

Date of request: 25-SEP-2018

Request ID: E-2018-CECP-78

College: E

Department: CECP

Initiator name: samuel beasley

Initiator email: samuel.beasley@wmich.edu

Proposed effective term: 201940

Does course need General Education approval?: N

Will course be used in teacher education?: N

If 5000 level course, prerequisites apply to: U

Proposed course data:

New Course CECP 3800

New course selected: This new course is seeking approval as WMU Essential Studies - Level 2: Exploration and Discovery

1. Proposed course prefix and number:

CECP 3800

2. Proposed credit hours:

3

3. Proposed course title:

Personal Growth and Development through the Lifespan

4. Proposed course prerequisites:

None

5. Proposed course corequisites:

None

6. Proposed course prerequisites that may be taken concurrently (before or at the same time):
None

7. Minimum grade for prerequisites (default grades are D for Undergrad and C for Grad):
C

8. Major and/or minor restrictions:
Not Applicable

9. List all the four-digit major and/or minor codes (from Banner) that are to be included or excluded:
None

10. Classification restrictions:
Not Applicable

11. List all the classifications (freshman, sophomore, junior, senior) that are to be included or excluded:
None

12. Level restriction:
Include

13. List the level (undergraduate, graduate) that is to be included or excluded.
UG

14. Do prerequisites and corequisites for 5000-level courses apply to undergraduates, graduates, or both?
Not Applicable

15. Is this a multi-topic course?
No

16. Proposed course title to be entered in Banner:
Personal Growth & Development

17. Is this course repeatable for credit?
No

18. Is this course mandatory credit/no credit?

No

19. Select class type:

Lecture/Lab/Discussion

20. How many contact hours per week for this course?

3

21. **Level 2: Exploration and Discovery**
 Indicate which course category the course should be placed in:

Personal Wellness

22. Indicate which **ONE** additional required student learning outcome the course will assess: (may NOT select category required outcome listed above)

Develop sensitivity to diversity and inclusion

23. Indicate the **first** of **TWO** required student learning outcome the course will assess:

Not Applicable

24. Indicate the **second** of **TWO** required student learning outcome the course will assess:

Not Applicable

A. Please choose Yes or No to indicate if this class is a Teacher Education class:

No

B. Please choose the applicable class level:

Undergraduate

C. Please choose Yes or No to indicate if this class is a General Education class:

No

D. Explain briefly and clearly the proposed improvement.

To create an undergraduate course within the Department of Counselor Education and Counseling Psychology that focuses on personal growth and development.

Initial WMU Essential Studies review and approval.

E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.).

Initial WMU Essential Studies review and approval.

This proposal is designed to create an undergraduate course on personal growth and development across the lifespan in the Department of Counselor Education and Counseling Psychology (CECP). The course will also be submitted for inclusion within the Essential Studies curriculum. As emerging adults, students are encountering a variety of developmental challenges that can affect their personal and professional growth during college. This new course offers students an opportunity to learn more about themselves and others. Additionally, this course would provide CECP doctoral students with supervised and funded teaching opportunities.

F. List the student learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

Develop understanding and practices for personal wellness. (WMU Essential Studies SLO)

Practice sensitivity to diversity and inclusion. (WMU Essential Studies SLO)

Objective 1: Students will engage in self-reflection about their personal development and identify strategies to improve their overall well-being.

Objective 2: Students will be able to identify, discuss and apply developmental theories and concepts to themselves and others.

Objective 3: Students will be able to apply psychological theories for facilitating optimal development and wellness over the lifespan.

Objective 4: Students will be able to understand how their personal development intersects with multicultural variables.

Objective 5: Students will be able to summarize and evaluate research findings relevant to personal development from a psychological perspective.

G. Describe how this curriculum change is a response to student learning assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

Initial WMU Essential Studies review and approval.

