This response would be included in the lecturer’s Personnel Action File along with the completed observation report.
The nine high school participants learned about mural painting techniques from Karon, design and art history from Sylvia, and the history of the Hayward area from Associate Professor of History Robert Phelps.

The teenage artists then generated several possible mural designs, and CRIL chose a design submitted by Eric Nunez - a giant eye with a globe as the iris, and people holding up the globe. All of the teens participated in the painting of the mural, supervised by Karon and Sylvia. The City of Hayward, which had found the mural site, also provided the anti-graffiti coating. CRIL, which serves and advocates for individuals with disabilities, hosted a ribbon-cutting ceremony for the mural as part of its 30th anniversary celebration. The university-community partnership of the Diversity Mural Project was represented at the ribbon-cutting by President Mohammed Qayoumi and the Mayor of Hayward, Michael Sweeney. Some of my research findings were that participants enjoyed meeting people different from themselves, and the experience of working together as a team. Karon, Sylvia and I are seeking grant funding in order to paint another mural.

- Professor Christina Chin-Newman

Professor Christina Chin-Newman

The Diversity Mural Project provided nine local teens with the opportunity to work in a diverse group to design and paint a diversity-inspired mural, and resulted in the addition of a colorful mural to the Community Resources for Independent Living (CRIL) building at 439 A St. in Hayward. I collaborated on the Diversity Mural Project in 2009 with Human Development major Karon Fleming, a community artist who has painted utility boxes for the City of Hayward. At the time, Karon provided administrative support to the Department of Human Development and Women's Studies. When she shared her idea for the Diversity Mural Project with me in the department office, I was excited about the research opportunities. I specialize in studying the social and emotional benefits of arts participation for youth, and was also curious to learn about the process of mural creation. Karon introduced me to Sylvia Min, a lecturer in the Art Department who shared Karon's vision of empowering teenagers through art. Sylvia and I applied together successfully for a faculty grant from CSU East Bay to support the Diversity Mural Project.
Lynn Comerford, Director, Women's Studies, is pictured in her role as coach of a Brookside Elementary, Lincoln Unified School District, 2011 Science Olympics team at the 25th annual San Joaquin County Science Olympiad Competition for grades 3-6. Thirty-five schools and 59 teams from across San Joaquin County participated in 24 different science events throughout the competition. Of the 59 teams, the Brookside Elementary blue team, overall, came in first, and the Brookside Elementary white team, overall, came in second. Go Brookside Bobcats! And, no, you are not seeing double ... those are identical twins at either end of the photo. - Professor Lynn Comerford

Our Faculty Learning Community On Service Learning & Community Engagement

As a social worker, I have a longstanding interest in and commitment to service learning and community engagement. At CSUEB, this enthusiasm plays a role in my teaching, my research - and my service to the University and surrounding community. As a result, I've had the opportunity to serve as the CSUEB Faculty in Residence for Faculty Learning Communities on Service Learning and Community Engagement twice, in 2008-2009 and 2010-2011.

I have found these FLC experiences an especially valuable way to meet and dialogue with faculty in diverse departments who share an interest in service learning and community engagement but whose experiences and expertise are different from my own. FLCs provide time and space for me to read and talk about new ideas and methods for employing service learning in my teaching and community engagement in my research and they have helped generate new collaborations and projects that I hope will benefit the entire CSUEB community.

This year, our FLC had an initial meeting at which we discussed theoretical readings about service learning and community engagement. After that, each FLC member had the opportunity to facilitate one meeting by contributing "assigned" readings for that meeting, presenting information on a specific service learning-related project, and facilitate discussion and get feedback on that project. In this way, each FLC member's participation contributed to the direction and quality of our work together. Based on our readings and discussions, we created an annotated bibliography about service learning and community engagement, intended to serve as a resource for faculty interested in but not familiar with the principles of engaged scholarship. In it, we focused on literature related to using service learning in institutions that don't serve a "traditional" student population, and on methods for evaluating the effectiveness of and accomplishments related to service learning and community engagement.

In addition, every member of our FLC was able to further develop some new projects or proposal and several new collaborations developed among FLC participants. Our own Dr. Steven Borish is collaborating with Drs. Stephen Morewitz and Oscar Wambughu of Nursing and Health Sciences to develop a new service learning project at CSUEB based on the "Intergenerational Conversation Project” at Dominican University.

Article Continued
Our FLC is also in the process of developing a book proposal about the use of service learning in non-traditional University environments and diverse disciplines, to be submitted to Verlag-Springer in the coming months, with Dr. Morewitz and myself serving as co-editors. All of these developments keep me excited about the possibilities for service learning and community engagement at CSUEB and highlight ways in which I hope I can contribute to the University community in future years.

-- Professor E. Maxwell Davis

The Intergenerational Conversation Project is a collaboration of the Marin County Department of Health and Human Services’ Division of Aging and Adult Services and the Prevention Hub, Dominican University of California, Jewish Family and Children’s Services, the National Park Service, and the Department of Human Development at California State University East Bay.

As a result of my participation in the Spring 2011 Faculty Learning Community devoted to Service Learning and Community Engagement, I can share three very positive developments. First, I presented a poster with text and PowerPoint slides of the Intergenerational Conversation Project to the CSUEB community on Diversity Day, which led to stimulating discussions with other faculty and community members. Second, inspired by the Intergenerational Conversation Project, Dr. Stephen Morewitz of the Department of Nursing and Health Sciences is working, together with his colleague Dr. Oscar Wambugu, to see whether the approach of the ICP (as it is called) can be transplanted to the CSUEB campus and be made part of the service learning experience of students in their Department. Third, Dr. Morewitz and our own Dr. E. Maxwell Davis (who chaired our Spring 2011 Faculty Learning Community) are putting together a book proposal for an edited volume on Service Learning and Community

Professor Steven Borish

For the past two years I have been both designer and active participant in The Intergenerational Conversation Project. This innovative service learning project matches diverse older adults for weekly get-togethers with pre-med students at Dominican University. Students visit older adult clients in their homes for social interaction and conversations. Clients may also meet with the students at the university campus for morning strolls and sharing of meals at the cafeteria. The project provides an opportunity to impress upon future doctors and health care professionals the experience in communicating with the elderly and improving their understanding of the life of older adults.

Lessons learned from this project can be shared with organizations serving older persons as well as academic institutions. The goal is to build strategies to bridge communication between generations, prevent social isolation of elders, and inspire future healthcare professionals to pursue careers in geriatric care.

Faculty News

Faculty Forum:
The Scandal Of Maternal Mortality
By Professor Lynn Comerford

This past year I wrote a book chapter on a new topic for me: maternal mortality. Maternal mortality is rightly described as the health scandal of our time. I was stunned to discover the rates at which the world’s poorest women die in pregnancy and childbirth.

Article Continued
I found out that half of the world's women today give birth with no pain relief, no drugs to speed delivery or thwart infections, and no ambulance service.

I learned that more than 500,000 women die each year as a result of pregnancy-related complications: 10,000 every week; 1 every minute. According to the World Health Organization, more than 90 percent of maternal deaths occur in developing countries and approximately 80 percent of maternal deaths can be avoided by effective intervention. Easily treatable problems like high blood pressure, infection, obstructed labor, or heavy bleeding needlessly kill mothers every day in developing nations. Women die while giving birth because there are no clamps to stop a mother's bleeding or no health worker to hold them. Even where a woman has access to a cesarean section, the sutures that are needed to sew her up may not be available. Women die because there is no one to dispense the three cents worth of magnesium sulfate required to stop death due to high blood pressure associated with pre-eclampsia. Because of a dearth of clinics in remote areas, poor transportation, and poverty, women often end up giving birth on the roadside in the dark with no trained assistant; many bleed to death.

Since the vast majority of maternal mortality is needless, I believe this problem must be seen as a gross violation of human rights and the worst form of discrimination against women. What can be done, you ask? You can vote for political leaders who believe in increasing economic aid to the world’s most vulnerable people. And, perhaps you could consider deducting a bit of money from your upcoming Mother's Day budget and donate it to an international organization working to reduce these staggering maternal mortality numbers. Consider celebrating all mothers!

**Professor Patricia Drew: On Motherhood**

In early October 2010, I welcomed my daughter into the world. As a new mom, I was (and am!) thrilled to get to know my little girl. We've been busy bonding and, simultaneously, I've been learning about her skills as a newborn—cuddling, sleeping, eating, and pooping. We're developing a solid mother/daughter attachment that will last a lifetime.

In addition to my new, personal role as "mom," I've also been noting how cultural norms affect motherhood experiences. I've recently had interpersonal interactions that seem unique to pregnancy and early parenting. These occurrences have made me wonder how society evaluates this phase of life. For instance, in the United States we typically engage in "civil inattention," that is, we politely ignore strangers. An example: when walking down the street, we generally avoid making eye contact and engaging in conversations with passersby. People who are overly friendly are thought to be odd or maybe even dangerous.

Yet, in the latter months of my pregnancy, strangers began to talk to me. This happened all of the time! At Home Depot, on BART, in the grocery store, on the street, and at the pool of my gym, people constantly wanted to discuss my pregnancy, my upcoming labor, and my parenting expectations. They were typically solicitous and curious, and I enjoyed the interactions; it made me feel like part of a friendly community. However, it was also jarring to not to be an anonymous society member. Now that my daughter has arrived, I continue to have frequent interactions with strangers. People love to comment about her; I am only ignored when I am out alone. This distinct difference between being routinely invisible and constantly acknowledged has made me more aware of tacit social norms.

Clearly, there is something about pregnancy and new babies that encourages a breakdown in "civil inattention." People are no longer afraid of seeming weird when talking to an unknown pregnant woman or a person with a brand new baby. Rather, many people seem to think they are being rude if they do not overtly acknowledge me.

Article Continued
This shift in interactions indicates that impending and new parenthood are life phases where our generally anonymous society knits itself closer together.

The temporary decline in civil inattention is just one example of how cultural norms shape women's new motherhood experiences and perceptions. Other examples include:

- The frequent assumption that mothers should only return to work if their salary significantly exceeds the cost of childcare. This assumption often presumes that mothers: a) are coupled; b) are in heterosexual relationships; and, c) earn less than their male partners. This assumption also presumes that childcare is to be paid out of a woman's salary rather than the household income.

- A social expectation that pregnancy is a completely joyful experience. This neglects to acknowledge the complex range of physical and emotional characteristics of pregnancy a woman is likely to experience.

- A common expectation that individuals want exactly two children. Mothers and/or fathers that have (or profess wanting) two children are rarely asked to explain their desires. However, families that have just one child or that have three or more children are often expected to justify their decisions. This expectation validates and reinforces two child families as normative.

- Our society simultaneously celebrates motherhood while downplaying fatherhood. There are myriad resources for new mothers in the Bay Area - including many, many mom's groups - but far fewer resources for fathers. Moreover, mothers are expected to take the maximum time allotted for parental leave, but fathers are often disparaged if they take more than two weeks of paternity leave. Finally, this social expectation often assumes that a child must have a mother; this disregards the existence of single and/or homosexual fathers.

All of these instances demonstrate how the social milieu we live in shapes our personal lives. I could probably add many, many more examples to this list. As could you! I know that many Human Development and Women's Studies students are parents. I'd love to know how your parenting views and experiences have been influenced by social interactions and cultural norms. I welcome you to share your experiences with me at: patricia.drew@esueastbay.edu

--Professor Patricia Drew

**Women's Studies Announcement**

I am thrilled to report the Chancellor's Office has approved my proposal for the Online B.A. Degree Completion Program in Women's Studies.

Yahoo! It has been a two-year effort to write the proposal and shepherd it (successfully!) through all of our campus committees. There is one last hurdle: WASC. We anticipate receiving WASC approval Fall Quarter 2011 and plan to offer our Women's Studies major completely online, beginning at some point in 2011-2012. Spread the word! Perhaps your cousin in North Dakota is in need of a feminist awakening but the nearest college campus is 200 miles away. Or, your sister, who works full-time in order to feed her family, must rush home to lovingly care for her sweet (and sometimes screaming) youngsters and can't imagine how she could ever go to finish college. How could they possibly earn their B.A.?

Well, you can now tell them that our online doors will soon be open and that we look forward to welcoming new and continuing students to our Women's Studies B.A. Program.

- Professor Lynn Comerford
   Director, Women's Studies
Faculty Profile

Dr. Jiansheng Guo

Fall 2010 is a major turning point in my career experience. Starting from September 15, 2010, I was “loaned” to the CLASS College office to serve as an Interim Associate Dean of CLASS for the 2010-2011 Academic Year.

This transition is exciting, refreshing, and enriching, but at the same time challenging, disorienting, and sometimes even uncertain. For most part of my life, I’ve been an academic, and not much of an administrator. From this transition, I’ve learned that there are so many new things people have to learn around us, from the most trivial to the most fundamental. Although I have worked at CSUEB for 11 years, since 1999, and I thought I was a veteran now, I found that there were so many things that I didn’t know and needed to learn. Trivial things to learn include how to use the office phone, how to jointly construct my electronic calendar with our administrative support coordinators, and where to find the past records, files, and documents. More substantial things include the various regulations and policies, past practices and decisions, and the diversity of the programs, curricula, and research programs. Small things like staying in the office the whole day from 8 to 5, 5 days a week and finding where all the 18 department offices are, took me a while to learn and get used to.

From this transition, I also learned that we have such a great group of people in the College. Everyone, from office secretaries, department chairs, to fellow faculty colleagues, gave me their best wishes. They were extremely helpful and supportive.

Most importantly, they are very well informed, and highly skilled for many things that keep the daily operations of the university running normally and smoothly. I learned from them about the different types of class categories, who to contact for what issues, where the special expertise is across the campus, and what forms to use for curriculum, programs, and administration.

One of the most rewarding experience of the new job is to get to learn many things that people have been doing across the campus, and their talents, achievements, and dedication. I found that a faculty member in Music does research on Mongolian horse-head fiddler music, and that was my favorite because I worked in Inner Mongolia for 5 years during my adolescent years, and that music was my major companion when I was herding the sheep on the grass land. I learned that our Art Department was full of modern digital art majors, not just painters, photographers, and sculptors. I learned that many programs have million-dollar grants to deliver education to our local community, not only including programs like Social Work, but also including programs like History, and Geology. I also learned that many of my colleagues across all disciplines work so hard to reach out to the community to promote our university, to recruit new students, and to help our students on campus, in addition to their busy teaching schedules.

Life is not all rosy, and the new job is full of challenges. It is busy, busy, and busy. Just reading and responding to emails consume much of the day’s time. Since the start of the job, I write about 30 some emails everyone on average, with 20 as the lowest day, and 53 as the highest day. There are normally 2 or 3 meetings a day almost every day. And this does not include the phones I make and answer. On top of that, we are at a challenging period, with high expectations and demands for our work, but dwindling resources. And as a member of the administrative team, we need to think of feasible and satisfactory solutions to survive and thrive during this time of hardship and challenges.
Faculty News

Trained as a researcher and educator, I love working hard to meet new challenges, solve nutty problems, and explore new ways of doing things. So far, I'm surviving my new job and enjoying it.

I guess my experience must be very similar to the students who come back to school for the first quarter, embracing all the challenges but at the same time enjoying the sense of achievement after overcoming all the difficulties. Let's try to inspire each other, and move forward together to achieve our goals.

-Dr. Jiansheng Guo

Faculty Perspectives On Student Advising

Senior Capstone Courses for HDEV Spring 2012

- Professor Rainer Bauer

The Senior Research Seminars (HDEV 4811 & HDEV 4812) are the capstone courses in the Human Development major. The seminars focus on students' independent research. They enable students to integrate and build on knowledge of human development and skills in research, analysis, and writing previously gained in the Junior Foundation Courses and other prerequisite courses.

HDEV 4811 and 4812 are designed to be taken in sequence. In HDEV 4811, students choose research topics related to their Senior Options and complete scholarly literature reviews on the topics. On the basis of these reviews, they design their own research projects. They write formal proposals that present the rationale for their research and describe their plans for implementing their projects. In HDEV 4812, the instructor reviews students' research proposals and may require some revision. Once the instructor approves a proposal, the author implements the research. When s/he has finished collecting and analyzing data, s/he writes a final report on the outcome of the research.

The Senior Research Seminars are practice-oriented courses. Enrollments are limited to 25 students per section. The instructor gives students extensive feedback at different stages of their projects. Each student has the opportunity to conduct empirical research at a site chosen by the student and approved by the instructor. The student may use quantitative, qualitative, or mixed research methods; develops relationships with prospective research participants; obtains permission to collect data; and maintains a detailed record of the research. Depending on the type of data and the specific aims of the research, different students may use different methods for analyzing their data.

The capstone courses deepen students' knowledge of the field of human development. In the prerequisite courses, students learn to synthesize and interpret existing knowledge of human development. In the capstone courses, students strengthen these abilities and also become proficient in the application of existing knowledge to new problems. By designing their own individual projects and conducting their own empirical research in the field, students gain insights into the process by which new knowledge is created. This is an empowering experience. It serves our graduates well in a wide range of occupations, graduate-school programs, and other future endeavors.
Declare your Option: You should also declare your option in HDEV. We offer 5 Options, and you should choose one, so that you can select the courses correctly. You declare your Option the same way as you declare your major.

Consult with a Faculty Advisor: Make sure you have discussed your academic plan with a HDEV faculty advisor at least once as soon as you decide to take HDEV as your major. Also get a HDEV Program Description from the Dept. office, which contains a degree roadmap for course enrollment guidance. Go to this link for advisors’ office hours: [http://class.csueastbay.edu/humandev/Current%20Advising%20Office%20Hours.pdf](http://class.csueastbay.edu/humandev/Current%20Advising%20Office%20Hours.pdf)

Major and Upper Division G.E. Units: In addition to 68 upper division HDEV units for the major requirements, you also need to take 3 courses (12 units) for upper division G.E. requirements. Discuss what advisor at the Academic Advising and Career Education Center, Student Administration Bldg. SA 2300.

4812 requires successful completion of HDEV 4811. So plan to take HDEV 4811 in the second to the last quarter before you graduate, and take HDEV 4812 in the last quarter. You cannot take both in the same quarter.

For Graduating HDEV Students:

File for Graduation: If you only have two more quarters to finish all your required courses, then you should file for graduation. The deadline for filing graduation is the 2nd week of the quarter before your graduation quarter (if you plan to graduate by the end of Spring, then the deadline to file is 2nd week of Winter). Filing is EASY. Do it in MyCSUEB, filling the information, and pay $45. Then you are a “graduating senior”. You have course enrollment priorities as a graduating senior.

Do your Major Check: You must do a “major check” as soon as you filed for graduation. See a HDEV faculty advisor, fill out the Major Check Form, and it is done. Bring your CSUEB unofficial transcript and a copy of your junior college transcript (computer printout is fine) when you see the advisor.

Commencement (To Walk in June): Regardless whether you have completed all the required courses for the degree, you may WALK at the Commencement in June, as long as 1) you wear the formal regalia, and 2) you have filed for graduation and paid the $45 fee (which guarantees your name to be printed on the Commencement Program. If you have not completed all the courses by then, you just need to take these classes and finish them, and then you will have your degree certificate. For detailed information about graduation, visit this link:

[http://www20.csueastbay.edu/students/academic-and-studying/graduation-commencement/index.html](http://www20.csueastbay.edu/students/academic-and-studying/graduation-commencement/index.html)

Course Enrollment for All Students:

Junior Foundation & Lifespan Survey Courses (HDEV 3101-3304): Those courses are normally offered only ONCE a year. HDEV 3101 & 3201 are normally offered in Fall, HDEV 3102, 3202, & 3302 in Winter, and HDEV 3103, 3203, 3303 in Spring. When you enroll, make sure you take them as your first priority when they are offered. Otherwise you will have to wait for another year. HDEV 3203 also requires successful completion of HDEV 3101, 3102. So plan accordingly.

HDEV 3301 and 3304 are offered in most quarters.

HDEV 4811 & 4812: HDEV 4811 requires completion of 16 upper division HDEV courses. HDEV 4812 requires successful completion of HDEV 4811. So plan to take HDEV 4811 in the second to the last quarter before you graduate, and take HDEV 4812 in the last quarter. You cannot take both in the same quarter.

Courses Requiring Department Approval: If a HDEV course requires departmental approval, it simply means it has some restriction. Simply call HDEV Department office (510) 885-3076, and you will be enrolled if our record shows that you are qualified to take that class (i.e., you have met the prerequisites). Have any other questions or problems?

Call the HDEV Department office (510) 885-3076; or Email or call any HDEV faculty advisor.

-Professor Jiansheng Guo
Tips About Asking For Letters Of Recommendation From Faculty:

You might want to think about letters of recommendation from your first day as a student in the Human Development department. When you are taking courses, be aware that every professor might be someone who you may want to write you such a letter when you are nearing the end of your degree work. Cultivate a relationship with professors from whom you have taken more than one course, in whose courses you have done well, or with whom you feel a particular rapport. That makes your course of study more rewarding, and it makes it easier both for you and for them when the time comes that you need a letter of recommendation.

Please don’t wait until the last minute, the day before your letter is due. Give us at least two full weeks notice. We are sometimes away at conferences or meeting our own deadlines, and we will be grateful for the advance notice to aid us in writing letters for you.

Be sure to provide all necessary information about the requirements for the letter. This ought to include names, institutions, dates due, title of the degree, the scholarship, the position for which you are applying. It is a very good idea to actually come in and see us, bringing a resume and a statement of purpose, in connection with your request for a letter. If there is a specific form or forms that are required, such as a waiver or a recommendation checklist grid, make sure that you sign it and give it to faculty well in advance of the date the recommendation is due.

If you don’t hear from us after you have given us the forms and information, it is not only acceptable but advisable for you to email us to follow up and politely inquire to make sure that the letter you requested has been sent.

