

Template A

<p>Student Learning Outcomes</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"> 1. describe adulthood involving both gains and losses, 2. compare and contrast adult age groups on a variety of traits and skills based on empirical evidence, 3. understand how research has influenced our knowledge of adult developmental transitions, 4. explain how typical development is affected by atypical losses, neurocognitive disorders, and abuse/neglect/exploitation 5. apply important developmental concepts to real world situations, 6. recognize responses to non-normative events (e.g., symptoms of elder abuse).
<p>Brief Course Outline:</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>	<p>I. Introduction to Adult Development and Ageism Themes: Optimal Aging Impact of Violence Across Adulthood</p> <p>II. Physical and Sensory Changes with Age – Enhancement vs Decline</p> <p>III. Cognitive Changes with Age – Wisdom vs Neurocognitive Disorders</p> <p>IV. Social Relationships & Age – Connectivity vs Isolation</p> <p>V. Mental Health Issues & Age - Stability vs Change</p> <p>VI. Comparative Information Processing, Attention, & Memory from Adulthood through Older Adulthood – What changes vs what doesn't</p> <p>VII. Work, Retirement, & Leisure Patterns – Enjoyment vs Loss of Life Purpose</p> <p>VIII. Successful Aging - Vigor vs Avoidance of Death</p>
<p>Rationale for Proposal</p>	
<p>Why is this course being proposed?</p>	<p>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.</p>
<p>How does it fit into the departmental curriculum? (Check all that apply)</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. In addition, it is an elective within the interdisciplinary CAAST minor and certificate programs sponsored by the Psychology and Sociology Departments.</p>
<p>Is a similar class offered in other departments?</p>	<p><input type="checkbox"/> Yes Please provide comment: Click here to enter text.</p> <p><input checked="" type="checkbox"/> No</p>
<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 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.</p> <p><input type="checkbox"/> No</p>

Template A

<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 <input type="checkbox"/> Departmental Elective</p> <p><input type="checkbox"/> Restricted to Majors/Minors <input type="checkbox"/> Open to Any Student</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 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.</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>)? No significant overlap.</p> <p>B. How have you addressed this with other department(s) involved? What was the outcome of that attempt? (Attach documents as appropriate) n/a</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: Click here to enter text.</p>
<p>For Dean's Review</p>	
<ul style="list-style-type: none"> • Are resources available/sufficient for this course? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA • Is the proposal congruent with college mission? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA • Has the proposer attempted to resolve potential conflicts with other academic units? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA <p>Comments: Click here to enter text.</p>	