

Course Change Request

Date Submitted: 07/23/19 3:32 pm

Viewing: **PSYC 210 : Statistics in Psychological Research**

Last approved: 05/25/17 4:32 am

Last edit: 07/23/19 3:40 pm

Changes proposed by: mvitev

Catalog Pages referencing this course

[BA in Applied Behavioral Science with concentration in Basic Research](#)

[BA in Applied Behavioral Science with concentration in Conceptual Foundations](#)

[BA in Human Biology with concentration in Psychology](#)

Academic Career Undergraduate, Lawrence

Subject Code PSYC Course Number 210

Academic Unit Department Psychology

School/College College of Lib Arts & Sciences

Do you intend to offer any portion of this course online?

No

Title Statistics in Psychological Research

Transcript Title Statistics Psychological Rsrch

Effective Term Summer 2017

Catalog Description An introduction to statistical concepts and methods as they relate to analysis and interpretation of psychological data.

Prerequisites PSYC 104.

Cross Listed Courses:

Credits 3

Course Type Lecture (Regularly scheduled academic course) (LEC)

Grading Basis A-D(+/-)FI (G11)

Is this course part of the University Honors Program? No

Are you proposing this course for KU Core? **Yes No**

Typically Offered Typically Every Semester

Repeatable for credit? No

Principal Course Designator

Course Designator S - Social Sciences

Are you proposing that the course count towards the CLAS BA degree specific requirements?

Yes No

Justification for counting this course towards the CLAS BA

In this course students learn about and apply statistical analyses to problems that are of interest to psychological and social scientists. A final class project requires students to present in a "poster session" the results of 2 different statistical analyses that they computed using data collected from the students during the class (e.g., correlation between #of hours working outside job, and GPA, etc.). Please see attached documents.

How does this course meet the CLAS BA requirements?

Quantitative Reasoning (QR)

In Workflow

1. **CLAS Undergraduate Program and Course Coordinator**
2. **CUSA Subcommittee**
3. CUSA Committee
4. CAC
5. CLAS Final Approval
6. Registrar
7. PeopleSoft
8. UCCC CIM Support
9. UCCC Preliminary Vote
10. UCCC Voting Outcome
11. SIS KU Core Contact
12. Registrar
13. PeopleSoft

Approval Path

1. 08/23/19 10:23 am
Rachel Schwien (rschwien):
Approved for CLAS Undergraduate Program and Course Coordinator

History

1. May 25, 2017 by Smana Hitt (s364h085)

Will this course be required for a degree, major, minor, certificate, or concentration?

Yes ~~No~~

Which Program(s)?

Program Code - Name

(PSYC-BA/BGS) Psychology, B.A./B.G.S.

Describe how:

This course is a previously approved requirement for the BA/BGS in PSYC and the BS in Behavioral Neuroscience. We are simply requesting the course now be allowed to count as an option for the Quantitative Reasoning requirement and KU Core 1.2 (recognizing that the course can be used by a student to complete 1 but not both).

Rationale for Course Proposal

We are requesting the course be allowed to count as an option for the Quantitative Reasoning requirement and KU Core 1.2 (recognizing that the course can be used by a student to complete 1 but not both). The attached documents demonstrate that the course meets criteria for inclusion as QR and Core 1.2.

Supporting Documents

[INSTRUCTOR EVALUATION – POSTER PRESENTATION.pdf](#)

[Course Schedule_Psych210_Fa2019.docx](#)

[Syllabus_Psych 210_Fa2019.docx](#)

[1 Call for Research Project Proposals.docx](#)

[2 Poster Instructions.docx](#)

[3 Poster Roles handout.pdf](#)

KU Core Information

Has the department approved the nomination of this course to KU Core?

Yes ~~No~~

Name of person giving departmental approval

Mike Vitevitch

Date of Departmental Approval

09/10/2018

Selected Goal(s)

Do all instructors of this course agree to include content that enables students to meet KU Core learning outcome(s)?

Yes

Do all instructors of this course agree to develop and save direct evidence that students have met the learning outcomes(s)?

Yes

Provide an abstract (1000 characters maximum) that summarizes how this course meets the learning outcome.

