

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond In Writing

Course Number: PSYC 627

**or Degree Plan(s): Certificate of Advanced Graduate Studies in
School Psychology/Department of Psychology**

	Campus-Level Academic Review¹	1	2	3	4	5	6
	Change to a Course Include signatures from all chairs/program directors for cross-listed courses. ¹						
1.	Title (description unchanged)	A	A	A	I	I	I
2.	Description (not affecting content)	A	A	A	I	I	I
3.	Course term(s)	A	I	A	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	I	A
5.	Number of credit hours	A	A	A	A	A	A
6.	Course number within the hundred	A	A	I	I	I	I
7.	Course number beyond the hundred	A	A	A	A	A	A
8.	Prerequisites	A	A	A	I	I	I
9.	Course restriction (e.g., majors only, junior standing)	A	A	A	A	A	A
10.	Level change (U to G or G to U)	A	A	A	A	A	A
11.	Cross list course	A	A	A	A	A	A
12.	Department of record	A	A	A	A	A	A
13.	Open a course	A	A	A	A	A	A
	Change to a Degree Plan						
14.	Educational Program — Revise	A	A	A	A	A	A
15.	Educational Program — Adopt/revise admission requirements	A	A	A	A	A	A
16.	GPA — Revise program-required GPA	A	A	A	A	A	A
17.	Minor — Revise	A	A	A	A	A	A

		Chair	Department	College	University	President	Provost	Deans	Faculty	Students
	Full Review									
	Change to Catalog Information (for Campus)									
18.	General requirements for Bachelor's and Associate Degrees	-	-	-	-	A	A	A	A	I
19.	Policies governing academic probation and suspension	-	-	-	-	A	A	A	A	I
20.	Requirements for graduating with honors	-	-	-	-	A	A	A	A	I
	Change to a Degree Plan									
21.	Educational Program — Add	A	A	A	A	A	A	A	A	I
22.	Educational Program — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	A	A	-	A	I
24.	Minor — Discontinue (Provost-proposed)	R	-	R	A	A	A	-	A	I
25.	Degree — Add or Discontinue	A	A	A	A	A	A	A	A	I
26.	Degree — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I

	Change to General Education Requirements for Undergraduates (System)	Chair	Department	College	University	President	Provost	Deans	Faculty	Students
27.	Change course outcomes of an included course	A	A	A	A	A	A	-	A	I
28.	Add or drop a required course from the General Education Requirements	A	-	A	-	A	A	A	A	I
29.	Add or drop a course from a menu within the General Education Requirements	A	-	A	-	A	A	-	A	I
30.	Comprehensive revision of General Education Requirements	-	-	-	-	A	A	A	A	I

Notes

² Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible. Master's programs must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours beyond the master's.

⁴ When a department/school or dean proposes closing a program, approval routing follows the typical process beginning with the department/school. An administrative proposal by the provost or senior vice president for academic affairs would follow the "provost-proposed" routing on the chart.

Department/School(s)

Cherise Z. Flanagan

02/06/2026

Chair Signature

Date

Ralph J. Jones

02/06/2026

Chair/Program Director Signature

Date

College Academic Council(s)

Heila Jones

03/06/2026

Chair Signature

Date

Chair Signature

Date

Dean(s)

[Signature]

03/06/2026

Signature

Date

Signature

Date

Teacher Education Council

Signature

Date

**Campus Academic Council:
Abilene Undergraduate or Abilene Graduate**

Signature

Date

Provost

Signature

Date

University General Education Council

Signature

Date

University Faculty

Abilene Faculty Senate Chair signature

Date

Dallas Faculty Council Chair signature

Date

Senior Vice President for Academic Affairs

Signature

Date

President

Signature

Date

Abilene New Course Application

Course ID (<i>Subject Code and Number</i>)	PSYC 627
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1. Systems and Catalog Information Complete each item.

A	Course Developer	Rachel Team, Casey Westmoreland
B	Course Instructor	Adjunct
C	Course Title	Child/Adolescent Development & Psychopathology
D	Course Abbreviation for Banner if title is more than 30 characters	Child/Adol Dev. & Psychopathology
E	College	CHBS - Health and Behavioral Sciences
F	Department or School	PSYC - Psychology
G	Number of Credit Hours	3
G1	Number of Lecture Contact Hours	3
G2	Number of Lab Contact Hours	0
H	Is the course for a fixed or variable number of credit hours?	Fixed If variable, explain rationale:
I	Is the course repeatable for additional credit?	No
J	Maximum total number of credit hours a student can earn for this course	3
K	Course Schedule Type	<u>Lecture (LEC)</u> See Schedule Type definitions in the Reference section.
L	Number of Faculty Workload Hours	3

