

## Virginia Mann

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**From:** Elizabeth Bigham  
**Date:** Wednesday, October 22, 2008 3:57 PM  
**To:** Virginia Mann  
**Subject:** FW: HD courses under review at UCC  
**Attachments:** Untitled

forwarding with attachment

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**From:** Elizabeth Bigham  
**Sent:** Wed 10/22/2008 12:14 PM  
**To:** David Barsky  
**Cc:** Fernando Soriano; Yolanda Weedon  
**Subject:** RE: HD courses under review at UCC

<<Untitled>>

**Figure 1. HD Curr. Com. 3/16/06 email (attached file)**

David,

Thank you for your assistance with the six pending Human Development C-2 forms. We are providing the following clarifications in response to the items in your email to Fernando Soriano on March 20, 2007 (your items in italics).

*because these changes affect virtually all of the HD courses*

Virtually all HD courses are affected. These requested changes are the result of a spring 2006 HD Curriculum Advisory Committee's efforts to "get the curriculum and program updated as quickly as possible." The majority of a 3/10/06 meeting focused on reviewing six rough draft C-2 forms. On 3/16/06, Fernando Soriano sent the revised C-2 forms to all committee members (including those absent from the 3/16/06 meeting) for comments and further revision suggestions. (See attached 3/16/06 email with catalog wording change discussion, C-2 forms, and minutes of 3/10/06 HD Curriculum Committee Meeting.)

*(b) because the HD program has not yet completed a formal PEP review*

The HD Program submitted a formal PEP review on 2/28/08 and revised Student Learning Outcomes on 2/14/08.

*(c) because the UCC is vaguely aware of some special task forces which reviewed the HD program and made some recommendations*

Both the 2004 *Report on the B.A. Program in Human Development* and the 2005 *Recommendation Regarding the Human Development Major* were considered primary documents in our PEP review earlier this year and several of the recommended actions have been initiated or completed. One of the first recommendations of the 2005 report was to establish a Curriculum Committee to examine and make modifications to existing curriculum, including that HD301 should be offered as a theory class, not a survey class in developmental psychology (we accomplished this during winter break 07-08 as we adjusted the HD301 course syllabus to be more aligned with the current approved curriculum). For this UCC process, it is important to note that we also adjusted the HD490 course syllabus to be more aligned with the current approved curriculum. Another task force recommendation was that HD497 have completion of statistics and research methods as prerequisites (this modification was also completed). Both the 2004 report and the 2005 report discuss the need to clarify HD's relationship to human services and child development. Both of these reports have been a valuable source in both understanding the history of the HD Program and preparing for the upcoming external review.

*(d) because the UCC believes that, but is not certain whether, these changes are a result of the work of the Curriculum Committee suggested by the more recent of the two task forces*

As mentioned in item "(a)" above, an HD Curriculum Advisory Committee worked together on these six C-2 forms. The requested changes can be summarized as follows:

- a. Remove instructor consent: Four of the courses (HD300, HD301, HD361, and HD490) require instructor consent. The practice is labor intensive but was necessary at the time to ensure that HD seniors were able to get the courses they needed. As the Program has grown significantly, we have been able to add sections, reducing the problem, and now request to remove this requirement.
- b. Address significant lab activity: Changes requested for the HD497 course include changing the students' level of involvement in research from "exposed" to "involved" and an increase from 3 to 4 units. In this course, students conduct their own project from conceptualization through dissemination. Both of these requested changes reflect the lab activities (data collection and analysis using SPSS) and are in line with the campus initiative to increase undergraduate student research.
- c. Ensure inclusion of topics particularly important in human and/or social service settings: Changes requested for two of the courses (HD300 and HD361) add "ethics" and "confidentiality" which will ensure that these courses continue to include these very important issues for human social service settings. The request for HD361 also includes the addition "intercultural and gender issues" to ensure that these important topics are included.
- d. Reflect applied nature of the HD Program: Several of the changes reflect the committee's desire to include language that distinguishes HD as an applied program, as follows:
  - i. HD300: change "social services" to "human service settings" which expands the contexts to include working with individuals.
  - ii. HD301: change "understanding human development from birth to death" to "understanding social problems and issues and their use in the development and delivery of human services." The course remains a survey of theories in human development, drawn primarily from psychology, sociology, biology, and anthropology. However, instead of focusing on forming frameworks to understand, the focus shifts to understanding the use or application of the theories. Also, understanding human development from birth to death is covered in the new ID170 course which is in review to become HD101.
  - iii. HD490: change "problem or situation considered from perspective of several disciplines" to "experience the application of such knowledge within allied health and human service fields." This course remains an integration and application of the theories and knowledge to consider a problem or situation in human development but moves it forward from just conceptualizing to the focusing on the broader implications and applications in real situations. By adjusting this language, this capstone course description reflects the remaining shift of seniors' focus from inside the classroom to outside settings, such as those in health and human services.
  - iv. HD495: change internship settings description from "child and/or adult day or residential care placement..." to "human service organization for participating in service delivery..." This requested language broadens the potential internship sites beyond care sites to include a wide variety of human service organizations. Further, it clarifies that the internship includes service delivery, an important distinction from "volunteer work" for students. This language reflects the intention of the course to provide an opportunity for valuable career-related experience with structured reflection and evaluation provided through class meetings and assignments.

Again, thank you for your assistance with this. If there is any additional information that is needed, please let us know as soon as possible.

