

Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

CGS Agenda Item: 19-33
Effective Spring 2020

Banner/Catalog Information (Coversheet)

1. ☐ New Course or ☒ Revision of Existing Course
2. Course prefix and number: HSL 5852
3. Short title: Adolescence Emerging Adulthood
4. Long title: Adolescence and Emerging Adulthood
5. Hours per week: 3 Class 0 Lab 3 Credit
6. Terms: ☐ Fall ☐ Spring ☐ Summer ☒ On demand
7. Initial term: ☐ Fall ☒ Spring ☐ Summer Year: 2020
8. Catalog course description: (3-0-3) Analysis of psychical, cognitive, and psychosocial development during adolescence and emerging adulthood using a sociocultural perspective.
9. Credits: 3
10. Course attributes:
General education component: NA
☐ Cultural diversity ☐ Honors ☐ Writing centered ☐ Writing intensive ☐ Writing active
11. Instructional delivery
Type of Course:
☒ Lecture ☐ Lab ☐ Lecture/lab combined ☐ Independent study/research
☐ Internship ☐ Performance ☐ Practicum/clinical ☐ Other, specify:
Mode(s) of Delivery:
☒ Face to Face ☒ Online ☐ Study Abroad
☐ Hybrid, specify approximate amount of on-line and face-to-face instruction
12. Course(s) to be deleted from the catalog once this course is approved. none
13. Equivalent course(s): none
 - a. Are students allowed to take equivalent course(s) for credit? ☐ Yes ☐ No
14. Prerequisite(s): HSL 1800 Human Development
 - a. Can prerequisite be taken concurrently? ☐ Yes ☒ No

b. Minimum grade required for the prerequisite course(s)? C

c. Use Banner coding to enforce prerequisite course(s)? ☒ Yes ☐ No

d. Who may waive prerequisite(s)? NA

☐ No one ☒ Chair ☐ Instructor ☐ Advisor ☒ Other (Graduate Coordinator)

15. Co-requisite(s): none

16. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: Acceptance in MS in Human Services Program Administration.

b. Degrees, colleges, majors, levels, classes which may not take the course: any not listed above

17. Repeat status: ☒ May not be repeated ☐ May be repeated once with credit

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

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

20. Special grading provisions: none

☐ 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:

21. Additional costs to students:

Supplemental Materials or Software none

Course Fee ☒ No ☐ Yes, Explain if yes

22. 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. ☒ Course is required for the major(s) of MS in Human Services Program Administration

☐ Course is required for the minor(s) of

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

X Course is used as an elective

- 2. Rationale for proposal:** This proposal seeks to add content related to emerging adulthood *to HSL 5852 Adolescence and the Family*. The Masters of Science in Human Services Program Administration does not currently contain content related to the developmental stage of emerging adulthood. Emerging adulthood, which comes between adolescent and adulthood, is a distinct stage of development. Brain development does not stop at adolescence, but continues to the mid to late 20's, which necessitates examination of the stage. It has been determined that emerging adults tend to be active and engaged, they form partnerships and define "family" in new ways, and they lack access to human services that are appropriate for their developmental needs, and financial status. The integration of content related to emerging adulthood will be a natural extension of the content already present in the course.

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

Similarity to other courses: While courses across campus contain elements of human development, this course focuses specifically on the stages of adolescence and emerging adulthood. The context in which development is explored is sociocultural in nature, and includes an analysis of human services programming.

Prerequisites: HSL 1800 Human Development

Co-requisites: none

Enrollment restrictions: Acceptance in MS in Human Services Program Administration, MA in Aging Studies

Writing active, intensive, centered: none

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: The course was approved for online delivery Fall of 2011. Human Services Program Administration offers online degree programming that requires adequate online offerings each semester. Economically, the online option aligns with the University's direction of other degree programs; online delivery allows greater course accessibility for students who are pursuing graduate degrees; and an online option offers responsiveness to students' continued requests for this delivery format.

Instruction: The majority of the course will be unchanged. A shift in focus from adolescence to adolescence/emerging adulthood will necessitated minor revisions of course content. Students will engage with the course in a similar manner in the face-to-face and the online sections. Participants in the online section will engage with content through weekly discussion posts, while face-to-face participants will engage with the same material in person. Online students will be responsible for a discussion assignment each week. They will also be required to read a portion of their peers' posts, and respond to at least a portion of other students' posts to provide engagement with one another and with the content. Rubrics will be incorporated in the course for assessment purposes to evaluate students' participation, engagement, and mastery and comprehension of content. Additional assignments will also address course content and, after submission, will be assessed and returned electronically.