---Professors Christina Chin-Newman & Steven Borish
Course Details of 5 Options

**Early Childhood Development Option: 20 units**
- **Required:** HDEV 4010, HDEV 4030, HDEV 4140, HDEV 4150
- **Electives:** Select 4 units from the following: HDEV 4120, TED 4070

**Childhood Development Option: 20 units**
- **Required:** HDEV 4140, HDEV 4150
- **Electives:** Select 12 units from the following:
  - HDEV 4110, HDEV 4120, HDEV 4130, WOST 3520

**Adolescent Development Option: 20 units**
- **Electives:** Select 20 units from the following, with at least 16 units of courses with the HDEV prefix:
  - HDEV 3800, HDEV 4150, HDEV 4220, HDEV 4230,
  - HDEV 4430, HDEV 4440, WOST 3520, WOST 3530

**Adult Development and Gerontology Option: 20 units**
- **Electives:** Select 20 units from the following, with at least 16 units of courses with the HDEV prefix:
  - HDEV 3600, HDEV 4310, HDEV 4361, HDEV 4362,
  - HDEV 4363, HDEV 4430, HDEV 4440, WOST 3400,
  - WOST 3530, WOST 3545, WOST 3550, WOST 4130, WOST 4160

**Women's Development Option: 20 units**
- **Required:** WOST 4130, WOST 4160
- **Electives:**
  1) Select 4 units from the following:
  - HDEV 4310, HDEV 4430, HDEV 4440
  AND
  2) Select 8 units from the following:
  - ES/WOST 3030, WOST 3050, WOST 3100, WOST 3400,
  - WOST/ES 3420, WOST 3520, WOST 3530, WOST 3545,
  - WOST 3550

*Required Courses*
- **HDEV 4811** has prerequisites (HDEV 3101, 3102, 3103, 3201, 3202, 3203) [these 6 courses are normally offered once a year, so please plan accordingly]. **PLUS 16 additional upper division HDEV units.** HDEV 4811 MUST be taken BEFORE HDEV 4812. You should plan to take HDEV 4811 in the second to the last quarter, and HDEV 4812 in the last quarter.

**Suggested Course Plans** (Option=Courses required for the HDEV Senior Option (5 courses for each Option) that you selected; G.E.= Upper Division G.E. Courses):

<table>
<thead>
<tr>
<th>Quarter</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<th>7</th>
</tr>
</thead>
<tbody>
<tr>
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<td>HDEV 3101</td>
<td>HDEV 3102</td>
<td>HDEV 3103</td>
<td>HDEV 3304</td>
<td>Option</td>
<td>Option</td>
<td>HDEV 4811 G.E.</td>
</tr>
<tr>
<td>(12 units per quarter)</td>
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<td>HDEV 3202</td>
<td>HDEV 3203</td>
<td>Option</td>
<td>Option</td>
<td>HDEV 4812 G.E.</td>
<td></td>
</tr>
<tr>
<td>Accelerated</td>
<td>HDEV 3101</td>
<td>HDEV 3102</td>
<td>HDEV 3103</td>
<td>HDEV 4811</td>
<td>Option</td>
<td>G.E.</td>
<td>G.E.</td>
</tr>
<tr>
<td>Plan</td>
<td>HDEV 3301</td>
<td>HDEV 3302</td>
<td>HDEV 3303</td>
<td>Option</td>
<td>Option</td>
<td>G.E.</td>
<td>G.E.</td>
</tr>
<tr>
<td>(16 units per quarter)</td>
<td>HDEV 3301</td>
<td>HDEV 3302</td>
<td>HDEV 3303</td>
<td>Option</td>
<td>Option</td>
<td>G.E.</td>
<td>G.E.</td>
</tr>
</tbody>
</table>

**Note:**
1) You may enter the Major in ANY quarter. So your specific Quarter 1 may be Fall, Winter, Spring, or Summer. Summer course offerings are limited. If you take courses in the summer, take either the available Senior Option courses or G.E. courses.
2) The above plan is based on the assumption that you have transferred to the program with 100 quarter units. If you only have 90 units when entering, you need to add one more quarter to earn the remaining 10 units by doing any elective courses.
# B.A. in Human Development

## MAJOR REQUIREMENTS & SUGGESTED COURSE PLANS

**B.A. Requirements (quarter units):**
1. Major requirements (80 units below);
2. Upper Division G.E. (12 units);
3. Total of 180 units

**Major Requirements (80 units)**

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<thead>
<tr>
<th>Lower Division Requirements:</th>
<th>12 units</th>
</tr>
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<tbody>
<tr>
<td>(You probably have already met the requirements if you have completed lower division G.E.).</td>
<td></td>
</tr>
</tbody>
</table>

**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 Requirements: 68 units**

<table>
<thead>
<tr>
<th>Junior Foundation Courses:</th>
<th>24 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDEV 3101, 3102, 3103;</td>
<td>3201, 3202, 3203 (4 units each course)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lifespan Survey Courses:</th>
<th>16 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDEV 3301; 3302, 3303, 3304</td>
<td>(4 units each course)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Senior Options Courses:</th>
<th>20 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every HDEV Major student must choose one of the following 5 Options:</td>
<td></td>
</tr>
<tr>
<td>Early Childhood Development</td>
<td></td>
</tr>
<tr>
<td>Childhood Development</td>
<td></td>
</tr>
<tr>
<td>Adolescent Development</td>
<td></td>
</tr>
<tr>
<td>Adult Development and Gerontology</td>
<td></td>
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<tr>
<td>Women’s Development</td>
<td></td>
</tr>
<tr>
<td>(see next page for course details of each Option)</td>
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</table>

<table>
<thead>
<tr>
<th>Senior Capstone Courses:</th>
<th>8 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDEV 4811, 4812</td>
<td></td>
</tr>
</tbody>
</table>
Course Details of 5 Options

1. **Early Childhood Development Option: 20 units**
   - **Required:** HDEV 4010, HDEV 4030, HDEV 4140, HDEV 4150
   - **Electives:** Select 4 units from the following: HDEV 4120; TED 4070

2. **Childhood Development Option: 20 units**
   - **Required:** HDEV 4140, HDEV 4150
   - **Electives:** Select 12 units from the following:
     - HDEV 4110, HDEV 4120, HDEV 4130, WOST 3520

3. **Adolescent Development Option: 20 units**
   - **Electives:** Select 20 units from the following, with at least 16 units of courses with the HDEV prefix:
     - HDEV 3800, HDEV 4150 (or 4710), HDEV 4220, HDEV 4230, HDEV 4430, HDEV 4440, WOST 3520, WOST 3530

4. **Adult Development and Gerontology Option: 20 units**
   - **Electives:** Select 20 units from the following, with at least 16 units of courses with the HDEV prefix:
     - HDEV 3600, HDEV 4310, HDEV 4361, HDEV 4362, HDEV 4363, HDEV 4430, HDEV 4440, WOST 3400, WOST 3530, WOST 3545, WOST 3550

5. **Women’s Development Option: 20 units**
   - **Required:** WOST 4130; WOST 4160
   - **Electives:**
     1) Select 4 units from the following:
     - HDEV 4310; HDEV 4430; HDEV 4440
     2) Select 8 units from the following:
     - ES/WOST 3030, WOST 3050, WOST 3100, WOST 3400, WOST/ES 3420, WOST 3520, WOST 3530, WOST 3545, WOST 3550

**Suggested Course Plans** (Option=HDEV Senior Option Courses; G.E.= Upper Division G.E. Courses):

<table>
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<tr>
<th>Quarter</th>
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<th>6</th>
<th>7</th>
</tr>
</thead>
</table>
| **2-Year Plan**
  (12 units per quarter) | HDEV 3101 | HDEV 3102 | HDEV 3103 | HDEV 3304 | Option 3 | HDEV 4811 | Option 5 |
| HDEV 3201 | HDEV 3202 | HDEV 3203 | Option 1 | G.E. 1 | HDEV 4812 | G.E. 2 |
| HDEV 3301 | HDEV 3302 | HDEV 3303 | Option 2 | G.E. 3 |
| **Accelerated Plan**
  (16 units per quarter) | HDEV 3101 | HDEV 3201 | HDEV 3103 | HDEV 4811 | Option 3 | HDEV 4811 | Option 5 |
| HDEV 3201 | HDEV 3202 | HDEV 3203 | Option 4 | G.E. 2 |
| HDEV 3301 | HDEV 3302 | HDEV 3303 | Option 5 | G.E. 3 |
| HDEV 3304 | Option 1 | Option 2 | G.E. 1 |

Note: Summer course offerings are limited. If you take courses in the summer, take either the available Option courses or G.E. courses. The above plan is based on the assumption that you have transferred to the program with 100 quarter units. If you only have 90 units when entering, you need to add one more quarter to earn the remaining 10 units by doing any elective courses.


**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

**FEATURES**

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.

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 Junior Foundation and Lifespan Survey courses during the junior year. The Junior Foundation courses (HDEV 3101, 3102, 3103, 3201, 3202, & 3203) and Lifespan Survey courses (HDEV 3301, 3302, 3303, & 3304) are an integrated set of 10 courses that provides an introduction to the basic theories and research methods in the field of Human Development. By the time they complete this sequence of classes, students have learned to think comparatively and critically about developmental issues, and to apply this knowledge.

During the senior year, Human Development majors focus their studies in a specific area. Students may choose one of the Department's five options: Early Childhood Development, Childhood Development, Adolescent Development, Adult Development and Gerontology, or Women's Development. All seniors complete the Department's two capstone courses: Senior Research Seminar I (HDEV 481I), which is followed by Senior Research Seminar II (HDEV 4812). These advanced courses enable students to pursue a specialized research topic in depth. Under the close supervision of faculty advisors, students design and carry out substantial research projects related to their area of interest.

**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.
### B.A. in Human Development

**MAJOR REQUIREMENTS & SUGGESTED COURSE PLANS**

**B.A. Requirements (quarter units):**
1. Major requirements (80 units below);
2. Upper Division G.E. (12 units);
3. Total of 180 units

**Major Requirements (80 units)**

**Lower Division Requirements:** 12 units
(You probably have already met the requirements if you have completed lower division G.E.).

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 Requirements:** 68 units

**Junior Foundation Courses:** 24 units
- HDEV 3101, 3102, 3103; 3201, 3202, 3203 (4 units each course)

**Lifespan Survey Courses:** 16 units
- HDEV 3301; 3302, 3303, 3304 (4 units each course)

**Senior Options Courses:** 20 units
Every HDEV Major student must choose one of the following 5 Options:
- Early Childhood Development
- Childhood Development
- Adolescent Development
- Adult Development and Gerontology
- Women’s Development
(see next page for course details of each Option)

**Senior Capstone Courses:** 8 units
- HDEV 4811, 4812
Course Details of 5 Options

Early Childhood Development Option: 20 units
Required: HDEV 4010, HDEV 4030, HDEV 4140, HDEV 4150
Electives: Select 4 units from the following: HDEV 4120; TED 4070

Childhood Development Option: 20 units
Required: HDEV 4140, HDEV 4150
Electives: Select 12 units from the following:
HDEV 4110, HDEV 4120, HDEV 4130, WOST 3520

Adolescent Development Option: 20 units
Electives: Select 20 units from the following, with at least 16 units of courses with the HDEV prefix:
HDEV 3800, HDEV 4150, HDEV 4220, HDEV 4230,
HDEV 4430, HDEV 4440, WOST 3520, WOST 3530

Adult Development and Gerontology Option: 20 units
Electives: Select 20 units from the following, with at least 16 units of courses with the HDEV prefix:
HDEV 3600, HDEV 4310, HDEV 4361, HDEV 4362,
HDEV 4363, HDEV 4430, HDEV 4440, WOST 3400,
WOST 3530, WOST 3545, WOST 3550, WOST 4130, WOST 4160

Women's Development Option: 20 units
Required: WOST 4130; WOST 4160
Electives: 1) Select 4 units from the following:
HDEV 4310; HDEV 4430; HDEV 4440
AND 2) Select 8 units from the following:
ES/WOST 3030, WOST 3050, WOST 3100, WOST 3400,
WOST/ES 3420, WOST 3520, WOST 3530, WOST 3545,
WOST 3550

Suggested Course Plans (Option=Courses required for the HDEV Senior Option (5 courses for each Option) that you selected; G.E.= Upper Division G.E. Courses):

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<td>Option</td>
<td>HDEV 4811 G.E.</td>
</tr>
<tr>
<td>(12 units per</td>
<td>HDEV 3201</td>
<td>HDEV 3202</td>
<td>HDEV 3203</td>
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</tr>
<tr>
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** HDEV 4811 has prerequisites (HDEV 3101, 3102, 3103, 3201, 3202, 3203 [these 6 courses are normally offered once a year, so please plan accordingly], PLUS 16 additional upper division HDEV units. HDEV 4811 MUST be taken BEFORE HDEV 4812. You should plan to take HDEV 4811 in the second to the last quarter, and HDEV 4812 in the last quarter.)

Note: 1) You may enter the Major in ANY quarter. So your specific Quarter 1 may be Fall, Winter, Spring, or Summer. Summer course offerings are limited. If you take courses in the summer, take either the available Senior Option courses or G.E. courses.

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## B.A. in Human Development

### MAJOR REQUIREMENTS & SUGGESTED COURSE PLANS

**B.A. Requirements (quarter units):**
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**Major Requirements (80 units)**

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**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

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<td>HDEV 4811, 4812</td>
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</table>
### Course Details of 5 Options

#### Early Childhood Development Option: 20 units
**Required:** HDEV 4010, HDEV 4030, HDEV 4140, HDEV 4150  
**Electives:** Select 4 units from the following: HDEV 4120, TED 4070

#### Childhood Development Option: 20 units
**Required:** HDEV 4140, HDEV 4150  
**Electives:** Select 12 units from the following:  
HDEV 4110, HDEV 4120, HDEV 4130, WOST 3520

#### Adolescent Development Option: 20 units
**Electives:** Select 20 units from the following, with at least 16 units of courses with the HDEV prefix:  
HDEV 3800, HDEV 4150, HDEV 4220, HDEV 4230,  
HDEV 4430, HDEV 4440, WOST 3520, WOST 3530

#### Adult Development and Gerontology Option: 20 units
**Electives:** Select 20 units from the following, with at least 16 units of courses with the HDEV prefix:  
HDEV 3600, HDEV 4310, HDEV 4361, HDEV 4362,  
HDEV 4363, HDEV 4430, HDEV 4440, WOST 3400,  
WOST 3530, WOST 3545, WOST 3550, WOST 4130, WOST 4160

#### Women's Development Option: 20 units
**Required:** WOST 4130; WOST 4160  
**Electives:**  
1) Select 4 units from the following:  
HDEV 4310; HDEV 4430; HDEV 4440  
AND 2) Select 8 units from the following:  
ES/WOST 3030, WOST 3050, WOST 3100, WOST 3400,  
WOST/ES 3420, WOST 3520, WOST 3530, WOST 3545,  
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### Suggested Course Plans
*(Option=Courses required for the HDEV Senior Option (5 courses for each Option) that you selected; G.E.= Upper Division G.E. Courses)*:

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<td>(12 units per</td>
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</tbody>
</table>

**HDEV 4811** has prerequisites (HDEV 3101, 3102, 3103, 3201, 3202, 3203 [these 6 courses are normally offered once a year, so please plan accordingly], PLUS 16 additional upper division HDEV units. HDEV 4811 MUST be taken BEFORE HDEV 4812. You should plan to take HDEV 4811 in the second to the last quarter, and HDEV 4812 in the last quarter.)

**Note:** 1) You may enter the Major in ANY quarter. So your specific Quarter 1 may be Fall, Winter, Spring, or Summer. Summer course offerings are limited. If you take courses in the summer, take either the available Senior Option courses or G.E. courses.

3) The above plan is based on the assumption that you have transferred to the program with 100 quarter units. If you only have 90 units when entering, you need to add one more quarter to earn the remaining 10 units by doing any elective courses.
# HDEV Major Academic Advising Work Sheet

## Option: Early Childhood Development

### I. Upper Division Major Requirements (68 units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Quarter</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDEV 3101</td>
<td></td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HDEV 3102</td>
<td></td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HDEV 3103</td>
<td></td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HDEV 3201</td>
<td></td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HDEV 3202</td>
<td></td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HDEV 3203</td>
<td></td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Substitution Units Earned:**
- Completed Units:

### II. Lifespan Survey (16 units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Quarter</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDEV 3301(4700)</td>
<td></td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HDEV 3302(4400)</td>
<td></td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HDEV 3303</td>
<td></td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HDEV 3304</td>
<td></td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Substitution Units Earned:**
- Completed Units:

### III. Senior Option (20 units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Quarter</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDEV 4010</td>
<td></td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HDEV 4120(4520) or TED 4070</td>
<td></td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HDEV 4030</td>
<td></td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HDEV 4140</td>
<td></td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HDEV 4150(4710)</td>
<td></td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Substitution Units Earned:**
- Completed Units:

### II. Upper Division G.E. Requirements (12 units)

Please consult an Academic Advisor in the AACE regarding
Upper Division G.E. Requirements
AACE -
Academic Advising & Career Education, SA 2300

**Earned Units Prior to Program:**
- Total Earned Units (need 180) - 0

**Notes:** Courses numbers in ( ) represent old course numbering system.

---

*All courses taken for Major must be taken for a letter grade - no CR/NC.*
# HDEV Major Academic Advising Work Sheet

## Option: Child Development

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Student NetID:</th>
</tr>
</thead>
</table>

## I. Upper Division Major Requirements (68 units)

<table>
<thead>
<tr>
<th>1. Junior Foundation</th>
<th>24</th>
<th>Quarter</th>
<th>Grade</th>
<th>3. Senior Option</th>
<th>20</th>
<th>Quarter</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDEV 3101</td>
<td>4</td>
<td></td>
<td></td>
<td>HDEV 4140 required</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HDEV 3102</td>
<td>4</td>
<td></td>
<td></td>
<td>HDEV 4150 (4710) required</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HDEV 3103</td>
<td>4</td>
<td></td>
<td></td>
<td>Plus any 3 of the following</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HDEV 3201</td>
<td>4</td>
<td></td>
<td></td>
<td>HDEV 4110 (4510)</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HDEV 3202</td>
<td>4</td>
<td></td>
<td></td>
<td>HDEV 4120 (4520)</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HDEV 3203</td>
<td>4</td>
<td></td>
<td></td>
<td>HDEV 4130</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Substitution Units Earned:</td>
<td></td>
<td></td>
<td></td>
<td>Completed Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completed Units:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Lifespan Survey</th>
<th>16</th>
<th>Quarter</th>
<th>Grade</th>
<th>4. Cap Stone</th>
<th>8</th>
<th>Quarter</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDEV 3301(4700)</td>
<td>4</td>
<td></td>
<td></td>
<td>HDEV 4811(4880)</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HDEV 3302(4400)</td>
<td>4</td>
<td></td>
<td></td>
<td>HDEV 4812(4891)</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HDEV 3303</td>
<td>4</td>
<td></td>
<td></td>
<td>Completed Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HDEV 3304</td>
<td>4</td>
<td></td>
<td></td>
<td>Completed Units</td>
<td></td>
<td></td>
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<tr>
<td>Substitution Units Earned:</td>
<td></td>
<td></td>
<td></td>
<td>Completed Units</td>
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<tr>
<td>Completed Units:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## II. Upper Division G.E. Requirements (12 units)

<table>
<thead>
<tr>
<th>Earned Units Prior to Program:</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Earned Units (need 180)</td>
<td>0</td>
</tr>
</tbody>
</table>

### Notes:
- Courses numbers in () represent old course numbering system.

---

All courses taken for Major must be taken for a letter grade - no CR/NC.
### HDEV Major Academic Advising Work Sheet

**Option: Adolescent Development**

<table>
<thead>
<tr>
<th>I. Upper Division Major Requirements (68 units)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Junior Foundation</strong></td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>HDEV 3101</td>
<td>4</td>
<td>Quarter</td>
</tr>
<tr>
<td>HDEV 3102</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>HDEV 3103</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>HDEV 3201</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>HDEV 3202</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>HDEV 3203</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Substitution Units Earned:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Completed Units:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. Lifespan Survey</strong></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>HDEV 3301(4700)</td>
<td>4</td>
<td>Quarter</td>
</tr>
<tr>
<td>HDEV 3302(4400)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>HDEV 3303</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>HDEV 3304</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Substitution Units Earned:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Completed Units</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Upper Division G.E. Requirements (12 units)</th>
<th>Earned Units Prior to Program:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please consult an Academic Advisor in the AACE regarding Upper Division G.E. Requirements</td>
<td>Total Earned Units (need 180)</td>
</tr>
<tr>
<td>Academic Advising &amp; Career Education, SA 2300</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:** Courses numbers in ( ) represent old course numbering system.

