

To: EPCC  
From: Department of Psychology  
Re: Curricular Changes  
Date: November 12, 2008

The Department of Psychology is submitting a number of curricular changes for review, first by EPCC and then by the Simpson faculty. The Psychology Department has two new colleagues and thus new curricular plans. Emily Skow has been hired to fill the new tenure-track line in cognitive psychology, and Tamara Weinstein has been hired, for a two-year period, as the Great Ape Trust Visiting Scholar. The program with Great Ape Trust of Iowa, now in its second of three years, involves both Carl Halgren and Tamara Weinstein serving half time at both Great Ape Trust and Simpson.

The course additions, course deletions, course renumbering, and changes in course descriptions reflect the pooled efforts of the members of the department. The changes are presented in light of the present teaching load of eight courses per year as well as the future teaching load of six courses per year. The proposal is conservative in that it does not assume the renewal of the Great Ape Trust Visiting Scholar position. If this position is retained, substantial additional opportunities for students will be proposed in the form of interdisciplinary programs and extensions to the Psychology major.

The following is a synopsis of the proposed changes:

<u>Action</u>	<u>Course</u>
Renumber	Psyc 299 to Psyc 211
Add	Psyc 231: Animal Behavior
Renumber	Psyc 333 to Psyc 233
Rename	Psyc 329: Neuropsychology to Cognitive Neuroscience and Neuropsychology
Prerequisites	Psyc 331: Learning and Motivation
Add	Psyc 336: Sensation and Perception
Add	Psyc 338: Human Memory
Delete	Psyc 346: Stereotyping and Prejudice and replace with the following course...
Add	Psyc 347: Social Cognition
Add	Psyc 376: Advanced Research II (to be taught concurrently with Psyc 390 Honors in Psychology)

In addition to changes to individual courses, we are submitting substantial revisions of the Psychology major and Psychology minor to incorporate the new opportunities available to our students.

**Course Change/Delete Proposal Form**  
(Revised 03/13/08)  
**Educational Policy and Curriculum Committee**

1. Department: Psychology Date: November 12, 2008  
2. Course Number and Title: Psychology 299 Experimental Methodology  
3. This course is to be: changed X deleted \_\_\_\_\_  
**If this course is to be changed, proceed with #4, if deleted, skip to #6.**

4. Current course description as it appears in the catalog:  
The course description would stay the same. We'd like to renumber the course from Psychology 299 to Psychology 211.

5. New course description:

6. How does this course change/deletion impact the department teaching load?

It does not.

7. Will this course now be a requirement or an elective? If a requirement, how does it affect the major/minor?

This course will remain a requirement in the psychology major.

8. Will this course change affect other departments and/or programs? (e.g.: Teacher licensure, Cornerstones, requirements for other majors/minors, etc.)

Yes, teacher licensure.

9. What is the rationale for changing or deleting this course?  
Students are postponing taking Experimental Methodology until their junior year. It is in students' best interest to take the course their sophomore year. In addition, the prerequisite for this course is Psychology 210 Statistics for the Social Sciences. Renumbering experimental methodology to 211 will help to communicate to students that statistics (i.e., Psyc/Soc 210: Statistics for the Social Sciences and methods (i.e., Psychology 211: Experimental Methodology) should be taken in sequence.

10. How frequently was the course offered and how frequently will it be offered?

It is offered each semester and will continue to be offered each semester.

12. Who will be teaching this course? Sal Meyers, Emily Skow, Carl Halgren

13. Is this course going to now be a Cornerstone? If yes, please fill out the Cornerstone proposal form as well. No.

14. If previously designated as a Cornerstone, but now removing said designation, why?

**Proposed BY:** Sal Meyers

\_\_\_\_\_  
Signature of Department Chair or  
Program Director

\_\_\_\_\_  
Date

**REVIEWED BY:**

\_\_\_\_\_  
Signature of Division Chair  
Comments:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Academic Dean  
Comments:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Education Department Chair\*\*  
Comments:

\_\_\_\_\_  
Date

**Additional Reviewers**

\_\_\_\_\_  
Comments:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Comments:

\_\_\_\_\_  
Date

\*\*if applicable

**New Course Proposal Form**

(Revised 03/13/08)

**Educational Policy and Curriculum Committee**

1. Department: Psychology Date: November 12, 2008

2. Course Number and Title: Psychology 231 Animal Behavior

3. Course description as it is to appear in the catalog.

This course will explore the behavioral diversity found throughout the animal kingdom. We will compare the adaptations of a variety of different species, examining topics ranging from honeybee communication via “dancing,” to the mysteries of mate preferences, to the evolution of parental favoritism. An interdisciplinary perspective is emphasized, and this course will cover research from the areas of psychology, biology, neuroscience, evolution, ecology, genetics, and sociobiology. Three hours. Prerequisite: Sophomore status.

