

11 Proposal #
(Academic Affairs use only)

S20psy13 Proposal #
(College use only)

REQUEST FOR A NEW COURSE

University of Central Oklahoma

Course Subject (Prefix), Number, and Title:

Course Subject	Recommended Number	Course Title (maximum of 30 characters) <small>*Remember when abbreviating names, this is how they will appear on student's transcripts.</small>
PSY	5XX3	Close Relationships

Course Title: (full title of course if longer than 30 characters)

For information regarding CIP codes contact your department chair or visit: http://www.uco.edu/academic-affairs/ir/program_inventory.asp

CIP Code: 42.0101

For graduate courses, please attach a syllabus for this course. (See syllabus requirement policy 2.2.)

Course description as it will appear in the appropriate catalog.

Course description only Do not include prerequisites or enrollment restrictions, these should be added under questions 6-12.
(Please use standard American English including full sentences.)

This course reviews current theory and research in a variety of topics within the scope of intimate relationships, including but not limited to attraction, communication, friendship, love, sexuality, the dissolution and loss of relationships, and maintaining and repairing relationships.

Psychology

Department submitting the proposal

Thomas Hancock
Person to contact with questions

Thancock7@uco.edu
email address

5450
Ext. number

Approved by:

[Signature] 7/29/20
Department Chairperson Date

[Signature] 8/21/20
College Curriculum Committee Chair Date
(Please notify department chair when proposal is forwarded to dean.)

[Signature] 8/21/20
College Dean Date
(Please notify the department chair when proposal is forwarded to AA.)

Academic Affairs Curriculum or Graduate Council Date

Office of Academic Affairs Date

Effective term for this new course
(Assigned by the Office of Academic Affairs.)

1. Does this course have an undergraduate / graduate counterpart?

Yes No

2. Is this proposal part of a larger submission package including a program change?

Yes No

3. Does this new course affect a teacher preparation program? (All courses required for any teacher preparation program must have approval from the Council on Teacher Education (CTE) before approval from AACC or Graduate Council.)

Yes No If yes, send copy of proposal to the Education Curriculum Committee Chair, Dr. Darla Fent.
CTE Approval (Stamp or initial) _____

4. Has this course been previously taught as a common course (4910 seminar, 4960 institute, etc.)?

Yes No If yes, when was the most recent offering? Fall 2018 as PSY 4960: Intimate Relationships

5. Does this course affect majors or minors outside the department?

Yes No If yes, provide name(s) of department chair(s) contacted, dates, and results of discussion.

6. Prerequisite courses:

Example 1: MATH 1213 and (MATH 2165 or MATH 2185) and CHEM 1213 Example 3: 8 hours of biology including BIO 1404

Example 2: (ACCT 2113 and 2213) and (MGMT 3013 or ISOM 3613)

NA

7. Co-requisite(s): Which of the above prerequisite courses, if any, may be taken in the same semester as the proposed new course?

NA

8. Concurrent enrollment: Courses that must be taken the same semester. Example: lab courses.

NA

9. Will this course have enrollment restrictions?

Yes No If No, go to question 13.

10. Specify which major(s) may or may not take this course. Specifying a major, excludes all other majors from enrolling.

Check one: May May not

Major Code: _____

11. Which of the following student classification(s) may enroll in this course?

Check all that apply:

Graduate	(2) 19 + hours	<input type="checkbox"/>
Graduate	(1) 0-18 hours	<input type="checkbox"/>
Post Baccalaureate *		<input type="checkbox"/>
Senior		<input type="checkbox"/>
Junior		<input type="checkbox"/>
Sophomore		<input type="checkbox"/>
Freshman		<input type="checkbox"/>

* Graduate level courses are not open to Post Baccalaureate students.

