New Graduate Course Approval Cover Form
Montana State University

This four-page form collects basic information about the proposed new course, provides information on the approval process, and includes all required approvals. Additional information (see INFO sheet) is also required as part of the New Course Packet.

Proposed New Course Information

Requested Rubric, Course Number, Core Designation (if needed):

Example: PHL 361 RH

PsYx 510

Course Title: Topics in Psychological Science
Abbreviated Course Title (≤ 30 chars): Topic in Psychological Science
First Semester to be Offered: Fall 2015
Submitted by: Colleen F. Moore / Keith Hutchison / Jessi Smith
Submitter’s Contact Info: Phone, Email:
994-3801 colleen.moore1@montana.edu
Instructor:
TT faculty in Psychology, will vary by semester
Department:
Psychology
College:
Letters and Science

New Graduate Course Review Process

Instructor completes the New Course Packet.

Department Head's signature indicates that course has been approved by the process used within the Department.

The Chair of the College Curriculum Committee signs to indicate College academic approval (if required).

The College Dean signs to indicate that adequate resources are available to offer the course. Supporting information (Dean's Statement) is typically required.

The New Course Packet (as PDF) is submitted to the Graduate School for approval by the Dean.

Provost's Office reviews the new course request.

Approved new course sent to Registrar for inclusion in the Catalog and Schedule of Classes

Note: This diagram illustrates the typical flow path, but at any review step there can be a request for additional information or modifications. Careful review in early steps is the best way to speed the overall process. * Special topics courses (x91) do not require review by the College Curriculum Committee, but cannot be offered more than two times without committee review.

APPROVALS

Colleen F. Moore 02-27-2014
Submitter *

Department Head * 02-27-2014

Chair, College Curriculum Comm. 3/4/14

Graduate School Dean * 3-15-14

Assoc. Provost *
INFORMATION NEEDED FOR COMMON COURSE NUMBERING

The process for identifying a common course number for a new course is as follows:

1. Course learning outcomes are prepared for the new course.

   The person submitting the new course request looks at the CCN website to see if a course with similar outcomes already exists in the MUS system.

   www.mus.edu/Otools/CCN/ccn_default.asp

   - If a course exists with at least 80% of the same outcomes, the course is considered “equivalent” to the proposed new course, and the new course should use the existing rubric and course number.
   - If no “equivalent” course is found, the person submitting the new course request should identify a unique course number that has not been used by any other course in the MUS system.

2. The requested rubric and course number are submitted as part of the new course packet.

3. The Provost’s Office submits the learning outcomes and the requested rubric and course number to the MUS to have a course number assigned to the course. (This will typically be the requested course number, but it could be changed.)

4. The assigned common course number is reported back to the person submitting the new course request.

Requested Rubric, Course Number, Core Designation (if needed):

- Psyx 510
  - Topics in Psychological Science
  - Psychology
  - Letters and Science

Is this course “equivalent” to a course in the MUS System?: Yes  No

Learning Outcomes for the Course:

1. Compare and contrast the theoretical positions that are central to the topic of the course and use them to generate research designs and to critique extant research.
2. Demonstrate an understanding of the range of research designs that are used to address issues in this topic area.
3. Demonstrate an understanding of the measurement strategies used in this topic area, the pros and cons of different ways of measuring the central concepts, and their reliability and validity.
4. Communicate at a professional level both orally and in writing with respect to Learning Outcomes 1, 2, and 3.
INFORMATION REQUIRED BY THE REGISTRAR

The data needed to enter the new course into the MSU Catalog and Schedule of Classes is collected on this page. Once the new course has been approved, this page is automatically forwarded to the Registrar for data entry.

Assigned Rubric, Course Number, Core Designation (if needed): Psyx 510

Topics in Psychological Science

Course Title (for Catalog): Topics in Psychological Science

Course Title (for Schedule of Classes, 30 characters, max.): Fall 2015

First Semester to be Offered: Fall 2015

Restricted Entry/Consent of Instructor Required: Yes

Instructor’s GID (last 4 digits only): 3574

Department Offering Course: Psychology

College: Letters and Science

Is the requested course number available? (x4155 to check): Yes

Frequency of course offering: Annually

Alternate Years, starting ________

Semester(s) offered (check all that apply): Fall Spring

Summer Options (check all that apply): First 6 weeks Second 6 weeks 12 weeks

Credits by mode of instruction: Lecture: 2

Seminar: Independent Study: Lab/Studio: Recitation/Discussion: 1

TOTAL CREDITS: 3

Primary Mode(s) of Delivery: Face-to-face Web-Enhanced (small on-line comp.)

On-Line Only Blended (significant on-line portion)

Time and Location — Call the Registrar’s Office at x4155 to find a time and location for the course.

