

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	
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2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) Yes No

3. Course will be a variable-topics (generic) course? Yes No
 ("generic" is a placeholder for topics)

4. Course abbreviation and Number:* HD 385

5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)
 Ecological Systems Perspectives on Human Development

6. Abbreviated Title for PeopleSoft:
 (no more than 25 characters, including spaces)
 Ecological Systems 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 not count toward the 80-word limit.)

Explores the dynamic nature of human development with special attention to the mutual influences between the evolving human organism and the multiple systems that make up the individual's environment. Examines developmental processes across the lifespan within the contexts of families, communities, complex organizations, social-political institutions, cultures and history. Identification of potential strategies to optimize well-being and development for diverse individuals, families, groups, or communities will be explored. Enrollment restricted to Human Development majors with Junior or Senior standing. Prerequisites: ANTH 200, HD 101, HD 102, and HD 301. Also, HD 230 or HD 231.

9. Why is this course being proposed?

This course will enhance students' understanding and competence in applying theoretical perspectives of human development within multiple systems when working within counseling, health and human services settings. The course builds on the foundational knowledge of human development theories to dive deeper in one of the most influential, yet complex and multifaceted, paradigms of contemporary developmental science and practice. The course will contribute to the first and second Program Student Learning Outcomes for the B.A. in Human Development by enhancing HD students' ability to (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," and (PSLO 2) "Demonstrate understanding of how social categories such as gender, race, ethnicity, class, age, ability, sexuality, and religion—and the intersections of these identities—relate to diverse experiences across the lifespan."

10. Mode of Instruction*
 For definitions of the Course Classification Numbers:
http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	3	C2
Activity		
Lab		

11. Grading Method:*
 Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)
 Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)
 Credit/No Credit Only (C)
 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? Yes No

Faculty Credential Analyst Dean Program/Department - Director/Chair

14. Course Can be Taken for Credit More than Once? Yes No
 If yes, how many times? (including first offering)

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

15. Is Course Crosslisted: Yes No
 If yes, indicate which course _____ and check "yes" in item #22 below.

16. Prerequisite(s): Yes No Prerequisites: ANTH 200, HD 101, HD 102, HD 220, and HD 301. Also, HD 230 or HD 231.

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:* n/a

20. How often will this course be offered once established?* 1-2 times per academic 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:
 This will be an elective course in the Human Development major

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.

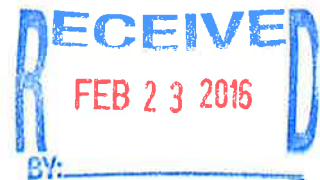
Psychology Discipline	_____	_____	_____ Support	_____ Oppose
	Signature	Date		
Discipline	_____	_____	_____ Support	_____ Oppose
	Signature	Date		

SIGNATURES : (COLLEGE LEVEL) :

(UNIVERSITY LEVEL)

Rafael Hernandez
 1. Originator (please print or type name) _____ Date _____
 Alice M. L. Sanchez 2/22/16
 2. Program Director/Chair _____ Date _____
 J. Hernandez 2/19/16
 3. College Curriculum Committee _____ Date _____
 Denise 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.

assigned readings. The Course Schedule has been significantly restructured to improve organization of course content and to be more explicit about expectations for readings and assignments.

HD 382:

1. UCC still awaits sign-off from Anthropology and Sociology on this course. As well, Education was contacted given the social justice/equity content. (This is informational).

Thank you for this information.

2. UCC will be removing HD 220 from the prerequisites as it is already embedded via HD 230. (This is informational alone).

Thank you for this information. I have removed HD 220 from the attached syllabus and C form.

3. Your syllabus does not have a culminating project or assignment which is a required element of these C-lecture courses. If you do not have a final exam, you must make an assignment that is due during final's week that reflects a summative assessment of the course.

I added an exam during final's week.

4. There is a question over the rigor of the course. The assignments reflect a great proportion of subjective assignments that are not easily tied back as measures of the course learning outcomes.

I added a final exam to complement the subjective assignments in measuring the course learning outcomes. I also revised and increased the rigor of the signature assignment (and rubric) which is now called the "Action Project". In addition, I added the assignments to the Course Schedule to show how they are distributed throughout the semester.

HD 385:

1. The first sentence of the course description is unclear to the committee- can you please revisit and clarify.

I have revised the first sentence to say, "Explores the dynamic nature of human development with special attention to the mutual interactions between the evolving human organism and the multiple systems that make up the individual's environment." Slight adjustments to improve the wording were made elsewhere in the course description as well. See the attached syllabus and C form.

2. HD will be removed again as above. (This is informational).

Thank you for this information. I have removed HD 220 from the attached syllabus and C form.

3. There needs to be a specified summative experience for the course that is due during finals week. Again, the assignments seem to lack the rigor and assessment measures to ensure acquisition of the course learning outcomes.

I added a mid-term and a final exam to complement the subjective assignments in measuring the course learning outcomes. I revised the Case Study assignment to make it more rigorous. In addition, I added rigor to the Writing Assignments by increasing the expected length (word count). These assignments are now displayed in the Course Schedule.

4. Please include a grade breakdown in the syllabus so that students understand how their grades will be determined.

I readjusted the value of each assignment and you can find an "Assignments & Grading" table breaking down the relative weight of each assignment as indicated by the percent of the overall grade that each assignment is worth. I have also added a "Grading Standards" table to all my syllabi for further clarification.

Best,
Rafael



California State University
SAN MARCOS
DEPARTMENT OF HUMAN DEVELOPMENT

HD 385: Ecological Systems Perspectives on Human Development

Course Number: --

Units: 3

Term: Fall 2016

Professor: Rafael Hernández, Ph.D.

Phone: (760) 750-8252

E-Mail: rhernandez@csusm.edu

Office: University Hall 300

Office Hours: Tuesday & Thursday 2:30pm-4:00pm and by appointment

Course Description

Catalog Course Description:

Explores the dynamic nature of human development with special attention to the mutual influences between the evolving human organism and the multiple systems that make up the individual's environment. Examines developmental processes across the lifespan within the contexts of families, communities, complex organizations, social-political institutions, cultures and history. Identification of potential strategies to optimize well-being and development for diverse individuals, families, groups, or communities will be explored. Enrollment restricted to Human Development majors with Junior or Senior standing. Prerequisites: ANTH 200, HD 101, HD 102, and HD 301. Also, HD 230 or HD 231.

Human Development Department Mission Statement

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

Course Learning Outcomes

The Human Development (HD) degree has 5 Programmatic Student Learning Outcomes (PSLOs). These are the broad skills that a Human Development graduate will have (see the HD website for more information). This course contributes to PSLO #1 by increasing the students' ability to "Demonstrate understanding of developmental theories and how biological, psychological, familial, 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," and PSLO #2 by increasing students' ability to "Demonstrate understanding of how

social categories such as gender, race, ethnicity, class, age, ability, sexuality, and religion—and the intersections of these identities—relate to diverse experiences across the lifespan.”

Each HD course has 3 or more Course Student Learning Outcomes (CSLOs) which are the specific skills that the course will address. Each CSLO contributes an important step toward reaching the goals of the PSLOs. The CSLOs for this course are the following.

Upon successful completion of this course, students will be able to:

1. Demonstrate comprehension of the dynamic transactions that occur among biological, psychological, social, cultural, environmental, ecological, economic, and political systems across time.
2. Explain how environmental conditions (e.g., poverty, unsafe living conditions, inadequate nutrition, lack of health care, educational inequities, and other manifestations of oppression or social stratification) impact human development for diverse populations.
3. Reframe deficit-based perspectives of human development by employing strengths-based and empowerment models to promote resilience as well as agency and resistance to oppressive social and political circumstances.

Required Readings

Tudge, J. R. H., Mokra, I., Hatfield, B., & Karnik, R. B. (2009). Uses and misuses of Bronfenbrenner’s bioecological theory of human development. *Journal of Family Theory and Review*, 1(4), 198---210.

Bronfenbrenner, U. (1994). Ecological models of human development. In T. Husen & T. N. Postlethwaite (Eds.), *International Encyclopedia of Education* (2nd Ed., Vol. 3, pp. 1643---1647). Oxford, England: Pergamon Press.

Bronfenbrenner, U. (2005). The bioecological theory of human development. In U. Bronfenbrenner (Ed.), *Making human beings human: Bioecological perspectives on human development* (pp. 3---15). Thousand Oaks, CA: Sage. (Original work published 2001)

Bronfenbrenner, U., & Morris, P. A. (2006). The bioecological model of human development. In W. Damon (Series Ed.) & R. M. Lerner (Vol. Ed.), *Handbook of child psychology: Vol. 1. Theoretical models of human development* (6th ed., pp. 793---828). New York: John Wiley.