All courses taken for Major must be taken for a letter grade - no CR/NC.
<table>
<thead>
<tr>
<th>I. Upper Division Major Requirements (68 units)</th>
<th>20</th>
<th>Grade</th>
<th>4</th>
<th>Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDEV 3101</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HDEV 3102</td>
<td>4</td>
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<tr>
<td>HDEV 3103</td>
<td>4</td>
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<td></td>
</tr>
<tr>
<td>HDEV 3201</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HDEV 3202</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>HDEV 3203</td>
<td>4</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Senior Option</th>
<th>Any with at least 16 HDEV units</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HDEV 3610</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>HDEV 4361 (4004)</td>
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</tr>
<tr>
<td>HDEV 4362 (4005)</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>HDEV 4363</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>HDEV 4430 (4350)</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>HDEV 4440 (4325)</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>WOST 3400</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>WOST 3530</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>WOST 3545</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>WOST 4130</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>WOST 4160</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Cap Stone</th>
<th>HDEV 4811 (4880)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed Units</td>
<td>HDEV 4812 (4891)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Lifespan Survey</th>
<th>HDEV 3301 (4700)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed Units</td>
<td>HDEV 3302 (4400)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I. Upper Division G.E. Requirements (12 units)</th>
<th>4</th>
<th>Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please consult an Academic Advisor in the AACE regarding Upper Division G.E. Requirements.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Upper Division G.E. Requirements (12 units)</th>
<th>4</th>
<th>Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please consult an Academic Advisor in the AACE regarding Upper Division G.E. Requirements.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Notes: Courses numbers in ( ) represent old course numbering system. |
| Completed Units |

All courses taken for Major must be taken for a letter grade - no CR/NC.
# HDEV Major Academic Advising Work Sheet

**Option: Women's Development**

<table>
<thead>
<tr>
<th>I. Upper Division Major Requirements (68 units)</th>
<th>Student NetID:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Junior Foundation</strong></td>
<td></td>
</tr>
<tr>
<td>24 Quarter</td>
<td>Grade</td>
</tr>
<tr>
<td>HDEV 3101</td>
<td>4</td>
</tr>
<tr>
<td>HDEV 3102</td>
<td>4</td>
</tr>
<tr>
<td>HDEV 3103</td>
<td>4</td>
</tr>
<tr>
<td>HDEV 3201</td>
<td>4</td>
</tr>
<tr>
<td>HDEV 3202</td>
<td>4</td>
</tr>
<tr>
<td>HDEV 3203</td>
<td>4</td>
</tr>
<tr>
<td><strong>Substitution Units Earned:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8 units from below</td>
</tr>
<tr>
<td></td>
<td>ES/WOST 3030</td>
</tr>
<tr>
<td></td>
<td>WOST 3050</td>
</tr>
<tr>
<td></td>
<td>WOST 3100</td>
</tr>
<tr>
<td></td>
<td>WOST 3400</td>
</tr>
<tr>
<td></td>
<td>WOST/ES 3420</td>
</tr>
<tr>
<td></td>
<td>WOST 3520</td>
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<td>WOST 3530</td>
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<tr>
<td></td>
<td>WOST 3545</td>
</tr>
<tr>
<td></td>
<td>WOST 3550</td>
</tr>
<tr>
<td><strong>Completed Units:</strong></td>
<td></td>
</tr>
<tr>
<td>2. Lifespan Survey</td>
<td>16 Quarter</td>
</tr>
<tr>
<td>HDEV 3301(4700)</td>
<td>4</td>
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<tr>
<td>HDEV 3302(4400)</td>
<td>4</td>
</tr>
<tr>
<td>HDEV 3303</td>
<td>4</td>
</tr>
<tr>
<td>HDEV 3304</td>
<td>4</td>
</tr>
<tr>
<td><strong>Substitution Units Earned:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Completed Units</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Upper Division G.E. Requirements (12 units)</th>
<th>Earned Units Prior to Program:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please consult an Academic Advisor in the AACE regarding Upper Division G.E. Requirements</td>
<td>Total Earned Units (need 180)</td>
</tr>
<tr>
<td>AACE - Academic Advising &amp; Career Education, SA 2300</td>
<td></td>
</tr>
</tbody>
</table>

**Completed Units**

Notes: Courses numbers in () represent old course numbering system.

*All courses taken for Major must be taken for a letter grade - no CR/NC.*
Library Resources
University Libraries: http://library.csueastbay.edu

Gretchen Keer
gretchen.keer@csueastbay.edu
510-885-2968

Subject Guides
Click the "Subject Guides" tab from the University Libraries Website and choose a subject area:

Find Books  Find Articles  Books & Articles  Subject Guides

Subject Guides are created by librarians as one-stop shops for starting your research. Use the QuickSearch to look for articles on a topic.

Search Tips

Keywords
Words that describe the main idea(s) of your research question. Remember to use synonyms when you are searching the databases as one person might call an idea/topic one thing while another uses another term. For example, cat versus Felis domesticus or rain versus precipitation.

Boolean operators
Invented by George Boole, these terms enable combinations of words to be searched at one time with different results, depending on the Boolean operator used. The standard terms are AND, OR, and NOT.

- AND: retrieves results containing both terms (air AND water)
- OR: retrieves results containing at least one of the terms (air OR water)
- NOT: retrieves results answers containing one term but not the other (air NOT water)

As this is counter-intuitive to natural language that we use in everyday speech, if you get confused, consider this phrase: OR IS MORE

Truncation
This enables multiple forms of words to be searched at one time. To capture all of them at once, you insert a "truncation" symbol after the "root" of the word. This
principle works in many databases, although the symbol for truncation may differ from database to database.

Example: chromato* retrieves "chromatograph," "chromatography," "chromatographic," "chromatogram," "chromatograms," etc.

Peer-reviewed Articles
Many of the databases have a limiter so that you can search for only peer-reviewed articles. Peer-reviewed articles are also called scholarly or academic, depending on which database you are using.

Getting Full-text Articles
Many of the records you find in the databases will have full-text articles attached. Look for the HTML or PDF icons:

- If you don't see a PDF or HTML icon, click on the "SFX" link or button to find out whether the library has full-text of the article.
- If available, you will be able to click the "Full Text Online" link to get the article from another of the library's subscription databases.
- If the library does not have the article, you can order it through ILL (inter-library loan)

Library Databases

Many databases are available for your use via the library's website. You can find a complete list under Databases A-Z. You can also limit the databases to the best ones for your research by selecting your subject area from the dropdown list under "Search by Subject" on the Databases A-Z page, and clicking Search.

You can use all the above search tips in the databases.

A few databases that will be quite useful in your discipline are listed below:

- **Academic Search Premier**
  This is a great database for research in many topics and is easy to use. The database contains journal articles (both peer and non-peer reviewed), magazine articles, news articles, book reviews, and more. Many articles are available full-text.

- **JSTOR**
  This database is multidisciplinary and includes Humanities, Social Sciences, Health Sciences, General Sciences, Women's Studies, Statistics, and Education. All of the articles in JSTOR are available full-text.

- **PsycINFO**
  For articles in psychology and related social and behavioral sciences.
All Approved TMC Degrees have a CSUEB "Similar Degree" available

<table>
<thead>
<tr>
<th>TMC</th>
<th>CSUEB Baccalaureate Degree(s) (not all options)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration of Justice</td>
<td>BS Criminal Justice Administration</td>
</tr>
<tr>
<td>Anthropology</td>
<td>BA Anthropology</td>
</tr>
<tr>
<td>Art History</td>
<td>BA Art</td>
</tr>
<tr>
<td>Business</td>
<td>BS Business Administration</td>
</tr>
<tr>
<td>Communication Studies</td>
<td>BA Communication</td>
</tr>
<tr>
<td>Computer Science</td>
<td>BS Computer Science</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>BA Human Development</td>
</tr>
<tr>
<td>Elementary Teacher Education</td>
<td>BA Liberal Studies</td>
</tr>
<tr>
<td>English</td>
<td>BA English</td>
</tr>
<tr>
<td>Geography</td>
<td>BA, BS Geography</td>
</tr>
<tr>
<td>Geology</td>
<td>BA Geology</td>
</tr>
<tr>
<td>History</td>
<td>BA History</td>
</tr>
<tr>
<td>Journalism</td>
<td>BA Communication</td>
</tr>
<tr>
<td>Kinesiology</td>
<td>BS Kinesiology</td>
</tr>
<tr>
<td>Mathematics</td>
<td>BS Mathematics, BS Statistics</td>
</tr>
<tr>
<td>Music</td>
<td>BA Music</td>
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<td>Physics</td>
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<tr>
<td>Political Science</td>
<td>BA Political Science</td>
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<tr>
<td>Psychology</td>
<td>BA, BS Psychology</td>
</tr>
<tr>
<td>Sociology</td>
<td>BA Sociology</td>
</tr>
<tr>
<td>Studio Arts</td>
<td>BA Art</td>
</tr>
<tr>
<td>Theater Arts</td>
<td>BA Theatre Arts</td>
</tr>
</tbody>
</table>
All Approved TMC Degrees have a CSUEB “Similar Degree” available

<table>
<thead>
<tr>
<th>TMC</th>
<th>CSUEB Baccalaureate Degree(s) (not all options)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration of Justice</td>
<td>BS Criminal Justice Administration</td>
</tr>
<tr>
<td>Anthropology</td>
<td>BA Anthropology</td>
</tr>
<tr>
<td>Art History</td>
<td>BA Art</td>
</tr>
<tr>
<td>Business</td>
<td>BS Business Administration</td>
</tr>
<tr>
<td>Communication Studies</td>
<td>BA Communication</td>
</tr>
<tr>
<td>Computer Science</td>
<td>BS Computer Science</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>BA Human Development</td>
</tr>
<tr>
<td>Elementary Teacher Education</td>
<td>BA Liberal Studies</td>
</tr>
<tr>
<td>English</td>
<td>BA English</td>
</tr>
<tr>
<td>Geography</td>
<td>BA, BS Geography</td>
</tr>
<tr>
<td>Geology</td>
<td>BA Geology</td>
</tr>
<tr>
<td>History</td>
<td>BA History</td>
</tr>
<tr>
<td>Journalism</td>
<td>BA Communication</td>
</tr>
<tr>
<td>Kinesiology</td>
<td>BS Kinesiology</td>
</tr>
<tr>
<td>Mathematics</td>
<td>BS Mathematics, BS Statistics</td>
</tr>
<tr>
<td>Music</td>
<td>BA Music</td>
</tr>
<tr>
<td>Physics</td>
<td>BA Physics</td>
</tr>
<tr>
<td>Political Science</td>
<td>BA Political Science</td>
</tr>
<tr>
<td>Psychology</td>
<td>BA, BS Psychology</td>
</tr>
<tr>
<td>Sociology</td>
<td>BA Sociology</td>
</tr>
<tr>
<td>Studio Arts</td>
<td>BA Art</td>
</tr>
<tr>
<td>Theater Arts</td>
<td>BA Theatre Arts</td>
</tr>
</tbody>
</table>
Critical Thinking VALUE Rubric

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 35 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Framing Language

This rubric is designed to be transdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry and analysis that share common attributes. Further, research suggests that successful critical thinkers from all disciplines increasingly need to be able to apply those habits in various and changing situations encountered in all walks of life.

This rubric is designed for use with many different types of assignments and the suggestions here are not an exhaustive list of possibilities. Critical thinking can be demonstrated in assignments that require students to complete analyses of text, data, or issues. Assignments that cut across presentation modes might be especially useful in some fields. If insight into the process components of critical thinking (e.g., how information sources were evaluated regardless of whether they were included in the product) is important, assignments focused on student reflection might be especially illuminating.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Ambiguity: Information that may be interpreted in more than one way.
- Assumptions: Ideas, conditions, or beliefs (often implicit or unstated) that are "taken for granted or accepted as true without proof." (quoted from www.dictionaryreference.com/browse/assumptions)
- Context: The historical, ethical, political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events.
- Literal meaning: Interpretation of information exactly as stated. For example, "she was green with envy" would be interpreted to mean that her skin was green.
- Metaphor: Information that is (intended to be) interpreted in a non-literal way. For example, "she was green with envy" is intended to convey an intensity of emotion, not a skin color.
# Critical Thinking VALUE Rubric

For more information, please contact value@aacu.org

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

<table>
<thead>
<tr>
<th>Explanation of issues</th>
<th>Capstone 4</th>
<th>Milestones 3</th>
<th>Milestones 2</th>
<th>Benchmark 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issue/problem to be considered critically is stated, clearly and described comprehensively, delivering all relevant information necessary for full understanding.</td>
<td>Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.</td>
<td>Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.</td>
<td>Issue/problem to be considered critically is stated without clarification or description.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence and using information to investigate a point of view or conclusion</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.</td>
<td>Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.</td>
<td>Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.</td>
<td>Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Influence of context and assumptions</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.</td>
<td>Identifies own and others' assumptions and several relevant contexts when presenting a position.</td>
<td>Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).</td>
<td>Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student's position (perspective, thesis/hypothesis)</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).</td>
<td>Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).</td>
<td>Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.</td>
<td>Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conclusions and related outcomes (implications and consequences)</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.</td>
<td>Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.</td>
<td>Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.</td>
<td>Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.</td>
</tr>
</tbody>
</table>
TO: The Academic Senate
FROM: Committee on Instruction and Curriculum (CIC)
SUBJECT: WOST Online BA program
PURPOSE: For Action by the Academic Senate.

ACTION REQUESTED: That the Academic Senate approve the Online Bachelors of Arts in Women’s Studies; effective Fall, 2011

BACKGROUND INFORMATION: At its meeting on February 7, 2011, CIC voted unanimously to approve the attached proposal. The WOST Online BA program proposal was passed after hearing testimony by Pat Guthrie, the Chair of Human Development and Women’s Studies, and a lengthy discussion of ongoing issues related to online instruction and library resources. The curriculum for this program was passed by the Academic Senate in 08-09 to be effective Fall 09, but this current proposal is necessary for an expedited WASC review and subsequent implementation of the online venue.
Template: Expedited Review: Off-Campus or Distance Education

California State University, East Bay

Department of Human Development and Women’s Studies

Submitted by Lynn Comerford, Associate Professor and Director of Women’s Studies

Program Description

Briefly describe the following:

A. Program Title: Online Bachelors of Arts in Women’s Studies (BA-WOST)

B. Site Location (Including Physical Address if applicable):

The program will be offered online via Blackboard; administrative support is physically located at the Department of Human Development & Women’s Studies, 3069 Meiklejohn Hall, California State University, East Bay, 25800 Carlos Bee Boulevard, Hayward, CA 94542

C. Start Date: Fall 2011 (September 2011)

D. Modality: Asynchronous online instruction via Blackboard

E. Anticipated FTE:

We plan to offer an online degree completion program to 30 upper division WOST students, Fall Quarter 2011. Based on student feedback, we anticipate a strong demand for this major. We expect to enroll an additional 30 students each Fall Quarter. At the end of three years, we project an enrollment of between 60-90 students in the Program.

<table>
<thead>
<tr>
<th>Fall 2011 enrollment</th>
<th>Fall 2012 enrollment</th>
<th>Fall 2013 enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort A: 30</td>
<td>Cohort A: 30</td>
<td>Cohort B: 30</td>
</tr>
<tr>
<td>Cohort B: 30</td>
<td></td>
<td>Cohort C: 30</td>
</tr>
<tr>
<td>Total: 30</td>
<td>Total: 60</td>
<td>Total: 60</td>
</tr>
</tbody>
</table>

The online BA-WOST program is geared to working adults, primarily to women who desire to complete their degree and need to meet paid work and unpaid care work obligations. The majority of our WOST students fit this profile and we expect a similar population for online students. Many CSUEB students who are attracted to online course offerings in HDEV/WOST are single parents. Approximately 85 percent of all single parents in the United States are women—single-mother families have grown at a rate five times faster than nuclear families over
the past twenty years and have a 20 percent rate of poverty. Access to a higher education, offered online to students with paid and unpaid work obligations, can mean an escape from poverty for their families.

The online BA in WOST will consist of the same curriculum approved for the on-ground program, including the same courses, course outlines, learning outcomes, and major assessments.

**Learning Outcomes**

A. Briefly describe the learning outcomes of the program:

**Learning Outcomes**: Students graduating with a BA in WOST from CSUEB will be able to do the following:

1) Identify feminist theoretical and methodological perspectives on culture and society

2) Critique social inequalities founded on the intersections of gender, race, ethnicity, class, sexuality, and nation

3) Apply skills gained in computing, writing, fieldwork, critical thinking and knowledge synthesis to their lives and workplaces

3) Critically reflect upon their own lives and social, cultural, and institutional structures nationally and internationally from a feminist perspective

4) Comprehend the factors involved to become leaders committed to dismantling sexism and other oppressive beliefs and work for social justice

**The goals of the Women’s Studies program:**

- To provide students with the theoretical and methodological tools to examine the intersections of gender with other forms of difference and power—such as sexuality, race, class, and nation—in local and transnational contexts

- To provide a forum for intellectual debate and a catalyst for students committed to social action which addresses various forms of social injustice

- To provide service learning fieldwork placements on issues pertaining to the lives of women which culminate in a senior thesis

- To build supportive local community environments for women by disseminating fieldwork research findings back to the community
Learning Objectives for the Women’s Studies Undergraduate Curriculum:

A. To appreciate women’s studies as an academic field of study and research
B. To understand and apply feminist intersectional analysis to social inequalities
C. To recognize what it means to place women at the center of knowledge-making
D. To understand the ways in which feminist pedagogy offers a different perspective from other forms of teaching and learning
E. To appreciate the dynamic relationship between women’s studies scholarship, service learning fieldwork, and feminist social action

See Appendix 1: BA-WOST Curriculum Map and Competencies

Faculty Resources

A. Briefly describe the qualifications, status and number of faculty who will deliver the program.

Faculty members who teach online in the WOST program are carefully selected, appropriately trained, frequently evaluated, and have a low turnover. The WOST major will be taught by a combination of tenure-track and lecturer faculty. The WOST prefix courses will be taught by five full-time tenure-track faculty and three part-time lecturers.

The WOST tenure-track faculty include:

- Lynn Comerford, Associate Professor and Program Director
  - PhD, Sociology, State University of New York, Albany

- Maxwell Davis, Assistant Professor
  - PhD, Social Work, University of Southern California

- Patricia Drew, Assistant Professor
  - PhD, Sociology, University of California, Santa Barbara

- Patricia Guthrie, Professor and Chair of Human Development and Women’s Studies
  - PhD, Anthropology, University of Rochester

- Keri O’Neal, Associate Professor
  - PhD, Human Development, Texas Tech University

The WOST lecturer faculty include:
- Vibha Chandra, Lecturer
  - PhD, Sociology, State University of New York, Stony Brook
- Dina Jarrah, Lecturer
  - PhD, Public Administration, University of California, San Francisco
- Judith Williams, Lecturer
  - PhD, Biology, University of Hawaii

The Department of Human Development and Women’s Studies has been offering distance education for over thirty years. All WOST faculty have developed and taught online courses and attended conference sessions and/or workshops focused on online instruction. Professor Patricia Guthrie, Department Chair, has been teaching in WOST for over twenty years, and has an M.S. in Online Teaching and Learning. She has also presented on the topic of online instructional strategies at both statewide and national conferences.

The training of the WOST faculty for online teaching is ongoing, incorporates best practices in online learning pedagogy, and ensures competency with Blackboard. All WOST faculty are proficient and effectively supported in using Blackboard. WOST faculty regularly attend workshops and receive individual training from CSUEB’s Office of Faculty Development. The training for faculty members engaged in online learning includes consideration of issues of academic integrity, such as ways to reduce academic dishonesty. A veteran online instructor is assigned to each new faculty teaching online — the “mentor” reviews the blackboard website and provides support for the new faculty. The mentor monitors the development of the course before it starts and makes suggestions to the faculty about design and structure. Additionally, CSUEB has a process for online evaluation used for assessing teaching effectiveness for all online classes. WOST students, over the last five years, have consistently expressed their satisfaction with the quality of online instruction on their WOST course evaluations.

The consistency of these courses in our program will continue in the delivery of our online program. Online courses in WOST share the same learning outcomes and major key assessments as those offered on ground.

**Physical Resources**

A. Briefly describe physical resources. Please attach SIGNED MOU’s or other agreements that support the proposed location or program.

WOST faculty offices and administrative assistants are located in the Department of Human Development and Women’s Studies, Meiklejohn Hall. The proposed online degree completion program will have no impact on the physical resource capacity of the University as it does not require physical classroom or lab facilities.
The University Libraries provide online research help, research databases and electronic books, reference sources, journal articles, tutorials, and streaming video which can be accessed from the Libraries' website with a campus NetID and password.

The University Libraries have a link on their website entitled "Library Services for Students Enrolled in Online/Distant Education Classes." The University Library offers a wide range of services to help both students and faculty, including information on how to access HAYSTAC, the Libraries' online catalog, CSUEB’s online full-text journals and databases, and off-campus databases. In addition, the site provides information regarding how to consult with a reference librarian and how to use InterLibrary Loan (ILL) services.

Budget

The cost to offer an online BA in WOST is covered by the budget currently allocated to the Department of Human Development and Women’s Studies. All WOST BA course costs are covered by the revenue generated by the FTES according to current resource allocation policy. No additional money is needed. Marketing and publicity expenses such as brochures would be kept to a minimum by providing these through the Department’s website. The Department will also share information regarding WOST through public and private school systems’ information systems (such as email, links to our website, etc.).

We do not anticipate any differences in the costs for this program from our regular program. If any additional course sections are needed, they will be added and taught by our current tenure-track faculty and lecturers. If more lecturers are needed, they will be hired, with their costs being covered by additional student FTES.

A. Please attach the program budget covering at least the next 3 years. Be sure to include income and expenditures, including line items for salaries and benefits.

The budget includes at least three years of revenue and expenditures in adequate line-item detail.

See Appendix 2: WOST Budget 2011-2014

Assessment

A. Briefly describe the plan for assessment.

All online WOST courses and the program are evaluated on a periodic basis. The plan for incorporating assessment of this program into the institutional program review process is part of the systematic assessment carried out by the University-wide Committee on Academic Planning and Review. Each department is required to carry out a major Self-Study including the formulation of a Five Year Plan. The Self Study must contain a copy of the program's Outcome Assessment document, which summarizes: a) the data and what has been learned from this information, b) the steps the program has taken in response, and c) what further steps should be taken. Annual reports are submitted each year in between the major Five Year Review mandated
for all programs. Adjustment to the program will be made as appropriate based on the results from the program review and recommendations from CAPR.

