**College of Education and Behavioral Sciences**

**Department of Psychology**

**Proposal to Revise Course Number**

**(Action Item)**

Contact Person: Steve Wininger, email: steven.wininger@wku.edu, phone: 5-4421

1. **Identification of proposed course**
	1. Course prefix (subject area) and number: PSY 199
	2. Course title: INTRODUCTION TO LIFESPAN DEVELOPMENTAL PSYCHOLOGY
2. **Proposed course number:** PSY 220
3. **Rationale for revision of course number:** The Department of Psychological Science is seeking equivalency for this course in a separate proposal. This change will make the course number consistent with the numbering systems in both the Department of Psychology and the Department of Psychological Science.
4. **Proposed term for implementation:** Fall 2014
5. **Dates of prior committee approvals:**

|  |  |
| --- | --- |
| Department of Psychology | 1/17/2014 |
| CEBS Curriculum Committee | 2/4/14 |
| Undergraduate Curriculum Committee |  |
| University Senate |  |

Proposal Date: January 2, 2014

**College of Education and Behavioral Sciences**

**Department of Psychology**

**Proposal to Make Multiple Revisions to a Course**

 **(Action Item)**

Contact Person: Steve Wininger, steven.wininger@wku.edu, 5-4421

**1. Identification of course:**

* 1. Current course prefix (subject area) and number: PSY 390
	2. Course title: Field Experience in Psychology

**2. Revise course title:**

* 1. Current course title:
	2. Proposed course title:
	3. Proposed abbreviated title:
	4. Rationale for revision of course title:

**3. Revise course number:**

* 1. Current course number:
	2. Proposed course number:
	3. Rationale for revision of course number:

**4. Revise course prerequisites/corequisites/special requirements:**

4.1 Current prerequisites/special requirements:

Junior standing; Psychology Major or Minor with 12 hours in psychology and approval of the department, or Gerontology minor with twelve hours in the minor including PSY 423 and approval of the department; 2.5 GPA in psychology or gerontology. Field placement sites are approved based on consistency with the student's academic preparation

4.2 Proposed prerequisites/ special requirements:

Junior standing; Psychology Major or Minor with 12 hours in psychology; approval of the department and a 2.5 GPA in psychology. Field placement sites are approved based on consistency with the student's academic preparation.

4.3 Rationale for revision of course prerequisites/special requirements:

The Gerontology minor no longer includes PSY 390 as a course option and therefore references to minor should be removed.

4.4 Effect on completion of major/minor sequence: N/A

**5. Revise course catalog listing:**

* 1. Current course catalog listing:

Practical work experience in a supervised psychology-related work setting with a cooperating psychology or human services agency, private business, or industry. Psychology 390 may be taken for 3 hours credit at one time. Only three hours will count within the first 36 hours of a psychology major or within the first 21 hours of a psychology or gerontology minor. Students are responsible for arranging their own transportation to designated or assigned sites.

* 1. Proposed course catalog listing:

Practical work experience in a supervised psychology-related work setting with a cooperating psychology or human services agency, private business, or industry. Psychology 390 may be taken for 3 hours credit at one time. Only three hours will count toward the psychology major or minor. Students are responsible for arranging their own transportation to designated or assigned sites.

* 1. Rationale for revision of course catalog listing:
* The Gerontology minor no longer includes PSY 390 as a course option and therefore references to that minor should be removed.
* Required hours in the psychology major were reduced and consequently any reference to hours was removed.

**6. Revise course credit hours:**

* 1. Current course credit hours:
	2. Proposed course credit hours:
	3. Rationale for revision of course credit hours:

**7.** **Revise grade type:**

 7.1 Current grade type:

 7.2 Proposed grade type:

 7.3 Rationale for revision of grade type:

**8. Proposed term for implementation:** Fall 2014

**9. Dates of prior committee approvals:**

|  |  |
| --- | --- |
| Department of Psychology | 1/17/2014 |
| CEBS College Curriculum Committee  | 2/4/14 |
| Undergraduate Curriculum Committee  |  |
| University Senate |  |

Proposal Date: 12/10/13

**College of Education and Behavioral Sciences**

**Department of Psychology**

**Proposal to Make Multiple Revisions to a Course**

 **(Action Item)**

Contact Person: Steve Wininger, email: steven.wininger@wku.edu, phone: 5-4421

**1. Identification of course:**

* 1. Current course prefix (subject area) and number: PSY 495
	2. Course title: History and Systems of Psychology

**2. Revise course title:**

* 1. Current course title: History and Systems of Psychology
	2. Proposed course title: History of Psychology
	3. Proposed abbreviated title: HIST OF PSY
	4. Rationale for revision of course title: The term "Systems of Psychology" is outdated and misleading. The term implies, inaccurately, that historically there have been only a limited number of "systems", or ways of studying mind and behavior.

