



Minutes—January 16, 2014
3:00 pm, Academic Affairs Conference RM 239

Members Present: Mark Revels, Evelyn Thrasher (Alt.), Jill Cabrera, Cynthia Houston, Nielsen Pereira, Ferhan Atici, Nick Levis, Beth Plummer, Jacob Buechler, Lauren Bland, Kurt Neelly, Beverly Siegrist, Molly Kirby (Alt. for Jane Olmsted), Carl Fox

Members Absent: Phillip Coleman, Stacy Wade, Kevin Allen, Katherine Paschetto, Cheryl Davis, Mark Doggett, Eric Reed, Robyn Swanson, Joanna Jones, Jacqueline Adams

Guests Present: Colette Chelf, Crissy Priddy, Freida Eggleton, Sylvia Gaiko, Danita Kelley, Janet Applin, Cathleen Webb, Scott Gordon, John Baker, Brad Stinnett, Vivian Hurt, Carl Myers, Holly Payne

I. Call to Order

II. Consideration of December 12, 2013 minutes

*Siegrist/Revels motion to approve; passed

III. Report from Dean of the Graduate School

*Crissy Priddy is leaving the Graduate School staff;

*Colette Chelf presented data regarding academic standing of graduate students following the Fall 2013 term: 2724 students enrolled, 132 probation, 16 dismissed. 10 of the 16 dismissed have between a 2.8 and 2.99 GPA. The upcoming proposal to allow graduate students to replace grades will help many of these students.

*Chelf also reported the publication of 34 theses & dissertations for the Fall 2013 term.

* Discussion of replacement course policy; Neelly indicated a need for a “fresh start” policy to allow students to remove all old coursework and grades in addition to the replacement course policy; Levis, as a student, concerned with this policy and ability for students to retake graduate level courses; Eggleton clarified that some GPAs are recalculated based on this policy for doctoral or professional programs; Applin supports policy and believes would benefit teacher education programs; Kirby stated would also benefit certificate seeking students; Plummer agreed that students encountered difficulty after receiving a poor grade at the beginning of a program and that this policy would alleviate the issue; Neelly questioned if the policy should address hours rather than courses; Eggleton specified that the similar undergraduate policy was changed to courses from hours years ago based on some difficulty in equating hours; Gaiko suggested to check benchmarks; Plummer requested rules committee to review this policy.

IV. Committee Reports

A. Rules Committee Report

*Houston reported the committee is in the process of revising the process to approve graduate faculty with regard to the new graduate faculty policy approved by Graduate Council in December;

*Discussed the minimum hours required for a graduate certificate as stipulated by CPE; Plummer read the policy requiring 18 hours for a post-bac certificate and 24 hours for a post-masters certificate; Applin questioned the need to revise all graduate certificates; due to the fact that no public universities in Kentucky adhere to the minimum 18 hour rule, Fox suggested looking at benchmarks and discussing with Academic Affairs the need to define minimum hours for a graduate certificate program; Gaiko pointed to the fact that

students are being successful at board certification as supporting evidence that WKU is meeting the academic objectives of the programs; Fox questioned if the minimum 18 hours was a federal requirement; Gaiko stated that IPEDs has the same 18 hour minimum; however, Priddy relayed that all current graduate certificates are Title ____ approved so that requirement had been disregarded at some point.

B. Graduate Faculty Committee Report

*Passed

C. Student Research Committee Report

*Fox reported that the committee had changed the meeting dates from monthly to twice in the Spring 2014 term – February 11th & April 8th. This information was not changed on the Graduate School website prior to the winter break and two students needed approval prior to February 11th to complete degree requirements by May; thus, Dr. Fox reviewed and approved the two students’ funding; standing motion to approve passed.

V. New Business

A. College of Education and Behavioral Sciences

Consent *Revels/Kirby motion to bundle and approve all consent items; passed	Delete a Program 025 Graduate Minor in Psychology Contact: Carl Myers, carl.myers@wku.edu , 745-4410
Consent	Revise Course Title EDFN 726, Postsecondary Change and Cultures Contact: Tony Norman, tony.norman@wku.edu , 745-3061
Action *Revels/Cabrera motion to approve; passed	Create a New Course PSY 625, Seminar in School Psychology Contact: Carl Myers, carl.myers@wku.edu , 745-4410
Action *Houston/Revels motion to approve; clarification that course inventory form should indicate lecture/lab; passed	Create a New Course BE 400G Advanced Applications Software for Business Educators Contact: Michael McDonald, michael.mcdonald@wku.edu , 745-3097

B. Health and Human Services

Consent	Delete a Course SWRK 575 Adolescent Issues Contact: Vivian Hurt, Vivian.hurt@wku.edu 270-745-8396
Action *Siegrist/Kirby motion to approve; Passed	Create a New Course RSA 538 Facility and Event Security Management Contact: Brad Stinnett, brad.stinnett@wku.edu , 745-4329
Action *Siegrist/Revels motion to approve;	Create a New Course SWRK 579 Partnership in Assessing Children and Families Contact: Vivian Hurt, Vivian.hurt@wku.edu 270-745-8396

Passed	
Action *withdrawn by proponent	Create a New Course SWRK 677 Social Work with Substance Abuse Contact: Dr. Amy Cappiccie, Amy.Cappiccie@wku.edu , 745-3820
Action *Revels/Neelly motion to approve; passed	Revise a Certificate 0455 Facility and Event Management Contact: Brad Stinnett, brad.stinnett@wku.edu , 745-4329
Action *Revels/Cabrera motion to approve; Houston questioned if RSA 598 was the capstone; Stinnett clarified that RSA 590 is capstone; passed	Revise a Program 095 MS Recreation and Sport Administration Contact: Brad Stinnett, brad.stinnett@wku.edu , 745-4329

C. Ogden College of Science and Engineering

Action *Revels/Siegrist motion to approve; Eggleton requested friendly amendment to use full course name as course abbreviation; proponent Webb accepted; passed	Create a New Course PSYS 525 Cognitive Neuroscience Contact: Sharon Mutter, sharon.mutter@wku.edu , 5-4389
---	---

D. Potter College of Arts & Letters

Consent	Suspend a Course COMM 505 Introduction of Graduate Studies in Communication Contact: Holly Payne, holly.payne@wku.edu , 5-5876
Action *Revels/Cabrera motion to approve; passed	Revise a Program 0012 M.A. Organizational Communication Contact: Holly Payne, holly.payne@wku.edu , 5-5876

E. University College

Consent	Proposal to Revise Course Catalog Listing LEAD 600 Capstone in Leadership Experience Contact: John Baker john.baker1@wku.edu 745-5149
Consent	Proposal to Revise Course Prerequisite LEAD 600 Capstone in Leadership Experience Contact: John Baker john.baker1@wku.edu 745-5149
Action *Kirby/Revels motion to approve; Plummer questioned approval of this	Proposal to Revise a Program 163 Graduate Certificate in Leadership Studies Contact: Nevil Speer Nevil.speer@wku.edu 745-5959

<p>revision because reducing number of hours in the certificate relative to the possible minimum 18 hour requirement; Siegrist & Applin commented that approval would be aligned with precedent; Danita Kelley agreed; Fox commented that if the 18 hour minimum is adopted this certificate would need to be addressed whether it was 12 or 14 hours; passed</p>	
---	--

VI. Announcements

*Houston questioned what status of new program proposal form for Graduate Council and if using the CPE program form; Chelf stated that Graduate Council has yet to determine what forms to use; Plummer indicated that Graduate Council was bound by the UCC forms and would continue to use them until adopting new forms; Applin suggested that Graduate Council not change forms in the middle of a term; Plummer agreed; Chelf clarified that Academic Affairs had suggested using the CPE new program form and the Graduate School was recommending to programs to use the CPE form for new programs, as such a new program will be coming in February on the new CPE form; Plummer asserted that Graduate Council cannot disregard regulations to change a policy and questioned ability to change without going before the Senate and this has to go to Rules Committee; Chelf no disregard of regulations has occurred because there is no policy saying Graduate Council will use UCC forms; Plummer we don't have forms and the traditional policy is to use UCC's so customary law prevails over any regulations - in the absence of GC making a decision we cannot change – Graduate Council is a faculty run committee and need faculty oversight by sending to Rules Committee; Neelly questioned are CPE forms reference forms or are we required to use them; Gaiko confirmed the CPE form must be used; Neelly surmised if we are required by the state to do this form why not use it; Plummer explained that the state and internal forms are different; Chelf explained the Graduate School's intent in recommending the use of the CPE form was to eliminate multiple forms and use only the CPE form because it is required by the state; Plummer agreed that Graduate Council could send to rules committee for consideration, but cannot disregard our policy; Siegrist stated we do not have a policy--UCC does not govern the Graduate Council; Plummer stated while the intention to change forms is good, we cannot change things without sending to rules committee; Revels questioned that this is not a policy change but only a tradition; Plummer stated that going through the process is to make sure that everyone has the information ; Revels asked if programs could use the CPE form on a temporary basis while the rules committee is reviewing; Plummer disagreed stating that the system won't be standardized and this will lead to problems; Siegrist I think a new program is different because those people working on the new program will be in contact with Academic Affairs; Plummer I am not opposed to changing the forms but we need to follow the process to make changes; Siegrist agreed, but to allow the CPE form on a temporary basis is will not be difficult; Plummer stated that the process was confusing now because Graduate Council does not have a website; Chelf clarified Graduate Council does have a website; Plummer acknowledged it does but stated that no one is used to using it; D. Kelley clarified that the UCC website

references the new program proposal is the CPE form as of January 2014; Plummer acquiesced that using the CPE form would be fine because we use UCC forms; Siegrist refuted that we do not; Plummer asserted that rules committee needs to review new forms; Webb stated that rules committee is a sub-committee of Graduate Council so if Graduate Council is discussing then that discussion supersedes rules committee; Plummer we have lost quorum and need a motion to adjourn.

VII. Adjourn

*Kirby motion to adjourn

**The Graduate School
Proposal to Revise an Academic Policy
(Action Item)**

Contact Person: Carl Fox, carl.fox@wku.edu , 5x2446

1. Identification of proposed policy revision: Repeating Courses

**2. Catalog statement of existing policy:
Repeating a Course**

A graduate course in which a student has received a passing grade (C or better) may not be repeated for the purpose of raising the grade. If a course is repeated in which a passing grade was received, the course credit(s) will only count once toward the program and both grades will be used in calculating the GPA. A course in which a grade of D or F is received must be repeated if the course is used in meeting degree requirements. If the course is not being used to fulfill degree requirements it may be repeated and both grades are used in computing the overall grade point average. In graduate education, grades are not replaced by repeating courses.

**3. Catalog statement of proposed policy:
Repeating Courses**

A graduate student is permitted to repeat any course in which a “C” or below was earned. An individual course may only be repeated one time. Courses that are repeatable for credit on different topics may be repeated one time for equivalent credit. Only the second grade will be counted in computing the grade point average. The course and grade received for each attempt will continue to appear on the student’s transcript.

4. Rationale for proposed policy revision:

Graduate academic standing is determined by cumulative GPA. Repeating courses allows graduate students an opportunity to learn required content while improving their GPA. Additional benefits of the revised policy include increased and expedited degree completion, as well as improved student competence. The new policy emphasizes the importance of student success in specific program-defined courses, rather than success in random courses.

5. Impact of proposed policy revision on existing academic or non-academic policies:

Academic Standing -- Revising the policy will curtail unnecessary probation or dismissal through grade replacement. For example, a student earning an “F” followed by an “A” now has a 2.0 GPA and is placed on probation. This student needs 6 hours of “A” credit to earn a cumulative 3.0 and come off probation. The new policy would allow this student to be removed from probation and would result in a 4.0 GPA.

Time Limit for Completion of Degrees -- Adopting this grade replacement policy will result in students needing fewer courses to raise a low GPA, thus allowing them to complete graduate degrees as scheduled. As in the example above, a student earning an “F” followed by an “A” now has a 2.0 GPA. The new policy would allow the student to continue in his or her coursework toward degree completion without requiring an additional 6 hours of credit due to probation.

Appeal of Graduate Regulations -- The combination of the impacts of the above policies will result in fewer students on probation, being dismissed and exceeding the time limit for degree completion, thereby reducing the number of appeals of graduate regulations.

6. Proposed term for implementation: Fall 2014

7. Dates of approvals:

Graduate Council _____

University Senate _____

GRADUATE FACULTY COMMITTEE REPORT – 2/13/14

Regular

<u>Name</u>	<u>Department</u>
Fan, Xingang	Geography/Geology

Adjunct

<u>Name</u>	<u>Department</u>
Brown, Candace	Diversity & Community Studies
Crowe, Peggy	Organizational Leadership (Leadership Studies)
Wilkins, Deborah	Kinesiology, Recreation & Sport

November 6, 2013:

**Gordon Ford College of Business
Department of Economics
Proposal to Revise Course Grade Type
(Consent Item)**

Contact Person: Dr. Brian Goff, brian.goff@wku.edu, 745-3855

1. Identification of proposed course

- 1.1 Course prefix (subject area) and number: ECON 596
- 1.2 Course title: Applied Economics Project

2. Current course grade type: (1) Standard Letter Grade

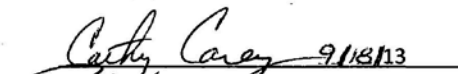
3. Proposed course grade type: (1) Standard Letter Grade with IP option

4. Rationale for revision of course grade type: This is an end-of-program data-oriented project that students frequently take more than one semester to complete. A grade In Progress is a more accurate description of an unfinished project rather than incomplete and will keep a grade from automatically turning into an F during the next semester.

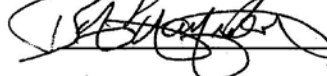
5. Proposed term for implementation: Summer 2014 (201420)

6. Dates of prior committee approvals

Department of Economics

 9/18/13

GFCB Graduate Committee

 9-18-13

WKU Graduate Council

University Senate

Proposal Date: 12/12/2013

**College of Health and Human Services
School of Nursing
Proposal to Create a Temporary Course
(Information Item for First Offering)**

Contact Person: Name, email, phone: Eve Main, eve.main@wku.edu, 745-3489

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: NURS 800
- 1.2 Course title: Maintaining Matriculation
- 1.3 Abbreviated course title: Maintaining Matriculation
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 1-3
- 1.5 Schedule type: M
- 1.6 Prerequisites: NURS 780 and permission of advisor
- 1.7 Grade type: ___ standard letter grade _X_ pass/fail ___ in progress (IP)
- 1.8 Course description: This course is for DNP students that have completed 6 hours of NURS 780 and have not completed their project and/or technical report in the DNP program.

2. Rationale

- 2.1 A formal course proposal will be completed in Spring of 2014.
- 2.2 This course is not offered in other programs and is specific to the DNP program.

3. Description of proposed course

- 3.1 Course content outline is specific to the student's clinical project.
- 3.2 No texts are required.

4. Term of Implementation:

Spring 2014

5. Dates of review/approvals:

School of Nursing
Dean, College of Health and Human Services
Office of the Provost

12/12/2013

12/13/2013
12/13/2013

Format effective May 2013

Proposal Date: January 27, 2014

Potter College
Department of Philosophy and Religion
Proposal to Create a Temporary Course
(Information Item for First Offering, Action Item for Second Offering)

Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu, 5-5744

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: RELS 600
- 1.2 Course title: MAINTAIN MATRICULATION
- 1.3 Abbreviated course title: MAINTAIN MATRICULATION
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 1
- 1.5 Schedule type: M
- 1.6 Prerequisites/corequisites:
- 1.7 Grade type: ___ standard letter grade ___ pass/fail ___ in progress (IP) _X_ NO GRADE
- 1.8 Course description:

2. Rationale

- 2.1 Reason for offering this course on a temporary basis: We neglected to create such a course when we implemented the program Fall semester 2011. We need this course for our students who are finishing up their theses or final projects and already have completed all other course work.
- 2.2 Relationship of the proposed course to courses offered in other academic units: This course is very similar to other such courses in other graduate programs across the WKU campus. Two good examples are ENG 600 and HIST 600.

3. Description of proposed course

- 3.1 Course content outline: N/A
- 3.2 Tentative text(s): N/A

4. Second offering of a temporary course (if applicable)

- 4.1 Reason for offering this course a second time on a temporary basis: Because catalog changes are made for the fall semester, we still need this course for the current semester (Spring 2014). We have the permanent course proposal in the curriculum approval process and will have the course in the catalog for fall 2014.
- 4.2 Term course was first offered: Fall 2013
- 4.3 Enrollment in first offering: 1

5. Term of Implementation: 201410

6. Dates of review/approvals:

Department of Philosophy and Religion
Dean, Potter College _____

January 27, 2014

27 Jan 2014

Format effective May 2013

**Potter College of Arts & Letters
Department of English
Proposal to Revise A Program
(Action Item)**

Contact Person: Alex Poole, alex.poole@wku.edu, 5-5780

1. Identification of program:

- 1.1 Current program reference number: N/A
- 1.2 Current program title: Endorsement: Teaching English as a Second Language
- 1.3 Credit hours: 22

2. Identification of the proposed program changes:

- Change catalogue description to reflect GPA policy approved by Education Professional Standards Board for graduate Endorsement in Teaching English as a Second Language.

3. Detailed program description:

Current Program	Proposed Program
Program Description	New Program Description
Page 330, 2013-2014 graduate catalogue: Endorsement: Teaching English as a Second Language (TESL) Persons who have certification to teach in the elementary, middle, or secondary grades can add on to that certification an endorsement in teaching English as a Second Language by completing the courses below and the ESL Praxis test with a minimum score of 157.	Page 330, 2013-2014 graduate catalogue: Endorsement: Teaching English as a Second Language (TESL) Persons who have certification to teach in the elementary, middle, or secondary grades can add on to that certification an endorsement in teaching English as a Second Language by completing the courses below and the ESL Praxis test with a minimum score of 157. An overall GPA of 3.0 and grade of 'B' or better must be earned in the required core classes.

- 4. Rationale for the proposed program change:** Previous to this change, candidates were only required to obtain a 2.5 GPA in the ESL Endorsement courses. We found this standard to be unacceptably low for graduate students, who comprise the majority of students in our program. In addition, Kentucky requires the highest minimum passing score on the Praxis II; students who do not earn a 'B' in these courses cannot pass the Praxis II.

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

6. Dates of prior committee approvals:

English Department: 11/08/2013_____

Potter College Curriculum Committee 1/7/2014_____

Graduate Council _____

University Senate _____

Proposal Date: January 2, 2014

**College of Education and Behavioral Sciences
Department of Psychology
Proposal to Revise Course Number
(Consent Item)**

Contact Person: Steve Winger, email: steven.winger@wku.edu, phone: 5-4421

1. Identification of proposed course

- 1.1 Course prefix (subject area) and number: PSY 500
- 1.2 Course title: TRENDS AND SCIENTIFIC APPROACHES IN PSYCHOLOGICAL THINKING

2. Proposed course number: PSY 597

3. Rationale for revision of course number: The Department of Psychological Science is seeking equivalency for this course in a separate proposal. This change will make the course number consistent with the numbering systems in both the Department of Psychology and the Department of Psychological Science.

4. Proposed term for implementation: Fall 2014

5. Dates of prior committee approvals:

Department of Psychology	January 17, 2014
CEBS Curriculum Committee	February 4, 2014
Graduate Council	
University Senate	

**College of Education and Behavioral Science
Department of Psychology
Proposal to Suspend a Course
(Consent Item)**

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: PSY 490G
- 1.2 Course title: Research, Readings or Special Projects in Psychology
- 1.3 Credit hours: 3

2. Rationale for the course suspension: This course is no longer offered as a 400G level course.

3. Effect of course suspension on programs or other departments, if known: There are no other programs or departments that require PSY 490G.

4. Proposed term for implementation: Fall 2014

5. Dates of prior committee approvals:

Department of Psychology:	<u>January 17, 2014</u>
CEBS Curriculum Committee	<u>February 4, 2014</u>
Graduate Council	_____
University Senate	_____

**College of Education and Behavioral Science
Department of Psychology
Proposal to Suspend a Course
(Consent Item)**

Contact Person: Steve Winger, steven.winger@wku.edu, 5-4421

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: PSY 495G
- 1.2 Course title: History and Systems of Psychology
- 1.3 Credit hours: 3

2. Rationale for the course suspension: This course is no longer taught as a 400G level course.

3. Effect of course suspension on programs or other departments, if known: There are no other programs or departments that require 495G.

4. Proposed term for implementation: Fall 2014

5. Dates of prior committee approvals:

Department of Psychology:	<u>January 17, 2014</u>
CEBS Curriculum Committee	<u>February 4, 2014</u>
Graduate Council	_____
University Senate	_____

**College of Education and Behavioral Sciences
Department of Psychology
Proposal to Create a New Course
(Action Item)**

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

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PSY 436G
- 1.2 Course title: Applied Cognitive Psychology
- 1.3 Abbreviated course title: Applied Cognitive Psychology
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L (Lecture)
- 1.6 Prerequisites: Permission of the instructor.
- 1.7 Course catalog listing: *Prerequisite: Permission of the instructor.* This course will focus on the application of empirical cognitive findings to real-world memory tasks, reasoning, and problem-solving. Topics covered include attentional processes applied to distracted driving, memory formation and retrieval as they relate to eyewitness testimony and recovered memories, and strategies for compensating for our limited short-term memory capacity.

2. Rationale:

- 2.1 Reason for developing the proposed course: An understanding of how cognitive concepts apply to real-world scenarios allows students to transfer their knowledge of basic research findings to situations they encounter in their everyday lives. This course emphasizes the ways in which cognitive components such as perception and memory influence human behavior in practice (as opposed to in laboratory settings), providing a strong addition to the department's emphasis on the practical applications of psychology. This course introduces students to the application of psychological principles to real-world problems, which will benefit students planning to enter the workforce upon graduation, as well as those who will develop their own research questions in graduate school. This G course is being proposed for graduate students who are interested in masters-level study of applied cognitive psychology. Currently, there is no course in applied cognitive psychology at the graduate level offered at WKU. This course will benefit graduate students who intend to attend doctoral programs in applied cognitive psychology, human factors, educational psychology, or school psychology. It will also be of use to graduate students in other programs for whom knowledge of the practical implications of cognitive psychology is useful (e.g., social work, counseling, teacher education, and sociology).
- 2.2 Projected enrollment in the proposed course: 3-4/semester. This does not include the projected enrollment of undergraduates in PSY 436. These two courses will meet at the same time to maximize efficiency.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course is proposed to be the G course to PSY 436 Applied Cognitive Psychology, which is currently being proposed to the Undergraduate Curriculum Committee.
- 2.4 Relationship of the proposed course to courses offered in other departments: Undergraduate courses in cognition are currently offered by the Department of Psychological Sciences, but no courses in applied cognition are offered.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Catholic University of America offers PSY 447 Applied Cognitive Psychology (PSY 447) and California State University Northridge offers Applied Cognition (PSY 369). Similar to the relationship of the proposed PSY 436 to the existing PSY 405, Arizona State University offers Memory and Cognition (PSY 324), an introduction to cognitive research findings, as well as Effective Thinking (PGS 304), which focuses on "improving intellectual and behavioral skills; information analysis, inference, logic, problem solving, and decision making." Additionally, many universities offer graduate programs in applied cognitive psychology (e.g., Claremont Graduate University, Texas Tech University, University of Houston-Clear Lake, Kansas State University). Similar graduate

courses include Psych 325 Psychology of Thinking at Claremont Graduate University and PSYC 759 Applied Decision Making at George Mason University.

3. Discussion of proposed course:

- 3.1 Course objectives: Students will be able to:
- Understand and apply theories of cognition to explain human behavior
 - Apply cognitive research findings to real-world situations
 - Identify common misconceptions about everyday practices (e.g., distracted driving) using relevant empirical findings
 - Identify and apply effective memory strategies
 - Propose a theoretically-based cognitive research study with practical implications, including a review of relevant measures to be used.
- 3.2 Content outline:
- Introduction to Cognitive Theories
 - Perception
 - Memory
 - Attention
 - Problem solving
 - Real-world Applications of Perception Research
 - Eyewitness Accounts
 - Optical Illusions
 - Occupational Therapy for Visual Perceptual Skills
 - Practical Implications of Memory (In)Accuracy
 - Eyewitness Memory & Testimony
 - Memory Errors
 - False Memories, False Accusations, and Witness Tampering
 - Flashbulb Memories
 - Filling in the Gaps: Alien Abduction Memories
 - How Attentional Capacity Impacts Behavior
 - Distracted Driving
 - Other Types of Multitasking
 - Cognitive Load and Choking Under Pressure
 - Individual Differences in Academic Performance
 - Can Attentional Capacity Be Increased?
 - Myths about Learning, Memory, and the Brain
 - Learning Styles
 - The 10% Myth
 - Left Brain, Right Brain
 - Alcohol and Brain Cells
 - Brain Training
 - Problem-solving
 - Academic Problem-solving
 - Creative Problem-solving in the Workplace
 - Logical Fallacies in the Media
 - Decision-making
 - Risk: Gambling
 - Comparisons: Shopping and Relationships
 - Evaluating Information and its Sources
 - Strategies
 - Retrieving Information from Long-Term Memory
 - Dealing with Limited Memory Capacity in Everyday Situations
 - Transferring Knowledge to New Situations
 - Becoming an Expert Student
 - Careers in Applied Cognitive Psychology
 - School Psychology

- Human Factors Psychology
 - Cognitive Behavioral Therapy
 - Conducting Research in Real-World Settings
- 3.3 Student expectations and requirements: Students will be expected to read assigned text chapters and journal articles. Class attendance and active participation in in-class activities is expected. Student learning will be assessed with tests, quizzes, in-class activities and a research proposal.
- 3.4 Tentative texts and course materials:
- 3.4.1 Galotti, K. M. (2013). *Cognitive Psychology In and Out of the Laboratory (5th edition)*. Thousand Oaks, CA: Sage.
- 3.4.2 Additional academic journal articles will be provided for each topic, e.g., Clark. S. E. & Loftus, E. F. (1996). The construction of space alien abduction memories. *Psychological Inquiry*, 7, 140-143.

4. Resources:

- 4.1 Library resources: Current library resources are adequate.
- 4.2 Computer resources: No special computer resources are required.

5. Budget implications:

- 5.1 Proposed method of staffing: A Psychology faculty member who previously taught PSY 405 will assume responsibility for teaching this course. To date, this faculty member has taught PSY 405 and PSY 310, Educational Psychology. Because PSY 405 has moved to Psychological Sciences, this faculty member will no longer teach PSY 405, and will instead teach PSY 436 and PSY 436G.
- 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 Psychology:	<u>January 17, 2014</u>
CEBS Curriculum Committee	<u>February 4, 2014</u>
Graduate Council	_____
University Senate	_____

**College of Education & Behavioral Sciences
Department of Psychology
Proposal to Revise A Program
(Action Item)**

Contact Person: Dr. Carl Myers, carl.myers@wku.edu, 745-4410

1. Identification of program:

- 1.1 Current program reference number: 147
- 1.2 Current program title: Specialist in Education: School Psychology
- 1.3 Credit hours: 67

2. Identification of the proposed program changes:

- Eliminate the listing of specific undergraduate psychology courses as an admission requirement and replace that with a requirement of 12 hours of psychology coursework.
- Eliminate PSY 580 (Advanced Physiological Psychology) as a required course and replace it with PSY 625 – Seminar in School Psychology.
- The course prefix has changed for PSY 521 to PSYS 521, but remains the same course. The new course prefix has been included and an additional course option to PSY 521 (i.e., FACS 577) has been added.
- Eliminate PSY 563 – Statistics and Psychometric Theory and replace it with a choice between PSY 512 – Experimental Design & Analysis of Variance and EDFN 501 – Educational Statistics.

3. Detailed program description:

Current Program	Proposed Program
<p>This program emphasizes training as an innovative problem solver. The student is trained to function as an integral part of the total program of pupil services. Each individual receives on-site experience in public schools, school-related practicum assignments in the department’s psychological clinic, and experience as a member of an interdisciplinary team. Upon completion of the required course work, the student must complete a full year minimum 1200-hour internship within an educational setting. Practicum, research tool and a specialist project are also required.</p> <p>Admission Requirements Applicants should have course work in introductory psychology, statistics, research methods, and either abnormal or personality psychology; a minimum score of 142 or equivalent* on both the Verbal and Quantitative scales on the Graduate Record Examination General Test; a minimum GRE writing score of 3.5; and a minimum undergraduate GPA of 3.0 (no specific GAP score is required). Applicants should send three letters of recommendation, a psychology department application form and the graduate application form to the Graduate School. Beyond these stated minimum requirements, selection is competitive. A criminal background check, TB test, and physical exam will be required of successful applicants during the first semester of graduate study at the applicant’s expense.</p> <p>*All admitted students must separately qualify for admission to professional education, including meeting the standardized test score requirements found on the CEBS</p>	<p>This program emphasizes training as an innovative problem solver. The student is trained to function as an integral part of the total program of pupil services. Each individual receives on-site experience in public schools, school-related practicum assignments in the department’s psychological clinic, and experience as a member of an interdisciplinary team. Upon completion of the required course work, the student must complete a full year minimum 1200-hour internship within an educational setting. Practicum, research tool and a specialist project are also required.</p> <p>Admission Requirements Applicants should have at least 12 semester hours of coursework in psychology; a minimum score of 142* or equivalent on both the Verbal and Quantitative scales on the Graduate Record Examination General Test; a minimum GRE writing score of 3.5; and a minimum undergraduate GPA of 3.0 (no specific GAP score is required). Applicants should send three letters of recommendation, a psychology department application form and the graduate application form to the Graduate School. Beyond these stated minimum requirements, selection is competitive. A criminal background check, TB test, and physical exam will be required of successful applicants during the first semester of graduate study at the applicant’s expense.</p> <p>*All admitted students must separately qualify for admission to professional education, including meeting the standardized test score requirements found on the CEBS</p>

Teacher Admissions web page. Students whose GRE scores do not meet the professional education minimums may qualify for admission by submitting qualifying scores on the PRAXIS I. For more information, contact the school psychology program coordinator.

Teacher Admissions web page. Students whose GRE scores do not meet the professional education minimums may qualify for admission by submitting qualifying scores on the PRAXIS I. For more information, contact the school psychology program coordinator.

Current Program				Proposed Program			
Prefix	#	Course Title	Hrs.	Prefix	#	Course Title	Hrs.
PSY	510	Advanced Educational Psychology	3	PSY	510	Advanced Educational Psychology	3
PSY	511	Psychology of Learning	3	PSY	511	Psychology of Learning	3
PSY	514	Program Evaluation	3	PSY	514	Program Evaluation	3
PSY	519	Psychological Perspectives on Classroom Behavior	3	PSY	519	Psychological Perspectives on Classroom Behavior	3
PSY	521	Advanced Child Developmental Psychology	3	PSYS or FACS	521 577	Advanced Child Developmental Psychology Child Development Theory & Research	3
PSY	540	Behavior Problems of Childhood and Adolescence	3	PSY	540	Behavior Problems of Childhood and Adolescence	3
PSY	541	Professional Issues and Ethics in Psychology	3	PSY	541	Professional Issues and Ethics in Psychology	3
PSY	545	Clinical Child Psychology: Theory and Practice	3	PSY	545	Clinical Child Psychology: Theory and Practice	3
PSY	560	Assessment of Cognitive and Intellectual Functioning	3	PSY	560	Assessment of Cognitive and Intellectual Functioning	3
PSY	561	Advanced Assessment in Educational Settings	3	PSY	561	Advanced Assessment in Educational Settings	3
PSY	562	Practicum in Psychological Assessment	6	PSY	562	Practicum in Psychological Assessment	6
PSY	563	Statistics and Psychometric Theory	3	PSYS or EDFN	512 501	Analysis of Variance Educational Statistics	3
PSY	580	Advanced Physiological Psychology	3	PSY	625	Seminar in School Psychology	3
PSY	592	Internship	6	PSY	592	Internship	6
PSY	641	Theories of Psychotherapy	3	PSY	641	Theories of Psychotherapy	3
PSY	643	Academic Assessment & Intervention	3	PSY	643	Academic Assessment & Intervention	3
PSY	645	Consultation in Educational and Mental Health Settings	3	PSY	645	Consultation in Educational and Mental Health Settings	3
PSY	662	Practicum in Psychology	4	PSY	662	Practicum in Psychology	4
PSY	699	Specialist Project	6	PSY	699	Specialist Project	6
TOTALS		Credit Hours	67	TOTALS		Credit Hours	67

4. Rationale for the proposed program change:

- Listing specific undergraduate psychology courses as an admission requirement impedes non-psychology majors from entering the program. Several times each year, teachers call to inquire about entering the school psychology program but become discouraged when learning that specific psychology courses are required for admission. There are non-psychology undergraduate majors, and particularly teachers, who have skills and experiences that would be valuable to the role of a school psychologist. The current admission requirement discourages otherwise qualified applicants from applying to the program simply because they do not have a

specific undergraduate course. The proposed admission requirement of 12 hours of psychology coursework is still equivalent to the current program requirement of the four specific courses, which equates to 12 hours. Entrance into the school psychology program is, and will remain, highly competitive and selective. The proposed program change will simply allow more flexibility in who can be considered for the program.

- The field of school psychology is constantly evolving in response to new accreditation standards (i.e., National Association of School Psychologist’s (2010) *Standards for Graduate Preparation of School Psychologists*), new assessment methods in the field, special education regulations, and national and state policy letters. The addition of PSY 625 – Seminar in School Psychology is intended to address any gaps in the program related to the latest school psychology accreditation standards and to serve as a mechanism for keeping students up-to-date with current issues in the field. While PSY 580 – Advanced Physiological Psychology provides relevant and important content for the graduate students, the topic of physiology is not an accreditation requirement. Covering a variety of current issues in the field of school psychology would better address accreditation standards. Furthermore, the addition of the new course will allow the content of the school psychology program to be more flexible and adaptive in the future.

- PSY 521 - Advanced Child Developmental Psychology will remain the same course but change its prefix to PSYS 521, due to the creation of the new Psychological Science department in Ogden College. The course prefix is changed in this proposal to reflect that revision. In addition, FACS 577 - Child Development Theory & Research, has been added as an option for students to take. Course titles and syllabi suggest very similar course content. Given PSYS 521 will be in a new department in a different college, it is unknown how often that course will be offered in the future or if it will be offered at a time that will fit the graduate students’ schedules. Thus, it is in the students’ best interests’ best interests for a course option to be available so as not to impede their progression through the program.

- Regarding the deletion of PSY 563: The school psychology program is nationally accredited and one of the standards includes an emphasis on statistics. While PSY 563 – Statistics and Psychometric Theory obviously includes statistics, the course objective from the syllabi states the course is “designed to cover both theories and techniques of psychological measurement.” The focus on measurement, as illustrated by several of the specific course topics listed in the syllabi (e.g., classical test theory, item writing, item types, item analysis, item bias, item response theory, computer adaptive testing), does not provide enough emphasis on basic statistics necessary for the students. Either one of the two courses listed to replace PSY 563 (i.e., EDFN 501 – Educational Statistics, PSYS 512 – Experimental Design & Analysis of Variance) will cover statistics more directly.

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

The change of required courses would begin the 2014-15 school year. Students that started in the school psychology program this year (2013-14) would have already taken PSY 563 but not PSY 580. They will be allowed to use PSY 563 but asked to modify their Form B/Cs and take PSY 625 instead of PSY 580.

6. Dates of prior committee approvals:

Department of Psychology	<u>January 17, 2014</u>
CEBS Curriculum Committee	<u>February 4, 2014</u>
Professional Education Council	<u>February 12, 2014</u>
Graduate Council	_____
University Senate	_____

**College of Education & Behavioral Sciences
Department of Psychology
Proposal to Revise A Program
(Action Item)**

Contact Person: Dr. Carl Myers, carl.myers@wku.edu, 745-4410

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

2. Identification of the proposed program changes:

- Eliminate the industrial/organizational and psychological sciences concentrations from the Master of Arts program in psychology. As such, wording related to “core courses” and “concentrations” was also deleted as there will only be one concentration (i.e., Clinical) for the Master of Arts program in psychology.
- The credit hours would change from “36-48” to 48.
- Add in additional admission requirements to be consistent with actual practice.
- Add “or equivalent score” with GRE scores to allow for students who took the GRE prior to the change in scoring to be accepted into the program.
- Added a statement about potential additional requirements of internship placement sites.
- Change the course prefixes to reflect the distribution of courses between the Department of Psychology and the Department of Psychological Sciences.
- Add options for students to take for Research Methods and Statistics/Psychometrics.

3. Detailed program description:

Current Program	Proposed Program
<p>This program prepares students to pursue careers in clinical, business, or government settings, and/or to enter a doctoral program. Three concentrations are offered: clinical, industrial/organizational, and psychological science.</p> <p>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.</p> <p>Degree Requirements—36-48 hours</p>	<p>This program prepares students to pursue careers in clinical psychology and/or to enter a doctoral program.</p> <p>Admission Requirements Applicants should have: 18 hours in Psychology classes, including one class (3 credit hours) in either Abnormal Psychology or Personality Psychology and one class (3 credit hours) in either Statistics or Research Methods; minimum scores of 146 Verbal and 141 Quantitative on the Graduate Record Examination (GRE) General Test (or equivalent score); 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 must also submit an affidavit affirming that they have never been convicted or charged with a felony crime. Applications should be received by March 1st for priority consideration. Beyond the stated minimum requirements, selection is competitive.</p>

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 Seminar in Experimental Design (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)

Science of Behavior—3 hours

Select one:

PSY 511 Psychology of Learning (3 hrs)

PSY 521 Advanced Child Psychology (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).

Degree Requirements—48 hours

The clinical psychology concentration follows the scientist-practitioner model of training and prepares students to be successful performing both research and therapy. The degree 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 psychology 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).

Practicum/internship sites may have additional requirements before allowing students to complete placements; these might include, but are not limited to, vaccinations, additional background checks, and health

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)

~~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)~~

screenings.

Methods and Statistics—6 hours

PSYS 510 Advanced Research Methods in Psychology (3 hrs)

OR EDFN 500 Research Methods (3 hrs)

PSYS 563 Statistics and Psychometric Theory (3 hrs)

OR EDFN 501 Educational Statistics (3 hrs)

Science of Behavior—9 hours

PSY 511 Psychology of Learning (3 hrs)

~~OR PSYS~~ 533 Advanced Topics in Cognition (3 hrs)

PSYS 552 Advanced Social Psychology (3 hrs)

PSYS 567 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)

PSY 563 Statistics and Psychometric Theory (3 hrs)

Science of Behavior—3 hours

PSY 552 Advanced Social 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—6 hours

PSY 592 Psychology Internship (6 hrs)*

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)

*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.

Psychological Science, Concentration Code MAPS—36 Hours

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, 512, 513, & 563), PSY 541, and PSY 662.

Specific Concentration Requirements—36 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)

<p>Scientific Writing—6 hours PSY 599 Thesis Research and Writing (6 hrs)</p> <p>Science of Behavior—3 hours PSY 511 Psychology of Learning (3 hrs) PSY 521 Advanced Child Psychology (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 500 Trends and Scientific Approaches in Psychological Thinking (3 hrs) PSY 523 Advanced Topics in Cognition (3 hrs) PSY 412G Motivation (3 hrs) OR 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>Developmental Focus Area—9 hours 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) 3-6 hrs required from among the following: 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 411G Sensation and Perception (3 hrs) OR PSY 483G Evolutionary Psychology (3 hrs) OR PSY 511 Psychology of Learning (3 hrs) OR PSY 590 Readings of Research in Psychology (3 hrs)</p>	
---	--

4. Rationale for the proposed program change:

- A new Psychological Sciences department was created in Ogden college. Master of Science programs in the areas of industrial/organizational psychology and psychological sciences will be created there, and those concentrations in the current Master of Arts-Psychology program will be eliminated. Only the Clinical

concentration for the Master of Arts-Psychology program will remain in the College of Education and Behavioral Sciences, thus eliminating the need for descriptions of core courses and concentrations.

- There are not three concentrations anymore, so the credit hours will not vary from 36-48. The clinical program has 48 credit hours and will remain at that number.
- The specific coursework required for admission was added to ensure that all students entering the program have an appropriate educational background in order to be successful at the master's level.
- Adding the equivalency for the GREs allows for students who took the GRE prior to the change in scoring to be considered for the program. Because this change took place less than five years ago (the length of time ETS retains GRE scores), there are still some applicants who submit GRE test scores with the old scoring system.
- The statement about practicum/internship site requirements was added to maintain ethical integrity. The American Psychological Association's Ethical Principles of Psychologists and Code of Conduct Standard 7.02, Descriptions of Educational and Training Programs, requires that there be an accurate description of the program. As these sorts of requirements have become the norm at many of the placement sites, rather than the exception, we felt it best to address the issue.
- The prefixes for several classes have changed due to the creation of the Department of Psychological Sciences. These classes will be staffed by faculty in the new department and students from the Clinical Psychology program will be allowed to take them.
- The options for Research Methods and Statistics/Psychometrics were added to provide options and flexibility to students during the transitional period as both departments are restructuring things.

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

6. Dates of prior committee approvals:

Department of Psychology	<u>January 17, 2014</u>
CEBS Curriculum Committee	<u>February 4, 2014</u>
Graduate Council	_____
University Senate	_____

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

January 6, 2014

OCSE Graduate Curriculum Committee

January 31, 2014

CEBS Curriculum Committee

February 4, 2014

Graduate Council

University Senate

**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:

- 1.4 Current course prefix (subject area) and number: PSY 440G
- 1.5 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	January 31, 2014
CEBS Curriculum Committee	February 4, 2014
Graduate Council	
University Senate	

**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 graduate Psychology programs and minor. 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	January 31, 2014
CEBS Curriculum Committee	February 4, 2014
Graduate Council	
University Senate	

**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 graduate Psychology programs and minor. 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	January 31, 2014
CEBS Curriculum Committee	February 4, 2014
Graduate Council	
University Senate	

**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 graduate Psychology programs and minor. 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	January 31, 2014
CEBS Curriculum Committee	February 4, 2014
Graduate Council	
University Senate	

**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:	<u>January 6, 2014</u>
OCSE Graduate Curriculum Committee	<u>January 31, 2014</u>
Graduate Council	_____
University Senate	_____

Attachment: Course Inventory Form

**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:	<u>January 6, 2014</u>
OCSE Graduate Curriculum Committee	<u>January 31, 2014</u>
Graduate Council	_____
University Senate	_____

Attachment: Course Inventory Form

**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:	<u>January 6, 2014</u>
OCSE Graduate Curriculum Committee	<u>January 31, 2014</u>
Graduate Council	_____
University Senate	_____

Attachment: Course Inventory Form

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

6. Identification of proposed course

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

7. Proposed course number: PSYS 431G

8. **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.

9. Proposed term for implementation: Fall 2014

10. Dates of prior committee approvals:

Department of Psychological Sciences	_____ January 6, 2014
OCSE Graduate Curriculum Committee	_____ January 31, 2014
Graduate Council	_____
University Senate	_____

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	_____ January 6, 2014
OCSE Graduate Curriculum Committee	_____ January 31, 2014
Graduate Council	_____
University Senate	_____

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	_____ January 6, 2014
OCSE Graduate Curriculum Committee	_____ January 31, 2014
Graduate Council	_____
University Senate	_____

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

January 31, 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

January 31, 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

January 31, 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

 January 31, 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 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

January 6, 2014

OCSE Graduate Curriculum Committee

January 31, 2014

Graduate Council

University Senate

**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:

- 2.6 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.
- 2.7 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).
- 2.8 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.
- 2.9 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.
- 2.10 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:

3.5 Schedule type: Lecture

3.6 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

3.7 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.

3.8 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.

3.9 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:

- 5.5 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.
- 5.6 Special equipment needed: None.
- 5.7 Expendable materials needed: None.
- 5.8 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

January 31, 2014

Graduate Council

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 reevaluation of causality judgments. *The Quarterly Journal of Experimental Psychology B*, 49, 60-80.
- Lovibond, P. F. (2003). Causal beliefs and conditioned responses: Retrospective reevaluation 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 reevaluation 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:

4.3 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.

4.4 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

January 31, 2014

Graduate Council

University Senate

**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	_____ January 31, 2014
Graduate Council	_____
University Senate	_____

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

Contact Person: Dr. Elizabeth A. Lemerise, Elizabeth.Lemerise@wku.edu, 745-4390

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PSYS 581
- 1.2 Course title: Professional and Ethical Issues in Psychological Sciences
- 1.3 Abbreviated course title: Prof Psych Science
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3 Variable credit: no
- 1.5 Grade type: Standard letter grade
- 1.6 Prerequisites/corequisites: Graduate standing and/or permission of the instructor
- 1.7 Course description: Graduate level course on professional and ethical issues for basic and applied psychological sciences.

2. Rationale:

- 3.1 Reason for developing the proposed course: Graduate students in psychological sciences degree programs need training on the professional and ethical issues they are likely to encounter both during and after the completion of a graduate degree in psychological sciences. Professionals in the psychological sciences need to be knowledgeable about the ethical standards of the field and about pertinent laws and regulations. In addition, psychological scientists benefit from being aware of the variety of professional issues they are likely to experience. This course prepares them to think critically about these professional and ethical issues and to become knowledgeable about the ethical and legal standards that apply to psychological sciences.
- 3.2 Projected enrollment in the proposed course: 20 – 25 per year based on past enrollments in I/O Psychology and Psychological Sciences concentrations.
- 3.3 Relationship of the proposed course to courses now offered by the department: This course is part of the core requirements for the M.S. degree in Psychology. Students in both the I/O Psychology and Psychological Science concentrations will take this class.
- 3.4 Relationship of the proposed course to courses offered in other departments: Within Ogden College this course is analogous, in whole or in part, to: Chemistry 595, AMS 630, BIO 587, GEOS 544, GEO 587. This course is also analogous to PSY 541 in CEBS in that professional issues and ethics are covered, but PSY 541 focuses on professional issues and ethics for clinical and school psychology practitioners whereas PSYS 581's focus is on these issues for teachers and basic and applied researchers.
- 3.5 Relationship of the proposed course to courses offered in other institutions: Similar courses are offered at the following WKU Benchmark institutions: Middle Tennessee State University (PSY 6300), UNC-Charlotte (PSYC 6107/8107), University of 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 compleat 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 581.
- 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	January 31, 2014
Graduate Council	
University Senate	

**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:

- 2.1 Course prefix (subject area) and number: PSYS 595
- 2.2 Course title: Practicum in Psychological Sciences
- 2.3 Abbreviated course title: Psych Sci Practicum
- 2.4 Credit hours: 1-3 Variable credit (**yes** or no)
- 2.5 Grade type: Standard Letter Grading
- 2.6 Prerequisites/co-requisites: Admission to the M.S. in Psychology program
- 2.7 Course description: Supervised practical experience in a research setting.

2. Rationale:

- 3.6 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.
- 3.7 Projected enrollment in the proposed course: 10-15 students per semester from M.S. program in Psychology.
- 3.8 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.
- 3.9 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.
- 3.10 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

January 31, 2014

Graduate Council

University Senate

**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:

- 2.1 Course prefix (subject area) and number: PSYS 599
- 2.2 Course title: Thesis Research/Writing
- 2.3 Abbreviated course title: Thesis Research/Writing
(maximum of 30 characters or spaces)
- 2.4 Credit hours: 1-6 Variable credit (**yes** or no)
- 2.5 Grade type: Pass/Fail; IP (in progress) over multiple terms
- 2.6 Prerequisites/corequisites: Admission to the MA in Psychology program
- 2.7 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

January 31, 2014

Graduate Council

University Senate

**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:

- 2.1 Course prefix (subject area) and number: PSYS 600
- 2.2 Course title: Maintain Matriculation
- 2.3 Abbreviated course title: Maint Matric
(maximum of 30 characters or spaces)
- 2.4 Credit hours: 1 Variable credit (yes or **no**)
- 2.5 Grade type: NG
- 2.6 Prerequisites/corequisites: Admission to the MA in Psychology program
- 2.7 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.

**Ogden College
Department of Psychological Sciences
Proposal to Create a New Program
(Action Item)**

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

1. Identification of program:

- 1.6 Program title: Psychology
- 1.7 Degree Type: MS
- 1.8 Classification of Instructional Program Code (CIP): 42.0101
- 1.9 Required hours in proposed major program: 36-45
- 1.10 Special information:
- 1.11 Program 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.

- 1.12 Catalog description:

This program prepares students to pursue careers in business, research, or government settings, and/or to enter a doctoral program. Two concentrations are offered: industrial/organizational and psychological science.

2. Rationale:

- 2.1 Reason for developing the proposed major program:

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. The MA in Psychology will maintain the Clinical concentration and will be housed in the Department of Psychology in the College of Education and Behavioral Sciences (see corresponding program revision). The current proposal uses the remaining two concentrations to create an MS in Psychology (with concentrations in I/O Psychology and Psychological Science) that will be housed in Ogden College of Science and Engineering. Because a single program is being divided into two programs along existing concentration lines, 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.

Please see appendix for comparison of existing program and new program along with additional supporting rationale.

- 2.2 Projected enrollment in the proposed major program:

Approximately 20 new students (10 per concentration) will be admitted each year, for a total enrollment of 40 students.

2.3 Relationship of the proposed major program to other programs now offered by the department:

The Department of Psychological Sciences is a new department. We are currently proposing a BS in Psychology that will complement the proposed MS in the same way that the current BA complements the existing MA.

2.4 Relationship of the proposed major program to other university programs:

See 2.1 above. The Department of Psychology will continue to offer an MA in Psychology that will maintain the Clinical Psychology concentration. All other relationships with existing university programs will remain the same.

2.5 Relationship of the proposed major program to similar programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):

Relationships with existing programs offered elsewhere in Kentucky will remain unaffected by creating an MS from the existing Psychological Science and Industrial/Organizational concentrations.

2.6 Relationship of the proposed major program to the university mission and objectives:

For at least 3 decades, the graduate program in Psychology has contributed to excellence in research, teaching, and service at WKU. That contribution will continue in the new Master of Science degree.

3. Objectives of the proposed major program:

Essentially, the objectives of the proposed program are the same as the objectives for the current concentrations in Psychological Science and Industrial/Organizational Psychology. New courses have been added to the existing concentrations (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.

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.

4. Program description:

4.1 Curriculum:

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:
PSYS 521 Advanced Child Developmental 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)

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
PSYS 599 Thesis Research and Writing (6 hrs)

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

Practicum and Internship-6 hours
PSYS 579 Internship in I/O Psychology (6 hrs)*

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)

*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.

Psychological Science, Concentration Code XXX - 36 Hours

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.

Specific Concentration Requirements - 36 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)

Scientific Writing - 6 hours

PSYS 599 Thesis Research and Writing (6 hrs)

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)

Ethics - 3 hours

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

Practicum - 3 hours

PSYS 595 Practicum in Psychological Science (3 hrs)

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/Research in Psychology (3 hrs)

OR PSYS 431G Psychology of Language (3 hrs)

OR PSY 412G Psychology of Motivation and Emotion (3 hrs)

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)

3-6 hrs required from among the following:

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/Research in Psychology (3 hrs)

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 PSYS 590 Readings of Research in Psychology (3 hrs)

OR PSYS 463G Evolutionary Psychology (3 hrs)

OR PSYS 465G Psychopharmacology (3 hrs)

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/Research in Psychology (3 hrs)

OR PSYS 465G Psychopharmacology (3 hrs)

4.2 Accreditation, certification, approval, and/or licensure:

Not applicable

4.3 Program delivery:

Face to face

5. Resources:

5.1 Faculty:

No additional faculty resources are needed. Faculty who taught in the Psychological Science and Industrial/Organizational concentrations of the MA will now teach in those concentrations in the MS.

5.2 Technological and electronic informational resources (e.g., databases, e-journals)

Because the new program is created from two concentrations of an existing program, no additional resource needs are anticipated. Existing resources will be re-allocated as appropriate.

5.3 Facilities and equipment:

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.

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

Department of Psychological Sciences: _____1/27/14_____

Ogden Graduate Curriculum Committee _____1/31/14_____

Graduate Council _____

University Senate _____

Appendix

1. Justification for internal documentation of new program:

From: Gordon Emslie <gordon.emslie@wku.edu>
Subject: MA/MS programs
Date: February 11, 2014 2:17:58 PM CST
To: Kelly Madole <kelly.madole@wku.edu>, Carl Myers carl.myers@wku.edu

Kelly, Carl: As you are aware, the MA in Psychology currently has three concentrations (Clinical Psychology, Psychological Sciences, Industrial/Organizational Psychology). I understand that there are two separate college actions pending consideration by the Graduate Council. One of these actions would take two of these concentrations (Psychological Sciences, I/O) and use these as the basis for a new MS in Psychology program, to be offered by the Department of Psychological Sciences. The other action involves a revision to the MA in Psychology to eliminate these two concentrations, leaving only the concentration in Clinical Psychology, to be offered by the Department of Psychology. One new program, the MS, would be created, and the MA revised. The essence of these combined proposals is a splitting of previously approved curricula into two separate masters programs. Accordingly, I requested from the CPE staff an exception to the requirement that a new program request be submitted for the MS, and this request was granted. Therefore, if endorsed by the Senate and approved by me, the MS would need only to be presented to the BOR for final approval. The revision to the MA would, of course, be effective immediately upon my approval of the changes.

Because these changes involve only an internal redistribution of existing courses and resources, the full CPE “new program” form is not necessary for the MS program. However, for internal curricular purposes, the MS proposal should clearly indicate that this is indeed a new program.

A. Gordon Emslie Provost and Vice President for Academic Affairs



2. Comparison of current and proposed programs:

The following side-by-side comparison complements the program revision being submitted by the Department of Psychology in the College of Education and Behavioral Sciences. It shows that the proposed MS in Psychology is being created from the two concentrations being deleted from the MA in Psychology.

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

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)

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)

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:

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**

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)

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)

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 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

~~PSY 599~~ Thesis Research and Writing (6 hrs)

Ethics - 3 hours

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

Practicum and Internship-6 hours

~~PSY 592~~ Psychology Internship (6 hrs)*

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)

*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.

Psychological Science, Concentration Code MAPS - 36 Hours

This concentration utilizes a research mentorship approach to prepare students to be competitive applicants

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

PSYS 599 Thesis Research and Writing (6 hrs)

Ethics - 3 hours

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

Practicum and Internship-6 hours

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~~.

Specific Concentration Requirements - 36 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)

Scientific Writing - 6 hours

~~PSY 599~~ Thesis Research and Writing (6 hrs)

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)

Ethics - 3 hours

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

Practicum - 3 hours

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

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)

PSYS 579 Internship in I/O Psychology (6 hrs)*

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)

*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.

Psychological Science, Concentration Code **XXX** - 36 Hours

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**.

Specific Concentration Requirements - 36 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)

Scientific Writing - 6 hours

PSYS 599 Thesis Research and Writing (6 hrs)

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)

Ethics - 3 hours

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

	OR PSYS 552 Advanced Social Psychology (3 hrs) OR PSYS 590 Readings of Research in Psychology (3 hrs) OR PSYS 465 Psychopharmacology (3hrs)
--	--