

EDC 214: DYNAMICS OF HUMAN DEVELOPMENT

In Workflow

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Approval Path

1. Mon, 24 Aug 2020 19:26:33 GMT
Carlos Nevarez (nevarezc): Rollback to Initiator
2. Mon, 24 Aug 2020 21:44:50 GMT
Carlos Nevarez (nevarezc): Approved for GPSE Committee Chair
3. Mon, 24 Aug 2020 21:52:45 GMT
Carlos Nevarez (nevarezc): Approved for GPSE Chair
4. Thu, 10 Sep 2020 22:01:49 GMT
Sarah Ives (sarah.ives): Approved for ED College Committee Chair
5. Tue, 15 Sep 2020 01:36:20 GMT
Karen O'Hara (kdohara): Approved for ED Dean

Date Submitted: Mon, 24 Aug 2020 20:36:05 GMT

Viewing: EDC 214 : Dynamics of Human Development

Last edit: Mon, 24 Aug 2020 20:36:04 GMT

Changes proposed by: Bitá Rivas (223000752)

Contact(s):

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Catalog Title:

Dynamics of Human Development

Class Schedule Title:

Dynamics Human Developmnt

Academic Group: (College)

ED - Education

Academic Organization: (Department)

Graduate Professional Studies in Education

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2021 (2021/2022 Catalog)

Subject Area: (prefix)

EDC - Education - Counselor Education

Catalog Number: (course number)

214

Course ID: (For administrative use only.)

116406

Units:

3

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

Yes, final exam requires a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

Updating to include CACREP 2016 standards and updating to link to each proposed program concentration.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

Overview of theories and research pertaining to the dynamics of human development, including cultural, biological, social, and psychological factors. Particular emphasis will be placed on the relationship of these factors to the field of counseling. Lifespan coverage includes conception, pregnancy, birth, infancy-toddlerhood, early/middle childhood, adolescence, early/middle/late adulthood, as well as dying, death, and bereavement. Lecture three hours.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Seminar

Seminar Classification

CS#05 - Seminar (K-factor=1 WTU per unit)

Seminar Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes: Describe outcomes using the following format: 'Students will be able to: 1), 2), etc.'

This course addresses the following 2016 CACREP Standards:

1. Students will demonstrate knowledge of theories of individual and family development and transitions across the lifespan.
2. Students will demonstrate knowledge of cultural development, including racial and ethnic identity development.
3. Students will demonstrate knowledge of theories of learning.
4. Students will demonstrate knowledge of theories of normal and abnormal personality development.
5. Students will demonstrate knowledge of biological, neurological, and physiological factors that affect human development, functioning, and behavior.
6. Students will demonstrate knowledge of systemic and environmental factors that affect human development, functioning, and behavior.
7. Students will demonstrate knowledge of differing abilities and strategies for differentiated interventions.
8. Students will demonstrate knowledge of ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.
9. Students will demonstrate knowledge of developmental counseling theories through examining aspects of their own development.
10. Students will demonstrate techniques through experiments, role-play, and sharing personal thoughts and ideas, and increase self-understanding.

Attach a list of the required/recommended course readings and activities:

EDC 214 Syllabus.pdf

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.

- Oral Presentation/Theory Outline (PLO2; CACREP 2.F.a,b,d,g; 3.a,c; H.2.c)
- Heinz Dilemma (PLO3; CACREP 5.B.1.c; 2.F.5.n;)
- Dead Man Walking Video Analysis (PLO1; CACREP 5.F.2.b,f,g)
- Book Analysis (PLO5; CACREP 5.G.2.g)
- Midterm/Final Exam (PLO4, CACREP 2.F.3.h; 5.B.1.c., 5.B.2.f)

Is this course required in a degree program (major, minor, graduate degree, certificate?)

Yes

Has a corresponding Program Change been submitted to Workflow?

Yes

Identify the program(s) in which this course is required:

Programs:

MS in Counseling

MS in Counseling (Career Counseling)

MS in Counseling (Marriage, Couple, and Family Counseling)

MS in Counseling (Rehabilitation Counseling)

MS in Counseling (School Counseling with Embedded PPS Credential)

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Graduate (Masters) Learning Goals:

Critical thinking/analysis
Communication
Information literacy
Disciplinary knowledge
Intercultural/Global perspectives
Professionalism

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

Yes

For the Council for the Preparation of School Personnel (to be filled out with assistance of your department chair):

Does this course change impact your department's currently written Program Standards Document?

No

Common Standards: In what way does this course or program change impact the currently written Common Standards document? Please include any suggested language changes:

The change does not impact currently written common standards document.

Is this change in response to program or unit assessment activities?

No

Will this course introduce any new or changes to program assessments?

No

Is this a Graduate Writing Intensive (GWI) course?

No

Reviewer Comments:

Bitá Rivas (b.rivas) (Sat, 22 Aug 2020 01:58:42 GMT): I should have marked yes to 'is this part of a teacher credentialing program' and no it makes no significant impact.

Carlos Nevarez (nevarezc) (Mon, 24 Aug 2020 19:26:33 GMT): Rollback: fyi

Key: 1263