AGENDA

I. APPROVAL OF THE APRIL CAC MINUTES

II. COMMITTEE REPORTS

A. ACTION ON REPORT OF COMMITTEE ON GRADUATE STUDIES (CGS)
   Presented by Anna Neill, CGS Member, submitted by Cammy Challender

   1. CURRICULAR CHANGES FOR APPROVAL:
      
      HIST 807, PSYC835, PSYC 836, PSYC 850, PSYC 855, PSYC 856, 
      PSYC 875, PSYC 898, PSYC 946, PSYC 964, PSYC 965, PSYC 969, 
      PSYC970, PSYC 837, PSYC 862, PSYC 866, PSYC 925, PSYC 926, 
      PSYC 931, PSYC 945, PSYC 971, PSYC 972, PSYC 973, PSYC 978, 
      PSYC 979, PSYC 892, PSYC 990, PSYC 991, PSYC 992, PSYC 790, 
      PSYC 791, PSYC 892, PSYC 893, PSYC 894, PSYC 895, PSYC 896, 
      PSYC 990, PSYC 991, PSYC 996, PSYC 966, SLAV 799, SLAV 899, 
      TH&F 714/DANC 730 and TH&F 785

   2. DEGREE REQUIREMENTS/POLICY CHANGES FOR APPROVAL:
      1. Changes to Psychology Clinical Program Requirements
      2. Proposal regarding CPH program and MPA credit requirement

B. ACTION ON REPORT OF COMMITTEE ON UNDERGRADUATE STUDIES & ADVISING
   (CUSA) Presented by Edith Clowes, CUSA Chair, submitted by Elaine Knight

   1. CURRICULAR CHANGES FOR APPROVAL:
      
      ANTH 511, ANTH 513, ANTH 562, ANTH 603, ANTH 605, BIOL 514, 
      ECON 516, GERM 220, GERM 222, HEBR 110, HEBR 120, HEBR 210, 
      HEBR 220, MATH 409, MATH 410, PHIL 148, POLS 626 and POLS 627

   2. DEGREE REQUIREMENTS/POLICY CHANGES FOR APPROVAL:
      1. Changes in Psychology admission requirements
      2. Changes in Psychology Major
      3. Changes in Sociology admission requirements
      4. Clarification of cross listed courses to fulfill major and junior/senior 
         concentration requirements
The meeting was called to order by Interim Dean Barbara Romzek.

The first order of business was the approval of the March 14, 2006 minutes. The minutes were approved as published.

The Committee on Graduate Studies (CGS) report was presented by John Gronbeck-Tedesco. Associate Dean Gronbeck-Tedesco moved for the approval of the proposed curricular changes: TH&F 710/EALC 710, BIOL 818, ENGL 997, PSYC/ABSC 811, and TH&F 785. A vote was taken and the motion carried.

The Committee on Undergraduate Studies and Advising (CUSA) report was presented by Edith Clowes. Professor Clowes moved for the approval of the proposed curricular changes: BIOL 427, BIOL 694, HIST 114, HIST 115, HIST 116 and LA&S 101. A vote was taken and the motion carried.

Professor Clowes moved for the approval of the revisions to the College Academic Misconduct Policy.

Changes requiring CAC approval:

Require the charging instructor to consult with their chair/director (or designate) to ensure compliance with misconduct policy and procedures before recommending sanctions.

Require the department chair/director (or designate) to contact the College Misconduct Officer to determine if previous incidences of misconduct by the student have been documented.

Extend the student notification period from 10 calendar days to 30 calendar days. Initial attempts to contact the student must occur within 10 days, as in the previous policy. If students are unavailable or unresponsive, communication by certified mail must be sent after 10 days.

Establish a schedule for College Academic Misconduct hearings at the beginning of each academic year to occur in August, October, December, February, & May.

Designate an initial hearing panel to review the immediate suspension of a student from a course. This panel will include one faculty member from within the College division where the case originates, one Associate Dean, and the Assistant Dean of Student Academic Services or his/her representative.

Change requiring CAC approval and then University Senate approval:

Replace USRR Sanction 6 - Disciplinary Probation with the sanction, Transcript Citation for Academic Misconduct. The proposed sanction would delete the exclusion from participation in specified privileged or extracurricular activities for a period not exceeding one school year currently part of Sanction 6.

After review of revisions requiring CAC approval, a vote was taken and the motion carried. After review of the revision requiring final approval by University Senate, a vote was taken and the motion carried.

Plans to ensure compliance with the misconduct policy at the Departmental level were discussed. Kim McNeley will prepare a document to guide Department level hearing procedures. This will be presented at a future Department Chair’s meeting.

Professor Clowes moved for the approval of the deletion of the Retroactive Credit option in Hebrew. After discussion, a vote was taken and the motion carried.
Interim Dean Romzek reviewed the previous CAC discussion regarding College Standing Committee service. Currently, a three-year hiatus of service on standing committees is required between terms (College Bi-laws, Article VIII, Section A, paragraph 2). The Council discussed the requirement’s intent to ensure substantive faculty governance, restriction of willing faculty’s continued participation, and the current challenges in recruiting new members to serve. Emily Eichler described the recruiting efforts necessary to present a full ballot for 2006-07 elections. Several options to address the issues were discussed. Paul D’Anieri proposed that: Faculty would be eligible to serve on a different committee with no hiatus. They would have to wait three years (as is currently the case) to serve on the same committee again. The motion was seconded, a vote was taken and the motion carried. The revision to the College Bylaws will become effective after the current elections.

Having no further business, Dean Romzek adjourned the meeting at 4:40 p.m.
II. COMMITTEE REPORTS

A. ACTION ON REPORT OF COMMITTEE ON GRADUATE STUDIES (CGS)
   Presented by Anna Neill, CGS Member, submitted by Cammy Challender

1. CURRICULAR CHANGES FOR APPROVAL:

   CHANGE: COURSE DESCRIPTION

   **HIST 807 PROFESSIONAL DEVELOPMENT COLLOQUIUM (3)**
   (OLD) This course will help train future professional historians to teach, analyze concepts, present papers, publish articles, and write research or project proposals to prepare for positions in academia and/or public history. It involves evaluating teaching materials, designing a course (preparing syllabi, lectures, and exams), exposure to classroom technologies, understanding professional ethics, developing multicultural curricula, dealing with issues of classroom diversity (including such things as gender, minority status, and learning disabilities) and behavior problems (such as plagiarism), creating a placement file and job interviewing, preparing a conference panel and presenting public papers, working with historical societies, communities, and the general public, and exploring alternatives to the traditional academic careers. Recommended for all History Graduate Students. LEC

   **HIST 807 PROFESSIONAL DEVELOPMENT COLLOQUIUM IN PEDAGOGY (3)**
   (NEW) This course will help train future professional historians to teach. It will focus on a variety of pedagogical topics for future college history faculty, including: developing students’ critical and analytical thinking; teaching research skills; promoting student involvement/participation; determining course goals; use of multi-media technology. In addition to attending class meetings of History 807, students will attend as observers throughout the semester one 500/600-level course in an area relevant to their future teaching and complete the readings assigned to the class. They will produce a course portfolio for an undergraduate course, including: a syllabus designed by the student; a set of assignments that will be part of that course, such as examinations and papers; sample lesson plans; an annotated bibliography of materials relevant to the subject-matter of the course. LEC

