

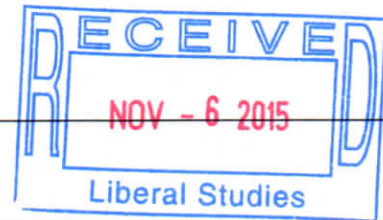
## New Course Proposal Template

**Steps to the approval process:**

1. Complete the applicable template(s) and email them to the departmental or program curriculum committee chair.
2. The curriculum chair emails the proposal to the curriculum committee, then to the department/program faculty for a vote and finally to the department/program chair.
3. The department/program chair emails the proposal to [curriculum-approval@iup.edu](mailto:curriculum-approval@iup.edu); this email will also serve as an electronic signature.
4. Curriculum committee staff will log the proposal, forward it to the appropriate dean's office(s) for review within 14 days and post it on the X Drive for review by all IUP faculty and administrators. Following the dean's review the proposal goes to the UWUCC/UWGC and the Senate.
5. Questions? Email [curriculum-approval@iup.edu](mailto:curriculum-approval@iup.edu).

Contact Person:	Pearl Berman, Ph.D.	Email Address:	psberman@iup.edu
Proposing Depart/Unit:	Psychology	Phone:	724-357-2105

Course Prefix/Number	<i>See the Registrar's list of Unavailable course numbers at <a href="http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&amp;ItemID=129323">http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&amp;ItemID=129323</a>.</i> PSYC 314
Course Title	Child & Adolescent Psychopathology (CAAST)
Dual/Cross Listed	<p><i>Dual Listed = Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc. Cross Listed = Course has more than one prefix such as GEOG/RGPL 233.</i></p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p> <p>If yes with: Click here to enter text.</p>
Number of Credits	(UG) Class Hours - 3 (UG) Lab Hours - 0 Credits - 3
Prerequisite(s)	PSYC 101
Corequisite(s)	<i>This means that another course must be taken in the same semester as the proposed course</i> none
Additional Information (Check all that apply. Note: Additional documentation will be required)	<input type="checkbox"/> Liberal Studies (please also complete Template C) <input type="checkbox"/> Teacher Education (Is it Step 1 a prerequisite or is it part of the Professional Education Sequence If so please also complete Template D) <input type="checkbox"/> Distance Education (Please also complete Template E)
Recommended Class Size (optional) (provide justification)	Are you recommending a class size: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No      Number: Click here to enter text. If yes: (check one of the following reasons and provide a narrative explanation) <input type="checkbox"/> Pedagogical <input type="checkbox"/> Physical limitation of classroom <input type="checkbox"/> Accreditation body standards/recommendations <input type="checkbox"/> Other Explanation <i>(required)</i> :
Catalog Description	<p><i>Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.</i></p> An in-depth examination of theories and research related to risk factors and protective factors in the development of children and adolescents. How physical, cognitive and social development can be impacted by violence are highlighted. This course is a component of the interdisciplinary Child and Adult