Based on conversations with colleagues in CEHD who have teach undergraduates as well as available research on young adults' personal development processes, emerging adults benefit from systematic exploration of their personal development as well as opportunities to reflect on strategies to optimize their personal growth (Arnett, 2007). The content of this course would be beneficial for CEHD undergraduates and students from other colleges.

H. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one. Initial WMU Essential Studies review and approval.

This new course should have limited effect on other colleges, departments or programs. Although WMU does offer HSV 2250: Growth, Development and Aging, this course focuses on issues related to aging and development. CECP 3800 emphasizes the developmental issues faced by emerging or young adults.

I. Effect on your department's programs. Show how the proposed change fits with other departmental offerings. Initial WMU Essential Studies review and approval.

CECP primarily offers master's and doctoral level courses. Although we offer several developmental courses in CECP, none of these courses are offered to undergraduates. Thus, the addition of this developmental course would allow WMU undergraduates an opportunity to receive access to this coursework that can enhance their understanding of personal growth and developmental processes.

J. Effects on enrolled students: are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale. Initial WMU Essential Studies review and approval.

Currently, CECP offers a limited number of undergraduate courses. This reduces the possibility of program conflicts or negative impact on meeting graduation requirements for current or future students. The new course is a 3-credit hour class that can be completed in one semester.

K. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students? Initial WMU Essential Studies review and approval.

The anticipated student audience is undergraduate students at WMU. Estimated enrollment for the course is 12-15 students per semester. One benefit of offering this personal development and growth course is that it will focus primarily on the common developmental issues faced by

emerging adults. As a learner centered university, this course offers undergraduates an opportunity to examine their development within a cultural context, which will help them navigate the unique developmental challenges they face during their time in college and beyond. Another benefit of offering this undergraduate course is that it will provide CECP doctoral students with more opportunities to teach prior to entering the job market and for more opportunities for multi-year funding.

L. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.) One section of this course will be offered in the fall or spring semester with 25 student capacity. It will not be offered online.

This course will be taught by current Counseling Psychology doctoral students who are being supervised by CECP faculty. The course would require classroom space for the classes. No additional equipment or technology would be required outside of existing technology in the classrooms. In terms of advising, there are no anticipated costs since the courses would be open for students who find the content useful to their professional and personal development with diverse individuals. There are no known additional burdens in regards to library holdings. There are no initial one-time or ongoing base-funding costs for the proposed program.

M. With the change from General Education to WMU Essential Studies, this question is no longer used.

For courses requesting approval as a WMU Essential Studies course, a syllabus identifying the student learning outcomes and an action plan for assessing the student learning outcomes must be attached in the Banner Workflow system.

Not Applicable

N. (Undergraduate proposals only) Describe, in detail, how this **curriculum** change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.
Initial WMU Essential Studies review and approval.

O. Current catalog copy:

N/A

P. Proposed catalog copy:

This course examines personal development from a psychological perspective by exploring a wide variety of ways in which to change, grow, and achieve one's creative potential. Drawing from counseling psychology's emphasis on strengths-focused, preventative and contextual influences on development, the course advances a multi-faceted approach to personal development combining research, theory, personal experience, and self-reflection. The content includes: (a) theories of human development; (b) strategies for facilitating optimum development over the lifespan; and (c) the stages of family development. The course emphasizes psychological approaches for assessing and enhancing human development within a cultural context across the lifespan. This course meets the student learning outcomes in the WMU Essential Studies Level 2- Exploration and Discovery, Personal Wellness Course Category.

