This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Please check one:  ____ New course  __X__ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** PSY 4585 [A,B,D,E,F,H]

2. **Title (may not exceed 30 characters, including spaces):** Special Topics in Psychology

3. **Long title, if any (may not exceed 100 characters, including spaces):**

4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-0-3

5. **Term(s) to be offered:** ____ Fall  ____ Spring  ____ Summer  __X__ On demand

6. **Initial term of offering:** ____ Fall  ____ Spring  ____ Summer  ____ Year: __2013____

7. **Course description:** In-Depth examination of specific topics in psychology, through lectures, readings, reports, papers, and discussion. The topic for each semester will be announced in advance by the Department Chair. The course may be repeated once per letter (i.e., 4585A) providing each section has a different course title.

8. **Registration restrictions:**
   a. **Equivalent Courses**
      - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).

         None

      - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course.  ____ Yes  ____ No

   b. **Prerequisite(s)**
      - **Identify the prerequisite(s),** including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.

         [PSY 1879G (Introductory Psychology)] and [6 additional credits in psychology or permission of the instructor]

      - Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven’t successfully completed the prerequisite course(s).  __X__ Yes  ____ No

         If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:

         C or better in PSY 1879G and the 6 additional credits mentioned above

   c. **Who can waive the prerequisite(s)?**
      ____ No one  ____X__ Chair  ____X__ Instructor  ____ Advisor  ____ Other (Please specify)
d. **Co-requisites** (course(s) which MUST be taken concurrently with this one): None

e. **Repeat status:**  
   - [ ] Course may not be repeated.  
   - [x] Course may be repeated once with credit per letter.  
   
   **Note:** Course may be repeated once per letter (i.e., 4585A) providing each section has a different course title.

   Please also specify the limit (if any) on hours which may be applied to a major or minor

f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any: None

g. **Degree, college, major(s), level, or class** to be excluded from the course, if any: None

9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] None

10. **Grading methods** (check all that apply):  
   - [x] Standard letter  
   - [ ] CR/NC  
   - [ ] Audit  
   - [ ] ABC/NC  
   
   (“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

   Please check any special grading provision that applies to this course:
   - [ ] The grade for this course will not count in a student’s grade point average.
   - [ ] The credit for this course will not count in hours towards graduation.

   **If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:**
   - [ ] The grade for this course will be removed from the student’s grade point average if he/she already has credit for or is registered in __________ (insert course prefix and number).
   - [ ] Credit hours for this course will be removed from a student’s hours towards graduation if he/she already has credit for or is registered in __________ (insert course prefix and number).

11. **Instructional delivery method:**  
   (Check all that apply.)
   - [x] lecture  
   - [ ] lab  
   - [ ] lecture/lab combined  
   - [ ] independent study/research  
   - [ ] internship  
   - [ ] performance  
   - [ ] practicum or clinical  
   - [ ] study abroad  
   - [x] Internet  
   - [ ] hybrid  
   - [ ] other (Please specify)

**PART II: ASSURANCE OF STUDENT LEARNING**

1. **List the student learning objectives of this course:**
a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:

- EIU graduates will write and speak effectively.
- EIU graduates will think critically.
- EIU graduates will function as responsible citizens.

Within a specialized topic of psychology, students will:

1) Compare and contrast current theories of the topic
2) Examine important past, present, and future directions of the topic
3) Apply critical thinking to the topic
4) Effectively communicate understanding of the topic through writing

The following is an example from the specialized topic on “Scientific Research on the Psychology of Happiness”:

1) Compare and contrast current theories of happiness/well-being as well as compare and contrast current scientific approaches to the study of happiness/well-being
2) Examine important past, present, and future directions in the scientific research on happiness/well-being
3) Apply critical thinking to the study of happiness/well-being
4) Effectively communicate understanding of the concept of happiness/well-being and the scientific research on happiness/well-being through writing

b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:

- Depth of content knowledge
- Effective critical thinking and problem solving
- Effective oral and written communication
- Advanced scholarship through research or creative activity

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

Assignments/activities will vary by course topic and instructor.

The following is an example from “Scientific Research on the Psychology of Happiness”:

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Weekly Discussion Participation</th>
<th>Written Reading Summaries and Critiques</th>
<th>Essay Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>4</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

3. Explain how the instructor will determine students’ grades for the course:

The determination of students’ grades will vary by course topic and instructor.
The following is an example from “Scientific Research on the Psychology of Happiness”:

<table>
<thead>
<tr>
<th>Weekly Discussion Participation</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Reading Summaries and Critiques</td>
<td>20%</td>
</tr>
<tr>
<td>Three Essay Exams</td>
<td>60% (20% each)</td>
</tr>
</tbody>
</table>

Final grades will be based on a standard grading scale (A = 90-100%; B = 80-89%; C = 70-79%, etc.).

