

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: Division of Applied Behavioral Sciences		
SHORT DESCRIPTION OF PROPOSAL (state action item 1-23 and course name & number or program affected):		
2 and 7 Modifications of an existing course: PSYC 309 Research Methods II		
PROPOSED SEMESTER OF IMPLEMENTATION: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Year: 2007		

Box 1: TYPE OF ACTION	ADD(NEW) <input type="checkbox"/>	DEACTIVATE <input type="checkbox"/>	MODIFY <input checked="" 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)
	1. Experimental Course ¹	NOP	a, c, e	AC
<input checked="" type="checkbox"/>	2. Course Title	NO		ABCD
	3. Course Credits	NO		ABCD
	4. Course Number	NO		ABCD
	5. Course Level	NO		ABCD
	6. Pre & Co-Requisite	NO		ABCD
<input checked="" type="checkbox"/>	7. Course Description	NOP		ABCD
	8. New Course	NOP		ABCDEF
	9. Deactivate a Course	NO		ABCDEF
	10. Program Requirements	NO	b, c, d, e	ABCDEF
	11a. UG Specialization (24 credits or less)	NO	a, b, c, d, e	ABCDEF
	11b. Masters Specialization (12 credits or less)	NO	a, b, c, d, e	ABCDEF
	11c. Doctoral Specialization (18 credits or less)	NO	a, b, e	ABCDEF
	12. Closed Site Program	NOT	e	ABCDHIK
	13. Program Suspension ⁹	NO,5	a, e	ABCDEGIK
	14a. Certificate Program (ug/g) exclusively within existing degree program	NO	a, c, e	ABCDEFHIK
	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
	15. Off-Campus Delivery of Existing Program	NO, 4	a, b, c, e	ABCDEFHIL
	16a. UG Concentration (exceeds 24 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
	16b. Masters Concentration (exceeds 12 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
	16c. Doctoral Concentration (exceeds 18 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
	17. Program Title Change	NO, 5	a, c, d, e	ABCDEFHJL
	18. Program Termination	NO, 10	d, e	ABCDEFHIK
	19. New Degree Program	NOQR, 3,8	a, c, d, e	ABCDEFHJL
	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"/>	

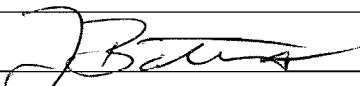
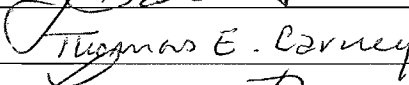
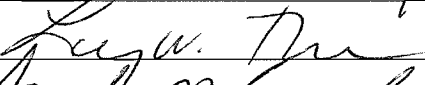
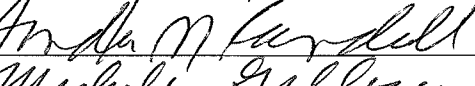

- Approval of experimental course automatically lapses after two offerings unless permanently approved as a new course.
- Codes: a) Library Services (Langsdale or Law) b) Office of Technology Services c) University Relations d) Admissions
- Letter of Intent is required by USM at least 30 days before 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.

DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET (Page 2 of 2)

SCHOOL: LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/>
SHORT DESCRIPTION OF PROPOSAL (state name of action item 1-20 and course name, code & number / program affected):
2 and 7 Modifications of an existing course: PSYC 309 Research Methods II

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: 	11/7/06
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

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DEPARTMENT / DIVISION: Division of Applied Behavioral Sciences		
SHORT DESCRIPTION OF PROPOSAL (state action item 1-23 and course name & number or program affected):		
2 and 7 Modifications of an existing course PSYC 309		
PROPOSED SEMESTER OF IMPLEMENTATION: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Year: 2007		

O-1: Briefly describe what is being requested:

Modification of an existing course to make its content more appropriate for applied psychology orientation of proposed, new PSYC BA program.

