

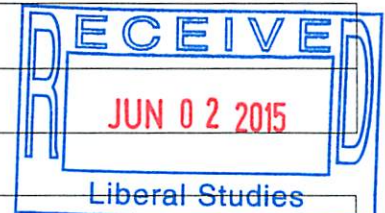
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W-10/2/15

## Course Revision/Deletion 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:	Tara Johnson	Email Address:	Tara.Johnson@iup.edu
Proposing Depart/Unit:	Psychology	Phone:	724-357-4529



**Course Revisions** (Check all that apply; fill out categories below as specified; i.e. if only changing a course title, only need to complete Category A information; if Category B need information in both A and B; For Category C, complete entire form):

- Category A:  Course Prefix/Number Change     Course Title Change     Course Deletion
- Category B:  Catalog Description Change     Modify Prerequisite(s)
- Category C:  Add Dual Level     Add Liberal Studies (Complete Template C)     Change in Class/Lab Hours
- Add Distance Education (Complete Template E)     Add/Revise TECC (Complete Template D)     Course Revision
- Credit Hour Change     Other - This is a special section of Adult Development and Aging that will be identified by the addition of CAAST to the course title.

Current Course Information		Proposed Changes	
<b>Category A</b> (if not changed leave blank)			
Current Prefix	PSYC	Proposed Prefix	Click here to enter text.
Current Number	312	Proposed Number	Click here to enter text.
Current Course Title	Adult Development and Aging	Proposed Course Title	Adult Development and Aging CAAST
Prerequisite(s)	PSYC 101	Proposed Prerequisite(s)	Click here to enter text.
<b>Category B</b> (if not changed leave blank)			

Template B

<p>Current Catalog Description</p>	<p>A survey of physiological, cognitive, emotional, and social issues affecting the young adult, the middle-aged and the elderly. Includes an examination of significant adult life crises.</p>	<p>Proposed Catalog Description</p>	<p>A survey of biological, psychological, and sociocultural issues affecting younger, middle-aged, and older adults. Includes an examination of significant adult life experiences and issues relevant to older adult abuse, neglect, and exploitation.</p>
<p><b>Category C</b> (if not changed leave blank)</p>			
<p>Number of Credits</p>	<p>(UG) Class Hours – Click here to enter text. (UG) Lab Hours – Click here to enter text. Credits - Click here to enter text.</p>	<p>Number of Credits</p>	<p>(UG) Class Hours – Click here to enter text. (UG) Lab Hours – Click here to enter text. Credits - Click here to enter text.</p>
<p>Current Course (Student Learning) Outcomes</p>	<ol style="list-style-type: none"> <li>1. describe early, middle, and late adulthood as ongoing developmental processes, involving gains, losses, and periods of stability within varied domains of behavior (e.g., physical, cognitive, emotional, and social development),</li> <li>2. interpret and evaluate adult development and aging using extant multidisciplinary literature,</li> <li>3. demonstrate an understanding of psychology and gerontology as sciences,</li> <li>4. demonstrate an understanding of the cultural diversity of the aging process,</li> <li>5. apply developmental concepts in understanding their own and others' aging,</li> <li>6. evaluate and critique their own and others' written work.</li> </ol>	<p>Proposed Course (Student Learning) Outcomes</p>	<ol style="list-style-type: none"> <li>1. describe adulthood as an ongoing developmental process, or set of processes, involving both continuity and change, which is characterized by both gains and losses,</li> <li>2. compare and contrast adult age groups on a variety of traits and skills based on empirical evidence,</li> <li>3. understand how qualitative and quantitative research has influenced our knowledge of adult development,</li> <li>4. summarize cultural age differences,</li> <li>5. apply and integrate important developmental concepts to real world situations, particularly in terms of elder abuse, neglect, and exploitation.</li> </ol>
<p>Brief Course Outline <i>(it is acceptable to copy this from the old syllabus)</i></p>	<ol style="list-style-type: none"> <li>I. Theoretical Foundations</li> <li>II. Developmental Research Methods</li> <li>III. Physical Changes</li> <li>IV. Longevity, Health, and Functioning</li> <li>V. Mental Health and Mental Disorders</li> <li>VI. Person-Environment Interactions and Optimal Aging</li> <li>VII. Attention and Perceptual Processing</li> <li>VIII. Memory</li> <li>IX. Intelligence</li> <li>X. Social Cognition</li> </ol>	<p>Brief Course Outline <i>(Give sufficient detail to communicate the 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. Introduction to Adult Development and Ageism Themes: 1. Optimal aging 2. Impact of Violence Across Adulthood</li> <li>II. Physical and Sensory Changes with Age – compensation and decline</li> <li>III. Cognitive Changes with Age – processing, attention, memory, and wisdom</li> <li>IV. Social Relationships &amp; Age – Connectivity vs Isolation</li> <li>V. Mental Health Issues &amp; Age - Stability vs Change</li> </ol>

Template B

	XI. Personality XII. Relationships XIII. Work, Leisure, and Retirement XIV. Dying, Death, and Bereavement		VII. Work, Retirement, & Long-term Care – Enjoyment vs loss of purpose VIII. Successful Aging – ego integrity vs. despair
<b>Rationale for Proposed Changes (All Categories)</b>			
Why is the course being revised/deleted:	Two new interdisciplinary, Child and Adult Advocacy Studies (CAAST), programs are being developed within the Psychology and Sociology Departments. One is a minor that is available to current IUP students. One is a certificate that is designed for college graduates seeking additional training. Adult Development & Aging CAAST will cover approximately 70% the same material as Adult Development & Aging; normal physical, cognitive, and psychosocial development in adults and older adults. However, the other 30% is designed to provide skill building and knowledge needed by individuals seeking the minor or the certificate in CAAST. This new material covers risk factors in development, and most particularly, the impact of violence on development. The guidelines for Child and Adult Advocacy Studies were developed in collaboration with the Gundersen Child Protective Training Center in Winona Minnesota and the National Partnership To End Interpersonal Violence. This new programming will bring recognition to IUP as a university that is invested in creating a safe community locally as well as in society as part of its university mission to educate graduates well prepared to compete in the job market. Both the minor and certificate program are the first of their kind in the United States to address violence across the life span and may bring the university national recognition and serve as a model to other universities. It will bring recognition from the local community that IUP is preparing graduates to enter local jobs bringing with them skills far in advance of job applicants from other universities. It is also a practical, skill building program that may attract nontraditional students to attend IUP for continued education whether they are working with children, adults or seniors		
Implication of the Change on: - Program - Other programs - Students	The Psychology Department undergraduate curriculum is undergoing revision based on its most recent fifth year evaluation. The Child and Adult Advocacy minor and the Child and Adult Advocacy certificate program are both integral parts of the revisions that are taking place. The regular course in Adult Development & Aging (PSYC 312) will still be offered.		
For Dual Listed Courses	<i>List additional learning objectives for the higher-level course</i> Click here to enter text.		
<b>For Dean's Review</b>			
<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 type="checkbox"/> NA</li> </ul>			
Comments: Click here to enter text.			