

Proposal Information

Identify the title of the curriculum proposal and place an "X" in the box next to the actions identified within the proposal.

Title	Child Psychology (DEP 2002) Course Modification					
Action(s)	<input type="checkbox"/>	New Course	<input checked="" type="checkbox"/>	Modify Course	<input type="checkbox"/>	Inactivate Course
	<input type="checkbox"/>	New Program	<input type="checkbox"/>	Modify Program	<input type="checkbox"/>	Other <i>Add existing course to program</i>

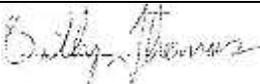
Signatures (Faculty)

Signatures must be obtained through appropriate School/Executive Chair/Campus President.

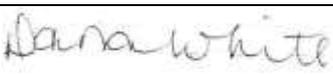
Faculty Member(s)

Name(s)	Troianne Grayson and Ann Brown				
Telephone No.	(904) 646-2411 / (904) 646-2410	Email	t.grayson@fscj.edu / annbrown@fscj.edu		
Signature				Date	9-27-17
Faculty Support (See Faculty Addendum)					

Instructional Program Manager or Department Chair

Name(s)	Billy Thomas Jr.					
Provisions	<input checked="" type="checkbox"/>	Support	<input type="checkbox"/>	Do Not Support	<input type="checkbox"/>	Support with Conditions Noted
Comments						
Signature				Date	9-28-17	

Dean(s)

Name(s)	Dr. Dana White					
Provisions	<input checked="" type="checkbox"/>	Support	<input type="checkbox"/>	Do Not Support	<input type="checkbox"/>	Support with Conditions Noted
Comments						
Signature				Date	9-28-17	

Proposal Submission

Once Curriculum Services receives a complete proposal with the necessary signatures, a tracking number will be assigned, and a thorough technical review will be performed with findings communicated to the originator(s).

Proposal Tracking (Curriculum Services Use Only)

Date Received by Curriculum Services	9-28-2017	Proposed Assigned Tracking Number	2017-08
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SACSCOC Accreditation Liaison

The SACSCOC Accreditation Liaison must review to determine if the proposal constitutes a substantive change which is a significant modification or expansion in the nature and scope of an accredited institution. See Addendum V for further information.

Name(s)	Dr. Carrie E. Henderson		
Provisions	<input checked="" type="checkbox"/> Does not constitute a substantive change	<input type="checkbox"/> Possibly constitutes a substantive change; liaison will request further information	<input type="checkbox"/> Constitutes a substantive change; liaison will request further information
Comments			
Signature			Date 10/2/2017

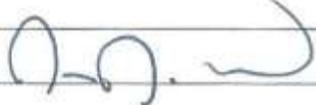
Associate Provost

Name(s)	Dr. Ian Neuhard		
Provisions	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Do Not Support	<input type="checkbox"/> Support with Conditions Noted
Comments			
Signature			Date 10/4/17

Curriculum Committee Chair (Faculty Senate President)

Name(s)	Dr. John Woodward		
Provisions	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Do Not Support	<input type="checkbox"/> Support with Conditions Noted
Comments			
Signature			Date 10/19/17

Provost/Vice President of Academic Affairs or Designee

Name(s)	Dr. John Wall		
Provisions	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Do Not Support	<input type="checkbox"/> Support with Conditions Noted
Comments			
Signature			Date 10/24/17

Instructions

Originator(s) is/are required to complete this entire section for all actions identified within the proposal. Specific questions pertaining to programs and courses are located in their respective sections of the form.

Implementation Term

In the space provided, add the two-digit academic year, and then place an "X" in the box next to the requested academic term for implementation of the actions identified within the proposal.

NOTE: All new programs and substantially modified programs require the College's District Board of Trustees, SACSCOC and Financial Aid approval. Please review the current Curriculum Committee calendar for critical due dates. Implementation term(s) for specific course(s) is/are also identified in the course section of this form.

Academic Year	20_18__	Academic Term	<input type="checkbox"/> Fall	<input checked="" type="checkbox"/> Spring	<input type="checkbox"/> Summer
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Proposal Summary

Provide a brief summary narrative and rationale of the actions identified within the proposal.

Existing course Child Psychology (DEP 2002) focuses more broadly on childhood development, but does not explicitly address adolescent psychology, which is the basis of the SCNS course profile description. Modification of the DEP 2002 course outline and course learning outcomes assessment form to include instruction on adolescent psychology is required to align Child Psychology to SCNS standards.

Strategic Goals

Identify strategic goal(s) with which the actions in the proposal best align. Place an "X" in the box next to the selected strategic goal. New programs and substantially modified programs should support at least one (1) Strategic Goal. Please review the College's [Strategic Planning](#) webpage in regard to Strategic Goals information.

Strategic Goal 1	Promote access and equity.	<input checked="" type="checkbox"/>
Strategic Goal 2	Enhance rigorous and relevant learning opportunities.	<input checked="" type="checkbox"/>
Strategic Goal 3	Increase retention and completion.	<input type="checkbox"/>
Strategic Goal 4	Contribute to workforce and economic development.	<input type="checkbox"/>
Strategic Goal 5	Cultivate institutional efficiency and effectiveness.	<input checked="" type="checkbox"/>

Curriculum Collaborations

Identify any business partnerships, grant requirements, or faculty collaborations that support the actions identified within the proposal. Place an "X" in the box next to appropriate selection(s). Provide a brief statement about the partnership and its collaborators.

Business Partnerships		<input type="checkbox"/>
Grant Requirements		<input type="checkbox"/>
Faculty Collaboration		<input type="checkbox"/>
Other/None		<input checked="" type="checkbox"/>

Cost Analysis

Identify any new cost(s) to the College based on the actions identified within the proposal. Place an "X" in the box next to the appropriate item(s). Provide a brief cost analysis statement.

NOTE: Please do not include special fees in this section. Special fees attached to courses are addressed in a separate section of the proposal.

Faculty Resources		<input type="checkbox"/>
Equipment/Supplies		<input type="checkbox"/>
Materials/Software		<input type="checkbox"/>
Other/None		<input checked="" type="checkbox"/>

Student Impact

Identify any student impact based on the actions identified within the proposal. Place an "X" in the box next to the appropriate response(s). Provide a brief statement in response to each question.

Are currently enrolled and/or past term students affected by the actions identified within the proposal?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<i>If YES, identify any concerns and how you plan to communicate the actions to currently enrolled and/or past term students.</i>	Updating course based on framework requirements to align with SCNS standards.	
Are the actions identified within the proposal based on student cohorts?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<i>If YES, identify how the actions affect currently enrolled student cohorts and/or future term student cohorts.</i>		
Will the effectiveness of the actions identified within the proposal be assessed and/or evaluated?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<i>If YES, identify the methods used to assess and/or evaluate the actions.</i>	Please refer to the course learning outcomes and assessment form attached to the course outline.	
Will the actions identified within the proposal meet a specific workforce, university transfer or other student success need?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<i>If YES, identify the specific workforce, partner institution and/or student success needs.</i>	Child Psychology (DEP 2002) is a general education course for the A.A. student for upper-division coursework at FSCJ or another Florida College System (FCS) Institution or for university transfer.	
Will the actions identified within the proposal impact a specific student success need in terms of the workforce; upper-division student at FSCJ or another Florida College System (FCS) Institution; or university transfer?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<i>If YES, identify the way in which the proposal meets the student success need.</i>	Child Psychology (DEP 2002) is a general education course for the A.A. student for upper-division coursework at FSCJ or another Florida College System (FCS) Institution or for university transfer.	

ADDENDUM: Southern Association of Colleges and School Commission on Colleges (SACSCOC)

In order to maintain the College’s continued accreditation through the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), all programs are required to complete this section to determine if additional action is required. To minimize the possibility of implementation delay, please contact the Office of Institutional Effectiveness and Accreditation (OIEA) at the beginning of the proposal process to discuss the specific requirements for your proposal change.

Based on SACSCOC policy, many new programs are required to submit a prospectus and obtain approval from SACSCOC prior to implementation.

Additionally, some existing programs with major changes require a prospectus to be submitted and approved by SACSCOC prior to implementation.

- Increasing/decreasing the total program hours by ≥25%
- Adding coursework to the program that requires new faculty, equipment, facilities, library or other resources
- Changing from clock hours to credit hours (or vice versa)
- Offering ≥50% of the program at an off-campus location

If you answer YES to one or more of the questions below, complete the substantive change intake form found on the [OIEA website](#). Once complete, return it, along with a copy of the curriculum proposal form, via email to oiea@fscj.edu.

SACSCOC Substantive Change Assessment

<i>Based on the information provided within the proposal, please answer the following questions related to your change.</i>		
Do the actions identified within the proposal involve the development of a new program?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Do the actions identified within the proposal involve a contract, MOU, grant or consortium for the development or construction of all or part of a new program?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Do the actions identified within the proposal involve the inactivation of a degree or certificate program?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Do the actions identified within the proposal increase or decrease the total degree or certificate program hours by ≥25%?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Do the actions identified within the proposal add coursework to the program that requires new faculty, equipment, facilities, library or other resources?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Do the actions identified within the proposal change the program from clock hours to credit hours or vice versa?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Do the actions identified within the proposal involve the instruction of courses delivered by College faculty/instructors and/or employees at an off-campus location?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Below is a list of common SACSCOC substantive changes and their requirements for approval. This list should serve as a guideline to help you prepare for your change. Please contact the Office of Institutional Effectiveness and Accreditation for information specific to your proposed change.

Types of Substantive Change	Timeline for Contacting OIEA	Timeline for Submission to SACSCOC	Instrument to be submitted to SACSCOC
New Programs*	18 months prior to planned implementation	January 1 for implementation between July 1 – Dec. 31; July 1 for implementation between Jan. 1 – June 30	Prospectus (20+ page document describing how institution will administer change)
Altering program length by >25%	12 months prior to planned implementation	January 1 for implementation between July 1 – Dec. 31; July 1 for implementation between Jan. 1 – June 30	Modified Prospectus (15+ page document describing how institution will administer change)
Initiating degree completion programs	18 months prior to planned implementation	January 1 for implementation between July 1 – Dec. 31; July 1 for implementation between Jan. 1 – June 30	Prospectus (20+ page document describing how institution will administer change)
Closure of a program	3-6 months prior to planned implementation	Immediately following internal decision to close (DBOT approval)	Letter of Notification. Must describe how students, faculty, and staff will be affected
Offering 25-49.9% of a program at an off-campus location	6 months prior to planned implementation	3 months prior to planned implementation	Letter of Notification
Offering 50%+ of a program at an off-campus location	12 months prior to planned implementation	January 1 for implementation between July 1 – Dec. 31; July 1 for implementation between Jan. 1 – June 30	Prospectus (20+ page document describing how institution will administer change)

*Not all new programs will qualify for substantive change.

ADDENDUM: Gainful Employment

From the [U.S. Department of Education, Office of Federal Financial Aid](#):

Gainful employment is applicable ONLY to the following types of programs:

- Career technical education training programs of at least one academic year in length and that lead to a clock hour/workforce certificate.
- Credentialed, non-degree programs such as credit programs requiring 30 or fewer credit hours or clock hour programs requiring 600 or more contact hours.

