

UNIVERSITY OF MARY WASHINGTON – EXPEDITED COURSE CHANGE PROPOSAL

Submit this form electronically, beginning with the first required level of review (department or college level). Each level of review passes the form and any attachments to the next level when the action is approved.

Submitted by: Christine McBride	Date Prepared: 10/4/18
Department/Discipline(s) and Course Number(s): Psychological Science PSYC301, 311, 331, 332, 333, 342, 353, 373, 374	
Course Titles: Social Psychology, Abnormal Psychology, Developmental Psychology: Infant and Child, Developmental Psychology: Adolescent and Adult, Psychology of Aging, Psychology of Personality, Fundamentals of Learning and Motivation, Cognitive Psychology, Biological Psychology	

Type of change (*check all applicable*):

Number* Title _____ Description _____ Prerequisites _____ Deletion _____ Cross list** _____

This course number must be approved by the Office of the Registrar before the proposal is submitted. **With this course proposal, attach a list of ALL COURSES that will be affected by the number change (for example, cases where the course number that is changing is a prerequisite for another course).*

***To cross list courses between departments/colleges, there should be two cover sheets submitted with the proposal – one by the chair of each department with signatures from the relevant College Curriculum Committee Chair.*

Effective Date: FALL Semester, Year _____ Fall Semester, 2019 _____

NOTE: FOR ALL OF THE FOLLOWING COURSES, ONLY THE NUMBER HAS CHANGED. ALL PROPOSED COURSE NUMBERS HAVE BEEN APPROVED BY EVIE SHERLOCK IN THE REGISTRAR’S OFFICE.

Current Catalog Entry	Proposed Catalog Entry (suggested length – less than 50 words)
<p>301 – Social Psychology (3) Prerequisite: PSYC 100. Individual behavior in a social context; attitudes; social influence; attribution; prejudice and discrimination; prosocial behavior and aggression.</p>	<p>201 – Social Psychology (3) Prerequisite: PSYC 100. Individual behavior in a social context; attitudes; social influence; attribution; prejudice and discrimination; prosocial behavior and aggression.</p>

Current Catalog Entry	Proposed Catalog Entry (suggested length – less than 50 words)
<p>311 – Abnormal Psychology (3) Prerequisite: PSYC 100. Various models of psychopathology, history of abnormal psychology, psychological disorders: their causes, and therapies.</p>	<p>211 – Abnormal Psychology (3) Prerequisite: PSYC 100. Various models of psychopathology, history of abnormal psychology, psychological disorders: their causes, and therapies.</p>

Current Catalog Entry	Proposed Catalog Entry (suggested length – less than 50 words)
<p>331 – <i>Developmental Psychology: The Infant and Child</i> (3) Prerequisite: PSYC 100. Psychological development from conception through childhood. Consideration of developmental processes, theories, issues, and relevant research.</p>	<p>231 – <i>Developmental Psychology: The Infant and Child</i> (3) Prerequisite: PSYC 100. Psychological development from conception through childhood. Consideration of developmental processes, theories, issues, and relevant research.</p>

Current Catalog Entry	Proposed Catalog Entry (suggested length – less than 50 words)
<p>332 – <i>Developmental Psychology: The Adolescent and Adult</i> (3) Prerequisite: PSYC 100. Theories of, and research on, personality, social, physical, and intellectual characteristics from adolescence to young adulthood.</p>	<p>232 – <i>Developmental Psychology: The Adolescent and Adult</i> (3) Prerequisite: PSYC 100. Theories of, and research on, personality, social, physical, and intellectual characteristics from adolescence to young adulthood.</p>

Current Catalog Entry	Proposed Catalog Entry (suggested length – less than 50 words)
<p>333 – <i>Psychology of Aging</i> (3) Prerequisite: PSYC 100. Theories and research in aging, changes in personality, intellectual abilities, cognitive capacities, and physical capabilities from adulthood to death.</p>	<p>233 – <i>Psychology of Aging</i> (3) Prerequisite: PSYC 100. Theories and research in aging, changes in personality, intellectual abilities, cognitive capacities, and physical capabilities from adulthood to death.</p>

Current Catalog Entry	Proposed Catalog Entry (suggested length – less than 50 words)
<p>342 – <i>Psychology of Personality</i> (3) Prerequisite: PSYC 100. Personality structure, dynamics, development, and methods of research.</p>	<p>242 – <i>Psychology of Personality</i> (3) Prerequisite: PSYC 100. Personality structure, dynamics, development, and methods of research.</p>