The WOST assessment plan includes direct and indirect methods of assessment used to improve learning and the program and relies on a number of sources of information to assess student performance and the accomplishment of the BA-WOST program’s mission, goals and outcomes. The assessment plan includes:

- Input from the WOST Advisory Board, which consists of representatives from local women’s agencies located in the Greater San Francisco Bay Area, program alumni, and current students
- Relevant research findings regarding effectiveness in women’s studies education
- Student course evaluations
- Exit survey, which is completed during WOST 4910
- Student performance in WOST 4600 and WOST 4910 (Take Action Research Seminar I, II), the capstone experience
- Discussion and planning at the department meetings and annual retreat

BA-WOST Advisory Board

The members of the 2010-2011 BA-WOST Advisory Board include the following:

Monifa Willis, Building Futures with Women and Children

Lucero Arellano, Next Door Solutions to Domestic Violence

Nicki Guard, Girls Incorporated of Alameda County

Alicia Turino, Membership Director, Girl Scouts Heart of Central California, WOST student

Annie Matthews, C.E.O. Creating Economic Opportunities for Women

Cindy Tayag, Evergreen Valley College

Paloma Barroso, Solheim Lutheran Home

Molly Mayse, WOST student

Debra Mayeux, WOST student

Michelle Dedischew, WOST student

The Advisory Board will meet as a group in the Spring 2011 Quarter to discuss the WOST online BA scheduled for Fall 2011.
Syllabi are reviewed and approved by the WOST Program Curricular Committee (which includes all WOST tenure-track faculty) to ensure that learning objectives are linked to program learning outcomes. Syllabi submitted for online courses are expected to be just as current and rigorous as syllabi for face-to-face courses. Before a course is taught, syllabi are reviewed by the WOST Program Curricular Committee to ensure that the pedagogy is appropriate for the modality of the course. Program tenure-track faculty will determine whether the course learning outcomes remain linked to program learning outcomes and will take steps to correct any inconsistencies or omissions. All of the WOST syllabi have been placed upon a Blackboard site and are available to all program faculty for review.

Students and faculty are required to be online and “present” on a weekly basis. WOST faculty teaching online courses are expected to read all postings, assignments, and discussions every week. WOST faculty are also expected to regularly give feedback to all students, as they do in face-to-face classes.

Students are required to respond to discussion prompts, to be engaged in thoughtful, informed discussions with peers, to complete assignments on time, to support their peers through peer editing/discussions, and to participate regularly in collaborative activities.

Faculty will regularly check students’ level of involvement both qualitatively through reviewing/assessing all activity and quantitatively by reviewing the online program’s Blackboard Performance dashboard. (This tool allows faculty to see at a glance every participant’s activity on all discussion boards.) Faculty are encouraged to send warning emails or call any student who falls more than one week behind on their course activities, (as we would do for a face-to-face cohort student who was missing from class for more than a week.) All syllabi will identify the course as an “online” course.

**Student Course Evaluations:**

WOST requires a student course evaluation for all courses taught in the BA-WOST program, including both face-to-face courses and online courses. This feedback is used to make needed course adjustments. WOST online students complete the same course evaluation form that students complete in the face-to-face cohorts.

WOST holds an annual all-day retreat early in the Fall Quarter where the curriculum is reviewed and results from course evaluations are discussed. For Fall Quarter 2011, results from the exit survey will be discussed. The WOST Program tenure-track members will compare and contrast the satisfaction of students between the different cohorts and address concerns as appropriate. The results from the exit survey will be used for program modification if appropriate.
Appendix K

To: Kathleen Rountree  
Dean, College of Letters, Arts and Social Sciences

From: Patricia Guthrie  
Chair, Department of Human Development and Women's Studies

Re: Budgetary Justification for Approval of Submitting the Early Childhood Development BA Proposal to APGS and Academic Senate Reviews and Approval

Date: April 2, 2013

The Department of Human Development and Women’s Studies requests the Dean’s approval for submitting the Early Childhood Development B.A. Degree Proposal to APGS and the Academic Senate for the university level review and approval.

The ECD B.A. Degree proposal was reviewed and approved by the CLASS Curriculum Committee on January 9, 2012. In Spring 2012, when the proposal was cleared for campus-wide consultation and was ready for the university level review and approval, the Chancellor’s Office stopped accepting new degree proposals. Now that the Chancellor’s Office has started to accept new degree proposals, the Department wishes to move forward with the university level review and approval process.

In accordance with the CLASS policy on budgetary review of new curricular proposals (May 22, 2012), this memorandum presents the past 3 years’ data as required, to demonstrate that the proposed new program will be budget-neutral at the start and budget-positive in the future, and will positively affect the Department’s SFR.

As shown in the Institutional Research Data (Appendix 1 on next page), The HDEV/WOST Department teaches 50 sections in Fall 2012 with 7608 SCUs, with an overall SFR of 33.5. It is the third highest SFR of all programs in CLASS, after CRJA (42.6) and ANTH (34.6). The 2012 SFR was a significant increase from the Department’s 27.4 for 2010, and 30.6 for 2011. While the number of sections (cost) decreased from 63 in 2008 to 50 in 2012, the SCUs (services for students) increased significantly (7608 for 2012 as compared to 7140 for 2008).

The new ECD B.A. degree will utilize most of the courses currently offered by the HDEV/WOST Department for its existing Early Childhood Development Option for the HDEV B.A. degree. Only 3 new courses will be created for the new degree, and the offering of the newly created courses will use the section allocation currently provided for the ECD Option students, as we project that most of the students who are interested in the ECD Option would be interested in obtaining a B.A. degree in ECD rather than an Option. Since the new courses will be offered under the same structure of the other HDEV courses, these courses will continue to sustain the current SFR of the Department for a budget-positive position.

This new B.A. degree is to convert a currently popular Option (Early Childhood Development) in the Human Development B.A. into an independent B.A. degree. Market demand for this degree is high,
and Alameda County and Contra Costa County First 5 have provided scholarships for students taking the ECD Option in the past 6 years. We project that this degree will generate about 150 students within 3 years. It will be the second B.A. degree in Early Childhood Development/Studies in the CSU system (the only existing one now is at CSU Channel Islands; all others are all as options, concentrations, or minors).

The above analysis indicates that the creation of the ECD B.A. degree will enable the HDEV/WOST Department to continue to be budget-positive. Since this degree does not require special equipments, lab spaces, or internship requirements, the projected increase of the major students generated by this degree will bring the College and the University revenue, rather than liability.

We hope that the above program descriptions meet the criteria for a budget-neutral or budget-positive program as specified in the CLASS New Programs Budget Review Policy, and you will be able to approve our request to forward the proposal documents to APGS for further review and approval.

Appendix 1: HDEV/WOST Major and SFR information

<table>
<thead>
<tr>
<th>Human Development (includes Women Studies)</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Students Headcount</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Total Number of Majors</td>
<td>466</td>
<td>482</td>
<td>390</td>
<td>418</td>
<td>462</td>
</tr>
<tr>
<td>B. Degrees Awarded</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Total</td>
<td>07-08</td>
<td>08-09</td>
<td>09-10</td>
<td>10-11</td>
<td>11-12</td>
</tr>
<tr>
<td>Instructional FTE Faculty (FTEF)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Tenured/Track FTEF</td>
<td>8.5</td>
<td>9.2</td>
<td>6.3</td>
<td>7.3</td>
<td>9.0</td>
</tr>
<tr>
<td>9. Lecturer FTEF</td>
<td>9.6</td>
<td>8.7</td>
<td>8.6</td>
<td>8.9</td>
<td>6.2</td>
</tr>
<tr>
<td>10. Total Instructional FTEF</td>
<td>18.0</td>
<td>17.8</td>
<td>14.9</td>
<td>16.3</td>
<td>15.2</td>
</tr>
<tr>
<td>Lecturer Teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Total FTES taught</td>
<td>476.0</td>
<td>475.6</td>
<td>408.0</td>
<td>497.9</td>
<td>507.2</td>
</tr>
<tr>
<td>14. Total SCU taught</td>
<td>7140.0</td>
<td>7134.0</td>
<td>6120.0</td>
<td>7468.0</td>
<td>7608.0</td>
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<tr>
<td>D. Student Faculty Ratios</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. SFR By Level (All Faculty)</td>
<td>26.4</td>
<td>26.7</td>
<td>27.4</td>
<td>30.6</td>
<td>33.5</td>
</tr>
<tr>
<td>E. Section Size</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Number of Sections Offered</td>
<td>63.0</td>
<td>59.0</td>
<td>51.0</td>
<td>51.0</td>
<td>50.0</td>
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<tr>
<td>2. Average Section Size</td>
<td>28.8</td>
<td>31.3</td>
<td>30.0</td>
<td>38.1</td>
<td>38.0</td>
</tr>
</tbody>
</table>
Proposing New CSU Degree Program/Major
Bachelor’s and Master’s Levels
Offered through Self-Support and State-Support Modes

Since proposals of new degree programs/majors must be submitted to the Chancellor’s Office, this document presents the format, criteria, and submission procedures required by the CSU for bachelor’s and master’s degree program/major proposals. Please see the Academic Program Planning web site for doctoral degree proposal formats. (http://www.calstate.edu/APP/)

Criteria
Proposals are subjected to system-level internal and external evaluation, through which reviewers seek evidence indicating that current campus budgetary support levels provide sufficient resources to establish and maintain the program. Review criteria include: curriculum, financial support, number and qualification of faculty, physical facilities, library holdings, responsiveness to societal need and regional and workforce needs, academic assessment plans, and compliance with all applicable CSU policies, state laws, and accreditation standards.

Procedures
Before a proposal is submitted to the Chancellor’s Office, the campus proposes adding the projected degree program to the campus academic plan. Subsequent to the CSU Board of Trustees approval of the projection, a detailed, campus-approved program implementation proposal is submitted to the Chancellor’s Office for review and approval. In the case of a “Fast Track” proposal, the projected degree proposal and the detailed degree proposal are sent to the Chancellor’s Office at the same time. Proposals are to be submitted in the academic year preceding projected implementation. Only programs whose implementation proposals have been approved by the CSU Chancellor may enroll students. Campus Academic Plans appear in the Educational Policy Committee Agenda Item of the annual March meeting of the Board of Trustees.
Appendix L

CSU Degree Program/Major Proposal Form

Please Note:

- Campuses may mention proposed degree programs/majors in recruitment material if it is specified that enrollment in the proposed program is contingent on final program authorization from the CSU Chancellor’s Office.

- Approved degree programs/majors will be subject to campus program review within five years after implementation. Program review should follow system and Board of Trustee guidelines (including engaging outside evaluators) and should not rely solely on accreditation review.

1. **Program Type (Please specify any from the list below that apply—delete the others)**

   - State-Support
   - Self-Support
   - Online Program
   - Fast Track
   - Pilot
   - Pilot Conversion
   - Conversion of Self-Support to State-Support Program
   - Elevation of Option or Concentration to a Full Degree Program
   - New Program
   - Proposal Revision (updating a previously reviewed proposal)

2. **Program Identification**

   a. Campus:
      - CSU East Bay

   b. Full and exact degree designation and title (e.g. Master of Science in Genetic Counseling, Bachelor of Arts with a Major in History).

      - B.A. in Early Childhood Development

   c. Date the Board of Trustees approved adding this program projection to the campus Academic Plan.

      - Fast Track application, see attached Master Plan Proposal

   d. Term and academic year of intended implementation (e.g. Fall 2007).
Appendix L

Fall, 2014

e. Name of the department(s), division, or other unit of the campus that would offer the proposed degree major program. Please identify the unit that will have primary responsibility.
   ■ Department of Human Development and Women’s Studies

f. Name, title, and rank of the individual(s) primarily responsible for drafting the proposed degree major program.
   ■ Christina Chin-Newman, Ph.D., Associate Professor, HDEV
   ■ Patricia Guthrie, Ph.D., Professor, Chair, HDEV
   ■ Jiansheng Guo, Ph.D., Professor, HDEV, Interim Associate Dean, College of Letters, Arts, and Social Sciences

h. Any other campus approval documents that may apply (e.g. curriculum committee approvals).
   ■ Full campus approval documents will be provided as this proposal is reviewed in time. Approval documents will be included as appendices.

i. Please specify whether this proposed program is subject to WASC Substantive Change review.
Yes. Once this degree program is fully approved, WASC approval will be sought for complete online format delivery, in addition to the on-ground format.

j. Optional: Proposed Classification of Instructional Programs (CIP) Code and CSU Degree Program Code

Campuses are invited to suggest one CSU degree program code and one corresponding CIP code. If an appropriate CSU code does not appear on the systemwide list at: http://www.calstate.edu/app/documents/HEGIS-CIP2000_102406.xls, you can search CIP 2000 at http://nces.ed.gov/pubs2002/cip2000/ to identify the code that best matches the proposed degree program. The Classification of Instructional Programs (CIP) is a National Center for Education Statistics (NCES) publication that provides a numerical classification and standard terminology for secondary and postsecondary instructional programs. The CSU degree program code (based on old HEGIS codes) and CIP code will be assigned when the program is approved by the Chancellor.

The following is the preference rank order of the Program Code (13052 and 20993 are preferred because they represent programs with a “development” focus, typically housed in colleges of social sciences, where as 8231 and 8232 usually represent programs with an “education” focus, typically housed in colleges of education:

<table>
<thead>
<tr>
<th>Most suitable</th>
<th>13052</th>
<th>Child and Family Development</th>
<th>19.0706</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acceptable</td>
<td>20993</td>
<td>Human Development</td>
<td>19.0701</td>
</tr>
<tr>
<td>Not suitable</td>
<td>8231</td>
<td>Child Development/ECE</td>
<td>13.1210</td>
</tr>
<tr>
<td>Not suitable</td>
<td>8232</td>
<td>Early Childhood Studies</td>
<td>13.9999</td>
</tr>
</tbody>
</table>

3. Program Overview and Rationale

a. Rationale, including a brief description of the program, its purpose and strengths, fit with institutional mission, and a justification for offering the program at this time. The rationale may explain the relationship among the program philosophy, design, target population, and any distinctive pedagogical methods. (CPEC “Appropriateness to Institutional and Segmental Mission”)

The proposal is to create a B.A. in Early Childhood Development, for students who are interested in the development of young children (0-5 years of age) and who have aspirations in careers related to young children. Awareness of the importance of young children’s development has increased dramatically in recent years, as informed by research findings on brain and social-emotional development. Consequently, there is a high demand on qualified and more educated workers with specialized knowledge of early childhood in various career paths, including child agencies, advocacy and non-profit organizations, early care and education centers and preschools, and government organizations. Currently, all preschools funded by the Head Start Program in California require at least 50% of their teachers to have a B.A. degree in early childhood.
development or related areas (while before only 24 academic units were required). CDC (The Child Development Division) of California Department of Education is working with First 5 California and other agencies to develop qualification requirements leading to a requirement of a B.A. degree for early childhood teachers and professionals. Despite the high demand in the imminent future, however, there is only one B.A. program in Early Childhood Studies in the CSU system (Channel Islands), and all other early childhood related programs are in the form of an Option or Concentration, under Child and Adolescent Development B.A., or Human Development B.A. Having a B.A. in Early Childhood Development will meet the needs of the increasing demands of the State, the students, and the work force.

The proposed B.A. is built on the existing Early Childhood Development Option in the Human Development B.A. currently offered in the Department of Human Development and Women’s Studies. The curriculum of the BA in ECD is further developed to meet the special needs of the field. The development of the Option into a B.A. degree will also give the graduates higher value in the diploma, and also enhance the status of the profession of early childhood development. Research shows that several behavioral and developmental characteristics at ages 2-4 years are reliable predictors of their behaviors and characteristics at middle and late childhood, adolescence, and adulthood. So training quality workers for the field of early childhood development is of vital importance to the development of children of the country.

This degree program will also be offered completely online (with WASC approval), as well as to be offered on-ground, to meet the increasing diverse needs of our current student population. Human Development and Women’s Studies Department has a long history of online program offering, with two current B.A. degrees approved as a complete online degree (Human Development B.A. (approved in 2007), and Women’s Studies B.A. (approved in 2011)). Online courses offered by the department are always in high demand, filled to capacity within the first week of enrollment, often with long wait lists.

b. Proposed catalog description, including program description, degree requirements, and admission requirements. For master’s degrees, please also include catalog copy describing the culminating experience requirement(s).

**Program Description**

Early Childhood Development, an interdisciplinary study that integrates theory and methodology from disciplines such as anthropology, biology, education, linguistics, neuroscience, psychology, and sociology, investigates the processes and mechanisms underlying developmental changes during the early childhood period from birth to 5 years of age, examines the socio-cultural and historical contexts in which development takes place, and explores factors and best practices that facilitate optimal growth and development of young children.
Appendix L

The program's curriculum aims to develop in students a basic understanding of major research findings and core concepts in early childhood development, the ability to analyze and evaluate theoretical and practical issues concerning young children, and the skills to apply learning to diverse communities outside the university. The program strives to create an optimal learning community that values and fosters collaborative learning and dialogue among students and faculty from diverse backgrounds.

**Student Learning Outcomes**
Students graduating with a B.A. in Early Childhood Development from California State University, East Bay will:
1) demonstrate core knowledge in biological, behavioral/mental, and contextual aspects of early childhood development;
2) demonstrate critical thinking ability to identify similarities, differences, and connections among early childhood development perspectives;
3) show ability to reflect critically about new and diverse early childhood development situations outside the university context and apply problem-solving skills to these situations;
4) show ability to access knowledge, design and carry out individual and group research projects, and present them clearly, logically and persuasively; and
5) show ability to understand themselves reflectively and others, young children in particular, empathetically, and apply these skills to both academic and nonacademic contexts.

**Degree requirements**
Units for the degree: 180 quarter units
Units for the major: 80 quarter units (12 lower division, 68 upper division)
(Please see 4.f. for a list of courses required for the major.)

**Admission requirements**
This program will be a degree completion program. Most of the students are upper division transfer students from the community colleges. CSUEB native students can also be admitted to the major during the freshmen and sophomore years, but they should only start the upper division courses after they obtain upper division standing.

Upper Division Transfer Students:
   Any student who qualifies to transfer to CSUEB (90 quarter units, and 2.0 GPA or above)
Native CSUEB Students:
   2.0 GPA or above
4. **Curriculum**

a. Goals for the (1) program and (2) student learning outcomes. Program goals are very broad statements about what the program is intended to achieve, including what kinds of graduates will be produced. Student learning outcomes are more specific statements that are related to the program goals but that more narrowly identify what students will know and be able to do upon successful completion of the program.

1) **Goals for the Program**

   The goals of the B.A. in Early Childhood Development program are to
   
   1) provide students with core knowledge, analytical skills, and the ability to reflect critically about early childhood development;
   2) enable students to design, carry out, and present research projects clearly, logically and persuasively;
   3) help students become effective problem solvers across a wide range of diverse contexts; and
   4) empower students with leadership skills and broaden their career aspirations.

2) **Student Learning Outcomes**

   Students graduating with a B.A. in Early Childhood Development from California State University, East Bay will:
   
   1) demonstrate core knowledge in biological, behavioral/mental, and contextual aspects of early childhood development;
   2) demonstrate critical thinking ability to identify similarities, differences, and connections among early childhood development perspectives;
   3) show ability to reflect critically about new and diverse early childhood development situations outside the university context and apply problem-solving skills to these situations;
   4) show ability to access knowledge, design and carry out individual and group research projects, and present them clearly, logically and persuasively; and
   5) show ability to understand themselves reflectively and others, young children in particular, empathetically, and apply these skills to both academic and nonacademic contexts.

b. Plans for assessing program goals and student learning outcomes. Some planners find it helpful to develop matrices in which student learning outcomes and required courses are mapped, indicating where content related to the learning outcomes is introduced, reinforced, and practiced at an advanced level in required courses.

(CPEC “Maintenance and Improvement of Quality”)

1) Currently, the Department has a curriculum map for all courses required for Human Development majors, where all the 5 SLOs (Student Learning Outcomes) are mapped to each major component of a course across all courses required for the major, for assessment purposes. The same process is adopted to the Early Childhood Development major (see Appendix V, ECD Curriculum Map).
2) Currently, the Department assesses one SLO each academic year with various measures (direct or indirect, and quantitative or qualitative), aiming at completing the assessment of 5 SLOs within the 5-Year reviewing cycle. The same assessment process will be adopted for the new ECD Major program.

3) The Department has a designated tenure track faculty member serving as the department’s Assessment Coordinator, who also chairs the department’s curriculum committee. The Coordinator works with the whole faculty in planning, organizing, implementing, and reporting about the assessment activities, under the leadership of the Department Chair. The Department Assessment Coordinators received a small stipend for assessment from the College in the past two years for implementing its assessment activities.

4) The Department reports its assessment findings in its Annual Report to CAPR (Committee on Academic Planning and Review) of the Academic Senate annually, and in its Five-Year Review Reports every five years.

c. Total number of units required for the major.

■ 80 quarter units (12 lower division, 68 upper division)

d. Include a justification for any baccalaureate program that requires more than 120-semester units or 180-quarter units.

■ This degree does not require more than 180 units.

e. If any formal options, concentrations, or special emphases are planned under the proposed major, identify and explain fully. Optional: You may propose a CSU degree program code and CIP code for each concentration that you would like to report separately from the major program, if the option is approximately equivalent to a degree currently listed on the CSU application-booklet degree program table. If you do not find an appropriate CSU degree program code at: http://www.calstate.edu/app/documents/HEGIS-CIP2000_102406.xls, you can search CIP 2000 at http://nces.ed.gov/pubs2002/cip2000/ to help identify the code that best matches the proposed curriculum.

The proposed degree program does not have any formal options or concentrations.

f. A list of all courses required for the major, specifying catalog number, title, units of credit, and prerequisites or co-requisites (ensuring that there are no “hidden” prerequisites that would drive the total units required to graduate beyond the total reported in 4c above).