   CHANGE: CREDIT and COURSE DESCRIPTION

   **PSYC 790 STATISTICAL METHODS IN PSYCHOLOGY I (3)**
   (OLD) Elementary distribution theory; one-way analysis of variance, linear trends, contrasts, post hoc tests; simply regression and correlation; general linear model. Prerequisite: A beginning course in statistics and graduate standing, or consent of instructor. LEC

   **PSYC 790 STATISTICAL METHODS IN PSYCHOLOGY I (4)**
   (NEW) Elementary distribution theory; t-test; simple regression and correlation; multiple regression and multiple correlation; curvilinear regression; logistic regression; general linear model. Applications across the behavioral and social sciences are emphasized. Course consists of three hours of lecture and a required one-hour lab session where computing applications are taught. Prerequisite: A beginning course in statistics and graduate standing, or consent of instructor. LEC

   CHANGE: CREDIT and COURSE DESCRIPTION

   **PSYC 791 STATISTICAL METHODS IN PSYCHOLOGY II (3)**
   (OLD) Continuation of PSYC 790. Multiway analysis of variance for crossed, nested, and incomplete designs; analysis of covariance; multiple regression and correlation; general linear model. Prerequisite: PSYC 790 or consent of instructor. LEC.

   **PSYC 791 STATISTICAL METHODS IN PSYCHOLOGY II (4)**
   (NEW) Continuation of PSYC 790. One-way analysis of variance, linear trends, contrasts, post hoc tests; multi-way analysis of variance for crossed, blocked, nested, and incomplete designs; analysis of covariance; repeated measures analysis of variance; general linear model. Applications across the social, educational, and behavior sciences are emphasized. Course consists of three hours of lecture and a required one-hour lab session where computing applications are taught. Prerequisite: PSYC 790 or equivalent, or consent of instructor. LEC.
CHANGE: TITLE and COURSE DESCRIPTION

PSYC 850
(OLD)
PSYCHOLOGICAL CLINIC I (3)
Assessment of intelligence. Students learn to administer, score, interpret, and report the results of intelligence tests for adults, adolescents, and children. The course also addresses how intelligence is conceptualized and the scientific, social, and political implications of various conceptualizations. FLD

PSYC 850
(NEW)
ASSESSMENT I: FOUNDATIONS OF PSYCHOLOGICAL ASSESSMENT (3)
Introduction to the history, methods and theory underlying psychological assessment techniques and methods. Students learn to administer, score, and interpret mental status exams and intelligence tests for children, adolescents and adults. Structured diagnostic assessments are introduced and practiced. Psychological report writing is introduced and practiced. The psychometric theory underlying the construction and validation of personality assessment instruments is reviewed. Prerequisite: Graduate student in clinical psychology or consent of instructor. FLD.

CHANGE: TITLE and COURSE DESCRIPTION

PSYC 835
(OLD)
PSYCHOLOGICAL CLINIC VI: HEALTH PSYCHOLOGY PRACTICUM (3)
Supervised assessment and treatment of individuals and families within a medical setting, as well as multidisciplinary consultation. Inpatient and out patient clinical health psychology rotations may include pediatrics, oncology, pain, and rehabilitation. FLD

PSYC 835
(NEW)
CLINICAL PRACTICUM IV: HEALTH (3)
Supervised assessment and treatment of individuals and families within a medical setting, as well as multidisciplinary consultation. Inpatient and outpatient clinical health psychology rotations may include pediatrics, oncology, pain, rehabilitation, and other health psychology related fields. Emphasis in selection of and training in psychological intervention strategies is on the use of empirically supported treatments where possible. Grading on Satisfactory/Fail basis. Prerequisite: PSYC 970 and graduate student in clinical health psychology specialty. FLD

CHANGE: TITLE

PSYC 836
(OLD)
PSYCHOLOGICAL CLINIC VI: HEALTH PSYCHOLOGY PRACTICUM (3).
Continuation of PSYC 835. Prerequisite: PSYC 835 and Graduate student in clinical health psychology specialty. FLD

PSYC 836
(NEW)
CLINICAL PRACTICUM V: HEALTH (3)
Continuation of PSYC 835. Prerequisite: PSYCH 835 and Graduate student in clinical health psychology specialty.

CHANGE: TITLE and COURSE DESCRIPTION

PSYC 855
(OLD)
PSYCHOLOGICAL CLINIC II (3)
Lecture, laboratory and field work, and supervision appointment. The theory of construction and validation of personality evaluation tests and techniques. The administration, scoring, interpretation, and reporting of individual and group tests of personality functioning. Prerequisite: Graduate student in clinical psychology or consent of instructor. FLD

PSYC 855
(NEW)
ASSESSMENT II: INTEGRATIVE PSYCHOLOGICAL ASSESSMENT (3)
Lecture, laboratory and field work. Students learn to administer, score and interpret various personality assessment instruments. Students apply skills acquired in previous coursework to write integrated psychological assessment reports based on anamnesis, structured interview data, intelligence tests, and both objective and projective personality assessment instruments. Prerequisite: PSYC 850 or consent of instructor. FLD
CHANGE: TITLE and COURSE DESCRIPTION

PSYC 865  PSYCHOLOGICAL CLINIC III (3)
(OLD)
Lecture, laboratory and field work, and supervision appointment. Introduction to clinical interviewing; working with clients and case materials. Emphasis on intake interviewing and gathering data critical to initial assessment of clients. This includes observation of clients in their natural surroundings rather than only face-to-face interview settings. Prerequisite: Graduate student in clinical psychology or consent of instructor. FLD

PSYC 865  ADVANCED PSYCHOLOGICAL ASSESSMENT: INTERVIEW BASED TECHNIQUES (3)
(NEW)
Lecture and fieldwork. Advanced clinical interviewing. Structured diagnostic interviewing. Coverage of specialized areas of clinical interviewing (e.g., motivational interviewing). Report writing focused on documentation of clinical and structured interviewing. Prerequisite: PSYC 855 or consent of instructor. FLD.

CHANGE: TITLE and COURSE DESCRIPTION

PSYC 875  PSYCHOLOGICAL CLINIC IV (3)
(OLD)
Lecture, practicum, and tutorial on the selection, administration, scoring, and interpretation of data from intellectual and personality tests. An emphasis is placed on the integration of test findings with interview and other clinical information. Prerequisite: Graduate student in clinical psychology or consent of instructor. FLD

PSYC 875  ADVANCED ASSESSMENT: INTEGRATION OF ASSESSMENT TECHNIQUES (3)
(NEW)
Lecture and fieldwork on selection, administration, scoring and interpretation and integration of data from personality and abilities tests. Focus on assessments includes history, theory and application in psychological assessment batteries. Emphasis on advanced training in objective personality assessment, projective personality assessment, psychometric theory and integrated report writing. Prerequisite: PSYC 855 or consent of instructor. FLD

CHANGE: TITLE and CREDIT and COURSE DESCRIPTION

PSYC 898  THESIS PROSEMINAR IN CLINICAL PSYCHOLOGY (1)
(OLD)
A weekly meeting of students and faculty members in the clinical psychology program. The students present their thesis proposal. Prerequisite: Graduate student in clinical psychology. RSH

PSYC 898  PROSEMINAR: PROFESSIONAL ISSUES IN CLINICAL AND HEALTH PSYCHOLOGY (3)
(NEW)
Discussion of current theoretical, empirical, and applied issues in clinical and clinical health psychology involving students, faculty, guest speakers. Prerequisite: Graduate student in clinical psychology. LEC

NEW COURSE

PSYC 892  TEST THEORY (4)
This course takes a unified approach (from classical and modern test theory) to the topic of measurement in the behavioral and social sciences. Content covered includes the construction and administration of psychological tests (examples include tests of intelligence, achievement, and personality); practice in test construction, administration, and validation; and how to assess the reliability and generalizability of an instrument. Applications across the social and behavior sciences are emphasized. Course consists of three hours of lecture and a required one-hour lab session where computing applications are taught. Prerequisite: PSYC 790 and 791 or equivalent, or consent of instructor.

NEW COURSE

PSYC 893  MULTIVARIATE ANALYSIS (4)
Introduction to the central methods used in the analysis of multivariate data. Includes linear transformations, multivariate analysis of variance, multivariate multiple regression, discriminant analysis, canonical correlation, factor analysis, and an introduction to methods for clustering and classification. Applications across the behavior and social sciences are emphasized. Course consists of three hours of lecture and a required one-hour lab session where computing applications are taught. Prerequisites: PSYC 790 and PSYC 791 or equivalent, or consent of instructor.
NEW COURSE

**PSYC 894  MULTILEVEL MODELING I (4)**
Statistical methods for modeling multilevel (hierarchically structured) data. Topics include a review of ordinary least squares regression analysis, random effects ANOVA, intraclass correlation, multilevel regression, testing and probing interactions, maximum likelihood estimation, model assumptions, model evaluation, and the analysis of longitudinal data. There will be a heavy emphasis on the theory underlying multilevel modeling techniques and hands-on application using software. Applications across the social, educational, and behavior sciences are emphasized. Course consists of three hours of lecture and a required one-hour lab session where computing applications are taught. Prerequisite: PSYC 790 and 791 or equivalent, or consent of instructor.

NEW COURSE

**PSYC 895  CATEGORICAL DATA ANALYSIS (4)**
Multivariate analyses of count data. Error models, statistical inference, loglinear models, logit models, logistic regression. Homogeneity, symmetry, and selected other topics. Applications across the behavioral and social sciences are emphasized. Course consists of three hours of lecture and a required one-hour lab session where computing applications are taught. Prerequisites: PSYC 790 and PSYC 791 or equivalent, or consent of instructor.

NEW COURSE

**PSYC 896  STRUCTURAL EQUATION MODELING I (4)**
Introduction to statistical methods for modeling latent variables. Topics include a review latent variables, covariance structures analysis, mean structures analysis, confirmatory factor analysis (CFA), structural equation modeling (SEM), multiple group CFA, longitudinal CFA, longitudinal SEM, Hierarchical CFA, and Multi-trait Multi-Method SEM. Applications across the behavioral and social sciences are emphasized. Course consists of three hours of lecture and a required one-hour lab session where computing applications are taught. Prerequisite: PSYC 790 and 791 or equivalent, or consent of instructor.

CHANGE: TITLE and COURSE DESCRIPTION

**PSYC 946  CLINICAL PSYCHOTHERAPY (3)**
(OLD)
Basic considerations in the therapeutic relationship. Technical aspects of various psychotherapeutic approaches, comparative psychotherapy, laboratory experiences in interviewing. Prerequisite: Nine hours in graduate psychology. LEC

**PSYC 946  THEORIES AND METHODS OF PSYCHOTHERAPY (3).**
(NEW)
Comparative examination and analysis of major theories and approaches to psychotherapeutic interventions, core principles of therapeutic change, scientific approaches to establishing treatment efficacy, current intervention issues. Prerequisite: Nine hours in graduate clinical psychology or consent of instructor. LEC

CHANGE: TITLE and PREREQUISITE and COURSE DESCRIPTION

**PSYC 964  PSYCHOLOGICAL CLINIC V (3)**
(OLD)
Lecture, laboratory and field work, and supervision appointment. Psychological evaluation and treatment of individuals, couples, families, and groups; supervised, progressive experience in psychological treatment and in the clinical evaluation of intellectual, personality, and social functioning. Grading on Satisfactory/Fail basis. Prerequisite: Graduate student in clinical psychology, PSYC 850 or consent of instructor. FLD

**PSYC 964  CLINICAL PRACTICUM I (3)**
(NEW)
Lecture, laboratory and field work, and supervision appointment. Psychological evaluation and treatment of individuals, couples, families, and groups; supervised, progressive experience in psychological treatment and in the clinical evaluation of intellectual, personality, and social functioning. Emphasis in selection of and training in psychological intervention strategies is on the use of empirically supported treatments where possible. Grading on Satisfactory/Fail basis. Prerequisite: Graduate student in clinical psychology program. FLD
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<th>Course Code</th>
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<th>Prerequisite/Note</th>
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<tr>
<td>PSYC 965</td>
<td>PSYCHOLOGICAL CLINIC V (3)</td>
<td>A continuation of PSYC 964. Grading on Satisfactory/Fail basis. FLD</td>
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<td>PSYC 965</td>
<td>CLINICAL PRACTICUM II (3)</td>
<td>A continuation of PSYC 964. Grading on Satisfactory/Fail basis. Prerequisite: PSYC 964 or permission of instructor. FLD</td>
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<td>PSYC 966</td>
<td>CLINICAL PRACTICUM III (3)</td>
<td>A continuation of PSYC 964 and PSYC 965. Grading on Satisfactory/Fail basis. Prerequisite: PSYC 965 or consent of instructor.</td>
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<td>PSYC 969</td>
<td>PSYCHOLOGICAL CLINIC VI (3)</td>
<td>Lecture, laboratory and field work, and supervision appointment. Advanced psychological treatment of the individual, couple, family, and group client; supervised, progressive experience in the clinical application of psychotherapeutic treatment methods. Grading on Satisfactory/Fail basis. Prerequisite: PSYCH 964 and PSYC 965. FLD</td>
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<tr>
<td>PSYC 969</td>
<td>CLINICAL PRACTICUM IV (3)</td>
<td>Lecture, laboratory, field work, and supervision appointment. Advanced psychological treatment of the individual, couple, family, and group client; supervised, progressive experience in the clinical application of psychotherapeutic treatment methods with emphasis on the use of empirically supported interventions where possible. Grading on Satisfactory/Fail basis. Prerequisite: PSYC 966 or consent of instructor. FLD</td>
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<td>PSYC 970</td>
<td>PSYCHOLOGICAL CLINIC VI (3)</td>
<td>A continuation of PSYC 969. Grading on Satisfactory/Fail basis. FLD</td>
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<td>PSYC 970</td>
<td>CLINICAL PRACTICUM V (3)</td>
<td>A continuation of PSYC 969. Grading on Satisfactory/Fail basis. Prerequisite: PSYC 969 or consent of instructor. FLD</td>
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<tr>
<td>PSYC 990</td>
<td>MULTIVARIATE ANALYSIS (3)</td>
<td>Introduction to use of the general linear model for analysis of behavioral and social data. Includes multivariate multiple regression, multivariate analysis of variance, multiple discriminant analysis, and canonical correlation. Primarily a lecture course; practical experience with packaged computer programs is included. PSYC 790 and PSYC 791 or equivalent, or consent of instructor. LEC</td>
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<td>PSYC 990</td>
<td>METHODS FOR CLUSTERING AND CLASSIFICATION (3)</td>
<td>Statistical methods for identifying classes, clusters, and taxa. Topics include k-means, discriminant analysis, hierarchical clustering algorithms, additive trees, neural network models for clustering, latent class models, finite mixture models, and models for skills/cognitive diagnosis. Applications across the social and behavior sciences are emphasized. PSYC 790 and PSYC 791 or equivalent, or consent of instructor.</td>
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CHANGE: TITLE and PREREQUISITE and DESCRIPTION

PSYC 991 STRUCTURAL EQUATION ANALYSIS (3)
Survey of modern methods for testing hypotheses on multivariate correlational data in the behavioral and social sciences. Topics include exploratory and confirmatory factor analysis, path analysis, and linear structural equations as alternative covariance models. Applications to data are stressed, rather than mathematical derivations; exercises on relevant computer programs are included. Prerequisite: PSYC 790 and PSYC 791 or consent of instructor.

PSYC 991 LONGITUDINAL DATA ANALYSIS (3)
Reviews and contrasts various statistical methods for the analysis of change. Course focuses on various techniques to analyze longitudinal (repeated-measures) data beyond the repeated-measures ANOVA framework. Techniques covered included latent change scores, latent difference scores, individual-differences modeling of latent residual and change scores, intra-individual differences modeling (e.g., growth curve, mixed modeling) and growth mixture modeling. Applications across the behavioral and social sciences are emphasized. Prerequisite: PSYC 896 or equivalent, or consent of instructor.

NEW COURSE

PSYC 996 STRUCTURAL EQUATION MODELING II (3)
Continuation of PSYC 896. Advanced applications of modern methods for testing hypotheses on multivariate correlational data in the behavioral and social sciences. Topics include advanced confirmatory factor analysis, mediation and moderation among latent variables, latent growth curve modeling, and other latent variable mean and covariance structures analysis techniques. Applications across the behavioral and social sciences are emphasized. Prerequisite: PSYC 896 or equivalent, or consent of instructor.

DELETE COURSE

PSYC 837 PROSEMINAR IN HEALTH PSYCHOLOGY (1)
Discussion of current theoretical, empirical, and applied issues in health psychology involving students, faculty, and guest speakers.

DELETE COURSE

PSYC 862 BEHAVIORAL APPROACHES TO INDIVIDUAL TREATMENT (3)
Review of the research and techniques of individual behavior therapies such as systematic desensitization, covert sensitization, implosive therapy, and modeling therapy.

DELETE COURSE

PSYC 866 SEMINAR IN INTERVIEWING (3)
An advanced supervised laboratory experience of the interviewing process. Emphasis is heavily upon the “helping” interview in which the relationship function is stressed.

DELETE COURSE

PSYC 892 MEASUREMENT METHODS IN PSYCHOLOGICAL RESEARCH (3)
This course concerns the design and scaling of measures to reflect psychological constructs. Model-based measurement methods (e.g., item response theory) that are appropriate to designing both rating scales and cognitive outcome data are surveyed. Students apply the methods to actual data with contemporary computer programs.

DELETE COURSE

PSYC 925 PROSEMINAR IN REHABILITATION PSYCHOLOGY (1)
A seminar involving graduate students and faculty to discuss research reports and significant issues in the field of rehabilitation psychology.

DELETE COURSE

PSYC 926 REHABILITATION PROBLEMS IN FIELD SETTINGS: PRACTICUM (3)
Provides students with opportunities to aid in solving real-life problems confronted by hospitals and agencies concerned with rehabilitation of persons with physical and mental disabilities. Theory, substantive knowledge, value, and reality considerations are brought to bear upon the solutions considered.
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<tr>
<td>PSYC 931</td>
<td>ADVANCED TOPICS IN BEHAVIORISM (1-4)</td>
<td>An advanced seminar on the philosophy, concepts, and principles of behaviorism. The seminar will provide in-depth reading and discussion on both theoretical and empirical issues. Emphasis will be placed on reading primary sources. May be repeated for up to ten hours.</td>
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<td>PSYC 945</td>
<td>PROSEMINAR IN CLINICAL PSYCHOLOGY (1)</td>
<td>A weekly meeting of students and faculty members in the graduate program in clinical psychology in which students will discuss their thesis and dissertation proposals and results; and faculty, students, and guest speakers will lead discussions of significant current issues in clinical psychology. Prerequisite: Graduate standing in clinical psychology. LEC</td>
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<td>PSYC 971</td>
<td>PSYCHOLOGICAL CLINIC VII (3)</td>
<td>Community mental health clinical practices. Approaches to community mental health problems with emphasis upon the theory and techniques of clinical consultation, program planning, and community mental health education. May be taken for more than one semester. Class work and practicum experience.</td>
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<tr>
<td>PSYC 972</td>
<td>PSYCHOLOGICAL CLINIC VIII (2-5)</td>
<td>Special clinical problems in the evaluation of the exceptional individual. Practicum experience in the use of special clinical techniques with exceptional children. Especially recommended for those training for guidance clinic or hospital work with children. May be taken in three different semesters.</td>
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<tr>
<td>PSYC 973</td>
<td>CLINICAL AND EXPERIMENTAL HYPNOSIS (3)</td>
<td>Theory and practice of hypnotic techniques in clinical and research applications; analysis and critique of clinical and experimental literature; supervised laboratory and practicum experience.</td>
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<td>PSYC 978</td>
<td>PSYCHOLOGICAL CLINIC IX (1-3)</td>
<td>Theory and practice of intake and crisis intervention in a clinical setting. Lecture, laboratory and field work focus on the process of crisis intervention, and the evaluation and appropriate disposition of individuals seeking services in a clinical setting.</td>
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<tr>
<td>PSYC 979</td>
<td>SPECIALIZED COMMUNITY PRACTICUM (1-4)</td>
<td>Theory and practice of community interventions; lectures, field work, and supervision focus on the process of intervention. Participation in consultation, development of community resources, and development of workshops.</td>
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<td>PSYC 992</td>
<td>ANALYSIS OF CATEGORICAL DATA (3)</td>
<td>Multivariate analyses of count data. Error models, statistical inference, loglinear models, logit models, logistic regression. Homogeneity, symmetry, and selected other topics. Prerequisite: PSYC 790 and PSYC 791 or consent of instructor.</td>
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<td>SLAV 799</td>
<td>M.A. SEMINAR IN SLAVIC LINGUISTICS (3)</td>
<td>Topics in Slavic linguistics. Content will vary. May be repeated.</td>
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NEW COURSE

SLAV 899  Ph.D. SEMINAR IN SLAVIC LINGUISTICS (3)
Topics in Slavic linguistics. Content will vary. May be repeated. Prerequisite: Ph.D. student in Slavic Languages & Literatures.