Face-to-face students will engage in the same material in a classroom setting. The content and the weekly assignments will be consistent between f2f and online offerings.

Integrity: The instructor will correspond with each student on a regular basis. Each posting on the discussion board and the assignment boxes reflect the student's name and will be monitored carefully. Assignments are structured in a manner that will allow for the integration of material with higher levels of thinking as opposed to rote memorization. Turnitin plagiarism software will offer an additional option to help ensure original and authentic written work. Examinations will not occur in the graduate level course; instead, a capstone project will be required.

Interaction: Faculty members assigned to teach the course online will be required to complete the training required by the university (e.g., OCDi). Each student will be interacting directly with both the faculty member and one another via d2l. Discussion boards, email, chat rooms, blogs and assignment boxes will be used for direct communication. Students will also have the opportunity to correspond through telephone or in person, if needed.

Model Syllabus (Part II)

Please include the following information:

1. **HSL 5852 Adolescence and Emerging Adulthood (3-0-3)**
2. **COURSE DESCRIPTION:** Analysis of psychical, cognitive, and psychosocial development during adolescence and emerging adulthood using a sociocultural perspective.
3. **COURSE LEARNING OBJECTIVES:**
EIU Graduate Learning Goals:
 1. Depth of content knowledge.
 2. Effective critical thinking and problem solving.
 3. Effective oral and written communication.
 4. Advanced scholarship through research or creative activity.

Upon completion of this course participants will be able to:

1. Explain biological, cognitive, and psychosocial development during adolescence and emerging adulthood (Graduate Learning Goals 1, 3)
2. Evaluate the neurological changes occurring during adolescence and emerging adulthood and the impact on development (GLG 2, 3),
3. Analyze adolescence and emerging adulthood from a sociocultural context (GLG 1, 2, 3)
4. Compare human services programs for adolescents and emerging adults (GLG 2, 3), and
5. Develop strategies to effectively communicate with adolescents and emerging adults in a professional capacity (GLG 1, 2, 3, 4).

4. COURSE MATERIALS:

Textbooks:

Arnett, J. J. (2018). *Adolescence and emerging adulthood: A Cultural approach*, 6th ed. Pearson: Boulder, CO.

5. WEEKLY OUTLINE OF CONTENT

One module is equivalent to one week or 2.5 contact hours.

	TOPICS	SAMPLE ASSIGNMENTS
Module One	<i>Introductions/Theoretical Foundation</i> <ul style="list-style-type: none"> • Review objectives and assignments • Definition “adolescence” and “emerging adulthood” • Framework/Perspectives for studying adolescence/emerging adulthood • Theoretical foundation of adolescence 	Discussion/in-class – Introduce Yourself/Self-Reflection <ul style="list-style-type: none"> • Introduction • Reflections on the Past – Connections to the Future
Module Two	<i>Neurological Changes during Adolescence and Emerging Adulthood</i> <ul style="list-style-type: none"> • Impact on biological, cognitive, psychosocial development • Sociocultural context • Behavioral patterns 	Discussion/in-class – The Teen Brain
Module Three	<i>Biological Transitions</i> <ul style="list-style-type: none"> • Endocrine system, puberty, sexuality • Socioemotional impact of hormonal changes • Health care during puberty and emerging adulthood • Human services programs for biological/sexual health 	R+A Assignment: Article Summary
Module Four	<i>Cognitive Transitions</i> <ul style="list-style-type: none"> • Changes in cognition during adolescence/emerging adulthood • Theoretical perspectives on cognition 	R+A Assignment: Ted Talk
Module Five	<i>Psychosocial Transitions</i> <ul style="list-style-type: none"> • Social redefinition; finding a role • Support across developmental stages • Human services for psychosocial health 	R+A Assignment: Article Summary