All of the following criteria are met by this course:

- 1) Focus on solving problems using functions and numerical techniques.--Various statistical tests are taught (see syllabus).
- 2) Require students to apply mathematical or statistical principles to organize or process numerical information.--Students apply these principles in homework and final project.
- 3) Require students to use specific quantitative methods to solve problems, and choose appropriate methods for given problems.--Part of the assessment of the final project is use of the right statistic for the question.
- 4) Evaluate student performance in the tasks above and use this evaluation for a supermajority of the final course grade.--See instructions & rubric for final project as well as syllabus for weighting of assignments.

Selected Learning Outcome(s):

Goal 1, Learning Outcome 2

State how your course uses discussion and course assignments to teach students to solve problems using mathematical functions and numerical techniques. (Please limit responses to 1000 characters.)

Homework assignments in the class focus on the statistic being taught that week. The final poster presentation is a final capstone-like project that requires students to select the statistics that best address the research questions their group comes up with.

State what aspects of your course or educational experience require students to apply mathematical or statistical principles to organize or process numerical information. (Please limit responses to 1000 characters.) *

In this course students learn about and apply statistical analyses to problems that are of interest to psychological and social scientists. A final class project requires students to present in a "poster session" the results of 2 different statistical analyses that they computed using data collected from the students through out the class (e.g., correlation between #of hours working outside job, and GPA, etc.).

State how your course or educational experience will use assignments, readings, class discussion, and lecture to require students to use specific quantitative methods to solve problems and to choose appropriate methods for given problems. (Please limit responses to 1000 characters.) *

See above and attached materials.

Indicate the weight of the evidence that will be used to evaluate student performance in the tasks above and how you will use this evaluation for a supermajority (greater than or equal to 60%) of the final course grade. (Please limit responses to 1000 characters.) *

"LearningCurve" quizzes and Online Activities (15% of Final Grade),Pre-class Quizzes (10% of Final Grade),Homework Assignments (15% of Final Grade),Unit Exams (20% of Final Grade),Group Research Project (20% of Final Grade),,TOTAL = 80%

[KU Core Documents](#)

[INSTRUCTOR EVALUATION – POSTER PRESENTATION.pdf](#)

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[Course Reviewer Comments](#)

Key: 6094



BGS Career Preparation

Requirement: A Bachelor of General Studies is a broad-based liberal arts and science degree that offers elements of both breadth and depth, while preserving educational rigor. This degree prepares students for the workforce with intellectual flexibility and expertise in a variety of areas. For Option A of a BGS degree a career preparation course is required (minimum 3 credit hours total). (Option B does not require a career preparation course.) Eligible courses can include both department specific experiential courses or traditional classroom instruction. In both cases, a career preparation class will emphasize and develop students' ability to select and secure a career, succeed in the workplace, and pursue professional development.

Rationale:

A Bachelor of General Studies is a broad-based liberal arts and science degree that offers elements of both breadth and depth, while preserving educational rigor. This degree prepares students for the workforce with intellectual flexibility and expertise in a variety of areas. CUSA proposes that the BGS is best suited to prepare students for the workforce with a variety of intellectual tools and skills. There is a career preparation requirement for students pursuing a BGS degree in the CLAS (Minimum 3 credits). There are two options for this requirement.

CLAS and Department Classroom Course Option (minimum 3 total credits)

- Classroom instruction in CLAS and CLAS departments that is either general or discipline specific.
- In-class instruction and out-of-class learning to build basic knowledge and skills in career preparation, entry, and development.
- Students are taught to select careers (e.g., discerning personal values and goals), secure positions (e.g., researching, searching, interviewing), or succeed in the workforce (e.g., oral and written communication, interpersonal skills, responsibility, ethics).
- Courses document student learning of knowledge and skills with formative evaluations and mastery with summative evaluations (e.g., learning outcomes, rubrics).

Department-Specific Experiential Course Option (minimum 3 total credits)

- On-site practicum or internship instruction in CLAS departments.
- Supervised on-site instruction to build discipline-specific knowledge and skills for career preparation, entry, and development.
- Students are mentored in selecting careers (e.g., discerning personal values and goals), securing positions (e.g., researching, searching, interviewing), or succeeding in the workforce (e.g., oral and written communication, interpersonal skills, responsibility, ethics).
- Courses document student learning of knowledge and skills with formative evaluations and mastery with summative evaluations (e.g., learning outcomes, rubrics).

Additional Considerations/Details

Research and laboratory courses do not automatically satisfy the career preparation requirement. In some disciplines, research and laboratory courses may be prerequisites for securing and succeeding in workforce positions.

