A. Protocol

Course Name: Psychology of Growth and Development  
Course Number: PSY 713  
Credits: 3  
Prerequisites: None  
Maximum Class Size (face-to-face): 30  
Maximum Class Size (online): 45  
(Choose which one is appropriate or both if applicable)

B. Objectives of the Course:

Consultation – communication (oral & written) of information in a clear, concise, client-centered manner toward the solution of a problem.

Intervention – knowledge, design, and implementation of strategies, including counseling, for behavioral or academic problems.

1) The student will differentiate the various periods of the life span and list the physical, psychological and social changes that take place within each period.

2) The student will compare and contrast the major theoretical perspectives on human development.

3) The student will differentiate and explain the relative impact of heredity and environment on individual development from the prenatal period through death.

4) The student will demonstrate a fundamental knowledge base of concepts in developmental psychology through writing samples group discussions and problem solving exercises.

5) The student will describe the concepts of development, growth, and aging and be able to use this information in common sense discussions with children, adolescents and adults.

6) The student will be aware of the cultural differences which exist at each stage of human development and discuss their influence.
7) The student will explore the ethical implications of Developmental Psychology for both parenting and the classroom.

NOTE: To Counselor Education Department Students
This course meets the CACREP Common Core and School and Community Agency Standards as follows:

**CACREP Common Core Standards**

II K3 a-e

3. HUMAN GROWTH AND DEVELOPMENT - studies that provide an understanding of the nature and needs of individuals at all developmental levels, including all of the following:

   a. theories of individual and family development and transitions across the life-span;
   b. theories of learning and personality development;
   c. human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
   d. strategies for facilitating optimum development over the life-span; and
   e. ethical and legal considerations.

**Agency standards:**

C. Knowledge and skills:

4. principles and models of biopsychosocial assessment, case conceptualization, theories of human development and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling plans;

**School Standards**

C. KNOWLEDGE AND SKILL REQUIREMENTS FOR SCHOOL COUNSELORS

2. d. issues that may affect the development and functioning of students (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression and suicide)

C. Catalog Description:

This course explores how people grow and develop from infancy through old age. Physical growth patterns, along with emotional, intellectual, and social development are emphasized. Maturation, learning, and their interrelationships are also examined in terms of their implications of developmental variables for the home, school, and community.
D. Outline of the Course:

1) Introduction and Prenatal Development
   a. What Constitutes Developmental Psychology
   b. Stages in Developmental Psychology
   c. Prenatal Care and Care of the Newborn
   d. Multi-cultural Implications

2) Infancy
   a. Intellectual Growth in Infancy
   b. Personality Development in Infancy
   c. Problems of Infancy
   d. Practical Implications for Parents
   e. Multi-cultural Implications

3) Early Childhood (2-5)
   a. Intellectual Growth in Early Childhood – Piaget
   b. Social and Emotional Development in Early Childhood
   c. Problems of Early Childhood
   d. Practical Implications for Parents
   e. Multi-cultural Implications

4) Middle and Late Childhood
   a. Intellectual Growth
   b. Personality Development and Emotional Significance
   c. Significance of School
   d. Practical Implications for Parents and Teachers, Counselors
   e. Multi-cultural Implications

5) Adolescence
   a. Puberty
   b. Psychological Correlates of Puberty
   c. Intellectual Changes in Adolescence
   d. Social and Emotional Changes in Adolescence
   e. Problems of Adolescence
   f. Practical Implications for Parents and Psychologists
   g. Multi-cultural Implications

6) Early Adulthood
   a. Physical and Cognitive Development
   b. Social Development
   c. Careers and Work
   d. Multi-cultural Implications
7) Middle and Late Adulthood
   a. Physical and Cognitive Changes
   b. Social Development
   c. Personality Development
   d. Health Problems
   e. Multi-cultural Implications

8) Late Adulthood
   a. Longevity
   b. Course of Physical Decline
   c. Health Problems
   d. Personality Theories
   e. Death and Dying
   f. Multi-cultural Implications
   g. Counseling Applications

E. Teaching Methodology:

1) Traditional Classroom Methodology
   a. Lecture Discussion Format
   b. Assignments in textbooks, workbooks, and extra readings
   c. General library assignment of search and discovery with respect to a topic in developmental psychology
   d. Class discussions concerning contemporary topics in developmental psychology
   e. Three tests (objective and essay questions)

2) Online Methodology
   Quality Matters™ Statement – The online course follows the standards of the Quality Matters™ rubric.

