

ORIGINATOR'S SECTION:														
1. College: <input type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input checked="" type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2016													
2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														
3. Course will be a variable-topics (generic) course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No ("generic" is a placeholder for topics)														
4. Course abbreviation and Number:* HD384														
5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) Social and Public Policy in Human Development														
6. Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces) Soc Pub Pol in HD														
7. Number of Units: 3														
8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.) Examines the social and public policy and its relevance to the development of effective and impacting health and human services and programs across social, cultural, and economic groups across the life-span. Reviews the historical development of social and public policy in the U.S. as it pertains to health and human services. <i>Prerequisites: Anth 200, HD 101, HD 102. HD 230 or HD 231</i>														
9. Why is this course being proposed? Course is part of the new curriculum being developed for the HD major. The department determined that social and public policy needed to be reflected in the new curriculum.														
10. Mode of Instruction* For definitions of the Course Classification Numbers: http://www.csusm.edu/academic_programs/curriculumsheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf														
	<table border="1"> <thead> <tr> <th>Type of Instruction</th> <th>Number of Credit Units</th> <th>Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td>3</td> <td>C-2</td> </tr> <tr> <td>Activity</td> <td></td> <td></td> </tr> <tr> <td>Lab</td> <td></td> <td></td> </tr> </tbody> </table>	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Lecture	3	C-2	Activity			Lab			
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Lecture	3	C-2												
Activity														
Lab														
11. Grading Method:* <input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)														
12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.														
13. Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department - Director/Chair														
14. Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how many times? (including first offering)														
15. Is Course Crosslisted: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, indicate which course _____ and check "yes" in item #22 below.														
16. Prerequisite(s): <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <i>Anth 200, HD 101, HD 102. HD 230 or HD 231</i>														

17. Corequisite(s): Yes No

18. Documentation attached: Syllabus Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:*

20. How often will this course be offered once established? * Once a year.

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:
(Mandatory information – all items in this section must be completed.)

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? Yes No

If yes, please specify:
 Human Development B.A.

22. Does this course impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)* Yes No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline <u>PSCI</u>	Signature <u>see email att.</u>	Date <u>2/3/16</u>	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose
Discipline <u>SOC</u> Sociology	Signature <u>see email</u>	Date <u>2/10/16</u>	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose

SIGNATURES : (COLLEGE LEVEL) :

(UNIVERSITY LEVEL)

Fernando I. Soriano, Ph.D. 12/8/15
 1. Originator (please print or type name) Date

Alice M. L. Zuciocho 2/22/16
 2. Program Director/Chair Date

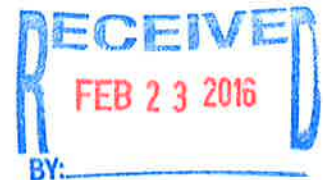
[Signature] 2/19/16
 3. College Curriculum Committee Date

Janise Garcia 2/22/16
 4. College Dean (or Designee) Date

 5. UCC Committee Chair Date

 6. Vice President for Academic Affairs (or Designee) Date

 7. President (or Designee) Date



* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

Subject: FW: HD384--Social and Public Policy in Human Development...

From: Pamela Stricker
Sent: December 08, 2015 12:31 PM
To: Fernando Soriano
Cc: Cyrus Masroori; Stephen Nichols
Subject: Re: HD384--Social and Public Policy in Human Development...

Hi Fernando et al.,

I think this looks good. I teach a class on Social Policy that compares cases from US and Western Europe but that's a much different class. My PSCI 321 course (which your students might also be interested in) deals with the primary theories of public policy making and then examines different issues areas.

I have no issues at all with this class. I find classes with similar themes usually stimulate rather than reduce interest in a topic. And when there's a little overlap, that's good, perhaps the students will retain the information longer! Smile.

¡Feliz Navidad y Nuevo Año Prospero!

Pamela

Pamela Stricker, Ph.D.
Professor, Political Science and Global Studies
Program Director and Founding Faculty, Environmental Studies
California State University, San Marcos

From: Cyrus Masroori
Sent: December 08, 2015 11:50 AM
To: Fernando Soriano
Cc: Pamela Stricker; Stephen Nichols
Subject: Re: HD384--Social and Public Policy in Human Development...

Dear Fernando,

Since these are my last two weeks as the Department Chair, and we have a PSCI colleague with expertise in Public Policy, I am forwarding your e-mail to the incoming PSCI Chair Dr. Steve Nichols, and Dr. Pamela Stricker.

Best wishes,
Cyrus

Cyrus Masroori
Professor and Chair
Department of Political Science
California State University San Marcos

Virginia Mann

SOC re HD 383,384

Subject: FW: Social Policy in Human Development and Interdisciplinary Understanding of Children, Youth and Families...