I. Lower Division Requirements: 12 quarter units

Meet this requirement by taking either (A) or (B)
Appendix L

A: 12 quarter units from the following courses and course categories (or equivalents, with no more than 4 quarter units from each category or course prefix):

1) Child Health/Safety/Nutrition;
2) Principles/Practices of Teaching Young Children;
3) Introduction to Curriculum;
4) Children in a Diverse Society;
5) Early Childhood Observation & Assessment;
6) Early Childhood Field Practicum

7) KPE 2030 (games for children, 2 units)
8) HDEV 2010 Introduction to Early Childhood (4)
9) BIO 2010 Human Physiology and Anatomy (5)
10) HSC 2001 Environmental Factors in Health (4)
11) HSC 2500 Principles of Personal Nutrition (4)
12) ES 1001 Introduction to Ethnic Studies (4)
13) COMM 1004 Interpersonal Communication (4)
14) KIN 1626 Nutrition and Performance for Bodies at Play (4)
15) PSYC 1005 General Psychology for Healthier Living (4)
16) PHIL 1303 Introduction to the Philosophy of Art (4)
17) THEA 1020 Discover Acting (3)

B: An AA degree in ECE or ECD (or equivalents)

II. Upper Division Requirements: 68 quarter units (56 required quarter units, and 12 elective quarter units)

[1. Listed below are 56 required quarter units (14 courses). The 12 elective quarter units (3 courses) are listed in 4.g. further below.
2. The 3 courses marked by * are new courses.]

Junior Foundation Courses: 24 units

1) HDEV 3101 Lifespan Physical & Cognitive Development (4)
2) HDEV 3102 Lifespan Social & Emotional Development (4)
3) HDEV 3103 Social & Cultural Dynamics of Human Development (4)
4) HDEV 3201 Theories of Human Development (4)
5) HDEV 3202 Research Methods in Human Development (4)
6) HDEV 3213 Applying Theory & Methods of Human Development in Early Childhood Development Care and Education Settings (4)*

Early Childhood Development Required Courses: 24 units

7) HDEV 3301 Child Development (4)
8) HDEV 4010 Early Childhood Cognitive Development (4) OR HDEV 4060 Early Childhood Artistic and Creativity Development*
9) HDEV 4030 Early Childhood Social Development (4)
10) HDEV 4120 Child Language Development (4) OR
Appendix L

TED 4070 Early Childhood Education: Language & Literacy Development (4)
11) HDEV 4140 Theories of Childhood (4) OR
   TED 4074 Early Childhood Education: Children with Special Needs (4)
12) HDEV 4150 Children in Families and Communities (4)

Senior Capstone Courses: 8 units
13) HDEV 4821 Senior Research Seminar in Early Childhood Development and Education Settings (4)*
14) HDEV 4812 Senior Research Seminar in Human Development II (4)

g. List of elective courses that can be used to satisfy requirements for the major, specifying catalog number, title, units of credit, and prerequisites or co-requisites. Include proposed catalog descriptions of all new courses. For graduate program proposals, identify whether each course is a graduate or undergraduate offering.

Note: With regard to Sections 4f and 4g, a proposed program should take advantage of courses already offered in other departments when subject matter would have considerable overlapping content.

Early Childhood Development Elective Courses: 12 units

Select 12 units of any courses from the following categories (A, B, C, or D):

A) Motor Development and Activities (0-4 units in this category)
   KPE 3251 Physical Edu. for the Classroom Teacher (4)
   KPE 3252 Physical Edu. for the Classroom Teacher (4)

B) Arts and Performances (2-12 units in this category)
   Studio Art:
   TED 4320 Art Skills for Teachers (4)
   TED 4073 Early Childhood Education: Integrated Arts (2)
   Stories:
   THEA 3610 Interpretation of Children’s Literature & Story Telling (4)
   Theatre:
   THEA 3650 Dramatic Activities for Children (4)
   Dance:
   DANC 3235 Dance for Children (4)
   DANC 3251 Movement Analysis (4)

C) Curriculum and Education (0-12 units in this category)
   TED 4071 Early Childhood Education: Integrated Language Arts & Social Studies (4)
   TED 4072 Early Childhood Education: Integrated Math & Science (4)
   TED 4075 Early Childhood Education: Professional Seminar and Practicum (6)

D) Special Needs (0-4 units in this category)
   SPPA 3852 Survey of Speech and Language Disorders-Part I (4)
h. List of any new courses that are: (1) needed to initiate the program and (2) needed during the first two years after implementation. Only include proposed catalog descriptions for new courses. For graduate program proposals, identify whether each course is a graduate-level or undergraduate-level offering.

- HDEV 3213 Applying Theory & Methods of Human Development in Early Childhood Development Care and Education settings (4)
- HDEV 4821 Senior Research Seminar in Early Childhood Development Care and Education Settings (4),
- HDEV 4060 Early Childhood Artistic and Creativity Development*

i. Attach a proposed course-offering plan for the first three years of program implementation, indicating, where possible, likely faculty teaching assignments. All courses, except for the three new courses listed in (h) are being offered regularly for the various degree programs on campus. The HDEV 3212 will be offered once a year in the Spring quarter (with multiple sections depending on demands, following the HDEV 3202 offering pattern), and HDEV 4821 will be offered each quarter (following the HDEV 4811 offering pattern) to facilitate various graduation needs of the students.

Please also see Appendix I, Student Advising Roadmap, for specific course offerings.

j. For master’s degree proposals, include evidence that program requirements conform to the minimum requirements for the culminating experience, as specified in Section 40510 of Title 5 of the California Code of Regulations.

N/A

k. Admission criteria, including prerequisite coursework.

- a) Meet CSUEB upper division transfer standards,
- b) 2.0 college course GPA or higher

l. Criteria for student continuation in the program.

- 2.0 college course GPA or higher

m. For undergraduate programs, planned provisions for articulation of the proposed major with community college programs.

- a. (lower division transfer agreement) To be discussed with APGS. Currently, the child development programs (including the early childhood development programs) in Community Colleges have an existing transfer pattern agreement
with the Human Development Major program. That transfer pattern can be very easily adapted for the proposed Early Childhood Development Major program.

b. TMC for ECE Currently, CSUEB has a TMC for the early childhood development/education programs in Community Colleges mapped to the Human Development Major program. The same TMC can be applied readily to the Early Childhood Development Major program.

n. If there is a **Lower-Division Transfer Pattern** (LDTP) for this major, indicate the relationship between the LDTP and the requirements presented in this proposal. Information on LDTP is available at: [http://www.calstate.edu/AcadAff/ldtp.shtml](http://www.calstate.edu/AcadAff/ldtp.shtml)

*To be discussed with APGS.* The current LDTP is with the Human Development Major. Since the current LDTP is basically for the child development (including early childhood development) programs in community colleges (CCs do not have Human Development majors), the existing LDTP can be applied to the ECD Major program.

The Early Childhood Development or Early Childhood Education AA programs in California Community Colleges have developed a CAP (Curriculum Assignment Project) program, which has developed a set of 8 course categories that are freely transferrable across all approved community colleges. The 6 categories listed in 4.f.I.A (Lower division major requirement in Curriculum) are part of these 8 categories. Since the B.A. degree only requires 3 categories, any student with an AA degree in ECD/ECE from the California community colleges will already have met their lower division major requirements.

o. Advising “roadmaps” that have been developed for the major.

Please see Appendix I for specifics.

p. Provision for meeting accreditation requirements, if applicable, and anticipated date of accreditation request (including the WASC Substantive Change process).

N/A for accreditation.

WASC Substantive Change Approval request for future online offering will be made once the Degree Program is approved by the Chancellor’s Office.

**Accreditation Note:**

*Master’s degree program proposals*

If subject to accreditation, establishment of a master’s degree program should be preceded by national professional accreditation of the corresponding bachelor’s degree major program.

(Accreditation note finished on next page.)
Fast-track proposals cannot be subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors unless the proposed program is already offered as an authorized option or concentration that is accredited by an appropriate specialized accrediting agency.

5. Need for the Proposed Degree Major Program
   (CPEC “Societal Need,” “Number of Existing Programs in the Field,” and “Advancement of the Field”)

   a. List of other California State University campuses currently offering or projecting the proposed degree major program; list of neighboring institutions, public and private, currently offering the proposed degree major program.
      - The only CSU campus that has a major in early childhood currently is
        CSU Channel Islands: B.A. in Early Childhood Studies
        http://earlychildhoodstudies.csuci.edu/
      - Among the CSU system, 19 campuses have Option/Concentration in Early Childhood Development/Care/Education programs, under various majors (like Child/Adolescent Development, Child and Family Studies, Human Development, Liberal Studies, etc.), including:
        - San Francisco  San Jose  Sonoma,  Chico,  Humboldt
        - Long Beach  North Ridge  Fullerton  Fresno  San Bernardino
        - Los Angeles  San Marcos  San Diego  East Bay  Monterey Bay
        - Sacramento
      - Non-CSU universities in the region with either Major or Option/Concentration programs in early childhood development/education
        - UC Berkeley  (only a minor)
        - Chapman University
        - Kaplan University
        - National University
        - Mills College (M.A. only)
        - Saint Mary’s College (M.A. and Credential only)
   b. Differences between the proposed program and programs listed in Section 5a above.

      Except for the Early Childhood Studies program at CSU Channel Islands, all other CSU programs are not majors, but options or concentrations in early childhood within a major that covers the entire childhood or child and family studies. In the new
professional competencies developed by CDD, ECE professionals need to focus their training on birth to 5 years. The proposed ECD Major will fit this requirement, similar to the program offered at CSU Channel Islands. However, the Early Childhood Studies BA at Channel Islands has a more “educational” orientation (housed in College of Education), whereas this proposed BA program has a more “developmental” orientation.

Other universities that offer it as a major are all private universities, charging higher fees.

c. List of other curricula currently offered by the campus that are closely related to the proposed program.

None, except for the following non-major programs:
- **ECD Option in HDEV B.A.**, on which this proposed degree is based.
- **Childhood Development Option in HDEV B.A.**, which covers the age range of 0-12 years. However, the ECE professional requirements limit the age range of the study content focus to 0-5 years. That was why the ECD Option was created to meet that requirement by the Department in 2007.
- **Childhood Studies Option in Liberal Studies B.A.**, which has the same issue as the CD Option in HDEV.
- Teacher Education Department offers a **Minor in Early Child Education**, requiring 6 courses, totaling 24 quarter units. But the Minor does not lead to any B.A. degree. In addition, all these 6 courses are included in the proposed Major program, which provides an “educational” (as compared to “developmental”) perspective to the proposed program.
- Teacher Education Department offers a **M.S. in Education with an Option in Early Childhood Education**.

d. Community participation, if any, in the planning process. This may include prospective employers of graduates.

Department of Human Development and Women’s Studies has been working collaboratively with the Bay Area communities for the Early Childhood Development Option in Human Development BA program for the past 5 years. First 5 Alameda County has been providing scholarship grants every year since 2007, and First 5 Contra Costa County has been providing scholarship grants every year (up to 20 scholarships for each cohort) during 2006 and 2009 for working ECE professionals who were taking the ECD Option in the HDEV Major degree.

The Department also has been working with our local feeder community colleges for student transfer and curriculum development. In February 2011, a regional conference **Linking for ECE Students** was hosted and held at CSUEB, attended by early childhood program faculty members and student advisors from 3 other CSU
Appendix L

campuses (SF, SJ, Monterey Bay) and about 23 community colleges in the greater Bay Area region, for program development, alignment, and stream-lining student pathways for ECD/ECE programs. In addition, many current ECD Option students are early childhood care and education providers in the SF Bay Area.

Professor Christina Chin-Newman and Professor Jiansheng Guo are actively involved in the movement of developing B.A. degree programs for early care and education providers in the local counties and the State, attending meetings and conferences organized by First 5 (Alameda, Contra Costa, and California), CARES, EPEC, BPECE (Baccalaureate Pathways to Early Care and Education, a faculty coalition of early childhood related programs of the CSU system), and NYAEC (National Association for the Education of Young Children) and its California and regional chapters.

e. Applicable workforce demand projections and other relevant data.

By 2013, all Head Start preschools will require at least 50% of their teachers to have a BA degree. CDC of California Dept. of Edu. is developing qualification matrix that requires all teachers with a teacher permit to have a BA degree in ECD/ECE. Advocacy groups are lobbying for legislations to require a BA degree for ECE teachers tied to compensation schedules. In 2006, Prop. 82 (the Preschool for All Act) would have required all preschool teachers to have BA degrees with proper compensations. Although it was not passed, the movement for that idea has developed rapidly across many sectors of the society. Inspired by Prop. 82, CSU, CCC, and the State Superintendent held a joint conference at Sacramento in 2006, with several hundreds of representatives attending, to discuss the provision of ECD/ECE BA degrees. The ECD Option was created in response to that system wide call.

Since the creation of the ECD Option in HDEV in 2007, it has become the largest option of the 5 options in HDEV, constituting about 30% of the entire HDEV major population (482 majors for Fall 2009 IR data). Out of the 170 majors who filed for graduation in 2010-2011, 50 are taking the ECD Option. The rapid growth of the Option to 150 students in 3 years indicates the high workforce demand and student needs.

The B.A. in Early Childhood Development at CSUEB will help California’s workforce development by training students who will seek employment in early childhood agencies, government or non-profit organizations, advocacy groups, human and family services, as well as ECE centers and schools.

f. If the program was proposed to meet society’s need for the advancement of knowledge, please specify the need and explain how the program meets that need.
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The Child Development Division of California State Department of Education is commissioning the development of early childhood development foundation standards (already published) and the ECE professional competencies (in progress) to be implemented for the near future. This BA will help the ECE professionals to meet these competency standards, for their understanding of the young children’s development, conditions for optimal development, and resources for conducting their work. California has just (Dec. 2011) received the grant award from President Obama’s $500 million Race to the Top – Early Leaning Challenge Fund, among other 8 states, to build the statewide system of high quality early education programs. This degree will contribute to the training of high quality early childhood professionals, non-profit organization or government administrators, and teachers. For work force demands, please see (e) above.

Note: Data Sources for Demonstrating Evidence of Need

APP Resources Web http://www.calstate.edu/app/resources.shtml
US Department of Labor, Bureau of Labor Statistics
California Labor Market Information Labor Forecast

6. Student Demand (CPEC “Student Demand”)

a. Compelling evidence of student interest in enrolling in the proposed program. Types of evidence vary and may include national, statewide, and professional employment forecasts and surveys; petitions; lists of related associate degree programs at feeder community colleges; reports from community college transfer centers; and enrollments from feeder baccalaureate programs, for example.

- Please see 5e above for current proven student demands for the ECD Option.
- Each of the local feeder community colleges has an ECD/ECE department leading to an AA degree. For Chabot College, for example, the number of AA graduates in ECD was the 5th largest major (about 30/year), only behind Liberal Arts/Sciences (about 300/year), Biology (about 80/year), Nursing (about 36/year), and Business (about 31/year). NOTE, any transfer student can enter the proposed major without having an AA in ECD, and therefore the AA graduates in ECD is only an indicator, but NOT a bottle neck for incoming students for this proposed degree, as proven for the current ECD Option program.

b. Issues of access considered when planning this program.

This program is designed for serving the diverse student population who are serving or will be serving in the ECD/ECE field. Currently, a significantly large portion of the ECD Option students are of non-European ethnic backgrounds, many of whom are
bilingual or non-native English speakers, and they are overwhelmingly women (see Appendix VI, Institutional Research data for the HDEV student ethnic and gender distribution for 2009, taken from CAPR site). The Department of Human Development and Women’s Studies has developed an established protocol to proactively outreach to underserved populations, and a pedagogical approach to help these students to learn and succeed. Please see the follow table indicating the ethnicity and gender breakdown of the Human Development major students from the 2009 CSUEB institutional research data.

<table>
<thead>
<tr>
<th>Human Development</th>
<th>Gender</th>
<th>% Gender</th>
<th>% Ethnic</th>
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<td>Gender</td>
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<tr>
<td>Hispanic</td>
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<td>95.2</td>
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</tr>
<tr>
<td>White</td>
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<td>28.47</td>
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<td>18.52</td>
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<tr>
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<td>50.0</td>
<td>0.23</td>
</tr>
<tr>
<td>All</td>
<td>432</td>
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<table>
<thead>
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<th>Male</th>
<th>% Gender</th>
<th>% Ethnic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>Headcount</td>
<td>Gender</td>
<td>Ethnic</td>
</tr>
<tr>
<td>Black, non-Hispanic</td>
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<td>10.0</td>
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<td>Asian or Pacific Islander</td>
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<td>12.3</td>
<td>19.15</td>
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<tr>
<td>Hispanic</td>
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<td>8.2</td>
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<td>27.66</td>
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<td>Nonresident aliens</td>
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<td>47</td>
<td>9.8</td>
<td>100</td>
</tr>
</tbody>
</table>

| | All | % Gender | % Ethnic |
| | Headcount | Gender | Ethnic |
| All                      | 479   | 100     | 100     |

- c. For master’s degree proposals, the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one.
  
  N/A

- d. Professional uses of the proposed degree program.

  Holders of the proposed BA in ECD will meet the academic course requirements of the current Child Development Permits issued by California CTC (Commission on Teacher Credentialing) required of teachers and administrators of preschools and state funded child care services. Holder of this degree will be qualified, when other requirements (e.g., work experience and administration training) are met, for Child Development Program Director Permit, the highest level of Child Development Permits CTC issues.
Appendix L

e. The expected number of majors in the year of initiation and three years and five years thereafter. The expected number of graduates in the year of initiation, and three years and five years thereafter.

Year 1: 50      Year 3: 150      Year 5: 250      Year 10: 400

7. Existing Support Resources for the Proposed Degree Major Program
(CPEC “Total Costs of the Program”)

Note: Sections 7 and 8 should be prepared in consultation with the campus administrators responsible for faculty staffing and instructional facilities allocation and planning. A statement from the responsible administrator(s) should be attached to the proposal assuring that such consultation has taken place.

Please see Appendix II for CLASS Dean’s letter of approval.

a. Faculty who would teach in the program, indicating rank, appointment status, highest degree earned, date and field of highest degree, professional experience, and affiliations with other campus programs. For master’s degrees, include faculty publications or curriculum vitae.

Note: For all proposed graduate degree programs, a minimum of five full-time faculty members with the appropriate terminal degree should be on the program staff.
(Code Memo EP&R 85-20)

Tenured Professors
Rainer Bauer, Ph.D. Stanford University, Anthropology (T/T since 1989)
Jiansheng Guo, Ph.D. (Interim Asso. Dean of CLASS), University of California, Berkeley, Psychology (T/T since 1999)
Patricia Guthrie, Ph.D. (Chair), University of Rochester, Anthropology (T/T since 1989)

Tenured Associate Professors
Christina Chin-Newman, Ph.D. University of California, Santa Cruz, Psychology (T/T since 2005)
Lynn Comerford, Ph.D. State University of New York at Albany, Sociology (T/T since 2001)
Keri K. O'Neal, Ph.D. Texas Tech University, Human Development (T/T since 2005)

Tenure-Track Assistant Professors
Steve Borish, Ph.D. Stanford University, Anthropology (T/T since 2006)
E. Maxwell Davis, Ph.D. University of Southern California, Social Work (T/T since 2008)
Appendix L

Patricia Drew, Ph.D. University of California, Santa Barbara, Sociology (T/T since 2008)
D. Xeno Rasmusson, Ph.D. University of Georgia, Psychology (T/T since 1998)

(The HDEV/WOST Department is also in the process of a search for a Tenure-Track Assistant Professor position in Early Childhood Development, with the position starting date of Fall 2012)

b. Space and facilities that would be used in support of the proposed program.

Existing classroom facilities, and online/hybrid infrastructure support.

c. A report provided by the campus Library, detailing resources available to support the program (discussion of subject areas, volume counts, periodical holdings, etc. are appropriate).

Please see CSUEB Library report for the proposed ECD B.A. degree in Appendix III

d. Existing academic technology, equipment, and other specialized materials currently available.

- This program does not require special technology or equipment.
- The existing HDEV program has a strong support for online/hybrid teaching by CSUEB’s Media and Technology Services (MATS), which supports campus wide online/hybrid teaching.

8. Additional Support Resources Required
(CPEC “Total Costs of the Program”)

Note: If additional support resources will be needed to implement and maintain the program, a statement by the responsible administrator(s) should be attached to the proposal assuring that such resources will be provided.

a. Any special characteristics of the additional faculty or staff support positions needed to implement the proposed program.

None

b. The amount of additional lecture and/or laboratory space required to initiate and to sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus-wide priority of the facility, capital outlay program priority, and projected date of occupancy.

None
Appendix L

c. A report written in consultation with the campus librarian, indicating any additional library resources needed. Indicate the commitment of the campus either to purchase or borrow through interlibrary loan these additional resources.

Please see CSUEB Library report for the proposed ECD B.A. degree in Appendix III

d. Additional academic technology, equipment, or specialized materials that will be (1) needed to implement the program and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs.

None

[end of Chancellor’s Office “Proposing New CSU Degree Programs/Majors” form]
For CSUEB Use Only:

There is information that is not asked for in the preceding CSU Degree Program Proposal Template that the CSUEB curriculum committees need to know. Therefore, the following information also needs to be supplied, but will not be sent on to the Chancellor's Office. For items 1, 2, and 3 below, remember to delete the bracketed text as you respond to each item.

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

   a) The following department(s) has (have) been consulted and raise no objections:
   
   All Academic Departments and Programs at CSUEB were consulted using the Sharepoint Curriculum site and there were no objections.

   b) The following department(s) has (have) been consulted and raised concerns:
   
   Department: College of Education and Allied Studies (CEAS)
   Concern:
   On behalf of CEAS and the Teacher Education Department, Associate Dean James Zarrillo expressed the concern that the proposed B.A. in Early Childhood Development is too similar to a preschool teacher training program, which would require NCATE accreditation considerations and more involvement of the Teacher Education Department.

   After consultation and discussion and a meeting on 4/11/2012 with representatives of TED, CEAS, HDEV/WOST, and CLASS, the HDEV/WOST Department clarified this issue, and explained that the proposed B.A. degree is not intended as a professional degree for teacher training, but rather, a general academic degree to help students have a solid understanding of early childhood development. Although future ECE teachers would benefit from this new degree, this degree has a larger target student population, including those who plan to work as administrators, professionals or advocates involving or serving young children, or those who simply have intellectual interests in young children.

   CEAS is satisfied with the clarification, and suggested the following clarification statement in future program materials after the B.A. is approved. HDEV/WOST agreed with the suggested wording and future use.

