**Discontinuation of the Children’s Services and Adult & Gerontology Services Concentrations in Human Development**

The present proposal is to discontinue the Children’s Services and Adult & Gerontology Services concentrations so that the Department of Human Development can focus on clarifying and strengthening the Counseling Services and Health Services concentrations.

**A) Importance to the institution**

* To what extent the program promotes the mission of the University.
* To what extent the program is central to the curriculum of a department, a college or the University.
* To what extent the program contributes to a balanced curriculum.

The core HD program is aligned with the University mission as it focuses on the student as an active participant in the learning process, the diverse experiences and influences on human development, and is responsive to regional needs. There are currently four concentrations: Counseling Services, Health Services, Children’s Services, and Adult & Gerontology Services.

Multiple reviews of the program (McWilliams report of 2003, Task Force Report of 2005, Program Review of 2008, External Review of 2009) have made strong recommendations that the Human Development Department clarify the goals of each of the concentrations and purpose of each of the courses on the concentration course menus.

The degree program consists of 120 units, as follows:

* 15 units of lower-division preparation for the major
* 38 – 40 units of upper division courses, includes courses from PSYC, BIO, SOC, HD
* 20 – 22 electives to bring units up to 120

In the current program, there is only one required course that differentiates the Counseling Services and Children’s Services concentrations and only two required courses that differentiate the Health Services and Adult & Gerontology Services concentrations.

**B) Quality of the program**

To what extent the quality of the program justifies continuance in its present form. The variables for evaluating program quality include but are not limited to:

* demonstrated ability of the faculty to offer and maintain a current and rigorous curriculum;
* access to resources adequate to maintain the sufficient breadth, depth and coherence of the program;
* demonstrated ability to attract and retain enough well-qualified faculty;
* the quality of the program’s faculty as demonstrated by participation in appropriate scholarly, creative and/or professional activity; and
* to what extent the program’s excellence and standing in its discipline enhances the reputation of the University

Originally designed to be a small interdisciplinary program, the Department of Human Development has relied primarily on other departments to provide its core curriculum. The program has grown to over 700 majors over the last decade. The original broad menu of course choices was suitable as the students could be mentored through their individual choices, as students are in a special major. At the present time, the large numbers of majors are not individually mentored and often choose their courses from the menus without consultation. Thus, the broad menu is no longer sufficient as students can take the exact same courses and graduate with different concentrations, depending on which electives they take.

The Department of Human Development currently has one tenure track faculty member whose research focuses on social issues surrounding gang violence. Two searches are currently underway for tenure track faculty whose research focus on counseling and health topics. The Department currently does not have any current faculty members who specialize in aging or gerontology topics nor are there any searches with this criteria planned in the near future.

The new faculty will use their expertise in these two primary concentration areas (Counseling Services and Health Services) to develop curriculum to increase the courses provided by the Department of Human Development and increase the depth of study within the concentrations. These changes will also enhance the program’s alignment with the mission of the Department of Human Development and programmatic student learning outcomes (PSLPs) for the Human Development degree program.

**Mission**

The mission of the Human Development Department is to promote a holistic and lifespan understanding of human development from multidisciplinary and interdisciplinary perspectives. We:

* Explore the complex interplay of body, mind, culture, and environment that shapes developmental processes and outcomes
* Emphasize the integration of complementary and interdependent disciplines
* Employ the use of multiple perspectives and theoretical frameworks
* Advance evidence-based practices
* Promote social responsibility, civic engagement, and service to the greater community

**Programmatic Student Learning Outcomes**

The Programmatic Student Learning Outcomes (PSLOs) for the B.A. in Human Development are that students who have successfully completed the program are able to:

• Explain human development over the life span in terms of interactions among cultural, biological, psychological, and social processes with sensitivity to roles of disability, gender, race, class, and nationality in shaping developmental processes and outcomes.

• Demonstrate an awareness of their skills, knowledge, and goals related to employment in health and human service careers, including topics such as assessment, intervention, ethics, professional standards, and self-care.

• Design, conduct, and present an original research project, demonstrating a basic understanding of research methods commonly used in human development.

• Use theory as a framework to understand and explain basic delivery of services for problems or situations addressed in applied settings, such as counseling, healthcare, and education.

• Summarize the structure and operation of social service organizations, including their funding, staffing, and successful delivery of services.

**C) Efficiency (cost effectiveness) of the program**

To what extent the program is cost-effective relative to disciplinary norms and compared to similar programs at comparable institutions. The measurements presented for the specific program shall include:

* student-faculty ratio;
* total cost per FTEF;
* the total cost per FTES;
* potential for external funding and support; and
* other discipline specific variables

As stated in B, there are only two courses that distinguish these concentrations from other concentrations and both are taught by other disciplines. Therefore, the costs of these concentrations are very similar to the disciplinary norms and very similar to the other concentrations that will still be offered. In addition, there is little external funding available for support.

**D) Demand for the program**

To what extent the present and projected demand for the program is sufficient. Demand for the program may be measured by one or more of the following:

* the number of completed applications for admission;
* the FTES generated in lower division, upper division, and/or graduate level courses;
* the number of students who completed the program;
* the anticipated need for graduates of the program

Table 1 below shows the distribution Human Development majors by concentration and year level (744 students considered active by PeopleSoft for Fall 2013 on 7/16/13). The students who would be impacted by the change as proposed in this document are highlighted in yellow.

The number of students in the Children’s Services concentration, as shown in Table 2, reveals the popularity of this concentration. Repeated assessments have revealed that students in this concentration tend to have interests in child care, education, health, and counseling. The Department of Psychology has received approval for a bachelor’s degree program in Child and Adolescent Development (CHAD). The CHAD program has considerable overlap with the Children’s Services concentration; however, it will include the specific education required for employment in child care settings. This will be an attractive alternative for students who are interested in child care. Students in this concentration who are interested in education, health, and counseling will benefit from the Department of Human Developments increased attention to the development of courses specifically designed for the Human Development major.

Table 1

Distribution of HD students by Concentration and Year Level

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|   | Freshmen | Sophomores | Juniors | Seniors | Total Row |
| Adult | 2 | 1 | 5 | 9 | 17 |
| Children’s | 23 | 29 | 64 | 85 | 201 |
| Counseling | 11 | 25 | 62 | 113 | 211 |
| Health | 18 | 37 | 57 | 67 | 179 |
| No Concentration | 36 | 15 | 76 | 9 | 136 |
| Total Column | 90 | 107 | 264 | 283 | 744 |

**Proposed Transition Plan**

**Adult & Gerontology Services Concentration**

There are few courses that specifically address the broad concept of adult or gerontology services on campus. This concentration has had the least attention from students and faculty as reflected in the enrollment figures. Only one course has been developed by the Department of Human Development to support this concentration and it has only been submitted as a Topics course (never taught). Only one course is unique to this concentration and it is taught by another department (SOC427). Thus, while there will be no change to the HD offerings, discontinuing the Adult & Gerontology Services concentration would impact the Sociology Department’s enrollment of SOC427.

Since the Department of Human Development does not offer any courses that are specific to this concentration, current Adult & Gerontology Services students would continue on their current plans. Students who have not already selected this concentration would not be able to select it.

**Children’s Services Concentration**

Only one course has been developed for the Department to support this concentration and it is taught through the School of Education (EDUC380/HD380 Applied Child and Youth Development). Thus, while there will be no change to the HD offerings, discontinuing the Children’s Services concentration would impact the School of Education’s enrollment of EDUC380/HD380. We would continue, however, to encourage HD majors to select this course as one of their electives.

Since the Department of Human Development does not offer any courses that are specific to this concentration, current Children’s Services students would continue on their current plans. Students who have not already selected this concentration would not be able to select it.

In summary, as a response to the growing numbers of HD majors and the numerous program reviews, the HD department proposes a reduction in concentrations. The proposal is to discontinue the Children’s Services and Adult & Gerontology Services concentrations and strengthen the Counseling Services and Health Services concentrations by clarifying and adding more relevant courses and hiring in these specific areas.