DELETE COURSE

TH&F 714  STUDY IN MASKS AND MARTIAL ARTS (3)
Studies the use of masks as a means of developing the expressiveness of the body; also provides study in selected Oriental martial arts such as Tai-chi, Ki-Aikido, and Karate to help develop concentration, focus of energy, and physical coordination as means of increasing the effectiveness of expression. (Same as DANC 730.) LEC

DELETE COURSE

DANC 730  STUDY IN MASKS AND MARTIAL ARTS (3)
Studies the use of masks as a means of developing the expressiveness of the body; also provides study in selected Oriental martial arts such as Tai-chi, Ki-Aikido, and Karate to help develop concentration, focus of energy, and physical coordination as means of increasing the effectiveness of expression. (Same as TH&F 714.) LEC

NEW COURSE

TH&F 785  CONTEMPORARY JAPANESE FILM (3)
Seminar on the major developments in the contemporary (1980-present) Japanese film industry examining how filmmaking practices and film criticism have been influenced by such issues as transnationalism, postcolonialism, critical race theory, postmodernism, and new media. We will survey recent industrial and stylistic trends as well as key critical debates. Class discussion, reports, and individual research papers.
2. DEGREE REQUIREMENTS/POLICY CHANGES FOR APPROVAL:

1. Changes to Psychology Clinical Program Requirements

**Proposed Requirements (minimum of 84 Credit Hours)**

I. Psychology Core Requirements (12 to 14 credits)
   A. Quantitative Analysis of Behavior -- Both of the following: (6-8 hrs)
      1. Statistical Methods in Psychology I (PSYC 790 -- 4 hrs)
      OR
      Regression Analysis (PRE 904 -- 3 hrs)
      2. Statistical Methods in Psychology II (PSYC 791 -- 4 hrs)
      OR
      Statistical Methods II (PRE 811 -- 3 hrs)
   B. Cognitive Bases of Behavior (3 hrs) -- One course from the following:
      1. Advanced Cognitive Psychology (PSYC 723)
      2. Cognitive Neuroscience (PSYC 725)
      3. Seminar in Experimental Psychology: Cognition & Memory (PSYC 800)
      4. Seminar in Developmental Cognitive Neuroscience (PSYC 800)
      5. Advanced Human Learning and Memory (PSYC 831)
      6. Cognitive Development (PSYC 870)
      7. Theories and Research in Human Learning (PRE 807)
   C. Social Bases of Behavior (3 hrs) -- One course from the following:
      1. Advanced Social Psychology I (PSYC 774)
      2. Advanced Social Psychology II - Current Issues (PSYC 775)
      3. Social Psychology: Theory, Research & Clinical Applications (PSYC 777)

II. Clinical Requirements (72 credits)
   A. Seven content courses (21 hrs):
      1. Diversity Issues in Clinical Psych. (PSYC 888)
      or
      Cross Cultural Counseling (PRE 875)
      2. Proseminar: Professional Issues in Clinical and Health Psychology (PSYC 898)
      3. Theories and Methods of Psychotherapy (PSYC 946)
      4. Advanced Psychopathology (PSYC 960)
      5. Biological Foundations of Psychopathology (PSYC 961)
      6. Research Methods in Clinical Psychology (PSYC 968)
      7. Professional and Ethical Problems in Clinical Psychology (PSYC 975)
      or
      Legal, Ethical, & Professional Issues (PRE 900)
   B. Seven courses covering practicum coursework (21 hrs):
      1. Assessment I: Foundations of Psychological Assessment (PSYC 850)
      2. Assessment II: Integrative Psychological Assessment (PSYC 855)
      3. Clinical Practicum I (PSYC 964) -- One fall semester of supervised practicum experience within the KU Psychological Clinic.
      4. Clinical Practicum II (PSYC 965) -- One spring semester of supervised practicum experience within the KU Psychological Clinic.
      5. Clinical Practicum III (PSYC 966) -- One summer semester of supervised practicum experience within the KU Psychological Clinic.
      6. Clinical Practicum IV (PSYC 969) -- One fall semester of advanced supervised practicum within the KU Psychological Clinic
      or
      Clinical Practicum IV: Health (PSYC 835) -- One fall semester of advanced supervised clinical health practicum at the KU Medical Center.
7. Clinical Practicum V (PSYC 970) -- one spring semester of advanced supervised practicum experience within the KU Psychological Clinic
   or
Clinical Practicum V: Health (PSYC 836) -- one spring semester of advanced supervised clinical health practicum at the KU Medical Center.

C. Research (18 hrs)
   1. Thesis (PSYC 899 -- 6 hrs)
   2. Dissertation (PSYC 999 -- 12 hrs)

D. Task Requirement (0 hrs)

E. Electives (9 hrs) Because a minimum of 84 hours of graduate credit is required for the degree, the hours not included in the requirements may be elective courses selected by the student and his or her adviser.

F. Internship (3 hrs -- 1 credit hour each for three semesters, including summer)

**How The Proposed Requirements differ from Current Requirements:**

The proposed curriculum of at least 84 credit hours reflects a reduction of 13 credit hours from the current program requirements of 97-100 credit hours. The breakdown of these changes is summarized below:

A.) Quantitative Analysis Requirements (Reduction of 0-3 credit hours)
   In addition to PSYC 790 (or PRE 904) and PSYC 791 (or PRE 811) the current program requires students to complete either a computer knowledge requirement or a 3 credit-hour course in advanced statistics. The proposed curriculum requires only PSYC 790 (or PRE 904) and PSYC 791 (or PRE 811).

B.) Clinical Assessment: (Reduction of 3 credit hours)
   The current program requires students to take a minimum of three courses (9 credit hours) in clinical assessment. The proposed curriculum reduces this to two courses (6 credit hours) and re-organizes the two remaining required assessment courses (see proposed revisions to PSYC 850 and PSYC 855).

C.) History & Systems (Reduction of 3 credit hours)
   The current program requires students to complete a 3-hour course in History & Systems. The proposed curriculum eliminates this requirement.

D.) Psychotherapy Coursework (Reduction of 3 credit hours)
   The current program requires students to complete two 3 credit-hour courses in the theory and practice of psychotherapy (PSYC 946 and PSYC 949). The proposed curriculum reduces this requirement to one 3 credit-hour course (PSYC 946) and revises its content (see proposed revisions to PSYC 946).

E.) Electives (Reduction of 6 credit hours)
   The current program requires students to complete a minimum of 15 credit hours of electives. The proposed curriculum reduces this requirement to 9 credit hours.

F.) Proseminar (increase of 2 credit hours)
   The current program requires students to enroll in 1 credit hour of “Thesis Proseminar” (PSYC 898). The proposed curriculum will require students to enroll in one 3-hour proseminar. (See the proposed revisions to PSYC 898).