12. Check or list other restrictions for this course.

Admission to Graduate Programs

Admission to Nursing Program

Admission to Teacher Education

Other _____

13. **Course objectives:** Objectives should be observable, measurable and include scholarly or creative activities to meet the course level characteristics. Course objectives should also be in line with the course description. (Please refer to instructional objectives documents at: <http://www.uco.edu/academic-affairs/faculty-staff/aacc.asp#FAQ/Helpful%20Hints>.)
- Close Relationships emphasizes the application of psychological research to the specific area of personality and social psychology research related to close relationships. As a result of this course, you should:
1. **Know** terminology, specific facts, methodology in psychology, and the theories behind current research in the field;
 2. **Comprehend** the findings of current research in the field and their implications;
 3. **Apply** previously learned information to the content of this course;
 4. **Analyze** current research in the field, such that the research paradigms can be identified and inferences can be drawn;
 5. **Synthesize** knowledge, by integrating concepts from previous courses with newly learned information to produce new and/or original thoughts; and
 6. **Evaluate** material and research for a given purpose, based on knowledge, personal values, and opinion.

Adapted from Bloom, B. S. (1984). *Taxonomy of educational objectives*. Boston, MA: Allyn and Bacon.

Course Detail Information:

14. Contact Hours (per week)

- 3 Lecture hours (in class)
- Lab hours (also studios)
- Other (outside activities)

15. Repeatable course.

- 1 Number of times this course can be taken for credit.

16. Schedule type: (select one only)

- Activity P.E. (A)
- Lab only (B)
- Lecture/Lab (C)
- X Lecture only (L)
- Recitation/Lab (R)
- Student Teaching (STU)
- Studio Art/Design (XSU)

17. List existing course(s) for which this course will be a prerequisite. Adding a "new course" as a prerequisite to an existing course will likely cause enrollment problems. (Please submit a prerequisite change form for each course for which this course will serve as a prerequisite.)

None

18. What resources, technology or equipment must be acquired to teach this course? List items, which must be purchased and estimate cost. (Be specific, e.g., technology software, equipment, computer lab; etc.)

None

19. The UCO Library has the required library resources available for this new course?

- X Yes No If yes, provide names of Librarian/Faculty Liaisons contacted, dates, and results of discussion.
- According to Kirsten Davis (February 28, 2020; see attached), "given that these are essentially

rearrangements of existing programs/classes, things should be fine from a resources perspective.”

If no, what additional library resources must be acquired for this new course? List items which must be purchased and estimated cost. (Be specific, e.g., books, magazines, journals, etc.)

Not applicable/None needed

20. Names of current faculty qualified to teach this course.

Alicia Limke-McLean; J. Adam Randell; Robert Mather

21. Additional faculty (adjunct or full-time) required and specific competencies required to teach this course:

No faculty are needed at this time. Competencies needed would include background/training in social psychology.

22. How will this course be staffed and equipped? Identify the additional costs associated with this new course. If no costs, explain why not.

This course will be part of the regular rotation of courses offered in the major and will not require any new staff or equipment to be offered; that is, faculty loads will be adjusted to accommodate changes in the curriculum (specifically, the number of core required classes will decrease to allow to the addition of elective courses in the curriculum). As such, the funds to support this course will come from an internal reallocation of the departmental budget.

23. Identify the source(s) of funds for any additional costs for the new course. i.e. internal reallocations, special fees from students, etc. If you plan to propose special fees be assessed for this course, be aware there is a separate approval process for special fees.

This course will be part of the regular rotation of courses offered in the major and will not require any new staff or equipment to be offered; that is, faculty loads will be adjusted to accommodate changes in the curriculum (specifically, the number of core required classes will decrease to allow to the addition of elective courses in the curriculum). As such, the funds to support this course will come from an internal reallocation of the departmental budget.

24. Projected enrollment for two academic years following approval of new course:

Semester	2021	2022
Fall	10	12
Spring		
Summer		

25. Using State Regents' definition of liberal arts and sciences (quoted below), characterize the course as follows:

Non-liberal arts and sciences
 Liberal arts and sciences

“The liberal arts and sciences are defined as those traditional fields of study in the humanities; social and behavioral sciences; communications; natural and life sciences, mathematics; and the history, literature, and theory of fine arts (music, art, drama, dance). Courses in these fields whose primary purpose is directed toward specific occupational or professional objectives, or courses in the arts which rely substantially on studio or performance work are not considered to be liberal arts and sciences for the purpose of this policy. Courses required for the General Educational Program are not necessarily synonymous or mutually exclusive with the liberal arts and sciences.” State Regents Policy and Procedures. Chapter 2, Section 5, “Degree Requirements” part 1, (2). P. II-2-86

26. Please provide a concise, yet comprehensive, statement that explains the reasons for requesting the new course. Include documentation or assessment information supporting the specific

request (if possible). Indicate the expected source of student enrollment (majors, minors, programs etc.)