   "This degree program provides the knowledge of child development that all pre-school teachers should possess. To complete your preparation as a preschool teacher, we suggest you pursue either (a) the Minor in Early Childhood Education as an undergraduate or (b) the Masters Degree in Early Childhood Education after your earn your bachelors degree. Those programs provide the knowledge and skills related to preschool curriculum, assessment, and instruction that all effective preschool teachers should acquire. Both the Minor and the Masters in Early Childhood Education are offered by the Department of Teacher Education."

2. Certification of DEPARTMENT APPROVAL by the chair and faculty.

   Chair: Patricia Guthrie Date: 12/17/2011; and 5/29/2012

3. Certification of COLLEGE APPROVAL by the dean and college curriculum committee.

   Dean/Associate Dean: Jiansheng Guo Date: ____________________
Appendix L

4. Catalog Copy. [Using the format below, show the University Catalog Editor exactly how you want your new program to appear in the CSUEB University Catalog.]

CATALOG CHAPTER TEXT

The section headings below are a guideline for purposes of consistency in catalog text. They represent sections that are most frequently included in catalog undergraduate or graduate chapters. Please organize your catalog text using these sections as needed, keeping to the order listed, whenever possible.

UNDERGRADUATE CHAPTER

Department Information

[The Department Information should be the SAME as posted in the current online catalog.]

Program Description

Mission Statement

Early Childhood Development is an interdisciplinary program dedicated to advancing student learning both in theory and through practical application. The program’s curriculum is based on critical comparison and integration of diverse perspectives on growth and change during the early childhood period from conception to 5 years of age, including perspectives from biology, anthropology, psychology and neuropsychology, sociology, philosophy, linguistics, education, health sciences, and other disciplines. The curriculum equips students with basic understanding of major research findings and core concepts in early childhood 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 values and fosters mutual learning and dialogue among students and faculty, and utilizes instructional media and technologies, and other emerging learning opportunities to make the program accessible to students of diverse backgrounds.

Student Learning Outcomes

Students graduating with a B.A. in Early Childhood Development from California State University, East Bay will:
1) demonstrate core knowledge in biological, behavioral/mental, and contextual aspects of early childhood development;
2) demonstrate critical thinking ability to identify similarities, differences, and connections among early childhood development perspectives;
3) show ability to reflect critically about new and diverse early childhood development situations outside the university context and apply problem-solving skills to these situations;
4) show ability to access knowledge, design and carry out individual and group research projects, and present them clearly, logically and persuasively; and
5) show ability to understand themselves reflectively and others, young children in particular, empathetically, and apply these skills to both academic and nonacademic contexts.

Career Opportunities

- Early childhood educators, including preschool and early childhood care center teachers, etc. *(to complete your preparation as a preschool teacher, we suggest that you take either a) the Early Childhood Education Minor, or b) obtain the Early Childhood Education M.S. degree, both offered by the Teacher Education Department of CSUEB)*
- Early childhood administrators (preschool and early childhood care center directors, city, county, state, or federal government organizations in charge of early childhood education, program administration, etc.)
- Early childhood professionals (program evaluators, consultation (for policy, program development, grant development, advocacy, community organization), parent education outreach)
- Specialized professionals working with young children or families with young children, including social work, social and human services, community services, health care, counseling, etc. (some special fields require Master’s degrees after receiving the B.A.)
- Private corporate that work for young children (e.g., toy manufacturing sales, public relations, community outreach, etc.)

Features

Faculty members of Human Development and Women’s Studies Department come from a wide range of academic disciplines, including anthropology, biology, human development, linguistics, neuropsychology, psychology, and sociology.

As part of its commitment to educational access, the Program incorporates a broad range of educational formats, including online classes, hybrid classes that combine an online component with face-to-face interaction, and face-to-face lecture/discussion and seminar classes.

The major is offered at both the Hayward and Concord campuses.

The program also offers its major through P.A.C.E. (Program for Accelerated College Education). Please contact the P.A.C.E. office for further information.

Preparation and Prerequisites
Upper division standing with a GPA of 2.0 or higher.

**Major / Degree Requirements**

The major consists of 80 quarter units; the B.A. degree in Early Childhood Development requires a total of 180 quarter units.

**I. Lower Division: (12 quarter units)**

Meet this requirement by taking either (A) or (B)

**A: 12 quarter units from the following courses or course categories (or equivalents, with no more than 4 quarter units from each category or course prefix):**

1. Child Health/Safety/Nutrition;
2. Principles/Practices of Teaching Young Children;
3. Introduction to Curriculum;
4. Children in a Diverse Society;
5. Early Childhood Observation & Assessment;
6. Early Childhood Field Practicum
7. KPE 2030 (games for children, 2 units)
8. HDEV 2010 Introduction to Early Childhood (4)
9. BIO 2010 Human Physiology and Anatomy (5)
10. HSC 2001 Environmental Factors in Health (4)
11. HSC 2500 Principles of Personal Nutrition (4)
12. ES 1001 Introduction to Ethnic Studies (4)
13. COMM 1004 Interpersonal Communication (4)
14. HIS 1014 or 1015 or 1016 World Civilization I, II, or III (4)
15. KIN 1626 Nutrition and Performance for Bodies at Play (4)
16. PSYC 1005 General Psychology for Healthier Living (4)
17. PHIL 1303 Introduction to the Philosophy of Art (4)
18. THEA 1020 Discover Acting (3)

**B: An AA degree in ECE or ECD (or equivalents)**

**II. Upper Division: (68 quarter units)**

**A. Junior Foundation Courses: (24 units)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDEV 3101</td>
<td>Lifespan Physical &amp; Cognitive Development (4)</td>
</tr>
<tr>
<td>HDEV 3102</td>
<td>Lifespan Social &amp; Emotional Development (4)</td>
</tr>
<tr>
<td>HDEV 3103</td>
<td>Social &amp; Cultural Dynamics of Human Development (4)</td>
</tr>
<tr>
<td>HDEV 3201</td>
<td>Theories of Human Development (4)</td>
</tr>
<tr>
<td>HDEV 3202</td>
<td>Research Methods in Human Development (4)</td>
</tr>
<tr>
<td>HDEV 3213</td>
<td>Applying Theory &amp; Methods of Human Development in Early Childhood</td>
</tr>
<tr>
<td></td>
<td>Development Care and Education Settings (4)</td>
</tr>
</tbody>
</table>
Appendix L

B. Early Childhood Development Required Courses: (24 units)

1. HDEV 3301 Child Development (4)
2. HDEV 4010 Early Childhood Cognitive Development (4) OR HDEV 4060 Early Childhood Artistic and Creativity Development
3. HDEV 4030 Early Childhood Social Development (4)
4. HDEV 4120 Child Language Development (4) OR TED 4070 Language & Literacy Development (4)
5. HDEV 4140 Theories of Childhood (4) OR TED 4074 Children with Special Needs (4)
6. HDEV 4150 Children in Families and Communities (4)

C. Early Childhood Development Elective Courses: 12 units

Select 12 units of any courses from the following categories (A, B, C, or D):

A) Motor Development and Activities (0-4 units in this category)
   KPE 3251 Physical Edu. for the Classroom Teacher (4);
   KPE 3252 Physical Edu. for the Classroom Teacher (4);

B) Arts and Performances (2-12 units in this category)
   Studio Art:
   TED 4320 Art Skills for Teachers (4)
   TED 4073 Early Childhood Education: Integrated Arts (2)
   Stories: THEA 3610 Interpretation of Children’s Literature & Story Telling (4),
   Theatre:
   THEA 3651 Dramatic Activities for Young Children (4),
   Dance:
   DANC 3236 Dance for Young Children (4)
   DANC 3251 Movement Analysis (4)

C) Curriculum and Education (0-12 units in this category)
   TED 4071 Early Childhood Education: Integrated Language Arts & Social Studies (4)
   TED 4072 Early Childhood Education: Integrated Math & Science (4)
   TED 4075 Early Childhood Education: Professional Seminar and Practicum (6)

D) Special Needs (0-4 units in this category)
   SPPA 3852 Survey of Speech and Language Disorders-Part I (4);
   SPPA 3853 Survey of Speech and Language Disorders-Part II (4);

D. Senior Capstone Courses: 8 units

   HDEV 4821 Senior Research Seminar in Early Childhood Development Care and Education Settings (4),
   HDEV 4812 Senior Research Seminar in Human Development II (4)

Other Degree Requirements (see form paragraph attached)
In addition to major requirements, every student must also complete the University requirements for graduation which are described in the Baccalaureate Degree Requirements chapter in the front of this catalog. These include the General Education-Breadth requirements; the second composition (ENGL 1002) requirement; the cultural groups/women requirement; the performing arts/activities requirement; the U.S. history, U.S. Constitution, and California state and local government requirement; the University Writing Skills Requirement (See the Testing Office website at testing.csueastbay.edu or call 510.885.3661); and the residence, unit, and grade point average requirements.

Minor Requirements

[N/A. No minor in ECD is proposed yet.]

Certificate

[N/A. HDEV/WOST offers an Early Childhood Development Certification in self support via DCIE, and therefore cannot offer it on the state support side.]

Undergraduate Courses

[N/A, since all courses that are offered by the HDEV/WOST Department have the prefix of HDEV.]

Footnotes

[N/A]
FORM PARAGRAPHS

Note to Colleges: Please revise these paragraphs as needed to conform to your departments’ policies; UWSR text must remain.

Classification Status

Conditionally Classified Graduate

If you are admitted conditionally to your master’s degree program for one or more of the following reasons, you are placed in the “Conditionally Classified Graduate” category:

1. You must complete specific courses (usually undergraduate).
2. Your program of study and thesis/project committee must be determined and approved.
3. You must pass certain qualifying examinations.
4. Your GPA does not quite meet expected standards, and you must demonstrate your ability to maintain a minimum 3.0 GPA.
5. You have not satisfied the University Writing Skills Requirement.

If you are admitted as a “Conditionally Classified Graduate” student, you should immediately check with your graduate advisor or department chair to determine what you must do to become fully classified.

Classified Graduate

If you are admitted to a specific master’s degree program, you are placed in the “Classified Graduate” category. To be admitted as a “Classified Graduate” you must satisfy the general university admission requirements, all additional criteria established by your department, and the University Writing Skills Requirement.

Note to Colleges: Please revise the units in Advancement to Candidacy, no. 2, below, as needed, to conform to your departments’ policies. Twelve quarter units is the university minimum.

Advancement to Candidacy

“Candidacy” is a status which recognizes completion of substantial progress towards your degree. You are eligible for Advancement to Candidacy when you:

1. are a "Classified Graduate" student in good standing;
2. have completed at least 12 quarter units of 6000-level coursework with a minimum 3.0 GPA;
3. have designed a formal program of study approved by your graduate advisor;
4. have fulfilled the University Writing Skills Requirement;
Appendix L

5. have completed other department prerequisites for advancement; and

6. are recommended for Advancement to Candidacy by your advisor (subject to approval by your department’s graduate coordinator).

**FOR UNDERGRADUATE CHAPTERS: Please use as written.**

**Other Degree Requirements**

In addition to major requirements, every student must also complete the University requirements for graduation which are described in the Baccalaureate Degree Requirements chapter in the front of this catalog. These include the General Education-Breadth requirements; the second composition (ENGL 1002) requirement; the cultural groups/women requirement; the performing arts/activities requirement; the U.S. history, U.S. Constitution, and California state and local government requirement; the University Writing Skills Requirement (See the Testing Office website at testing.csueastbay.edu or call 510.885.3661); and the residence, unit, and grade point average requirements.

**FOR GRADUATE CHAPTERS: Please use as written.**

**Other Degree Requirements**

In addition to departmental requirements, every student must also satisfy the university requirements for graduation which are described in the Graduate and Post-baccalaureate Studies chapter at the beginning of the graduate section of this catalog. These requirements include the 32-unit residence requirement, the five-year rule on currency of subject matter, the minimum number of units of 6000-level courses, the 3.00 grade point average, and the University Writing Skills Requirement. For information on meeting the University Writing Skills Requirement, see the Testing Office website at testing.csueastbay.edu or call 510.885.3661.

New Programs can only take effect in Fall Quarter. Your completed CSU Degree Program/Major Proposal form, along with the CSUEB attachment, must be submitted to the University Curriculum Coordinator by July 1, two years before the Fall Quarter in which the New Degree Program/Major takes effect. For example, New Degree Programs/Majors for the 2010/11 University Catalog are due by July 1, 2008. Fast Track proposals are due to the University Curriculum Coordinator by July 1 of the year before the Fall Quarter in which the New Degree Program/Major takes effect. For example, New Degree Programs/Majors for the 20011/12 University Catalog are due by July 1, 2010. The deadline to submit the completed CSU Degree Program/Major form and CSUEB attachment to your college office will be much earlier. Check with your College Curriculum Coordinator to see what those submission deadlines are.

Any other questions regarding filling out the Chancellor’s Office New Degree Program/Major form should be directed to your College Curriculum Coordinator. Questions regarding the University Catalog text portion of the CSUEB attachment should be directed to the University Catalog Editor in the Office of Academic Programs and Graduate Studies.
Appendix L

Routing of CSU Degree Program/Major form

1) Faculty Member via Department Chair or Department Chair
2) College Curriculum Coordinator
3) Dean and/or Associate Dean
4) College Curriculum Committee

The order of steps 2), 3), and 4) above may vary depending on your College. Consult your College Curriculum Coordinator for the proper routing in your College.

5) College Curriculum Coordinator alerts all university Department Chairs, Program Directors, Associate Deans, Deans, and the Articulation Officer to review the college-approved curriculum request under the Team Discussion section on the Curriculum SharePoint Site under Academic Affairs/APGS https://sharepoint.csueastbay.edu/sites/aa/apgs/curr/default.aspx.

6) After five working days, the College Curriculum Coordinator sends the CSU Degree Program/Major form as an e-mail attachment to the University Curriculum Coordinator in APGS and the Associate Vice President in Academic Resources and Administration.

7) University Curriculum Coordinator forwards proposed curriculum request to the Associate Vice President of APGS for review.

8) University Curriculum Coordinator forwards the final, approved copy to the College Curriculum Coordinator.

9) Committee on Academic Planning and Resources (CAPR)*
10) Committee on Instruction and Curriculum (CIC)*
11) Executive Committee of the Academic Senate (EXCOM)*
12) Academic Senate*
13) University President
14) Chancellor’s Office

13) Final, approved copy is sent to the College Curriculum Coordinator by the University Curriculum Coordinator.

*If any of these committees require that revisions be made, the University Curriculum Coordinator will make sure a revised copy goes to the Academic Senate Office.

5/15/2013
### Suggested Course Plans (Degree Completion Roadmap) for B.A. in Early Childhood Development

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<thead>
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<th>Quarter</th>
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<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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<td>HDEV 3101</td>
<td>HDEV 3102</td>
<td>HDEV 3103</td>
<td>Required (4) (HDEV 4140)</td>
<td>Require (6) (HDEV 4120 or TED 4070)</td>
<td>Elective (3) (G.E. (1))</td>
<td>HDEV 4821**</td>
</tr>
<tr>
<td></td>
<td>HDEV 3201 Required (1) (HDEV 3301)</td>
<td>HDEV 3202 Required (2) (HDEV 4010 or 4060)</td>
<td>HDEV 3213 Required (3) (HDEV 4030)</td>
<td>Elective (1)</td>
<td>Elective (2)</td>
<td>Elective (3)</td>
<td></td>
</tr>
<tr>
<td><strong>Accelerated Plan</strong> (16 units per quarter)</td>
<td>HDEV 3101</td>
<td>HDEV 3102</td>
<td>HDEV 3103</td>
<td>HDEV 4821 ** Required (4) (HDEV 4140)</td>
<td>HDEV 4812 Required (6) (HDEV 4120 or TED 4070)</td>
<td>Elective (2) Elective (3)</td>
<td>HDEV 4812 G.E. (3)</td>
</tr>
<tr>
<td></td>
<td>HDEV 3201 Required (1) (HDEV 3301) G.E. (1)</td>
<td>HDEV 3202 Required (2) (HDEV 4010 or 4060) G.E. (2)</td>
<td>HDEV 3213 Required (3) (HDEV 4030) G.E. (3)</td>
<td>HDEV 4821 Elective (3) (G.E. (1))</td>
<td>HDEV 4812 Elective (2) Elective (3)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**

1. Required = *Early Childhood Development Required Courses*
   Elective = *Early Childhood Development Elective Courses*
   G.E. = Upper Division G.E. Courses):

2. **HDEV 4821** has prerequisites (HDEV 3101, 3102, 3103, 3201, 3202, 3203, **PLUS 16** additional upper division HDEV units. HDEV 4821 MUST be taken BEFORE HDEV 4812. You should plan to take HDEV 4821 in the **second to the last quarter**, and HDEV 4812 in the **last quarter**.)

3. The above plan is based on the assumption that you have transferred to the program with 100 quarter units. If you only have 90 units when entering CSUEB, you need to add one more quarter to earn the remaining 10 units by doing any elective courses.
Date: November 14, 2011

To: Patricia Guthrie, Chair, Department of Human Development and Women’s Studies

From: Kathleen Ronnert, Interim Dean

Re: New Degree Proposal: B.A. in Early Childhood Development

I am pleased to inform you that the Provost has approved an exception to the current Moratorium on New Degrees, Options, and Majors. He has approved your request to move forward with the proposal to create a B.A. in Early Childhood Development. Therefore, the proposal is now able to be submitted to the College Curriculum Committee, and to be considered for approval through the normal curricular approval process.

This exception is based on several criteria, including:
1) the Department meets or exceeds the SPF of the current funding model;
2) the degree is positioned to be highly-demanded as a major, due to changing regulations in the field;
3) the graduate will enter a workforce in which there is demand for employees with a degree in this field; and
4) demonstrable societal need exists for individuals with a degree in this field.

I am pleased to see this degree under consideration.

cc: Jianfeng Guo, Associate Dean.
    James Houpis, Provost
A report provided by the campus Library, detailing resources available to support the program (discussion of subject areas, volume counts, periodical holdings, etc. are appropriate).

The University Library allocates funding for the purchase of materials to support the Human Development & Women’s Studies curricula. Moreover, the interdisciplinary nature of Human Development allows students in this program to draw from materials purchased under allocations for other disciplines, including Psychology, Social Work, Health Sciences, Education, and Communicative Sciences & Disorders.

As library services continue to evolve via digital holdings and cooperative lending models, collection counts become less meaningful measures of research support to students. Still, as a baseline for this subject, the library holds 645 titles (books and media) that bear the Library of Congress subject heading “Child Development.” This figure does not reflect the extent of works the library possesses that will support the research efforts of students pursuing this degree, but rather provides a snapshot of one key topic. As a member of the LINK+ library cooperative, the library can request materials from over 50 institutions in both California and Nevada. These books are typically delivered within 3 business days.

The library will also support this degree program through an extensive suite of online databases, through which students can identify key literature in this field. Several databases that are especially relevant to students pursuing the Early Childhood Education major are as follows:

- Academic Search Premier (multidisciplinary database of full-text journal literature)
- Education Abstracts (index of education literature beginning in 1983)
-ERIC (Education Resources Information Center, a smaller, federally funded database of education literature of various types)
- PsychINFO (key index in psychological sciences including developmental psychology)
- Sociological Abstracts & Social Services Abstracts (indexing the literature in these fields)

The library is committed to maintaining access to these online services, and also purchases online access to thousands of research journals of value to Human Development and Women’s Studies. Much like LINK+, the library maintains a high-speed interlibrary loan service through which students can, at no charge, order articles that the library does not have licensing for. Articles are typically delivered within a week.

As this degree will also be offered online, these databases are especially valuable for those students who never set foot on campus. To expand service to the online campus, the library has continued its investment in online books, many of which are now downloadable to e-reader and tablet devices. Similarly, the library is growing its multimedia holdings through streaming video licensing. The recently acquired Films on Demand service, for example, contains a host of titles addressing different stages of early childhood development.
The University library remains committed to Human Development and Women’s Studies through offering research support in the form of one on one consultations with a subject specialist librarian, course-related library instruction sessions, a reference desk staffed by professionals during most library business hours, and a 24/7 online chat reference service, also staffed by professional librarians.