**3. Revise course number:**

* 1. Current course number: PSY 495
	2. Proposed course number: PSY 481
	3. Rationale for revision of prefix and course number: The Department of Psychological Science is seeking equivalency for this course in a separate proposal. This change will make the course number consistent with the numbering systems in both the Department of Psychology and the Department of Psychological Science.

**4. Revise course prerequisites:**

4.1 Current prerequisites: Nine hours in psychology including PSY 100 and junior standing or permission of the instructor.

4.2 Proposed prerequisites: PSY 100/PSYS 100 and junior standing or permission of the instructor.

4.3 Rationale for revision of course prerequisites: Successful performance in this class does not require an additional 6 credit hours in psychology beyond PSY 100 and the Department of Psychological Sciences is seeking equivalency for this course in a separate proposal, so students may also satisfy the prerequisite by taking PSYS 100.

4.4 Effect on completion of major/minor sequence: N/A

**5. Revise course catalog listing:**

1. Current course catalog listing: PSY 495. HISTORY AND SYSTEMS OF PSYCHOLOGY (3) Prerequisites: Nine hours in psychology including PSY 100 and junior standing or permission of the instructor. Overview of the main historical systems of psychology: introspectionist, functionalist, purposive, psychoanalytic, behaviorist, gestalt, existentialistic, and humanistic. Emphasizes the recent history of psychology and the identification of important systematic trends in contemporary writings in psychology and their underlying assumptions.
2. Proposed course catalog listing: PSY 481. HISTORY OF PSYCHOLOGY. (3) Prerequisites: PSY 100/PSYS 100 and junior standing or permission of the instructor. Overview of major historical developments in psychology and related scientific disciplines, such as medicine, neurophysiology, and physics.  Emphasizes developments over the past 500 years.  History of the scientific study of human/animal behavior, as well as cognitive, perceptual, and mental functioning.
3. Rationale for revision of course catalog listing: The previous course catalog listing indicated that the course will examine only a limited number of “schools” or “systems” of psychology including “introspectionist, functionalist, purposive, psychoanalytic, behaviorist, gestalt, existentialistic, and humanistic”. This concept (highlighted by a 1933 book by Edna Heidbreder titled “Seven psychologies”) is inaccurate. Psychology, in fact, has a rich history that cannot be captured by the simplistic idea that there are only “seven” types of Psychology. The revised catalog listing is a more accurate description of what is actually taught – i.e., that the course content covers the history of the study of human/animal behavior as well as cognitive, perceptual, and mental functioning.

**6. Revise course credit hours:**

* 1. Current course credit hours:
	2. Proposed course credit hours:
	3. Rationale for revision of course credit hours:

**7.** **Revise grade type:**

 7.1 Current grade type:

 7.2 Proposed grade type:

 7.3 Rationale for revision of grade type:

**8. Proposed term for implementation: Fall Semester 2014**

**9. Dates of prior committee approvals:**

|  |  |
| --- | --- |
| Department of Psychology | 1/17/2104 |
| CEBS Curriculum Committee | 2/4/14 |
| Undergraduate Curriculum Committee |  |
| University Senate |  |

Proposal Date: December 16, 2013

**College of Education and Behavioral Sciences**

**Department of Psychology**

**Proposal to Create a New Course**

**(Action Item)**

Contact Person: Jenni L. Redifer, email: jenni.redifer@wku.edu, phone: 5-4081

**1. Identification of proposed course:**

* 1. Course prefix (subject area) and number: PSY 436
	2. Course title: Applied Cognitive Psychology
	3. Abbreviated course title: Applied Cognitive Psychology

 1.4 Credit hours and contact hours: 3

 1.5 Type of course: L (Lecture)

1.6 Prerequisites: PSY 100 with a grade of “C” or better or permission of the instructor.

1.7 Course catalog listing: *Prerequisite: PSY 100 with a grade of “C” or better or permission of the instructor.* This course will focus on the application of empirical cognitive findings to real-world memory tasks, reasoning, and problem-solving.