**JUSTIFICATION**

The clinical program has recently completed a process of reviewing the program’s requirements with the objectives of “streamlining” the requirements, promoting “efficiency” by encouraging timely degree completion, and insuring that the program’s curriculum is “current” in the sense of equipping our students for success in the contemporary academic and professional practice environments.
2. DEGREE REQUIREMENTS/POLICY CHANGES FOR APPROVAL:

2. Proposal regarding Public Health Certificate program and Masters of Public Administration credit requirement

PROPOSAL

Requirements for earning a Masters of Public Administration degree include 25 credits of required courses, plus either 12 elective credits or 6 elective credits and 6 field study credits. The Public Management Center also offers a Public Health Certificate program to public health professionals, which requires completion of 144 contact hours. No academic credit is granted for the Certificate.

Proposed that successful completion of the Public Health Certificate (CPH) program be applied toward a 3 credit reduction in the Masters of Public Administration (MPA) credit requirement. This credit will be applied to the elective credits needed for the MPA program.

We would like to see this program take effect by the Fall of 2006. We would note however, that the Public Health Certificate program must be completed prior to entering the Masters of Public Administration program to receive the 3 hour credit reduction.

JUSTIFICATION

The CPH curriculum has significant overlap with the MPA graduation requirements.

CPH is modeled upon the Core Competencies for Public Health Professionals, as developed by the Council on Linkages Between Academia and Public Health.

These topics have a strong overlap with MPA requirements. CPH students are invariably sponsored by their employers: typically a state health-related agency such as the Kansas Department of Health and Environment (KDHE), or a local public health provider such as a county health department. Enrollment in such a time-intensive program reflects the sponsoring agency’s recognition of, and commitment to, the CPH student’s growth potential.

CPH instructors include public health experts from KDHE, the KU Medical Center, the KU Medical School in Wichita, and staff of the KU Public Management Center. Many of these instructors currently teach in graduate programs, as is the case with Public Management Center instructors who also teach in the MPA program.
II. COMMITTEE REPORTS

B. ACTION ON REPORT OF COMMITTEE ON UNDERGRADUATE STUDIES AND ADVISING (CUSA)
Presented by Edith Clowes, CUSA Chair, submitted by Elaine Knight

1. CURRICULAR CHANGES FOR APPROVAL:

DELETE COURSE

ANTH 511 THE CELTS 3 H
A multidisciplinary study of over 2000 years of early European history (1200 BC--800 AD) combining the approach of anthropology, archaeology, art history and linguistics. Emphasis will be on the most important aspects of the growth and development of the arts, cultures, and languages of these Pan-European Peoples from their west-central Europe origins to their maximum expansion and their confrontation with Rome, the Anglo-Saxons and the Franks. The survival of Celtic culture in the “Celtic fringe” of Western Europe and the “Celtic revival” in the 19th and 20th centuries will be considered at the end of the semester.

DELETE COURSE

ANTH 513 LA FRANCE AVANT LA GAULE: FRANCE BEFORE THE ROMANS 3 S
A survey taught in French, of the early history of the regions which now constitute the French Nation from the first appearance of human groups to the Roman conquest. The course will include a series of case studies, lectures, and discussions which will center on new discoveries and recent works to introduce students to the goals and methods of archaeology. Emphasis will be placed on museums, sites, and locations that students may have a strong interest in or occasion to visit while studying abroad, for example: the reindeer hunters; camps of the Paris basin; the lake-side villages of Franche-Compte; the oppida of Burgundy; the painted caves of the Dordogne; and the megalithic structures in Brittany. Prerequisite FREN 240 or consent of instructor.

NEW COURSE

ANTH 562 MEXAMERICA 3 S
This class surveys the relations between Mexico and the U.S. as nation-states, and among Mexicans, Mexican Americans, and Anglo Americans (to a lesser extent other U.S. citizens) in historical perspective. Issues of sovereignty, national and ethnic identity, immigration, migration, labor relations, popular culture, media, and transnational economics are covered. Prerequisite: ANTH 108/308 or ANTH 160/360 or LAA 100.

NEW COURSE

ANTH 603 SHAMANISM PAST AND PRESENT 3 S
This course explores shamanism, broadly defined as the practice of gaining insight through the use of ecstatic techniques (dance, drumming, trance, vision quests, and the use of psychotropic substances) for the purpose of interpreting existence and healing illnesses, through a consideration of theories and evidence for its practice from Upper Paleolithic times to the present day. Examples from the ancient cultures of Asia, Europe, Africa, Australia, and the Americas are used to explore current theoretical approaches in order to identify shamans and shamanism in the past. Issues of identifying shamans and shamanism in art and archaeological contexts are discussed. The course also explores the role that shamanism plays in a wide variety of cultures. The principal goal of the course is to provide a reasoned, critical interpretation of shamanism in the context of contemporary debates about its definition and active practice. Prerequisite: ANTH 108/308 or ANTH 110/310 or ANTH 160/360.
NEW COURSE

ANTH 605  MORTUARY PRACTICES IN THE ARCHAEOLOGICAL RECORD  3 S
Students study theories and methods of burial practices in the archaeological record. They learn about past communities; attitudes toward death and burial and how social organization, complexity, ideology, power, gender and age roles contribute to mortuary practices. The course examines a variety of Old and New World examples from different chronological periods through class presentations, debates and written assignments. The course focuses on comparisons and evaluation of traditional and current methods and approaches. Prerequisite: ANTH 100/300 or ANTH 110/310 or instructor's consent.

NEW COURSE

BIOL 514  PRINCIPLES OF ECOLOGY, HONORS  3 N
Honors section of BIOL 414 for students with superior academic records. Course covers core concepts on the ecology of individuals, populations, communities, and ecosystems. Relative to BIOL 414, topics are presented in greater depth with increased student participation and stronger emphasis on the primary scientific literature. Prerequisite: BIOL 100, BIOL 101, BIOL 150, or BIOL 151 and BIOL 152 or BIOL 153. Open only to students admitted to the University Honors Program or by consent of instructor.

NEW COURSE

ECON 516  INCOME DISTRIBUTION AND INEQUALITY, HONORS.  3 H
This course examines the definition and impact of social and economic inequality. Beginning with a review of economic and philosophical perspectives of inequality, the course considers the measurement of inequality, current trends in U.S. and international inequality, and policies designed to eliminate inequality. The course requires both writing and quantitative analysis and includes a term paper. Students should be comfortable with methods of quantitative social science. The Honors section is taught as a seminar where philosophical perspectives on inequality are debated and discussed. Prerequisite: ECON 142 and ECON 144. Open only to students who have been admitted to the University Honors Program, or by consent of instructor.

NEW COURSE

GERM 220  SPECIAL STUDIES IN GERMANIC LANGUAGES 1-5 U
This course is designed for the elementary study of a Germanic language. Course work must be arranged through the KU Office of Study Abroad. May be repeated for credit if content varies.

