

Eastern Illinois University
REVISED COURSE PROPOSAL CSD 5610
Human Development for Counselors

Please check one: ☐ New course ☒ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: CSD 5610
2. Title (may not exceed 30 characters, including spaces): Human Development
3. Long title, if any (may not exceed 100 characters, including spaces):
Human Development for Counselors
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 3-0-3
5. Term(s) to be offered: ☒ Fall ☐ Spring ☒ Summer ☐ On demand
6. Initial term of offering: Fall ☐ Spring ☒ Summer Year: 2013

7. Course description:

This course is designed to provide students with an understanding of the nature and needs of individuals at all developmental levels. It is based on life-span theories of development, which assume that there is a developmental logic to behavior. The course will help counselors assess and provide appropriate strategies to help clients work through issues that block growth and adaption. Major theories, concepts, and principles related to physical, psychosocial, cognitive, moral, spiritual, emotional, self, and cultural development will be examined.

8. Registration restrictions:

a. Equivalent courses

- Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course). None
- Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. ___ Yes X No

b. Prerequisite(s):

- Identify the prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course. CSD 5500, CSD 5510, CSD 5520, CSD 5530
- Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s).
X Yes ___ No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:

c. Who can waive the prerequisite(s)?

☐ No one ☐ Chair ☐ Instructor ☐ Advisor ☐ Other (Please specify)

d. Co-requisites (course(s) which MUST be taken concurrently with this one): **None**

e. Repeat status: ☒ Course may not be repeated.

☐ Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any: Courses numbered 5540 and above are open only to students who have been admitted to the Department of Counseling and Student Development or who have permission of the Department Chair.

g. Degree, college, major(s), level, or class to be excluded from the course, if any: **Undergraduates**

9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]: **None**

10. Grading methods (check all that apply): ☒ **Standard letter** ☐ C/NC ☐ Audit ☐ ABC/NC ("Standard letter" —i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

Please check any special grading provision that applies to this course:

☐ The grade for this course will not count in a student's grade point average.

☐ The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

☐ The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in (insert course prefix and number).

☐ Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in (insert course prefix and number).

11. Instructional delivery method: Instructional delivery method: (Check all that apply.)

☒ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research
☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad
☐ Internet ☐ hybrid ☐ other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:

- EIU graduates will write and speak effectively.
- EIU graduates will think critically.
- EIU graduates will function as responsible citizens.

Students will:

- a. examine theories of individual & family development and transitions across the lifespan resulting in an understanding of the nature & needs of persons at all developmental levels & in multicultural contexts.
- b. examine theories of learning & personality development, including current understandings about neurobiological behavior.
- c. discuss effects of crisis, disasters, and other trauma-causing events on persons of all ages.
- d. discuss theories & models of individual, cultural, couple, family & community resilience.
- e. examine a general framework for understanding exceptional abilities & strategies for differentiated interventions.
- f. discuss human behavior, including an understanding of developmental crises, different ability, psychopathology, & situational and environmental factors that affect both normal and abnormal behavior.
- g. apply theories and strategies for facilitating optimal development and wellness over the lifespan.
- h. identify helping strategies consistent with the person's life stage.
- i. apply lifespan developmental knowledge through readings, writing, and class discussion.

b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:

Learning Goals	Objectives
• Depth of content knowledge	a-i
• Effective critical thinking and problem solving	a, b, g, h, i
• Effective oral and written communication	c, f, g, h
• Advanced scholarship through research or creative activity	

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

a. Students will examine theories of individual & family development and transitions across the lifespan. resulting in an understanding of the nature & needs of persons at all developmental levels & in multicultural contexts.	Critical Thinking Questions; Chapter Quizzes; Learning Assessment
b. Students will examine theories of learning & personality development, including current understandings about neurobiological behavior.	Critical Thinking Questions; Chapter Quizzes; Learning Assessment
c. Students will discuss effects of crisis, disasters, and other trauma-causing events on persons of all ages.	Age Group Projects; Chapter Quizzes; Learning Assessment
d. Students will discuss theories & models of individual, cultural, couple, family & community resilience.	Chapter quizzes and Learning Assessment
e. Students will examine a general framework for understanding exceptional abilities & strategies for differentiated interventions.	Chapter Quizzes and Learning Assessment
f. Students will discuss about human behavior, including an understanding of developmental crises, different ability, psychopathology, & situational and environmental factors that affect both normal and abnormal behavior.	Age Group Projects; Developmental Presentation or Paper; Chapter Quizzes; Learning Assessment
g. Students will apply theories and strategies for facilitating optimal development and wellness over the lifespan.	Age Group Projects; Critical Thinking Questions, Developmental Issue Presentation or Paper
h. Students will identify helping strategies consistent with the person's life stage.	Chapter Quizzes; Learning Assessment; Age Group Projects; Critical Thinking Questions; Developmental Issue Presentation or Paper
i. Students will apply lifespan developmental knowledge through readings, writing, and class discussion.	Personal Development Timeline; Critical Thinking Questions