The following educational programs offered by Domestic Public and Domestic Nonprofit Institutions are Gainful Employment programs:

- Non-degree programs, including all certificate programs. Certificate programs include undergraduate certificate programs, post-baccalaureate certificate programs, graduate certificate programs, and postgraduate certificate programs. Note that awarding students one or more certificates, as part of a degree program, does not create GE programs based upon the awarding of the certificate(s).
- Teacher certification programs, including both programs that result in a certificate awarded by the institution and those where the institution itself does not provide a certificate but which consist of a collection of course work necessary for the student to receive a State professional teaching credential or certification.
- Approved "Comprehensive Transition Programs" for students with intellectual disabilities.

The following educational programs offered by Domestic Public and Domestic Nonprofit Institutions are not Gainful Employment programs:

- Programs that lead to a degree, including associate's degrees, bachelor's degrees, graduate degrees, and professional degrees
- Programs that are at least two years in length that are fully transferable to a bachelor's degree program
- Preparatory courses of study that provide course work necessary for enrollment in an eligible program

COMPLETED BY CURRICULUM SERVICES:

Gainful Employment Eligibility

<i>Identify any program that is eligible for Gainful Employment based on the actions identified within the proposal.</i>		
Are programs within the proposal eligible for Gainful Employment status?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<i>If YES, identify the specific program of study code, the program name and the program length.</i>	Associate in Arts (1108) (A.A.)	

**ADDENDUM: Gainful Employment
ACKNOWLEDGED BY:**

Financial Aid Office for Gainful Employment			
Name(s)	N/A		
Provisions	<input type="checkbox"/>	Acknowledged	
Comments	N/A		
Signature	N/A	Date	N/A

ADDENDUM: Financial Aid

In order to be eligible for funding under the Title IV programs, an educational program must lead to a degree (associate, bachelor's, graduate, or professional) or prepare students for "gainful employment in a recognized occupation."

The following includes the types of programs eligible to apply for Federal Financial Aid approval:

- The program leads to an associate's, bachelor's, professional, or graduate degree.
- The program is at least 60 credit hours (minimum 2 academic years) in duration and is acceptable as credit toward a bachelor's degree.
- The program is at least 600 clock hours or 24 credit hours (minimum of 1 academic year) in duration and leads to a certificate, degree, or other recognized credential which prepares students for gainful employment in a recognized occupation.

For institutions that are **fully approved** by the U.S. Department of Education for Federal Financial Aid funding eligibility, approval is only required for new vocational programs that are greater than 24 credit hours in length or greater than 600 clock hours in length. In this scenario, Financial Aid is awarded to students in programs such as the Associate in Arts, Associate in Science or a Baccalaureate degree in conjunction with the notice to the U.S. Department of Education, Federal Financial Aid office.

For institutions that are **provisionally** approved by the by the U.S. Department of Education for Federal Financial Aid funding eligibility, approval is required for ALL new and modified programs regardless of credit hours in length or clock hours in length. Financial Aid will not be awarded to ANY student until the U.S. Department of Education Federal Financial Aid office approves funding. Please exercise caution when selecting an implementation term for new and/or modified programs as the approval process can take 12-18 months.

COMPLETED BY CURRICULUM SERVICES:

Financial Aid Eligibility

Identify any program that is eligible for Federal Financial Aid based on the actions identified within the proposal.

Are programs within the proposal eligible for Federal Financial Aid status? Yes No

If YES, identify the specific program of study code, the program name and the program length. Associate in Arts (1108) (A.A.)

**ADDENDUM: Financial Aid
ACKNOWLEDGED BY:**

Financial Aid Office

Name(s)	Danielle Revills		
Provisions	<input type="checkbox"/>	Acknowledged	
Comments			
Signature		Date	

Program Catalog Page (Exhibit “A”)

*Each program is required to attach a copy of the College Catalog program page as “Exhibit A.” Programs must demonstrate requested changes based on the actions identified within the proposal using **red font** or **yellow highlight** to add information and the strike-through feature to remove information. All programs must follow the College’s standard program page template.*

For assistance with the College Catalog program page format, please contact Curriculum Services at curriculum@fscj.edu.