Current Catalog Entry	Proposed Catalog Entry (suggested length – less than 50 words)
<p>353 – Fundamentals of Learning and Motivation (3) Prerequisite: PSYC 100. Survey of empirical findings and theoretical issues in the analysis of learning and motivation and their interaction in the determination of behavior.</p>	<p>253 – Fundamentals of Learning and Motivation (3) Prerequisite: PSYC 100. Survey of empirical findings and theoretical issues in the analysis of learning and motivation and their interaction in the determination of behavior.</p>

Current Catalog Entry	Proposed Catalog Entry (suggested length – less than 50 words)
<p>373 – Cognitive Psychology (3) Prerequisite: PSYC 100. The study of human information processing, including pattern recognition, attention, memory, language, problem solving, and decision making.</p>	<p>273 – Cognitive Psychology (3) Prerequisite: PSYC 100. The study of human information processing, including pattern recognition, attention, memory, language, problem solving, and decision making.</p>

Current Catalog Entry	Proposed Catalog Entry (suggested length – less than 50 words)
<p>374 – Biological Psychology (3) Prerequisite: PSYC 100. Exploration of biological bases of behavior and neurological correlates of psychological events.</p>	<p>274 – Biological Psychology (3) Prerequisite: PSYC 100. Exploration of biological bases of behavior and neurological correlates of psychological events.</p>

<p>JUSTIFICATION (including impact on majors, minors, concentrations, and general education courses within the University curriculum; attach additional pages if required). Any change that impacts another Department must have a written statement (such as a copy of an email) from the Chair(s) agreeing to the change.</p>
<p>Please See Below</p>
<p>TRANSITION PLAN (describe how will students who are in Catalogs where the course is required for a major be accommodated; attach additional pages if required)</p>
<p>Please See Below</p>

Approvals

Department Chair Christina McBride Date: 10/9/2018
 College Curriculum Chair Don M. Baker Date: 10/22/2018

Expedited course changes are posted for a 10-class day comment period. If no comments are raised, the proposal becomes final. All expedited proposals approved in this way will be noted on the UCC web site. If comments are raised, the proposal may be reviewed by the UCC and then approved or it may be returned to the CCC for additional deliberation (as required).

Justification for Course Number Changes

Department of Psychological Science- Fall 2018

During the 2017-2018 academic year, the Department of Psychology Science underwent a 10 year review. While the outcome of that review was overwhelmingly positive, the reviewers included the following section in their final report.

Content courses numbering:

Your students find the one sheet summary of requirements for the major to be very useful. It clearly identifies your core sequence and the array of required content courses. You all told us that the last entry on the table needs clarification. We agree. The sheet does not help students select when they might take courses outside of the core. The fact that all electives are numbered at the 300 level has the potential to create confusion among students. For example, it makes it difficult for them to determine which electives they should take after Introduction to Psychology and in subsequent years. We believe that some attention to renumbering of courses will help with that issue and others.

In 2012-13, you identified a need to vertically build course sequences. You accomplished this for the research core. We suggest that you consider vertical course sequences in the content areas as well. You began this process by assigning prerequisites for some courses like Forensic Psychology, Psychopharmacology, Clinical, Mentoring Children at Risk, and Exceptional Children. Of course, all the prerequisites for these courses are also offered at the 300-level. In the case of Exceptional Children, the prerequisites carry a high number than the course. Your course numbering seems counterintuitive and may confuse students. Numbering these prerequisites at the 200 level would clearly signal the expected order for these courses.

One way to accomplish this renumbering is to assign 200-level numbers to all courses that are listed in sections II through V on the requirements for the major sheet. Whether or not you choose to renumber courses to the 200-level, there should be a set of courses that are identified as most appropriate for first and second year students. In our comparison of other colleges' curriculum, courses such as Abnormal, Social, Personality, Cognitive, Biological, Learning, the Developmental courses (331-333), and S&P are most appropriate. The elective courses such as Clinical, Cognitive Neuroscience, Health, Forensic, Women, Positive, Psychopharmacology could stay at the 300-level. In considering this option, we recommend that you discuss what makes a course a 200, 300, or 400-level. This may help you determine which content courses are most appropriate for first and second year students.