M	Grading Mode	<u>Standard</u>
N	Maximum Enrollment	16
O	Catalog Description (50 words or less)	This course surveys human development from prenatal to early adulthood, addressing social, emotional, biological, cognitive, and moral development. Students examine emotional and behavioral disorders in youth with emphasis on diagnostic issues, DSM application, and assessment strategies in school settings.
P	List any prerequisites (course/s, test scores, class standing, major, etc.)	none
Q	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	n/a
R	If the course is cross-listed, specify the subject code and course number of the other course	n/a
S	Does this course require any additional student course fees?	<u>No</u> If yes, attach a completed course fee form (see form "Request to Add or Change Course Fees").
T1	Will the course be offered in fall terms?	<u>Yes, every year</u>
T2	Will the course be offered in spring terms?	<u>Yes, every year</u>
T3	Will the course be offered in summer terms?	<u>Yes, every year</u>
U	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Spring 2026, Session II

V	Is this course required for a program(s)?	<u>Yes</u> If yes, submit a separate completed curriculum proposal to change the program(s).
W	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	<u>No</u> If yes, provide rationale:
X	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	<u>No</u> If yes, provide course ID, term, and enrollment:
Y	List any courses in which the content overlaps the proposed course. (Course ID and Name). <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering.</i>	This course has combined content from PSYC 647 Child Psychopathology and PSYC 646 Lifespan Development, originating in the in-person specialist in school psychology program. This course will only be available to those in the CAGS in School Psychology.

2. Curriculum

- A. Explain any effects of this course on any degree plans. If the addition of the course alters program requirements, submit a separate [Approval Chart for Curriculum Change](#) to update the program.

Not applicable. The Certificate of Advanced Graduate Studies (CAGS) in School Psychology is a new program. This course will only be available to those in the School Psychology Retraining Program, for which they will be seeking certification, not a terminal degree.

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

The Certificate in School Psychology is a new program and consolidates aligned courses from the traditional Specialist in School Psychology program due to the student's existing professional experience and coursework. This course prepares students in the CAGS in school psychology program to obtain the knowledge and skills required for school psychology licensure in Texas and subsequent employment as a school psychologist.

3. Course Design

- A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills. Students with an existing master's-level degree work and school-based experience in a related field pursuing a certificate in school psychology. Minimum of 3 years working in schools.
2. State the overarching course goal(s) in performance terms: After completing this course, students will have obtained knowledge and comprehension in the areas of child and adolescent development and psychopathology. In addition, the student will demonstrate the ability to analyze and synthesize current professional issues and trends while being familiar with the resources necessary for maintaining current knowledge of the field of school psychology.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	1. Demonstrate proficiency in typical development of children and adolescents, at various stages.	Discussion question posts, case studies, final exam
2	2. Summarize and describe the current literature in the various areas of development in childhood and adolescence.	Discussion question posts, mid-term exam, final exam
3	3. Students will demonstrate a detailed, working knowledge of the current diagnostic system in mental health.	Discussion posts, case study assignment, final exam
4	4. Students will demonstrate knowledge of the school psychologist's role in mental health assessment and diagnoses in the school.	Discussion posts, mid-term exam, final exam
5	5. Students will demonstrate familiarity with important issues involved in conducting diagnostic interviews and assessing therapeutic outcomes.	Discussion question posts, mid-term exam, final exam

C. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings.

Graduate:

Broderick, P., & Blewitt, P. (2019). *The Life Span: Human Development for Helping Professionals* (5th ed.) Pearson.

Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, Text Revision (DSM-5-TR)

Diamanduros, T., Tysinger, P. D., Tysinger, J. A., & Fenning, P. A. (2022). *Child and adolescent psychopathology for school psychology: A practical approach*. Springer Publishing Company.

4. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
4	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.
Attach if applicable	
5	Content Overlap — Include one document for each course you listed in Section 1Y. Attach statement from instructor/dept chair of existing course justifying the new offering.
6	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location(s).
7	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
8	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
9	Justification — Attach any documents to which you refer in Section 2B.

Child/Adolescent Development and Psychopathology
PSYC 627, 3 credit hours
Spring II

ABILENE CHRISTIAN UNIVERSITY

Spring 2026

Instructor: Adjunct

Office: Instructor information can be found in the Course Information and Resources section of Canvas, including contact information and office hours. Announcements will be made if there are any changes or updates throughout the class.