The current College Catalog can be accessed [online](#) as a point of reference.

N/A – This course is embedded within the Associate in Arts degree. There are no changes to the A.A. program page.

COURSE PROPOSAL

Instructions

Complete this section if the actions identified within the proposal are any of the following;

- New course development not included within a specific program
- Course modification and/or inactivation not included within a specific program
- New course development for inclusion within specific program
- Course modification/inactivation currently included within a specific program

If the actions identified within the proposal are for new course development and/or course modification/inactivation included within a specific program, then complete the PROGRAM section also.

Course Section

The Florida Department of Education [FLDOE](#) compiles a curriculum framework for each program which includes curriculum benchmark standards required for the course(s) identified within a program. Not all course(s) are included within a program as some may be identified as electives. The [Statewide Course Numbering System](#) (SCNS) will assist with course prefix and course number assignment. For assistance with the SCNS, contact Curriculum Services at curriculum@fscj.edu.

Course Information

Identify the course(s) which are affected by the actions identified within the proposal. Include course prefix/number and course title. Place an "X" in the box that best describes the required action: new, modify, or inactivate. Include the implementation term for each course.

NOTE: Carefully consider any impact a new/modified/inactivated course may have on current and/or future term students. If additional rows are needed in the table, then click on the left of the last row, highlight the row and select "control > insert new row below."

Prefix/Number	Title	New	Modify	Inactivate	Other	Implementation Term
DEP 2002	Child Psychology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Spring Term 2018 (2181)
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Course Eligibility

Identify any eligibility requirement(s) that may be associated with a course action identified within the proposal.

Gordon Rule of Writing Requirement	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
If YES, identify the specific course prefix/number and course title, and address any concerns.		
Earn Credit More than Once	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
If YES, identify the specific course prefix/number and course title, and address any concerns.		

Course Impact

Identify any impact the course actions identified within the proposal may have on other courses. Provide a brief summary statement.

Will additional courses be impacted by the actions identified within the proposal?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
If YES, identify the specific course prefix/number and course title, and address any concerns.		

Course Outline (Exhibit “B”)

*Each course is required to attach a copy of the current College course outline as “Exhibit B.” Each course must demonstrate requested changes based on the actions identified within the proposal using **red font** or **yellow highlight** to add information and the strike-through feature to remove information. All courses must follow the College’s standard course outline template. For assistance with the College course outline format, please contact Curriculum Services at at curriculum@fscj.edu The current course outline(s) are available [online](#) as a point of reference.*

FLORIDA STATE COLLEGE AT JACKSONVILLE
COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER: DEP 2002

COURSE TITLE: **Foundations of Child and Adolescent Psychology**

PREREQUISITE(S): Satisfactory score on reading and writing placement tests. (placement into ENC 1101). **Successful completion of PSY 1012 (this is a state requirement).**

COREQUISITE(S): None

CREDIT HOURS: 3

CONTACT HOURS/WEEK: 3

CONTACT HOUR BREAKDOWN:

Lecture/Discussion: 3

Laboratory:

Other _____:

FACULTY WORKLOAD POINTS: 3

STANDARDIZED CLASS SIZE ALLOCATION: 30

CATALOG COURSE DESCRIPTION:
~~This course consists of the study of childhood development in the physical, cognitive, and psychosocial areas. This course will also address some of the problems children face during this developmental period in the lifespan.~~ **This course examines the development from conception through adolescence within the biological/physical, cognitive, and socioemotional domains. Principles of development, developmental theories, research methods, and the influence of culture/diversity on development will also be studied.**

SUGGESTED TEXT(S):

Berger, Kathleen S. (Latest Edition) *The Developing Person Through Childhood*. Worth Publishers, New York

Berk, Laura E. (Latest Edition) *Infants and Children: Prenatal Through Middle Childhood*. Allyn & Bacon, Boston, MA

