

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 490 Senior Project in Psychology		
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)
	1. Experimental Course ¹	NOP	a, c, e	AC
	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
	7. Course Description	NOP		ABCD
<input checked="" type="checkbox"/>	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	ABCDEFHJK
	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)

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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 490 Senior Project in Psychology

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: <i>J. Bates</i>	<i>10-12-06</i>
B. Final faculty review body within each School	Chair: <i>Margaret J. Potthast</i>	<i>11-14-06</i>
C. College Dean	Dean: <i>J.W. P...</i>	<i>11/29/06</i>
D. Provost and Senior Vice President for Academic Affairs	Provost: <i>John M. Kendall</i>	<i>11/27/06</i>
E. Curriculum Review Committee (UFS subcommittee)	Chair: <i>Mychelle Gilligan</i>	<i>12/4/06</i>
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 - New Course		
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 to the PSYC BA program curriculum

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

OLD Title:	Course # / HEGIS Code:	Credits:
NEW Title: Senior Project in Psychology	Course # / HEGIS Code: PSYC 490	Credits: 3

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

This course will be the capstone experience of the newly revised PSYC BA program. It is integral both to the goals of the program and to the plan constructed for program outcome assessment. The overriding purpose of the program is to school students in both the content and the business of modern psychology, such that they are prepared either for immediate employment in entry-level psychological or human services positions or for admission to a psychology graduate degree program. The sequenced, hands-on, experiential nature of various program components should lead effectively to this course and its outcomes. Namely, students about to graduate from the PSYC BA program should be able to identify problems or issues in a domain of psychology, describe them in terms consistent with modern psychological thought, design methods of investigating the issues or problems in more detail, analyze the results of their investigations, and report on the outcomes of their investigations. Demonstrations of these abilities not only will validate the effectiveness of the program, but also will provide students with evidence of their expertise for employment or graduate school application purposes.

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 490
5. **Course Title:** Senior Project in Psychology
6. **Credit Hours :** 3
7. **Catalog Description (Paragraph should reflect general aims and nature of the course)**

The capstone experience for psychology majors. Students design and conduct original, quantitative or qualitative studies of psychological topics of personal interest, and share their own project problems, progress and outcomes in a weekly seminar. Completed projects are reported both in a formal, APA-style written report and orally as part of a Psychology Student Colloquium.
8. **Prerequisites:** PSYC 200, PSYC 300, PSYC 310, PSYC 311, and PSYC 405, or their equivalents; senior status
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)**

Independent Study with Seminar
11. **Suggested approximate class size:** 10
12. **Content Outline**

N/A

13. Learning Goals

Content learning goals will vary from student to student according to their chosen topics. As a capstone experience, however, this course should provide evidence regarding whether students have achieved several significant *program* outcomes:

Creative, technical and communication skills necessary for the completion of an original project within a psychological domain of personal interest, including

- a. thorough description of the problem under investigation;
- b. discussion of concepts, theories, and prior research relevant to the problem;
- c. application of methods appropriate to systematic study of the problem;
- d. statistical analyses of data when and as appropriate;
- e. evaluation and discussion of investigational outcomes;
- f. writing style and organizational format consistent with current American Psychological Association standards; and,
- g. speaking skills sufficient to the coherent presentation of investigational outcomes.

14. Assessment Strategies

All projects must be reported both in writing and orally at a Psychology Student Colloquium to be held near the end of each semester in which students are enrolled in the course. All faculty must apply the *Psychology Senior Project Assessment Rubric and Score Sheet* (see Attachment A) for the determination of individual project grades.

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.

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.

Attachment A
Psychology Senior Project Assessment Rubric and Score Sheet

- 5:** A rating of 5 means that there is maximum evidence in the presentation of fulfillment of the objective being considered. Thorough knowledge, application, or skill is observed. Presenter shows expert command of the topic or skill. There is little or no room for improvement. Quality is acceptable as observed.
- 4:** A rating of 4 means that there is above-average evidence in the presentation of fulfillment of the objective being considered. Thorough knowledge, application, or skill is observed. Presenter shows near-expert command of the topic or skill. Improvement possible. Quality is acceptable as observed.
- 3:** A rating of 3 means that there is average evidence in the presentation of fulfillment of the objective being considered. An acceptable level of knowledge, application, or skill is observed. Presenter shows adequate command of the topic or skill, but improvement is preferred. Quality is acceptable as observed.
- 2:** A rating of 2 means there is less-than-average evidence in the presentation of fulfillment of the objective being considered. Some knowledge, application, or skill is observed. Presenter is familiar with the topic, but not in command of the topic or skill. Some improvement is needed. Quality is unacceptable.
- 1:** A rating of 1 means there is minimal evidence in the presentation of fulfillment of the objective being considered. Very little knowledge, application, or skill is observed. Presenter is barely familiar with the topic or skill, and significant improvement is needed. Quality is unacceptable.
- 0:** A rating of 0 means there is no evidence whatsoever in the presentation of fulfillment of the objective being considered. No knowledge, application, or skill is observed. Quality is unacceptable.

N/A: Not applicable in this observation

Final Project Grade:

Mean Rating	Final Grade	Mean Rating	Final Grade
4.70 - 5.00	A	3.85 - 3.99	C+
4.50 - 4.69	A-	3.70 - 3.84	C
4.35 - 4.49	B+	3.50 - 3.69	C-
4.20 - 4.34	B	3.00 - 3.49	D
4.00 - 4.19	B-	2.99 - Below	F

Senior Project Presentation Score Sheet

BA-PSYC Program Goal	Expected Outcome	Brief description/discussion of evidence pertaining to expected outcome	Rating (0-5 or N/A*)
Thorough description of the problem under investigation.	Presentation of the specific problem or issue that was studied in sufficient detail that it is clear and understandable to the audience, explaining its importance within the discipline and its relevance to the student.		
Discussion of concepts, theories and prior research relevant to the problem.	Synopsis of the relevant literature sufficient to place the problem in an historical, theoretical, and/or applied context, including explanation of concepts directly related to study within the problem area.		
Application of methods appropriate to systematic study of the problem.	Selection and correct use of research method appropriate to the problem, including sufficiently thorough presentation of details to allow replication, and explicit and proper consideration of relevant ethical issues.		
Statistical analysis of data when and as appropriate	Selection and correct use of statistical or other analytic techniques appropriate to the research method, including information presented clearly, economically, and sufficiently for the audience to understand fully the outcomes of analyses.		
Evaluation and discussion of investigational outcomes	Appropriate interpretations of statistical results relative to any predictions made or hypotheses tested, acknowledgment of methodological limitations, commentary on relevance of findings with respect to psychological theory or real-life phenomena, and recommendations regarding fruitful areas for future study.		
Writing style/format consistent with current APA standards	Demonstrated application of all current, appropriate style and format standards, including but not limited to orderly presentation of ideas; precision and clarity of language; proper spelling, punctuation, and grammar; proper citation of references; etc.		
Speaking skills sufficient to the coherent presentation of investigational outcomes	Informative oral presentation of all main points of the project in a smooth, structured, deliberate manner, in language appropriate to the topic and audience, and using voice, gestures, movement, and eye contact to maintain audience attention.		
		TOTAL	
		MEAN RATING	