10. What is the rationale for the addition of this course?  
(e.g.: addresses a need to meet the objectives of the department;  
department mission requires the course, etc.)

Comparative psychology, the study of how general questions about behavior can be answered by examining a variety of animal species, is one of the major areas of psychological research. This course presents a new opportunity for students to gain a better understanding of the breadth of the field of psychology and to understand how psychology overlaps with other, related areas of research such as biology.

11. How does this course addition affect the department teaching load?

This course will not affect the overall department teaching load.

12. Will this course be a requirement or an elective? If a requirement, how does it affect the major/minor?

This course is one of several 200-level courses that students can take to fulfill the requirements of the Psychology major.

13. Will this course addition affect other departments and/or programs? (e.g.: Teacher licensure, Cornerstones, requirements for other majors/minors, etc.)

This course will be offered as one of the options that can be taken in partial fulfillment of Teacher licensure.

8. How frequently will the course be offered?

Once every year.

9. Who will be teaching this course?

Tamara Weinstein or Carl Halgren.

10. Is this course going to be a Cornerstone? If yes, please fill out the Cornerstone proposal form as well.

No.

**Proposed BY:** Carl Halgren

\_\_\_\_\_  
Signature of Department Chair or  
Program Director

\_\_\_\_\_  
Date

**REVIEWED BY:**

\_\_\_\_\_  
Signature of Division Chair  
Comments:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Academic Dean  
Comments:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Education Department Chair\*\*  
Comments:

\_\_\_\_\_  
Date

**Additional Reviewers**

\_\_\_\_\_  
Comments:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Comments:

\_\_\_\_\_  
Date

\*\*if applicable

**Course Change/Delete Proposal Form**  
(Revised 03/13/08)  
**Educational Policy and Curriculum Committee**

1. Department: Psychology      Date: November 12, 2008

2. Course Number and Title: **331 - Learning and Motivation**

3. This course is to be:    changed     deleted \_\_\_\_\_

**If this course is to be changed, proceed with #4, if deleted, skip to #6.**

4. Current course description as it appears in the catalog:

A survey of the general as well as uniquely human principles of learning and motivation. Consideration is given to the relationship between learning and motivation. *Prerequisite:* Psychology 101, 299, and Biology 104, or 105, or consent of the instructor. Three hours.

5. New course description:

A survey of the general as well as uniquely human principles of learning and motivation. Consideration is given to the relationship between learning and motivation. *Prerequisites:* Psychology 101, 211, and Psychology 231 or 233, or consent of the instructor. Three hours.

6. How does this course change/deletion impact the department teaching load?

This change will not impact department teaching load.

7. Will this course now be a requirement or an elective? If a requirement, how does it affect the major/minor?

This course is one of several 300-level course options that students may take to fulfill the requirements of the major.

8. Will this course change affect other departments and/or programs? (e.g.: Teacher licensure, Cornerstones, requirements for other majors/minors, etc.)

The proposed change will affect teaching licensure but will not affect other departments.

9. What is the rationale for changing or deleting this course?

We have slightly altered the prerequisites for this course to reflect the changes we are proposing to the Psychology curriculum.

10. How frequently was the course offered and how frequently will it be offered?

This course will continue to be offered every other year.

11. Who will be teaching this course?

Tamara Weinstein or Carl Halgren.

12. Is this course going to now be a Cornerstone? If yes, please fill out the Cornerstone proposal form as well.

No.

13. If previously designated as a Cornerstone, but now removing said designation, why?

**Proposed BY:** Carl Halgren and Tamara Weinstein

\_\_\_\_\_  
Signature of Department Chair or  
Program Director

\_\_\_\_\_  
Date

**REVIEWED BY:**

\_\_\_\_\_  
Signature of Division Chair  
Comments:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Academic Dean  
Comments:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Education Department Chair\*\*  
Comments:

\_\_\_\_\_  
Date

\*\*if applicable

**Course Change/Delete Proposal Form**  
(Revised 03/13/08)  
**Educational Policy and Curriculum Committee**

1. Department: Psychology      Date: November 12, 2008

2. Course Number and Title:

Old number and title: 333 Brain and Behavior

**New course number and title: 233 Biological Psychology**

3. This course is to be:    **changed X**    deleted \_\_\_\_\_  
**If this course is to be changed, proceed with #4, if deleted, skip to #6.**

4. Current course description as it appears in the catalog:  
An orientation to the physiological and pharmacological basis of learning, memory, sleep, motivation, emotion, and behavior disorders. Basic brain anatomy, physiology, and pharmacological and research techniques are presented as background for the above issues. *Prerequisites:* Psychology 101, 299 (or consent of the instructor), and Biology 104, or 105, or 225. Three hours.

5. New course description:  
This course will explore the biological basis of behavior, explaining how understanding biology helps us to better comprehend the psychological issues we encounter in everyday life. We will examine how behavior both influences and is influenced by our physiology, and how both have been shaped over the course of evolution. Students will leave this course with a deeper understanding of the brain's inner workings and of the biological processes underlying such behaviors as drug addiction, aggression and altruism, sexual and parental behavior, consciousness and sleep, emotion and personality, learning and memory, and various psychological disorders. *Prerequisite:* Psychology 101 or Biology 110 or 111. Three hours.

6. How does this course change/deletion impact the department teaching load?

This course will not affect the overall department teaching load.

7. Will this course now be a requirement or an elective? If a requirement, how does it affect the major/minor?

This course will be one of several 200-level courses that students can take to fulfill the requirements of the Psychology major.

8. Will this course change affect other departments and/or programs? (e.g.: Teacher licensure, Cornerstones, requirements for other majors/minors, etc.)

This course was already offered as one of the courses that could be taken in partial fulfillment of Teacher licensure, and will continue to serve in that capacity.

9. What is the rationale for changing or deleting this course?  
Biological psychology is one of the major areas of psychology, and we consider this a foundational course that should be available to a wider number of students at an earlier time in their undergraduate careers. Changing this course to a 200-level, offering it every year instead of every other year, and eliminating some of the prerequisites will allow a greater number of students to enroll in this course. Currently, there are no 200-level Psychology courses in the area of biological psychology, which we feel is an insufficiency that will be remedied by the proposed changes to this course.

10. How frequently was the course offered and how frequently will it be offered?

The course was offered once every other year, and we propose to offer it once every year.

12. Who will be teaching this course?

Tamara Weinstein or Carl Halgren

13. Is this course going to now be a Cornerstone? If yes, please fill out the Cornerstone proposal form as well.

No.

14. If previously designated as a Cornerstone, but now removing said designation, why?

**Proposed BY:** Carl Halgren

\_\_\_\_\_  
Signature of Department Chair or  
Program Director

\_\_\_\_\_  
Date

**REVIEWED BY:**

\_\_\_\_\_  
Signature of Division Chair  
Comments:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Academic Dean  
Comments:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Education Department Chair\*\*  
Comments:

\_\_\_\_\_  
Date

**Additional Reviewers**

\_\_\_\_\_  
Comments:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Comments:

\_\_\_\_\_  
Date

\*\*if applicable

**Course Change/Delete Proposal Form**  
(Revised 03/13/08)  
**Educational Policy and Curriculum Committee**

1. Department: Psychology Date: November 12, 2008  
2. Course Number and Title: Psychology 329 Cognitive Neuroscience and Neuropsychology (changed from Neuropsychology)  
3. This course is to be: changed X deleted \_\_\_\_\_  
**If this course is to be changed, proceed with #4, if deleted, skip to #6.**

4. Current course description as it appears in the catalog:  
An examination of the relationship of the human brain to disruptions in thought, mood, motor control, and personality. Coverage provided to neuropsychological assessment, diagnosis, and treatment of a variety of human conditions due to brain injury, epilepsy, Parkinson's disease, Korsakoff's syndrome, Alzheimer's disease, multiple sclerosis, Huntington's disease, schizophrenia and depression. The fundamentals of brain anatomy and methods of brain research necessary to understand the course topics are presented.  
*Prerequisites:* Psychology 101 and one of the following: Biology 104, or 105, or 225. Three hours.

5. New course description:  
Every process that goes on in the mind has physiological underpinnings, and unlocking the secrets of learning, memory, and perception as they are supported by neurons and neural connections is a longstanding and elusive problem in psychology. Through this class students will gain a working understanding of brain processes and relevant contemporary theories that support such processing. The best understanding of any cognitive process or clinical disorder comes from approaching the issue from multiple perspectives. Therefore, we will seek understanding from the standpoint of normal functioning as measured via such physiological techniques as fMRI and PET as well as disrupted functioning as evidenced from deficits due to brain injury, stroke and congenital abnormalities. Prerequisite: Psychology 233 or Biology 111.

6. How does this course change/deletion impact the department teaching load?  
It does not affect the departmental teaching load, as it is already an existing course.

7. Will this course now be a requirement or an elective? If a requirement, how does it affect the major/minor?  
As with the existing course Psychology 329 Neuropsychology, this revamped course will provide an additional choice among a larger pool of 300-level courses that are required for the major/minor. Students who took Psychology 329 when it was last offered a number of years ago will not be given credit for this course.

8. Will this course change affect other departments and/or programs? (e.g.: Teacher licensure, Cornerstones, requirements for other majors/minors, etc.)

No, as Neuropsychology was already offered as one of the courses that could be taken in partial fulfillment of the Psychology teaching endorsement.

9. What is the rationale for changing or deleting this course?

The current description did not allow for the flexibility to examine multiple perspectives, including normal functioning and the understanding of normal functioning through the lens of cognitive neuroscience.

10. How frequently was the course offered and how frequently will it be offered?

Every other year.

12. Who will be teaching this course?

Emily Skow

13. Is this course going to now be a Cornerstone? If yes, please fill out the Cornerstone proposal form as well.

No.

14. If previously designated as a Cornerstone, but now removing said designation, why?

**Proposed BY:** Emily Skow

\_\_\_\_\_  
Signature of Department Chair or  
Program Director

\_\_\_\_\_  
Date

**REVIEWED BY:**

\_\_\_\_\_  
Signature of Division Chair  
Comments:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Academic Dean  
Comments:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Education Department Chair\*\*  
Comments:

\_\_\_\_\_  
Date

**Additional Reviewers**

\_\_\_\_\_  
Comments:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Comments:

\_\_\_\_\_  
Date

\*\*if applicable

## New Course Proposal Form

(Revised 03/13/08)

### Educational Policy and Curriculum Committee

1. Department: Psychology Date: November 12, 2008

2. Course Number and Title: Psychology 336: Sensation and Perception

3. Course description as it is to appear in the catalog.  
How do we use our senses to obtain meaningful information about the world around us? How do we identify events by listening to sounds? How do we perceive the texture of objects via touch? How do smell and taste together provide information about flavor? In this course we will seek to understand the complex processes that underlie these questions by examining how sensory information is transformed, reduced, elaborated, stored, recovered, and used in meaningful perception. We will review both historical and contemporary theory and experimentation. We will examine behavior, anatomical structure of sensory systems, and neurophysiology. In addition, we will explore the applications of many of these topics as they pertain to life and, where applicable, examine what we can learn about normal function through impairment (brain damage). Prerequisite: Psychology 237 (Cognitive Psychology) or Psychology 233 (Biological Psychology) or Biology 111 (Principles of Biology II).

4. What is the rationale for the addition of this course? (e.g.: addresses a need to meet the objectives of the department; department mission requires the course, etc.)

The course entitled Sensation and Perception will allow students to develop a greater depth of understanding of cognitive psychology and cognitive neuroscience. A course on Sensation and Perception is one of the sub-specialties supported by the new Cognitive Psychology line.

5. How does this course addition affect the department teaching load?

It does not affect the course load of others in the department since it will be offered by Emily Skow, who has been hired to teach the cognitive line.

6. Will this course be a requirement or an elective? If a requirement, how does it affect the major/minor?

This course will provide an additional choice among a larger pool of 300-level courses that are required for the major/minor.

7. Will this course addition affect other departments and/or programs? (e.g.: Teacher licensure, Cornerstones, requirements for other majors/minors, etc.)

Yes, it will be one of the courses that could be taken in partial fulfillment of the Psychology teaching endorsement.

8. How frequently will the course be offered?

Every other year

9. Who will be teaching this course?

Emily Skow

10. Is this course going to be a Cornerstone? If yes, please fill out the Cornerstone proposal form as well.  
No.

**Proposed BY:** Emily Skow

\_\_\_\_\_  
Signature of Department Chair or  
Program Director

\_\_\_\_\_  
Date

**REVIEWED BY:**

\_\_\_\_\_  
Signature of Division Chair  
Comments:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Academic Dean  
Comments:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Education Department Chair\*\*  
Comments:

\_\_\_\_\_  
Date

**Additional Reviewers**

\_\_\_\_\_  
Comments:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Comments:

\_\_\_\_\_  
Date

\*\*if applicable

## New Course Proposal Form

(Revised 03/13/08)

### Educational Policy and Curriculum Committee

1. Department: Psychology Date: November 12, 2008

2. Course Number and Title: Psychology 338: Human Memory

3. Course description as it is to appear in the catalog.

The taste of your grandmother's cookies, the best birthday gift you ever received, the capitals of all 50 states, what you had for breakfast this morning, the label "banana" linked with a yellow tubular object ... these are the memories that make-up your ongoing life experience. Memory helps us to feel comfortable among familiar people and places, it defines our sense of self, and it gives us a framework for the future. Many people think that memory is a "thing" that they have, like blue eyes or large feet; instead, it is a constructive process that describes remembering. In this course we will explore the basic phenomena and theories of human memory (e.g. attention, working memory, long-term memory, false memory, emotion & memory). We will examine memory from a number of viewpoints, including behavioral, neuropsychological, and physiological. The material will be presented from an empirical perspective, emphasizing the relationship between data and theory in human memory research in order to illustrate the difference between conclusions based on scientific research and untested folk wisdom. Prerequisite: Psychology 237 (Cognitive Psychology) or Psychology 233 (Biological Psychology) or Biology 111 (Principles of Biology II).

4. What is the rationale for the addition of this course? (e.g.: addresses a need to meet the objectives of the department; department mission requires the course, etc.)

Human Memory, a subspecialty of Cognitive Psychology, will allow students to delve into a deeper understanding of cognition and cognitive neuroscience, which are among the specialties supported by the new tenure-track position in Cognitive Psychology.

5. How does this course addition affect the department teaching load?

It does not affect the course load of others in the department since it will be offered by Emily Skow, who has been hired to teach the Cognitive line.

6. Will this course be a requirement or an elective? If a requirement, how does it affect the major/minor?

This course will provide an additional choice among a larger pool of 300-level courses that are required for the major/minor.

7. Will this course addition affect other departments and/or programs? (e.g.: Teacher licensure, Cornerstones, requirements for other majors/minors, etc.)

Yes, it will be one of the courses that could be taken in partial fulfillment of the Psychology teaching endorsement.

8. How frequently will the course be offered?

Every other year

9. Who will be teaching this course?

Emily Skow

10. Is this course going to be a Cornerstone? If yes, please fill out the Cornerstone proposal form as well.

No.

**Proposed BY:** Emily Skow

\_\_\_\_\_  
Signature of Department Chair or  
Program Director

\_\_\_\_\_  
Date

**REVIEWED BY:**

\_\_\_\_\_  
Signature of Division Chair  
Comments:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Academic Dean  
Comments:

\_\_\_\_\_  
Date

**Additional Reviewers**

\_\_\_\_\_  
Comments:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Comments:

\_\_\_\_\_  
Date

\*\*if applicable

**Course Change/Delete Proposal Form**  
(Revised 03/13/08)  
**Educational Policy and Curriculum Committee**

1. Department: Psychology Date: November 12, 2008  
2. Course Number and Title: Psychology 346 Theories of Stereotyping and Prejudice

3. This course is to be: changed \_\_\_\_\_ deleted X

**If this course is to be changed, proceed with #4, if deleted, skip to #6.**

4. Current course description as it appears in the catalog:

5. New course description:

6. How does this course change/deletion impact the department teaching load?

It does not. The course will be replaced by Psychology 347 Social Cognition

7. Will this course now be a requirement or an elective? If a requirement, how does it affect the major/minor?

8. Will this course change affect other departments and/or programs? (e.g.: Teacher licensure, Cornerstones, requirements for other majors/minors, etc.)

Yes. It will need to be dropped from the list of courses for teaching licensure.

In addition, it will need to be replaced in the Human Resources Minor by Psychology 347 Social Cognition, a proposed new course that will include the topics of stereotyping and prejudice within a broader framework.

9. What is the rationale for changing or deleting this course?

The topic is too specific to fit well in the psychology department at this time. Psychology 347 Social Cognition will include some discussion of stereotyping and prejudice, but will also include attribution theories and theories of persuasion.

10. How frequently was the course offered and how frequently will it be offered?

It was offered every other year.

12. Who will be teaching this course? Sal Meyers

13. Is this course going to now be a Cornerstone? If yes, please fill out the Cornerstone proposal form as well. No.

14. If previously designated as a Cornerstone, but now removing said designation, why?

**Proposed BY:** Sal Meyers

\_\_\_\_\_  
Signature of Department Chair or  
Program Director

\_\_\_\_\_  
Date

**REVIEWED BY:**

\_\_\_\_\_  
Signature of Department Chair for HR Minor  
Comments:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Division Chair  
Comments:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Academic Dean  
Comments:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Education Department Chair\*\*  
Comments:

\_\_\_\_\_  
Date

**Additional Reviewers**

\_\_\_\_\_  
Comments:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Comments:

\_\_\_\_\_  
Date

\*\*if applicable

**New Course Proposal Form**

(Revised 03/13/08)

**Educational Policy and Curriculum Committee**

1. Department: Psychology Date: November 12, 2008

2. Course Number and Title: Psychology 347 Social Cognition

3. Course description as it is to appear in the catalog.

Social cognition is the study of how people think about others and themselves. This course will examine theory and research to answer questions such as the following: How do people identify the causes of others' behavior? How do people form and change their attitudes? How does persuasion work to change people's attitudes and behaviors? How do stereotypes and prejudice influence people's thoughts and behaviors? To what extent can we control our own thinking and to what extent do stereotypes and persuasive messages influence us automatically, without our own conscious control? Prerequisite: Psychology 222 or 237. Three hours.

4. What is the rationale for the addition of this course? (e.g.: addresses a need to meet the objectives of the department; department mission requires the course, etc.)

This course is designed to replace Psychology 346 Theories of Stereotyping and Prejudice in the curriculum. Stereotyping and prejudice is a more specific topic within the broader topic of social cognition. Stereotyping and prejudice would still be taught within this course, but attribution theories and persuasion theories would also be included.

Social cognition has been a growing field within social psychology over the past 10-20 years, but it includes a great deal more than just stereotyping and prejudice. Adding social cognition would provide students with the opportunity to learn about other important concepts in the area of social psychology including the dual process theories of persuasion and attribution theories.

5. How does this course addition affect the department teaching load?

Teaching load will not be affected. This course would replace Psychology 346 in the curriculum.

6. Will this course be a requirement or an elective? If a requirement, how does it affect the major/minor?

Elective within the psychology major.

7. Will this course addition affect other departments and/or programs? (e.g.: Teacher licensure, Cornerstones, requirements for other majors/minors, etc.)

This course should be added to the options for Teaching licensure in psychology.

This course should replace Psychology 346 in the list of electives for students getting the minor in Human Resources.

8. How frequently will the course be offered? Every other year

9. Who will be teaching this course? Sal Meyers

10. Is this course going to be a Cornerstone? If yes, please fill out the Cornerstone proposal form as well. no

**Proposed BY:** Sal Meyers

\_\_\_\_\_  
Signature of Department Chair or  
Program Director

\_\_\_\_\_  
Date

**REVIEWED BY:**

\_\_\_\_\_  
Signature of Chair, Bus Magt & Econ  
Comments:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Division Chair  
Comments:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Academic Dean  
Comments:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Education Department Chair\*\*  
Comments:

\_\_\_\_\_  
Date

**Additional Reviewers**

\_\_\_\_\_  
Comments:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Comments:

\_\_\_\_\_  
Date

\*\*if applicable

## New Course Proposal Form

(Revised 03/13/08)

### Educational Policy and Curriculum Committee

1. Department: Psychology Date: November 12, 2008

2. Course Number and Title: Psychology 376 Advanced Research II

3. Course description as it is to appear in the catalog.

This course provides students with the opportunity to complete an empirical research project originally planned in Psychology 375 Advanced Research. Each student gathers data, analyzes the results, and writes an APA format paper. In addition, students complete a poster presentation and an oral defense of their work. This course is designed to meet the needs of students considering graduate study in psychology. Prerequisite: Psychology 375. Three hours.

4. What is the rationale for the addition of this course? (e.g.: addresses a need to meet the objectives of the department; department mission requires the course, etc.)

Currently students take Psychology 391 Honors in Psychology following completion of Psychology 375 Advanced Research. However, only the students who meet the GPA cutoffs are allowed to take Psychology 391 Honors in Psychology. As a result, they register for Honors and then are forced to switch to an independent study. Students who are completing their own research projects should receive the message that they are accomplishing great things and be encouraged in their endeavors. They should not be told they aren't good enough for Honors and then have to do additional paperwork to be allowed to do an independent study.

Adding Psychology 376 to the curriculum would allow us to have students enroll in Psychology 376 after taking Psychology 375. Students eligible for honors could then be switched into Psychology 391.

5. How does this course addition affect the department teaching load?

Teaching load will not be affected. We are already teaching Psychology 391 and Psychology 380 simultaneously. Adding this course would mean simultaneously teaching Psychology 391 and Psychology 376. Either way the two classes are offered as one. Which course number students take depends on whether they are eligible for honors. The two courses are offered as one joint course.

6. Will this course be a requirement or an elective? If a requirement, how does it affect the major/minor?

Elective. Students are required to take either Psychology 351 or 375. No one is required to take 376 or 391, but students are strongly encouraged to complete the study that they planned in Psychology 375.

7. Will this course addition affect other departments and/or programs? (e.g.: Teacher licensure, Cornerstones, requirements for other majors/minors, etc.)

This course should be added to the options for Teaching licensure in psychology.

8. How frequently will the course be offered? Every fall

9. Who will be teaching this course? Sal Meyers, Tamara Weinstein, and Emily Skow

10. Is this course going to be a Cornerstone? If yes, please fill out the Cornerstone proposal form as well. no

**Proposed BY:** Sal Meyers

\_\_\_\_\_  
Signature of Department Chair or  
Program Director

\_\_\_\_\_  
Date

**REVIEWED BY:**

\_\_\_\_\_  
Signature of Division Chair  
Comments:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Academic Dean  
Comments:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Education Department Chair\*\*  
Comments:

\_\_\_\_\_  
Date

**Additional Reviewers**

\_\_\_\_\_  
Comments:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Comments:

\_\_\_\_\_  
Date

\*\*if applicable

Program Proposal Form (Revised 03/13/08)

(Majors, Minors or Program)

Educational Policy and Curriculum Committee

This is a New Proposal \_\_\_\_\_ This is a change in an existing program, major or minor \_\_\_\_\_