While the program is well supported with existing resources, we can anticipate future demand for materials in the following areas, which may require external funding:

- Online journal titles & packages
- Increased online video content
- New databases and monographs, particularly in the area of tests and measures

Respectfully Submitted,

Korey Brunetti

Reference & Instruction Librarian/Collections Coordinator
Comparison with other Early Childhood Programs on CSU campuses:
CSU Channel Islands & San Francisco State University

Comparison 1: B.A. in Early Childhood Studies, CSU Channel Islands

Lower Division Major Courses (30 units)

1. ART 102 Multicultural Children's Art (3) G.E. C1, C3b
2. BIOL 100 Exploring the Living World (4) G.E. B2 or
   BIOL 170 Foundations of Life Sciences (4) G.E. B2
3. PHSC 170 Foundations in Early Childhood Education (4) G.E. B1
4. COMP 101 Computer Literacy (3) G.E. B4
5. ECS 101 Introduction to Early Childhood Education (3) G.E. D
6. HIST 211 World Civilizations: Origins to 1500 (3) G.E. D
7. ENGL 212 Introduction to Children's Literature (3)
8. MATH 208 Modern Mathematics for Elementary Teaching I:
   Numbers & Problem Solving (3) G.E. B3
9. PSY 210 Learning, Cognition, & Development (3) G.E. D, E or
   PSY 213 Developmental Psychology (3) G.E. D, E
10. SPAN 101 Elementary Spanish I (4) G.E. C3a or
    SPAN 102 Elementary Spanish II (4) G.E. C3a or
    SPAN 201 Intermediate Spanish I (4) G.E. C3a, C3b or
    SPAN 211 Spanish for Heritage Speakers I (4) G.E. C3a or
    SPAN 212 Spanish for Heritage Speakers II (4) G.E. C3a or
    SPAN 301 Advanced Spanish: Part I (3) or
    SPAN 302 Advanced Spanish: Part III (3)

Upper Division Major Requirements (49 UNITS)

1. ECS 320 Early Childhood Service Delivery Models & Programs for Young Children (3)
2. ECS 322 Early Childhood Program Administration (3)
3. ECS 325 Typical & Atypical Development: Birth-Age 9 (3)
4. ECS 460 Infant/Toddler Student Teaching & Seminar (4)
5. ECS 468 Early Numeracy & Literacy for Children Ages 3-8: Multicultural/Multilingual (3)
6. ECS 470 Preschool/Primary Assessment & Teaching Strategies (3)
7. ECS 471 Preschool/Primary Student Teaching & Seminar (4)
8. EDMC 550 Theory & Methods of Bilingual Education (2) Senior standing
9. EDMC 560 Application of Mainstream & ELD Methods (2) Senior standing
10. EDUC 512 Equity, Diversity & Foundations of Schooling (3) G.E. C3b Senior standing
11. ENGL 475 Language in Social Context (3)
12. HIST 369 California History & Culture (3)
13. PHED 302 Motor Learning, Fitness & Development in Children (2) G.E. E
14. HLTH 322 Health Issues in Education (2) G.E. E
15. SPED/ 345 Individuals with Disabilities in Society (3) PSY G.E. D,E, Interdisciplinary
16. SPED 546 Consultation & Collaboration with Families and Professionals (3) Senior standing
Comparison 2: B.A. in Child and Adolescent Development with an Early Childhood Concentration, San Francisco State University

I. B.A. Core Requirements (18 semester units):

<table>
<thead>
<tr>
<th>I. Foundations (9 units)</th>
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</thead>
<tbody>
<tr>
<td>CAD 210 Introduction to Applied Child and Adolescent Development</td>
<td>3</td>
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<tr>
<td>CAD 260 Child, Family, and Community: An Ecological Perspective</td>
<td>3</td>
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<tr>
<td>CAD 410 Applied Child and Youth Development</td>
<td>3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Family Systems (3 units; choose one)</th>
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<tbody>
<tr>
<td>CAD 450 Understanding and Working with Diverse Families</td>
<td>3</td>
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<tr>
<td>CAD 460 Globalization and Family Relations</td>
<td>3</td>
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<tr>
<th>III. Research (3 units)</th>
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<tbody>
<tr>
<td>CAD 500 Action Research Methods in Child and Adolescent Development (GWAR - Upper division writing requirement)</td>
<td>3</td>
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<thead>
<tr>
<th>IV. Special Topics (3 units; choose one. If taken here, do not select for concentration)</th>
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</thead>
<tbody>
<tr>
<td>CAD 520 The Demography of Children, Adolescents, and their Families</td>
<td>3</td>
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<tr>
<td>CAD 625 Child and Youth Policy</td>
<td>3</td>
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<tr>
<td>CAD 650 Child Advocacy</td>
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II. Early Childhood Concentration Requirements (27 semester units)

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<thead>
<tr>
<th>I. Early Childhood Foundation (3 units)</th>
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<tr>
<td>CAD 215 Foundations in Early Childhood</td>
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</table>

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<tr>
<th>II. Child Development in Context (9 units) Choose one course from each category below.</th>
<th>9</th>
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</thead>
<tbody>
<tr>
<td>A. Special Needs</td>
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<tr>
<td>SPED 330 Introduction to Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 370 Young Children Disabled or At Risk &amp; Their Families</td>
<td>3</td>
</tr>
<tr>
<td>B. Infant/Toddler Development</td>
<td></td>
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<tr>
<td>CFS 323 Infant/Toddler Development</td>
<td>3</td>
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<tr>
<td>E ED 611 Infant Toddler Development</td>
<td>3</td>
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<tr>
<td>C. Supporting Children’s Learning</td>
<td></td>
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<tr>
<td>E ED 305 Nurturing Children’s Social &amp; Emotional Development in Culturally Responsive Childhood Settings</td>
<td>3</td>
</tr>
<tr>
<td>E ED 600 The Young Child Development &amp; Learning</td>
<td>3</td>
</tr>
<tr>
<td>E ED 668 Anti-Bias Curricula for Young Children</td>
<td>3</td>
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<tr>
<td>E ED 619 Play and Play Environments for Young Children</td>
<td>3</td>
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<tr>
<td>SPED 671 Positive Behavior Support for Young Children</td>
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<tr>
<td>SPED 672 Creating Inclusive Learning Environments for Young Children</td>
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<tr>
<th>III. ECE Curriculum and Methods (3 units) Choose one</th>
<th>3</th>
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<tbody>
<tr>
<td>CFS 322 Early Childhood Education Curriculum</td>
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<tr>
<td>E ED 602 Curriculum for the Young Child</td>
<td>3</td>
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<tr>
<th>IV. Observation and Assessment (3 units) Choose one</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>CFS 420 Observation and Assessment with Children</td>
<td>3</td>
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<tr>
<td>E ED 610 Observation and Assessment Techniques with Young Children</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>V. Special Issues (6 units) Choose one from A and one from B</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Administration/Leadership &amp; Working with Families</td>
<td></td>
</tr>
<tr>
<td>CAD 510 Adult Supervision, Administration &amp; Leadership in Early Childhood Programs</td>
<td>3</td>
</tr>
<tr>
<td>CFS 324 Administration of Infant/Toddler Programs</td>
<td>3</td>
</tr>
<tr>
<td>CFS 423 Administration of Programs for Young Children</td>
<td>3</td>
</tr>
<tr>
<td>EED 604 Working with Parents in Group Programs for Young Children</td>
<td>3</td>
</tr>
<tr>
<td>E ED 607 Preschool Administration: Developing Team Relationships</td>
<td>3</td>
</tr>
<tr>
<td>SPED 675 Working w/ Families of Young Children with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>B. Curriculum Specialties</td>
<td></td>
</tr>
<tr>
<td>CAD 326 Developing Literacy Skills in Young Children and their Families (For Jumpstart corps members only; may count only once for credit in the major)</td>
<td>3</td>
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<tr>
<td>E ED 613 Creative Arts for the Young Child</td>
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Appendix L

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>E ED 614</td>
<td>Basic Math/Science Concepts w/Young Children</td>
<td>3</td>
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<tr>
<td>E ED 615</td>
<td>Nature Study &amp; Outdoor Education for Young Children</td>
<td>3</td>
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<tr>
<td>E ED 616</td>
<td>Children’s Language Development</td>
<td>3</td>
</tr>
<tr>
<td>MUS 601</td>
<td>Music for Children</td>
<td>3</td>
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</tbody>
</table>

**VI. Culminating Experience (3 units) Courses must be taken concurrently**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAD 610</td>
<td>Early Childhood Internship Seminar</td>
<td>1</td>
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<tr>
<td>CAD 611</td>
<td>Early Childhood Internship (150 hours)</td>
<td>2</td>
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</tbody>
</table>

Additional 150 hours required *prior to internship in a licensed center/program* with children birth to 5 yrs. Hours must be documented and on file in the CAD office by Intern Application deadline. Lower division CAP 8 – Practicum course can be used toward 150 required hours.
# Student Learning Outcomes Assessment Plan: Curriculum Map

### HDEV SLOs (Student Learning Outcomes) Mapped on Required Courses; (April, 2012, Draft)

<table>
<thead>
<tr>
<th>SLO</th>
<th>Description</th>
</tr>
</thead>
</table>
| SLO1 | Demonstrate core knowledge in biological, behavioral, and contextual aspects of early childhood development (ECD):  
   - a) biological  
   - b) behavioral/mental  
   - c) contextual |
| SLO2 | Demonstrate critical thinking ability to identify similarities, differences, and connections among early childhood development perspectives |
| SLO3 | Show ability to reflect critically about new and diverse early childhood development situations outside the university context and apply problem-solving skills to these situations:  
   - a) Critically reflect on application of ECD knowledge and skills to settings outside the university  
   - b) Apply ECD knowledge and skills to new and diverse situations outside the university |
| SLO4 | Show ability to access knowledge, design and carry out individual and group research projects, and present them clearly, logically, and persuasively:  
   - a) develop literacy skills and information literacy  
   - b) design individual or group research  
   - c) interpret and/or present others' and one's own research findings  
   - d) conduct individual or group research |
| SLO5 | Show ability to understand themselves reflectively and others, young children in particular, empathetically, and apply these skills to both academic and nonacademic contexts |
### Curriculum Map for Early Childhood Development B.A. Student Learning Outcomes

#### Appendix L

**Key:**
- (P) = Primary Learning Outcome (A primary target to achieve the specified SLO in the course)
- (S) = Supplemental Learning Outcome (A secondary target for meeting that SLO in the course)
- I = Initial Introduction; R = Repeated Re-enforcement; M = Mastery at the desired level for a B.A. graduate

**SLO 1:** Knowledge of ECD (A) biological; (B) behavioral/mental; (C) contextual
**SLO 2:** Critical thinking
**SLO 3:** Reflect and apply (A) critically reflect on non-university situations; (B) apply knowledge to non-university situations
**SLO 4:** Access knowledge and do research (A) info literacy; (B) design research; (C) interpret research; (D) conduct research
**SLO 5:** Understanding self and others especially young children

<table>
<thead>
<tr>
<th>Course</th>
<th>SLO 1</th>
<th>SLO 2</th>
<th>SLO 3</th>
<th>SLO 4</th>
<th>SLO 5</th>
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<td>A</td>
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<tr>
<td>HDEV 3101 Theory</td>
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<td>HDEV 3102 Child</td>
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**Notes:**
- Since the 3 Elective courses are offered by several other departments than HDEV, and since students can select courses of their own choice, the HDEV Dept. has less control over the SLO specifications. However, the course contents, critical thinking, and reflection on sociocultural application are typical basic requirements of all courses across the campus; it is safe to claim that.
- Nevertheless, while color is used to indicate these SLO mappings are more "projections" than departmental curriculum requirements.
Academic Master Plan and Resource Implication Form

Please provide a brief (3 to 5 pages) Summary of the proposal, justifying adding projections to the Academic Plan or significant modifications thereof. These questions should be answered for New Degrees/Options/Minors/Certificates/Credentials/SSMPPs and for proposed significant Modifications to Degrees/Options/Minors/Certificates/Credentials/SSMPPs. Discontinuances will use the discontinuance form, unless it is part of a significant modification, in which case it may be included in this summary.

- **Department and/or Degree Program:** Department of Human Development and Women's Studies
- **Action Requested:** Approval of a new B.A. degree in Early Childhood Development, in the Department of Human Development and Women's Studies
- **Requested Catalog Date:** Fall 2013

Summaries should include the following elements, which are the criteria by which proposed changes to the Academic Master Plan are evaluated:

- **A brief summary of the purpose and characteristics of the proposed degree program (or proposed modification/option/ minor/etc).**

  The proposal is to create a B.A. in Early Childhood Development, for the ECE (Early Care and Education) teachers (for children 0-5 years of age). Currently, all preschools funded by the Head Start Program in California require at least 50% of their teachers to have a B.A. degree in early childhood development or related areas. CDC (The Child Development Division) of California Department of Education is working with First 5 California and other agencies working for educational institutions for young children are developing qualification requirements leading to a requirement of a B.A. degree for early childhood teachers and professionals. However, there is only one B.A. program in Early Childhood Studies in the CSU system (Channel Islands), and all other relevant programs are in the form of an Option or Concentration, under Child and Adolescent Development B.A., or Human Development B.A. Having a B.A. in Early Childhood Development will meet the needs of the increasing demands of the State, the students, and the work force.

  The proposed B.A. is built on the existing Early Childhood Development Option in the Human Development B.A. currently offered in the Department. The curriculum of the BA in ECD is further developed to meet the special needs of the ECE field. The development of the Option into a B.A. degree will also give the graduates higher value in the diploma, and also enhance the status of the profession of early childhood development. The new BA also helps the ECE teachers to help the development of the young children in preschools. Research shows that several behavioral and developmental characteristics at ages 2-4 years are reliable predictors of their behaviors and characteristics at middle and late childhood, adolescence, and adulthood. So training quality preschool teachers are of vital importance to the development of children.

- **How the program fits into the campus mission and strategic plan**

  This B.A. degree will provide a quality program that is academically rich and enriching for the field of ECE. Many current and future ECE teachers need this degree to realize their personal and career development goals, allowing them to be more competitive on the job market, and make their ECE work more meaningful to themselves and to the children, parents, and the local community. This B.A. degree will also provide regional and state-wide stewardship by establishing a qualification model for ECE teachers. In addition, this new BA will increase the university's enrollment, due to the increasing societal demand for a degree in ECD/ECE. The development of a B.A. in ECD will make the degree more customized and personalized to the ECE teachers’ unique needs. As the second B.A. of this kind in the CSUEB, this will make CSUEB more distinguished from other campuses as well.

- **Whether the program is offered through**
- State support or

This program will be offered as a State Support program.

- Special sessions

- How does the request relate/compare to other CSU/UC/private universities?

CSU Channel Islands, Early Childhood Studies B.A., in School of Education: 120 Semester Units, 47-48 lower division (including G.E.), 49 upper division on ECE, more focused on education and classroom issues, though with a lot of developmental focus as well.

Mills College and Saint Mary’s College: They only have Early Childhood Education programs at the Master’s level, under the School of Education.

San Jose State:

San Francisco State:

- Anticipated student demand year 1.50; year 3.150; year 5.250; year 10.400

- Estimated workforce demands and employment opportunities for graduates

By 2013, all Head Start preschools will require at least 50% of their teachers have a BA degree. CDC of California Dept. of Edu. is developing qualification matrix that requires all teachers with a teacher permit have a BA degree in ECD/ECE. Advocacy groups are lobbying legislations to require a BA degree for ECE teachers tied to compensation schedules. In 2006, Prop. 82 (the Preschool for All Act) would have required all preschool teachers to have BA degrees with proper compensations. Although it was not passed, the movement for that idea has developed rapidly across many sectors of the society.

Since the creation of the ECD Option in HDEV in 2007, it has become the largest option of the 5 options in HDEV, constituting about 30% of the entire HDEV major population (482 majors for Fall 2009 IR data). Out of the 170 majors who filed for graduation in 2010-2011, 50 are taking the ECD Option. The rapid growth of the option to 150 students in 3 years indicates the high workforce demand and student needs.

- Other relevant societal needs

The community colleges are requesting CSU campuses to provide BA degrees for their AA graduates.

- An assessment of the required/anticipated resources needed and a campus commitment to allocating those resources (or possible changes to current resources, including library collections). If no new resources are requested, provide justification/explanation.

New special additional resources are needed for the first 3 years, since the current students enrolling in the ECD Option will most likely take the ECD BA. So the current HDEV faculty capacity will be able to handle the estimated 150 majors targeted for Year 3. Currently, HDEV is allocated a TT position in Early Childhood Development, who will reinforce the existing faculty for both teaching capacity and curriculum needs. If the major increase goes beyond the expected pace significantly, then additional faculty members will be needed, but that need will be funded by the increased SCUs from the increased majors.

More library resources for ECD is highly desired, in order to facilitate the enrichment of the curriculum and facilitate faculty research. However, that is under the general budget constraints. Currently, the ECD Option and the existing faculty can get adequate, though not ideal and desirable, library support.
• And, as applicable:

➢ If the projection is a pilot program, also list the academic years during which the program will operate in pilot status. (Pilot programs are rarely (if ever) done at CSUEB. Contact the AVP, Academic Programs if you have questions about this).

N/A

➢ If the projected program is now offered as an option, concentration, or emphasis, provide a brief rationale for elevation to a full degree program.

Please see pp. 1 & 2 for extended discussions on the justification. Briefly, 1) it will meet the needs of the profession, 2) a BA in ECD will make the degree more desirable for students’ career development and employment, and 3) it will allow the program to develop the curriculum more focused on the specific needs of the professionals.

➢ For new degree programs that are not commonly offered as a bachelor’s or master’s degree, please provide a compelling rationale explaining how the proposed subject area constitutes a coherent, integrated degree program that has potential value to students and meets CSU requirements for an academic program at the undergraduate or graduate level. New bachelor’s degrees should be as enduring as possible in content and title. Breadth is the hallmark of bachelor’s degrees, and more narrow specialization occurs at the master’s level.

For unknown reasons, early childhood development are offered as majors only at the AA level for everyone community colleges, but only offered as options or concentrations for the BA level for CSU campus, except for Channel Islands. UCs do not even offer it for options/concentrations. One hypothesis is that it was traditionally looked down upon as an anybody-can-do-it (baby-sitting) profession. Research has clearly shown that this is a wrong conceptualization, and CSU needs to take the lead in correcting this wrong conception. Faculty groups in CSU (BPECE) and in the CCC (CAP) are working on this for curriculum and conceptual development for ECD/ECE. We need to create the new degree to implement the plan and take the lead.

➢ If a discontinuation is reported to us for the first time, please confirm that all campus and system-level policies regarding discontinuation have been followed.

N/A

➢ If it is interdisciplinary in nature, please note involvement by other departments and faculty.

Most of the courses will be under the HDEV Department. Three elective courses are selected from a pool of EXISTING courses involving several departments on campus. Since no new courses need to be created from other departments, consultation will be made a bit later, before submitting the curriculum proposals to the College Curriculum Committee.

➢ Consultation with other affected departments prior to submission to the college and posting to the Curriculum Sharepoint site. Indicate departments consulted and whether or not objections were raised. Describe objections or concerns.

When curriculum proposals are submitted to the College committee, consultations with other affected departments will take place according to the standard procedure.

➢ Additional comments or issues

Given this is converting an existing Option into a BA degree, and since the existing faculty resources can sustain the new degree program for the estimated enrollment for the first 3 years; and since student needs are high, we request to be permitted to apply through the Fast Track procedure.
Department Chair signature (indicating approval by the department faculty)

Chair: ________________________________  Date ________________

Dean's signature (indicating approval by the college curriculum committee and acknowledgement of resource implications)

(Associate) Dean: ________________________________  Date ________________
Early Childhood Development BA Proposal: Executive Summary (HDEV & WOST)

- **Department and/or Degree Program:** Department of Human Development and Women's Studies

- **Action Requested:** Approval of a new B.A. degree in Early Childhood Development, in the Department of Human Development and Women's Studies

- **Requested Catalog Date:** Fall 2013 (or the earliest possible time according to the procedures)

- **A brief summary of the purpose and characteristics of the proposed degree program (or proposed modification/option/minor/etc.)**
  - New B.A. in Early Childhood Development, for the ECE (Early Care and Education) teachers (for children 0-5 years of age).
  - In effective, it is converting the ECD Option in HDEV BA into a BA in ECD.
  - Market needs:
    - Head Start in California requires 50% of their teachers to have a B.A. degree by 2013
    - CDC of California Department of Education is working with First 5 California and other agencies working for educational institutions for young children are developing qualification requirements leading to a requirement of a B.A. degree for early childhood teachers and professionals.
    - There is only one B.A. program in Early Childhood Studies in the CSU system (Channel Islands), and all other relevant programs are in the form of an Option or Concentration.
    - Currently, about 30% of HDEV majors are in ECD Option (based on graduation major check data for 2010-2011 (total HDEV major is 482 for 2009 IR data). More students will be attracted if ECD becomes a major. The ECD Option only started in Fall 2007.

- **How the program fits into the campus mission and strategic plan**
  Workforce training, student needs, community outreach and service, enrollment growth, serving entire society for early childhood care and education, community college need BA for their ECE AA degrees.

- **Whether the program is offered through**
  This program will be offered as a **State Support** program.

- **Anticipated student demand**
  - Year 1: 50
  - Year 3: 150
  - Year 5: 250
  - Year 10: 400

- **An assessment of the required/anticipated resources needed and a campus commitment to allocating those resources (or possible changes to current resources, including library collections). If no new resources are requested, provide justification/explanation.**

  - Curriculum changes will be based on the current ECD Option course provisions:
    - Junior core courses shared with HDEV;
    - senior specialization courses is offered as ECD Option courses now;
    - two HDEV courses will be adapted to ECD (conversion completed); one ECD course will be created by current faculty;
    - 3 elective courses will be selected for a selected pool of existing courses on campus in CLASS and CEAS

  - The new hire for 2012 will join the current childhood development faculty.

- **If the projected program is now offered as an option, concentration, or emphasis, provide a brief rationale for elevation to a full degree program.**

  1) needs of the profession, 2) a BA in ECD will make the degree more desirable for students' career, and 3) allow curriculum development more focused on the specific needs of the professionals.
Department of
Human Development & Women's Studies

From Beginning to End

A Major to Grow In

5 Year Review
External Reviewer Report
& Program Response
Department of
Human Development & Women’s Studies
External Reviewer’s Report
EVALUATION OF THE HUMAN DEVELOPMENT DEPARTMENT

Provided by Steven Piker, Emeritus Professor of Anthropology, Swarthmore College

THANK YOU

For the evaluation, I was on campus at CSUEB May 13 and 14. While there, I enjoyed the warm hospitality and colleagueship of faculty members of the department, for which I am grateful. Special thanks to the Department’s Administrative Support Coordinator, Teresa N. Taniguchi for all of her help in arranging my visit and coordinating my schedule while I was with the department.

(II) MATERIALS, MEETINGS

While on campus, I met with Professors Maxwell Davis, Lynn Comerford, Keri O’Neal, Pat Guthrie, Steve Borish, Rachael Stryker, Xeno Rasmusson, Patricia Drew; with Dean Rountree and and AD Guo; and with one student who is currently doing a department course with a Lecturer. I received the department’s self study, ‘Human Development and Women’s Studies: Summary of Program’; the report of the five year review of the department conducted in 2007 by Professor Bonnie Strickland; the department’s response to this review; and syllabi and Curriculum Vitae of tenure track members of the department. As well, I consulted the department’s entry on the CSUEB website.