Importance: High

From: Sharon Elise
Sent: Wednesday, February 10, 2016 4:44 PM
To: Miriam Schustack; Fernando Soriano
Cc: Heidi Jones; Alice Quioco; Denise Garcia; Staci Beavers; Martha Stoddard-Holmes; Rodney Beaulieu
Subject: Re: Social Policy in Human Development and Interdisciplinary Understanding of Children, Youth and Families...
Importance: High

I did not review the P form, just the C forms. Sociology does have a robust curriculum in Children, Youth and Families. However, it seems your focus is different from ours and I do not foresee a conflict nor do we mind the healthy competition.

Sharon

Social and Public Policy in Human Development (3 units)

Fall 2016

Course Location:
(HD384, CRN--)

Professor: Fernando Soriano, Ph.D.

Office Hours: 10:15-12pm, Tuesdays and Thursdays or by appointment

Office Location: UH312 **Email:** fsoriano@csusm.edu **Office Phone:** 760-750-8033

Course Catalog Description: Examines the social and public policy and its relevance to the development of effective and impacting health and human services and programs across social, cultural, and economic groups across the life-span. Reviews the historical development of social and public policy in the U.S. as it pertains to health and human services. *Prerequisites:* Anth 200, HD 101, HD 102, HD 230 or HD 231

Relevance to Program Student Learning Outcomes (PSLOs) This course contributes towards the accomplishment of the following PSLOs:

- PSLO 1: Demonstrate understanding of developmental theories and how biological, psychological, social, historical and cultural dynamics influence developmental processes, and use theory as a framework to address real-world problems relating to lifespan development in applied settings such as counseling, healthcare, and education.
- PSLO 5: Summarize the delivery of social services, including: funding, staffing, assessments, program development and evaluation.

More Complete Course Description The course introduces the importance of social and public policy in the development and implementation of successful health and human services that address the needs of socially, culturally and economically diverse populations across various age-groups, including infants, children, youth, adults, the elderly and families. After defining and reviewing the historical importance of social and public policy, you will be asked serve as a policy analyst and as such will focus on a particular social or health problem, for which services are needed to address it. Will do a historical review of social and public policy regarding the treatment of the social or health problem and how it has led or not led to the development of effective programs and services to address the problem. This will lead to the development of recommendations for effective social and public policy that can lead to the development of optimally effective programs and services.

Student Learning Outcomes By the end of the semester, students are expected to have gained the following learning outcomes:

1. Define what is meant by social and public policy and understand its importance in the development of effective social, health and educational services.
2. Give historical examples of successful and failed social and public policies in the U.S. and will show how such policies impact the development of effective human and health services.
3. Identify historical and extant dominant theories used to justify the development of social and public policies used to justify services in such areas as counseling, healthcare and education.
4. Summarize the structure and operation of a social or health service organization and identify the social or public policy that justifies its funding and staffing, and the types of services rendered.

5. Identify social and public policies that have differentially impacted various cultural or racial groups that have led to services that attempted to address their social, health and educational concerns.

Course Requirements

Readings:

Donald E. Chambers and Jane Frances Bonk (2013). *Social Policy and Social Programs: A Method for the Practical Public Policy Analyst*, Pearson Publishers.

U.S. Department of Health and Human Services Centers for Disease Control and Prevention. Office of the Director, Office of Strategy and Innovation. (October 2011). *Introduction to program evaluation for public health programs: A self-study guide*. Atlanta, GA: Centers for Disease Control and Prevention. <http://www.cdc.gov/eval/guide/CDCEvalManual.pdf>

Course Format

This course is a traditional face-to-face mode of instruction with the use of Cougar Courses for submission of assignments and for receiving additional instructions.

Exams--Three:

Three True/False and Multiple Choice exams based on lectures, presentations, films and readings. See class schedule for dates of exams. All exams will take place during regular class time and location.

Final Program Analysis Paper:

A 10 to 20 page critical analysis research paper focusing on a particular social or health program within a human service agency that addresses a specific social or health concern(s) of a particular social and cultural population.

Grading

Exams:

Combined, exams will be worth 60 percent of final grade or 20 percent each exam (30 item exams; each worth 200 points each):	600
Program Analysis Research Paper (30 percent of grade):	300
Participation in Class Participation (10 percent—includes attendance and class discussion):	100
Total Points	1000

Grade Breakdown

Percent of Total Points

A	95-100	B-	80-83	D+	67-69
A-	90-93	C+	77-79	D	64-66
B+	87-89	C	74-76	D-	60-63
B	84-86	C-	70-73	F	59 and below

Class Participation and Discussion Everyone is expected to participate in class discussion. Participation includes class attendance.