Best regards,

Eliza

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**From:** David Barsky  
**Sent:** Tuesday, March 20, 2007 7:55 PM  
**To:** Fernando Soriano  
**Cc:** Olaf Hansen; Virginia Mann  
**Subject:** HD courses under review at UCC

Fernando,

My apologies for not getting to this email until now. I was asked by the UCC earlier this semester to re-contact you about the proposed changes to the HD courses (300, 301, 361, 490, 495, and 497). For a number of reasons --- (a) because these changes affect virtually all of the HD courses, (b) because the HD program has not yet completed a formal PEP review, (c) because the UCC is vaguely aware of some special task forces which reviewed the HD program and made some recommendations, and (d) because the UCC believes that, but is not certain whether, these changes are a result of the work of the Curriculum Committee suggested by the more  
ent of the two task forces --- these courses have collectively attracted more attention than each course would have on it own. Often, when such a large percentage of the curriculum is being changed, there is a underlying rationale which the UCC can examine (for example, the programs action plan and the recommendations of the external reviewer, the dean and the PAC that are developed in the PEP process). I know that you wrote back to Olaf Hansen that you (and here the committee assumed that you were speaking for the HD Curriculum Committee) were fixing "obvious problems," but UCC may need a little help in understanding exactly what these problems are (and why they are problems). The forms provide "local" justifications (for example, the need to cover ethics, confidentiality, funding, etc. in HD 300) but the UCC is having trouble discerning the "big picture": why is this necessary, and how do you and the Curriculum Committee know it? A second example taken from the HD 300 form is the change to the title; please keep in mind that the members of the UCC are not necessarily experts in your area, and may need some help in understanding the significance of the change from "social service" to "human service" settings, and the extent to which this is a clarification or a signal of a refocusing of the program. I don't think that the UCC needs exhaustive answers, but it does need to know something about what is happening in the program -- is the focus changing, are there new Student Learning Outcomes, etc. -- in order to act on these forms.

If this isn't clear, I'd be happy to meet with you; just let me know.

David

## Virginia Mann

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**From:** Fernando Soriano  
**Sent:** Thursday, March 16, 2006 7:27 PM  
**To:** Alicia Gonzales; Bob Roberts; Bonnie Bade; Darlene Pina; Denise Garcia; Fernando Soriano; Luis Terrazas; Maureen Fitzpatrick; Michael McDuffie; Sharon Hamill; Spencer McWilliams; Thomas Wahlund  
**Cc:** Yolanda Weedon; Elizabeth Bigham; Linda Bass; 'Luis Terrazas'; Miguel Guilarte; Tracy Hall  
**Attachments:** Course Catalog Faculty Affiliation and Other Wording Changes 03 16 06 .doc; HD300 C2 Form 3 16 06.doc; HD301 C2 form 3 10 06.doc; HD361 C2 Form 3 10 06.doc; HD490 C2 Form 3 10 06.doc; HD495 C2 Form 3 10 06.doc; HD497 C2 Form 3 16 06.doc; Meeting Minutes for March 10 06.doc

HD Curriculum Advisory Committee,

Attached are all drafts of C forms for all courses. Please know that I have reviewed them all once again and made some changes to all of them—even to those previously sent out. For example, I dropped the need for instructor approvals as a prerequisites for all our courses, since we found that this is not realistic for our faculty to do. We now offer sufficient number of sections to meet the demand by students and our restrictions were tied to these constraints.

Also attached please find:

- A draft of the minutes for our last meeting.
- An updated program description with updated faculty affiliations.

Here is the link to the HD worksheets for each area of concentration for the major, which Maureen had requested. Please use these when considering updates within your respective fields. You may also want to use the program goals and objectives I sent out to you earlier.

Worksheets:

[http://www.csusm.edu/Academic\\_Advising/majorsminors/2005-2006/majorsminors/HDEV/humandevdevelopment.htm](http://www.csusm.edu/Academic_Advising/majorsminors/2005-2006/majorsminors/HDEV/humandevdevelopment.htm)

So what we are trying to accomplish now is finalizing the C forms to submit before spring break—by March 24. We can then consider the other program updates tied more closely to the allied fields.

Regarding our next meeting, I recommend meeting soon after spring break—April 7<sup>th</sup> or 14<sup>th</sup>. I'll ask Yolanda to help set this up. However, I hope to get your feedback by email on all the materials so that we can turn in the C forms as soon as possible. To make it easier to keep track of your feedback, please review all materials and send one message with all your complete feedback. This will help ensure to keep track of your recommendations. I am sending copies of the proposed wording changes to our program lecturers to get their feedback, as well, since they are centrally involved in the teaching of these courses.

Thank you all,

Fernando

## Meeting Minutes of Human Development Curriculum Committee

March 10, 2006

Present: Fernando Soriano, Maureen Fitzpatrick, Spence McWilliams, Luis Terrazas and Michael McDuffie

Discussion focused on the desire to get the curriculum and program updated as quickly as possible. Attendance of committee members was considered a major problem and drew much discussion. Michael McDuffie suggested that those meeting make decisions so that there are not indefinite delays. It was agreed that decisions at meetings would indeed be made and shared with the broader members of the committee.

Michael McDuffie brought up the need to elect the new chair for the program. He will send a call for nominations among all tenure-line faculty who teach HD courses, since he considered these to be the appropriate body for such decisions.

Fernando Soriano indicated that C forms were already prepared for review and he brought these for members to see. A major part of the time of meeting focused on these forms. He agreed to send these to members for review along with the program descriptions. Maureen Fitzpatrick requested that members also be sent program worksheets for each concentration. Fernando agreed to send these out, as well.

Fernando Soriano brought up the need for HD497 to have a laboratory portion since there was not enough time to help students learn about the development of data collection instruments, data coding, entry and analysis. He indicated he would put forth a C form to add a lab portion to this class.

It was agreed that a significant amount of work will by necessity be done electronically by email. The focus will continue to be on Phase I updating, which focuses on improvements of HD program and course descriptions.

No future meeting was set.

Meeting was adjourned at about 10:20.

Minutes prepared by Fernando Soriano.