Departments nominate courses to CUSA to meet the career preparation requirements in these options, much as they nominate courses to CUSA to meet the CORE course requirements.

Appendix:

Approved Courses (as of 4/24/2019):

COMS 330, COMS 342, ENGL 362, ENGL 494, ENGL 496, ENGL 497, EVRN 615, FMS 585, GEOG 500, LA&S 470, LA&S 475, LA&S 480, LA&S 485, LA&S 490, LING 420, LING 421, POLS 494, POLS 495, POLS 496, POLS 497, POLS 600, POLS 640, PSYC 483, PUAD 691, SPLH 568, SPLH 571, THR 307, THR 507, THR 560

ABSC 675: Pctm Inf-Tdlr Cr&Erly Intrvtn I
Credit hours: 3

Catalog description

Experience in a classroom-based early intervention and child-care program serving children younger than 3 years. Students gain practical experience with care-giving and teaching practices appropriate for typically and atypically developing children. Students learn to develop and implement individualized curricula based on assessments of children's skills

Rationale

This on-site practicum course provides students with the core disciplinary knowledge needed for a career in early childhood education. Feedback on performance and progress is formally and/or informally provided. Formal and/or informal information on additional education/ careers is provided.

ABSC 676: Pctm Inf-Tod Cr&Erly Intrvtn II
Credit hours: 3

Catalog description

An advanced practicum providing experience in classroom-based early-intervention and child-care program serving children younger than 3 years. Students gain practical experience with care-giving and teaching practices appropriate for typically and atypically developing children. Students learn to develop and implement individualized curricula based on assessments of children's skills.

Rationale

This on-site practicum course provides students with the core disciplinary knowledge needed for a career in early childhood education. Feedback on performance and progress is formally and/or informally provided. Formal and/or informal information on additional education/ careers is provided.

ABSC 677: Prac Preschl Eductn&Intrvntn I
Credit hours: 3

Catalog description

A one-semester practicum providing opportunities for students to assume responsibility for the education and guidance of young children in an early childhood program. Regularly scheduled individual and staff conferences enable students to evaluate personal growth and progress as teachers of young children. (Formerly HDFL 492.) Prerequisite: ABSC/HDFL 444 (or concurrent enrollment) and instructor permission. Must also meet special state requirements for child care employees and volunteers

Rationale

This on-site practicum course provides students with the core disciplinary knowledge needed for a career in early childhood education. Feedback on performance and progress is formally and/or informally provided. Formal and/or informal information on additional education/ careers is provided

ABSC 678: Prc Preschl Eductn&Intrvntn II
Credit hours: 3

Catalog description

A one-semester advanced practicum providing opportunities for students to assume responsibility for the education and guidance of young children in an early childhood program. Regularly scheduled individual and staff conferences enable students to evaluate personal growth and progress as teachers of young children

Rationale

This on-site practicum course provides students with the core disciplinary knowledge needed for a career in early childhood education. Feedback on performance and progress is formally and/or informally provided. Formal and/or informal information on additional education/ careers is provided.

ABSC 679: Prct Bhvr-Anl Rsh Erly Chld Ed

Credit hours: 3

Catalog description

A two-semester practicum providing opportunities for supervised training in one of several ongoing research projects in the field of behavior analysis, either basic or applied. Students assist in conducting research and participate in individual and group meetings to discuss and evaluate research and related methodological issues.

Rationale

This on-site practicum course provides students with the core disciplinary knowledge needed for a career in early childhood education. Feedback on performance and progress is formally and/or informally provided. Formal and/or informal information on additional education/ careers is provided

ABSC 680: Prc Adv Lab Dv Bh Tr Chd Autsm

Credit hours: 3

Catalog description

Students participate in an intensive behavioral treatment program teaching language, social skills, self-help skills, and academic skills to young children with autism. Students learn: to develop and implement treatment programs; design and use of a system of data collection and analysis; and apply the principles and philosophy of community and school mainstreaming.

Rationale

This on-site practicum course provides students with the core disciplinary knowledge needed for a career in autism intervention. Feedback on performance and progress is formally and/or informally provided. Formal and/or informal information on additional education/ careers is provided.