Writing Requirement In accordance with the University's "All-University Writing Requirement", students in this class will have a writing component and for the class, which will meet or surpass the minimum of 10 page or 2,500 word requirement. In this course the requirement will be achieved through the program analysis research paper, which will be between 10 and 20 double-spaced pages not counting reference and any appendices. These writing assignments will cover the minimum writing requirement of 10 pages or 2,500 words.

Required Materials and Technological Competency Requirements

As a student you will need to have access to a computer, to be competent in typing and be able to utilize the internet to gain access to Cougar Courses, which will be used for submitting completed assignments and to receive any further additional class instructions. Students may contact the CSUSM Help Desk for assistance. You can contact them by email at sth@csusm.edu or by phone at 760-6505 or you can stop by for help at the Student Technology Helpdesk on the second floor of Kellogg Library.

Late Submissions of Assignments or Missing Exams Late submissions of assignments will lead to a 25% reduction in points allocated to the assignment. Points will be lost for exams if not taken, unless valid excuse is provided. In which case, the instructor will work with the student to administer the exam as appropriate.

Credit Hour Policy: Study Time Required Outside of Class Per University policy, you are expected to devote 2 hours of study outside of class for every unit of class. This is a three unit course and so you are expected to devote a minimum of six hours of study time per week. This class will meet the University Credit Hour Policy.

Attendance Policy, Arriving Late to Class Policy and Being Dropped from the Class

Administratively Not attending the first week of class will result in you being administratively dropped from the class, unless you have provided a valid reason (e.g., illness). You are expected to attend all class meetings. It is too disruptive to have people arriving late or leaving early so please arrive on time and leave when the class is over. Please limit bathroom visits. Each unexcused absence will result in a reduction in 50 points and late arrivals or early departures will result in 25 point loss. Missing over 25% of the class sessions will lead to failing the class.

Use of Cell Phones, Computers and Laptops in During Class

1. No cell phones are permitted to be used during class time. Turn them off as soon as you arrive.
2. Computers are only allowed only for course notes taking in class. Emailing or reading personal messages is forbidden and will lead to being asked to leave class immediately.
3. Students are required to use a computer for the course outside of class. We will use Cougar Courses for posting all class materials including the syllabus, as well as for submitting all course assignments. You will use optical scanning forms for exams, which you are required to purchase and bring to class (green optical scanning form).

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/material that are borrowed from other sources must have appropriate references to the

original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University

ADA Statement

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with me during my office hours in order to ensure confidentiality.

Code of Conduct

Students are expected to conduct themselves in a manner appropriate for class and comply with the rules of student conduct. The rules of student conduct are included in the California Code of Regulations, Title 5, and beginning at Section 41301. A student who violates university policies or regulations is subject to disciplinary action, which can result in a warning, reprimand, probation, suspension, or expulsion. The Chancellor of the California State University specifies procedures under which the university may take disciplinary action against a student. These procedures are on file in the Office of the Dean of Students, Craven Hall, Room 5306.

Course Schedule

Course Calendar

Weeks	Days	Topics
1. Sept	1	Class Introduction, Introductions and Class Expectations
2. Sept	6 & 8	What is social and public policy? Examples of Social and Public Policy in Health and Human Services Reading: Chapter 1: <i>Analyzing the Social Problem Background of Social Policies and Social Programs</i>
3. Sept	13 & 15	Historical review of social and public policies in the U.S. in health and human services and education. Reading: Chapter 2: <i>An Overview of a Style of Policy Analysis: A Value-Critical Approach</i>
4. Sept	20 & 22	Assumptions, models and theories underlying understanding of social problems, health and educational concerns. Reading: Chapter 3: <i>The Analysis of Policy Goals and Objectives in Social Programs and Policies</i>
5. Sept	27 & 29	Determination of service and program need: Need analysis. Reading: Chapter 4: <i>Who Gets What: The Analysis of Types of Benefits and Services</i>
6. Oct	4 & 6	Review of concepts (Tuesday) and Exam I (administered on Thursday during regular class time)
7. Oct	11 & 13	Importance of social, economic and cultural group membership and social and public policy development Reading: Chapter 5: <i>Who Gets What, How Much, and Under What Conditions: Analysis of Eligibility Rules</i>
8. Oct	18 & 20	Using social and public policy for developing successful programs and services. Reading: Chapter 6: <i>Analysis of Service-Delivery Systems and Social Policy and Program Design</i>
9. Oct	25 & 27	Social and public policy and program and services funding. Reading: Chapter 7: <i>How Do We Pay for Social Welfare Policies and Programs? Analysis of Financing</i>
10. Nov	1 & 3	Entitlements and disentanglements and their effects based on group membership. Reading: Chapter 8: Analysis of Interactions among Policy Elements
1. Nov	8 & 10	Review of concepts (Tuesday) and Exam II (administered on Thursday during regular class time)
2. Nov	15 & 17	Social and public policy in program evaluation and assessment of services. Reading: Chapter 8: Analysis of Interactions among Policy Elements
3. Nov	22 (25 Thanksgiving)	Review of Program Analysis Research Paper Requirements plus considering social and public policy relevance, stakeholders, history, planning and evaluation design