## Template A

	Advocacy Studies (CAAST) minor and certificate programs. May not get credit for both PSYC 311 and PSYC 314.
<p><b>Student Learning Outcomes</b></p> <p><i>(These should be measurable, appropriate to the course level, and phrased in terms of student achievement, not instructional or content outcomes)</i></p> <p><i>If dual listed, indicate additional learning objectives for the higher level course.</i></p>	<ol style="list-style-type: none"> <li>Describe major concepts and theories in development that provide a context for understanding child and adolescent psychopathology including the impact of: Biology, Environment, and interaction effects.</li> <li>Describe the many diverse pathways to normal development brought on by differences in gender, race, ethnicity, socioeconomic status, country of origin, sexual orientation, immigration status, national origin, indigenous heritage, religion and disability status.</li> <li>Apply psychological concepts and theories to practical situations involving children and teens in order to: increase protective factors and decrease risk factors for psychopathology in child and teen development.</li> <li>Analyze the multifaceted causes of interpersonal violence in childhood and adolescence and learn intervention strategies that build resiliency.</li> <li>Analyze the role of age, disabilities, gender, ethnic and racial identification, sexual orientation, socioeconomic status, in cases of violence.</li> <li>Synthesize information generated from literature on the risk factors and protective factors in development to use in advocacy efforts to end interpersonal violence.</li> </ol>
<p><b>Brief Course Outline:</b></p> <p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments.</i></p>	<ol style="list-style-type: none"> <li>I. Early Development – Resilience and Risk             <ol style="list-style-type: none"> <li>A. Prenatal Development</li> <li>B. Birth</li> <li>C. Physical Development in first two years</li> <li>D. Cognitive Development in first two years</li> <li>E. Social Development in first two years</li> </ol> </li> <li>II. Early Childhood Development – Resilience and Risk             <ol style="list-style-type: none"> <li>A. Physical Development in the play years</li> <li>B. Cognitive Development in the play years</li> <li>C. Social Development in the play years</li> </ol> </li> <li>III. School Years – Resilience and Risk             <ol style="list-style-type: none"> <li>A. Physical Development in Elementary School</li> <li>B. Cognitive Development in Elementary School</li> <li>C. Social Development in Elementary School</li> </ol> </li> <li>IV. High School Years – Resilience and Risk             <ol style="list-style-type: none"> <li>A. Physical Development in High School</li> <li>B. Cognitive Development in High School</li> <li>C. Social Development in High School</li> </ol> </li> </ol>
<b>Rationale for Proposal</b>	
<p><b>Why is this course being proposed?</b></p>	<p>A. This is an elective offered in Psychology and also an elective in the interdisciplinary Child and Adult Advocacy Studies minor and certificate programs sponsored by the Psychology and Sociology Departments. This course covers unique content in how children and adolescents are impacted by many forms of violence and trauma.</p>
<p><b>How does it fit into the departmental curriculum? (Check all that apply)</b></p>	<p> <input type="checkbox"/> Major Requirement      <input type="checkbox"/> Minor Requirement      <input type="checkbox"/> Core Requirement  <i>(Interdisciplinary core – e.g. Business/Education)</i> </p> <p> <input type="checkbox"/> Required Elective      <input type="checkbox"/> Liberal Studies      <input type="checkbox"/> Open Elective         </p> <p> <input checked="" type="checkbox"/> Other - Elective for psychology major and minors. It offers unique content in how adverse childhood experiences can impact physical, cognitive and social development in childhood and adolescence and continue to impact physical and mental health in adulthood. In addition, it is part of the interdisciplinary CAAST minor and certificate programs sponsored by the Psychology and Sociology Departments.         </p>
<p><b>Is a similar class offered in other departments?</b></p>	<p> <input type="checkbox"/> Yes          Please provide comment: <a href="#">Click here to enter text.</a> </p> <p> <input checked="" type="checkbox"/> No         </p>

Template A

<p>Does it serve the college/university above and beyond the role it serves in the department?</p>	<p><input checked="" type="checkbox"/> Yes                  Please provide comment: This course is part of the interdisciplinary Child and Adult Advocacy Studies (CAAST) minor and certificate programs sponsored by the Psychology and Sociology Departments. It is designed to provide direct skill building in identifying, intervening and prevention of trauma in childhood and adolescents. It prepares IUP graduates to directly enter job markets in child welfare, child protective services, and social service and private agencies that support healthy development and healthy parenting practices.</p> <p><input type="checkbox"/> No</p>
<p>Who is the target audience for the course?</p>	<p><input type="checkbox"/> Course Designed for Majors ( <input type="checkbox"/> Required <input type="checkbox"/> Not Required)</p> <p><input type="checkbox"/> Course Designed for Minor <span style="float: right;"><input type="checkbox"/> Departmental Elective</span></p> <p><input type="checkbox"/> Restricted to Majors/Minors <span style="float: right;"><input type="checkbox"/> Open to Any Student</span></p> <p><input type="checkbox"/> Liberal Studies</p> <p><input checked="" type="checkbox"/> Other - Course designed for psychology majors and minors as well as students or community members interested in working in fields such as child protection, child advocacy, criminal justice, domestic violence, education, medicine, nursing, older adult services, older adult advocacy or therapeutic work with individuals who have been victims or perpetrators of violence.</p>
<p>Implications for other departments</p>	<p>A. What are the implications for other departments (<i>For example: overlap of content with other disciplines, requirements for other programs</i>)?                  This course is an elective within the Psychology Department as well as an elective in the interdisciplinary CAAST curriculum that was developed by the Psychology and Sociology Departments. It will be available to any university students seeking a minor in CAAST as well as community members in the workforce who are seeking to attain the CAAST certificate.</p> <p>B. How have you addressed this with other department(s) involved? What was the outcome of that attempt? (Attach documents as appropriate)                  The Sociology Department approves the offering of this course.</p>
<p>Are the resources adequate (i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)?</p>	<p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No                  Please provide comment: <a href="#">Click here to enter text.</a></p>
<p><b>For Dean's Review</b></p>	
<ul style="list-style-type: none"> <li>• Are resources available/sufficient for this course?    <input type="checkbox"/> Yes    <input type="checkbox"/> No    <input type="checkbox"/> NA</li> <li>• Is the proposal congruent with college mission?    <input type="checkbox"/> Yes    <input type="checkbox"/> No    <input type="checkbox"/> NA</li> <li>• Has the proposer attempted to resolve potential conflicts with other academic units?    <input type="checkbox"/> Yes    <input type="checkbox"/> No    <input checked="" type="checkbox"/> NA</li> </ul>	
<p>Comments: <a href="#">Click here to enter text.</a></p>	