To: Faculty Curriculum Committee

From: Gabrielle F. Principe, Ph.D., Professor and Chair

Date: 1 December 2014

Re: Course Name Change and Description Change for PSYC 390

The Psychology Department wishes to change the name of PSYC 390 from *Research Design and Interpretation* to *Advanced Psychological Statistics*. We also wish to change the description associated with this course.

The current name and description in the course catalog no longer accurately characterizes the content and coverage in PSYC 390. The proposed new name and description accurately reflects the course content and coverage.

Enclosed are the following documents:

- Course Form
- Signature Page
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:

- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. **You must do this before your request can move forward!**
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: James Hittner, Ph.D.  
Phone: 953-6734  
Email: hittnerj@cofc.edu  
Department or Program: Psychology  
School: HSS  
Subject Acronym and Course Number: PSYC 390  
Catalog Year in which changes will take effect: FALL 2015

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J)
☒ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J)
☐ Course Number (you must submit a course deactivation request for the old course number)
☒ Course Name
☒ Course Description
☐ Credit/Contact Hours
☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

The current name and description in the course catalog no longer accurately characterizes the content and coverage in PSYC 390.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

We anticipate no impact on existing programs and courses.

This form was last updated on 12/13/13 and replaces all others.
E. **EXISTING COURSE INFORMATION.** If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: Psychology    School: HSS    Subject Acronym: PSYC    Course Number: 390

Credit hours:  _3_ lecture _ lab _ seminar _ independent study
Contact hours: _2.5 hours_ lecture _ lab _ seminar _ independent study

Course title: Research Design and Interpretation

Course description (maximum 50 words, exactly as it appears in the catalog):

The principles of experimental and non-experimental research designs and the interpretation of data. The designs will be selected from simple randomized designs, factorial designs, within-subject designs, mixed designs, single subject designs and correlation designs, each analyzed by the appropriate statistical tests.

Restrictions (pre-requisites, co-requisites, majors only, etc.): Prerequisites: PSYC 103, 211 and 220, or 250.

Cross-listing, if any: None.

Is this course repeatable? ☐ yes ☒ no  If yes, how many total credit hours may the student earn? _

F. **NEW COURSE INFORMATION.** If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use **boldface** for the information that is changing.

Department: Psychology    School: HSS    Subject Acronym: PSYC    Course Number: 390

Credit hours:  _3_ lecture _ lab _ seminar _ independent study
Contact hours: _2.5 hours_ lecture _ lab _ seminar _ independent study

Course title: **CHANGE TO** ** Advanced Psychological Statistics**

Course description (maximum 50 words, exactly as it appears in the catalog):

**CHANGE TO**

A survey of advanced topics in psychological statistics and the analysis and interpretation of data. Coverage typically includes confidence intervals and effect sizes, multiple regression, moderated regression, repeated-measures ANOVA, logistic regression, and statistical mediation. An important course component involves implementing the statistical procedures by analyzing datasets using statistical software.

Restrictions (pre-requisites, co-requisites, majors only, etc.): PSYC 103, 211 and 220, or 250.

If this is a newly-created course, is it intended to be the equivalent of an existing course? ☐ yes ☐ no
If so, which course? __________________________

If equivalent, will the newly-created course replace the existing course? ☐ yes ☐ no

Note: If yes, you must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department): ___None____________
Note: Cross-listed courses are equivalent.

This form was last updated on 12/13/13 and replaces all others.
Is this course repeatable? □ yes  ☒ no  If yes, how many total credit hours may the student earn? __

Is there an activity, lab, or other fee associated with this course? □ yes  ☒ no  What is the fee? $______

*Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.*

G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

None.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Demonstrate understanding of advanced topics in psychological statistics.</td>
<td>Knowledge of topics is assessed using class exams, which consist of a mix of computational and short-answer items. There are usually five exams (4 regular exams plus the Final). Students are expected, on average, to achieve at least 70% of the available points on each exam. In addition to exams, students have numerous opportunities to complete practice computational items and to receive feedback from the course instructor.</td>
</tr>
<tr>
<td>2. Demonstrate an ability to implement the statistical procedures using statistical software.</td>
<td>Students complete at least 4 statistical software homework assignments using a comprehensive software package (e.g., SPSS, SAS, R). Each assignment entails analyzing the dataset, interpreting the results, and writing-up some of the findings. Students are expected, on average, to achieve at least 70% of the available points on each homework assignment.</td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>
How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

This course serves to reinforce the learning outcomes established by the department, as indicated in the American Psychological Association’s learning outcomes handbook. Students will be challenged to understand advanced topics in psychological statistics, to apply what they learn through computational and conceptual exam items, to implement the statistical methods through statistical software homework assignments, and to accurately interpret and write-up the results from software-based statistical analyses.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? ☐ yes ☑ no

The course (PSYC 390) is already listed.