Our department agrees with the reviewers' assessment and is committed to creating a numbering system that more accurately reflects the progression of our courses from general overviews to higher degrees of

specialization. Our proposed renumbering also gives the students better guidance on what to register for after completion of Psychology 100 (General Psychology).

Our current curriculum is based on the undergraduate curriculum recommended by the American Psychological Association (APA) and our students are required to select one course from each of the 4 main content areas identified by this association. As a department, we have decided that the many of the core courses that fall into these 4 primary categories would be the appropriate courses to renumber from 300 to 200 level courses. These courses were selected not only because they are less specialized in content, but also because they often serve as prerequisites for upper division courses including internships.

The renumbering of these courses should not impact any other departments (other than the Contemplative Studies Minor as addressed in the major change proposal—see attached email) and will not require a transition plan because it does not change our major in any way other than a simple changes in course number. The course number of the prerequisites (PR) for the following courses listings will need to be changed in the course catalog. (The original course numbers that need to be changed from 300 level to 200 level are bolded).

Other Catalog changes

Courses that need to be changed from 300 to 200 level are bolded. For example if the bolded course is 311, it needs to be changed to 211.

Psychology 315: Foundations of Clinical Psychology (PR =PSYC 100 and **PSYC 311**)

Psychology 320: Psychology of Exceptional Children and Youth (PR = PSYC100 and **PSYC 331** or **PSYC 332**)

Psychology 346: Forensic Psychology (PR = PSYC 100 and **PSYC 301, PSYC 311** or **PSYC 342**)

Psychology 394: Psychopharmacology: (PR = PSYC100 and one of the following courses PSYC305, PSYC372 or **PSYC 374**)

Psychology: 411: Research Seminar in Abnormal, Personality, or Social Psychology (PR =PSYC360, PSYC362, and one of the following: **PSYC 301, PSYC 311, or PSYC 342**).

Psychology 412: Research Seminar in Biological Psychology (PR = PSYC360, PSYC362 and one of the following: PSYC305, PSYC 372, or **PSYC 374**)

Psychology 413: Research Seminar in Cognition and Learning (PR = PSYC360, PSYC362 and one of the following: PSYC305, **PSYC 353, PSYC 372 or PSYC 373**)

Psychology 414: Research Seminar in Developmental Psychology (PR = PSYC360, PSYC362 and one of the following: **PSYC331, PSYC332, or PSYC333**).

In addition, the courses offered in our curriculum through the New England Center for Children (401, 402, 403, 404, 405, 406) have **PSYC 353** as a prerequisite.

Other changes:

The Contemplative Studies Minor includes **PSYC 373** and **PSYC 374** as an elective option. The program director for this minor has approved the change in an attached email and these courses should now be listed as 200 level courses in the minor.

The Neuroscience Minor includes **PSYC 374** as a requirement. A separate change of minor form has been submitted.

Hi Chris,

I approve these changes. Please advise the registrar, who I believe now updates effected programs without curriculum committee approval, that both courses should still count towards the Contemplative Studies minor under their new, 200-level designations.

Expedited Course Change Cover Sheet (July 2018)

All the best,

Dan

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Daniel A. Hirshberg, Ph.D.
Assistant Professor of Religion

[*Remembering the Lotus-Born*](#)
Director, [Contemplative Studies Program](#)
Associate Director, Leidecker Center for Asian Studies
University of Mary Washington

On Oct 8, 2018, at 8:20 AM, Chris McBride (cmcbride) <cmcbride@umw.edu> wrote:

Good morning, Dan.

(Please disregard my first email. I forgot that Cognitive Psychology is also on the list for the Contemplative Studies minor).

As I noted when we met the other day, the Department of Psychological Science is proposing to move some of its more basic courses from the 300 level to the 200 level. Two of these courses are PSYC 374 (Biological Psychology) and PSYC 373 (Cognitive Psychology—courses that are currently listed as upper division electives for the Contemplative Studies minor. In order to submit course numbering request to the curriculum committee, I believe I need approval for the course number changes from programs that it will impact. Therefore, I'm hoping you can respond to this email with a quick agreement to our proposed course number change.

Thanks!

Chris

Christine A. McBride, Ph.D.

Professor and Chair

Department of Psychological Science

University of Mary Washington

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