ACU's Mission: Educating students for Christian service and leadership throughout the world.

College of Health and Behavioral Sciences Mission: To prepare students for Christian service and leadership in health and behavioral science professions through an environment that fosters clinical excellence, professional and ethical integrity, and community engagement

Psychology Department Mission: The mission of the Department of Psychology is to prepare students for Christian service and leadership through the study of psychological science and the development of professional skills, grounded in a Christian worldview

Course Description:

This course offers an overview of conceptual, theoretical, and methodological issues in the study of human development across childhood and adolescence. Topics include social, emotional, biological, cognitive, and moral development from prenatal to early adulthood. Overview of conceptual and diagnostic issues in understanding children and adolescents who experience emotional and behavioral disorders. Emphasis on the development of diagnostic skills using the DSM and associated assessment strategies in school settings.

Course Goal:

After completing this course, students will have obtained knowledge and comprehension in the areas of child and adolescent development and psychopathology. In addition, the student will demonstrate the ability to analyze and synthesize current professional issues and trends while being familiar with the resources necessary for maintaining current knowledge of the field of school psychology.

TSBEP Alignment:

This course is designed in alignment with TSBEP licensure requirements for the following areas: Human Learning, Child or Adolescent Development, and Psychopathology or Exceptionalities.

Course Competencies

1. Students will demonstrate proficiency in the typical development of children and adolescents at various stages.
2. Students will summarize and describe the current literature in the various areas of development in childhood and adolescence.

3. Students will demonstrate a detailed, working knowledge of the current diagnostic system in mental health.
4. Students will demonstrate knowledge of the school psychologist's role in mental health assessment and diagnoses in the school.
5. Students will demonstrate familiarity with important issues involved in conducting diagnostic interviews and assessing therapeutic outcomes.

Required Texts:

Broderick, P., & Blewitt, P. (2019). *The Life Span: Human Development for Helping Professionals* (5th ed.) Pearson.

Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, Text Revision (DSM-5-TR)

Diamanduros, T., Tysinger, P. D., Tysinger, J. A., & Fenning, P. A. (2022). *Child and adolescent psychopathology for school psychology: A practical approach*. Springer Publishing Company.

Course Format:

This course is structured as a highly engaging, collaborative learning environment where student engagement is driven by weekly discussion questions for critical analysis, assignment activities for skill building, presentations for mastery demonstration, and intensive case studies for applied problem-solving.

Course Requirements and Evaluation Criteria:

Weekly Discussion Questions:

This assignment has two parts:

1. Complete the discussion questions: Answer the questions based on the required reading for the week and/or reflect on the given prompt for the week.
2. Respond to your classmates' discussion question answers: Respond to a stated number of your classmates' responses/reflections to the weekly discussion questions/prompts.

Discussion Question Standards

The discussion board will provide you with an opportunity to interact with your classmates as you exchange thoughts and practice new skills related to the weekly topics. In order to actively participate in discussions, you will need to log in to the course at least two to three days each week. This will help you stay up-to-date on the discussions and allow you to make more thoughtful postings. You are expected to answer all of the discussion questions assigned in a week in a substantive manner.

Generally, your first discussion question initial post will be due by **Thursday by 11:59 pm CST**. You are also expected to respond to at least two of your classmates' postings for each discussion question, unless otherwise noted. This response is due by **Monday**

by 11:59 pm CST. No late posting will be accepted. Please refer to the Discussion Question for additional requirements and any specific assignment details.

In the **initial post**, you should answer the discussion question prompt, referencing at least two of the readings and resources provided in the week. Your initial post should be a minimum of 300 words unless otherwise stated in the instructions.

In the **reply**, you are expected to respond to at least two classmates with a substantive contribution. The response should support or challenge one of your classmates' posts, adding value to the conversation. The response should be a minimum of 150 words. Here are some examples of writing a *substantive* response:

- Ask an insightful and probing question to your classmate that deepens their level of reflection
- Share how research supports or contradicts the posting
- Share new insight
- Validate an idea with your own life or work experience
- Make a suggestion

It is good practice to keep your posts CRISP (Purdue University, 2019):

Considerate	You may have strong views and will want to express those views. That's great. But remember that others may have equally strong views that are the polar opposite of your views. Feel free to question, challenge, or disagree with anything in the discussion but do so in a respectful, considerate way.
Reflective	An asynchronous discussion may lack the spontaneity of a live discussion, but this can be an advantage. There is more time to think before responding. Take the time to think about the ideas that have been expressed (in the readings and the discussion) from the perspective of your own experience. Then add your own comments and insights.
Interactive	Remember that you're a participant in a discussion and talk with one another. Cut and paste parts of previous messages into your message. The idea is to be interactive, not just active.
Succinct	Get to the point. Short, focused messages are usually more effective than long comments.

