

College Curriculum Proposal Approval and Routing Form

TITLE OF PROPOSAL: Psychological Sciences Capstone Course

Originating Faculty: Erin Dupuis

Department/College: Psychological Sciences Chairperson: Erin Dupuis

Contact Phone/Email: 3133/edupuis@loyno.edu

Type of Proposal (Check all that apply):

New Major¹ _____ New Minor _____ New Concentration _____ Revise Existing Program _____

New Course X Change to Existing Course _____ Discontinue Program _____

Undergraduate X Graduate _____ Online _____ Professional & Cont. Studies _____ Other _____

1. Resources and Fees:

If this is a proposed revision, are there existing fees? No _____ Yes _____ \$ _____
Will course or program fees be required for this course/program? No X Yes _____ \$ _____
Are new resources needed for implementing this proposal? No X Yes _____
If yes, include complete description and dollar amount in proposal.

2. College Review and Approvals:

- a. Department/School Erin Dupuis (Chair) Date: 1/17/17
Approved X Not Approved _____
- b. College Curriculum Committee _____ (Chair) Date: _____
Approved _____ Not Approved _____
- c. College Dean _____ Date: _____
Supported _____ Not Supported _____

3. Intercollegiate Review and Recommendations Required as applicable to proposal:

- a. Online Education Committee _____ (Chair) Date: _____
Recommended _____ Not Recommended _____
- b. Professional and Continuing Studies Committee _____ (Chair) Date: _____
Recommended _____ Not Recommended _____
- c. Graduate Council _____ (Chair) Date: _____
Recommended _____ Not Recommended _____

4. University² Recommendations Required as applicable to proposal:

- a. University Courses & Curriculum Committee _____ (Chair) Date: _____
Recommended _____ Not Recommended _____
- b. Standing Council for Academic Planning _____ (Chair) Date: _____
Recommended _____ Not Recommended _____

¹ New Degree to be Offered---Requires SACs Notification 6 Months Prior to Start

² Approval by the Strategic Planning Team, University Budget Committee, and/or Board of Trustees may be required for proposals that have significant impact on resources or mission. Proposals to establish or discontinue degree programs require approval by Board of Trustees and SACs.

COLLEGE COURSE PROPOSAL FORM

Instructions: Use this form for new college course proposals and substantial course revisions.

Department/College: Psychological Sciences/ College of Arts & Sciences

Chairperson: Erin Dupuis

Course Title: Psychological Sciences Capstone
(Limit 28 Characters or Less)

Course Number: PSYC - A401

Term: X Fall X Spring ___ Summer Credit Hours: 0 Major ___ Required ___ Elective

Effective Term F17 Course I.D. (SUBJ-LEVL) PSYCA401 Contact Hours 0

Grade Type (Normal or Pass/Fail) Maximum Capacity unlimited

Activity Type (LEC, STU, LAB, LLB...)

Inter-disciplinary Classification (s)

Common Curriculum Classification (s)

Pre-requisites/Registration Controls:

Permission of instructor

New Resources and Fees

c. If this is a revised course, was there a course fee? Yes ___ \$ ___
No ___

d. Will a course fee be required for this course? Yes ___ \$ ___
No X

e. Are new resources needed for implementing this course? Yes ___ No X
If yes, provide descriptions and dollar amounts in Section V.

Course Description: (maximum 350 spaces)

The capstone will engage psychological science seniors in the application of their accumulated knowledge of psychology via a specified project or course. A capstone is a culminating college experience enabling students to reflect critically on the knowledge gained during their entire undergraduate curriculum in the Psychological Sciences.

Complete the following sections:

- I. Justification for the course: provide a clear and compelling rationale for any proposed curriculum modification, including additions and deletions to the course inventory, changes in degree/program requirement, new degree programs, and other major curriculum revisions. The justification should state explicitly and clearly how the changes relate to the college and department plans.