Assigned Day(s): M Tu W Th F Sa Su

Assigned Time(s): tbd

Assigned Building: Traphagen

Assigned Room: 301

Capacity (room capacity, or enrollment “cap”): 12

Co- and Pre-Requisites — Courses numbered 200 and above are normally expected to have prerequisites. When listing multiple prerequisites, please separate courses with “and” if both are required, or “or” if only one is required.

Prerequisite(s): Graduate standing or consent of instructor

Co-Requisite(s):

Course Description — Provide a course description of 40 words or less for the MSU Catalog.

Recent advances in topics in Psychological Science with emphasis in different years on either biological, social, or cognitive psychology. (Maximum 9 credits).
DEAN’S STATEMENT

The reviewing committees are being asked to take a closer look at the resources required for each proposed new course. In many cases new courses will replace existing courses and the new course request is effectively resource neutral, however that is not always the case. For example, a new elective course that would result in distributing an existing student population across a larger number of courses would represent a significant increase in expenditures for the new course, and no increase in total student credit hours. A funding mechanism for such a course would need to be identified. The Dean’s Statement is the place to document how the costs of the proposed new course will be covered.

RECEIVED
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NEW GRADUATE COURSE NARRATIVE

Updated: 12/31/2013

REQUIRED DOCUMENTATION FOR REVIEW OF NEW GRADUATE COURSES

1. Course Description:
   a. What are the special goals or purposes of the course that support a “graduate” level of the course?
      The purpose is to provide instruction in the latest topics in Psychological Science for graduate students in the M.S. in Psychological Science or in the proposed PhD in Psychological Science. Psychological Science is a rapidly developing field. The goal is to make information on cutting edge topics available to our students. [The course is analogous to BIOL 510, Topics in Neuroscience.]
   b. Is this course intended to be a required part of a new degree curriculum option, major, or minor?
      The course proposal is part of the proposed PhD in Psychological Science. However, regardless of whether the PhD proposal is approved, the Department wishes to include this course in the M.S. in Psychological Science.
   c. Provide a course syllabus containing all major topics to be covered.
      Attached syllabi are examples for courses that could be taught by Prof Moore (and has been taught by her previously at another university) or Prof Vess (and has been taught by him previously at another university).
   d. List required texts or other required references.
      The required readings will be from peer-reviewed journal articles, and chapters in edited books written by top scholars in the field, or classic readings related to the topic. See example syllabi.

2. Level of Offering:
   a. Has the course been offered previously as a 591? No
      i. If so, when?
      ii. What was the enrollment?
      iii. What level of students took the course?
      iv. What were the evaluations?
   b. Does the course represent an upgraded version of an undergraduate level course?
      i. If so, how has the course been changed to justify offering it at the graduate level? (Be specific)
         Some faculty may teach related material in an Undergraduate Seminar, Psyx 494. However, graduate courses in Psychological Science involve reading almost entirely original scientific publications, critiquing them, and discussing them with the guidance of the course professor.
c. What are the prerequisites for this graduate course? (List exact MSU courses - e.g. ESCI XXX or equivalent). Graduate standing in Psychology or consent of instructor. Our graduate students have nearly all majored in Psychology (often at other universities).

d. What performance requirements are placed on students which make this a graduate course?
   i. Specifically state the written requirements or products of this course. See example syllabus for typical requirements. The written requirements for all topics in Psyx 510 will include: a) a term paper, b) written critiques of original journal articles, c) class participation.
   ii. How will the students’ learning be assessed and graded? The professor judging student performance in both oral and written work will be a subject-matter expert qualified to find student misinterpretations of the complex graduate level material, and also qualified to judge the creativity of the student concepts and research critiques and proposals. In addition, student performance will be graded using the critical thinking rubric of American Association of Colleges and Universities: http://www.aacu.org/value/rubrics/index.cfm.

3. Relationship to other courses, curricula, and Departments:
   a. Does this course build on or interrelate with other courses in your curriculum or related curricula? If so, which one(s)? No.
   b. Does this course replace one or more courses that will not be offered? If so, which one(s)? No.
   c. Will this course be co-convened with an undergraduate course? If so, what additional requirements will students enrolled in the graduate course be expected to fulfill? Not co-convened.
   d. Do the topics in the proposed course duplicate or reiterate those in other courses in this or any other department? If so, how do the coverages and education experiences differ, and how are these duplications or reiterations justified? Because the main goal of this course is to provide instruction in the latest topics in Psychological Science, the content will not overlap with the other graduate course offerings in the department. No other department on campus teaches Psychological Science.
   e. When the course is to be co-sponsored, taught by faculty from more than one department, or when content overlaps areas of common concern, the concurrence of all department heads and deans involved must be indicated. What liaison has been conducted with other departments? State reactions, both favorable and unfavorable. N/A

4. Students Served:
   a. Does the proposed course serve:
      i. Majors only? The course will serve predominately those in the graduate program in Psychological Science. Graduate students from other programs (especially Neuroscience or Industrial Engineering) may wish to enroll in certain courses and would receive instructor permission to enroll.
ii. Non-majors only? State area(s) or discipline(s) to be served.
iii. Both majors and non-majors? Indicate what specific efforts will be made to make the course materials relevant to all disciplines served. How are faculty and students in the other areas to be served being made aware of this course?

5. What is the anticipated course enrollment? 4 to 11 students, depending on enrollment in our graduate programs.

6. Resources (including instructor):
   a. Are department financial resources sufficient for offering this course? The course will be worked in to the regular graduate course rotation of offering 3 courses each Fall semester, and 2 or 3 graduate courses in Spring semester.
   b. Does the instructor have the requisite academic training to offer this course?
      i. Describe these qualifications briefly and include a vita (if the instructor is non-tenured). All instructors will be TT faculty members.
   c. Are the library holdings adequate to support this course? Our library at MSU is excellent at providing original journal resources either from subscriptions or from inter-library loan.

7. Course Evaluation:
   a. How will the students evaluate the course and instructor? The KNAPP form will be used for student course evaluations. In addition, the Graduate Coordinator holds a semesterly meeting with Graduate students to discuss their ideas about the graduate program.
   b. How will the department evaluate the course and instructor? The Psychology Department conducts observations of TT faculty (who are not yet tenured) during instructional sessions. The Department Chair will examine all course syllabi prior to the course offering. The department also evaluates graduate student progress each semester. During that discussion, any feedback on course content coverage will be considered by the department as a whole. In addition, student performance will be graded using the critical thinking rubric of American Association of Colleges and Universities: http://www.aacu.org/value/rubrics/index.cfm.

8. Other Supporting Material: Include any additional information you feel is needed to support this request. See example syllabus.

Note: When using the December 2013 New Graduate Course form, it is not necessary to also submit a Graduate Course Change form, as required in the past.
Psyx 510: TOPICS IN PSYCHOLOGICAL SCIENCE (Social Psychology)
Existential Themes in Psychological Science
(class time, semester, year)

Instructor: Dr. Matthew Vess
Office: Traphagen
Email: matthew.vess@montana.edu

Class Purpose and Learning Outcomes

The purpose of this course is to enhance our understanding of some of the ways that existential topics have been empirically examined within the field of Psychological Science. We will consider both the broad implications that existential issues have for human social behavior and the methodological creativity needed to empirically examine them.

Learning Outcomes: By the end of this class you will know the major theoretical views in this area, be able to compare and contrast theories while using them to generate research designs, demonstrate an understanding of the range of research designs used in this area, demonstrate an understanding of the complexity of the measurement strategies and issues, and you will be able to communicate at a professional level about the research and theories in this area of Psychological Science.

Class Structure

Each week, we will cover 3-4 articles focused on a particular existential topic. All students are expected to read each article and to come prepared to discuss them (it will be helpful to bring copies of the readings to class as well). I will post the articles in D2L.

Discussion Leaders

Each week we’ll have a discussion leader. The leader will provide an outline (following the general format presented at the end of this syllabus) and lead a discussion of each article. When you are the discussion leader, you should email the discussion outline to me at least 1 day before class. The discussion outline should include questions you’ve generated yourself as well as the questions/discussion points/research ideas other class members send you (see below).

Weekly Written Assignments

You will send at least 3 discussion questions for each of the weekly papers to the assigned discussion leader of that paper. In addition, you should provide at least one study idea that came to you while reading the articles. These ideas don’t have to be fully developed, but simply ideas that seem reasonable and interesting. The questions and ideas should be emailed to the discussion leader and me by 5:00 PM the day before class.

Research Proposal

In addition to the discussion questions, you are required to submit a research proposal for this class. This proposal should be no more than 12 pages and is due (date time) in D2L. The proposal should be in APA format and include an introduction, a detailed methods section, and a brief discussion of what the predicted findings might contribute to the field. The proposed study should focus on a theme discussed in class and, ideally, be something that you would actually like to conduct. The research proposal will also be presented in class, and you will select readings to assign to the class that are related to your proposal.