Reading: *CDC Introduction to Program Evaluation* --Introduction, Steps 1 thru 3 (Pp. 1-55)

4. Nov 29 & Dec 1 Data gathering and presentation.

Reading: *CDC Introduction to Program Evaluation* -- Steps 4 thru 6 (Pp. 56-82)

11. Dec 6 & 8 Student Presentations (Tuesday) and **Final Exam III**
(Administered on Thursday during regular class time)

Note: Turn in your final papers by midnight on Cougar Courses, Monday, December 12th.

Course Rubrics for Program Student Learning Outcomes (PSLOs)

PSLO 1: Demonstrate understanding of developmental theories and how biological, psychological, social, historical and cultural dynamics influence developmental processes, and use theory as a framework to address real-world problems relating to lifespan development in applied settings such as counseling, healthcare, and education.

Course Student Learning Objective Tied to PLSO 1: Students will be able to give an example of a health, education or social service program and its services and discuss a likely theoretical foundation justifying the program and its services.

PSLO #1	CSLO #3	Signature Assignment	Rubric
<p>Demonstrate understanding of <u>developmental theories</u> and how biological, psychological, social, historical and cultural dynamics influence developmental processes, and use theory as a framework to <u>address real-world problems</u> relating to lifespan development in applied settings such as counseling, healthcare, and education.</p>	<p>Identify historical and extant <u>dominant theories</u> used to <u>justify</u> the development of social and public policies used to <u>justify services</u> in such areas as counseling, healthcare and education.</p>	<p><u>Program Analysis Paper</u> A 10 to 20 page critical analysis research paper focusing on a particular social or health program within a human service agency that addresses a specific social or health concern(s) of a particular social and cultural population.</p> <p>The paper will identify historical and <u>extant theories</u> used to justify the <u>social and public policies</u> that justify the program of focus and the <u>services</u> it renders</p>	<p><u>Exceeds</u> (1) Describes <i>well</i> a human service program, its structure, operation, services, staffing, funding and past evaluations. (2) Identifies and describes <i>well</i> at least one historical and extant theory that justifies the services it renders. (3) Identifies and describes well at least one social and public policy that justifies the program and its services.</p> <p><u>Meets</u> (1) Describes <i>fairly well</i> a human service program, its structure, operation, services, staffing, funding and past evaluations. (2) Identifies and describes <i>fairly well</i> at least one historical and extant theory that justifies the services it renders. (3) Identifies and describes <i>fairly well</i> at least one social and public policy that justifies the program and its services.</p> <p><u>Does Not Meet</u> (1) <i>Does not</i> or describes <i>poorly</i> a human service program, its structure, operation, services, staffing, funding and past evaluations. (2) <i>Does not</i> or Identifies and describes <i>poorly</i> at least one historical and extant theory that justifies the services it renders. (3) <i>Does not</i> or <i>poorly</i> identifies and describes <i>poorly</i> at least one social and public policy that justifies the program.</p>

PSLO 5: Summarize the delivery of social services, including: funding, staffing, assessments, program development and evaluation.

Course Student Learning Objective Tied to PSLO 5:

Meets Describes in detail and well the evaluation of a particular health, education or social service and discuss its operation, services, staffing needs, funding and evaluation.

PSLO #5	CSLO #5	Signature Assignment	Rubric
<p>Summarize the delivery of social services, including: funding, staffing, assessments, program development and evaluation.</p>	<p>Summarize the structure and operation of a social or health service organization and identify the social or public policy that justifies its funding and staffing, and the types of services rendered.</p>	<p><u>Program Analysis Paper</u> A 10 to 20 page critical analysis research paper focusing on a particular social or health program within a human service agency that addresses a specific social or health concern(s) of a particular social and cultural population.</p> <p>Will summarize the structure and operation of one social, education or health service organization and identify the social or public policy used to justify its funding and staffing, as well as the types of services rendered.</p>	<p><u>Exceeds</u> Summarizes in detail and well the structure and operation of one social, education or health service organization and identifies and describes well the social or public policy used to justify its funding and staffing, as well as the types of services rendered.</p> <p><u>Meets</u> Summarizes fairly well with moderate detail the structure and operation of one social, education or health service organization and identifies and describes fairly well the social or public policy used to justify its funding and staffing, as well as the types of services rendered.</p> <p><u>Does Not Meet</u> Poorly summarizes with little detail the structure and operation of one social, education or health service organization and identifies and describes poorly the social or public policy used to justify its funding and staffing, as well as the types of services rendered.</p>