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

OLD Title: Research Methods II	Course # / HEGIS Code: PSYC 309	Credits: 3
NEW Title: Research Methods & Statistics II	Course # / HEGIS Code: PSYC 309	Credits: 3

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

Psychology undergraduate programs around the country are moving more and more to an integrated format for statistics and research methods instruction. Consistent with this national trend, the proposed changes to two current courses (PSYC 308 and PSYC 309) will create a 2-course sequence that integrates research design and implementation with analytical considerations and methods just as they integrated in the real world of psychological research, rather than teaching psychological statistics and research methods as two separate content areas and skill sets. In addition, one central feature of the proposed, new PSYC BA program will be hands-on experience, wherever appropriate, in the business of applied psychology. The 2-course sequence herein proposed will provide an excellent venue for such experiences.

Specifically with respect to the changes proposed for PSYC 309, students will engage in the formulating of experimental and quasi-experimental research questions, the designing of their own experimental and quasi-experimental study techniques, the inferential statistical analysis of data that they have collected, and the reporting of their own results in formally written research reports.

Document P: Required Format for Course Definition Document

1. **Date Prepared:** 1 October 2006
2. **Prepared by:** Dr. John Bates
3. **Department:** Division of Applied Behavioral Sciences
4. **Course Number(s), including HEGIS code(s):** PSYC 309
5. **Course Title:** Research Methods & Statistics II
6. **Credit Hours:** 3
7. **Catalog Description (Paragraph should reflect general aims and nature of the course)**

Integrated study of experimental and quasi-experimental psychological research methods and corresponding statistical concepts. Topics include basic probability theory, the logic of hypothesis testing, simple and complex experimental design and analysis, internal and external validity of experimental results, and nonparametric research and analysis techniques. Students participate in data collection, data analysis and interpretation by means of the microcomputer Statistical Package for the Social Sciences (SPSS), and in the writing of APA-style research reports.
8. **Prerequisites:** PSYC 308
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
10. **Course Type / Component (clinical, continuance, discussion, field studies, independent study, laboratory, lecture, seminar, supervision, thesis research, workshop)**

Lecture/Workshop
11. **Suggested approximate class size:** 25
12. **Content Outline**
 1. Review of Concepts in Scientific Research
 2. Probability and Making Decisions about Chance Events
 3. Scientific Hypothesis Testing
 - a. The z-Test
 - b. Type I and Type II Errors in Decision Making

4. The Logic of Experimental Design
 - a. Distinguishing Between Pre- and True Experiments
 - b. Single-Sample Studies and the t -Test
5. Between-Subject Experimental Designs
 - a. Independent-Samples t -Tests
6. Within-Subject Experimental Designs
 - a. Dependent-Samples t -Tests
7. Interpretations of Experimental Results
 - a. Internal and External Validity
8. Complex Experimental Designs
 - a. One-Way Analysis of Variance
 - b. Two-Way Analysis of Variance
9. Purposes and Logic of Quasi-Experimental Design

13. Learning Goals

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

1. Discuss important concepts in scientific research
2. Calculate probability and understand decision making about chance events
3. Develop and test scientific hypothesis using the z-test and identify errors in decision making
4. Clearly understand the logic of experimental designs and distinguish pre- and true experiments
5. Design between-subjects, within-subjects, and complex experimental designs and test hypotheses accordingly
6. Identify purposes and understand the logic of Quasi-experimental design
7. Use the Statistical Package for the Social Sciences (SPSS) to conduct analyses and interpret corresponding experimental results with an emphasis on internal and/or internal validity

14. Assessment Strategies

Objective exams and assignments will be used to assess student learning with respect to each of the above objectives. In addition, all students will be expected to take part in the design, implementation, analysis, and reporting of experimental and quasi-experimental designs, and will write up individual and/or team-based research reports conforming to APA style and format standards.

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

Heiman, G. W. (2001). *Understanding research methods and statistics: An integrated introduction for psychology majors* (2nd ed.). Boston: Houghton Mifflin.

Stadtlander, L. M. (2001). *Study guide for understanding research methods and statistics*. Boston: Houghton Mifflin.

This text and the accompanying study guide are designed specifically for a two-semester psychology course that integrates descriptive and experimental research methods with descriptive and inferential statistical procedures. They or their equivalents will be used as the primary texts for both PSYC 308 and PSYC 309.