**2. Rationale:**

* 1. Reason for developing the proposed course: An understanding of how cognitive concepts apply to real-world scenarios allows students to transfer their knowledge of basic research findings to situations they encounter in their everyday lives. This course emphasizes the ways in which cognitive components such as perception and memory influence human behavior in real-world settings (as opposed to in laboratory settings), providing a strong addition to the department’s emphasis on the practical applications of psychology. This course introduces students to the application of psychological principles to real-world problems, which will benefit students planning to enter the workforce upon graduation, as well as those who will develop their own research questions in graduate school.
	2. Projected enrollment in the proposed course: 30/semester based on Fall 2013.
	3. Relationship of the proposed course to courses now offered by the department: Applications of cognitive psychology to real-world situations are covered briefly in Cognitive Psychology (PSY 405; changing to PSYS 333), however PSY 405 focuses mainly on cognitive theory and laboratory findings. Applied Cognitive Psychology will emphasize the practical applications of cognitive findings. Psychological Sciences, the department that now houses PSY 405, is supportive of the proposed Applied Cognitive Psychology course.
	4. Relationship of the proposed course to courses offered in other departments: There are no courses in applied cognition in other departments.
	5. Relationship of the proposed course to courses offered in other institutions: Catholic University of America offers PSY 447 Applied Cognitive Psychology (PSY 447). Similar to the relationship of the proposed PSY 436 to the existing PSY 405, Arizona State University offers Memory and Cognition (PSY 324), an introduction to cognitive research findings, as well as Effective Thinking (PGS 304), which focuses on “improving intellectual and behavioral skills; information analysis, inference, logic, problem solving, and decision making.” Additionally, many universities offer graduate programs in applied cognitive psychology (e.g., Claremont Graduate University, Texas Tech University, University of Houston-Clear Lake, Kansas State University).

**3. Discussion of proposed course:**

* 1. Course objectives: Students will be able to:
* Demonstrate understanding of and apply theories of cognition to explain human behavior
* Apply cognitive research findings to real-world situations
* Identify common misconceptions about everyday practices (e.g., distracted driving) using relevant empirical findings
* Identify and apply effective memory strategies
* Propose a theoretically-based cognitive research study with practical implications
	1. Content outline:
* Introduction to Cognitive Theories
	+ Perception
	+ Memory
	+ Attention
	+ Problem solving
* Real-world Applications of Perception Research
	+ Eyewitness Accounts
	+ Optical Illusions
	+ Occupational Therapy for Visual Perceptual Skills
* Practical Implications of Memory (In)Accuracy
	+ Eyewitness Memory & Testimony
	+ Memory Errors
	+ False Memories, False Accusations, and Witness Tampering
	+ Flashbulb Memories
	+ Filling in the Gaps: Alien Abduction Memories
* How Attentional Capacity Impacts Behavior
	+ Distracted Driving
	+ Other Types of Multitasking
	+ Cognitive Load and Choking Under Pressure
	+ Individual Differences in Academic Performance
	+ Can Attentional Capacity Be Increased?
* Myths about Learning, Memory, and the Brain
	+ Learning Styles
	+ The 10% Myth
	+ Left Brain, Right Brain
	+ Alcohol and Brain Cells
	+ Brain Training
* Problem-solving
	+ Academic Problem-solving
	+ Creative Problem-solving in the Workplace
	+ Logical Fallacies in the Media
* Decision-making
	+ Risk: Gambling
	+ Comparisons: Shopping and Relationships
	+ Evaluating Information and its Sources
* Strategies
	+ Retrieving Information from Long-Term Memory
	+ Dealing with Limited Memory Capacity in Everyday Situations
	+ Transferring Knowledge to New Situations
	+ Becoming an Expert Student
* Careers in Applied Cognitive Psychology
	+ School Psychology
	+ Human Factors Psychology
	+ Cognitive Behavioral Therapy
	+ Conducting Research in Real-World Settings
	1. Student expectations and requirements: Students will be expected to read assigned text chapters and journal articles. Class attendance and active participation in in-class activities is expected. Student learning will be assessed with tests, quizzes, in-class activities and a research proposal.
	2. Tentative texts and course materials:
		+ Galotti, K.M. (2013). *Cognitive Psychology In and Out of the Laboratory (5th edition).* Thousand Oaks, CA: Sage.
		+ Additional academic journal articles will be provided for each topic, e.g., Clark. S.E. & Loftus, E.F. (1996). The construction of space alien abduction memories. *Psychological Inquiry*, *7*, 140-143.

**4. Resources:**

* 1. Library resources: Current library resources are sufficient.
	2. Computer resources: No special computer resources are required.