Up until this point in time, the Psychology Capstone has been an individual course (PSYCA470 – History & Systems). While this course might be used as an option for a capstone course, it alone does not provide the level of experience we would like to require for our students. The Department recently underwent an in-depth external review and a curriculum review. It has become clear that our majors need something that ties together their undergraduate curriculum in Psychology. In recognizing the need for innovative approaches to education, the department provides opportunities for students to build on academic experiences through the use of community-engaged courses, practicum/internship courses and field experiences, laboratory and research experiences, and independent, student-designed courses of study. Our focus on experiential learning is clearly tied with the Quality Enhancement Plan's action plan titled, "discerning minds: experience, reflect, transform" and with the University's Strategic Plan regarding the importance of experiential learning. The proposed capstone course would allow our students a more individualized approach to their own undergraduate and career aspirations.

- II. Impact on the Curriculum:

- A. Review your current course offerings and requirements in light of the proposed change. How will the proposed change or changes improve your program and enhance the educational outcomes you seek to accomplish?

This proposed course would improve our program by allowing students more options suited to their own goals – research, community service, or career building. We already provide these opportunities, but instead of forcing students into a required 3 hour History & Systems course, they can use those 3 hours toward an option that is individualized.

- B. How will proposed change impact the major/adjunct/elective hour distribution requirement for the major or program?

The Capstone Course will be a 0-hour check-off based upon courses that are already offered. It will not impact the hour distribution for the major.

- III. Impact of a new course on frequency of course offerings:

- A. Specify whether or not the offering of the new course will increase the number of courses or sections offered by the department during the semester in which this course is offered or during the following year;

The proposal will not impact course offerings, but may impact the number of independent study projects requiring supervision by current faculty. The "capstone courses" listed in the proposal are already offered on a rotating basis.

- B. Specify, if there is no increase in the number of courses offered, which course(s) or section(s) will be dropped in a given semester to accommodate the frequency with which this course will be offered;
- C. Specify what effect the new course will have on enrollments in other courses or sections within the department and whether or not offering this course will prevent an important or required course from being offered in a given semester.

We anticipate that the students who are naturally drawn to research will increase the number of IS projects occurring; however, we know many students will prefer to take a community-engaged course. We do not expect dramatic increases or decreases in these courses.

- D. Is there a service learning component? If yes, please attach a memo from the director of service learning describing this component.

The courses listed as options in the proposal have already been approved for service learning and are listed on the OCELTS website.

- E. Explain how this proposal does or does not impact other departments, especially those serviced by your department or program and those that provide adjunct service to your department or program.

There will be no impact on other departments or programs.

- F. Attach a complete functional syllabus for the course as outlined in the Syllabus Template & Policy Undergraduate and Non-Law Graduate Courses

While this is not a "course" in the strictest definition, we are attaching all of the documents that will be provided to students.

- IV. Attach a detailed plan for assessment of the proposed course that includes the following elements:
 - A. Student learning outcomes for this course that are tied to course content and assignments. Key Question: What do you want student to know or be able to do at the end of this course?
 - B. Methods, tools, instruments that will be employed to measure success. Describe methods for measuring inputs and outputs. Key Question: What the indicators of learning and course effectiveness?
 - C. Criteria that will be used to measure accomplishments or outcomes. Key Question: How will we know that we are having a positive impact on our students' learning?
 - D. Frequency and schedule of assessment of student learning in this course.
 - E. Describe mechanisms that will be in place to ensure continuous improvement of course.
 - F. Structure and process for administrative and academic oversight of course.
 - G. Impact of course on accreditation or certification.

See attached document for objectives, the reflective paper that will address student learning/accomplishments/outcomes, and an example of the rubric that will be used for assessing student projects/outputs (this rubric may still require some tweaking before F17).

- V. Impact on the budget:
 - A. Staffing. Is current staffing sufficient or will new faculty be needed (whether full-time or part-time)? **Staffing is sufficient.**
 - B. Library Support. Describe how library support will be affected by this proposal. Include name of library liaison and date this proposal was discussed with liaison. **NA**

- C. Support services. Will the proposed change require additional support services (Media Services audio/visual: typing/secretarial, computer services, computer time)? **No**
- D. New equipment. Does the proposed change presuppose the purchase of new equipment or software, whether for support or instruction? **No**
- E. Is a student fee requested? If yes, provide justification and basis for amount. **No**
- F. Additional physical space. Does the proposed change require additional physical space (for classes or labs) or modifications of existing physical plant space? **No**
- G. Impact on other departments. How will the proposed change impact the staffing, equipment, and service budgets of other departments? **No impact on other departments**