

**UCC/UGC/ECCC**

Proposal for Course Change

|  |
| --- |
| **FAST TRACK (Select if this will** **be a fast track item. Refer to**  [***Fast Track Policy***](http://www4.nau.edu/avpaa/UCCPolicy/Agenda_FastTrack_Consent.docx) **for eligibility)** |

# *If the changes included in this proposal are significant, attach copies of original and proposed syllabi in* [*approved university format*](http://www4.nau.edu/avpaa/UCCForms/syllabus.doc)*.*

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Course subject and number: | PSY 375 | 2. Units: | 3 |

[**See upper and lower division undergraduate course definitions**](http://www4.nau.edu/avpaa/UCCPolicy/Uplow.doc).

|  |  |  |  |
| --- | --- | --- | --- |
| 3. College: | SBS | 4. Academic Unit: | Psychology |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 5. Current Student Learning Outcomes of the course.  **Course Learning Goals**  1) To provide students with a general understanding of major theories and findings pertaining to the self and identity in social psychology  2) To teach students the importance, applications, and implications of the psychological study of the self and identity  3) To enable students to be educated consumers of self and identity literature through the development of critical reflection  4) To enable students to understand and accurately review research articles in developing discussion questions and contributing to academic discussion  5) For both the students and the instructor to enjoy the study of the self and identity  **Course Learning Goals as they relate to Department Learning Goals and Evaluation Methods**   |  |  |  | | --- | --- | --- | | **Department Learning Goals** | **Course Learning Goals** | **Evaluation Method** | | Goal One: Knowledge Base in Psychology  Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings in psychology | 1. To provide students with a general understanding of major theories and findings pertaining to the self and identity in social psychology  2. To teach students the importance, applications, and implications of the psychological study of the self and identity | These goals will be accomplished through the assigned readings, presentations, and class discussion. They will be evaluated through the course examinations and quizzes, discussion leading assessments, and in-class assignments. | | Goal Two: Scientific Inquiry and Critical Thinking  Students will develop scientific reasoning and problem-solving skills, including research design, data analysis and interpretation and understand their fundamental importance in psychology | 2. To teach students the importance, applications, and implications of the psychological study of the self and identity  3. To enable students to be educated consumers of self and identity literature through the development of critical reflection  4. To enable students to understand and accurately review research articles in developing discussion questions and contributing to academic discussion | These goals will be accomplished through the assigned readings, presentations, and class discussion. They will be evaluated through the course examinations and quizzes, discussion leading assessments, and in-class assignments. | | Goal Four: Ethical and Social Responsibility  Students will develop ethically and socially responsible behavior for professional and personal settings, including learning about the inappropriateness of plagiarism | Students will be expected to behave in an ethically and socially responsible manner when acting as discussion leaders and participating in class discussion. Academic honesty will be expected in completing all course assessments | Ethically and socially responsible conduct will be expected in class and academic honesty will be expected in the completion of all course assessments. | | Goal Five: Effective Writing and Oral Communication Skills  Students will be able to demonstrate competence in written, oral, and interpersonal communication skills | 4. To enable students to understand and accurately review research articles in developing discussion questions and contributing to academic discussion | These goals will be evaluated through the course examinations and quizzes, discussion leading assessments, and in-class assignments. | | Show the proposed changes in this column (if applicable). Bold the proposed changes in this column to differentiate from what is not changing, and Bold with strikethrough what is being deleted. *(*[*Resources & Examples for Developing Course Learning Outcomes*](http://www4.nau.edu/avpaa/Assessment/CourseLearningOutcomesPDF_090712.pdf)*)*  NO CHANGES |

|  |  |
| --- | --- |
| 6. Current **title,** **description** and **units**. Cut and paste, in its entirety,from the current on-line academic catalog\* [**http://catalog.nau.edu/Catalog/**](http://catalog.nau.edu/Catalog/).  **PSY 375 SOCIAL PSYCHOLOGY OF SELF AND IDENTITY (3)**  Description: Theory and research on the structure and functioning of the "self" and its impact on affect, behavior, and cognition. Letter grade only.  Units: 3  Liberal Studies Essential Skills: Critical Thinking  Prerequisite: (PSY 101 or 101H), PSY 230, PSY 250, and PSY 302W with grades of C or better | Show the proposed changes in this column **Bold** the proposed changes in this column to differentiate from what is not changing, and **~~Bold with strikethrough~~**what is being deleted.  **PSY 375 SOCIAL PSYCHOLOGY OF SELF AND IDENTITY (3)**  Description: Theory and research on the structure and functioning of the "self" and its impact on affect, behavior, and cognition. Letter grade only.  Units: 3  Liberal Studies Essential Skills: Critical Thinking  Prerequisite: **(PSY 215 or PSY 227)**, **~~(PSY 101 or 101H),~~** PSY 230, **~~PSY 250,~~** and PSY 302W with grades of C or better |

\*if there has been a previously approved UCC/UGC/ECCC change since the last catalog year, please copy the approved text from the proposal form into this field.