F. Text:

G. Assessment Activities:

1) Traditional Classroom Assessment
   a. Tests: Three tests are given (essay and objective)
   b. Other: Research paper or special project

2) Online Assessment
H. Accommodations for Students with Disabilities:

**Accommodations for Students with Disabilities**

Students with disabilities:
- Reserve the right to decide when to self-identify and when to request accommodations.
- Will register with the Office for Students with Disabilities (OSD) each semester to receive accommodations.
- Might be required to communicate with faculty for accommodations, which specifically involve the faculty.
- Will present the OSD Accommodation Approval Notice to faculty when requesting accommodations that involve the faculty.

Requests for approval for reasonable accommodations should be directed to the Office for Students with Disabilities (OSD). Approved accommodations will be recorded on the OSD Accommodation Approval notice and provided to the student. Students are expected to adhere to OSD procedures for self-identifying, providing documentation and requesting accommodations in a timely manner.

Contact Information:
- Location: Azorsky Hall – Room 105
- Phone: (724) 938-5781
- Fax: (724) 938-4599
- Email: osdmail@calu.edu
- Web Site: [http://www.calu.edu/current-students/student services/disability/index.htm](http://www.calu.edu/current-students/student services/disability/index.htm)

I. Supportive Instructional Materials, e.g. library materials, web sites, etc.


Additional Information for Course Proposals

J. Proposed Instructors:

Any Psychology Department faculty member.

K. Rationale for the Course:

L. Specialized Equipment or Supplies Needed:
M. Answer the following questions using complete sentences:

1. Does the course require additional human resources? (Please explain)
2. Does the course require additional physical resources? (Please explain)
3. Does the course change the requirements in any particular major? (Please explain)
4. Does the course replace an existing course in your program? (If so, list the course)
5. How often will the course be taught?
6. Does the course duplicate an existing course in another Department or College? (If the possibility exists, indicate course discipline, number, and name)

N. If the proposed course includes substantial material that is traditionally taught in another discipline, you must request a statement of support from the department chair that houses that discipline.

O. Please identify if you are proposing to have this course considered as a menu course for General Education. If yes, justify and demonstrate the reasons based on the categories for General Education. The General Education Committee must consider and approve the course proposal before consideration by the UCC.

P. Provide Approval Form (electronically).

Additional Guidelines

The following are additional guidelines that you must follow which will expedite your course proposal. Failure to follow these guidelines will result in the return of the proposal to the department.

1. Be sure that your proposal is in the correct format (Guidelines for New Course Proposals) and that all questions have been completely answered.

2. Be sure that you have completed and attached the Application to Establish a New Course form and/or the Advisement Sheet Revision form and that the appropriate signatures have been affixed. Please send through the process electronically (the preferred method) or by paper. No items will be placed on the agenda until the Chair of the UCC is in possession of these forms.

3. Be sure that you include an updated advisement sheet for any course that is being required by the department or is classified as a restricted elective. In addition, you must include an electronic copy (MS Word or PDF) of the current advisement sheet(s) with your proposal. Be certain that all advisement sheets affected by the proposed course change be included with your proposal.

4. When submitting materials for consideration by the Curriculum Committee, you must provide an electronic copy of each item to be reviewed to the Chairperson.
5. All completed items must be in the hands of the Chairperson of the Curriculum Committee a minimum of one week prior to the next regularly scheduled meeting.

6. Any department requesting a course name change, number change, prefix changes, credit changes, etc. must submit this request on the Application to Establish a New Course Form and submit electronically.

7. New advisement sheets, major proposals, minors, LOCs, Certificates, or changes to advisement sheets will become effective the fall semester following committee approval. **The advisement sheets must also include the committee approval date and the effective date on the advisement page.** Submit this request on the Advisement and/or Program Changes form.

8. New courses will become effective the semester following committee approval.

9. Any references listed must be in the appropriate bibliographic format for the discipline.

10. Online courses should follow the Quality Matters™ rubric and is posted on the UCC website. Be sure that you include the online teaching methodology statement (refer E.2 above) that refers to the Quality Matters™ rubric.

11. All course objectives must follow Bloom’s Taxonomy learning domains located on the UCC website.