Module Six	<i>Sociocultural Contexts of Development</i> <ul style="list-style-type: none"> • Disproportionate access to physical and psychological safety • Vulnerable populations (e.g., immigrant/refugee, sexual minority, African American male) • Role of policy in social • Humans services for specific populations 	R+A Assignment: Buzzfeed List
Module Seven	<i>Changing Roles/Developing Identity</i> <ul style="list-style-type: none"> • Theoretical perspectives on identity development • Sense of self • Child/adult transition • Social roles 	Discussion/in-class – Video Review
Module Eight	<i>Issues Related to Identity Development</i> <ul style="list-style-type: none"> • Conformity/non-conformity (e.g., gender, sexuality) • Contemporary social concerns 	Discussion/in-class – Mapping the Relationships (Bubls)
Module Nine	<i>Sexual Relationships/Safety</i> <ul style="list-style-type: none"> • Physical safety (e.g., bullying and hate crimes, sexually transmitted diseases) • Reproductive concerns • Sexual assault, trafficking, and partner violence • Humans services for sexual 	R+A Assignment: Infographic
Module Ten	<i>Social Media and E-Relationships</i> <ul style="list-style-type: none"> • Role of social media in identity development • Forming and maintaining relationships • Physical and psychological safety online 	Discussion/in-class – Self Reflection
Module Eleven	<i>Peers/Friends</i> <ul style="list-style-type: none"> • Social needs • Redefining relationships • Education/employment 	R+A Assignment: Ted Talk
Module Twelve	<i>Family Relationships</i> <ul style="list-style-type: none"> • Family Life Education (FLE) • Intergenerational relationships • Building a family 	Discussion/in-class – Family Life Education
Module Thirteen	<i>Human Services/Educational Programming</i> <ul style="list-style-type: none"> • Resilience focus • Family Life Education (FLE) • Developmentally appropriate 	Discussion/in-class: Evaluating Programs
Module Fourteen	<i>Identifying and Human Services</i> <ul style="list-style-type: none"> • Specific to developmental needs • Specific to gender/orientation/religious identity • Specific to personal/professional needs 	Discussion/in-class: Service Plan

Module Fifteen	<i>Targeted Programming for Adolescents and/or Emerging Adults</i> <ul style="list-style-type: none"> • Incarcerated • Sexual/gender minorities • Teen parents • Addiction issues • Aging out of Foster Care System 	Interview
FINAL EXAM WEEK	<i>Providing Peer Feedback</i>	Peer Review of R+A

6. ASSIGNMENTS AND EVALUATION, WEIGHT OF FINAL COURSE GRADE

Course Assessment/Sample Assignments	% of Points
Discussion/In-Class <ul style="list-style-type: none"> • Map impact of Planned Parenthood • Analyze access to human services to meet the unique needs of LGBTQ population • Explore governmental funding for mental health care 	35
Interview Adolescent or Emerging adult <ul style="list-style-type: none"> • Analyze using human development theory 	20
Variety of Research/Application Activities (R+A) <ul style="list-style-type: none"> • Summarize academic article for adolescent/emerging adult popular press (i.e., blog, Buzzfeed list, infographic) <ul style="list-style-type: none"> ○ Identify information of interest and use (academic) ○ Determine developmental level of audience ○ Develop materials ○ Publish and evaluate 	45

7. **GRADING SCALE:** 93% -100% = A 85% – 92% = B 77% - 84% = C 69% – 76% = D below 69% = F

8. CORRELATION OF LEARNING OBJECTIVE TO ASSIGNMENTS AND EVALUATION

Objective	Discussion In-class – 45%	Interview – 20%	R+A #1 Summarize two articles for lay audience – 15%	R+A #2 Infographic and Buzzfeed List – 10%	R+A #3 Select and Summarize two Ted Talks – 10%
Explain the types of biological, cognitive, and psychosocial	X	X	X		X

development seen during adolescence and emerging adulthood (GLG 1, 3)					
Evaluate the neurological changes occurring during adolescence and emerging adulthood and the impact on development (GLG 2, 3)	X				
Analyze adolescence and emerging adulthood from a sociocultural context (GLG 1, 2, 3)	X	X		X	X
Compare human services programs for adolescents and emerging adults (GLG 2, 3)	X				X
Develop strategies to effectively communicate with adolescents and emerging adults in a professional capacity (GLG 2, 3, 4)	X		X	X	X

Date approved by the HSPA graduate committee: March 21, 2019

Date approved by the HSCL curriculum committee: March 21, 2019

Date approved by the college curriculum committee: April 8, 2019

Date approved by CGS: