PROPOSAL FOR A MINOR IN
DEVELOPMENTAL PSYCHOLOGY

Submitted by the
Department of Psychology
Linda H. Slowik, Chair

Prepared by
Libby Balter Blume, Director
Developmental Psychology Program

And

Linda H. Slowik, Ph.D.
Chair, Department of Psychology

Approved by the Department of Psychology
March 13, 2012

Approved by the CLAE Curriculum Committee
April 29, 2013

Revised January 18, 2014
Upon request of the
MFA Undergraduate Standards Committee

Approved by the Academic Leadership Team
May 29, 2014

Revised July 1, 2014
Upon request of the
Academic Leadership Team
A. SUMMARY

The proposed 18-credit Minor in Developmental Psychology will provide students from a wide variety of majors with the knowledge and skills to assist professionals in providing support to families and conducting developmentally appropriate programs to prevent and resolve problems relevant to human relationships, parenting, or adult caregiving, for example. Developmental Psychology is an Approved Program of the National Council on Family Relations.

B. DESCRIPTION OF THE MINOR

1. CATALOG DESCRIPTION
   The Developmental Psychology minor is an 18 credit hour (6 course) program designed to give students broad exposure to child and family development as a scientific and professional discipline. For example, students from a wide variety of majors will gain the knowledge and skills to provide support to families and conduct developmentally appropriate programs to prevent and resolve problems relevant to human relationships, parenting, or adult caregiving.

2. COURSE REQUIREMENTS
   For the “Minor in Developmental Psychology” a student must complete a minimum of 18 credit hours of Psychology courses as listed below. All students in the Minor must first take Psychology 1000. The catalog number, title, description, and units of credit appear below. Syllabi are provided in the Appendix.

   Any future changes made to the minor curriculum will follow the same procedures as changes to the major: proposed by the Director of Developmental Psychology and with the Chair’s approval be voted on by the faculty of the Department of Psychology.

COURSE DESCRIPTIONS

*PYC 1000 Introduction to Psychology, 3 cr.
   Introduction to the methods and principles of psychology as science, including overview of historical foundations, psychobiology, social interaction, development, learning, motivation, perception, sensation, and personality.

*PYC 2340 Child Development: Infancy and Early Childhood, 3 cr.
   Study of the developmental processes in infancy through the early childhood years. This course focuses on the physical, cognitive and socioemotional changes; planned observation and interpretation of the child’s development.

*PYC 2360 Middle Childhood and Adolescent Development, 3 cr.
   Study of the developmental processes in middle childhood through adolescence, including physical, cognitive, and socio-emotional changes, planned observation and interpretation of development.
Minor in Developmental Psychology

+PYC 3330 Human Relationships and Parenting, 3 cr.

Introduction to working with parents; theories and methods for supporting the interpersonal relationships of persons from infancy through adulthood. This course includes individual, group, family, and environmental guidance approaches and techniques of observing and recording behavior.

*PYC 3510 Family Development, 3 cr.

Study of families in a diverse and changing world. This course critically analyzes family theories, diversity of family structures, roles of men, women and children, family developmental crises, family communications and family stressors. Topics include approaches to family support and parent education.

*PYC 4510 Psychology of Death & Dying, 3 cr.

Study of the psychology, biology, physiology of death. This course also examines current concerns, medical and psychological, regarding the care and treatment of a terminal patient.

3. DELIVERY FORMAT

All courses are taught on the McNichols campus in a traditional lecture format. The timekeys for PYC 2340, 2360, and 3510 are typically in the late afternoon timeslots, which accommodates both traditional day students and non-traditional students who perhaps work days. PYC 3330 (previously 2330) has historically been run as a five-week intensive course. PYC 2560 and PYC 4510 have been taught in the evenings, 6:40 – 9:10 timekey, both to accommodate students and because they have been covered by adjunct faculty. In future terms, the Department of Psychology may offer online delivery of select courses in the minor sequence pending University approval.

