

Eastern Illinois University

Revised Course Proposal

Banner/Catalog Information (Coversheet)

- 1.** ___ New Course or x Revision of Existing Course
2. Course prefix and number: CSD 5610
3. Short title: Human Development
4. Long title: Human Development for Counselors
5. Hours per week: 3 Class ___ Lab 3 Credit
6. Terms: x Fall ___ Spring x Summer ___ On demand
7. Initial term: x Fall ___ Spring ___ Summer Year: 2018
- 8. Catalog 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.
- 9. Course attributes:**
General education component: None.
___ Cultural diversity ___ Honors ___ Writing centered ___ Writing intensive
___ Writing active
- 10. Instructional delivery**
Type of Course:
x Lecture ___ Lab ___ Lecture/lab combined ___ Independent study/research
___ Internship ___ Performance ___ Practicum/clinical ___ Other, specify:

Mode(s) of Delivery:
___ Face to Face ___ Online ___ Study Abroad
x Hybrid, specify approximate amount of on-line and face-to-face instruction 60/40
- 11. Course(s) to be deleted from the catalog once this course is approved.** None.
- 12. Equivalent course(s):** None.
a. Are students allowed to take equivalent course(s) for credit? ___ Yes ___ No
- 13. Prerequisite(s):** CSD 5500, 5510, 5520, 5530.
a. Can prerequisite be taken concurrently? ___ Yes X No
b. Minimum grade required for the prerequisite course(s)? B for CSD 5530.
c. Use Banner coding to enforce prerequisite course(s)? x Yes ___ No

d. Who may waive prerequisite(s)?

___ No one x Chair ___ Instructor ___ Advisor ___ Other (specify)

14. Co-requisite(s): None.

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: Open only to students who have been admitted to the Department of Counseling and Student Development

b. Degrees, colleges, majors, levels, classes which may not take the course: Any student
who has not been admitted to the CSD Program

16. Repeat status: x May not be repeated May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: _____

18. Grading methods: ☒ Standard ☐ CR/NC ☐ Audit ☐ ABC/NC

19. Special grading provisions:

____ Grade for course will not count in a student's grade point average.

Grade for course will not count in hours toward graduation.

___ Grade for course will be removed from GPA if student already has credit for or is registered in:

___ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in:

20. Additional costs to students: None.

Supplemental Materials or Software

Course Fee ____ No ____ Yes, Explain if yes ____

21. Community college transfer:

A community college course may be judged equivalent.

_____ A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. x Course is required for the major(s) of Counseling and Student Development

Course is required for the minor(s) of _____

Course is required for the certificate program(s) of _____

____ Course is used as an elective

2. Rationale for proposal: To meet the current CACREP accreditation standards.

3. Justifications for (answer N/A if not applicable)

Similarity to other courses: n/a

Prerequisites: Core content and skill based courses (5500, 5510, 5520, 5530) needed for advanced courses.

Co-requisites: n/a

Enrollment restrictions: 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.

Writing active, intensive, centered: n/a

4. General education assurances (answer N/A if not applicable)

General education component: n/a

Curriculum: n/a

Instruction: n/a

Assessment: n/a

5. Online/Hybrid delivery justification & assurances (answer N/A if not applicable)

Online or hybrid delivery justification: A hybrid version of this course will provide greater scheduling and delivery flexibility for the instructor and students, especially for students completing hours for practicum and internship. There has been an increased interest from students to have the CSD department offer a hybrid format.

Instruction: When the course is delivered online, asynchronous learning activities will be utilized, such as small group and student/instructor web conferencing, video lectures, posted readings, drop box assignments, threaded discussions, and quizzes/exams. All instructors who teach this course in an online format will have completed the EIU OCDi training or equivalent.

Integrity: Written assignments will be subjected to originality checking software (e.g. Turnitin), and students will need to log into an online course management system (e.g. D2L) using network passwords to access reading, threaded discussions, quizzes and exams. If preferred, quizzes will be delivered with time constraints through a “lock down” browser that restricts simultaneous web browsing (e.g. Respondus).

Interaction: The instructor and students will communicate through various social media, email, and web conferencing software (e.g. – Illuminate, Skype, or FaceTime), along with discussion boards and chat functions available through online course management software (e.g. D2L).

Model Syllabus (Part II)

Please include the following information:

1. Course number and title

- a. CSD 5610, Human Development for Counselors

2. Catalog 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 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.

- span theories

3. Learning objectives.

Graduate Learning Goals
1- Depth of content knowledge
2 - Effective written and oral communication
3- Effective critical thinking and problem solving
4- Advanced scholarship through research or creative activity

Course Objectives	Graduate Learning Goals
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.	1, 2, 3
b) Examine theories of learning & personality development, including current understandings about neurobiological behavior.	1, 2, 3
c) Discuss effects of crisis, disasters, and other trauma-causing events on persons of all ages.	1, 2, 3
d) Examine a general framework for understanding exceptional abilities & strategies for differentiated interventions.	1, 2
e) Discuss human behavior, including an understanding of developmental crises, different ability, psychopathology & situational and environmental factors that affect both normal and abnormal behavior.	1, 2
f) Apply ethical and culturally relevant theories and strategies for promoting resilience and optimum development and wellness over the lifespan.	1, 2
g) Discuss theories and etiology of addictions and addictive behaviors.	1
h) Discuss biological, neurological, and physiological factors/mechanisms that impact mental health including human development, functioning, and behavior.	1, 2, 3

4. Course materials.

Broderick, P. C. & Blewitt, P. (2015). The life span: *Human development for helping professionals* (4th ed). Upper Saddle River, NJ: Prentice-Hall.

