15-37g DWGCC AP-11/10/15 Senate App-12/1/15

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; 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.

Contact	Tara Johnson	Email	Tara.Johnson@iup.edu
Person:		Address:	
Proposing	Psychology	Phone:	724-357-4529
Depart/Unit:			

Course Prefix/Number	See the Registrar's list of Unavailable course numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323. PSYC 313					
Course Title	Non-normative Development in Adulthood (CAAST)					
Dual/Cross Listed	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. Yes No If yes with: Click here to enter text.					
Number of Credits	(UG) Class Hours - 3 (UG) Lab Hours - 0 Credits - 3					
Prerequisite(s)	PSYC 101					
Corequisite(s)	This means that another course must be taken in the same semester as the proposed course Click here to enter text.					
Additional Information (Check all that apply. Note: Additional documentation will be required)	 □ Liberal Studies (please also complete Template C) □ Teacher Education (Is it Step 1 a prerequisite or is it part of the Professional Education Sequence If so please also complete Template D) □ Distance Education (Please also complete Template E) 					
Recommended Class Size (optional) (provide justification)	Are you recommending a class size: Yes No Number: Click here to enter text. If yes: (check one of the following reasons and provide a narrative explanation) Pedagogical Physical limitation of classroom Accreditation body standards/recommendations Other Explanation (required): Click here to enter text.					
Catalog Description	Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb. A survey of non-normative transitions for younger, middle-aged, and older adults. Emphasis on how various losses, neurocognitive disorders, abuse, and neglect affect adult development. This course is a component of the interdisciplinary Child and Adult Advocacy Studies (CAAST) minor and certificate programs. May not get credit for both PSYC 312 and PSYC 313.					

Student Learning Outcomes	 describe adulthood involving both gains and losses, compare and contrast adult age groups on a variety of traits and skills based on empirical evidence, 					
(These should be measurable, appropriate to the course level, and phrased in terms of studen achievement, not instructional or content	understand how research has influenced our knowledge of adult developmental transitions,					
outcomes)	 explain how typical development is affected by atypical losses, neurocognitive disorders, and abuse/neglect/exploitation 					
If dual listed, indicate additional learning objectives for the higher level course.	 5. apply important developmental concepts to real world situations, 6. recognize responses to non-normative events (e.g., symptoms of elder abuse). 					
Brief Course Outline: 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. Introduction to Adult Development and Ageism Themes: Optimal Aging Impact of Violence Across Adulthood II. Physical and Sensory Changes with Age – Enhancement vs Decline III. Cognitive Changes with Age – Wisdom vs Neurocognitive Disorders IV. Social Relationships & Age – Connectivity vs Isolation V. Mental Health Issues & Age - Stability vs Change VI. Comparative Information Processing, Attention, & Memory from Adulthood through Older Adulthood – What changes vs what doesn't VII. Work, Retirement, & Leisure Patterns – Enjoyment vs Loss of Life Purpose VIII. Successful Aging - Vigor vs Avoidance of Death					
	Rationale for Proposal					
Why is this course being proposed?	This is an elective offered in Psychology and will also be an elective in the interdisciplinary Child and Adult Advocacy Studies minor and certificate programs. This course covers unique content in how adult and older adult aging are impacted by violence and trauma.					
	☐ Major Requirement ☐ Minor Requirement ☐ Core Requirement (Interdisciplinary core – e.g Business/Education)					
How does it fit into the departmental curriculum? (Check all that apply)	□ Required Elective □ Liberal Studies □ Open Elective □ Other - Elective for psychology major and minors. In addition, it is an elective within the interdisciplinary CAAST minor and certificate programs sponsored by the Psychology and Sociology Departments.					
Is a similar class offered in other departments?	☐ Yes Please provide comment: Click here to enter text. ☑ No					
Does it serve the college/university above and beyond the role it serves in the department?	 ☑ Yes Please provide comment: This course is part of the interdisciplinary Child Adult and Advocacy Studies (CAAST) minor and certificate programs sponsored by the Psychology and Sociology Departments. This course also includes content of value to any individual seeking expertise in gerontology. ☐ No 					

Template A

	☐ Course Designed for Majors (☐ Required☐ Not Required)							
	☐ Course Designed for Minor	Course Designed for Minor			l Elective			
Who is the target	☐ Restricted to Majors/Minors			Open to Any Student				
audience for the course?	☐ Liberal Studies							
	☑ Other - Course designed for psychology majors and minors as well as students or community members who are interested in working in fields such as child protection, child advocacy, criminal justice, domestic violence, education, medicine, nursing, older adult protective services, older adult advocacy, or therapeutic work with individuals who have been victims or perpetrators of violence.							
	A. What are the implications for oth requirements for other programs)?	ner departme	nts (<i>For exampl</i>	le: overlap of con	ntent with other discipl	ines,		
Implications for other	No significant overlap.							
departments	B. How have you addressed this wi that attempt? (Attach documents as a n/a		artment(s) inv	volved? Wha	at was the outcom	me of		
Are the resources adequate (i.e. faculty,	⊠ Yes							
space, equipment,	□ No							
laboratory supplies, library materials,	Please provide comment: Click here to enter text.							
travel funds, etc.)?								
For Dean's Review								
Are resources available/sufficient for this course? □ Yes □ No □ NA								
• Is the proposal congruent with college mission? \square Yes \square No \square NA								
Has the proposer attempted to resolve potential conflicts with other academic units? ☐ Yes ☐ No ☐ NA								
Comments: Click here to enter text.								