Alone or with others, I have evaluated seven other academic departments at American colleges and universities, and a like number of foreign study programs.

(III) SUMMARY

In her 2007 report, Dr. Strickland wrote, ‘The department continues to be a model of interdisciplinary teaching and learning.’ This remains true today. Undergirding the department’s excellence in all of its endeavors is a superb spirit of colleagueship among the tenure track faculty.

(IV) HISTORY

The department’s history need not be recounted here. One aspect, however, deserves mention. The department was founded in 1970, and the major program initiated early on remained substantially in place for thirty years. By all accounts I received, this program worked well. However, after thirty years, it was in need of substantial modification. Under the leadership of, first, Chair Dr. Rainer Bauer and, second, Chair Dr. Patricia Guthrie an entire new department curriculum was developed and successfully implemented. In effect, the department reinvented itself. This was a remarkable accomplishment, two aspects of which are especially noteworthy: 1) It was this reinvention which ushered in the distinctive multi disciplinary nature of the program that the department presently embodies, and intends to stay with. 2 The department’s super collegiality was developed and deployed during the reinvention, under the inspiration of two collegiality fostering chairs.

(V) ADMINISTRATION.
A) Chair. After detailing the superb manner in which Prof. Guthrie fulfilled her duties as chair, Prof. Strickland wrote, ‘I cannot praise her enough.’ I wholeheartedly endorse this sentiment. Fittingly, the department tenure track faculty are deeply appreciative of the job that Prof. Guthrie is doing as chair, and are delighted that she will continue in this position for yet a while.

B) How the department works.

I suppose that one could draw up an organization chart for the department, but this would miss much that is distinctive and most valuable about the department, re what actually occurs on the ground. Of course, Prof. Guthrie leads. She does so, however, largely in the manner of fostering and encouraging and mentoring, and not mainly by prescription. Her effective with this modus operandi is greatly enhanced by virtue of her knowing her way around the university, and especially around the administration. On the counts of department faculty, one could not hope for a more effective advocate on behalf of the department and its several faculty members than is Prof. Guthrie. This, along with her palpable devotion to the department and its individual faculty members and her unflagging – indeed, Herculean – deployment of plain hard work renders Prof. Guthrie’s style of leadership highly effective, and welcome within the department.

Under Professor Guthrie’s leadership, especially departmental curricular issues are dealt with as they should be, viz., by department faculty members in discussion that is at once informal and full and frank and informed, and who genuinely find fulfillment in working collegially and cooperatively with each other – and who enjoy doing so. Re arriving at decisions(which, sometimes, are to keep the issue at hand open), one cannot imagine a more felicitous state of affairs.

Finally, but by no means least, the department’s Administrative Support Coordinator, Ms. Teresa N. Taniguchi, works in close and effective association with the Chair, and provides invaluable support for all members of the department. She is devoted to the department and its members, her efforts are unflagging and often over and above the call, she gives of herself selflessly – nd especially, I sense, Ms. Taniguchi embodies a well informed gestalt of how the department works, which enables her to be proactive, and to be an integrating force within the department. The value of Ms. Taniguchi’s contribution to the department cannot be over rated.

(VI) FACULTY.

The professional particulars of each departmental faculty member are matters of university record, and need not be treated here.

What should be emphasized here is the department tenure track faculty, individually and collectively, is first rate. This ‘first rate-ness’ comprises: A) Excellent professional training. B) Devoted, creative, sophisticated, intellectually disciplined teaching that this perceptive and effectively aligned with the distinctive characteristics of the department’s students(please Vide VII, just below, ‘STUDENTS’). Without exception syllabi present readings that embody the best the fields have to offer for the issues at hand; assignments are finely and creatively crafted; and, re, e.g., feed back to student work and out of class accessibility to students – the faculty over performs. C) Especially in a university whose mission is largely teaching, the scholarly(and other professional) productivity – e.g., publications, attendance at professional meetings, presentation of papers, service – is truly impressive. D) Finally, especially given
the interdisciplinary curricular mission of the department, the several faculty members complement each other superbly – as regards their respective professional specializations, and also how same are collegially articulated in the department’s program.

And this is a very devoted and hard working bunch. About this, a few things. First, I have been given to understand that, especially re enrollments and numbers of majors, the department’s teaching load is heavy by university wide standards. And enrollments and majors look to grow. Second, faculty devotion expresses itself in over performing, in doing what a first class job requires even if, as I suspect is often the case, this goes beyond what the university would expect in terms of time and effort. Third, of course the department faculty members know how hard they work. And, not surprisingly, there is a bit of good natured grousing about this. But the main thing, these people take real pride in their efforts, and would not have it any other way.

An obvious alleviation to the heavy work load strains would be more tenure track slots. Is this practicable or possible? I don’t know. From my conversation with Deans, I learned that an administration led ‘prioritization’ process is under way, university wide. I sense that it is realistic to expect that prospective departmental strength levels will emerge from this process, in which all departments including Human Development will participate.

Lecturers, part time faculty.

Evidently, university wide budgetary constraints dictate that lecturers and other part timers must do a substantial part of the university’s teaching. Although the percentage of department teaching part timers has declined over the past several years, my definite sense is that heavy use of part timers will remain a fixture at the university and within the department for the foreseeable future, perhaps for ever.

What are the implications of this circumstance for the department? Here, two interrelated issues. First, integration. The content of courses taught by part timers can be integrated into the department curriculum for, e.g., use by majors in fulfilling the requirements of the major. But, for all manner of reasons, I expect it will that it is and will remain virtually impossible to integrate the part timers themselves into the ongoing collegiality among tenure track faculty that is the department’s trademark, and which is vital to the success of the department. Second, academic quality. Although this will not be uniformly so, part timers as a group cannot be expected to teach to as high a standard as do the tenure track faculty. I expect that this includes personal accessibility to students. Level of commitment, which for part timers reasonably cannot be expected to be as high as it is for tenure track faculty, contributes to both of these problems.

What about this? I don’t think it’s realistic to hope or expect that either of these problems can be banished. It is, therefore, a matter of doing as well as possible with a situation which leaves a lot to be desired. The responsibility for seeing to this, I’m afraid, properly falls mainly or wholly upon the chair. I’m confident that the chair is doing as well as it is possible to do with this vexed matter, and will continue to do so.
(VII) STUDENTS

The median student age of majors is thirty seven or thirty eight. Most are first generation university students. Most come from working class, or poorer, families, and bring with them uneven – and sometimes not good – levels of preparation for university work. Many or most have full time commitments – e.g., family, work – other than their university work. They are ethnically highly diverse, within which mix WASPs are in real short supply. They are mainly of the female persuasion. Many, perhaps most, bring with them a whole slew of lived adulthood, often under conditions of severe challenge and adversity. For many, perhaps most, that they are undertaking a degree program at a university of the caliber of CSUEB is little short of heroic.

In her report of 2007, Prof. Strickland wrote, ‘Such multifaceted background demand a high level of sensitivity to student needs in regard to curricular offerings, scheduling of classes and advising.’ I agree. My conversations with department faculty showed that they are fully aware of this, accept these parameters as fully legitimate and as necessary basic givens for their teaching responsibilities, and welcome the challenges that the parameters present.

I say ‘challenges.’ So also, I think, do the department faculty find in these circumstances opportunities and resources that are distinctive to the educational mission of the department. Please consider: This mission prominently features, e.g., multiculturalism, development throughout the life cycle, and socio cultural contextualization of same. The lives of the department’s students embody all of this. In other words, the department’s student body substantially comprises Exhibit A of much of that which the department curriculum addresses. It was an education for me to hear the department faculty discuss this, and a pleasure to learn how open they are to seeing this circumstance as an educational resource for the department. My hope is that, in its trademark open and sharing and collegial manner, the department will see to it that this remains a continuing agenda item – will continue to explore how everything from in class and on line discussion to advising to configuration of assignments may continue and extend what the department already does with this, will seek further to connect with and tap into this resource. The professional strengths of the department faculty members equip them well for this endeavor, as does the department’s track record of collective of collective exploration of curricular issues. Thereby, I sense, will the worthy and interlocking desiderata of student engagement and student learning be furthered.

Re student advising…… The department has crafted a menu of responses – from formal on line information to varieties of face to face – to this challenge which looks good to yours truly. One should bear in mind that, given the number of majors and the number of faculty members, the ideal is not attainable here. Compromises and shortcuts are inevitable. I have full confidence in the ability of the department to continue to evolve advising practices which are as effective as one could realistically hope for, given the numbers.

(VIII) THE MAJOR

The content and structure of the major is set forth in the very well done, ‘Summary of the Program’ and need not be particularized here. Rather, a few issues pertaining to how the major works will be touched upon, below.

My take on the core of the educational mission of the department……
1) An interdisciplinary model……..
2) Grounded in classical theory……..
3) Toward enabling students to produce significant knowledge in the field…….
4) (A and B and C) to comprise a launch pad for an array of socially constructive and intellectually challenging and sophisticated careers in such fields as, e.g., counseling, teaching, pre-school, Human resources, social work, the ministry, law.

Where in its history the department is now……..

A new curriculum was designed and, by the time of the last review, had been established. Staffing changes for the past ten years or so have been made with reference to this curriculum, and prospective staffing changes(e.g., next year’s new hire)are being designed with reference to the new curriculum. The department, now and for the foreseeable future, is doing the ‘normal’ work of teaching this curriculum, including working toward resolution of issues that teaching the curriculum newly uncovers, and exploring modification of parts of the curriculum as the professional judgment and interests of the faculty may indicate.

On line courses.

Learning about what the department has been doing with on line courses has been an education for me, as I previously had had no exposure to same. Frankly, I was skeptical of their worth. Re what on line teaching is within the department, and by extension for what it can be in higher education generally, I am happy to report that this skepticism has been laid to rest by what I have seen in the department. Briefly to elaborate. A) The department has by no means newly come to ‘distance learning.’ It worked extensively with this before the internet; the Chair, presciently, earlier in her career sought and received extensive training in this domain; and early on in her HDEV stewardship made establishment of high quality on line teaching a high priority for the department. And the tenure track faculty of the department, often under the mentorship of the Chair, have got on top of this. My sense is that the department should be considered a leader – certainly within the university, perhaps nation wide – in on line teaching. B) I asked, as regards academic quality, is one line teaching better, on a par with, or worse than the face to face stuff? That’s a bad question, I was told. i) The subject matter of on line and face to face courses of the same title can be the identical; and, for most or all HDEV courses, it is so. ii) Student ‘discussion’ in on line courses, through forums, is often of higher quality than discussion in face to face courses because, by virtue of being written, it is often more thoughtful. iii) Faculty feed back to written work in on line courses is often less extensive than in face to face courses, but this is partially compensated for by student to student feed back, again through forums, and by the faculty member posting all feed back for the entire class to read, and by the faculty member often being in e-mail communication during the course with individual students. iv) On line courses seem to work better for some students than others, so student self selection is important. Of course, this is no less true for face to face courses. v) Grade distributions seem to be about the same for matched on line and face to face courses. vi) Critically for CSUEB students, given the characteristics of the student body, many or most would not be able to complete the major could they not do some or all of it on line.

Service learning.
Prof. Davis is owed a debt of gratitude, by the department and the university, for the leading roles she has taken in this domain. Professor Comerfield as well has contributed valuably here, and a number of the tenure track faculty are up to speed on this. And of course, as in so much else, the Chair fosters. As it turns out, I have done some work in this area myself.

About service learning and the department, a number of things. i) The department, for good reasons, wants its students, as part of their major programs, to do primary work with people and organizations. Re this goal, access is a major problem: for the individual on his or her own, it takes time to develop access, and time is in real short supply for department students. Service learning, by virtue of from day one providing the student with a structured and naturalistic position, promises to solve the access problem. ii) Although it is by no means always so with service learning, the department does service learning well. Doing it badly involves awarding academic credit just for service, and/or just for having some ‘real world’ experience. The HDEV conception of service learning, contrariwise, includes three vital components, in interaction with each other: service; pedagogy(concepts and methods); and reflection, connecting the first two focused by an appropriate written assignment. iii) Where might service learning appropriately fit into the major? Answering this is an example of the ‘normal’ work alluded to above, and I’m confident that the department is well equipped to deal effectively with this issue. Just a tentative thought or two here… ‘Field work,’ by its nature, to be done well typically requires more time than course/library work. The senior research seminars could provide the time. As well, service learning provides a fine venue for the production of knowledge goal, which I understand to be a central pedagogical goal of these seminars. iv) Production of knowledge on the part of majors is a main goal of the major. Given the subject matter of the major, appropriately this knowledge will be about people in their local life situations. Field work(e.g., service learning, internships)is a main widely accepted means for producing such knowledge. For department majors, therefore, doing e.g., service learning or internships, is as vital to successful completion of their degree programs as is laboratory work for natural science majors. Therefore, for the department to succeed with its educational mission, it is vital that the administration recognize and accept this, and provide the support that these instructional formats require to be done well.

Curricular development

I think it is realistic to think about this on the assumption that, for the foreseeable future, department staff level will not increase. For this shore, I sense that there are two items that could be at or near the head of the department’s agenda: implementing the(I believe approved)Women’s Studies program, and striving to move toward approval and establishment of a Pre school program. For the former, my sense is that the current department tenure track faculty may embody the requisite specializations. None of them, however, have uncommitted time. If all of this is so, exploring moving forward with Women’s Studies will entail looking at trade offs. For the latter, if the case for such a program still has to carry the day with the appropriate high panjandrums, the immediate step may be more ground work. If I understand correctly that a major argument in favor of going forward with the program is that it will significantly increase enrollment, because recent careers in public education have recently become less attractive due to, e.g., No Child Left Behind and public education budget cuts, can this hypothesis be tested? These two national developments have been operating for some years, therefore their hypothesized effects on the attractiveness of public school education careers should already be visible. How to find out about this? I
don’t know, but I’d bet a bundle that some of the folks in the University’s Education Program either know, or know how to find out.

SIGN OFF

It’s an outstanding, highly successful department……successful especially in ways that specifically fulfill the university’s official mission. I urgently hope that the university will do all that it can do in the present context to sustain this success.
Department of

Human Development & Women's Studies

Program Response to External Reviewer's Report
Given the changes and new programs described in our Self-Study and our Five Year Plan, the department sought a well-qualified External Reviewer equipped with training and experience to offer an outside, objective account of our program document. We were pleased that Professor Steven Piker accepted our offer to serve as External Reviewer. Professor Piker has a distinguished academic record. A cultural anthropologist with a Ph.D from the University of Washington, he was a founding member and organizer for the Department of Sociology and Anthropology of Swarthmore College, where he served for more than a decade as Chair of the Department of Sociology and Anthropology. He previously served as a department evaluator at seven university campuses, and has evaluated Foreign Study programs in seven countries on three continents. We are grateful to the College of Letters, Arts and Social Sciences for support of his visit to our campus.

This will come as no surprise to anyone. Professor Piker recommends more tenure track positions. He sees this as a way to alleviate the current “heavy work load strains” under which the department must operate. Interestingly, under the concluding Curricular development section of his letter, Professor Piker states that “for the forseeable future, department staff level will not increase.” We disagree with this statement, and support his earlier contention that more tenure track positions are needed. The University is responding to this need – we have been authorized to search for a new tenure-track position (2013-2014).

Under (Lectures, part time faculty) the reviewer states “The content of courses taught by part timers can be integrated into the department curriculum for, e.g., use by majors in fulfilling the requirements of the major. But, for all manner of reasons, I expect it will that it is and will remain virtually impossible to integrate the part timers themselves into the ongoing collegiality among tenure track faculty that is the department’s trademark, and which is vital to the success of the department.” Furthermore, he states that “I don’t think it’s realistic to hope or expect that these problems will be banished.”

The department believes that these statements do not reflect the reality of the Human Development lecturers. For one thing, the tenure track faculty has developed a sample course syllabus and course guidelines for each human development. This ensures that both lecturers and tenure-track faculty are teaching the same material and meeting common standards. We have two entitled lecturers, who have been with us for almost twenty years, another lecturer for fifteen years. These long term lecturers as well as more recent hires are integrated in and committed to the department. Periodically, the department offers in-house workshops for both tenure track faculty and lecturers. Finally, the department periodically conducts peer observations of both tenure-track faculty and lecturers. One of the purposes of the observations is to conduct conversations about quality and course content.

When Professor Piker discusses student advising (VII Students), he points out that “The department has crafted a menu of responses - from formal online information to varieties of face to face – to this challenge which looks good to yours truly.” It is correct that the department has
carefully developed and offered these multiple advising options to meet the needs of our working adult students. However, Professor Piker then states that “Compromises and shortcuts are inevitable.” We take issue with this. The evaluator has given us no basis for this statement. We do have a range of ways that students are advised: face to face and online. We constantly monitor and seek to improve the ways that our advising is offered without making compromises or taking shortcuts.

Regarding Service learning (IV, iii), Professor Piker asks “Where might service learning appropriately fit into the major?” Quite simply, service learning is already an integral part of the Human Development major – HDEV 3023 Application of Theory and Method in Human Development. This course, which all human development majors are required to take, contains an eighteen hour service learning component.

Lastly, the evaluator believes (under Curricular development) that “there are two items that could be at or near the head of the department’s agenda: implementing the (I believe approved) Women’s Studies program and striving to move toward approval and establishment of a Pre school program.”

1. We assume that by “Women’s Studies program” the evaluator means either a Woman’s Studies major, or a Women’s Development option. We have in place a Women’s Studies option, and concerning the Women’s Studies major, we are in the negotiation with Continuing Education to offer the major through Self-Support.

2. We assume that by “Pre school program” the evaluator means a degree in Early Childhood Development. This new degree is currently working its way through the university approval process.

We thank Professor Piker for his visit with us, his in-depth interviews with every member of our tenure-track faculty, his thorough review of our course syllabi and curriculum vitas, and his work and effort in preparing the External Reviewer Report and Program Response. We look forward to implementing our Five-Year Plan and further strengthening the Department of Human Development.

*In Memory of Ivan Kovacs (1930-2013)*

*Founder of Department of Human Development*
November 14, 2013

TO: Patricia Guthrie, Chair  
Department of Human Development and Women’s Studies

FROM: Kathleen Rountree, Dean  
College of Letters, Arts and Social Sciences

RE: Dean’s Response to Human Development’s 2012-2013 5-Year Review Documents

Five Year Review: Human Development  
Dean’s Response, November 14, 2013

Five-year Review documents submitted by the Department of Human Development and Women’s Studies and the external reviewers’ report indicates a strong program that is responding to increasing student demands and societal needs. The University’s Institutional Research data for 2007 to 2011 show that the program had an average of 419 undergraduate majors over the 5 year period under review (increasing from 337 in 2007 to 418 in 2011, with the peak of 482 in 2009). On average, about 117 students graduate each year. The department generated a total of 449.4 FTES per quarter on average (ranging from 391.9 to 497.9, with about 38.8% by T/T and 61.2% by lecturers on average). The program was supported by a total of 16.3 FTE Faculty (7.3 T/T and 8.9 lecturers), with an overall SFR of 30.6 in 2011, (with 20.8, 26.4, 26.7, and 27.4 for previous years). In addition to offering the B.A. degree for the majors, with 5 options, Human Development and Women’s Studies also offers a minor in Human Development, a minor in Women’s Studies, and contributes several courses required by the Liberal Studies B.A. degree (in the core and options), some courses as prerequisite requirement by the M.S. degree in Speech Pathology and Audiology, and multiple sections of one course required by the B.S. in Nursing program. The program is also a leading champion on campus for distance education via online and hybrid course offering, offering a completely online B.A. degree in Human Development with 3 different options.

Human Development’s self-study shows admirable accomplishments in the past 5-year-review period. In curriculum development, they have completed a major overhaul of the HDEV B.A. program, and consolidated two options and created two new options, and have successfully implemented the transition from the previous curriculum to the new curriculum; enhanced the service learning component in the curriculum by creating new courses and incorporating service learning in existing courses; received WASC approval to offer Human Development B.A. completely online with three options; secured student scholarship and advising grants from two local counties.
(Contra Costa and Alameda) for students majoring in HDEV with an Option in Early Childhood Development, with three and four cohorts of students respectively; and started the curriculum proposal to create a B.A. degree for Early Childhood Development. For students, the program offered online advising, to meet the needs of adult working students who live far away from campus; and offered the Against All Odds student scholarship for three continuous years ((two $6,225-scholarships for 2012). The program has an admirable record of student learning outcomes assessment, with clearly stated and defined SLOs, a curriculum map, an assessment plan, and annual assessment reports.

In faculty development, the department hired two tenure-track faculty members in 2008, and one tenure-track faculty member in 2012. Faculty show strong academic and professional achievement in the form of multiple peer reviewed publications, peer reviewed conferences, reviews, and reports during the review period. Several faculty members actively participated in and contributed to campus wide committees and projects in integrating diversity and multiculturalism in the curriculum.

Dr. Patricia Guthrie served as chair of the department during the review period, and provided strong leadership in guiding the department to fulfill the university mission, the department’s transformations, and the department’s daily operational needs, and maintained a climate of faculty dedication and collegiality. Commendations also go to the individual regular and lecturer faculty members, who dedicated their expertise and enthusiasm to instructional and curriculum development, research, and service.

For future planning, the department has produced a well-thought-out plan for the next five years. It is encouraging to note the plan to complete the approval process for the new B.A. program and implement the B.A. program that has been recently approved, within the next review period, create new courses, and modify existing courses and programs, continue with its strong momentum in SLO assessment, and improve advising and outreach with the help of technology. The department is encouraged to maintain its current enrollment, as Human Development is one of the strong academic disciplines for promoting diversity and social justice, and is also one of the popular social science disciplines among students. It is hoped that the recently approved search for a new tenure track faculty member in the department will result in a successful recruitment of a regular faculty member for the department and support the continually growing enrollment in the program.

In concluding this response, I would like to praise the department for its enrollments, its scholarship, its university leadership, and its commitment to students.