**5. Budget implications:**

* 1. Proposed method of staffing: The combined enrollment in the undergraduate psychology majors (ref #s 591 and 760) has increased 21.8% in the past 5 years and 25.8% in the past 3 years. This growth has created a significant challenge to the Department’s capacity to meet demand for upper-level courses that fulfill restricted elective requirements. The proposed course will be added to the Foundations of Behavior category of the Psychology General major. The proposed class would both help to meet student demand and offer students an additional course option in that category. A Psychology faculty member who previously taught PSY 405 will assume responsibility for teaching this course. To date, this faculty member has taught PSY 405 and PSY 310, Educational Psychology. Because PSY 405 has moved to Psychological Sciences, this faculty member will no longer teach PSY 405, and will instead teach PSY 436.

* 1. Special equipment needed: None
	2. Expendable materials needed: None
	3. Laboratory materials needed: None

**6. Proposed term for implementation:** Fall 2014

**7. Dates of prior committee approvals:**

Department of Psychology: \_\_\_\_\_\_\_1/17/2014\_\_\_

 CEBS Curriculum Committee: \_\_\_\_\_\_\_\_2/4/14\_\_\_\_\_\_\_\_\_\_

 University Curriculum Committee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 University Senate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Attachment: Bibliography, Library Resources Form**, **Course Inventory Form**

**Bibliography**

Galotti, K.M. (2013). *Cognitive Psychology In and Out of the Laboratory (5th edition).* Thousand Oaks, CA: Sage.

Proposal Date: 1/14/14

Proposal Date: 11/22/2013

**College of Education and Behavioral Sciences**

**Department of Psychology**

**Proposal to Revise A Program**

**Action Item**

Contact Person: Steven R. Wininger, email: steven.wininger@wku.edu, phone: 5-4421

1. **Identification of program:**
	1. Current program reference number: 760
	2. Current program title: Psychology (General Major)
	3. Credit hours: 37
2. **Identification of the proposed program changes:**
	1. Reduce the total number of hours from 37 to 31.
	2. Change course prefixes and some course numbers to reflect recent split in psychology department. The Psychological Science department is switching to a standard course numbering system.
	3. Remove one course from the core class requirements (PSY361).
	4. Revise the category courses from five to three with new category titles, course arrangement, and some courses.
	5. Increase the number of electives from 6 to 9 hours.
	6. Add an admissions criteria for students wishing to pursue the Psychology General Major.
3. **Detailed program description:**

|  |  |
| --- | --- |
| Current Program | Proposed Program |
| General MajorThe general major in psychology (reference number 760) requires a minimum of ~~37~~ semester hours and leads to a Bachelor of Arts degree. | General MajorThe general major in psychology (reference number 760) requires a minimum of 31 semester hours and leads to a Bachelor of Arts degree. |
| A minor or second major is required. At least half of the program must be in upper division courses (numbered 300 or above). | A minor or second major is required. At least half of the program must be in upper division courses (numbered 300 or above). |
| Required courses are PSY100 Introduction to Psychology (3), PSY 210 Research Methods in Psychology (3), PSY 211 Research Methods in Psychology Lab (1), PSY 301 Statistics in Psychology (3), ~~PSY 361 Psychological Tests and Measurements (3)~~, and PSY 495 History and Systems of Psychology (3). | Required courses are PSY100 Introduction to Psychology (3), PSY 210 Research Methods in Psychology (3), PSY 211 Research Methods in Psychology Lab (1), PSY 313 Statistics in Psychology (3), and PSY 481 History of Psychology (3). |
| MATH 183 (recommended) or other mathematics course (excluding MATH 109) that satisfies the mathematics General Education requirement must also be completed, as well as the indicated number of hours from each of the following categories. | MATH 183 (recommended) or other mathematics course (excluding MATH 109) that satisfies the mathematics General Education requirement must also be completed, as well as the indicated number of hours from each of the following categories. |
| The current program has five categories from which one course must be taken. The revision has merged most of those courses into three categories from which one course must be taken. The change from five to three categories only alters the requirement of two courses. In addition, we have increased the electives from six to nine hours, resulting in a net loss of one category course and one required course (PSY361).  |
| **Developmental Psychology: 3 hours** * ~~PSY 321 - Child Developmental Psychology~~
* PSY 422 - Adolescent Psychology
* ~~PSY 423 - Psychology of Adult Life and Aging~~

**Social/Industrial-Organizational/Motivation: 3 hours** * PSY 350 – Social Psychology
* PSY 370 – Industrial/Organizational Psychology
* PSY 412 – Psychology of Motivation and Emotion

**Personality/Abnormal Psychology: 3 hours** * PSY 440 – Abnormal Psychology
* PSY 450 - Introduction to Personality Theories