Department Curriculum Chair approver: Patrick Munley

Department Curriculum Chair comment:

Date: 25-SEP-2018

Department approver: Patrick Munley

Chair comment:

Date: 25-SEP-2018

**CECP 3800: Personal Growth and Development through the Lifespan
Fall 2019**

**Western Michigan University
Department of Counselor Education and Counseling Psychology
CECP 3800: Personal Growth and Development through the Lifespan
Fall 2019**

Hours of Credit: 3

Instructor: TBD

Office Location: TBD

Office Phone: (269) 387-5100

Email Address: TBD

Office Hours: By appointment

Class Location: Kalamazoo

Course Description from Catalog

This course examines personal development from a psychological perspective by exploring a wide variety of ways in which to change, grow, and achieve one's creative potential. Drawing from counseling psychology's emphasis on strengths-focused, preventative and contextual influences on development, the course advances a multi-faceted approach to personal development combining research, theory, personal experience, and self-reflection. The content includes: (a) theories of human development; (b) strategies for facilitating optimum development over the lifespan; and (c) the stages of family development. The course emphasizes psychological approaches for assessing and enhancing human development within a cultural context across the lifespan. This course meets the student learning outcomes in the WMU Essential Studies Level 2- Exploration and Discovery, Personal Wellness Course Category.

Prerequisites

There are no prerequisites for the course, although some familiarity with psychological theories can be helpful. It is possible to do well without any psychology background.

Methods of Instruction

This course will involve lectures, presentations, large and small group discussions, and hands-on activities to engage students with the course content. Instructional methods include PowerPoints, class discussions, case studies, online videos, and activity assignments to be completed during and/or outside of class.

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Course Objectives

Level II: Exploration and Discovery Personal Wellness Category		
WMU Essential Studies Student Learning Outcome	Assignments and/or Learning Activities that meet the criteria within the rubric that is aligned with the SLO	When the SLO assessment will take place
Develop understanding and practices for personal wellness.	Students will be required to explore strengths and weaknesses that contribute to their personal growth and development in their writing assignments.	Final quarter of course
Practice sensitivity to diversity and inclusion.	Students will be required to demonstrate awareness of how diversity and inclusion affects their overall identity development in their written assignments and oral presentations.	In each written assignment
Objectives		Assessments of Course Objectives
Objective 1: Students will engage in self-reflection about their personal development and identify strategies to improve their overall well-being.	<p>Students will practice skills to be successful in college, including critical introspection, as well as examination of cultural development of themselves and others.</p> <p>Students will be able to recognize available personal and professional support systems.</p> <p>Students will develop personal decision-making skills through self-awareness and personal explorations of wellness.</p>	<ul style="list-style-type: none"> • Interview Paper • Personal Development Paper
Objective 2: Students will be able to identify, discuss and apply developmental theories and concepts.	<p>Students will be able to understand and apply developmental concepts and theories to situations occurring in everyday life.</p> <p>Students will be able to understand and apply theories of individual and family development and transitions across the life span.</p>	<ul style="list-style-type: none"> • Individual Media Presentations • Interview Paper • Personal Development Paper

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	Students will be able to describe how biological, social, emotional, physical and psychological development processes impact individuals across the lifespan.	
Objective 3: Students will be able to apply positive psychological theories for facilitating optimal development and wellness over the lifespan.	Students will be able to examine their personal development from a psychological perspective by exploring a wide variety of ways in which to change, grow, and achieve one's creative potential.	<ul style="list-style-type: none"> • Interview Paper • Personal Development Paper
Objective 4: Students will be able to understand how their personal development intersects with multicultural variables.	<p>Students will learn about theory and research on identity development related to multiple multicultural variables.</p> <p>Students will learn about the foundational role of diversity on individual, family and group identity development.</p> <p>Students will be aware of the benefits and limitations of applying developmental theory to multicultural diverse groups.</p> <p>Students will engage in self-reflection to gain a greater appreciation for their own cultural identity development and increased respect for the cultural identity development of a diverse range of other individuals.</p>	<ul style="list-style-type: none"> • Interview Paper • Personal Development Paper
Objective 5: Summarize and evaluate research findings relevant to personal developmental from a psychological perspective.	Students will be able to identify and utilize contemporary research on human development.	<ul style="list-style-type: none"> • Individual Media Presentations • Interview Paper • Personal Development Paper

Required Text(s) and Readings

Corey, G., Corey, M. S., & Muratori, M. (2014). *I never knew I had a choice: Explorations in personal growth* (11th ed.). Boston, MA: Cengage Learning.