In the department's Self-Study for Continuous Improvement (SSCI), external reviewers suggested (a) a greater breadth of courses be offered, (b) a greater depth of courses be offered, and (c) courses devoted to multicultural and diversity issues. This course will help meet these suggestions. Moreover, according to national data, this is a typical specialty course in the area of psychology.

27. Which of the six transformative learning tenets does this course incorporate? (check all that apply or only those that apply) This question was a directive from the Provost and is used for informational purposes.

Discipline Knowledge	X
Leadership	X
Research, Scholarly and Creative Activities	X
Service Learning and Civic Engagement	X
Global and Cultural Competencies	X
Health and Wellness	X

28. Clearly explain how the characteristics of this course meet or exceed those outlined in Course Level Characteristics. (Copy and paste table from "Course Level Characteristics" document for the appropriate course level of proposed course. Document may be found on: <http://sites.uco.edu/academic-affairs/files/course-level-characteristics-table.doc> .

5000 LEVEL COURSES

Course Level Characteristics	Please describe how this course meets this requirement.
1. It is assumed that students in these courses have acquired the ability to use verbal and written communication effectively, to engage in analytical thought and creative processes, and to use information and bibliographic sources with skill.	This will be met with admission to the graduate program.
2. It is assumed that students in these courses have achieved a significant level of maturity in the discipline, evidenced by a considerable background of knowledge.	This will be met admission to the graduate program.
3. These courses should be more than a mere extension of undergraduate courses. Rather, they should be qualitatively different. At a minimum: a) Students should be required to undertake original scholarly/creative activity or research. b) Students should assume greater responsibility for independently mastering more of the subject matter. c) Close working relationships should exist between instructors and students to analyze and synthesize course material.	This will be met with a requirement for an original research proposal, submission of original discussion questions, and facilitation of class discussions/presentations.

PSY 5XX3: Close Relationships

Instructor: Dr. Alicia Limke-McLean
Office Location: OLN111A

E-mail: alimke@uco.edu
Office hours: TBD

Required Text:

Miller, R. S. (2018). *Intimate relationships*. New York City, NY: McGraw Hill.
ISBN 978-1-259-87051-4

Course Description

This course reviews current theory and research in a variety of topics within the scope of intimate relationships, including but not limited to attraction, communication, friendship, love, sexuality, the dissolution and loss of relationships, and maintaining and repairing relationships.

Course Objectives

Intimate Relationships emphasizes the application of psychological research to the specific area of personality and social psychology research related to personal relationships. As a result of this course, you should have:

1. **Knowledge** of terminology, specific facts, methodology in psychology, and the theories behind current research in the field;
2. **Comprehension** of the findings of current research in the field and their implications;
3. **Application** of previously learned information to the content of this course;
4. **Analysis** of current research in the field, such that the research paradigms can be identified and inferences can be drawn;
5. **Synthesis** of knowledge, by integrating concepts from previous courses with newly learned information to produce new and/or original thoughts; and
6. **Evaluation** of material and research for a given purpose, based on knowledge, personal values, and opinion.

Adapted from Bloom, B. S. (1984). *Taxonomy of educational objectives*. Boston, MA: Allyn and Bacon.

Requirements

There is a text for the course, listed above. The course is built around the textbook. The evaluation of your performance in the course is described below:

Attendance and Participation

This is not a typical lecture class. Therefore, class attendance and participation are required. Although class periods may consist of minimal review of the readings, most of the time will be spent in discussion and debate; therefore, students must be present for the entire class (and contribute to the class discussion through useful comments that go beyond mere agreement/disagreement or expression of personal views) to receive credit for class attendance/participation. I will give students ONE "free pass" for an absence. I will deduct 5 points from each class missed above the one automatically allowed.