Feldman, Robert S. (Latest Edition) *Child Development*. Upper Saddle River, N.J., Prentice Hall

Santrock, John. (Latest Edition) *Children*. Singapore: McGraw-Hill

IMPLEMENTATION DATE: November 14, 1987

REVIEW OR MODIFICATION DATE:

Fall Term, 2002 (20031)

Fall Term, 2005 (20061) (was DEP 2102)

Fall Term, 2006 (20071)

Fall Term, 2007 (20081)

Fall Term, 2015 (20161) – Outline Review 14-15

Fall Term, 2015 (20161) – Class Size Allocation Reduction
to 30

Spring Term 2018 (2182) – Proposal 2017-08

COURSE TOPICS

CONTACT HOURS
PER TOPIC

- I. Introduction to Child Development 9
 - A. History of the Field
 - B. Theories
 - C. Developmental Processes
 - D. Developmental Issues
 - E. Stages of Development

- II. Beginnings 9
 - A. Genetics and Epigenetics
 - ~~A.~~B. Conception
 - ~~B.~~C. Pregnancy and Prenatal Development
 - D. Hazards and Complications During Pregnancy
 - ~~C.~~E. Birth and the Neonate
 - ~~D.~~F. Issues Complications during and after at Birth

- III. Biological Development from Birth through Adolescence
 - A. Physical Development
 - B. Brain Development
 - C. Nutrition
 - D. Health Considerations
 - E. Sensation/Perception
 - F. Motor Development

- IV. Cognitive Development from Birth through Adolescence
 - A. Theories of Cognitive Development
 - B. Cognitive Processes
 - C. Gender Development
 - D. Theory of Mind
 - E. Intelligence, Academic Achievement, and Learning Differences
 - F. Language
 - G. Moral Development and Reasoning

- V. Socioemotional Development from Birth through Adolescence
 - A. Emotions and Emotion Regulation
 - B. Temperament and Personality
 - C. Attachment
 - D. Influence of Parenting Style and Family Relationships
 - E. Play and Leisure Time
 - D. Friendships, Peers, and Bullying

~~III. Infancy 9~~

- ~~_____ A. Physical Development~~
- ~~_____ B. Cognitive Development~~
- ~~_____ C. Psychosocial Development~~

~~IV. Early Childhood 9~~

- ~~A. Physical Development~~

- ~~_____ B. Cognitive Development~~
- ~~_____ C. Psychosocial Development~~

- ~~V. _____ Middle Childhood _____ 9~~

- ~~_____ A. Physical Development~~
- ~~_____ B. Cognitive Development~~
- ~~_____ C. Psychosocial Development~~

OBJECTIVES

Upon completion of this course the student:

- ~~1. Understands the physical, cognitive, and psychosocial characteristics that occur in each stage of childhood development.~~
- ~~2. Understands the historical context of childhood development.~~
- ~~3. Understands the various theories describing childhood development.~~

- 1. Be able to describe the field of child and adolescent psychology, including the main theories, research methods, and principles of development.
- 2. Be able to summarize prenatal development and the major hazards/complications that may be encountered during prenatal development and birth.
- 3. Be able to explain the important milestones encountered within the biological/physical, cognitive, and socioemotional domains from infancy throughout adolescence.

Florida State College at Jacksonville

Course Learning Outcomes and Assessment

SECTION 1			
Course Prefix and Number:	DEP 2002	Semester Credit Hours (Credit):	3
		Contact Hours (Workforce):	
Course Title:	Child Psychology		

