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| For Academic Affairs and Research Use Only | |
| CIP Code: |  |
| Degree Code: |  |

**New Course Proposal Form**

**[X] Undergraduate Curriculum Council**

**[ ] Graduate Council**

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| **[X] New Course or [ ]Experimental Course (1-time offering) (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to [curriculum@astate.edu](mailto:curriculum@astate.edu) for inclusion in curriculum committee agenda.

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| Wayne W. Wilkinson 3/25/2019 **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| Kris D. Biondolillo 3/26/2019 **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Head of Unit (If applicable)** |
| Wayne W. Wilkinson 3/27/2019 **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Mary Jane Bradley 3/27/2019 **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **General Education Committee Chair (If applicable)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

1. Contact Person (Name, Email Address, Phone Number)

Christopher S. Peters, cpeters@astate.edu, 870-972-3064

2. Proposed Starting Term and Bulletin Year

Spring 2020/ 2019-2020 Bulletin Year

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

PSY 4883

4. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Professional Preparation Capstone

Short title: Capstone

5. Brief course description (40 words or fewer) as it should appear in the bulletin.

A culminating experience that allows students to crystallize their interests and goals and to showcase the skills and knowledge they have gained throughout their undergraduate curriculum in psychology.

6. Prerequisites and major restrictions. (Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. **Yes** Are there any prerequisites?
   1. If yes, which ones?

PSY 3003: Research Design and Analysis in Psychology

* 1. Why or why not?

It is a sequence for the Bachelor’s of Arts in Psychology core

1. **Yes** Is this course restricted to a specific major?
   1. If yes, which major? Bachelor’s of Arts in Psychology (Online)

7. Course frequency(e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*

Spring

8. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Standard letter

10. **No** Is this course dual listed (undergraduate/graduate)?

11. **No** Is this course cross listed?

*(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross listed course.)*

**11.1** – If yes, please list the prefix and course number of cross listed course.

Enter text...

**11.2** – **No** Are these courses offered for equivalent credit?

Please explain. Enter text...

12. **Yes** Is this course in support of a new program?

a. If yes, what program?

Bachelor’s of Arts in Psychology (Online)

13. **No** Does this course replace a course being deleted?

a. If yes, what course?

Enter text...

14. **No** Will this course be equivalent to a deleted course?

a. If yes, which course?

Enter text...

15. **Yes** Has it been confirmed that this course number is available for use?

*If no: Contact Registrar’s Office for assistance.*

16. **No** Does this course affect another program?

If yes, provide confirmation of acceptance/approval of changes from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

**Course Details**

17. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

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| Week | Topic |
|  |  |
| 1 | Applying Psychology to the real world |
|  | Assessing and establishing specific career opportunities or graduate school options |
| 2 | Professional resume and/or vitae |
|  | Cover letters and statements of purpose |
| 3 | Presenting yourself professionally |
|  | Formalizing a research area |
| 4 | Writing a review of the literature |
|  | Turn in literature review (1st draft) |
| 5 | Creating a research idea or developing a program |
|  | Turn in method section (1st draft) |
| 6 | Creating a hypothesis |
|  | Turn in expected method/results or program outcomes (1st draft) |
| 7 | Using APA editorial style |
|  | Turn in full proposal (final draft) |

18. Special features (e.g. labs, exhibits, site visitations, etc.)

None

19. Department staffing and classroom/lab resources

1. Will this require additional faculty, supplies, etc.?

One faculty member provided by AOS

20. **No** Does this course require course fees?

*If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Course Justification**

21. Justification for course being included in program. Must include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

The course is a capstone to complete the Bachelor’s of Arts in Psychology degree. As such, it is designed to further the students’ skills in writing and critical evaluation of psychological research. It is also designed to prepare them for to utilize psychology in the workforce.

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

It matches the department mission in training students in the skills needed to pursue and evaluate knowledge independently, enter a competitive work force

c. Student population served.

AOS students enrolled in the Bachelor of Arts in Psychology Program

d. Rationale for the level of the course (lower, upper, or graduate).

It is the capstone course so by necessity is upper level.

**Assessment**

**Relationship with Current Program-Level Assessment Process**

22. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

PLO2: Communicate effectively in a formal written format

PLO4: Critically appraise the quality of psychological research

This will be the capstone course so will assess these two outcomes directly

23. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

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| **Program-Level Outcome 1 (from question #23)** | Communicate effectively in a formal written format |
| Assessment Measure | Direct: Students will be required to write an APA style cumulative topical/review paper.  Indirect: Senior Exit Survey |
| Assessment  Timetable | Each semester the course is offered (direct) and last semester in the program (indirect) |
| Who is responsible for assessing and reporting on the results? | Members of the Undergraduate Psychology Programs Committee |
| **Program-Level Outcome 2 (from question #23)** | Critically appraise the quality of psychological research |
| Assessment Measure | Direct: Students will be given vignettes in which they will evaluate hypothetical research situations. The students will be asked to indicate flaws and weaknesses in the research design and/or method and procedures.  Indirect: Senior Exit Survey |
| Assessment  Timetable | Each semester the course is offered (direct) and last semester in the program (indirect) |
| Who is responsible for assessing and reporting on the results? | Members of the Undergraduate Psychology Programs Committee |

*(Repeat if this new course will support additional program-level outcomes)*

**Course-Level Outcomes**

24. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

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| **Outcome 1** | Create a professional undergraduate résumé and/or vitae |
| Which learning activities are responsible for this outcome? | Creation of a resume or vita |
| Assessment Measure | Rubric |
| **Outcome 2** | Create a statement of intent/purpose for a specific program and/or cover letter for a specific position |
| Which learning activities are responsible for this outcome? | Creation of a statement of intent or purpose for a graduate program of employment position |
| Assessment Measure | Rubric |
| **Outcome 3** | Appraise the current literature in an approved area of research and identify and review a specific problem or issue to be addressed in the field and future research |
| Which learning activities are responsible for this outcome? | Cumulative topical paper |
| Assessment Measure | Rubric |

*(Repeat if needed for additional outcomes)*

**Bulletin Changes**

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| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**  - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)  - New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font).  - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)  *You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon 🡪 , and selecting the text you would like to apply the change to.*  *Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

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***PSY 4883. Professional Preparation Capstone A culminating experience that allows students to crystallize their interests and goals and to showcase the skills and knowledge they have gained throughout their undergraduate curriculum in psychology. Prerequisite, PSY 3003. Restricted to BA Psychology students. Spring.***