4. **For technology-delivered and other nontraditional-delivered courses/sections, address the following:**
   a. **Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives:**

      The course will be administered through course management software (e.g., Desire2Learn). Exams/quizzes will be completed and graded online. Writing assignments (e.g., reading summaries/reflections) will also be submitted and graded electronically. Participation in online discussion will be conducted, monitored, and graded through the course management software’s discussion forums.

   b. **Describe how the integrity of student work will be assured:**

      The course syllabus will include a statement about academic dishonesty. If the course instructor will give quizzes, quiz items will be randomly selected from a pool of questions to avoid duplication. The quizzes can only be taken once and will be time-restricted. Essay exams will require comparing and contrasting of concepts/theories, critical thinking, and application which will discourage plagiarism. Other writing assignments will be submitted to plagiarism detection software.

   c. **Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):**

      The instructor and students will be able to communicate with each other through e-mail, discussion boards, and chat functions provided by the course management software.

5. **For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:**
   a. course objectives;
   b. projects that require application and analysis of the course content; and
   c. separate methods of evaluation for undergraduate and graduate students.

6. **If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)**
PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course’s content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Course outline will vary by course topic and instructor.

The following is an example from “Scientific Research on the Psychology of Happiness”:

Three 50-minute or two 75-minute classes per week

<table>
<thead>
<tr>
<th>Module 1 (Week 1)</th>
<th>What is happiness and how did human beings evolve to experience happiness?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 2 (Week 2)</td>
<td>Psychophysiology and neuroscience of happiness</td>
</tr>
<tr>
<td>Module 3 (Weeks 3 to 4)</td>
<td>Current conceptions of happiness in psychological research</td>
</tr>
<tr>
<td>Module 4 (Week 5)</td>
<td>Current approaches to measuring happiness in psychological research: Methodological strengths, limitations, and implications</td>
</tr>
<tr>
<td>Module 5 (Weeks 6 to 8)</td>
<td>Causes and correlates of happiness: Evidence from neuroscientific and behavioral research</td>
</tr>
<tr>
<td>Module 6 (Week 9)</td>
<td>Nature vs. nurture: Is happiness earned or inherited?</td>
</tr>
<tr>
<td>Module 7 (Week 10)</td>
<td>Adaptation and the hedonic set point theory: How long does happiness last?</td>
</tr>
<tr>
<td>Module 8 (Week 11)</td>
<td>Affective forecasting: How good are we at predicting what would make us happy?</td>
</tr>
<tr>
<td>Module 9 (Week 12)</td>
<td>The role of memory: The experiencing vs. remembering self and happiness</td>
</tr>
<tr>
<td>Module 10 (Week 13)</td>
<td>The role of attention: The effects of mindfulness on happiness and well-being</td>
</tr>
<tr>
<td>Module 10 (Week 14)</td>
<td>Happiness across cultures: Cultural differences in experiencing and remembering of happiness</td>
</tr>
<tr>
<td>Module 11 (Week 15)</td>
<td>Developing national indices of happiness and well-being: The Bhutan case</td>
</tr>
</tbody>
</table>

The amount of time required for discussion participation, writing assignments, quizzes/exams, etc. in the online section will be equivalent to three hours of class time per week.

PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.
The proposed course will give psychology faculty the flexibility to teach a specialized course in their area of expertise without having to provide all of the elements of the capstone experience that are required in PSY 4590: Psychology Seminar. PSY 4590 is the Psychology Department’s ‘special topics’ course that will satisfy the capstone requirement for majors.

a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.

b. If the course or some sections of the course may be technology delivered, explain why.

The Psychology Department already offers online courses and there is a clamor for more online courses particularly for upper-division psychology classes that Psychology undergraduate majors and minors can take to fulfill their degree requirements.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

An introductory level of psychology knowledge is required to prepare students for this course, which will provide greater in-depth analysis of a particular topic in psychology.

3. If the course is similar to an existing course or courses, justify its development and offering.

As noted above, it is similar to the psychology seminar course (PSY 4590), but does not require faculty to provide all of the capstone requirements of the course.

a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.

b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.

4. Impact on Program(s):

a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.

This will count as an approved elective for psychology majors and minors.

b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION
1. **Faculty member(s) to whom the course may be assigned:** Ronan Bernas, Marjorie Hanft-Martone, or other qualified faculty.

   If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. **Additional costs to students:** None

   Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President’s Council.)

3. **Text and supplementary materials to be used (Include publication dates):**

   Texts and supplementary materials will vary by course topic and instructor.

   Sample texts from “Scientific Research on the Psychology of Happiness”:


**PART VI: COMMUNITY COLLEGE TRANSFER**

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

**PART VII: APPROVALS**

Date approved by the department or school: 1/25/2013

Date approved by the college curriculum committee: February 1, 2013

Date approved by the Honors Council (if this is an honors course):

Date approved by CAA: February 14, 2013     CGS: N/A

*In writing-active courses, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In writing-intensive courses, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In
writing-intensive courses, students’ writing should constitute no less than 35% of the final course grade. In writing-centered courses (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).