Various journal articles and multimedia as assigned.

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Recommended Texts

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN-13: 978-1433805615 [This resource is also available as an e-book via the WMU library catalog.]

University and Department Policies

Academic Responsibility

Students are responsible for making themselves aware of and understanding the policies and procedures in the Graduate Catalog that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. The academic policies addressing Student Rights and Responsibilities can be found in the Undergraduate Catalog at

<http://catalog.wmich.edu/content.php?catoid=24&navoid=974>. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s) and if you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

Students and instructors are responsible for making themselves aware of and abiding by the “Western Michigan University Sexual and Gender-Based Harassment and Violence, Intimate Partner Violence, and Stalking Policy and Procedures” related to prohibited sexual misconduct under Title IX, the Clery Act and the Violence Against Women Act (VAWA) and Campus Safe. Under this policy, responsible employees (including instructors) are required to report claims of sexual misconduct to the Title IX Coordinator or designee (located in the Office of Institutional Equity). Responsible employees are not confidential resources. For a complete list of resources and more information about the policy see www.wmich.edu/sexualmisconduct.

In addition, students are encouraged to access the Code of Conduct, as well as resources and general academic policies on such issues as diversity, religious observance, and student disabilities:

- Office of Student Conduct www.wmich.edu/conduct
- Division of Student Affairs www.wmich.edu/students/diversity
- University Relations Office <http://www.wmich.edu/registrar/calendars/interfaith>
- Disability Services for Students www.wmich.edu/disabilityservices

Academic Accommodations for Persons with Disabilities

Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the professor and/or Disability Services. Disability Services for Students is located at 2210 Wilbur Ave across from

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Rood Hall and behind Fetzer Center, and can be contacted via telephone at (269) 387-2116. More information can be found at <http://www.wmich.edu/disabilityservices>.

Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. Western Michigan University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Sindecuse Health Center by visiting <http://www.wmich.edu/healthcenter/counseling> or calling (269) 387-1850. You can reach an on-call counselor when Sindecuse Health Center is closed using the following resources: Twenty-four emergency help is available through Gryphon Place at (269) 381-4357, the National Suicide Prevention Lifeline at (800)273-8255 or the Crisis Text Line by texting "START" to 741741.

Diversity

The Department of Counselor Education and Counseling Psychology maintains a strong and sustained commitment to the diverse and unique nature of all learners and service consumers. Thus, it is expected that all students participate in maintaining a diversity affirmative environment.

Assignments

The following assignments will assess the extent to which students are proficient in the course objectives:

1. Attendance and Participation 50 points

This course is an interactive learning experience that requires each student's active participation. These points are not automatically awarded and must be earned. Attendance points are awarded for being in class on time and staying for the duration of class each week. Active participation is required in every class to obtain all of the points in this category. The participation grade will be based on the instructor's judgment of student participation in the class discussion and application activities during each session.

It is important that each student be present every class session to maximize the educational benefits of taking this course. Participation in class discussions is a critical component of the learning experience; thus if you are unable to attend class, students are responsible for contacting the instructor in advance of the day you are unable to attend. Students who miss more than two classes without instructor approval will automatically lose all attendance and participation. Additional penalties may be assessed depending on the severity of class attendance record. If a

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student misses class, they are responsible for obtaining the information covered in that class period from their peers.

If it is determined that overall the class is not sufficiently prepared to discuss the readings and theory of the day, quizzes may be given. These quizzes will be based on the content of the readings for the day. If you have done the readings, you will likely do well on the quizzes. The grades for these quizzes will be credited toward participation grades.