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.

J. CHECKLIST.

☑ I have completed all relevant parts of the form.

☑ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☐ (For new courses only) I have attached a syllabus.

☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

☑ I have submitted one Signature Form that lists all of the different forms I am submitting.
FACULTY CURRICULUM COMMITTEE
SIGNATURE PAGE

- In section A, list ALL of the forms covered by this signature page. If you submit a form that is not listed in A, your proposal will be held back until we receive a new, updated signature page.
- You must obtain the signature of your department chair and dean before submitting your proposal.

A. FORMS COVERED BY THIS SIGNATURE PAGE. List each form you are submitting—for instance, PSYC 383, Course Form; PSYC, Change of Major Form; PSYC, Change of Minor Form.

PSYC 390, Course Form

B. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:  
   [Signature]  
   Date: 12/1/14

2. Signature of Academic Dean:  
   [Signature]  
   Date: 12/4/14

3. Signature of Provost:  
   [Signature]  
   Date: 10/30/14

4. Signature of Business Affairs (only for course fees):

   [Signature]  
   Date:  

   □ fee approved on __________  
   □ BOT approval pending

5. Signature of Curriculum Committee Chair:
   [Signature]  
   Date: 1/20/2015

6. Signature of Budget Committee Chair (only for new programs):

   [Signature]  
   Date: ____________

7. Signature of Academic Planning Committee Chair (only for new programs):

   [Signature]  
   Date: ____________

8. Signature of Faculty Senate Secretary:

   [Signature]  
   Date: ____________

Date Approved by Faculty Senate: ____________
Hello Bonnie (and everyone):

Thanks for asking. I can understand the reason for the confusion, but I agree that a new course is not necessary in this case. Here’s why:

First, the changes are not as great as they might seem to people outside the field. Partially this is just a problem with changing jargon: the “repeated-measures ANOVA” in the new description is typically used to analyze the “within-subjects designs” and the “mixed designs” in the old, and the various forms of regression in the new descriptions are often used to analyze the “correlation[al] designs” mentioned in the old.

Still, these changes (along with the change to the title) might make it seem as though the course is shifting from research design to statistical analysis. In practice, however, these are necessarily intertwined, and you cannot readily teach one without the other. (For instance, our lower-level PSYC 250 course is entitled “Psychological Statistics and Research Methods.”) The existing description actually hints at this when it refers to “…the appropriate statistical tests.” The proposed revision simply spells out those tests more explicitly. The content is essentially the same; we are simply changing which portions of the content receive the most emphasis in the description.

This change is beneficial because students think about a “research methods course” and a “statistics course” in different ways. The former name might only prompt vague images of reading and designing a series of studies; the latter conjures up visions of MATH. We want students to be aware of the mathematical content so that they know what they’re getting into and plan their schedules accordingly.

For all these reasons, a student who takes PSYC 390 now, or for that matter one who took it five years ago, should *not* be able to take the course again and receive credit. (As you may recall, the committee has used this criterion to decide whether a new course is appropriate.) Furthermore, as you noted, the course fulfills the same role in our curriculum; it remains an advanced course in research design and statistical analysis that is intended to prepare students for graduate study.

Thus, I believe that a new course proposal is not warranted and a simple course change is enough.

Thanks for asking—if the committee needs more information, please feel free to get in touch with us!

DG

Daniel Greenberg, PhD
Assistant Professor, Department of Psychology
College of Charleston
Office location: 57 Coming St., Rm. 203
Mailing address: 66 George St., Charleston, SC 29424
Email: dgreenberg@cofc.edu
Phone: (843) 953-5825
Fax: (843) 953-7151
Dear James and Dan-

The committee has the following feedback related to the PSYCH 390 proposal. They are concerns that since you are changing both the title and making substantive changes to the course description reflecting a major change in course content, that it is actually a new course. I am copying Dan Greenberg on this so he can provide some insight as well. It seems to me that the course will still serve the same purpose in the program, but just as times have changed, the course must change. Dan help me communicate this to the committee. I see their concern, but I also think it is fine to keep the same course number and change why the course will be. Am I thinking correctly?

I am providing this to you in order to asset you to be ready to address the concern at the meeting in order to facilitate approval and moving forward.

Thank you!

Bonnie Springer