Bronfenbrenner, U. (2009). *The ecology of human development: Experiments by nature and design*. Harvard university press.

Sameroff, A. (2009). *The transactional model of development: How children and contexts shape each other*. American Psychological Association. (available in CSUSM library)

Course Requirements: Assignments & Grading

Assignment	Corresponding CSLOs	Percent of total grade
Writing Assignments	1, 2, 3	20
Attendance and Participation	1, 2, 3	10
Case Study Paper	1, 2, 3	20
Mid Term Exam	1, 2, 3	20
Final Exam	1, 2, 3	30
TOTAL		100

Grading Standards

A	93 – 100%	C	73 – 76%
A-	90 – 92%	C-	70 – 72%
B+	87 – 89%	D+	67 – 69%
B	83 – 86%	D	63 – 66%
B-	80 – 82%	D-	60 – 62%
C+	77 – 79%	F	Below 60%

Writing Assignments

Respond to writing prompts provided by the instructor that invite you to think critically about developmental issues and phenomena from ecological systems perspectives. A total of five (5) writing assignments will be included in the course. Entries should each be about 500 words in length and follow APA format.

Attendance and Participation

Students are expected to attend each class meeting and engage in class activities and discussion. The process and outcome of this class will depend on each of our contributions. It is expected that you will prepare for each class meeting by completing the assigned readings and reflecting upon the material read. Active participation during each class session will contribute to the learning process for all involved. Each class member is asked to be ready to fully participate in class activities and this will be reflected in your grade.

Case Study

Write a paper (about 1,000 words in length) adhering to APA format including a list of references cited with at least 5 scholarly sources. In this paper you will describe personal and cultural characteristics of a de-identified individual focusing on specific developmental processes or transitions from an ecological systems perspective. Demonstrate your comprehension of the dynamic transactions that occur among biological, psychological, social, cultural, environmental, ecological, economic, and political systems across time for this particular case (CSLO 1). Explain how environmental conditions (e.g., poverty, unsafe living conditions, inadequate nutrition, lack of health care, deteriorated schools, and other manifestations of oppression or social stratification) may have impacted this person's development citing relevant personal, social and cultural characteristics (CSLO 2). From a strengths-based approach, articulate personal and environmental factors that would promote resilience for this individual with regard to specific developmental problem or struggle (CSLO 3). Describe this person's social location in the context of social, political, or economic inequities and identify ways to increase agency and resistance to oppressive social and political circumstances (CSLO 3).

Mid-Term and Final Exams

The mid-term and final exams will be comprised of multiple choice and essay questions assessing students' ability to:

1. Demonstrate comprehension of the dynamic transactions that occur among biological, psychological, social, cultural, environmental, ecological, economic, and political systems across time.
2. Explain how environmental conditions (e.g., poverty, unsafe living conditions, inadequate nutrition, lack of health care, deteriorated schools, and other manifestations of oppression or social stratification) impact human development for diverse populations.

3. Reframe deficit-based perspectives of human development by employing strengths-based and empowerment models to promote resilience as well as agency and resistance to oppressive social and political circumstances.

All University Writing Assignment

All CSU undergraduate students must demonstrate competency in writing skills as a requirement for graduation. At Cal State San Marcos, undergraduate students complete the graduation writing assessment through the All-University Writing Requirement. This requirement mandates that every undergraduate course at the University must have a writing component which can be achieved in a variety of ways depending on the course. The writing requirement for individual undergraduate students in a 3-unit course is 2,500 words (approximately 10 double-spaced pages). This requirement will be met in this course with the Writing Assignments (6x250=1,500 words) and Case Study Paper (1,000 words).

Credit Hour Policy Statement

Per the University Credit Hour Policy, students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. Because this course has a lecture mode of instruction, each unit of credit corresponds to an hour of class-time and two hours of student learning outside of class.

Students with Disabilities

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 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909, and by email sent to dss@csusm.edu. Students authorized by DSS to receive reasonable accommodations should meet with me during my office hours in order to ensure confidentiality.

Academic Honesty Statement

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. 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 accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero 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.