Pertinent	Comments and questions should be related to the discussion topic. There will be times when you want to talk with someone about something unrelated to the topic. That's fine, but this is not the place to do that. When you enter into a weekly discussion, please remember that you're in a classroom, not a chat room.
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Purdue University (2019). Purdue repository for online teaching and learning: Discussion board facilitation. Retrieved from [PoRTAL: Purdue Repository for online Teaching and Learning - Innovative Learning](#)

Weekly discussion questions are worth **50 points each (350 total points for the semester)**

Weekly Assignments

Weekly assignments could include presentations, midterm exam, papers, and case studies. Each weekly assignment is worth **85 points (595 total points for the semester)**

Final Exam

Students will take a cumulative exam at the end of the semester. The exam is worth **55 points.**

Grades

Total possible Points=1000 points

Grades for the course are assigned according to the following scale:

A=90% of possible points and above

B=80-89% of possible points

C=70-79% of possible points

D=60-70% of possible points

F=below 60% of possible points

University Resources

I care about your class experience. The university also has a number of resources in place to support the ACU community both in this class and all aspects of university life.

Reporting Violations / Concerns / Complaints

Incident reports alleging violations of Student Conduct or concerns/complaints can be submitted [here](#). Please use the form to submit information about an incident to Student

Life / Office of the Dean of Students.

SOAR (Student Opportunities, Advocacy, and Resources):

SOAR partners with faculty, staff, parents and students to assist ACU students and connect them to resources available to support their path to success. For more information about SOAR or to make a SOAR recommendation, see <https://acu.edu/soar-program/>.

Mental Health Resources

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. Abilene Christian University is committed to supporting students addressing any of these concerns.

You can contact the [Medical and Counseling Care Center](#) at counseling@acu.edu, or by calling 325-674-2626. In addition, you can access free confidential counseling services through the Timely Care app by downloading their app on any device.

In a crisis situation contact the National Suicide Prevention Hotline open 24/7 by dialing 988, or call the Police at 911.

Another wonderful resource to help you learn how to manage your stress as a student can be found in your Compass app. The Wellness Badge is designed to help you understand how to manage your stress and how to do so on our campus. Completing each of the pathways earns you a chance at incentives, and completing the entire badge will earn you 200 chapel points. You can find the badge in your Compass app.

University and Course Policies

ADA Compliance Policy:

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you

must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at 325-674-2667 or alpha@acu.edu.”

Please contact me to discuss any approved accommodations that you require for this class.

Title IX Policy:

At ACU, we strive to comply with all applicable legal requirements prohibiting, preventing, and responding to sexual misconduct against any member of the ACU community. The full Title IX policy and process can be found at <https://acu.edu/human-resources/title-ix-and-sexual-misconduct-information/>.

Academic Integrity Policy:

Academic integrity is demonstrated by behavior that honors the learning environment, regardless of setting, context, location or modality. ACU's Academic Integrity Policy can be found at <https://acu.edu/office-of-the-provost/academic-policies/>.



February 20, 2026

Casey Westmoreland
Associate Program Director, Certificate in School Psychology
Department of Psychology
cni99a@acu.edu

Re: Child/Adolescent Development and Psychopathology (PSYC 627)

Dear Mrs. Westmoreland,

Thank you for the submission of PSYC 627: Child/Adolescent Development and Psychopathology for review. I have reviewed it based on the ACU Syllabus Guidelines. I found the syllabus to meet all aspects of the checklist. My only suggestion would be to map the assessments with the learning objectives when working with your instructional designer.

Please note that this letter is intended as a reference, which will be read by the department chair and council members, who may also have questions or comments of their own. If you have any questions, please feel free to let me know.

Please also let me know if we can help in the design and facilitation of this course.

Sincerely,

A handwritten signature in black ink, appearing to read 'Amos Gutierrez', with a stylized flourish at the end.

Dr. Amos Gutierrez
Director of Instructional Design, Adams Center

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: October 7, 2025

TO: Casey Westmoreland and Dr. Rachel Team

FROM: Mark McCallon, Associate Dean for Library Services

RE: New Course Application – PSYC 627 - Child/Adolescent Development & Psychopathology

After reviewing the new course application, the library is able to support the proposed course. If additional resources are needed please contact Dr. Melissa Atkinson, Director of Distance and Online Library Services. Thank you for letting us review the new course application.