7. Justification for course change.

The Department of Psychology is in the process of seeking approval for PSY 215 Abnormal Psycholog. PSY 215 is an appropriate prerequisite for PSY 375; it covers substantial foundation content regarding psychological behavior related to self and identity. PSY 215 would also add flexibility for student degree planning.

|  |  |
| --- | --- |
| 8. Effective **BEGINNING** of what term and year? | **Fall 2014** |
| [**See effective dates calendar**](http://www4.nau.edu/avpaa/timelines/1314Effective.xls). |  |

**IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING**

|  |  |
| --- | --- |
| **CURRENT** | **PROPOSED** |
| Current course subject and number: | Proposed course subject and number: |
| Current number of units: | Proposed number of units: |
| Current short course title: | Proposed short course title (max 30 characters): |
| Current long course title: | Proposed long course title (max 100 characters): |
| Current grading option:  letter grade  pass/fail  or both | Proposed grading option:  letter grade  pass/fail  or both |
| Current repeat for additional units: | Proposed repeat for additional units: |
| Current max number of units: | Proposed max number of units: |
| Current prerequisite:  **PSY 230, PSY 302w, and PSY 227** | Proposed prerequisite (include rationale in the justification**): PSY 230, PSY 302w, and (PSY 215 or PSY 227)** |
| Current co-requisite: | Proposed co-requisite (include rationale in the justification): |
| Current co-convene with: | Proposed co-convene with: |
| Current cross list with: | Proposed cross list with: |

9. Is this course in any plan (major, minor, or certificate) or sub plan (emphasis)? Yes  No

If yes, describe the impact. If applicable, include evidence of notification to and/or response

from each impacted academic unit.

Psychology BA/BS (elective), Increased flexibility in degree planning for students; only affects Department of Psychology.

10. Is there a related plan or sub plan change proposal being submitted? Yes  No

If no, explain.

This prerequisite change will not require any related plan changes.

11. Does this course include combined lecture and lab components?                  Yes  No

If yes, include the units specific to each component in the course description above.

**Answer 12-15 for UCC/ECCC only:**

12. Is this course an approved Liberal Studies or Diversity course?                    Yes  No         If yes, select all that apply.   Liberal Studies    Diversity    Both

13. Do you want to remove the Liberal Studies or Diversity designation?            Yes  No

If yes, select all that apply.   Liberal Studies    Diversity     Both

14. Is this course listed in the [**Course Equivalency Guide**](https://aztransmac2.asu.edu/cgi-bin/WebObjects/Admin_CEG.woa/wa/ByInst?inst=NAU)?                               Yes  No

15. Is this course a [**Shared Unique Numbering**](https://aztransmac1.asu.edu/cgi-bin/WebObjects/ATASS.woa/wa/SUNList?S=X) (SUN) course?                            Yes  No

|  |  |
| --- | --- |
| **FLAGSTAFF MOUNTAIN CAMPUS** |  |
| **Scott Galland** | **10/28/2013** |
| Reviewed by Curriculum Process Associate | Date |
|  |  |
| **Approvals**: |  |
|  | **November 4, 2013** |
| Department Chair/Unit Head (if appropriate) | Date |
|  |  |
| Chair of college curriculum committee | Date |
| William Huffman by Pam Stinson-Tattersall | 11/15/13 |
| Dean of college | Date |
|  |  |
| **For Committee use only:** |  |
|  |  |
| UCC/UGC Approval | Date |

Approved as submitted: Yes  No

Approved as modified: Yes  No

|  |  |
| --- | --- |
| **EXTENDED CAMPUSES** |  |
|  |  |
| Reviewed by Curriculum Process Associate | Date |
|  |  |
| **Approvals:** |  |
|  | |
| Academic Unit Head | Date |
|  | |
| Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning) | Date |
|  | |
| Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning) | Date |
|  | |
| Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning) | Date |
|  | |
| Chief Academic Officer; Extended Campuses (or Designee) | Date |
|  |  |

Approved as submitted: Yes  No

Approved as modified: Yes  No