Grading

Grades will be based on participation, completion of the weekly assignments, performance as discussion leader, and the research proposal. All of these will be weighted equally (25%).
Psyx 510: TOPICS IN PSYCHOLOGICAL SCIENCE (Social Psychology)  
Existential Themes in Psychological Science  
(class time, semester, year)

<table>
<thead>
<tr>
<th>WEEK</th>
<th>ARTICLES</th>
<th>LEADER</th>
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</table>
| 1    | **Course Introductions**  
Introduction to Existential Themes:  
|        |         | Prof. Vess |
| 2    | **Self-Awareness and Existential Concerns:**  
|        |         | No Leader; Response Papers Due This Day. |
| 3    | **The Psychological Problem of Death I**  
|        |         |        |
| 4    | **The Psychological Problem of Death II**  
|        |         |        |
| 5    | **Freedom and the Will I**  
|        |         |        |
| 6    | **Freedom and the Will II**  
Sartre, J. Existentialism is a humanism.  
|        |         |        |
### Recap

- Recap session, pull together ideas not fully explored in first 8 weeks

### Meaning


### Existential Applications, I


### Existential Applications, II

Psy 510, Topics in Psychological Science: Cognitive Psychology of Risk

Risk is a very large interdisciplinary topic that can be approached in many ways. The goal of this course is to think about psychological issues in risk analysis, risk assessment, risk perception, risk communication. Each student will be required to complete a term paper with an oral presentation. Along the way students will work in teams on class presentations on journal articles or other issues, such as assessment of risk communication materials.

**Grading:** The term paper and term paper presentation will be the major determinant of the course grade, 40%. The numerical risk analysis critique (weeks 4-5) will count 20%. Attendance in class and active participation is required, and will count 15% of the grade. 15% will be based on at least 3 oral presentations of research articles (and written summaries of those papers) done with a team member (other than those from Week 4-5 below).

This is a graduate course with reading original research literature and discussion as the main activity. I will give an introductory lecture on each topic below that will fill part of class, and then we will discuss the empirical papers in depth. The last 2-3 weeks of class will be devoted to term paper presentations by students (15-20 min each). Term paper topics must be approved by me by the 6th week of the semester.

**Learning outcomes:** By the end of this course you should understand and be able to compare and contrast the major theoretical viewpoints while using them to generate research designs, you should demonstrate understanding of the major research designs that are used in this research area, and also demonstrate understanding of the measurement issues (including validity and reliability problems), and you should be able to communicate professionally about these issues both orally and in writing.

**Week 1: What is Risk and why is risk perception important?**


Week 2: Crunching the numbers and beyond crunching the numbers

National Research Council (1996). Understanding Risk, Executive Summary, Ch 1, The idea of risk characterization; Ch. 2, Judgment in the risk decision process. (read online in National Academies Press website)


Week 3: Thinking about the numbers that were crunched.


Weeks 4-5: Numerical Risk Analysis Critique Oral reports (you will do these in teams of 2-3 people).

Find a numerical risk analysis, read it, and critique it. What assumptions are embedded in it? What other outcomes could have been used, i.e., why were things measured in the way they were, and are there alternatives that are not mentioned? What judgment calls were made that are not mentioned? What ethical issues are pertinent? You will turn in a 2 to 3 page paper.

Week 6-7: Ethics, trust, and risk (we will select from these resources)

Moore (2009), Ch 6, It isn’t fair: Environmental pollution disasters and community relocations, esp. the section on Love Canal, pp. 207 ff., and Ch. 7, The best science, values, and the precautionary principle to protect children.


**Week 8: Heuristics and Biases, Rationality**

--See famous work by Kahneman & Tversky, including their work on prospect theory.
--See also work on affect listed in this syllabus.


**Week 9: Communication, Information, Risk Perception, and Protection/Prevention**

See the special issue on risk communication, *Risk Analysis, 2003, 23*(2).


**Week 10: Ethnicity, Culture, Gender, SES, Other Individual Differences**


See special issue of *Developmental Review, 28*(1), March 2008, on ‘Current Directions in Risk and Decision Making’

**Week 11: Neuroscience and biology of risk**


Xue, G. et al. (2010). The impact of prior risk experiences on subsequent risky decision-making: The role of the insula. *Neuroimage, (prepublication).*


Berns, G.S. et al. (2009). Adolescent engagement in dangerous behaviors is associated with increased white matter maturity of frontal cortex. *PloS ONE, 4*(8), e6773.

**Week 12: Medical and health risk**

A lot of current work focuses on ‘numeracy’ in decision making about risks. See also ‘framing effects’. There is a very large literature on patient safety and reducing medical errors.


**Week 13: Risky Choice, Framing and Context Effects**


Levin, I. P. et al. (1998). All frames are not created equal: A typology and critical analysis of framing effects. *Organizational Behavior and Human Decision Processes*, 76, 149-188.


**Weeks 14-15: Student term paper presentations**
(Readings will be designated by students in consultation with the professor)

**Resources you might find helpful in choosing a term paper topic**

**Accuracy of Judgments and Measurement Issues**


**Important Theoretical Issues and Controversies**


(Also see special issue of *Science*, April 17, 1987 on risk assessment)

**Decision Criteria and Scientific Uncertainty**


**Time and risk**


**Precautionary Principle**


**Terrorism and catastrophic events**


**Applications to new technologies, environmental risks and wildlife**


**Expert vs non-expert**