SECTION 2a (To be completed for General Education courses only.)					
TYPE OF COURSE (Place an "X" in the box next to those that are applicable.)					
<input type="checkbox"/>	General Education Core (If selected, core discipline area will be identified in Section 4.)				
<input type="checkbox"/>	General Education (If selected, you must also complete Section 4, Section 5, and Section 8)				
SECTION 2b					
TYPE OF COURSE (Place an "X" in the box next to those that are applicable.)					
<input checked="" type="checkbox"/>	A.A. Elective	<input type="checkbox"/>	A.S. Required Course	<input type="checkbox"/>	A.S. Professional Elective
<input type="checkbox"/>	A.A.S. Required Course	<input type="checkbox"/>	A.A.S. Professional Elective	<input type="checkbox"/>	Technical Certificate
<input type="checkbox"/>	PSAV/Clock Hour/Workforce	<input type="checkbox"/>	Development Education	<input type="checkbox"/>	Apprenticeship
<input type="checkbox"/>	Upper Division/Bachelors	<input type="checkbox"/>	Other:	If selected, use this space to title "other" option.	

SECTION 3									
INTELLECTUAL COMPETENCIES (Place an "X" in the box next to those that are applicable.)									
<input checked="" type="checkbox"/>	Reading	<input checked="" type="checkbox"/>	Speaking	<input checked="" type="checkbox"/>	Critical Analysis	<input checked="" type="checkbox"/>	Qualitative Skills	<input checked="" type="checkbox"/>	Scientific Method of Inquiry
<input checked="" type="checkbox"/>	Writing	<input checked="" type="checkbox"/>	Listening	<input checked="" type="checkbox"/>	Information Literacy	<input checked="" type="checkbox"/>	Ethical Judgement	<input checked="" type="checkbox"/>	Working Collaboratively

SECTION 4 (To be completed for General Education courses only.)					
GENERAL EDUCATION DISCIPLINE AREA (Place an "X" in the box next to those that are applicable.)					
<input type="checkbox"/>	Communications	<input type="checkbox"/>	Humanities	<input type="checkbox"/>	Mathematics
<input type="checkbox"/>	Social and Behavioral Sciences	<input type="checkbox"/>		<input type="checkbox"/>	Natural Sciences

SECTION 5 (To be completed for General Education courses only.)					
GENERAL EDUCATION LEARNING OUTCOME AREA (Place an "X" in the box next to those that are applicable.)					
<input type="checkbox"/>	Communication	<input type="checkbox"/>	Critical Thinking	<input type="checkbox"/>	Information Literacy
<input type="checkbox"/>	Scientific and Quantitative Reasoning	<input type="checkbox"/>		<input type="checkbox"/>	Global Sociocultural Responsibility

SECTION 6		
LEARNING OUTCOMES	TYPE OF OUTCOME (General Education, Course or Program)	METHOD OF ASSESSMENT
<p>Understands the physical, cognitive, and psychosocial characteristics that occur in each stage of childhood development</p> <p>Students will be able to describe the field of child and adolescent psychology, including the main theories, research methods, and principles of development.</p>	Course	<p>Tests, quizzes, case studies, classroom discussions, group projects</p> <p>Individual projects, papers, reflection journals, blogs, Wiki's, Tweets, Pinterest posts, and presentations</p>

<p>Understands the historical context of childhood development Students will be able to summarize prenatal development and the major hazards/complications that may be encountered during prenatal development and birth.</p>	<p>Course</p>	<p>Tests, quizzes, case studies, classroom discussions, groups projects Individual projects, papers, reflection journals, blogs, Wiki's, Tweets, Pinterest posts, and presentations</p>
<p>Understands the various theories describing childhood development Students will be able to explain the important milestones encountered within the biological/physical, cognitive, and socioemotional domains from infancy throughout adolescence.</p>	<p>Course</p>	<p>Tests, quizzes, case studies, classroom discussions, group projects Tests, quizzes, case studies, classroom discussions, group projects, individual projects, papers, reflection journals, blogs, Wiki's, Tweets, Pinterest posts, and presentations</p>

SECTION 7			
Faculty name(s):	John Haworth and Juliann Stratmann Ann Brown & Troianne Grayson	Date:	1/31/2006 9/27/2017

CS20150615