

For Curriculum and Scheduling Office Use Only  
 D.B. \_\_\_\_\_ Catalog \_\_\_\_\_ File \_\_\_\_\_

**PROGRAM CHANGE PROPOSAL - Form P-2**

COLLEGE CHABSS

Discipline Child and Adolescent Development

**TITLE OF PROGRAM:** Child and Adolescent Development (CHAD)

Check one:  Change to Program  Program Deletion

**TITLE OF DEGREE PROGRAM:** B.A. in Child and Adolescent Development (CHAD)

This form is the signature sheet for a change to, or deletion of, an existing program.  
 Note that the addition of a new option/concentration/emphasis/track is a new "program," and requires the use of Form P.

For a change to a program,

1. Attach a page (or pages) giving a brief summary of the purpose of this proposal, and its connection to the mission and student learning outcomes of the program.
2. Attach catalog copy showing exactly how the program should appear in the catalog if the changes are approved.

For a program deletion, attach a statement explaining the impact on students: how will the program be "taught-out" for declared majors?

Does this proposal impact other disciplines or units?  Yes  No If yes, obtain signature(s).  
 Any objections or concerns should be stated in writing and attached to this form. Please check the box to indicate whether a memo has been attached.

Psychology	<u>MW P. Christae</u> <input checked="" type="checkbox"/>	<u>12/14/15</u> <input checked="" type="checkbox"/>	Support	Oppose
Discipline/Unit	Signature	Date		
Discipline/Unit	<input type="checkbox"/>		Support	Oppose
Discipline/Unit	Signature	Date		
Discipline/Unit	<input type="checkbox"/>		Support	Oppose
Discipline/Unit	Signature	Date		
Discipline/Unit	<input type="checkbox"/>		Support	Oppose
Discipline/Unit	Signature	Date		

1. <u>Sara Bufferd</u>	<u>12/11/15</u>	2. <u>Phan B. Anvil</u>	<u>12/17/15</u>
Originator (Please Print)	Date	Program/ Department - Director/Chair	Date

**APPROVAL PROCESS**

3. <u>Rebecca Jones</u> <input type="checkbox"/>	<u>1/26/16</u>	4. <u>Matthew Henry</u> <input type="checkbox"/>	<u>1/27/15</u>
College Curriculum Committee <sup>^</sup>	Date	College Dean (or Designee)*	Date
5a. <input type="checkbox"/>		5b. <input type="checkbox"/>	
University Curriculum Committee <sup>^</sup>	Date	Budget and Long-Range Planning Committee (if applicable) <sup>^</sup>	Date
6. <input type="checkbox"/>		7. <input type="checkbox"/>	
Academic Senate	Date	Provost (or Designee)	Date
8. <input type="checkbox"/>		9. <input type="checkbox"/>	
President	Date	Date to Chancellor's Office (if applicable)	

\* Where appropriate, attach a memo on program impact on the unit and the ability of the unit to support it. Check the box next to the signature line to indicate whether a memo has been attached.  
<sup>^</sup> Where appropriate, attach a memo summarizing the curricular and/or resource deliberations. Check the box next to the signature line to indicate whether a memo has been attached.



## Purpose of Proposal

The purpose of this proposal is to add a course option in one cluster of courses in the Child and Adolescent Development (CHAD) degree program. Specifically, we propose to add *Abnormal Psychology* (Psychology 336) to the list of courses that CHAD students can take in Cluster C, *Understanding Others*.

One goal of the CHAD program is to educate students about child and adolescent development and the contextual factors that impact these processes. Cluster C is designed to give students an understanding of individuals with whom children interact that influence their development. This cluster currently includes an array of courses to expose students to information primarily about healthy adults. However, many children and adolescents come from families in which parents and other adult relatives experience mental health difficulties (e.g., depression, anxiety, substance use). Therefore, we propose to add *Abnormal Psychology* (Psychology 336) to Cluster C to give CHAD students an option of taking this course.