2. Individual Media Presentations (2 @ 50 points each) 100 points

Students will find a popular article that highlights an aspect of lifespan development and that relates to topics covered in the class lecture that week. Students can obtain their information from a newspaper, magazine, online article, blog, or popular medium (like Facebook, Twitter, Instagram, etc.). Students should write a 2-3 page paper (APA style, 12 point, Times New Roman font, double-spaced) that contains the following components: (a) a brief summary of the key points of the popular article; (b) a brief overview of the key points from a peer-reviewed scholarly journal article that is connected to the topic covered in the popular article; and (c) a summary of the implications of the information they have found in the popular article and peer-reviewed scholarly journal article for personal growth and development. Students should also include a references list using APA format.

While the textbook can be used as a source, it does not fulfill the requirement for using a scholarly journal article. Students will verbally present the information in class. The paper should be uploaded to E-Learning before class. Students will sign-up to present their papers twice during the semester.

3. Exams (2 @ 100 points each) 200 points

These tests will be **online and timed assessments of your knowledge**. Multiple choice, short answer and essay questions will be included on the test. The exam will assess knowledge of the course readings as well as information covered in class lectures and discussions. Students will have 60-90 minutes to complete the exam depending on the number of test items included on the test. The test will be open for one week and students can complete the test at their convenience during this window. **NO EXTENSIONS** will be provided to students who do not complete the test within the specified testing window. **If a student fails to take the test during the testing window, they will receive a zero for the assignment.**

If students have any problems with E-Learning while taking the test, you will need to record a video that shows the problems you are having with the test. If instructor believes the issues with E-Learning negatively affected your performance on the online examination, you will be offered an alternative arrangement to complete your exam with no penalty. If students need accommodations, see the instructor prior to the testing date to make arrangements.

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4. Interview Project

100 points

This project consists of a case study interview with an individual from one of the following stages of life (adolescence [10-17 years old], early adulthood [18-35 years old], middle adulthood [36-65 years old] or late adulthood [66 years old and above]). Students must conduct an interview with this individual and submit a paper that contains a write-up containing the key points of the interview. Plan to spend about 45 minutes to one hour with your interviewee. It may be helpful to audiotape your interview so that you can capture the key points of your interviewee's story. However, make certain that your interviewee feels comfortable being taped and gives permission to be taped. Begin by describing the purpose of your interview: "I want to find out what being a _____ year-old is like from your point of view. What are your concerns? How do you feel about life? What is special about being the age you are, etc.?"

Students are required to cover at least two of the four dimensions (e.g., social, physical, cognitive, emotional) in addition to the covering questions in the diversity/multicultural dimension. Students do not need to include information from all four dimensions. In addition to providing details from the questions asked during the interview in the write-up, students will need to compare and contrast what they learned about their interviewees with developmental theory for individuals in that specific life stage. Linking developmental theory to the information covered in the interviews is a key aspect of this assignment.

Students are required to include the age, race, ethnicity, gender identity, sexual orientation, relationship status, educational background/status, disability status, religious/spiritual background, generational status) for the interviewee. Students must apply multicultural theory on race and two other multicultural variables they discussed in their interview. Students should include at least four peer-reviewed research articles to support their multicultural analysis. If this information is not included and linked to multicultural theory and research, points will be deducted from the paper.

Papers should be 5-6 pages (APA style, 12 point Times New Roman font, double-spaced, one inch margins). A references page using APA style should be included.

5. Personal Developmental History Paper

150 points

This assignment requires students to engage in a critical analysis of their personal development. Students will apply traditional developmental theories to understand developmental patterns in their families and its impact on their personal development. Using multicultural theories focused on race as well as two other social identities, students will also analyze their cultural identity development. Students should include the age, race, ethnicity, gender identity, sexual orientation, relationship status, educational background/status, disability status, religious/spiritual background, generational status). Students must apply multicultural theory on race and two other multicultural variables to themselves and examine their cultural development. Students should include at least four peer-reviewed research articles to support their multicultural analysis.

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Students should conclude their Personal Developmental History paper with some articulation of how their family and personal history has contributed both strengths and challenges to their ability to change, grow, and achieve their optimal developmental potential.