4. ACADEMIC INTEGRITY

The Minor in Developmental Psychology demonstrates academic integrity and intellectual merit insofar as it achieves two objectives. It offers a cohesive presentation of courses and content that will provide students with an overview of all the relevant timeframes and psychological theories and approaches to understanding psychology across the lifespan. Moreover, the following four standards will ensure students will adhere to the academic standards of the University, and complete their work for the minor in an organized way.

   a. A student must declare a Major before declaring a Developmental Psychology Minor.
   b. Students must maintain a minimum cumulative GPA of 2.0 in Developmental Psychology Minor courses in order to successfully complete the program.
   c. At most, six (6) credit hours within the Developmental Psychology Minor program may be counted toward degree requirements for a student’s Major.
   d. Independent study courses and Practicum courses from the Developmental Psychology Major curriculum will not count toward the Minor completion.

5. UNIQUE/UNUSUAL FEATURES OF THE MINOR

The Developmental Psychology Minor will be the only such program in SE Michigan; none of UDM’s competitors offer such a minor. The minor in Developmental Psychology is unique in that it represents an important sub-discipline of Psychology. In addition to Developmental Psychology, the other three areas of concentrated study in our General Psychology major are Social Psychology, Clinical Psychology, and
Research Methods. Thus, this area is a key to the field; by offering the opportunity to study in this way, UDM is providing an avenue for non-majors to get a very thorough and in-depth undergraduate experience in a central topic in the field.

6. EFFECTS ON RELATED DEPARTMENTS OR FIELDS OF CONCENTRATION
The Developmental Psychology Minor targets students pursuing academic majors which involve working with people, ideas, and/or social and communications systems including (but not limited to), Biology, Business, Communication Studies, Criminal Justice, Education, English, Health Care Administration, Human Services, Law, Political Science, Social Work, Sociology, Nursing, and Religious Studies.

C. MISSION

The University of Detroit Mercy, a Catholic university in the Jesuit and Mercy traditions, exists to provide excellent student-centered undergraduate and graduate education in an urban context. The Developmental Psychology program supports the intellectual, spiritual, ethical and social development of our students by providing coursework that is relevant to the understanding and promotion of healthy family life. In addition, the Developmental Psychology program actively promotes UDM’s mission of leadership and service to the metro Detroit community. The undergraduate students are completing practica in a wide range of community settings, and graduates seek employment providing critical services to children and families.

D. MINOR OBJECTIVE, STUDENT OUTCOMES, AND ASSESSMENT

1. PROGRAM OBJECTIVES AND LEARNING OUTCOMES
The program will provide a foundation for the application of developmental principles to the students’ major through the study of human development and family relationships.

Upon completion of the Developmental Psychology Minor, students will be expected to:

a. Demonstrate fundamental knowledge of child development;
b. Apply their knowledge of developmental psychology to the practical skills of child observation and guidance.
c. Apply their knowledge of developmental psychology to formulating career choices;
d. Describe the importance of lifelong learning for professional and personal development.

2. MINOR ASSESSMENT
The first two outcomes of the annual Assessment Report for Developmental Psychology will include data for students enrolled in the minor:

Outcome #1. Students who have completed the Developmental Psychology minor will demonstrate fundamental knowledge of child development.
To show that students have mastered knowledge of topics in the specialization sequence, assessment will be based on student performance in PYC 2340, 2360, & 2650 midterm and final exams.

Outcome #2. Students who have completed the Developmental Psychology minor will be able to apply knowledge of the theory and domains of developmental psychology to the practical skills of child observation and guidance.
To show that students can apply developmental knowledge, assessment will be based on assignments in PYC 3330, 3510, & 4510 that require critical analysis of specific recommendations for teachers, practitioners, and/or parents.

Outcome #3. Students who have completed the Developmental Psychology minor will be able to apply knowledge of developmental psychology to formulating career choices.

To show that students can apply their knowledge of developmental psychology to formulate career choices, 100% of students completing the Minor will submit a resume to the Minor Advisor stating their career or educational objective.

Outcome #4. Students who have completed the Developmental Psychology minor will be able to describe the importance of lifelong learning for professional and personal development.

To show that students can apply their knowledge of developmental psychology to lifelong learning, upon completion of their coursework, 100% of students will submit a reflection paper to the Minor advisor that describes their professional and personal goals and opportunities for continuing education in areas related to Developmental Psychology.