- **Participation:** ALL students are expected to participate in class discussions and small group work designed to create a cooperative learning environment.
 - **Critical Thinking Questions:** Students are required to submit 5 sets of critical thinking questions. Each set should contain 3 critical thinking questions. From the text, students are to choose 3 concepts they believe are critical for counselors to understand as they work with each age group. Students will explain the concern in their own words and then discuss how the concept might be relevant in a counseling situation.
 - **Quizzes:** There will be six quizzes over the reading material.
 - **Personal Development Timeline:** Students are asked to design a personal timeline of their life, denoting significant transitions from birth to the present. Students will submit a five page commentary along with the timeline, explaining the impact of those significant transitions on their life and how they have or have not successfully negotiated those transitions.
 - **Age Group Project:** Along with 2-4 other class members, students will participate in a group that will investigate development via the interview method. An oral presentation by the group will complete the assignment.
 - **Developmental Issue Presentation + Online Handout for class:** With 2 other class members, students will choose a critical developmental issue. Each group will then develop an original PowerPoint presentation and handout for their class members.
- OR CHOOSE
- Written Research Paper** (covering all the above requirements): This paper should be APA style and be 7-10 pages.
- **Learning Assessment:** Students will be assessed on how well they comprehend material from all the chapters, readings, and class notes.

3. **Explain how the instructor will determine students' grades for the course:**
Grades will be based on the following criteria:

Participation	10%
Critical Questions	10%
Personal Development Timeline	15%
Age Group Projects	15%
Development Issue Presentation (& handout)	25%
OR Research Paper	
Chapter Quizzes	10%
Learning Assessment	<u>15%</u>
Total	100%

3. **For technology-delivered and other nontraditional-delivered courses/sections, address the following: N/A**

- a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:
 - b. Describe how the integrity of student work will be assured:
 - c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):
4. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include: N/A
 - a. course objectives;
 - b. projects that require application and analysis of the course content; and
 - c. separate methods of evaluation for undergraduate and graduate students.
 5. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. N/A

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Outline of the Course: 15 weeks of 150 minutes in class meetings.

Week	Lecture Topic
1	Introduction to the Course
2	Organizing Themes in Human Development Heredity, Environment and the Beginnings of Human Life
3	Neural and Cognitive Developments in the Early Years
4	Emotional Development in the Early Years
5	The Emerging Self and Socialization in the Early Years
6	Realms of Cognitive Development in Early Childhood
7	Social and Moral Development in Middle Childhood through Adolescence
8	Gender and Peer Relationships in Middle Childhood through Adolescence
9	Physical, Cognitive, and Identity Development through Adolescence
10	The Social World in Adolescence
11	Physical and Cognitive Development in Young Adulthood
12	Socioemotional and Vocational Development in Young Adulthood
13	Middle Adulthood: Cognitive, Personality and Social Development

	Stress, Coping, and Life Satisfaction in Adulthood
14	Gains and Losses in Adulthood
15	Final wrap-up
16	Final Learning Assessment

PART IV: PURPOSE AND NEED

- 1. Explain the department's rationale for developing and proposing the course.**
 - a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**
 - b. If the course or some sections of the course may be technology delivered, explain why.**

This is a required course for the M.S. in Counseling. It is also a competency required for continued accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).
- 2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**

This is a required course for the M.S. in Counseling. It is also a competency required for continued accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).
- 3. If the course is similar to an existing course or courses, justify its development and offering.**
 - a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal. None at graduate level.**
 - b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

Revised course only.
- 4. Impact on Program(s):**
 - a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**
 - b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**

Required for graduate students admitted to M.S. in Counseling in the Department of Counseling and Student Development.

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the

course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted. N/A

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

Qualified Graduate Faculty in the Department of Counseling and Student Development.

2. Additional costs to students:

No additional costs to students.

3. Text and supplementary materials to be used (Include publication dates):

Broderick, P. C. and Blewitt, P. (2010). *The life span: Human development for helping professionals* (3rd ed.). Upper Saddle River, N.J.: Prentice- Hall.

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

PART VII: APPROVALS

Date approved by the department or school: 1/18/2012

Date approved by the college curriculum committee: 4/2/2012

Date approved by the Honors Council (if this is an honors course):

Date approved by CAA: CGS:

*In writing-active courses, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In writing-intensive courses, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In writing-centered courses (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages,

from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

**Student
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