ABSC 682: Orgniztnl Behavior Mgmt Practm

Credit hours: 3

Catalog description

This practicum course is designed to provide training and support practice in addressing socially significant problems and goals of community-based organizations using behavior analysis to guide assessment and intervention. Additionally, this course promotes community-university partnerships to

support change and improvement in organizations through service learning. All practicum students are required to have previously completed ABSC 100 and selected applied behavioral science as a major or minor

Rationale

This field-based practicum course provides students with the core disciplinary knowledge needed for a business consultation. Feedback on performance and progress is formally and/or informally provided. Formal and/or informal information on additional education/ careers is provided.

ABSC 685: Practicum in Community-Based Residential or Day Treatment Programs for Disabled Adults
Credit hours: 3

Catalog description

A one or two-semester practicum in which students are provided with the opportunity to work directly with developmentally disabled adults in either community-based residential or day treatment programs. Students are required to read relevant literature, carry out treatment programs, and participate in weekly meetings to discuss treatment goals and progress.

Rationale

This community-based practicum course provides students with the core disciplinary knowledge needed for a career working with adults with disabilities. Feedback on performance and progress is formally and/or informally provided. Formal and/or informal information on additional education/ careers is provided.

ABSC 690: Prc Community Health&Developmnt
Credit hours: 3

Catalog description

A two-semester practicum in which students engage in structured opportunities to practice core competencies related to the work of promoting community health and development (e.g., strategic planning, intervention, evaluation). In weekly group meetings, students prepare for their individual working field settings (e.g., health and human service agencies, research and advocacy organizations, community organizations).

Rationale

This community-based practicum course provides students with the core disciplinary knowledge needed for a career mobilizing communities towards positive change. Feedback on performance and progress is formally and/or informally provided. Formal and/or informal information on additional education/ careers is provided.

ABSC 691: Prc Commnty Health&Devlpmnt,Hn
Credit hours: 3

Catalog description

A two-semester practicum in which students engage in structured opportunities to practice core competencies related to the work of promoting community health and development (e.g., strategic planning, intervention, evaluation). In weekly group meetings, students prepare for their individual

working field settings (e.g., health and human service agencies, research and advocacy organizations, community organizations).

Rationale

This community-based practicum course provides students with the core disciplinary knowledge needed for a career mobilizing communities towards positive change. Feedback on performance and progress is formally and/or informally provided. Formal and/or informal information on additional education/careers is provided.

ABSC 692: Practicum in Basic Research

Credit hours: 3

Catalog description

Practical supervised training in the laboratory study of human and/or animal behavior. Students assist in conducting basic research, read and discuss research articles, attend lab meetings, and acquire data analysis and presentation skills. Prerequisite: ABSC 308 (or concurrent enrollment) and permission of the instructor

Rationale

This on site practicum course provides students with the core disciplinary knowledge needed for a career conducting basic behavioral research. Feedback on performance and progress is formally and/or informally provided. Formal and/or informal information on additional education/careers is provided.

ABSC 693: Prac Historcl&Conceptl Foundtn

Credit hours: 3

Catalog description

Practical supervised training in the historical and conceptual foundations of applied behavioral science (e.g., behavior analysis). Students research and read primary source literatures and write papers that advances our understanding of the field's foundations (e.g., empirical, theoretical)

Rationale

This on site practicum course provides students with the core disciplinary knowledge needed for graduate training on the philosophy of behavioral science. Feedback on performance and progress is formally and/or informally provided. Formal and/or informal information on additional education/careers is provided.

ABSC 694: Practicum in Juvenile Problems

Credit hours: 3

Catalog description

A one-semester practicum providing opportunities for students to aid professionals in the development and implementation of behavioral treatment plans with adolescents. Regularly scheduled individual and group meetings enable the evaluation of the practicum students' progress while working in the rehabilitative process for juveniles who have problems that can bring them into contact with the juvenile justice system

Rationale

This field-based practicum course provides students with the core disciplinary knowledge needed for a career serving juveniles at risk of legal trouble. Feedback on performance and progress is formally and/or informally provided. Formal and/or informal information on additional education/ careers is provided.

ABSC 696: Special Practicum in, Honors

Credit hours: 3

Catalog description

A one or two-semester practicum providing opportunities for supervised, hands-on training outside the existing specialty areas or their options. This practicum must be arranged with the prior approval of a faculty advisor and the department's Undergraduate Curriculum Committee. Students should see an advisor about this practicum early in their junior year.

Rationale

This practicum course provides students with the core disciplinary knowledge needed for a career in behavior science. Feedback on performance and progress is formally and/or informally provided. Formal and/or informal information on additional education/ careers is provided.