Students must submit a 6-8 page paper (APA format, 12 point font, Times New Roman, double-spaced, one inch margins).

Evaluation Criteria

The grade for this course will be determined by calculating the total points possible in each category below:

Assignment Points Possible

Attendance and Participation	50 points
Exams	200 points
Individual Media Presentations	100 points
Interview Project	100 points
Personal Developmental History Paper	150 points
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600 points total	

Course grades will be determined using the following scale. Grades are calculated by dividing earned points by total points.

Grading

A	540 - 600 points
BA	510 - 539 points
B	480 - 509 points
CB	450 - 479 points
C	420 - 449 points
DC	390 - 419 points
D	360 - 389 points
E	359 points and below

Classroom Policies

Late-Work Policy

It is expected that students will turn in assignments when they are due. If you do not hand in an assignment when it is due, you will not earn full points on the assignment and points will be deducted for late submissions. If an assignment is turned in after the posted deadline, you will automatically lose one letter grade on the assignment. (For example, if you earn an A on the assignment after it is graded, you will receive the points associated with earning a B if the assignment is turned in late.) If the assignment is handed in later than the next class session, a

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student will not receive credit for that assignment unless he or she has made special arrangements with the instructor. University policy on course incompletes will be followed if a student is unable to complete all course assignments.

Communication

If a situation arises that prevents you from completing your assignments, you are responsible for contacting the instructor immediately so that arrangements can be discussed with the instructor. Please note that an option for make-up work is not appropriate for some assignments. Students are expected to attend class and submit their work on time.

Technology Policy

Use of electronic equipment for personal use during class activities demonstrates a lack of respect toward the instructor and other students. Media usage may also be distracting to other students. Please check your cell phone prior to class to make sure that it will not ring or otherwise signal during class. Please put your cell phone away during class. Computers may be used only for note-taking or for class activities. Use of electronic materials during class time for activities beyond the scope of the class (including, but not limited to email, texting, twitter, YouTube, Facebook, un-authorized web searching etc.) is subject to consequences.

Consequences may include a personal warning, loss of privilege for using a computer during class, and/or an invitation to leave the classroom. Leaving class for this reason will count as an unexcused absence and may affect your grade (see attendance policy).

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Tentative Schedule of Course Assignments*

Date	Topic	Assignments Due
Week 1, Class 1	Overview of Course; Review Syllabus Introduction to Personal Learning and Growth	Corey, Corey & Muratori, Chapter 1
Week 1, Class 2	Development in Context Theories of Cross-Cultural Counseling and Human Development	Assigned readings (E-Learning)
Week 2, Class 3	Birth and Infancy Birth and Infancy: Early Contributors to Individual Development	Corey, Corey & Muratori, Chapter 2
Week 2, Class 4	Early, Middle and Late Childhood Childhood: Early Contributors to Individual Development	Assigned readings (E-Learning)
Week 3, Class 5	Adolescence Theories on Adolescent Development	Assigned readings (E-Learning)
Week 3, Class 6	Development in Context Multicultural Considerations: Lifespan Development in a Gendered, Sociocultural and Sociohistorical Context	Assigned readings (E-Learning)
Week 4, Class 7	Development in Context Multicultural Considerations: Gender Identity Development (Cisgender girls)	Assigned readings (E-Learning)
Week 4, Class 8	Development in Context Multicultural Considerations: Gender Identity Development (Cisgender boys)	Assigned readings (E-Learning)
Week 5, Class 9	Development in Context Multicultural Considerations: Gender Identity Development (Transgender and Gender Nonconforming Individuals) Developmental Issues in the Media (“ <i>Gender Revolution: A Journey with Katie Couric</i> ”) <i>Exam 1 posted online</i>	Assigned readings (E-Learning)

