CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
COURSE MODIFICATION PROPOSAL
Courses must be submitted by October 15, 2013, and finalized by the end of the fall semester to make the next catalog (2014-15) production

DATE (CHANGE DATE EACH TIME REVISED): OCTOBER 15, 2013; REV 11.12.13
PROGRAM AREA(S) : PSYCHOLOGY
Directions: All of sections of this form must be completed for course modifications. Use YELLOWED areas to enter data. All documents are stand alone sources of course information.

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1. **Indicate Changes and Justification for Each.** *[Mark an X by all change areas that apply then please follow-up your X's with justification(s) for each marked item. Be as brief as possible but, use as much space as necessary.]*

Course title	Course Content
Prefix/suffix	Course Learning Outcomes
Course number	References
Units	GE
Staffing formula and enrollment limits	**X** Other Add a prerequisite
X Prerequisites/Corequisites	Reactivate Course
Catalog description	
Mode of Instruction	

Justification:
a. In the proposed course modification, we request to add that students will need to earn a grade of C or better in the prerequisite course of PSY 202 or equivalent. This modification is needed to match the passing grade set forth by the psychology major, which is a grade of C or better.
b. The catalog description will be revised to match the above-mentioned modification. No other changes will be made.

2. Course Information.
 [Follow accepted catalog format.] **(Add additional prefixes i f cross-listed)**

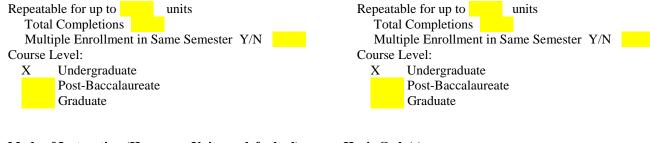| OLD	NEW
Prefix PSY Course# 300	Prefix PSY Course# 300
Title PSYCHOLOGICAL RESEARCH AND STATISTICAL METHODS I Units (4)	Title PSYCHOLOGICAL RESEARCH AND STATISTICAL METHODS I Units (4)
3 hours lecture per week	3 hours lecture per week
2 hours activity per week	2 hours activity per week
X Prerequisites: PSY 100, PSY 202 or Equivalent, and Upper Division Standing, or Consent of Instructor	X Prerequisites: PSY 100, **PSY 202 or Equivalent with a grade of C or better,** and Upper Division Standing, or Consent of Instructor
Consent of Instructor Required for Enrollment	Consent of Instructor Required for Enrollment
Corequisites:	Corequisites:
Catalog Description (Do not use any symbols): Introduction to research methodology and a basic framework to evaluate social and behavioral science research. Topics include how to apply the scientific method within the field of psychology and the social sciences, ethical guidelines and issues related to the research in, and practice of, psychology, how to evaluate research and popular claims in psychology with a critical eye, and computer applications related to statistics and research. Coursework on inferential and descriptive statistical methods will build on material from PSY 202.	**Catalog Description** (Do not use any symbols)**:** Introduction to research methodology and a basic framework to evaluate social and behavioral science research. Topics include how to apply the scientific method within the field of psychology and the social sciences, ethical guidelines and issues related to the research in, and practice of, psychology, how to evaluate research and popular claims in psychology with a critical eye, and computer applications related to statistics and research. Coursework on inferential and descriptive statistical methods will build on material from PSY 202.
General Education Categories:	General Education Categories:
Grading Scheme (Select one below):	Grading Scheme (Select one below):
X A – F	X A – F
Credit/No Credit	Credit/No Credit
Optional (Student's Choice)	Optional (Student's Choice)

Repeatable for up to ▢ units   Repeatable for up to ▢ units
   Total Completions   Total Completions
   Multiple Enrollment in Same Semester Y/N ▢   Multiple Enrollment in Same Semester Y/N ▢
Course Level: Course Level:
   X   Undergraduate   X   Undergraduate
   ▢   Post-Baccalaureate   ▢   Post-Baccalaureate
   ▢   Graduate   ▢   Graduate

3. Mode of Instruction (Hours per Unit are defaulted)   Hegis Code(s)_____

<div align="right">(Provided by the Provost Office)</div>

Existing   **Proposed**

Existing:

	Units	Hours Per Unit	Default Section Size	Graded
Lecture	3	1	25	x
Seminar	▢		▢	▢
Lab	▢		▢	▢
Activity	1	2	25	x
Field Studies	▢		▢	▢
Indep Study	▢		▢	▢
Other blank	▢		▢	▢
Online	▢			▢

Proposed:

	Units	Hours Per Unit	Default Section Size	Graded	CS No. (filled out by Provost Office)
Lecture	3	1	25	x	▢
Seminar	▢		▢	▢	▢
Lab	▢		▢	▢	▢
Activity	1	2	25	x	▢
Field Studies	▢		▢	▢	▢
Indep Study	▢		▢	▢	▢
Other blank	▢		▢	▢	▢
Online	▢			▢	▢

4. Course Attributes:

▢   **General Education Categories**:   All courses with GE category notations (including deletions) must be submitted to the GE website: http://summit.csuci.edu/geapproval. Upon completion, the GE Committee will forward your documents to the Curriculum Committee for further processing.