1. Department: Psychology

2. Major  Minor \_\_\_\_\_ Program \_\_\_\_\_

3. Title of major, minor or program: Psychology Major

**If this is a new program, major or minor, skip to #5.**

4. If a change in an existing program, major or minor, please list below the current program, major or minor and then list the new program, major or minor:

Current **Psychology Major**:

2007-2009 Catalog

Psychology - 39-40 Hours

Required Courses (12):

Psyc 101 Introduction to Psychology (3)

Psyc 210 Statistics for the Social Sciences (3)

Psyc 328 Psychometrics (3)

Psyc 299 Experimental Methodology (3)

Supportive Courses - one from the following (3-4):

Biol 104 Human Biology (4) \*

Biol 105 Lectures in Human Biology (w/o lab) (3)\*

Students may petition to substitute Biol 111 for Biol 104 or Biol

105

Foundation Courses- two from the following (6):

Psyc 222 Social Psychology (3) \*

Psyc 237 Cognitive Psychology (3)

Psyc 250 Abnormal Psychology (3) \*

Psyc 290 Special Topics in Psychology

Biological and Behavioral Processes

Psyc 331 Learning and Motivation

Psyc 333 Brain and Behavior (3)

Psyc 339 \*\* Behavioral Medicine (3)

Psyc 390 Special Topics in Psychology (3)

Theory and Systems:

Psyc 340 \* History of Psychology (3)

Psyc 342 \*\* Theories of Personality (3)

Psyc 346 Theories of Stereotyping and Prejudice (3)

Psyc 390 Special Topics in Psychology (3)

Application of Psychology Skills: (Select one)

Psyc 351 Practicum in Psychology\*\*\* (3)

Psyc 375 \* Advanced Research (3)

Electives : Two additional Psychology courses (6)

\* Course favored by graduate departments of psychology

\*\*Course most appropriate for employment in psychology-related areas after graduation

\*\*\*Students who have taken Field Experience from another department (CJ 346, SOC 347, or SW 348) may petition to substitute another 300-level psychology course for this requirement

5. Description of **Psychology major** proposed:

**Psychology Major (proposed for 2009-2010 catalog)**

	<b>Hours</b>
<b>Introduction to the Field of Psychology</b>	<b>3</b>
Psyc 101 Introduction to Psychology	
<b>Foundation Courses – One from each group</b>	
<i>Group A</i>	<b>3</b>
Psyc 231 Animal Behavior	
Psyc 233 Biological Psychology	
<i>Group B</i>	<b>3</b>
Psyc 222 Social Psychology	
Psyc 237 Cognitive Psychology	
<i>Group C</i>	<b>3</b>
Psyc 201 Human Growth & Development	
Psyc 250 Abnormal Psychology	
<b>Methods Courses</b>	<b>6</b>
Psyc 210 Statistics for the Social Sciences	
Psyc 211 Experimental Methodology	
<b>Upper Level Courses – One from each group</b>	
<i>Biological and Behavioral Processes:</i>	<b>3</b>
Psyc 329 Cognitive Neuroscience & Neuropsychology	
Psyc 331 Learning and Motivation	
Psyc 336 Sensation & Perception	
Psyc 338 Human Memory	
<i>Clinical and Social Processes:</i>	<b>3</b>
Psyc 328 Psychometrics	
Psyc 339 Behavioral Medicine	
Psyc 342 Theories of Personality	
Psyc 347 Social Cognition	
<b>Synthesis of Psychological Knowledge: (Select one)</b>	<b>3</b>
Psyc 340 History of Psychology	
Psyc 351 Practicum in Psychology*	
Psyc 375 Advanced Research	
Educ 388 Student Teaching for Psychology Endorsement	
<b>Electives:</b>	<b>9</b>
Three additional psychology courses, at least one must be numbered 300 or above	
<b>Total</b>	<b>36</b>

\* students who have taken Field Experience from another department (CJ 346, SOC 347, or SW 348) may petition to substitute another 300 level psychology course for this requirement

6. How does this program proposal impact your department's teaching load?

*The proposed major doesn't have an impact on the department's teaching load because it has been designed in regard to the addition of a fourth tenure-track position in cognitive psychology for the 2007-2008 academic year. The Psychology Department has determined that the addition, deletion and change in courses that accompany this proposal make possible offering this expanded and reorganized major.*

7. What is the rationale for either the addition of or the change of this program, major or minor? (e.g.: how will this program meet the objectives of your department? how will this program meet the mission of your department?)

*The rationale for the revamped and restructured Psychology major is to expand opportunities for Psychology majors that are made possible by the addition of the tenure-track position in cognitive psychology as well as the expertise and interests that accompany it.*

8. Will this **changed major** require the addition of new courses?

  X   Yes             No

(If yes, please use separate New Course Proposal Form for each new course and include with this proposal.)

9. What **e**ffect will this new/changed major/minor/program have on other programs and departments? *The Teacher Ed program will need to reflect the changes in the structure of the Psychology major and in the courses offered by the Psychology Department. In addition, the minor in Human Resources will need to delete Psyc 346: Theories of Stereotyping and Prejudice and replace it with Psyc 347: Social Cognition, a more inclusive course.*

10. If this is a new program, how will you assess the effectiveness of this program to carry out the mission of your department in meeting its objectives? *The same assessment tools will be used. These include surveys of graduates of the program and evaluation of the psychological knowledge of current students.*

**Proposed BY:** Carl Halgren and departmental colleagues

\_\_\_\_\_  
Signature of Department Chair or  
Program Director

\_\_\_\_\_  
Date

**REVIEWED BY:**

\_\_\_\_\_  
Signature of Academic Dean  
Comments:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Division Chair  
Comments:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Education Chair\*\*  
Comments:

\_\_\_\_\_  
Date

**Additional Reviewers**

\_\_\_\_\_  
Comments:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Comments:

\_\_\_\_\_  
Date

\*\*if applicable

Program Proposal Form (Revised 03/13/08)

(Majors, Minors or Program)

Educational Policy and Curriculum Committee

This is a New Proposal \_\_\_\_\_ This is a change in an existing program, major or minor X

1. Department: \_\_\_\_\_

2. Major \_\_\_\_\_ Minor X Program \_\_\_\_\_

3. Title of major, minor or program: Psychology Minor

**If this is a new program, major or minor, skip to #5.**

4. If a change in an existing program, major or minor, please list below the current program, major or minor and then list the new program, major or minor:

Current Major:

2007-2009 Catalog

Psychology Minor - 18 Hours

Required Courses:

Psyc 101 Introduction to Psychology (3)

Foundation Courses: (select two)

Psyc 222 Social Psychology (3)

Psyc 237 Cognitive Psychology (3)

Psyc 250 Abnormal Psychology (3)

Psyc 290 Special Topics in Psychology (3)

Upper Level Courses: (select two)

Psyc 339 Behavioral Medicine (3)

Psyc 342 Theories of Personality (3)

Psyc 344 Theories of Psychotherapy (3)

Psyc 390 Special Topics in Psychology (3)

Electives: One additional Psychology course (3)

5. Description of **minor** proposed:

Proposed for 2009-2011 Catalog

**Psychology Minor**

**Hours**

**Required**

3

Psyc 101 Introduction to Psychology

**Foundation Courses: (select two)**

6

Psyc 201 Human Growth & Development

Psyc 222 Social Psychology

Psyc 231 Animal Behavior

Psyc 233 Biological Psychology

Psyc 237 Cognitive Psychology

Psyc 250 Abnormal Psychology

**Upper Level Courses: (select two)**

6

Psyc 328 Psychometrics

Psyc 329 Cognitive Neuroscience & Neuropsychology

Psyc 336 Sensation & Perception

Psyc 338 Human Memory

Psyc 339 Behavioral Medicine

Psyc 342 Theories of Personality

Psyc 347 Social Cognition

**Electives:** One additional Psychology course

3

6. How does this program proposal impact your department's teaching load?

*The proposed major doesn't have an impact on the department's teaching load because it has been designed in regard to the addition of a fourth tenure-track position in cognitive psychology for the 2007-2008 academic year. The Psychology Department has determined that the addition, deletion and change in courses that accompany this proposal make possible offering this expanded and reorganized major.*

7. What is the rationale for either the addition of or the change of this program, major or minor? (e.g.: how will this program meet the objectives of your department? how will this program meet the mission of your department?)

*The rationale for the revamped and restructured Psychology minor is to expand opportunities for Psychology minors that are made possible by the addition of the tenure-track position in cognitive psychology as well as the expertise and interests that accompany it.*

8. Will this new/changed major/minor/program require the addition of new courses?  Yes  No

(If yes, please use separate New Course Proposal Form for each new course and include with this proposal.)

9. What effect will this new/changed major/minor/program have on other programs and departments? *There should be no effect on other programs and departments.*

10. If this is a new program, how will you assess the effectiveness of this program to carry out the mission of your department in meeting its objectives?

**Proposed BY:** Carl Halgren and the other departmental colleagues

\_\_\_\_\_  
Signature of Department Chair or  
Program Director

\_\_\_\_\_  
Date

**REVIEWED BY:**

\_\_\_\_\_  
Signature of Academic Dean  
Comments:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Division Chair  
Comments:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Education Chair\*\*  
Comments:

\_\_\_\_\_  
Date

**Additional Reviewers**

\_\_\_\_\_  
Comments:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Comments:

\_\_\_\_\_  
Date

\*\*if applicable