We believe this addition is beneficial for at least three reasons. First, CHAD students would benefit from the opportunity to learn about the adult mental health difficulties given that these problems can influence adults' parenting behavior, caregiver relationships, and experiences of stressors. For example, compared to non-anxious parents, parents who suffer from anxiety are more likely to model anxious and avoidant behavior, increasing children's risk for anxiety and related difficulties. Therefore, knowledge of these factors that can impact children's and adolescent's development is important. Second, many CHAD students take *Developmental Psychopathology* (Psychology 328) in which they learn about the symptoms, etiology, and treatment of various mental health difficulties in childhood and adolescence. If they were given the option to take *Abnormal Psychology* and learn about conditions of adulthood, they would gain insight into the continuity of mental health difficulties from childhood to adulthood. Given that many adults with mental health difficulties report that their symptoms began during childhood or adolescence, this knowledge would be quite valuable. In addition, as part of various CHAD courses, students learn about risk factors that are present during childhood and adolescence that can contribute to mental health issues later in adulthood; therefore, this addition would provide students the opportunity to learn about these difficulties firsthand. Finally, many CHAD students/graduates will work in settings (e.g., in schools, health clinics, mental health settings) in which they encounter adults with mental health difficulties; in most settings, youth are accompanied by adult caregivers in some manner, and our students would benefit from learning about adult difficulties they may encounter in this work.

## Connection to the mission

This proposal links directly to a mission of CHAD, which is to understand child and adolescent development; the major places particular emphasis on understanding the ways in which children's and adolescent's contexts influence development. The addition of *Abnormal Psychology* to one of the clusters of courses would expand these efforts to give students the opportunity to learn about adult mental health difficulties that may impact child and adolescent development.

Connection to student learning outcomes of the program

This proposal is particularly aligned with CHAD program student learning outcome that requires students to: “Evaluate the role that context (i.e., family, peers, schools, communities, cultures) plays in development.”

Catalog Changes

See attached document with proposed change (i.e., adding PSYC 336 to Cluster C).



## MEMORANDUM

**DATE:** December 11, 2015

**TO:** Miriam Schustack  
Chair, Psychology Department

**FROM:** Psychology Curriculum Committee Members:  
Sara Bufferd  
Maureen Fitzpatrick  
Kimberly Vanderbilt  
Kim Tsai

**SUBJECT:** Addition of a course option (Psychology 336) to the CHAD curriculum

We propose to add a course option in one cluster of courses in the Child and Adolescent Development (CHAD) degree program. Specifically, we propose to add *Abnormal Psychology* (Psychology 336) to the list of courses that CHAD students can take in Cluster C, *Understanding Others*. Please see attached program change proposal for our rationale.

We do not anticipate that this change will impact the Psychology department nor should there be any difficulty supporting this change. In contrast, we believe that adding an additional course option to this cluster will help students move through the CHAD major even more easily than before.

Thank you.

cc: Sharon Hamill, Program Coordinator, Child and Adolescent Development (CHAD)

Laboratory Courses\*

PSYC 395	3
CHAD 496	3

*\*Both laboratory courses have prerequisite courses. See catalog description for specific prerequisites for each lab course.*

*^Child and Adolescent Development or Human Development Majors may not satisfy the lab requirements for the Psychology Minor with PSYC 395.*

**Cluster A: Atypical Child Development** 3

Select one of the following courses:

CHAD 339  
PSYC 328

**Cluster B: Contexts of Child and Adolescent Development** 3

Select one of the following courses:

CHAD 345  
CHAD 347  
PSYC 343  
PSYC 345

**Cluster C: Understanding Others** 3

Select one of the following courses:

PSYC 332  
PSYC 333  
PSYC 341  
PSYC 342  
PSYC 344  
PSYC 351  
PSYC 356  
PSYC 336

**Cluster D: Intrapersonal Development** 3

Select one of the following courses:

PSYC 334  
PSYC 360  
PSYC 362  
CHAD 365

**Cluster E: Researching/Working with Children and Adolescents** 3

Select one of the following courses:

CHAD 450  
EDUC/HD 380  
PSYC 340  
PSYC 354  
PSYC 495  
PSYC 498  
PSYC 499