CHANGE: COURSE DESCRIPTION

GERM 222  SPECIAL STUDIES IN GERMAN:  1-3 U
(OLD) This course is designed for the study of special topics in German. Course work must be arranged through the Office of KU Study Abroad. May be repeated for credit if content varies.

GERM 222  SPECIAL STUDIES IN GERMAN:  1-3 U
(NEW) This course is designed for the study of special topics in German. Course work must be arranged through the KU Office of Study Abroad. May be repeated for credit if content varies.

CHANGE: COURSE DESCRIPTION

HEBR 110  ELEMENTARY ISRAELI HEBREW I 5
(OLD) A beginning course in modern Israeli Hebrew. Essentials of grammar; conversational practice; easy reading; elementary composition; use of the language laboratory. Not open to fluent speakers of Hebrew.

HEBR 110  ELEMENTARY ISRAELI HEBREW I 5
(NEW) A beginning course in modern Israeli Hebrew. Essentials of grammar, syntax and conversational practice; elementary reading and writing. Note: Students with other previous experience in Hebrew must take a placement exam.

CHANGE: COURSE DESCRIPTION

HEBR 120  ELEMENTARY ISRAELI HEBREW II 5
(OLD) A continuation of HEBR 110. Not open to fluent speakers of Hebrew. Prerequisite: HEBR 110.

HEBR 120  ELEMENTARY ISRAELI HEBREW II 5
(NEW) A continuation of HEBR 110. Note: Students with other previous experience in Hebrew must take a placement exam. Prerequisite: HEBR 110.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Old Course Title</th>
<th>New Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEBR 210</td>
<td>INTERMEDIATE ISRAELI HEBREW I 3</td>
<td>INTERMEDIATE ISRAELI HEBREW I 3</td>
<td>Further development of language skills, plus reading and discussion of literary texts. Not open to fluent speakers of Hebrew. Prerequisite: HEBR 120.</td>
</tr>
<tr>
<td>HEBR 210</td>
<td>INTERMEDIATE ISRAELI HEBREW I 3</td>
<td>INTERMEDIATE ISRAELI HEBREW I 3</td>
<td>Further development of language skills: listening comprehension, oral proficiency, intermediate grammar and syntax, reading and writing. Prerequisite: HEBR 120. Note: Students with other previous experience in Hebrew must take a placement exam.</td>
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<tr>
<td>MATH 409</td>
<td>TOPICS IN MATHEMATICS FOR SECONDARY AND MIDDLE SCHOOL TEACHERS 3 N</td>
<td>TOPICS IN GEOMETRY FOR SECONDARY AND MIDDLE SCHOOL TEACHERS 2 N</td>
<td>Study of selected topics from Euclidean, non-Euclidean, and transformation geometry chosen to give breadth to the mathematical background of secondary and middle school teachers. May not be counted for junior-senior credit towards a major in mathematics. Prerequisite: MATH 122. Students enrolled in MATH 409 must concurrently enroll in MATH 410.</td>
</tr>
<tr>
<td>MATH 410</td>
<td>TOPICS IN HISTORY OF MATHEMATICS FOR SECONDARY AND MIDDLE SCHOOL TEACHERS 1 N</td>
<td></td>
<td>Study of selected topics from mathematical history chosen to provide students with knowledge of major historical developments in mathematics including individual contributions and contributions from different cultures. These topics will include a historical development of Euclidean and non-Euclidean geometry. May not be counted for junior-senior credit towards a major in mathematics. Prerequisite: Math 122. Students enrolled in MATH 410 must concurrently enroll in MATH 409.</td>
</tr>
<tr>
<td>PHIL 148</td>
<td>REASON AND ARGUMENT 3 H</td>
<td>REASON AND ARGUMENT 3 H</td>
<td>An introduction to the theory and practice of modern logical analysis. Special emphasis is placed upon the logical appraisal of everyday arguments.</td>
</tr>
<tr>
<td>POLS 626</td>
<td>INTRODUCTION TO SURVEY RESEARCH 3.0</td>
<td>INTRODUCTION TO SURVEY RESEARCH 3.0</td>
<td>This course introduces the theory and methods used in survey research. The topics include types of surveys, type of sampling methods, questionnaire and codebook construction and analysis. Prerequisite: POLS 306</td>
</tr>
<tr>
<td>POLS 627</td>
<td>ADVANCED ISSUES IN SURVEY RESEARCH 3.0</td>
<td>ADVANCED ISSUES IN SURVEY RESEARCH 3.0</td>
<td>This course focuses on the problems encountered while implementing surveys in specific populations (in the United States and Europe) and in developing countries. The course identifies problem areas such as in sampling and questionnaire design; and addresses how researchers overcome these problems. Prerequisite: POLS 306 and POLS 626</td>
</tr>
</tbody>
</table>
2. DEGREE REQUIREMENTS/POLICY CHANGES

   1. Changes in Psychology admission requirements

Present requirements for admission to the psychology major:

   DEPARTMENT OF PSYCHOLOGY
   Admission to the Psychology Major

The requirements for ADMISSION to the major in Psychology are distinct and different from the requirements for graduation with a major in Psychology.

The Department of Psychology requires the following to be admitted as a major:

   1. Students must have completed at least 30 semester hours of college course work.
   2. Students must have completed at least 9 hours of course work at KU.
   3. Students must have an overall GPA of at least 2.00
   4. Students must have taken PSYC 104, 300 or 310 and one (but not more than three) of the core courses (PSYC 318, 319, 333, 334, 350, 351, 360, 361, 370, 371, 380, 381).
   5. Students must have a 2.5 or greater GPA for the group of courses listed in 4.
   6. Students must fill out the admissions form available at http://www.psych.ku.edu or at 426 Fraser Hall and submit the form with a current ARTS form to the Department of Psychology during the first two weeks of February, the first two weeks of June or the first two weeks of September.

   **Pre-Psychology majors and non-Psychology majors may take up to three of the core courses listed in 4 above, but not more than three. **

Proposed requirements for admission to the psychology major:

   DEPARTMENT OF PSYCHOLOGY
   Admission to the Psychology Major

The requirements for ADMISSION to the major in Psychology are distinct and different from the requirements for graduation with a major in Psychology.

The Department of Psychology requires the following to be admitted as a major:

   1. Students must have completed at least 30 semester hours of college course work.
   2. Students must have completed at least 9 hours of course work at KU.
   3. Students must have an overall GPA of at least 2.00
   4. Students must have taken PSYC 102, 104, 300 or 310 and one (but not more than three) of the core courses (PSYC 318, 319, 333, 334, 350, 351, 360, 361, 370, 371, 380, 381). Transfer students with more than 9 credit hours in Psychology should consult with the Undergraduate Coordinator to determine eligibility for PSYC 102.
   5. Students must have a 2.5 or greater GPA for the group of courses listed in 4. PSYC 102 is graded satisfactory/unsatisfactory and not computed in the GPA.
   6. Students must fill out the admissions form available at http://www.psych.ku.edu or at 426 Fraser Hall and submit the form with a current ARTS form to the Department of Psychology during the first two weeks of February, the first two weeks of June or the first two weeks of September.

