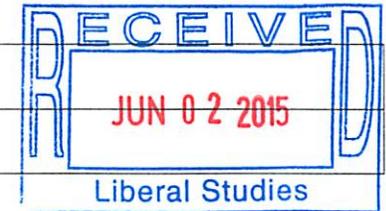


## Course Revision/Deletion Template

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



**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 will be a special section of PSYC 311 which 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	<a href="#">Click here to enter text.</a>
Current Number	311	Proposed Number	<a href="#">Click here to enter text.</a>
Current Course Title	Child Psychology	Proposed Course Title	Child Psychology CAAST
Prerequisite(s)	PSYC 101	Proposed Prerequisite(s)	<a href="#">Click here to enter text.</a>
<b>Category B</b> (if not changed leave blank)			

Template B

<p>Current Catalog Description</p>	<p>The study of factors that influence total development and behavior of a child. Current theories and research are considered, the focus on optimum development of individual. Students may receive credit toward the PSYC major or minor for only one of PSYC 310, 311, or 315.</p>	<p>Proposed Catalog Description</p>	<p>The study of factors that influence total development of behavior of a child. Current theories and research are considered in terms of what factors lead to optimum development, resilience in development and risks for the development of problems in living and psychopathology in response to violence and trauma. Students may receive credit toward the PSYC major or minor for only one of PSYC 310, 311, or 315.</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. Recognize the typical developmental course of physical, cognitive, and psychosocial development for the development of the child and adolescent.</li> <li>2. Describe examples of typical or normal behavior for children and adolescents at different stages of development.</li> <li>3. Compare youth at different stages of development in terms of their behavior, thinking, and social interactions.</li> <li>4. Apply their knowledge of development to their interactions with children and adolescents.</li> <li>5. Recognize that there are many diverse individual and cultural pathways that lead to normal development.</li> <li>6. Demonstrate an understanding of theories and research on child and adolescent behavior and development.</li> </ol>	<p>Proposed Course (Student Learning) Outcomes</p>	<ol style="list-style-type: none"> <li>1. Describe the typical developmental course of physical, cognitive, and psychosocial development for the child and adolescent, the factors that affect development, and the impact of exposure to violence on development.</li> <li>2. 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 and the impact of exposure to violence on development.</li> <li>3. Apply their knowledge of development to their interactions with children and adolescences in order to increase protective factors and decrease risk factors for psychopathology in child and teen development.</li> <li>4. Compare and contrast, the impact on children and youth exposed to violence, when professionals work within a siloed or multidisciplinary identity.</li> <li>5. 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>Brief Course Outline <i>(it is acceptable to copy this from the old syllabus)</i></p>	<ol style="list-style-type: none"> <li>I. Introduction to Development: Theories and Research Methods</li> <li>II. Prenatal Development</li> <li>III. Birth</li> <li>IV. The First Two Years             <ol style="list-style-type: none"> <li>A. Physical Development</li> <li>B. Cognitive Development</li> <li>C. Psychosocial Development</li> </ol> </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. Early Development – Protective Factors and Risk Factors             <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 – Protective Factors and Risk Factors</li> </ol>

Template B

	<p>V. Preschool Years          A. Physical Development          B. Cognitive Development          C. Psychosocial Development</p> <p>VI. The School Years          A. Physical Development          B. Cognitive Development          C. Psychosocial Development</p> <p>VII. Adolescence          A. Physical Development          B. Cognitive Development          C. Psychosocial Development</p>		<p>A. Physical Development in the play years          B. Cognitive Development in the play years          C. Social Development in the play years</p> <p>III. School Years – Protective Factors and Risk Factors          A. Physical Development in Elementary School          B. Cognitive Development in Elementary School          C. Social Development in Elementary School</p> <p>IV. Adolescence – Protective Factors and Risk Factors          A. Physical Development in adolescence          B. Cognitive Development in adolescence          C. Social Development in adolescence</p>
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**Rationale for Proposed Changes (All Categories)**

<p>Why is the course being revised/deleted:</p>	<p>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. Child Psychology CAAST will cover approximately 70% the same material as Child Psychology; normal physical, cognitive, and psychosocial development in children and adolescents. 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</p>
<p>Implication of the Change on:          - Program          - Other programs          - Students</p>	<p>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 traditional child psychology class, PSYC 311, will still be offered.</p>
<p>For Dual Listed Courses</p>	<p><i>List additional learning objectives for the higher-level course</i>          Click here to enter text.</p>

Template B

**For Dean's Review**

- Are resources available/sufficient for this course?  Yes  No  NA
- Is the proposal congruent with college mission?  Yes  No  NA
- Has the proposer attempted to resolve potential conflicts with other academic units?  Yes  No  NA

Comments: [Click here to enter text](#)