REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

DEPARTMENT: Psychology
PROPOSED EFFECTIVE SEMESTER: Fall 2013
COLLEGE: Arts and Sciences

PROPOSED IMPROVEMENTS

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<th>Substantive Course Changes</th>
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<td>☒ New course</td>
<td>☐ Description (attach current &amp; proposed)</td>
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<td>☐ New major*</td>
<td>☒ Pre or Co-requisites</td>
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<tr>
<td>☐ New curriculum*</td>
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<td>☐ Other (explain**)</td>
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** Other:  

Title of degree, curriculum, major, minor, concentration, or certificate: Pre-Psychology Major (PRPY), Behavioral Science Major (PSBJ), and General Psychology Major (PSGJ)

Existing course prefix and #: N/A  Proposed course prefix and #: PSY 3844 Credit hours: 3

Existing course title: N/A
Proposed course title: Professional and Career Development

Existing course prerequisite & co-requisite(s): N/A
Proposed course prerequisite(s) PSY 1000
   If there are multiple prerequisites, connect with “and” or “or”. To remove prerequisites, enter “none.”
Proposed course co-requisite(s)
   If there are multiple corequisites, they are always joined by “and.”
Proposed course prerequisite(s) that can also be taken concurrently: “B” or better in PSY 1000
Is there a minimum grade for the prerequisites or corequisites?
   The default grades are D for undergraduates and C for graduates.
Major/minor or classification restrictions: Include: PRPY, PSBJ, and PSGJ
   List the Banner 4 character codes and whether they should be included or excluded.
For 5000 level prerequisites & corequisites: Do these apply to: (circle one) undergraduates graduates both

Specifications for University Schedule of Classes:

a. Course title (maximum of 30 spaces): Professional Career Development
b. Multi-topic course: ☒ No ☐ Yes
c. Repeatable for credit: ☒ No ☐ Yes
d. Mandatory credit/no credit: ☒ No ☐ Yes
e. Type of class and contact hours per week (check type and indicate hours as appropriate)
   1. ☒ Lecture 3          3. ☐ Lecture/lab/discussion          5. ☐ Independent study
   2. ☐ Lab or discussion  4. ☐ Seminar or ☐ studio          6. ☐ Supervision or practicum

CIP Code (Registrar’s use only):

Chair/Director: Date
Chair, College Curriculum Committee: Date
Dean: Date  Graduate Dean: Date
Curriculum Manager: Return to dean ☐ Date  Forward to: Date
Chair, COGE/ PEB / FS President: Date

FOR PROPOSALS REQUIRING GSC/USC REVIEW:

* ☐ Approve ☐ Disapprove  Chair, GSC/USC: Date

* ☐ Approve ☐ Disapprove  Provost: Date

Revised May 2007. All previous forms are obsolete and should not be used.
1. Explain briefly and clearly the proposed improvement.

Addition of new course (PSY 3844: Professional and Career Development) to curriculum. This course would be used as an elective for both the Behavioral Science and General Psychology Majors

2. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.)

This course is being proposed to better prepare students with professional skills for success in psychology. Even among students who are high performers, there are frequent professional errors that cost them job positions and spots in graduate programs. This course is designed to teach students how to achieve their personal goals as a psychology professional through the use of self-management skills, interviewing skills, resume development, and career development. The students need to have a basic familiarity with psychology, so PSY 1000 is being proposed as a prerequisite. The course is also designed to be very rigorous with frequent writing assignments and examinations. As such, it is being proposed that only students who earn a "B" or better in PSY 1000 be permitted access to this course.

3. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

None

4. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

No negative impact on the other course offerings is expected. The course is designed to be flexible enough that undergraduates of all levels could benefit from it.

5. Effects on enrolled students: Are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students’ time. If a required course will be offered during summer only, provide a rationale.

The course is being proposed as an elective, so it should make progress to degree completion easier by providing more elective options.

6. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

The anticipated audience is graduate-school bound psychology students. Anecdotal reports from various faculty members suggest a strong need for a class of this nature. This course was offered during Fall 2012 under the category of "Special Topics." The course filled to maximum capacity (n = 30) and received multiple requests for overenrollment.

7. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

A teaching assistantship was granted to the Psychology Department to supply this course for the 2012-2013 academic year. As long as this assistantship continues to be offered, it is anticipated there will be no problems with regularly scheduling this course. It is anticipated that this course will be offered once every Fall and Spring semester. Contingent upon funding, additional sections may be added.

8. General education criteria. For a general education course, indicate how this course will meet the criteria for the area or proficiency. (See the General Education Policy for descriptions of each area and proficiency and the criteria. Attach additional pages as necessary. Attach a syllabus if (a) proposing a new course, (b) requesting certification for baccalaureate-level writing, or (c) requesting reapproval of an existing course.) N/A

9. List the learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.
The learning outcomes specified in our Department Assessment Plan include the following five goals areas: Intellectual Foundations, Applied Skills, Research Skills, Communication & Technology, and Career Preparation. These changes will have no impact on our assessment plan.

10. Describe how this curriculum change is a response to assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities. None

11. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section. No changes to the existing transfer articulation agreements.
Proposed catalog entry:

**PSY 3844 - Professional and Career Development**
Course will familiarize students with tools and techniques that will aid them in career development and professional success in psychology (and other related fields). Major topics include career specializations in psychology, active exploration of career and educational options, professional resume and portfolio creation, steps for connecting with employers and other professionals, proper interviewing etiquette, the development of self-regulatory skills, successful goal setting, comprehensive strategies for self-change, and problem-solving obstacles. Course coverage is designed to assist the student in achieving their immediate goals for academic success while in college, and will ultimately prepare them for achieving their long-term future goals for securing employment or attending graduate school after graduation.

**Prerequisites & Corequisites:** Prerequisites: PSY 1000 with a grade of "B" or better.

**Credits:** 3 hours

**Restrictions:** Restricted to majors in psychology; or instructor approval.

**When Offered:** Fall, Spring