   **Pre-Psychology majors and non-Psychology majors may take up to three of the core courses listed in 4 above, but not more than three. **
2. DEGREE REQUIREMENTS/POLICY CHANGES

2. Changes in Psychology Major

Present requirements for the psychology major:

**DEPARTMENT OF PSYCHOLOGY**

**Requirements for a BA/BGS in Psychology as of Spring 2006**

1. A minimum of 33 hours in psychology is required. At least 24 of these hours must be upper division hours (courses numbered 300 and higher).

2. No more than 3 hours of PSYC 480 Independent Study may be counted toward the 35 hours required for the psychology major. (Note: More than 3 hours of PSYC 480 may be taken, provided at least 32 hours of regular course work in psychology are presented for graduation.)

3. A grade point average of at least 2.0 must be attained in upper division psychology courses. To be admitted to the major, a student must have a GPA of 2.50 or greater for PSYC 104, 300 and/or 310, and at least one (but all that have been taken) of the following: PSYC 318, 333, 350, 360, 370 and 380 (or their honors equivalents: 319, 334, 351, 361, 371, 381).

4. **Required psychology courses**, with honors sections noted after the slash:

   - PSYC 104 / 105 General Psychology (3 credit hours). PSYC 104 is a prerequisite for all the psychology courses listed below.
   - PSYC 300 / 301 Statistics for Psychological Research (3 credit hours).
   - PSYC 104 and MATH 101 are prerequisites.
   - PSYC 310 Research Methods in Psychology (3 credit hours). PSYC 104 is a prerequisite.
   - PSYC 618, 620, 622 or 624 (6 credit hours each) may substitute for this requirement.

Psychology majors must also complete the **core courses** specified for at least four of the following five content areas:

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Core Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive Psychology:</td>
<td>PSYC 318 / 319 Cognitive Psychology (3 credit hours)</td>
</tr>
<tr>
<td>Child Psychology:</td>
<td>PSYC 333 / 334 Child Psychology (3 credit hours)</td>
</tr>
<tr>
<td>Abnormal Psychology:</td>
<td>PSYC 350 / 351 Abnormal Psychology (3 credit hours)</td>
</tr>
<tr>
<td>Social Psychology:</td>
<td>PSYC 360 / 361 Social Psychology (3 credit hours)</td>
</tr>
<tr>
<td>Biological Psychology:</td>
<td>PSYC 370 / 371 Brain and Behavior (3 credit hours) (or)</td>
</tr>
</tbody>
</table>

Required Elective Courses: Students must complete 12 hours of elective psychology courses in addition to those listed above. No more than 3 hours of PSYC 480 count toward the 12 hours of electives. Students may take more elective courses as they have interest.
Proposed requirements for the major:

DEPARTMENT OF PSYCHOLOGY
Requirements for a BA/BGS in Psychology as of Fall 2006

1. A minimum of **37 hours in psychology is required**. At least 27 of these hours must be upper division hours (courses numbered 300 and higher).

2. No more than 3 hours of PSYC 480 Independent Study may be counted toward the **37 hours required** for the psychology major. (Note: More than 3 hours of PSYC 480 may be taken, provided at least 32 hours of regular course work in psychology are presented for graduation.)

3. A grade point average of at least 2.0 must be attained in upper division psychology courses.

4. Must be admitted to the psychology major. To be admitted to the major, a student must have a GPA of 2.50 or greater for PSYC 104, 300 and/or 310, and at least one (but all that have been taken) of the following: PSYC 318, 333, 350, 360, 370 and 380 (or their honors equivalents: 319, 334, 351, 361, 371, 381). **A student may not take more than 3 of the core courses before being admitted to the major.**

5. **Required psychology courses**, with honors sections noted after the slash:

   - **PSYC 102 – Orientation Seminar in Psychology, 1 credit hour** (This course will be taken online). **PSYC 102 is graded satisfactory/unsatisfactory and is not computed in any GPA.** Transfer students with more than 9 credit hours in Psychology should consult with the Undergraduate Coordinator to determine eligibility for PSYC 102.

   - **PSYC 104 / 105 General Psychology (3 credit hours).** PSYC 104 is a prerequisite for all the psychology courses listed below.

   - **PSYC 300 / 301 Statistics for Psychological Research (3 credit hours).** PSYC 104 and MATH 101 are prerequisites.

   - **PSYC 310 Research Methods in Psychology (3 credit hours).** PSYC 104 is a prerequisite.

   - PSYC 618, 620, 622 or 624 (6 credit hours each) may substitute for the PSYC 310 requirement.

Psychology majors must also complete the **core courses** specified for all **five of the following content areas** (students may choose between PSYC 370/371 or 380/381):

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Core Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive Psychology:</td>
<td>PSYC 318 / 319 Cognitive Psychology (3 credit hours)</td>
</tr>
<tr>
<td>Child Psychology:</td>
<td>PSYC 333 / 334 Child Psychology (3 credit hours)</td>
</tr>
<tr>
<td>Abnormal Psychology:</td>
<td>PSYC 350 / 351 Abnormal Psychology (3 credit hours)</td>
</tr>
<tr>
<td>Social Psychology:</td>
<td>PSYC 360 / 361 Social Psychology (3 credit hours)</td>
</tr>
<tr>
<td>Biological Psychology:</td>
<td>PSYC 370 / 371 Brain and Behavior (3 credit hours) (or)</td>
</tr>
</tbody>
</table>
<pre><code>                  | PSYC 380 / 381 Brain and Pathology (3 credit hours) |
</code></pre>

Required Elective Courses: Students must complete 12 hours of elective psychology courses in addition to those listed above. No more than 3 hours of PSYC 480 count toward the 12 hours of electives. Students may take more elective courses as they have interest.
2. DEGREE REQUIREMENTS/POLICY CHANGES

3. Changes in Sociology admission requirements

PROPOSAL
Currently we require students to complete 9 credits in Sociology, including one at the 300 level or above before they can declare a major. We propose to change this to requiring 6 credits, including Sociology 104, with a total GPA in Soc of 2.0 or better.

JUSTIFICATION
Students entering this fall will have to declare a major at 60 credits, that is, before they may be taking 300 or above courses and we did not want to place a barrier on students declaring a major in Soc at 60 credits. Soc 104 gives an overview of the field and is required for the major. The other 100-200 level courses offer introductory looks at some core topics in the field. Thus students completing 6 credits including 104 will have a firm sense of what Sociology is, thus be able to know whether the content of the field interests them. Further, we require a 2.0 GPA in the major to graduate so we think it would do students a disservice to admit them to the major if they cannot demonstrate the ability to meet that minimum standard.

2. DEGREE REQUIREMENTS/POLICY CHANGES

4. Clarification of cross listed courses to fulfill major and junior/senior concentration requirements

PROPOSAL
CUSA requests that the following language be included with any reference to the junior/senior concentration, required for the BGS degree:

"A student may not fulfill the junior/senior concentration requirement using any courses that are cross listed in his/her major department."

JUSTIFICATION
This request is being made to clarify the fact that cross listed courses are still considered courses in major, regardless of whether a student takes the course under the "companion" rubric, and that taking courses cross listed with courses in a student's major does not fulfill the spirit of the junior/senior concentration requirement.