5. Weekly outline of content.

Week	Topic	Length of Class	Assignments Due	Readings
Week 1	Introduction to the course Background Knowledge probe Organizing Themes in Development	150 minutes	Discussion Questions	Ch. 1
Week 2	Heredity, Environment, and the Beginnings of Human Life	150 minutes	Discussion Questions	Ch. 2
Week 3	Neural & Cognitive Development in the Early Years	150 minutes	Discussion Questions	Ch. 3
Week 4	Emotional Development in the Early Years	150 minutes	Discussion Questions	Ch. 4
Week 5	The Emerging Self & Socialization in the Early Years	150 minutes	Discussion Questions Outline of Research Paper(D2L)	Ch. 5
Week 6	Realms of Cognition in Middle Childhood	150 minutes	Discussion Questions	Ch. 6
Week 7	Self & Moral Development: Middle Childhood through Early Adolescence	150 minutes	Discussion Questions Draft of Research Paper (D2L)	Ch. 7
Week 8	Gender & Peer Relationships: Middle Childhood through Adolescence	150 minutes	Discussion Questions	Ch. 8
Week 9	Physical, Cognitive & Identity Development in Adolescence The Social World in Adolescence	150 minutes	Discussion Questions	Ch. 9 Ch. 10
Week 10	Theories of Addictions and Addictive Behavior	150 minutes	Discussion Questions	D2L
Week 11	Research Paper & Presentations	150 minutes	Research Paper & Presentation (hard copy & D2L)	
Week 12	Theories of Addictions and Addictive Behavior	150 minutes	Discussion Questions	D2L

Week 13	Physical & Cognitive Development in Young Adulthood Socioemotional & Vocational Development in Young Adulthood	150 minutes	Discussion Questions	Ch. 11 Ch. 12
Week 14	Middle Adulthood: Cognitive, Personality, and Social Development Living Well: Stress, Coping & Life Satisfaction in Adulthood	150 minutes	Discussion Questions	Ch. 13 & Ch. 14
Week 15	Gains & Losses in Late Adulthood	150 minutes	Discussion Questions Personal Development Timeline Due	Ch. 15
Week 16	Final Assessment			

6. Assignments and evaluation, including weights for final course grade.

Personal Development Timeline – 100 points

Research Paper – 100 points

Comprehensive Learning Assessment – 100 points

In-class Activities - 45

Daily Discussion Questions - 75

Online Quizzes – 80

Total possible = 500

- Personal Development Timeline: Students will design a personal time-line of their lives, denoting significant transitions from birth to the present. Students will submit an 8-10 page commentary along with the timeline, explaining the impact of those significant transitions on their lives and how they have or have not successfully negotiated those transitions.
- Research Paper (outline, draft, presentation, report): Students will complete a scholarly 8-10 pages (title page & references are NOT included in page count) written research paper, and present to their peers.
- Comprehensive Learning Assessment: Students will take a comprehensive assessment which will seek to test their knowledge of key concepts covered over the semester.
- In-class Activities: All students are expected to participate in class discussions and small group work designed to create a cooperative learning environment. Attendance is mandatory for all class meetings and will be documented through the collection of “daily discussion questions.”
- Daily Discussion Questions: Students will be provided the opportunity to contribute to classroom discussion. Students will come to class prepared for this by formulating two (2) questions from each chapter that are meant to elicit higher order thinking from your peers (not the instructor). This will be submitted at the end of each face to face session

- f) Online Quizzes: In order to facilitate wider engagement with material (as opposed to the focused approach that a discussion board may lead to), students will complete an open book/open notes timed quiz on D2L for each chapter.

7. Grading scale.

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = below 59%

8. Correlation of learning objectives to assignments and evaluation.

Assignments and Evaluation	Course Objectives
Personal Development Timeline:	a.,b.,c.,h
Research Paper	a.,b.,c.,h
Comprehensive Learning Assessment:	a.,b.,c.,d.,e.,f.,g.,h.
In-class Activities:	a.,b.,c.,d.,e.,f.,g.,h.
Daily Discussion Questions:	a.,b.,c.,d.,e.,f.,g.,h.
Online Quizzes	a.,b.,c.,d.,e.,f.,g.,h.

Date approved by the department or school: 2/14/18

Date approved by the college curriculum committee: 2/26/18

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

Date approved by CAA: CGS: