

DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET

See Course and Program Development Policy and Procedures for Instructions

SCHOOL: LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/>	Contact Name: Dr. John Bates	Phone: 6560
DEPARTMENT / DIVISION:		
SHORT DESCRIPTION OF PROPOSAL (state name of action item 1-20 and course name, code & number / program affected):		
8 - Add new course to curriculum: PSYC 200 Introduction to Professional Practices		
PROPOSED SEMESTER OF IMPLEMENTATION: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Year: 2007		

Box 1: TYPE OF ACTION	ADD(NEW) <input checked="" type="checkbox"/>	DEACTIVATE <input type="checkbox"/>	MODIFY <input type="checkbox"/>	OTHER <input type="checkbox"/>
Box 2: LEVEL OF ACTION	Non-Credit <input type="checkbox"/>	Undergraduate <input checked="" type="checkbox"/>	Graduate <input type="checkbox"/>	OTHER <input type="checkbox"/>

Box 3: ACTION ITEM (check appropriate boxes)		DOCUMENTS REQUIRED (see box 4 below)	IMPACT REVIEWS (see box 5 on back)	APPROVAL SEQUENCE (see box 6 on back)
<input type="checkbox"/>	1. Experimental Course ¹	NOP	a, c, e	AC
<input type="checkbox"/>	2. Course Title	NO		ABCD
<input type="checkbox"/>	3. Course Credits	NO		ABCD
<input type="checkbox"/>	4. Course Number	NO		ABCD
<input type="checkbox"/>	5. Course Level	NO		ABCD
<input type="checkbox"/>	6. Pre & Co-Requisite	NO		ABCD
<input type="checkbox"/>	7. Course Description	NOP		ABCD
<input checked="" type="checkbox"/>	8. New Course	NOP		ABCDEF
<input type="checkbox"/>	9. Deactivate a Course	NO		ABCDEF
<input type="checkbox"/>	10. Program Requirements	NO	b, c, d, e	ABCDEF
<input type="checkbox"/>	11a. UG Specialization (24 credits or less)	NO	a, b, c, d, e	ABCDEF
<input type="checkbox"/>	11b. Masters Specialization (12 credits or less)	NO	a, b, c, d, e	ABCDEF
<input type="checkbox"/>	11c. Doctoral Specialization (18 credits or less)	NO	a, b, e	ABCDEF
<input type="checkbox"/>	12. Closed Site Program	NOT	e	ABCDHIK
<input type="checkbox"/>	13. Program Suspension ⁹	NO,5	a, e	ABCDEGIK
<input type="checkbox"/>	14a. Certificate Program (ug/g) exclusively within existing degree program	NO	a, c, e	ABCDEFHIK
<input type="checkbox"/>	14b. Certificate Program (ug/g) where degree programs do not exist or where courses are selected across degree programs (12 or more credits)	NOQR, 6	a, c, e	ABCDEFHJL
<input type="checkbox"/>	15. Off-Campus Delivery of Existing Program	NO, 4	a, b, c, e	ABCDEFHIL
<input type="checkbox"/>	16a. UG Concentration (exceeds 24 credit hours)	NO, 5	a, c, d, e	ABCDEFGHJL
<input type="checkbox"/>	16b. Masters Concentration (exceeds 12 credit hours)	NO, 5	a, c, d, e	ABCDEFGHJL
<input type="checkbox"/>	16c. Doctoral Concentration (exceeds 18 credit hours)	NO, 5	a, c, d, e	ABCDEFGHJL
<input type="checkbox"/>	17. Program Title Change	NO, 5	a, c, d, e	ABCDEFGHJL
<input type="checkbox"/>	18. Program Termination	NO, 10	d, e	ABCDEFGHIK
<input type="checkbox"/>	19. New Degree Program	NOQR, 3,8	a, c, d, e	ABCDEFGHJL
<input type="checkbox"/>	20. Other	Varies	Varies	Varies

Box 4: DOCUMENTATION (check boxes of documents included)					
<input checked="" type="checkbox"/>	N. This Cover Sheet	<input type="checkbox"/>	Q. Full 5-page MHEC Proposal	<input type="checkbox"/>	T. Other
<input checked="" type="checkbox"/>	O. Summary Proposal	<input type="checkbox"/>	R. Financial Tables (MHEC)	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	P. Course Definition Document	<input type="checkbox"/>	S. Contract	<input type="checkbox"/>	


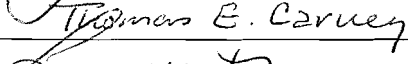
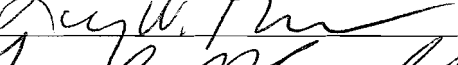
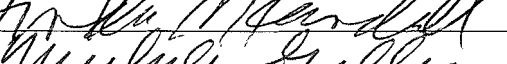
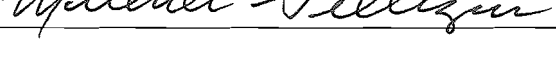
- Approval of experimental course automatically lapses after two offerings unless permanently approved as a new course.
- Codes: a) Library Services (Langsdale or Law) b) Office of Technology Services c) University Relations d) Admissions
- Letter of Intent is required by USM at least 30 days before a full proposal can be submitted. Letter of Intent requires only the approval of the dean and the provost and is forwarded to USM by the Office of the Provost.
- One-page letter to include: Program title & degree/certificate to be awarded; resources requirements; need and demand; similar programs; method of instruction; and oversight and student services (MHEC requirement)
- One-page letter with description and rationale (MHEC requirement)
- One or two-page document that describes: centrality to mission; market demand; curriculum design; adequacy of faculty resources; and assurance program will be supported with existing resources. (MHEC requirement)
- Learning objectives, assessment strategies; fit with UB strategic plan
- Joint Degree Program or Primary Degree Programs require submission of MOU w/ program proposal. (MHEC requirement)
- Temporary suspension of program to examine future direction; time not to exceed two years. No new students admitted during suspension, but currently enrolled students must be given opportunity to satisfy degree requirements.

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SHORT DESCRIPTION OF PROPOSAL (state name of action item 1-20 and course name, code & number / program affected):
8 - Add new course to curriculum: PSYC 200 Introduction to Professional Practices

10. Provide:
- evidence that the action is consistent with UB mission and can be implemented within the existing program resources of the institution;
 - proposed date after which no new students will be admitted into the program;
 - accommodation of currently enrolled students in the realization of their degree objectives;
 - treatment of all tenured and non-tenured faculty and other staff in the affected program;
 - reallocation of funds from the budget of the affected program; and
 - existence at other state public institutions of programs to which to redirect students who might have enrolled in the program proposed for abolition.
11. University Council *review* (for a recommendation to the President or back to the Provost) shall be limited to curricular or academic policy issues that may potentially affect the University's mission and strategic planning, or have a significant impact on the generation or allocation of its financial resources.

Box 5: IMPACT REVIEW	SIGNATURES (see procedures for authorized signers)	DATE
a. Library <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
b. OTS <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	CIO or designee:	
c. University Relations <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
d. Admissions <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
e. Records <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Registrar or designee:	

Box 6: APPROVAL SEQUENCE	APPROVAL SIGNATURES	DATE
A. Department / Division	Chair: 	10-12-06
B. Final faculty review body within each School	Chair: 	10/24/06
C. College Dean	Dean: 	10/26/06
D. Provost and Senior Vice President for Academic Affairs	Provost: 	11/13/06
E. Curriculum Review Committee (UFS subcommittee)	Chair: 	11/17/06
F. University Faculty Senate (UFS option)	Chair:	
G. University Council (see # 11 above)	Chair:	
H. President	President:	
I. Board of Regents – notification only		
J. Board of Regents – approval		
K. MHEC – notification only		
L. MHEC – approval		
M. Middle States Association notification	Required only if the mission of the University is changed by the action	

DOCUMENT O: SUMMARY PROPOSAL

See Course and Program Development Policy and Procedures for Instructions

SCHOOL: LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/>	Contact Name: John Bates	Phone: 6560
DEPARTMENT / DIVISION: Division of Applied Behavioral Sciences		
SHORT DESCRIPTION OF PROPOSAL (state action item 1-23 and course name & number or program affected):		
8 - Add New Course PSYC 200 Introduction to Professional Practices		
PROPOSED SEMESTER OF IMPLEMENTATION: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Year: 2007		

O-1: Briefly describe what is being requested:

Addition of a new course that will be included as a new requirement in the proposed, revised 4-year PSYC BA program.

For new courses or changes in existing courses (needed by Registrar)

OLD Title:	Course # / HEGIS Code:	Credits:
NEW Title: Introduction to Professional Practices	Course # / HEGIS Code: PSYC 200	Credits: 3

O-2: Set forth the rationale for the proposal:

The mission of the Division of Applied Behavioral Sciences is to provide programs that prepare students for career paths in psychology and related areas. No course in the current curriculum explains what those career options might be, how best to prepare for them, how much education and experience they require, what specific responsibilities they entail, etc. The proposed course is intended to address these issues, as well as to introduce students to the problem-solving style of modern scientific psychology, APA writing style and format requirements, and the ethical standards of the profession.

Document P: Required Format for Course Definition Document

1. **Date Prepared** 30 September 2006
2. **Prepared by:** Dr. John Bates
3. **Department:** Division of Applied Behavioral Sciences
4. **Course Number(s), including HEGIS code(s):** PSYC 200
5. **Course Title:** Introduction to Professional Practices
6. **Credit Hours :** 3
7. **Catalog Description (Paragraph should reflect general aims and nature of the course)**

Psychology majors learn the problems, methods, thinking styles, ethical standards, and career opportunities of modern behavioral science and practice. Students participate in classroom discussion on topics of current concern in psychology, practice the writing style of the American Psychological Association, and acquire effective methods for the developing of a professional resume.
8. **Prerequisites:** PSYC 100; satisfaction of University Lower Division General Education requirement in English Composition or the equivalent
9. **Faculty qualified to teach course**

Dr. John Bates, Dr. Deborah Kohl, Dr. Thomas Mitchell, Dr. Helga Walz, Dr. Janet Yun, Dr. Elaine Johnson, Dr. Courtney Gasser, Dr. Bridal Pearson
10. **Course Type / Component (clinical, continuance, discussion, field studies, independent study, laboratory, lecture, seminar, supervision, thesis research, workshop)**

Lecture/Discussion
11. **Suggested approximate class size:** 20 - 25
12. **Content Outline**
 1. Principles, problems and processes of professional psychology
 2. Professional ethics in research, teaching, and private practice

3. Mastering APA writing style
 - a. Literature reviews
 - b. Research reports
4. Effective use of library and electronic information resources
5. Career opportunities and expectations in psychology
 - a. In academic settings
 - b. In therapeutic settings
 - c. In the workplace
 - d. In the military
6. Selection of and preparation for graduate school
7. Developing a professional resume

13. Learning Goals

By the end of this course, students should be able to

1. conduct library and internet searches of the professional literature on topics in psychology;
2. write term papers, research reports, and other course assignments in a style and format consistent with APA requirements;
3. evaluate critically information of a psychological nature presented in the popular and professional media;
4. apply APA ethical principles in critical analyses of case studies in teaching, research, and psychotherapy;
5. name a variety of career opportunities in psychology, and describe the academic preparation for and professional expectations of those careers;
6. identify special needs and issues in the Baltimore community and region that may be addressed by professional psychologists; and,
7. write a personal resume of educational and professional experiences that would facilitate graduate school acceptance or employment.

14. Assessment Strategies

All sections of this course should include both in-class and out-of-class writing assignments on topics pertinent to course content and individual student interest, at least some of which should require the accessing of information from library and/or electronic sources. The number and required lengths of these assignments will be at the instructor's discretion, but students' demonstrations of APA style and format requirements must be a part of grade determination.

All sections must include assessment of students' applications of APA ethical guidelines to analyses of case studies in a form and using a rubric that will be supplied by the undergraduate psychology program director.

All sections also must include assessment of student-constructed educational/professional resumes.

Other than and in addition to as specified above, testing of learning outcomes may be via objective or essay format, also at the instructor's discretion.

15. Suggested Text(s) and Materials (example: textbooks, equipment, software, etc.)

American Psychological Association (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: APA.

Burger, W. R., & Youkeles, M. (2000). *The helping professions: A career sourcebook*. Belmont, CA: Wadsworth.

Levy, D. A. (1997). *Tools of critical thinking: Metathoughts for psychology*. Boston: Allyn & Bacon.

Parrott, L. (1999). *How to write psychology papers*. New York: Longman.

Perrin, R. (2004). *Pocket guide to APA style*. Boston: Houghton Mifflin.

Stanovich, K. E. (2004). *How to think straight about psychology* (7th ed.). Boston: Allyn and Bacon.