E. JUSTIFICATION

With regard to University resources, this program will not require any additional resources, faculty members, staff, library resources, or facilities. All courses are regularly offered to serve students in all three of our current Psychology majors: Developmental Psychology, General Psychology, and Industrial/Organizational Psychology (particularly Adulthood and Aging).

1. MARKET AND NEED

According to the State of Michigan Job Outlook Data Report, the following demand exists for social and human services workers to assist professionals from a wide variety of fields, such as psychology, rehabilitation, or social work, to provide client services, as well as support for families:

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<tr>
<td></td>
<td>Number</td>
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<td>Human Services</td>
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2. STUDENTS

The program focuses internally, and targets students pursuing academic majors which involve working with people, ideas, and/or social and communications systems including (but not limited to), Biology, Business, Communication Studies, Criminal Justice, Education, English, Health Care Administration, Human Services, Law, , Political Science, Social Work, Sociology, Nursing, and Religious Studies.

3. FACULTY

a. Faculty who will be engaged in the new minor will be primarily Dr. Libby Blume, but will also include several adjunct faculty. The hiring decisions for adjunct faculty are made by the department chair with input and recommendations from faculty with expertise in this area.
Possible candidates provide their CVs, with additional documentation on teaching efficacy, research activities, and other career activities. A personal meeting and/or phone conversation typically takes place between the chair and the prospective adjunct faculty member prior to hire. After hire, the department chair engages university support for the faculty through contacts with relevant full-time faculty and integration with the college administrative systems. The chair, and sometimes relevant full-time faculty, work with the adjunct to develop a relationship through personal meetings, classroom observations, and follow up on student evaluations. By engaging the adjunct, we improve retention of high performing part-time faculty and reduce the need for recruiting new instructors.

b. No new full or part-time faculty will be needed to support the program.

c. The minor may attract a diverse faculty because it is a field that inherently values and respects differences seen across the lifespan as well as across cultures.

d. Fields of specialization for new faculty: N/A

4. ADMINISTRATION AND SUPPORT
   a. The minor will be administered by a faculty advisor, the Director of the Developmental Psychology Program.
   b. No new support personnel are required.
   c. No new support from UAS, etc. is anticipated.

5. LIBRARY RESOURCES
   a. Standard library resources currently available will provide adequate support to the program.
   b. No new library resources are expected to be required.

6. FACILITIES
   a. Facilities currently available at the university will be sufficient to serve the program.
   b. There should be no concerns on the part of the Registrar regarding allocation of classroom space for the program because all the courses are currently being offered, with no new classes added.

7. EXTERNAL SUPPORT
   a. Students may decide to upgrade to the Developmental Major, which is a program that qualifies graduates to take the test for the Certificate in Family Life.
   b. No review by external consultants has been requested.
   c. No external funding has been requested.
   d. There is no reallocation of current resources.

8. OPERATING REVENUE
   There is no information regarding projections of revenue and expenses, tuition, external support, scholarships, or the like.

9. APPROVAL PROCESS
   This program was unanimously approved by the Psychology Department in March of 2012.

10. APPENDIX: Advising Worksheet
APPENDIX

ADVISING WORKSHEET
UNIVERSITY OF DETROIT MERCY

College of Liberal Arts and Education
Department of Psychology

ADVISING WORKSHEET
Developmental Psychology Minor

Name of Student __________________________________ Student ID T0__________________________

Telephone _____________________ E-mail ______________________________________________

Major ______________________ Major Advisor___________________________________________

Required Courses: 18 credits

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<th>COURSE NO.</th>
<th>TITLE</th>
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<tr>
<td>PYC 1000</td>
<td>Introduction to Psychology</td>
<td>3</td>
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<tr>
<td>PYC 2340</td>
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<td>PYC 2360</td>
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<td>PYC 3330</td>
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<td>PYC 3510</td>
<td>Family Development</td>
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<td>PYC 4510</td>
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<td>3</td>
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Minor GPA _________________

Signature of Minor Advisor ______________________________________ Date ___________________