**Biopsychology: 3 hours** * PSY 411 – Psychology of Sensation and Perception
* ~~PSY 480 – Behavioral Neuroscience~~

**Learning/Cognition: 3 hours** * PSY 405 – Cognitive Psychology
* PSY 410 – Psychology of Learning
 | **Foundations of Behavior: 3 hours** * PSY 331 – Psychology of Learning (3)
* PSYS 333 – Cognitive Psychology (3)
* PSYS 363 – Psychology of Sensation and Perception (3)
* PSY 412 – Psychology of Motivation and Emotion (3)
* PSY 422 – Adolescent Psychology (3)
* PSY 436 – Applied Cognitive Psychology (3)
* PSYS 450 – Introduction to Personality Theories (3)

**Group Behavior: 3 hours** * PSY 350 – Social Psychology (3)
* PSY 355 – Cross-Cultural Psychology (3)
* PSYS 370 – Industrial/Organizational Psychology  (3)
* PSY 371 – Psychology of Sales (3)
* PSY470 – Psychology and Law (3)

**Behavioral Change: 3 hours** * PSY 340 – Sport Psychology (3)
* PSY 440 – Abnormal Psychology (3)
* PSY 442 – Beginning Skills in Psychological Interviewing (3)
* PSY 443 – Behavior Modification (3)
* PSY 445 – Introduction to Clinical Practice in Psychology (3)
 |
| Increasing the elective hours from six to nine gives students more flexibility in choosing courses allowing them to target classes that are more aligned with their career interests.  |
| **Psychology Electives: ~~6 hours~~** | **Psychology Electives: 9 hours (at least 6 hours in courses numbered 300 or above in PSY or PSYS with the exception of PSY175 or PSY310)** |
|  | The Psychology General Major is restricted to students with minimum composite ACT of 20 (or equivalent SAT) or a minimum cumulative GPA of 2.5 after 30 plus hours.  |

1. **Rationale for the proposed program change:** These changes allow the Department of Psychology to offer programs unique to their research foci and mission within the College of Education and Behavioral Sciences. These revisions also facilitate WKU’s current focus on degree completion and production. Specific rationales for each change include:
	1. Reducing the total hours from 37 to 31 allows students to pursue the entire A.B. in psychology online (the increased flexibility and reduced hours make this possible) and allows students desiring a liberal arts focused education the opportunity to major in the field of psychology while pursuing an additional major, two minors, or a chance to increase their exposure to additional academic subject areas.
	2. The Psychological Science department is restructuring their course numbering system (see below). The Psychology department agreed to make necessary changes for restructuring our own courses which was necessary for agreed upon equivalent courses in order to facilitate this transition.

**Undergraduate Level**

**100** Freshman

**200** Sophomore

**300** Junior

**400** Senior

**Subject**

**0** Introductory

**1** Methods & Statistics

**2** Developmental

**3** Learning & Cognition

**4** Clinical

**5** Social

**6** Biopsychology

**7** Industrial/Organizational

**8** History, Ethics, & Other

**9** Practicum/Readings/Research

* 1. Removing PSY361 from the required core simplifies the curricula as suggested in the new APA Guidelines for the Undergraduate Psychology Major: Version 2.0. (August 2013); it also removes a core course (PSY361) with redundant content. Portions of content covered in PSY361 are also covered in PSY210/211 and PSY313.
	2. Reducing and reorganizing the category courses affords students more flexibility with regard to required courses (currently the restricted nature of the category requirements create a bottleneck for some students with regard to graduation). It is important to note that while the proposed revisions restructure the categories of courses and rename the categories, they do not significantly alter the number of courses offered or the learning outcomes of the program.
	3. Increasing the electives from 6 to 9 hours allows students to target classes more relevant to their career interests, leading to better preparation for careers and graduate school.
	4. The Psychology General Major currently does not have any admissions criteria. In effort to facilitate student success and retention we are proposing either a minimum ACT of 20 or a cumulative GPA of 2.5 after 30 or more hours. The beginning freshman requirement for minimum composite ACT is 20. The Extended Major in Psychology has a minimum GPA requirement of 2.5, thus the new GPA requirement would be align with the extended major.
1. **Proposed term for implementation and special provisions (if applicable):** Fall, 2014
2. **Dates of prior committee approvals:**

Department of Psychology: 1/17/2014

CEBS Curriculum Committee \_\_\_\_\_\_\_2/4/14\_\_\_\_\_\_\_\_\_\_\_\_

 Undergraduate Curriculum Committee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 University Senate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_