A (English Language, Communication, Critical Thinking)
     A-1 Oral Communication
     A-2 English Writing
     A-3 Critical Thinking
B (Mathematics, Sciences & Technology)
     B-1 Physical Sciences
     B-2 Life Sciences – Biology
     B-3 Mathematics – Mathematics and Applications
     B-4 Computers and Information Technology
C (Fine Arts, Literature, Languages & Cultures)
     C-1 Art
     C-2 Literature Courses
     C-3a Language
     C-3b Multicultural
     D (Social Perspectives)
     E (Human Psychological and Physiological Perspectives)
     UDIGE/INTD Interdisciplinary
     Meets University Writing Requirement (Graduation Writing Assessment Requirement)
     Meets University Language Requirement

▢ **American Institutions, Title V Section 40404**: ▢ Government   ▢ US Constitution   ▢ US History
     Regarding Exec Order 405, for more information: http://senate.csuci.edu/comm/curriculum/resources.htm

▢ **Service Learning Course** (Approval from the Center for Community Engagement must be received before you can request this course attribute).

5. **Justification and Requirements for the Course.** *[Make a brief statement to justify the need for the course]*

OLD

This is a required course for Psychology majors. In this course, students will develop the collaborative, research, and writing skills needed to conduct and present an original, ethical psychological experiment.

X   Requirement for the Major/Minor
▊   Elective for the Major/Minor
      Free Elective

NEW

This is a required course for Psychology majors. In this course, students will develop the collaborative, research, and writing skills needed to conduct and present an original, ethical psychological experiment.

X   Requirement for the Major/Minor
▊   Elective for the Major/Minor
      Free Elective

Submit Program Modification if this course changes your program.

6. **Student Learning Outcomes.** (List in numerical order. Please refer to the Curriculum Committee's "Learning Outcomes" guideline for measurable outcomes that reflect elements of Bloom's Taxonomy: *http://senate.csuci.edu/comm/curriculum/resources.htm*. The committee recommends 4 to 8 student learning outcomes, unless governed by an external agency (e.g., Nursing).

Upon completion of the course, the student will be able to:

OLD

1. Articulate the basic tenets of the empirical method in psychology.
2. Explain why psychology is a science.
3. Read, understand, and critically evaluate research reports published in psychological journals on the basis of its construct validity, internal validity, external validity, statistical validity, and conformity to APA's ethical principles.
4. Develop testable hypotheses derived from a theory.
5. Identify and apply various research designs in new situations.
6. Create and critique questionnaires/survey instruments.
7. Identify which statistical analyses are appropriate for various research designs.
8. Use statistical software (SPSS) to analyze data.
9. Interpret and draw conclusions from descriptive and inferential statistical analyses.
10. Apply the experimental method to answer questions about behavior through participation in laboratory exercises and experiments.
11. Develop necessary skills for an efficient review of the psychological literature using a computerized index (PsycInfo).
12. Prepare written reports according to the stylistic conventions of the American Psychological Association.

Upon completion of the course, the student will be able to:

NEW

1. Articulate the basic tenets of the empirical method in psychology.
2. Explain why psychology is a science.
3. Read, understand, and critically evaluate research reports published in psychological journals on the basis of its construct validity, internal validity, external validity, statistical validity, and conformity to APA's ethical principles.
4. Develop testable hypotheses derived from a theory.
5. Identify and apply various research designs in new situations.
6. Create and critique questionnaires/survey instruments.
7. Identify which statistical analyses are appropriate for various research designs.
8. Use statistical software (eg. SPSS) to analyze data.
9. Interpret and draw conclusions from descriptive and inferential statistical analyses.
10. Apply the experimental method to answer questions about behavior through participation in laboratory exercises and experiments.
11. Develop necessary skills for an efficient review of the psychological literature using a computerized index (eg. PsycInfo).
12. Prepare written reports according to the stylistic conventions of the American Psychological Association.

7. **Course Content in Outline Form.** (Be as brief as possible, but use as much space as necessary)

OLD

- Need for quantitative methods in science in general and psychology in specific
- Scientific and statistical methods as ways to reason inductively and deductively about human behavior
- The research process
- Selecting a problem and reviewing the research
- Sampling and generalizability
- Measurement, reliability, and validity
- Methods of measuring behavior
- Data collection and descriptive statistics
- Descriptive, historical and correlational methods of

NEW

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- Descriptive, historical and correlational methods of

- research and appropriate data analysis strategies
  - Qualitative methods and appropriate data analysis strategies
  - Experimental research methods and appropriate data analysis strategies
  - Quasi-experimental research methods and appropriate data analysis strategies
  - Writing a research proposal
  - Writing a research manuscript

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  - Qualitative methods and appropriate data analysis strategies
  - Experimental research methods and appropriate data analysis strategies
  - Quasi-experimental research methods and appropriate data analysis strategies
  - Writing a research proposal
  - Writing a research manuscript

Does this course content overlap with a course offered in your academic program? Yes ▮   **No** X
 If YES, what course(s) and provide a justification of the overlap. ▮

Does this course content overlap a course offered in another academic area? Yes ▮   **No** X
 If YES, what course(s) and provide a justification of the overlap. ▮

Overlapping courses require Chairs' signatures.

8. **Cross-listed Courses (Please note each prefix in item No. 1)** *Beyond three disciplines consult with the Curriculum Committee.*
   - A. **List cross-listed courses (Signature of Academic Chair(s) of the other academic area(s) is required).**
   - B. **List each cross-listed prefix for the course:** ▮
   - C. **Program responsible for staffing:** ▮

9. **References.** *[Provide 3-5 references]*
   OLD   Jackson, S. L. (2009). Research Methods and Statistics: A Critical Thinking Approach, 3rd Edition. Belmont, CA: Thompson/Wadsworth.
   Stanovich, K. E. (2010). How to Think Straight about Psychology, 9th Edition. Boston, MA: Allyn & Bacon.
   American Psychological Association (2009). Publication Manual of the American Psychological Association, 6th Edition. Washington, DC: Author.
   Howell, D. C. (2004). <u>Fundamental Statistics for the Behavioral Sciences, 5th Edition.</u> Belmont, CA: Brooks/Cole-Thomson Learning.
   Stern, L. (2010). <u>A Visual Approach to SPSS for Windows: A Guide to SPSS 17.0, 2nd Edition</u>. Boston, MA: Allyn & Bacon.

   NEW   Jackson, S. L. (2012). Research Methods and Statistics: A Critical Thinking Approach, 4th Edition. Belmont, CA: Thompson/Wadsworth.
   Stanovich, K. E. (2012). How to Think Straight about Psychology, 10th Edition. Boston, MA: Allyn & Bacon/Pearson.
   American Psychological Association (2009). Publication Manual of the American Psychological Association, 6th Edition. Washington, DC: Author.
   Howell, D. C. (2004). <u>Fundamental Statistics for the Behavioral Sciences, 5th Edition.</u> Belmont, CA: Brooks/Cole-Thomson Learning.
   Jackson, S. L. (2013). A Concise Guide to Statistical Analyses Using Excel, SPSS, and the TI-84 Calculator. Belmont, CA: Thompson/Wadsworth.

10. **Tenure Track Faculty qualified to teach this course.**
    All Psychology tenure track faculty

11. **Requested Effective Date or First Semester offered: Fall 2014**

12. **New Resource Requested: Yes** ▮   **No** X
    If YES, list the resources needed.

    A. **Computer Needs (data processing, audio visual, broadcasting, other equipment, etc.)**
    ▮

    B. **Library Needs (streaming media, video hosting, databases, exhibit space, etc.)**

C. Facility/Space/Transportation Needs:

   D. Lab Fee Requested: Yes ▮   **No** ▮   **(Lab fee requests should be directed to the Student Fee Committee)**

   E. Other. ▮

13. Will this course modification alter any degree, credential, certificate, or minor in your program? Yes ▮   **No** X
   If, YES attach a program update or program modification form for all programs affected.
   Priority deadline for New Minors and Programs: October 1, 2013 of preceding year.
   Priority deadline for Course Proposals and Modifications: October 15, 2013.
   Last day to submit forms to be considered during the current academic year: April 15th.

Kimmy Kee-Rose   October   14,
Virgil H. Adams, III   2013
_____   _____
Proposer(s) of Course Modification   Date
Type in name. Signatures will be collected after Curriculum approval.

Approval Sheet

Course:

If your course has a General Education Component or involves Center affiliation, the Center will also sign off during the approval process.

Multiple Chair fields are available for cross-listed courses.

The CI program review process includes a report from the respective department/program on its progress toward accessibility requirement compliance. By signing below, I acknowledge the importance of incorporating accessibility in course design.

Program Chair		
	Signature	Date

Program Chair		
	Signature	Date

Program Chair		
	Signature	Date

General Education Chair		
	Signature	Date

Center for Intl Affairs Director		
	Signature	Date

Center for Integrative Studies Director		
	Signature	Date

Center for Multicultural Engagement Director		
	Signature	Date

Center for Civic Engagement and Service Learning Director		
	Signature	Date

Curriculum Chair		
	Signature	Date

AVP		
	Signature	Date