Tentative Course Schedule

Week	Topics, Exams, Assignments	Readings
1	<ul style="list-style-type: none"> • Introduction to the course • Community building activities • Identifying personal goals for the course 	
2	<ul style="list-style-type: none"> • The development of the ecology of human development • WRITING ASSIGNMENT #1 	
3	<ul style="list-style-type: none"> • Models and processes • Ecological systems theory 	Bronfenbrenner, U. (1994). Ecological models of human development. In T. Husen & T. N. Postlethwaite (Eds.), <i>International Encyclopedia of Education</i> (2nd Ed., Vol. 3, pp. 1643---1647). Oxford, England: Pergamon Press.
4	<ul style="list-style-type: none"> • Microsystems • WRITING ASSIGNMENT #2 	Bronfenbrenner, U. (2009) <i>The Ecology of Human Development: experiments by nature and design</i> -- Chapter 7: Children's Institutions as Contexts of Human Development
5	<ul style="list-style-type: none"> • Mesosystems 	Bronfenbrenner, U. (2009) <i>The Ecology of Human Development: experiments by nature and design</i> -- Chapter 9: The Mesosystem and Human Development
6	<ul style="list-style-type: none"> • Exosystems • WRITING ASSIGNMENT #3 	Bronfenbrenner, U. (2009) <i>The Ecology of Human Development: experiments by nature and design</i> -- Chapter 10: The Exosystem and Human Development
7	<ul style="list-style-type: none"> • Macrosystems 	Bronfenbrenner, U. (2009) <i>The Ecology of Human Development: experiments by nature and design</i> -- Chapter 11: The Macrosystem and Human Development
8	<ul style="list-style-type: none"> • Chronosystem • MID TERM EXAM 	Bronfenbrenner, U., & Morris, P. A. (2006). The bioecological model of human development. In W. Damon (Series Ed.) & R. M. Lerner (Vol. Ed.), <i>Handbook of child psychology: Vol. 1. Theoretical models of human development</i> (6th ed., pp. 793---828). New York: John Wiley.
9	<ul style="list-style-type: none"> • Bioecological model 	Bronfenbrenner, U. (2005). The bioecological theory of human development. In U. Bronfenbrenner (Ed.), <i>Making human beings human: Bioecological perspectives on human development</i> (pp. 3---15). Thousand Oaks, CA: Sage. (Original work published 2001)
10	<ul style="list-style-type: none"> • Uses and misuses of Bronfenbrenner's theories • WRITING ASSIGNMENT #4 	Tudge, J. R. H., Mokrova, I., Hatfield, B., & Karnik, R. B. (2009). Uses and misuses of Bronfenbrenner's bioecological theory of human development. <i>Journal of Family Theory and Review</i> , 1(4), 198---210.
11	<ul style="list-style-type: none"> • Process-Person-Context-Time 	See Cougar Courses

12	<ul style="list-style-type: none"> • Transactional Ecological Developmental Model • WRITING ASSIGNMENT #5 	Sameroff, A. (2009). The transactional model of development: How children and contexts shape each other. American Psychological Association. (available in CSUSM library)
13	<ul style="list-style-type: none"> • Head Start Program 	See Cougar Courses
14	<ul style="list-style-type: none"> • Head Start Program 	See Cougar Courses
15	<ul style="list-style-type: none"> • Concluding Activities • CASE STUDY PAPER 	
Finals Week	<ul style="list-style-type: none"> • FINAL EXAM 	

Case Study Rubric

<i>Component</i>	Exemplary	Proficient	Marginal	Unacceptable
Describe personal and cultural characteristics of a de-identified individual focusing on specific developmental processes or transitions from an ecological systems perspective.	4	3	2	1
Demonstrate your comprehension of the dynamic transactions that occur among biological, psychological, social, cultural, environmental, ecological, economic, and political systems across time for this particular case (CSLO 1).	4	3	2	1
Explain how environmental conditions (e.g., poverty, unsafe living conditions, inadequate nutrition, lack of health care, deteriorated schools, and other manifestations of oppression or social stratification) may have impacted this person's development citing relevant personal, social and cultural characteristics (CSLO 2).	4	3	2	1
From a strengths-based approach, articulate personal and environmental factors that would promote resilience for this individual with regard to specific developmental problem or struggle (CSLO 3).	4	3	2	1
Describe this person's social location in the context of social, political, or economic inequities and identify ways to increase agency and resistance to oppressive social and political circumstances (CSLO 3).	4	3	2	1
APA style references list	4	3	2	1
Format (APA style), grammar, organization, clarity, length	4	3	2	1
Maximum points possible	28 points			