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Week 5, Class 10	Young Adulthood Theories on Emerging Adulthood, Young Adulthood Development	Corey, Corey & Muratori, Chapter 6 Assigned readings (E-Learning) Exam 1 Due
Week 6, Class 11	Young Adulthood Relationship Development in Young Adulthood	Corey, Corey & Muratori, Chapter 7
Week 6, Class 12	Young Adulthood Health, Wellness and Individual Well-being	Corey, Corey & Muratori, Chapter 4 Assigned readings (E-Learning)
Week 7, Class 13	Young Adulthood Stress Management; Optimal Psychological Functioning; “Happiness hacks”	Corey, Corey & Muratori, Chapter 5
Week 7, Class 14	Development in Context Multicultural Considerations: Lifespan Development in a Racial, Sociocultural and Sociohistorical Context	Assigned readings (E-Learning)
Week 8, Class 15	Development in Context Multicultural Considerations: Racial Identity Development	Assigned readings (E-Learning)
Week 8, Class 16	Development in Context Multicultural Considerations: Ethnic Identity Development <i>Midterm Evaluations</i>	Assigned readings (E-Learning)
Week 9, Class 17	Young Adulthood Sexuality and Personal Development	Corey, Corey & Muratori, Chapter 9 Assigned readings (E-Learning)
Week 9, Class 18	Development in Context Multicultural Considerations: Lifespan Development and Sexual Orientation	Assigned readings (E-Learning)

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Week 10, Class 19	Young Adulthood Career and Vocational Identity Development <i>Exam 2 posted online</i>	Corey, Corey & Muratori, Chapter 10 Assigned readings (E-Learning)
Week 10, Class 20	Development in Context Multicultural Considerations: Lifespan Development and Social Class	Assigned readings (E-Learning) Exam 2 Due
Week 11, Class 21	Development in Context Multicultural Considerations: Lifespan Development and Ability Status	Assigned readings (E-Learning)
Week 11, Class 22	Development in Context Multicultural Considerations: Lifespan Development and Religious Identity Development	Assigned readings (E-Learning)
Week 12, Class 23	Development in Context Multicultural Considerations: Lifespan Development and Addictions and Trauma	Corey, Corey & Muratori, Chapter 13
Week 12, Class 24	Development in Context Multicultural Considerations: Lifespan Development and Immigration	Assigned readings (E-Learning) Interview Project Due
Week 13, Class 25	Development in Context Multicultural Considerations: Lifespan Development and Divorce	Assigned readings (E-Learning)
Week 13, Class 26	Middle Adulthood Theories of Middle Adulthood Development	Assigned readings (E-Learning)
Week 14, Class 27	Late Adulthood Loneliness and Solitude	Corey, Corey & Muratori, Chapter 11

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Week 14, Class 28	Late Adulthood Theories of Late Adulthood Development Generativity, Death, Dying and Bereavement Course Wrap-up	Corey, Corey & Muratori, Chapter 12 Personal Developmental Paper Due Course Evaluation Due
Week 15	Final Exams Week	

***Course schedule is tentative and can be changed by instructor. Notice will be provided of any changes made.**

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WMU Essential Studies Student Learning Outcomes Assessment

Level II: Exploration and Discovery

Personal Wellness

	WMU Essential Studies Student Learning Outcome	Assignments and/or Learning Activities that meet the criteria within the rubric that is aligned with the SLO	When the SLO assessment will take place
<input type="checkbox"/>	Develop understanding and practices for personal wellness	Students will be required to explore strengths and weaknesses that contribute to their personal growth and development in their writing assignments.	Final quarter of course
Choose One Student Learning Outcome From Below			
	WMU Essential Studies Student Learning Outcome	Assignments and/or Learning Activities that meet the criteria within the rubric that is aligned with the SLO	When the SLO assessment will take place
<input type="checkbox"/>	Develop sensitivity to diversity and inclusion	Students will be required to demonstrate awareness of how diversity and inclusion affects their overall identity development in their written assignments and oral presentations.	In all assignments for the course