

Ogden College of Science and Engineering
 Western Kentucky University
 Office of the Dean
 745-6371

REPORT TO THE GRADUATE COUNCIL COMMITTEE

DATE: January 31, 2014

FROM: Ogden College of Science and Engineering

The Ogden College of Science and Engineering submits the following items for consideration at the January meeting:

Information Item	Proposal to Revise Course Prefix (Subject Area) PSYS, Proposed Course Prefix Contact: Sharon Mutter, sharon.mutter@wku.edu , 5-4389
Consent Item	Proposal to Create an Equivalent Course PSYS 440G, Abnormal Psychology Contact: Sharon Mutter, sharon.mutter@wku.edu , 5-4389
Consent Item	Proposal to Create an Equivalent Course PSYS 520, Individual Differences and Human Diversity Contact: Sharon Mutter, sharon.mutter@wku.edu , 5-4389
Consent Item	Proposal to Create an Equivalent Course PSYS 590, Readings of Research in Psychology Contact: Sharon Mutter, sharon.mutter@wku.edu , 5-4389
Consent Item	Proposal to Create an Equivalent Course PSYS 597, Trends and Scientific Approaches in Psychological Thinking Contact: Sharon Mutter, sharon.mutter@wku.edu , 5-4389
Consent Item	Proposal to Create an Equivalent Course PSYS 640, Psychopathology Contact: Sharon Mutter, sharon.mutter@wku.edu , 5-4389
Consent Item	Proposal to Create an Equivalent Course PSYS 641, Theories of Psychotherapy Contact: Sharon Mutter, sharon.mutter@wku.edu , 5-4389
Consent Item	Proposal to Suspend a Course PSYS 405G, Cognitive Psychology Contact: Sharon Mutter, sharon.mutter@wku.edu , 5-4389
Consent Item	Proposal to Suspend a Course PSYS 411G, Sensation and Perception Contact: Sharon Mutter, sharon.mutter@wku.edu , 5-4389

Consent Item	Proposal to Suspend a Course PSYS 480G, Physiological Psychology Contact: Sharon Mutter, sharon.mutter@wku.edu , 5-4389
Consent Item	Proposal to Revise Course Number PSYS 407G, Psychology of Language Contact: Sharon Mutter, sharon.mutter@wku.edu , 5-4389
Consent Item	Proposal to Revise Course Number PSYS 483G, Evolutionary Psychology Contact: Sharon Mutter, sharon.mutter@wku.edu , 5-4389
Consent Item	Proposal to Revise Course Number PSYS 504, Advanced Research Methods in Psychology Contact: Sharon Mutter, sharon.mutter@wku.edu , 5-4389
Consent Item	Proposal to Revise Course Number PSYS 523, Advanced Topics in Cognition Contact: Sharon Mutter, sharon.mutter@wku.edu , 5-4389
Consent Item	Proposal to Revise Course Number PSYS 525, Cognitive Neuroscience Contact: Sharon Mutter, sharon.mutter@wku.edu , 5-4389
Consent Item	Proposal to Revise Course Number PSYS 563, Statistics and Psychometric Theory Contact: Sharon Mutter, sharon.mutter@wku.edu , 5-4389
Consent Item	Proposal to Revise Course Number PSYS 580, Advanced Physiological Psychology Contact: Sharon Mutter, sharon.mutter@wku.edu , 5-4389
Action Item	Proposal to Make Multiple Revisions to a Course PSYS 512, Experimental Design and Analysis of Variance Contact: Amber Schroeder, amber.schroeder@wku.edu , 5-2439
Action Item	Proposal to Make Multiple Revisions to a Course PSYS 513, Advanced Statistical Analysis Contact: Amber Schroeder, amber.schroeder@wku.edu , 5-2439
Action Item	Proposal to Create a New Course PSYS 465G, Psychopharmacology Contact: Farley Norman, farley.norman@wku.edu , 5-2094
Action Item	Proposal to Create a New Course PSYS 530, Conditioning and Learning Contact: Sharon Mutter, sharon.mutter@wku.edu , 5-4389
Action Item	Proposal to Create a New Course PSYS 579: IO Internship, Internship in Industrial-Organizational Psychology Contact: Betsy Shoenfelt, betsy.shoenfelt@wku.edu , 5-4418

Action Item	<p>Proposal to Create a New Course PSYS 581, Professional and Ethical Issues in Psychological Sciences Contact: Elizabeth Lemerise, elizabeth.lemerise@wku.edu, 5-4390</p>
Action Item	<p>Proposal to Create a New Course PSYS 595, Practicum in Psychological Sciences Contact: Sharon Mutter, sharon.mutter@wku.edu, 5-4389 or Andrew Mienaltowski, andrew.mienaltowski@wku.edu, 5-2353</p>
Action Item	<p>Proposal to Create a New Course PSYS 599, Thesis Research/Writing Contact: Sharon Mutter, sharon.mutter@wku.edu, 5-4389 or Andrew Mienaltowski, andrew.mienaltowski@wku.edu, 5-2353</p>
Action Item	<p>Proposal to Create a New Course PSYS 600, Maintain Matriculation Contact: Sharon Mutter, sharon.mutter@wku.edu, 5-4389 or Andrew Mienaltowski, andrew.mienaltowski@wku.edu, 5-2353</p>
Action Item	<p>Proposal to Revise a Program Program Reference Number: 092, Master of Arts: Psychology Contact: Kelly Madole, kelly.madole@wku.edu, 5-6475</p>

MINUTES – OCSE Graduate Curriculum Committee

December 13, 2013

Members Present: Dr. Michael Smith, Dr. David Keeling, Dr. Martin Stone, Dr. Ivan Novikov, Dr. Zhonghang Xia, Dr. Ferhan Atici, Dr. Raja Dakshinamurthy, Dr. Daniel Jackson, Dr. Shane Palmquist

Cathleen Webb, Chair

This meeting was held via email.

OLD BUSINESS

Keeling/Jackson moved approval of the minutes from the November 22nd meeting. Motion approved.

NEW BUSINESS

Action Agenda

Department of Biology

Keeling/Jackson moved approval of the proposal to create a new course, PSYS 525, Cognitive Neuroscience.

Proposal date: December 16, 2013

**Ogden College of Science and Engineering
Department of Psychological Sciences
Proposal to Revise Course Prefix (Subject Area)
(Information Item)**

Contact Person: Sharon Mutter, sharon.mutter@wku.edu, 5-4389

- 1. Identification of current course prefix: PSY**
- 2. Identification of proposed course prefix: PSYS**
- 3. Rationale for the prefix revision:** The courses listed in #4 are taught primarily by faculty in the Department of Psychological Sciences. Administrative responsibility for these courses has therefore moved from the Department of Psychology to the Department of Psychological Sciences, which uses a different course prefix (see attached Checklist for Processing Academic Changes: Mergers and Separations).
- 4. Course numbers to be included under the new course prefix:** 405G, 407G, 411G, 423G, 424G, 430G, 450G, 473G, 480G, 483G, 485G, 504, 512, 513, 521, 523, 551, 552, 563, 570, 571, 572, 580, 670, 673, 770, 771, 773
- 5. Term of implementation: Fall 2014**
- 6. Dates of notification to committees:**

Department of Psychological Sciences
OCSE Graduate Curriculum Committee
Graduate Council
University Senate

January 6, 2014

Proposal Date: December 16, 2013

**Ogden College of Science and Engineering
Department of Psychological Sciences
Proposal to Create an Equivalent Course
(Consent Item)**

Contact Person: Andrew Mienaltowski, andrew.mienaltowski@wku.edu, Office phone: (270) 745-2353
or Sharon Mutter, Sharon.mutter@wku.edu, Office phone: (270) 745-2353, Department of
Psychological Sciences

1. Identification of existing course:

- 1.1 Current course prefix (subject area) and number: PSY 440G
- 1.2 Course title: Abnormal Psychology

2. Identification of proposed equivalent course prefix(es) and numbers: PSYS 440G

3. Rationale for each equivalent course: The Department of Psychological Sciences was created in the Ogden College of Science and Engineering on November 1, 2013. This department, along with the Department of Psychology in the College of Education and Behavioral Sciences, offer courses for the graduate Psychology programs. The Department of Psychological Sciences seeks to offer equivalent courses for graduate students using its own course prefix.

4. Proposed term for implementation: Fall 2014

5. Dates of prior committee approvals:

Department of Psychological Sciences

January 6, 2014

Department of Psychology

OCSE Graduate Curriculum Committee

CEBS Curriculum Committee

Graduate Council

University Senate

Proposal Date: December 16, 2013

**Ogden College of Science and Engineering
Department of Psychological Sciences
Proposal to Create an Equivalent Course
(Consent Item)**

Contact Person: Sharon Mutter, Sharon.mutter@wku.edu, Office phone: (270) 745-2353, Department of Psychological Sciences

1. Identification of existing course:

- 1.1 Current course prefix (subject area) and number: PSY 520
- 1.2 Course title: Individual Differences and Human Diversity

2. Identification of proposed equivalent course prefix(es) and numbers: PSYS 520

3. Rationale for each equivalent course: The Department of Psychological Sciences was created in the Ogden College of Science and Engineering on November 1, 2013. This department, along with the Department of Psychology in the College of Education and Behavioral Sciences, offer courses for the undergraduate Psychology programs and minor. The Department of Psychological Sciences seeks to offer equivalent courses for undergraduate students using its own course prefix.

4. Proposed term for implementation: Fall 2014

5. Dates of prior committee approvals:

Department of Psychological Sciences	January 6, 2014
Department of Psychology	_____
OCSE Graduate Curriculum Committee	_____
CEBS Curriculum Committee	_____
Graduate Council	_____
University Senate	_____

Proposal Date: December 16, 2013

**Ogden College of Science and Engineering
Department of Psychological Sciences
Proposal to Create an Equivalent Course
(Consent Item)**

Contact Person: Andrew Mienaltowski, andrew.mienaltowski@wku.edu, Office phone: (270) 745-2353
or Sharon Mutter, Sharon.mutter@wku.edu, Office phone: (270) 745-2353, Department of Psychological Sciences

1. Identification of existing course:

- 1.1 Current course prefix (subject area) and number: PSY 590
- 1.2 Course title: Readings of Research in Psychology

2. Identification of proposed equivalent course prefix(es) and numbers: PSYS 590

3. Rationale for each equivalent course: The Department of Psychological Sciences was created in the Ogden College of Science and Engineering on November 1, 2013. This department, along with the Department of Psychology in the College of Education and Behavioral Sciences, offer courses for the undergraduate Psychology programs and minor. The Department of Psychological Sciences seeks to offer equivalent courses for undergraduate students using its own course prefix.

4. Proposed term for implementation: Fall 2014

5. Dates of prior committee approvals:

Department of Psychological Sciences

January 6, 2014

Department of Psychology

OCSE Graduate Curriculum Committee

CEBS Curriculum Committee

Graduate Council

University Senate

Proposal Date: December 16, 2013

**Ogden College of Science and Engineering
Department of Psychological Sciences
Proposal to Create an Equivalent Course
(Consent Item)**

Contact Person: Sharon Mutter, Sharon.mutter@wku.edu, Office phone: (270) 745-2353, Department of Psychological Sciences

1. Identification of existing course:

- 1.1 Current course prefix (subject area) and number: PSY 597
- 1.2 Course title: Trends and Scientific Approaches in Psychological Thinking

2. Identification of proposed equivalent course prefix(es) and numbers: PSYS 597

3. Rationale for each equivalent course: The Department of Psychological Sciences was created in the Ogden College of Science and Engineering on November 1, 2013. This department, along with the Department of Psychology in the College of Education and Behavioral Sciences, offer courses for the undergraduate Psychology programs and minor. The Department of Psychological Sciences seeks to offer equivalent courses for undergraduate students using its own course prefix.

4. Proposed term for implementation: Fall 2014

5. Dates of prior committee approvals:

Department of Psychological Sciences	January 6, 2014
Department of Psychology	_____
OCSE Graduate Curriculum Committee	_____
CEBS Curriculum Committee	_____
Graduate Council	_____
University Senate	_____

Proposal Date: December 16, 2013

**Ogden College of Science and Engineering
Department of Psychological Sciences
Proposal to Create an Equivalent Course
(Consent Item)**

Contact Person: Sharon Mutter, Sharon.mutter@wku.edu, Office phone: (270) 745-2353, Department of Psychological Sciences

1. Identification of existing course:

- 1.1 Current course prefix (subject area) and number: PSY 640
- 1.2 Course title: Psychopathology

2. Identification of proposed equivalent course prefix(es) and numbers: PSYS 640

3. Rationale for each equivalent course: The Department of Psychological Sciences was created in the Ogden College of Science and Engineering on November 1, 2013. This department, along with the Department of Psychology in the College of Education and Behavioral Sciences, offer courses for the undergraduate Psychology programs and minor. The Department of Psychological Sciences seeks to offer equivalent courses for undergraduate students using its own course prefix.

4. Proposed term for implementation: Fall 2014

5. Dates of prior committee approvals:

Department of Psychological Sciences	_____ January 6, 2014
Department of Psychology	_____
OCSE Graduate Curriculum Committee	_____
CEBS Curriculum Committee	_____
Graduate Council	_____
University Senate	_____

Proposal Date: December 16, 2013

**Ogden College of Science and Engineering
Department of Psychological Sciences
Proposal to Create an Equivalent Course
(Consent Item)**

Contact Person: Andrew Mienaltowski, andrew.mienaltowski@wku.edu, Office phone: (270) 745-2353
or Sharon Mutter, Sharon.mutter@wku.edu, Office phone: (270) 745-2353, Department of
Psychological Sciences

1. Identification of existing course:

- 1.1 Current course prefix (subject area) and number: PSY 641
- 1.2 Course title: Theories of Psychotherapy

2. Identification of proposed equivalent course prefix(es) and numbers: PSYS 641

3. Rationale for each equivalent course: The Department of Psychological Sciences was created in the Ogden College of Science and Engineering on November 1, 2013. This department, along with the Department of Psychology in the College of Education and Behavioral Sciences, offer courses for the undergraduate Psychology programs and minor. The Department of Psychological Sciences seeks to offer equivalent courses for undergraduate students using its own course prefix.

4. Proposed term for implementation: Fall 2014

5. Dates of prior committee approvals:

Department of Psychological Sciences

January 6, 2014

Department of Psychology

OCSE Graduate Curriculum Committee

CEBS Curriculum Committee

Graduate Council

University Senate

Proposal Date: 1/2/14

**Ogden College of Science and Engineering
Department of Psychological Sciences
Proposal to Suspend a Course
(Consent Item)**

Contact Person: Sharon Mutter, Sharon.mutter@wku.edu, 5-4389

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: PSYS 405G
- 1.2 Course title: Cognitive Psychology
- 1.3 Credit hours: 3

2. Rationale for the course suspension: This course is changing from a 400-level to a 300-level course in the new numbering system of the Department of Psychological Sciences

3. Effect of course suspension on programs or other departments, if known:
There are no other programs or departments that require 405G.

4. Proposed term for implementation: Fall 2014

5. Dates of prior committee approvals:

Department of Psychological Sciences: January 6, 2014

OCSE Graduate Curriculum Committee _____

Graduate Council _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 1/2/14

**Ogden College of Science and Engineering
Department of Psychological Sciences
Proposal to Suspend a Course
(Consent Item)**

Contact Person: Sharon Mutter, Sharon.mutter@wku.edu, 5-4389

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: PSYS 411G
- 1.2 Course title: Sensation and Perception
- 1.3 Credit hours: 3

2. Rationale for the course suspension: This course is changing from a 400-level to a 300-level course in the new numbering system of the Department of Psychological Sciences

3. Effect of course suspension on programs or other departments, if known:

There are no other departments that require 411G. The course is an elective in the Biobehavioral Focus area of the Psychological Sciences concentration of the MA in Psychology, but the program is being revised and the course is being removed as an elective (see accompanying program revision proposal).

4. Proposed term for implementation: Fall 2014

5. Dates of prior committee approvals:

Department of Psychological Sciences:
OCSE Graduate Curriculum Committee

January 6, 2014

Graduate Council

University Senate

Attachment: Course Inventory Form

Proposal Date: 1/2/14

**Ogden College of Science and Engineering
Department of Psychological Sciences
Proposal to Suspend a Course
(Consent Item)**

Contact Person: Sharon Mutter, Sharon.mutter@wku.edu, 5-4389

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: PSYS 480G
- 1.2 Course title: Physiological Psychology
- 1.3 Credit hours: 3

2. Rationale for the course suspension: This course is changing from a 400-level to a 300-level course in the new numbering system of the Department of Psychological Sciences

3. Effect of course suspension on programs or other departments, if known:
There are no other programs or departments that require 480G.

4. Proposed term for implementation: Fall 2014

5. Dates of prior committee approvals:

Department of Psychological Sciences: January 6, 2014

OCSE Graduate Curriculum Committee _____

Graduate Council _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: January 2, 2014

**Ogden College of Science and Engineering
Department of Psychological Sciences
Proposal to Revise Course Number
(Consent Item)**

Contact Person: Sharon A. Mutter, email: sharon.mutter@wku.edu, phone: 5-4389

1. Identification of proposed course

- 1.1 Course prefix (subject area) and number: PSYS 407G
- 1.2 Course title: PSYCHOLOGY OF LANGUAGE

2. Proposed course number: PSYS 431G

3. Rationale for revision of course number: A new course numbering system was developed for the Department of Psychological Sciences and this change is required in order to make the number for this course consistent with this system.

4. Proposed term for implementation: Fall 2014

5. Dates of prior committee approvals:

Department of Psychological Sciences
OCSE Graduate Curriculum Committee
Graduate Council
University Senate

January 6, 2014

Proposal Date: January 2, 2014

**Ogden College of Science and Engineering
Department of Psychological Sciences
Proposal to Revise Course Number
(Consent Item)**

Contact Person: Sharon A. Mutter, email: sharon.mutter@wku.edu, phone: 5-4389

1. Identification of proposed course

- 1.1 Course prefix (subject area) and number: PSYS 483G
- 1.2 Course title: EVOLUTIONARY PSYCHOLOGY

2. Proposed course number: PSYS 463G

3. Rationale for revision of course number: A new course numbering system was developed for the Department of Psychological Sciences and this change is required in order to make the number for this course consistent with this system.

4. Proposed term for implementation: Fall 2014

5. Dates of prior committee approvals:

Department of Psychological Sciences
OCSE Graduate Curriculum Committee
Graduate Council
University Senate

January 6, 2014

Proposal Date: January 2, 2014

**Ogden College of Science and Engineering
Department of Psychological Sciences
Proposal to Revise Course Number
(Consent Item)**

Contact Person: Sharon A. Mutter, email: sharon.mutter@wku.edu, phone: 5-4389

1. Identification of proposed course

- 1.1 Course prefix (subject area) and number: PSYS 504
- 1.2 Course title: ADVANCED RESEARCH METHODS IN PSYCHOLOGY

2. Proposed course number: PSYS 510

3. Rationale for revision of course number: A new course numbering system was developed for the Department of Psychological Sciences and this change is required in order to make the number for this course consistent with this system.

4. Proposed term for implementation: Fall 2014

5. Dates of prior committee approvals:

Department of Psychological Sciences
OCSE Graduate Curriculum Committee
Graduate Council
University Senate

January 6, 2014

Proposal Date: January 2, 2014

**Ogden College of Science and Engineering
Department of Psychological Sciences
Proposal to Revise Course Number
(Consent Item)**

Contact Person: Sharon A. Mutter, email: sharon.mutter@wku.edu, phone: 5-4389

- 1. Identification of proposed course**
 - 1.1 Course prefix (subject area) and number: PSYS 523
 - 1.2 Course title: ADVANCED TOPICS IN COGNITION
- 2. Proposed course number:** PSYS 533
- 3. Rationale for revision of course number:** A new course numbering system was developed for the Department of Psychological Sciences and this change is required in order to make the number for this course consistent with this system.
- 4. Proposed term for implementation:** Fall 2014
- 5. Dates of prior committee approvals:**

Department of Psychological Sciences
 OCSE Graduate Curriculum Committee
 Graduate Council
 University Senate

January 6, 2014

Proposal Date: January 2, 2014

**Ogden College of Science and Engineering
Department of Psychological Sciences
Proposal to Revise Course Number
(Consent Item)**

Contact Person: Sharon A. Mutter, email: sharon.mutter@wku.edu, phone: 5-4389

1. Identification of proposed course

- 1.1 Course prefix (subject area) and number: PSYS 525
- 1.2 Course title: COGNITIVE NEUROSCIENCE

2. Proposed course number: PSYS 565

3. Rationale for revision of course number: A new course numbering system was developed for the Department of Psychological Sciences and this change is required in order to make the number for this course consistent with this system.

4. Proposed term for implementation: Fall 2014

5. Dates of prior committee approvals:

Department of Psychological Sciences
OCSE Graduate Curriculum Committee
Graduate Council
University Senate

January 6, 2014

Proposal Date: January 2, 2014

**Ogden College of Science and Engineering
Department of Psychological Sciences
Proposal to Revise Course Number
(Consent Item)**

Contact Person: Sharon A. Mutter, email: sharon.mutter@wku.edu, phone: 5-4389

1. Identification of proposed course

- 1.1 Course prefix (subject area) and number: PSYS 563
- 1.2 Course title: STATISTICS AND PSYCHOMETRIC THEORY

2. Proposed course number: PSYS 518

3. Rationale for revision of course number: A new course numbering system was developed for the Department of Psychological Sciences and this change is required in order to make the number for this course consistent with this system.

4. Proposed term for implementation: Fall 2014

5. Dates of prior committee approvals:

Department of Psychological Sciences
OCSE Graduate Curriculum Committee
Graduate Council
University Senate

January 6, 2014

Proposal Date: January 2, 2014

**Ogden College of Science and Engineering
Department of Psychological Sciences
Proposal to Revise Course Number
(Consent Item)**

Contact Person: Sharon A. Mutter, email: sharon.mutter@wku.edu, phone: 5-4389

1. Identification of proposed course

- 1.1 Course prefix (subject area) and number: PSYS 580
- 1.2 Course title: ADVANCED PHYSIOLOGICAL PSYCHOLOGY

2. Proposed course number: PSYS 567

3. Rationale for revision of course number: A new course numbering system was developed for the Department of Psychological Sciences and this change is required in order to make the number for this course consistent with this system.

4. Proposed term for implementation: Fall 2014

5. Dates of prior committee approvals:

Department of Psychological Sciences
OCSE Graduate Curriculum Committee
Graduate Council
University Senate

January 6, 2014

**Ogden College of Science and Engineering
Department of Psychological Sciences
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Dr. Amber Schroeder, amber.schroeder@wku.edu, 5-2439

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: PSYS 512 (Note: This course was formerly PSY 512. The prefix change is in a prior proposal.)
- 1.2 Course title: Experimental Design and Analysis of Variance

2. Revise course title:

- 2.1 Current course title: Experimental Design and Analysis of Variance
- 2.2 Proposed course title: Analysis of Variance
- 2.3 Proposed abbreviated title: Analysis of Variance
- 2.4 Rationale for revision of course title: This course focuses on advanced statistical techniques needed *after* a study has been designed and data collected (content which is the focus of PSYS 504). As such, experimental design is only discussed as it relates to analytic approaches (i.e., the focus of *this* course). As such, removal of “Experimental Design” from the course title puts the course title in better alignment with the course description and content. In addition, as this course is one of two advanced graduate statistics courses offered in Psychological Sciences (the title of PSYS 513 is being proposed to be changed to Advanced Statistical Analysis II), using similar naming conventions for both is likely to reduce confusion for students.

3. Revise course number:

- 3.1 Current course number:
- 3.2 Proposed course number:
- 3.3 Rationale for revision of course number.

4. Revise course prerequisites/corequisites/special requirements:

- 4.1 Current prerequisites/corequisites/special requirements: (indicate which) None
- 4.2 Proposed prerequisites/corequisites/special requirements: Graduate standing or permission of the instructor.
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements: Because of the advanced course content requiring previous knowledge of statistics (e.g., gained via an undergraduate statistics course), only graduate students or advanced undergraduate students are likely to be successful in this course.
- 4.4 Effect on completion of major/minor sequence: N/A

5. Revise course catalog listing:

Current course catalog listing: PSY 512. Experimental Design and Analysis of Variance. 3 hours
Principles of experimental design including single factor and multiple factor between and

within subjects designs, mixed designs, and statistical methods with an emphasis on analysis of variance.

- 5.1 Proposed course catalog listing: PSYS 512. Analysis of Variance. 3 hours. Prerequisite: Graduate standing or permission of instructor. Examines the theory behind and application of between- and within-subjects designs, mixed designs, and other data analytic techniques with an emphasis on analysis of variance.
- 5.2 Rationale for revision of course catalog listing: Only minor changes were made. Namely, the description was shortened to better fit with the recommended 25-word limit noted above, and a phrase noting that both theory and application will be covered in the course was added. The revised listing is a more accurate description of how this course is taught, highlighting that it contains a balance of theory and application.

6. Revise course credit hours:

- 6.1 Current course credit hours:
- 6.2 Proposed course credit hours:
- 6.3 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 Psychological Sciences
OCSE Graduate Curriculum Committee
Graduate Council
University Senate

January 6, 2014

Proposal Date: 12/12/13

**Ogden College of Science and Engineering
Department of Psychological Sciences
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Dr. Amber Schroeder, amber.schroeder@wku.edu, 5-2439

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: PSYS 513 (Note: This course was formerly PSY 513. The prefix change is in a prior proposal.)
- 1.2 Course title: Advanced Statistical Analysis

2. Revise course title:

- 2.1 Current course title: Advanced Statistical Analysis
- 2.2 Proposed course title: Correlation and Regression Analysis
- 2.3 Proposed abbreviated title: Correlation and Regression
- 2.4 Rationale for revision of course title: This course covers advanced statistical techniques and is typically taken as a follow-up to PSYS 512. As both PSYS 512 and PSYS 513 cover advanced statistical techniques, using a name that more specifically represents content will reduce confusion for students.

3. Revise course number:

- 3.1 Current course number:
- 3.2 Proposed course number:
- 3.3 Rationale for revision of course number:

4. Revise course prerequisites/corequisites/special requirements: n/a

- 4.1 Current prerequisites/corequisites/special requirements: (indicate which)
- 4.2 Proposed prerequisites/corequisites/special requirements:
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:
- 4.4 Effect on completion of major/minor sequence:

5. Revise course catalog listing:

- 5.1 Current course catalog listing: PSY 513. Advanced Statistical Analysis. (3) Prerequisite: Graduate standing or permission of instructor. Advanced analysis techniques appropriate to psychological research. Emphasizes the more complex forms of the analysis of variance, the analysis of covariance, and non-parametric statistics.
- 5.2 Proposed course catalog listing: PSYS 513. Correlation and Regression Analysis. 3 hours. Prerequisite: Graduate standing or permission of instructor. Advanced analysis techniques appropriate to psychological research. Emphasizes regression analysis, partial correlation, moderated multiple regression, and analysis of covariance.
- 5.3 Rationale for revision of course catalog listing: The revised listing is more descriptive and better illustrates the primary content areas covered in the course.

- 6. **Revise course credit hours:**
 - 6.1 Current course credit hours:
 - 6.2 Proposed course credit hours:
 - 6.3 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 Psychological Sciences
OCSE Graduate Curriculum Committee
Graduate Council
University Senate

January 6, 2014

Ogden College of Science and Engineering
Psychological Sciences
Proposal to Create a New Course
(Action Item)

Contact Person: Farley Norman, farley.norman@wku.edu, 745-2094

1. Identification of proposed course:

- 1.1 PSYS 465G
- 1.2 Course title: Psychopharmacology
- 1.3 Abbreviated course title: Psychopharmacology
- 1.4 Credit hours: 3 Variable credit : No.
- 1.5 Grade type: Standard Letter Grade
- 1.6 Prerequisites: Junior standing or permission of the instructor.
- 1.7 Course description: Examination of psychoactive drugs and their effects upon the brain and neural mechanisms responsible for mind and behavior.

2. Rationale:

- 2.1 Reason for developing the proposed course:
The mind and behavior of humans (and animals) is determined by billions of neurons (and supporting glial cells) within the brain and nervous system. The communication between neurons (and between neurons and glial cells) is biochemical in nature. Psychoactive drugs (e.g., commonly consumed ones, such as caffeine, or those used to treat psychiatric and psychological disorders) alter neuronal activity, and thus greatly affect mind and behavior. An understanding of psychopharmacology is essential for psychological science.

- 2.2 Projected enrollment in the proposed course:

This 400G level course will be added to the electives of the Biobehavioral Focus area in the Psychological Science concentration of the MA in Psychology. Based on enrollment averages for similar 400G psychology classes, it is expected to enroll 3 – 5 graduate students each time it is offered (once a year).

- 2.3 Relationship of the proposed course to courses now offered by the department:
Behavioral Neuroscience (PSYS 360) covers a small number of relevant topics. No other similar courses are offered.

- 2.4 Relationship of the proposed course to courses offered in other departments:

Psychopharmacology is relevant to not only Psychological Science, but also to Biology. However, the WKU Department of Biology does not offer a stand-alone course devoted to psychopharmacology.

2.5 Relationship of the proposed course to courses offered in other institutions:

Most of WKU's benchmark institutions already offer a psychopharmacology course, because it is central to understanding mind and behavior and how they are influenced by psychoactive drugs (e.g., Bowling Green State University, Central Michigan University, East Tennessee State University, Florida Atlantic University, Illinois State University, Indiana State University, Middle Tennessee State University, Northern Illinois University, Ohio University, & Towson University).

3. Discussion of proposed course:

3.1 Schedule type: Lecture

3.2 Learning Outcomes: Students will be able to:

- Understand normal biochemical communication between neurons within the brain and nervous system
- Explain how neurotransmitters are synthesized within either the cell body of neurons or within presynaptic axon terminals
- Explain how neurotransmitters interact with pre- and post-synaptic receptors
- Identify how the action of neurotransmitters is terminated within the synapse
- Understand and explain how psychoactive drugs influence the synthesis and release of neurotransmitters at neuronal synapses, and how drugs influence termination of neurotransmitter action within synapses
- Identify where important neurotransmitter systems are located within the brain and central nervous system
- Explain why certain psychoactive drugs affect the reward systems within the brain and thus can become addictive

3.1 Content outline:

The course will consist of lectures covering topics including Pharmacokinetics (i.e., how drugs are handled by the body) and Pharmacodynamics (i.e., how drugs act). Mechanisms of drug action will be covered for specific licit and illicit psychoactive drugs, including 1) those which are legal and commonly consumed (e.g., caffeine, nicotine, ethyl alcohol), 2) those which are used for psychiatric and medical therapy (e.g., antidepressants, pain relievers, anti-anxiety and antipsychotic drugs), and 3) those used for illicit recreational use (e.g., cocaine, cannabinoids). Comprehending how illicit psychoactive drugs work (like the THC [delta-9-tetrahydrocannabinol] in marijuana) is important for understanding normal brain function. For example, THC works by mimicking the

naturally occurring neurotransmitter anandamide. The anandamide transmitter used in normal brain functioning was only discovered in 1992 after a thorough evaluation of how THC affects chemical communication between neurons.

3.2 Student expectations and requirements:
Students will be graded on their performance using quizzes and exams (exams will contain written short answer and/or essay questions in addition to multiple choice questions). Those taking the course for graduate credit will be required to complete additional assignments, including a paper providing a comprehensive review of the literature on a topic that is relevant to the class content.

3.3 Tentative texts and course materials:

Meyer, J. S., & Quenzer, L. F. (2013, 2nd edition). *Psychopharmacology: Drugs, the Brain and Behavior*. Sunderland, MA: Sinauer Associates, Inc.

Julien, R. M., Advokat, C. D., & Comaty, J. E. (2011, 12th edition). *A Primer of Drug Action*. New York: Worth.

4. Resources

- 4.1. Library resources: Psychology and Science indexing/abstracting/full-text services offered by the WKU library will provide adequate access to journal articles helpful as supplemental sources for this course.
- 4.2. Computer resources: WKU's web-based instructional tools (i.e., Blackboard) will be used for this course. This technology is adequate for the needs of the professor and the students

5. Budget implications:

- 5.1 Proposed method of staffing: Faculty staffing demands will be reduced by the establishment of course equivalencies with the Department of Psychology, thereby freeing existing faculty to teach this course.
- 5.2 Special equipment needed: None.
- 5.3 Expendable materials needed: None.
- 5.4 Laboratory materials needed: None.

6. **Proposed term for implementation:** Spring 2015

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

Department of Psychological Sciences

January 6, 2014

OCSE Curriculum Committee

Undergraduate Curriculum Committee

University Senate

Ogden College of Science and Engineering
Department of Psychological Sciences
Proposal to Create a New Course
(Action Item)

Contact Person: Sharon A. Mutter, email: sharon.mutter@wku.edu, phone: 5-4389

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PSYS 530
- 1.2 Course title: Conditioning and Learning
- 1.3 Abbreviated course title: Condition and Learn
- 1.4 Credit hours : 3 Variable Credit: No
- 1.5 Grade Type: Standard Letter Grade
- 1.6 Prerequisites/corequisites: Graduate standing or permission of the instructor
- 1.7 Course description: Advanced discussion and critical analysis of theoretical approaches to associative learning with particular emphasis on experimental studies of Pavlovian and instrumental conditioning, motivation, and affect.

2. Rationale:

- 2.1 Reason for developing the proposed course: Learning has been a core topic in psychology since the turn of the twentieth century. Thus, knowledge of the basic forms of learning that integrate associative, reward, and motivational experiences into behavior is essential to a graduate education in psychological science. Topics covered in the proposed class include: early and contemporary theoretical perspectives on the nature of Pavlovian conditioning; theoretical perspectives on instrumental conditioning, including theories about the nature of reinforcement; processes of aversive conditioning and stimulus control of behavior and factors that influence the effectiveness of these forms of behavior control; biological processes that influence learning and how learning can be enhanced or impaired by biological characteristics. The course will also support students' ability to conduct research in a laboratory setting by providing information on the experimental techniques, apparatus, and methods of data collection and analysis in the field of learning. The proposed course will therefore contribute to the WKU mission and strategic plan by providing the knowledge and tools that allow students to engage in high quality research, and scholarly activity at the university.
- 2.2 Projected enrollment in the proposed course: Based on current enrollment levels in the graduate program, the proposed course is expected to enroll an average of 15 psychology graduate students each time it is offered (every other year).
- 2.3 Relationship of the proposed course to courses now offered by the department: This course will provide content that is not offered in any other graduate course in the department.
- 2.4 Relationship of the proposed course to courses offered in other departments: There are no other departments at WKU that offer courses that are similar to the proposed course. The Department of Psychology offers PSY 511 Psychology of Learning, which focuses on the application of learning principles in educational settings. This proposed course focuses on the basic theory and research that produced these learning principles and on contemporary developments in the experimental study of learning and behavior.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Most graduate programs in experimental and biobehavioral psychology require a course on conditioning and learning as part of their core requirements. In addition, several in-state universities and current benchmark universities with graduate programs similar to ours have courses that are either specifically devoted to learning or have a strong focus on

learning. (For examples, see Central Michigan University PSY 680 Learning; Florida Atlantic University EXP 6406 Seminar in Learning and Conditioning; Illinois State University PSY 462 Experimental Analysis of Behavior; James Madison University PSY 690 Experimental Analysis of Behavior; Middle Tennessee State University PSY 4480 Learning Theories and PSY 4490 Operant Conditioning; University of Kentucky PSY 564 Advanced Topics in Learning)

3 Discussion of proposed course:

3.1 Schedule type: Lecture

3.2 Learning Outcomes: After completing this course, student will be able to:

- Outline the experimental techniques, apparatus, and methods of data collection and analysis used in the field of learning
- Describe principles of Pavlovian conditioning and factors that govern acquisition and extinction of the conditioned response
- Discuss both early and contemporary theoretical perspectives on the nature of Pavlovian conditioning
- Describe principles of instrumental conditioning, including variables that influence the acquisition and extinction of responding
- Discuss theoretical perspectives on instrumental conditioning, including theories about the nature of reinforcement
- Understand the processes of aversive conditioning and stimulus control of behavior and factors that influence the effectiveness of these forms of behavior control
- Understand how studies of discrimination and generalization have been used to explore the nature of stimulus representation
- Discuss the biological processes that influence learning and how learning can be enhanced or impaired by biological characteristics
- Discuss learning as an adaptation to a variable environment resulting from the process of evolution

3.3 Content outline: The course will consist of bi-weekly lectures and seminar presentations including, at a minimum, the following topics: Mechanisms and Theories of Habituation, Basic Phenomena in Pavlovian Conditioning, Causal Factors in Pavlovian Conditioning, Early Associative Theories, Contemporary Associative Theories, Basic Phenomena and Mechanism of Instrumental Conditioning, Theories of Reinforcement and Motivation, Stimulus Control and Representation, Interactions between Pavlovian and Instrumental Conditioning, The Neuroscience of Learning, Human Causal Learning, Evolutionary Processes in Learning

3.4 Student expectations and requirements: Students will be graded on their knowledge of course content via examination, seminar presentation and written summary, written review paper, and participation in seminar discussions.

3.5 Tentative texts and course materials:

Textbooks:

- Bouton, M.E. (2007). *Learning and behavior: A contemporary synthesis*. Sunderland, MA: Sinauer Associates
- Domjan, M. P. (2014). *The principles of learning and behavior*, 7th edition. Belmont, CA: Wadsworth Cengage Learning
- American Psychological Association (2010). *Publication manual of the American Psychological Association*, 6th Edition, Washington, DC: APA.

Representative Readings:

Mechanisms and Theories of Habituation

- M. & Thompson, R. F. (1970). Habituation: A dual-process theory. *Psychological Review*, 77(5), 419-450.

- Castellucci, V., Pinsker, H., Kupfermann, I., & Kandel, E. R. (1970). Neuronal mechanisms of habituation and dishabituation of the gill-withdrawal reflex in *Aplysia*. *Science*, *167*(3926), 1745-1748
- Kupfermann, I., Castellucci, V., Pinsker, H., & Kandel, E. R. (1970). Neuronal correlates of habituation and dishabituation of the gill-withdrawal reflex in *Aplysia*. *Science*, *167*(3926), 1743-1745.
- Pinsker, H., Kupfermann, I., Castellucci, V., & Kandel, E. R. (1970). Habituation and dishabituation of the gill-withdrawal reflex in *Aplysia*. *Science*, *167*(3926), 1740-1742.

Pavlovian Conditioning – Causal Factors

- Allan, L. G., Tangen, J. M., et al. (2003). Temporal contiguity and contingency judgments: A Pavlovian analogue. *Integrative Physiological & Behavioral Science*, *38*(3), 214-229.
- Savastano, H. I., & Miller, R. R. (1998). Time as content in Pavlovian conditioning. *Behavioural Processes*, *44*, 147–162.
- Smith, M.C., Coleman, S. R., & Gormezano, I. (1969). Classical conditioning of the rabbit's nictitating membrane response at backward, simultaneous, and forward CS-US intervals. *J Comp Physiol Psychol.*, *69*, 226 – 231.

Early Associative Theories and Modifications

- Miller, R. R., Barnet, R. C., et al. (1995). Assessment of the Rescorla-Wagner model. *Psychological Bulletin*, *117*, 363-386. Siegel, S. & Allan, L. G. (1996). The widespread influence of the Rescorla - Wagner model. *Psychonomic Bulletin & Review*, *3*(3), 314 - 320.
- Wasserman, E. A. & Castro, L. (2005). Surprise and change: Variations in the strength of present and absent cues in causal learning. *Learning & Behavior*, *33*(2), 131-146.

Contemporary Associative Theories

- Pearce, J. M., & Hall, G. (1980). A model of Pavlovian learning: Variations in the effectiveness of conditioned but not unconditioned stimuli. *Psychol Rev.*, *87*, 532–552.
- Wagner, A. R. (1981). SOP: A model of automatic memory processing in animal behavior. In N. E. Spear & R. R. Miller (Eds.), *Information processing in animals: Memory mechanisms* (pp. 5–47). Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.
- Wills, A. J., Lavric, A., Croft, G. S., & Hodgson, T. L. (2007). Predictive learning, prediction errors, and attention: Evidence from event-related potentials and eye tracking. *Journal of Cognitive Neuroscience* *19*, pp. 843–854.

Reinforcement

- Dickinson, A., Balleine, B. (1994). Motivational control of goal-directed action. *Animal Learning & Behavior*. *22*, 1-18.
- Dickinson, A. & Balleine, B. (1995). Motivational control of instrumental action. *Current Directions in Psychological Science*, *4*(5), 162-167. (This is a review of the studies reported in the preceding article.)
- Miller, N. E. (1957). Experiments on motivation. *Science*, *126*(3286), 1271-1278.
- Rescorla, R. A. (1990). Instrumental responses become associated with reinforcers that differ in one feature. *Animal Learning & Behavior*, *18*(2), 206-211. (Focus on Exps. 1 & 2).

Stimulus Control & Representation

- Melchers, K. G., Shanks, D. R., et al. (2008). Stimulus coding in human associative learning: Flexible representations of parts and wholes. *Behavioural Processes*, 77(3), 413-427.
- Shanks, D. R. & Darby, R. J. (1998). Feature- and rule-based generalization in human associative learning. *Journal of Experimental Psychology: Animal Behavior Processes*, 24, 405-415.
- Wagner, A. R., & Brandon, S. E. (2001). A componential theory of Pavlovian conditioning. In R. R. Mower & S. B. Klein (Eds.), *Handbook of contemporary learning theories* (pp. 23–64). Mahwah, NJ: Erlbaum.

Interactions between Pavlovian and Instrumental Conditioning

- Colwill, R. M., & Rescorla, R. A. (1990). Evidence for the hierarchical structure of instrumental learning. *Animal Learning & Behavior*, 18, 71-82.
- Rescorla, R. A. (1992). Hierarchical associative relations in Pavlovian conditioning and instrumental training. *Current Directions in Psychological Science*, 1, 66-70.
- Rescorla, R. A. & Solomon, R. L. (1967). Two process learning theory: Relationships between Pavlovian conditioning and instrumental learning. *Psychological Review*, 74, 151-182.

Dopaminergic Learning Systems

- Balleine, B. W., Delgado, M. R., & Hikosaka, O. (2007). The role of the dorsal striatum in reward and decision-making. *The Journal of Neuroscience*, 27, 8161-8165.
- Knowlton, B. J., Mangels, J. A. & Squire, L. R. (1996). A neostriatal habit learning system in humans. *Science*, 262, 1747-1749.
- Packard, M. G., & Knowlton, B. (2002). Learning and memory functions of the basal ganglia. *Annual Review of Neuroscience*, 25, 563 – 593.

Hippocampus and VTA Loop

- Adcock, R. A., Thangavel, A., Whitfield – Gabrieli, S., Knutson, B., & Gabrieli, J.D.E. (2006). Reward – motivated learning: Mesolimbic activation precedes memory formation. *Neuron*, 50, 507 – 517.
- Green, J. T. & Woodruff-Pak, D. S. (2000). Eyeblink classical conditioning: Hippocampal formation is for neutral stimulus associations as cerebellum is for association-response. *Psychological Bulletin*, 126, 138-158.
- Lisman, J. E., & Grace, A. A. (2005). The hippocampal – VTA loop: Controlling the entry of information into long – term memory. *Neuron*, 46, 703 – 713.
- Shohamy, D., & Adcock, R.A. Dopamine and adaptive memory. *Trends in Cognitive Sciences*, 14, 464 - 472.

Human Causal Learning

- Dickinson, A. & Burke, J. (1996). Within compound associations mediate the retrospective revaluation of causality judgments. *The Quarterly Journal of Experimental Psychology B*, 49, 60-80.
- Lovibond, P. F. (2003). Causal beliefs and conditioned responses: Retrospective revaluation induced by experience and by instruction. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 29(1), 97-106.
- Mutter, S.A., & Williams, T.W. (2004). Aging and the detection of contingency in causal learning. *Psychology and Aging*, 19, 13-26.
- Mutter, S.A., Atchley, A.R., Plumlee, L.M. (2012). Aging and retrospective revaluation of causal learning. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 38, 102-117.

Evolutionary Processes in Learning

- Domjan, M. (1983). Biological constraints on instrumental and classical conditioning: Implications for general process theory. *The Psychology of Learning and Motivation*, 17, 215 – 277.
- Mery, F. & Kawecki, T. J. (2002). Experimental evolution of learning ability in fruit flies. *Proceedings of the National Academy of Science*, 99(22), 14274 - 14279.
- Papini, M. R. (2002). Pattern and process in the evolution of learning. *Psychological Review*, 109(1), 186 - 201. Skinner, B. F. (1981). Selection by consequences. *Science*, 213(4507), 501 - 504.

4. Resources:

4.1 Library resources:

- Psychology indexing/abstracting/full-text services offered by the WKU library will provide adequate access to journal articles needed for this course.
- Monographic reference works maintained by the library (e.g., Guide to Publishing in Psychology Journals; Mental Measurements Yearbook; Tests in Print) are adequate for this course.

4.2 Computer resources: WKU’s web-based instructional tools (i.e., Blackboard) will be used for this course. This technology is adequate for the needs of the professor and the students.

5. Budget implications:

- 5.1 Proposed method of staffing: Two versions of PSY 511 Psychology of Learning course were previously taught by faculty in the Department of Psychology, one for the M.A. in Psychology and one for the Ed.S. in School Psychology. The same faculty who taught the version for the M.A. in Psychology will now teach the new course.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

Department of Psychological Sciences

January 6, 2014

OCSE Curriculum Committee

Undergraduate Curriculum Committee

University Senate

Proposal Date: December 9, 2013

**Ogden College of Science and Engineering
Department of Psychological Sciences
Proposal to Create a New Course: PSYS 579: IO Internship
(Action Item)**

Contact Person:

Dr. Betsy Shoenfelt, betsy.shoenfelt@wku.edu, 270-745-4418

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PSYS 579
- 1.2 Course title: Internship in Industrial-Organizational Psychology
- 1.3 Abbreviated course title: IO Internship
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 1 to 3 Variable credit (yes or no): Yes
- 1.5 Grade type: Standard letter grading; IP may be used to indicate that the course may span more than one term
- 1.6 Prerequisites/corequisites: PSYS 570, PSY 571, PSYS 572. The student is required to locate appropriate internship site; the internship site must be approved by faculty prior to registration.
- 1.7 Course description: Internship experience for IO psychology graduate students. Student is required to locate appropriate internship site; site must be approved by faculty prior to registration.

2. Rationale:

- 2.1 Reason for developing the proposed course: The applied experience gained through an internship is an integral part of graduate training in Industrial-Organizational Psychology. Internship historically has been an important part of the WKU IO Psychology graduate program. This new course is needed so that the internship may now be offered by the Department of Psychological Sciences.
- 2.2 Projected enrollment in the proposed course: 10-12 IO graduate students. This is the size of each cohort of IO graduate students who are required to complete internship.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course provides an opportunity to apply in a real world setting the theories and skills taught in PSYS 570: Job Analysis, PSYS 571: Personnel Psychology, PSYS 572: Organizational Psychology, and other courses such as statistics and research methods.
- 2.4 Relationship of the proposed course to courses offered in other departments: IO Internship is analogous to the Clinical Psychology internship course (PSY 592: Internship) offered for Clinical Psychology graduate students in the Psychology Department
- 2.5 Relationship of the proposed course to courses offered in other institutions: Most institutions that offer a graduate program in IO psychology offer an internship experience. For example, IO master's programs at the following universities require internship experience: Appalachian State University requires MGT 5600:

Internship; University of West Florida requires either an internship (Psych 6948) or a thesis; Xavier University requires 3 hours of internship; California State University – San Bernardino requires an externship experience the summer after the first year of course work.

3. Discussion of proposed course:

- 3.1 Schedule type: N—Internship: Capstone supervised professional experience. Schedule is flexible depending upon the internship placement of the student. Typically, a minimum of 20 hours per week is required in an organizational setting for a minimum of 10 weeks. However, depending on the duration of the internship, this may be negotiable.
- 3.2 Learning Outcomes: Learning outcomes include increased knowledge, skill, and ability in Ethical Behavior/Integrity, Professionalism, Statistical Analysis, Data Management, Interpersonal Sensitivity, Time Management, Problem Solving, General Written Communication, Critical Thinking, Technical Writing, Oral Presentation, Organizational Savvy
- 3.3 Content outline: Student and faculty member will work together to find an appropriate internship placement. Ultimately, it is the responsibility of the student to find a placement. The majority of the internship tasks must be related to IO psychology.
- 3.4 Student expectations and requirements: To participate in an internship, students should have completed relevant course work and demonstrated professionalism (e.g., conscientiousness, hard work, ethical behavior). Requirements typically include keeping a daily task journal documenting involvement in organizational projects, and submitting a bi-weekly written report. The internship experience (and grade assignment) must be supervised by a faculty member. The student will report at least bi-weekly to the faculty supervisor. At the conclusion of the internship, the student will submit a comprehensive technical report and will make a formal presentation of the internship experience.
- 3.5 Tentative texts and course materials: None

4. Resources:

- 4.1 Library resources: None
- 4.2 Computer resources: Faculty member and student need access to email

5. Budget implications:

- 5.1 Proposed method of staffing: Current IO Psychology faculty members who are members of the Department of Psychological Sciences will staff this course. This is likely to be the same faculty that supervised IO internship when in the Psychology Department.
- 5.2 Special equipment needed: none
- 5.3 Expendable materials needed: none
- 5.4 Laboratory materials needed: none

6. Proposed term for implementation: Summer 2014

7. Dates of prior committee approvals:

Department of Psychological Sciences

January 6, 2014

OCSE Graduate Curriculum Committee

Graduate Council

University Senate

Central Missouri (PSY 5150), East Carolina University (PSYC 6465), James Madison University (PSY 601: special topics course, Ethics and Professional Development is the relevant topic); Northern Illinois University (PSYC 649), University of Southern Mississippi (PSY 607)

3. Discussion of proposed course:

- 3.1 Schedule type: A combination of lecture and seminar
- 3.2 Learning Outcomes: At the conclusion of this course students will
 - Understand ethics as a critical component of planning, conducting, and reporting basic and/or applied research
 - Understand the ethical and legal obligations of psychologists as researchers, teachers, and professionals
 - Understand a variety of professional issues for psychologists, including professional writing, career paths and planning, and professional behavior and presentation.
- 3.3 Content outline: The course will consist of biweekly lectures and seminars on the following topics: Research ethics, professional society and government guidelines for psychologists, ethical issues in laboratory research, ethical issues in field research, ethical issues in applied research, ethical issues in marketing research, ethical review and communication of results, ethics in authorship decisions, ethics and professional behavior, scientific writing, career paths and planning, professional behavior and presentation.
- 3.4 Student expectations and requirements: Students will be graded on their application of course content via required papers, participation in seminar discussion, and preparation of professional packets.
- 3.5 Tentative texts and course materials:
 - 3.5.1 Books on ethics:
 - Kimmel, A. J. (2007). *Ethical issues in behavioral research*, 2nd ed. Malden, MA: Blackwell.
 - Lefkowitz, J. (2003). *Ethics and values in industrial-organizational psychology*. Mahwah, NJ: Lawrence Erlbaum.
 - Lowman, R. L., Lefkowitz, J., McIntyre, R., Tippins, N. (Eds.) (2006). *The ethical practice of psychology in organizations*. Bowling Green, OH: The Society for Industrial and Organizational Psychology.
 - 3.5.2 Books on professional issues:
 - Galvan, J. L. (2013). *Writing literature reviews: A guide for students of the social and behavioral sciences*. Glendale, CA: Pyczak Publishing.
 - American Psychological Association (2009). *Publication manual of the American Psychological Association*, 6th ed. Washington, DC: American Psychological Association
 - Nadler, D. A. (1977). *Feedback and organization development: Using data-based methods*. Reading, MA: Addison-Wesley Publishing Company
 - Schien, E. H. (1988). *Process consultation: Volume 1: Its role in organization development*, 2nd ed. Reading, MA: Addison-Wesley Publishing Company
 - Darley, J. M. Zanna, M. P., & Roediger, H. L. (Eds.) (2004). *The complete academic*, 2nd ed. Washington, DC: American Psychological Association.

- 3.5.3 Articles on ethics
- Bersoff, D.M., & Bersoff, D. N. (2003). Ethical perspectives in clinical research. In D. N. Bersoff (Ed.), *Ethical conflicts in psychology*, 3rd ed. (pp. 379-381). Washington, DC: American Psychological Association.
 - Fine, M. A., & Kurdek, L. A. (1993). Reflections on determining authorship credit and authorship order on faculty-study collaborations. *American Psychologist*, 48, 1141-1147.
 - Lehavot, K. (2009). "MySpace" or yours? The ethical dilemma of graduate students' personal lives on the Internet. *Ethics & Behavior*, 19, 129-141.
 - Blevins-Knabe, B. (1992). The ethics of dual relationships in higher education. *Ethics & Behavior*, 2, 151-163.
 - APA Ethical Principles of Psychologists and Code of Conduct: <http://www.apa.org/ethics/code/index.aspx>

4. Resources:

- 4.1 Library resources:
- 4.1.1 Psychology indexing/abstracting/full-text services offered by the WKU Library will provide adequate access to the journal articles needed for this course.
- 4.1.2 Monographic reference works maintained by the library (e.g., Guide to Publishing in Psychology Journals; Mental Measurements Yearbook, Tests in Print) are adequate for this course.
- 4.2 Computer resources:
- 4.2.1 Instructional technology: WKU's web-based instructional tools (i.e., Blackboard, PowerPoint) will be used for this course. This technology is adequate for the needs of the professor and the students.

5. Budget implications:

- 5.1 Proposed method of staffing: Faculty associated with the M.A. program in Psychological Sciences currently teach the content of this course within PSY 541 Professional Issues and Ethics in Psychology. Upon approval of this course, faculty formerly assigned to teach PSY 541 will instead teach PSYS 595.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

Department of Psychological Sciences	_____ January 6, 2014 _____
OCSE Graduate Curriculum Committee	_____
Graduate Council	_____
University Senate	_____

Proposal Date: December 6, 2013

**Ogden College of Science and Engineering
Department of Psychological Sciences
Proposal to Create a New Course
(Action Item)**

Contact Person: Sharon Mutter, sharon.mutter@wku.edu, (270) 745-4389, or Andrew Mienaltowski, andrew.mienaltowski@wku.edu, (270) 745-2353

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PSYS 595
- 1.2 Course title: Practicum in Psychological Sciences
- 1.3 Abbreviated course title: Psych Sci Practicum
- 1.4 Credit hours: 1-3 Variable credit (**yes** or no)
- 1.5 Grade type: Standard Letter Grading
- 1.6 Prerequisites/co-requisites: Admission to the M.S. in Psychology program
- 1.7 Course description: Supervised practical experience in a research setting.

2. Rationale:

- 2.1 Reason for developing the proposed course:
Graduate students receive one-on-one research training by a faculty research mentor within the M.S. program in Psychology. This training includes how to conduct research ethically with samples of human subjects, laboratory protocol development, the recruitment of participants, the storage and coding of data, data analysis, and communicating research ideas and findings.
- 2.2 Projected enrollment in the proposed course: 10-15 students per semester from M.S. program in Psychology.
- 2.3 Relationship of the proposed course to courses now offered by the department:
This course is not currently related to any course offered by the Department of Psychological Sciences.
- 2.4 Relationship of the proposed course to courses offered in other departments:
BIOL 598, CHEM 598, and MATH 598 Graduate Seminar are offerings by Ogden College of Science and Engineering departments that each focuses on training graduate students on how to communicate within the discipline. GEOS 595 Geoscience Teaching Practicum is offered to train Geoscience graduate students in the appropriate techniques for instructing others within the discipline and working with organizations in a professional manner. PSY 662 Practicum in Psychology is offered by the Department of Psychology in the College of Education and Behavioral Sciences when students in the Clinical Psychology MA program and School Psychology EdS program receive practical clinical training. The proposed course does not have an applied clinical focus.
- 2.5 Relationship of the proposed course to courses offered in other institutions:
Practicum hours in various disciplines of psychology are offered by benchmark institutions that have graduate programs in psychology: Bowling Green State University PSYC 7970 Supervised Practicum in Clinical Psychology, Central Michigan University PSY 690 Research Seminar, East Carolina University

PSYC 6800 and PSYC 6810 Teaching Practicum, East Tennessee State University PSYC 5801 Teaching Practicum in Psychology, Illinois State University PSY 436 Practicum, Indiana State University PSY 690 Advanced Graduate Seminar, James Madison University PSYC 695 Practicum, Middle Tennessee State University PSY 6090 Practicum: Industrial/Organizational Psychology, PSY 6140 Practicum: School Psychology, 6490 Practicum: Quantitative Psychology, and PSY 6850 Field Practicum, Northern Illinois University PSYC 652 Practicum in I/O Psychology, Towson University PSYC 672 Proseminar and PSYC 697 Practicum in Clinical Psychology, University of North Carolina at Charlotte PSYC 6262 Practicum in Health Psychology, PSYC 6450 Practicum in Clinical Psychology, and PSYC 6455 Practicum in Community Psychology, and University of South Alabama PSY 500 Proseminar in Psychology. Institutions that have graduate programs in psychology within Kentucky also offer graduate practicum credit hours: Eastern Kentucky University PSY 838 Practicum in Clinical Psychology and PSY 8434 Practicum, Northern Kentucky University PSY 795 Practicum, and Murray State University PSY 667 Practicum in Psychology.

3. Discussion of proposed course:

3.1 Schedule type: P

3.2 Learning Outcomes:

When completing practicum credit hours, students will work under the mentorship of a faculty research advisor to accomplish the following:

- Examine the literature within the discipline related to research question that student is pursuing with faculty mentor
- Complete training in the ethical conduct of research with human subjects
- Receive training in laboratory protocols on participant and-data-related procedures
- Administer data collection and/or simulation procedures
- Communicate about research-related activities within organized program meetings

3.3 Content outline:

The content covered during practicum credit hours will vary by student as a function of the faculty mentor with whom the student works. Current faculty expertise includes a wide range of topics in psychological sciences (e.g., human development, cognition and learning, language, social psychology, industrial/organizational psychology, quantitative psychology and computational modeling, clinical psychology, and neuroscience).

3.4 Student expectations and requirements:

Students will be evaluated through their involvement in the laboratory, including successfully completing ethics training, training in lab protocols, and active participation in faculty mentor's laboratory and in program meetings.

3.5 Tentative texts and course materials:

American Psychological Association. (2009). *Publication Manual of the APA* (6th ed). Washington, D.C.

4. Resources:

- 4.1 Library resources: Resources currently used by Psychological Sciences faculty are adequate.
- 4.2 Computer resources: Resources currently used by Psychological Sciences faculty are adequate.

5. Budget implications:

- 5.1 Proposed method of staffing: Faculty associated with the M.A. program in Psychological Sciences currently teach the content of this course within PSY 662. Upon approval of this course, faculty formerly assigned to teach PSY 662 will instead teach PSYS 595.
- 5.2 Special equipment needed: None additional
- 5.3 Expendable materials needed: None additional
- 5.4 Laboratory materials needed: None additional

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

Department of Psychological Sciences

January 6, 2014

OCSE Curriculum Committee

Graduate Council

University Senate

Proposal Date: December 6, 2013

**Ogden College of Science and Engineering
Department of Psychological Sciences
Proposal to Create a New Course
(Action Item)**

Contact Person: Sharon Mutter, sharon.mutter@wku.edu, (270) 745-4389, or Andrew Mienaltowski, andrew.mienaltowski@wku.edu, (270) 745-2353

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PSYS 599
- 1.2 Course title: Thesis Research/Writing
- 1.3 Abbreviated course title: Thesis Research/Writing
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 1-6 Variable credit (**yes** or no)
- 1.5 Grade type: Pass/Fail; IP (in progress) over multiple terms
- 1.6 Prerequisites/corequisites: Admission to the MA in Psychology program
- 1.7 Course description: Research hours dedicated to the completion of psychology graduate program thesis.

2. Rationale:

- 2.1 Reason for developing the proposed course:
Graduate students are required to complete a thesis in order to receive their master's degree in Psychology. Students complete 6 credit hours of research while in their program staggered over multiple terms. Students can currently complete these hours via PSY 599 Thesis Research, offered by faculty in the Department of Psychology. The Department of Psychological Sciences was created in the Ogden College of Science and Engineering (OCSE) on November 1, 2013. This department offers courses for the graduate Psychology programs and to graduate students who are interested in taking courses within the disciplines of psychology. The Department of Psychological Sciences seeks to offer thesis research credit hours for graduate students mentored by its faculty using its own course prefix.
- 2.2 Projected enrollment in the proposed course: 20-35 students per semester.
- 2.3 Relationship of the proposed course to courses now offered by the department:
This course is not currently related to any course offered by the Department of Psychological Sciences.
- 2.4 Relationship of the proposed course to courses offered in other departments:
This course is similar to PSY 599 Thesis Research offered by the Department of Psychology in the College of Education and Behavioral Sciences. The proposed course will be used to meet the same requirement within the Psychology graduate degree programs; however, the proposed course will involve the mentorship of faculty on behalf of the Department of Psychological Sciences in OCSE. Other departments within OCSE also offer thesis research credit hours for their own students (e.g., BIOL 599, CHEM 599, and PHYS 599 Thesis Research/Writing).
- 2.5 Relationship of the proposed course to courses offered in other institutions:

Graduate thesis research credit hours are offered by benchmark institutions that have graduate programs in psychology: Bowling Green State University PSYC 6990 Thesis Research, Central Michigan University PSY 798 Thesis, Eastern Carolina University PSYC 7000 Thesis, Eastern Tennessee State University PSYC 5960 Thesis, Florida Atlantic University PSY 6971 Master's Thesis, Illinois State University PSY 499 Master's Thesis, Indiana State University PSY 699 Master's Thesis, James Madison University PSYC 700 Thesis Research, Middle Tennessee State University PSY 6640 Thesis, Northern Illinois University PSYC 690 Psychological Research, Towson University PSYC 897 Thesis Research, University of North Carolina at Charlotte PSYC 6999, University of North Carolina at Greensboro PSY 699 Thesis, and University of South Alabama PSY 599 Thesis. Graduate thesis research credit hours are also offered by institutions that have graduate programs in psychology within Kentucky: Eastern Kentucky University PSY 890 Thesis, Morehead State University PSY 699 Thesis, and Murray State University PSY 698 and PSY 699 Thesis.

3. Discussion of proposed course:

3.1 Schedule type: R

3.2 Learning Outcomes:

When completing thesis research credit hours, students will work under the mentorship of a faculty research advisor to accomplish the following:

- Develop a research question and review the literature
- Submit the appropriate Human Subjects Review materials for approval
- Propose research project for approval by a faculty committee
- Administer data collection and/or simulation procedures
- Analyze data and report findings
- Draft and defend thesis document

3.3 Content outline:

The content covered during these thesis research credit hours will vary by student as a function of the faculty mentor with whom the student works. Current faculty expertise includes a wide range of topics in psychological sciences (e.g., human development, cognition and learning, language, social psychology, industrial/organizational psychology, quantitative psychology and computational modeling, clinical psychology, and neuroscience).

3.4 Student expectations and requirements:

Students will be evaluated via their ability to successfully propose and defend their thesis research, participation in departmental graduate research colloquia, and lab-related activities tied to the completion of the thesis research.

3.5 Tentative texts and course materials:

American Psychological Association. (2009). *Publication Manual of the APA* (6th ed). Washington, D.C.

4. Resources:

- 4.1 Library resources: Resources currently used by Psychological Sciences faculty are adequate.
- 4.2 Computer resources: Resources currently used by Psychological Sciences faculty are adequate.

5. Budget implications:

- 5.1 Proposed method of staffing: Staffing will be covered by faculty in the Department of Psychological Sciences who will offer this course instead of PSY 599.
- 5.2 Special equipment needed: None additional
- 5.3 Expendable materials needed: None additional
- 5.4 Laboratory materials needed: None additional

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

Department of Psychological Sciences

January 6, 2014

OCSE Curriculum Committee

Graduate Council

University Senate

Proposal Date: December 6, 2013

**Ogden College of Science and Engineering
Department of Psychological Sciences
Proposal to Create a New Course
(Action Item)**

Contact Person: Sharon Mutter, sharon.mutter@wku.edu, (270) 745-4389, or Andrew Mienaltowski, andrew.mienaltowski@wku.edu, (270) 745-2353

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PSYS 600
- 1.2 Course title: Maintain Matriculation
- 1.3 Abbreviated course title: Maint Matric
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 1 Variable credit (yes or **no**)
- 1.5 Grade type: NG
- 1.6 Prerequisites/corequisites: Admission to the MA in Psychology program
- 1.7 Course description: Maintains matriculation

2. Rationale:

- 2.1 Reason for developing the proposed course:
Graduate students are required to enroll in at least one credit to have access to faculty in the Department of Psychological Sciences if needed to complete graduate degree requirements.
- 2.2 Projected enrollment in the proposed course: 5 students per semester
- 2.3 Relationship of the proposed course to courses now offered by the department:
This course is not currently related to any course offered by the Department of Psychological Sciences.
- 2.4 Relationship of the proposed course to courses offered in other departments:
This course is similar to CHEM 600 Maintain Matric offered by the Chemistry Department in the Ogden College of Science and Engineering.
- 2.5 Relationship of the proposed course to courses offered in other institutions:
This information is not readily available on the websites of benchmark institutions or on the websites of institutions in Kentucky

3. Discussion of proposed course:

- 3.1 Schedule type: I
- 3.2 Learning Outcomes:
Continued work on completion of degree requirements
- 3.3 Content outline:
Student enrolled in Maintaining Matriculation has access to faculty and to university resources. The nature of the content will vary by student as a function of the faculty mentor with whom the student works. Current faculty expertise includes a wide range of topics in psychological sciences (e.g., human development, cognition and learning, language, social psychology,

industrial/organizational psychology, quantitative psychology and computational modeling, clinical psychology, and neuroscience).

3.4 Student expectations and requirements:
Student does not receive a grade for maintaining matriculation.

3.5 Tentative texts and course materials:
N/A

4. Resources:

4.1 Library resources: Resources currently used by Psychological Sciences faculty are adequate.

4.2 Computer resources: Resources currently used by Psychological Sciences faculty are adequate.

5. Budget implications:

5.1 Proposed method of staffing: Credit hours will be loaded onto the department chair of the Department of Psychological Sciences.

5.2 Special equipment needed: None additional

5.3 Expendable materials needed: None additional

5.4 Laboratory materials needed: None additional

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

Department of Psychological Sciences

January 6, 2014

OCSE Curriculum Committee

Graduate Council

University Senate

**Ogden College
Department of Psychological Sciences
Proposal to Revise A Program
(Action Item)**

Contact Person: Kelly Madole, Kelly.Madole@wku.edu, 745-6475

1. Identification of program:

- 1.1 Current program reference number: 092
- 1.2 Current program title: Master of Arts: Psychology
- 1.3 Credit hours: 36-48 hours

2. Identification of the proposed program changes:

- 2.1 The Clinical concentration has been deleted
- 2.2 The degree type is changed from an MA to an MS.
- 2.3 In the admission requirements, references to specific GRE score minima have been removed.
- 2.4 Course prefixes have been changed to the new prefix associated with the Department of Psychological Sciences (course revisions submitted separately)
- 2.5 Course numbers have been changed to reflect the new course numbering system adopted by the Department of Psychological Sciences (course revisions submitted separately)
- 2.6 The following PSY courses have been replaced in the program with new PSYS courses (new course proposals submitted separately):
 - 2.6.1 PSYS 530 Conditioning and Learning replaces PSY 511 Psychology of Learning
 - 2.6.2 PSYS 595 Practicum in Psychological Science replaces PSY 662 Practicum in Psychology
 - 2.6.3 PSYS 565 Cognitive Neurosciences replaces PSY 500 Trends and Scientific Approaches in Psychological Thinking
 - 2.6.4 PSYS 581 Professional Issues and Ethics in Psychological Science replaces PSY 541 Professional Issues and Ethics in Psychology
- 2.7 A focus area in Clinical Science has been added to the Psychological Science concentration

3. Detailed program description:

CURRENT PROGRAM	REVISED PROGRAM
<p><u>Master of Arts: Psychology, Ref. #092</u> This program prepares students to pursue careers in clinical, business, or government settings, and/or to enter a doctoral program. Three concentrations are</p>	<p><u>Master of Science: Psychology, Ref. XXX</u> This program prepares students to pursue careers in business, research, or government settings, and/or to enter a doctoral program. Two concentrations are</p>

offered: ~~clinical~~, industrial/organizational, and psychological science.

Admission Requirements

Applicants should have: a statistics and experimental methodology course; background in psychology; ~~minimum scores of 146 Verbal and 141 Quantitative on the Graduate Record Examination (GRE) General Test (verbal and quantitative combined);~~ and a minimum GPA of 2.75 with 3.0 in psychology courses (no specific GAP score is required). Applicants should submit three letters of recommendation, transcripts, a psychology department application form, a 500-word personal statement describing professional interests and career goals, and the Graduate School application form. An interview may be required. ~~Applicants to the clinical psychology concentration must also submit an affidavit affirming that they have never been convicted or charged with a felony crime.~~ Applicants to the psychological science concentration must identify one or more research mentors with whom they wish to work. Applications should be received by March 1st for priority consideration. Beyond the stated minimum requirements, selection is competitive.

Degree Requirements-36-48 hours

The program comprises 18-21 hours of core courses plus specific program content that varies by concentration. A thesis based on original research conducted under the direction of a department graduate faculty member is required. A comprehensive examination is required at the time of thesis defense. A research tool is required in all concentrations. No concentration may have more than 9 hours of 400G-level courses.

Required Core - 18-21 hours

Methods and Statistics - 6 hours

PSY 504 Advanced Research Methods in Psychology (3 hrs)

And one of the following:

PSY 512 ~~Experimental Design and Analysis of Variance~~ (3 hrs)

PSY 513 ~~Advanced Statistical Analysis~~ (3 hrs)

PSY 563 ~~Statistics and Psychometric Theory~~ (3 hrs)

Scientific Writing - 6 hours

PSY 599 Thesis Research (6 hrs)

offered: industrial/organizational, and psychological science.

Admission Requirements

Applicants should have: a statistics and experimental methodology course; background in psychology; and a minimum GPA of 2.75 with 3.0 in psychology courses (no specific GAP score is required). Applicants should submit **GRE scores**, three letters of recommendation, transcripts, a psychology department application form, a 500-word personal statement describing professional interests and career goals, and the Graduate School application form. An interview may be required. Applicants to the psychological science concentration must identify one or more research mentors with whom they wish to work. **Although there are no formal minimum GRE scores, admission is competitive. The average GRE scores of recently admitted students are approximately 153 (V) and 148 (Q).** Applications should be received by March 1st for priority consideration. Beyond the stated minimum requirements, selection is competitive.

Degree Requirements-36-45 hours

The program comprises 18-21 hours of core courses plus specific program content that varies by concentration. A thesis based on original research conducted under the direction of a department graduate faculty member is required. A comprehensive examination is required at the time of thesis defense. A research tool is required in all concentrations. No concentration may have more than 9 hours of 400G-level courses.

Required Core - 18-21 hours

Methods and Statistics - 6 hours

PSYS 510 Advanced Research Methods in Psychology (3 hrs)

And one of the following:

PSYS 512 Analysis of Variance (3 hrs)

PSYS 513 **Correlation and Regression Analysis** (3 hrs)

PSYS 518 Statistics and Psychometric Theory (3 hrs)

Scientific Writing - 6 hours

PSYS 599 Thesis Research (6 hrs)

Science of Behavior - 3 hours

Select one:

~~PSY 521 Advanced Child Psychology (3 hrs)~~

~~PSY 511 Psychology of Learning (3 hrs)~~

~~PSY 523 Advanced Topics in Cognition (3 hrs)~~

~~PSY 552 Advanced Social Psychology (3 hrs)~~

~~PSY 580 Advanced Physiological Psychology (3 hrs)~~

Ethics (3 hours)

~~PSY 541 Professional Issues and Ethics in Psychology (3 hrs)~~

Practicum or Internship - 3 hours

Select one:

~~PSY 592 Psychology Internship (3 hrs)~~

~~PSY 662 Practicum in Psychology (3 hrs)~~

~~Clinical Psychology, Concentration Code MACL-48 hours~~

~~This concentration follows the scientist-practitioner model of training and prepares students to be successful performing both research and therapy. The concentration offers a broad foundation for the professional who will render a wide variety of psychological services at the MA level and/or prepare students to pursue further education at the doctoral level. Clinical concentration graduates have the credentials necessary to pursue licensure in the state of Kentucky. Practicum and internship (9 hours) are required. A thesis is required. A criminal background check will be required of successful applicants during the first semester of graduate study at the applicant's expense. Grades lower than B may not be used to satisfy requirements for courses in the clinical training sequence (PSY 560, 640, 641, and 660), or practicum and internship (PSY 562, 592, and 662).~~

~~Specific Concentration Requirements—48 hours~~

~~Methods and Statistics—6 hours~~

~~PSY 504 Advanced Research Methods in Psychology (3 hrs)~~

~~PSY 563 Statistics and Psychometric Theory (3 hrs)~~

~~Science of Behavior—9 hours~~

~~PSY 511 Psychology of Learning (3 hrs)~~

~~OR PSY 523 Advanced Topics in Cognition (3 hrs)~~

~~PSY 552 Advanced Social Psychology (3 hrs)~~

Science of Behavior - 3 hours

Select one:

PSYS 521 Advanced Child Psychology (3 hrs)

PSYS 530 Conditioning and Learning (3 hrs)

PSYS 533 Advanced Topics in Cognition (3 hrs)

PSYS 552 Advanced Social Psychology (3 hrs)

PSYS 567 Advanced Physiological Psychology (3 hrs)

Ethics (3 hours)

PSYS 581 Professional Issues and Ethics in Psychological Science (3 hrs)

Practicum or Internship - 3 hours

Select one:

PSYS 579 Internship in I/O Psychology (3 hrs)

PSYS 595 Practicum in Psychological Science (3 hrs)

This area left blank in proposal in order to align concentrations for easier comparison.

PSY 580 Advanced Physiological Psychology (3 hrs)
 Scientific Writing—6 hours
 PSY 599 Thesis Research and Writing (6 hrs)
 Ethics—3 hours
 PSY 541 Professional Issues and Ethics in Psychology (3 hrs)
 Practicum and Internship—9 hours
 PSY 662 Practicum in Psychology (3 hrs)
 PSY 562 Practicum in Psychological Assessment (3 hrs)
 PSY 592 Psychology Internship (3 hrs)
 Clinical Courses—15 hours
 PSY 560 Assessment of Cognitive and Intellectual Functioning (3 hrs)
 PSY 640 Psychopathology (3 hrs)
 PSY 641 Theories of Psychotherapy (3 hrs)
 PSY 660 Assessment of Personality and Socio-Emotional Functioning (3 hrs)
 PSY 520 Individual Differences (3 hrs)

Industrial-Organizational Psychology,
 Concentration Code MAIN - 45 hours

This concentration focuses on behavior in business, industry, consulting, and government organizations. Students develop proficiencies in the construction and validation of personnel selection systems, job analysis, employee compensation, criterion development, leadership, motivation theory, equal employment opportunity law, and training in business and industry. A thesis is required. Grades lower than B may not be used to satisfy requirements for courses in the industrial/organizational training sequence (PSY 570, 571, 572, 670, and 673).

Specific Concentration Requirements - 45 hours

Research Methods, Measurement, and Statistics-
 12 hours

PSY 504 Advanced Research Methods in Psychology (3 hrs)
 PSY 512 Experimental Design and Analysis of Variance (3 hrs)
 PSY 513 Advanced Statistical Analysis (3 hrs)
 PSY 563 Statistics and Psychometric Theory (3 hrs)

Science of Behavior - 3 hours

PSY 552 Advanced Social Psychology (3 hrs)

Scientific Writing - 6 hours

This area left blank in proposal
 in order to align concentrations
 for easier comparison.

Industrial-Organizational Psychology,
 Concentration Code XXX - 45 hours

This concentration focuses on behavior in business, industry, consulting, and government organizations. Students develop proficiencies in the construction and validation of personnel selection systems, job analysis, employee compensation, criterion development, leadership, motivation theory, equal employment opportunity law, and training in business and industry. A thesis is required. Grades lower than B may not be used to satisfy requirements for courses in the industrial/organizational training sequence (PSYS 570, 571, 572, 670, and 673).

Specific Concentration Requirements - 45 hours

Research Methods, Measurement, and Statistics-
 12 hours

PSYS 510 Advanced Research Methods in Psychology (3 hrs)
PSYS 512 Analysis of Variance (3 hrs)
PSYS 513 Correlation and Regression Analysis (3 hrs)
PSYS 518 Statistics and Psychometric Theory (3 hrs)

Science of Behavior - 3 hours

PSYS 552 Advanced Social Psychology (3 hrs)

Scientific Writing - 6 hours

<p>PSY 599 Thesis Research and Writing (6 hrs)</p> <p>Ethics - 3 hours PSY 541 Professional Issues and Ethics in Psychology (3 hrs)</p> <p>Practicum and Internship-6 hours PSY 592 Psychology Internship (6 hrs)*</p> <p>Industrial/Organizational Courses - 15 hours PSY 570 Job Analysis and Compensation (3 hrs) PSY 571 Personnel Psychology (3 hrs) PSY 572 Organizational Psychology (3 hrs) PSY 670 Equal Employment Opportunity, the Law, and Ethical Considerations (3 hrs) PSY 673 Advanced Training in Business and Industry (3 hrs)</p> <p>*A four-to-six months internship in personnel psychology is encouraged (6 hours); 6 advisor approved graduate credit hours may be substituted for the internship if no internship placement can be obtained.</p>	<p>PSYS 599 Thesis Research and Writing (6 hrs)</p> <p>Ethics - 3 hours PSYS 581 Professional Issues and Ethics in Psychological Science (3 hrs)</p> <p>Practicum and Internship-6 hours PSYS 579 Internship in I/O Psychology (6 hrs)*</p> <p>Industrial/Organizational Courses - 15 hours PSYS 570 Job Analysis and Compensation (3 hrs) PSYS 571 Personnel Psychology (3 hrs) PSYS 572 Organizational Psychology (3 hrs) PSYS 670 Equal Employment Opportunity, the Law, and Ethical Considerations (3 hrs) PSYS 673 Advanced Training in Business and Industry (3 hrs)</p> <p>*A four-to-six months internship in personnel psychology is encouraged (6 hours); 6 advisor approved graduate credit hours may be substituted for the internship if no internship placement can be obtained.</p>
<p><u>Psychological Science, Concentration Code MAPS - 36 Hours</u></p> <p>This concentration utilizes a research mentorship approach to prepare students to be competitive applicants for admission into a Ph.D. program and/or for positions where strong research and methodological skills are needed. Students may choose from one of three focus areas allowing specialization in cognitive, developmental, or biobehavioral psychology, or they may design a focus area (9 hours) that best fits their interests (subject to approval by their advisor and the program coordinator). A thesis is required. Applicants should refer to faculty research interests identified on the program web site and must apply specifically to work with one or more faculty members in whose research they have a particular interest. Grades lower than B may not be used to satisfy requirements in the Research Methods and Statistics Core (PSY 504, 510, 512, 513, & 563), PSY 541, and PSY 662.</p> <p><i>Specific Concentration Requirements - 36 hours</i> Research Methods, Measurement, and Statistics-12 hours PSY 504 Advanced Research Methods in Psychology (3 hrs) PSY 512 Experimental Design and Analysis</p>	<p><u>Psychological Science, Concentration Code XXX - 36 Hours</u></p> <p>This concentration uses a research mentorship approach to prepare students to be competitive applicants for admission into a Ph.D. program and/or for positions where strong research and methodological skills are needed. Students may choose from one of four focus areas allowing specialization in cognitive psychology, developmental science, clinical science, or biobehavioral psychology, or they may design a focus area (9 hours) that best fits their interests (subject to approval by their advisor and the program coordinator). A thesis is required. Applicants should refer to faculty research interests identified on the program web site and must apply specifically to work with one or more faculty members in whose research they have a particular interest. Grades lower than B may not be used to satisfy requirements in the Research Methods and Statistics Core (PSYS 510, 512, 513, & 518), PSYS 581, and PSYS 595.</p> <p><i>Specific Concentration Requirements - 36 hours</i> Research Methods, Measurement, and Statistics-12 hours PSYS 510 Advanced Research Methods in Psychology (3 hrs) PSYS 512 Analysis of Variance (3 hrs)</p>

<p>of Variance (3 hrs) PSY 513 Advanced Statistical Analysis (3 hrs) PSY 563 Statistics and Psychometric Theory (3 hrs) Scientific Writing - 6 hours PSY 599 Thesis Research and Writing (6 hrs)</p> <p>Science of Behavior - 3 hours PSY 521 Advanced Child Psychology (3 hrs) PSY 511 Psychology of Learning (3 hrs) PSY 523 Advanced Topics in Cognition (3 hrs) PSY 552 Advanced Social Psychology (3 hrs) PSY 580 Advanced Physiological Psychology (3 hrs)</p> <p>Ethics - 3 hours PSY 541 Professional Issues and Ethics in Psychology (3 hrs)</p> <p>Practicum - 3 hours PSY 662 Practicum in Psychology (3 hrs)</p> <p>Cognitive Focus Area - 9 hours PSY 523 Advanced Topics in Cognition (3 hrs) PSY 500 Trends and Scientific Approaches in Psychological Thinking (3 hrs) PSY 552 Advanced Social Psychology (3 hrs) OR PSY 580 Advanced Physiological Psychology (3 hrs) OR PSY 590 Readings of Research in Psychology (3 hrs)</p> <p>OR PSY 412G Motivation and Emotion (3 hrs)</p> <p>Developmental Focus Area - 9 hours (only one 400G course permitted) 3-6 hrs required from among the following: PSY 521 Advanced Child Psychology (3 hrs) PSY 424G Topics in Developmental Psychology (3 hrs) PSY 423G Psychology of Adult Life and Aging (3 hrs)</p> <p>3-6 hrs required from among the following:</p>	<p>PSYS 513 Correlation and Regression Analysis (3 hrs) PSYS 518 Statistics and Psychometric Theory (3 hrs) Scientific Writing - 6 hours PSYS 599 Thesis Research and Writing (6 hrs)</p> <p>Science of Behavior - 3 hours PSYS 521 Advanced Child Psychology (3 hrs) PSYS 530 Conditioning and Learning (3 hrs) PSYS 533 Advanced Topics in Cognition (3 hrs) PSYS 552 Advanced Social Psychology (3 hrs) PSYS 567 Advanced Physiological Psychology (3 hrs)</p> <p>Ethics - 3 hours PSYS 581 Professional Issues and Ethics in Psychological Science (3 hrs)</p> <p>Practicum - 3 hours PSYS 595 Practicum in Psychological Science (3 hrs)</p> <p>Cognitive Psychology Focus Area - 9 hours PSYS 533 Advanced Topics in Cognition (3 hrs) PSYS 565 Cognitive Neuroscience (3 hrs) PSYS 530 Conditioning and Learning (3 hrs) OR PSYS 552 Advanced Social Psychology (3 hrs) OR PSYS 590 Readings of Research in Psychology (3 hrs) OR PSYS 407G Psychology of Language (3hrs) OR PSY 412G Motivation and Emotion (3 hrs)</p> <p>Developmental Science Focus Area - 9 hours (only one 400G course permitted) 3-6 hrs required from among the following: PSYS 521 Advanced Child Psychology (3 hrs) PSYS 424G Topics in Developmental Psychology (3 hrs) PSYS 423G Psychology of Adult Life and Aging (3 hrs)</p> <p>3-6 hrs required from among the following:</p>
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<p> PSY 523 Advanced Topics in Cognition (3 hrs) PSY 552 Advanced Social Psychology (3 hrs) PSY 540 Behavioral Problems of Childhood and Adolescence (3 hrs) PSY 545 Child Clinical Psychology: Theory and Practice (3 hrs) PSY 590 Readings of Research in Psychology (3 hrs) </p> <p> Biobehavioral Focus Area - 9 hours PSY 500 Trends and Scientific Approaches in Psychological Thinking (3 hrs) PSY 580 Advanced Physiological Psychology (3 hrs) PSY 511 Psychology of Learning (3 hrs) OR PSY 590 Readings of Research in Psychology (3 hrs) OR PSY 411G Sensation and Perception (3 hrs) OR PSY 483G Evolutionary Psychology (3 hrs) </p>	<p> PSYS 533 Advanced Topics in Cognition (3 hrs) PSYS 552 Advanced Social Psychology (3 hrs) PSY 540 Behavioral Problems of Childhood and Adolescence (3 hrs) PSY 545 Child Clinical Psychology: Theory and Practice (3 hrs) PSYS 590 Readings of Research in Psychology (3 hrs) </p> <p> Biobehavioral Focus Area - 9 hours PSYS 565 Cognitive Neuroscience (3 hrs) PSYS 567 Advanced Physiological Psychology (3 hrs) PSYS 530 Conditioning and Learning (3 hrs) OR PSY 590 Readings of Research in Psychology (3 hrs) OR PSYS 463G Evolutionary Psychology (3 hrs) OR PSYS 465 Psychopharmacology (3hrs) </p> <p> Clinical Science Focus Area - 9 hours PSYS 640 Psychopathology (3 hrs) PSYS 641 Theories of Psychotherapy (3 hrs) PSYS 520 Individual Differences and Human Diversity (3 hrs) OR PSYS 521 Advanced Child Psychology (3 hrs) OR PSYS 552 Advanced Social Psychology (3 hrs) OR PSYS 590 Readings of Research in Psychology (3 hrs) OR PSYS 465 Psychopharmacology (3hrs) </p>
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4. Rationale for the proposed program change:

Change in degree type and concentrations: In November of 2013, the Department of Psychological Sciences was created in Ogden College of Science and Engineering. The creation of this department is the culmination of several years of growth in the number of faculty actively engaged in the practice and teaching of basic and applied research in psychological science. As part of this change, the current Masters program in Psychology, which has three concentrations (Clinical Psychology, Industrial/Organizational Psychology, and Psychological Science), is being divided into two separate programs: An MS in Psychology, with concentrations in I/O

Psychology and Psychological Science that will be housed in the Department of Psychological Sciences in Ogden College of Science and Engineering, and an MA in Clinical Psychology that will be housed in the Department of Psychology in the College of Education and Behavioral Sciences.

Admission requirements: This program is highly selective and over the last five years the average GRE scores of accepted students have been considerably higher than the stated minima. The removal of specific minimum scores in favor of the presentation of average scores of recently accepted students gives applicants a better sense of the selectivity of the program, but will not necessarily deter students from applying.

Course changes: New courses have been added to the program (Cognitive Neuroscience, Psychology of Language, and Psychopharmacology) and revisions have been made to existing courses (e.g., Conditioning and Learning). These additions and revisions bring the program into better alignment with the American Psychological Association's goal of enhancing psychology's prominence as a core STEM discipline.

New focus area: A focus area in Clinical Science has been added to the Psychological Science Concentration, which already has focus areas in Cognitive Psychology, Developmental Science, and Biobehavioral Psychology. This new focus area has excellent potential to attract students interested in pursuing careers or doctoral-level study in the scientific study of mental health. In addition, the development of this focus area is consistent with the growing recognition of the need for evidence-based models of mental health.

Because the revision primarily involves a division of a single program into two programs, no additional resource needs are anticipated. Existing resources will be re-allocated as appropriate. Graduate enrollments are not expected to change substantially in the near future and teaching demands should remain essentially unchanged.

5. **Proposed term for implementation and special provisions (if applicable):** Fall 2014

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

Department/ Unit __ Psychological Sciences _____	<u>January 27, 2014</u>
_____ College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____