Marriage Initiative

On the first day of class, we will watch a video regarding the Oklahoma Marriage Initiative headed by former governor Frank Keating. Following the video, students will be randomly assigned to group in which they will create original proposals for their own initiatives. On the ninth week of class, each group will present their projects (for a total of 150 points

possible). For each proposal, groups should write a proposal as if they are competing for a \$5 million grant from the National Institutes of Health. Within each proposal, they should address the following:

- Description of purpose/aim
 - Is the purpose/aim of the program well-defined?
 - Are the goals of the program measureable?
 - Does the program have evaluation measures in place to make sure that the goals have been met by the end of the year?
- Description of program
 - Is the need for the program well-documented?
 - Is the theoretical background of the program well-defined? That is, does the program seem reasonable based on findings from prior research and theory?
- Description of the target population
 - Is the program appropriate for this population?
 - Is the program realistic for this population?
 - Are appropriate incentives in place for participation?
- Description of the materials
 - Are the required materials well-defined?
 - Are samples of the materials provided (if applicable)?
- Description of the budget
 - Is the proposed budget specific?
 - Is the proposed budget realistic?

Chapter Reaction Papers

This class will be taught as a seminar; that is, students are expected to contribute their ideas to the course through daily discussions. To prepare, students will complete an original reaction paper for each chapter covered, **due by 8:00 a.m. on the day of class**. These reaction papers should be about 2 to 3 pages in length (for each chapter) and should contain **at least 5 points for discussion** (or students' questions about the readings; clearly numbered or labeled as such) for each chapter. ***Reaction papers must be submitted through Turnitin.com (which is part of the course D2L page)***. However, of the 14 possible chapters, only 10 chapter reaction papers are required. Reaction papers will be worth 25 points each (for a total of 250 points).

Literature Review/Proposal

Students will also complete an original literature review designed to pique interest to investigate an unanswered question in the field. In this literature review, students will outline the need for research on an original question by reviewing the current literature in the field. **Proposals should be at least 8 pages of text and should contain at least 15 peer-reviewed sources.** Proposals should be double-spaced in 12-point Times New Roman font with 1" margins. Literature reviews are due by **Monday of finals week at 11:59 p.m. and must be submitted through Turnitin.com (which is part of the course D2L page)**. Late papers will not be accepted. Literature reviews will be worth 200 points.

Grading

Final course grades will be based on marriage initiative presentations (worth 150 points), reaction papers (worth 250 points), and literature review/proposal (worth 200 points) for a total of 600 points possible in the course.

GENERAL SUGGESTIONS AND CLASS GUIDELINES

****Show up. Show respect. Make an effort.****

Read the text. Students are expected to read the material we are covering before coming to class. This helps students in at least two ways: (1) it exposes them to the material before the class discussions, making it easier to understand the discussion material and thus get more out of it; and (2) it prepares students with questions that might arise from the reading and may then be asked in class while the topic is being discussed. In addition, chapter summaries (with discussion questions) require that you are familiar with the material prior to each day's discussions.

Ask questions. If there is something you do not understand, ask questions.

Be considerate. Ultimately, I cannot make you pay attention and I cannot make you learn. However, I will do what I can to keep anyone from taking that opportunity away from those around him or her. In other words, if you are not in the mood to pay attention and would rather read the newspaper, visit with your neighbors, listen to your MP3 player, or text message your friends, just do not come to class. If you are disrupting class, you will be asked to leave. With freedom comes responsibility, and so I also encourage you to use discretion and consideration when commenting -- we do not all share the same views and upbringing. Thus, **I completely expect the utmost respect to be displayed in my classroom.** Please mute all pagers and cell phones so as not to disrupt the class.

Communicate with me. At a larger university like this one, it is too easy for students to get "lost." I encourage you to come by my office and introduce yourself or talk to me after class; you will get more out of this class if you feel like your investment in it matters. If you prefer to communicate via e-mail, know that I will respond to legitimate requests (i.e., not questions such as "did I miss anything important today in class") as soon as possible (i.e., *usually* within one school day - excepting university holidays).

RELEVANT POLICIES

Reasonable Accommodation for Students with Disabilities

The University of Central Oklahoma complies with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990. Students with disabilities who need special accommodations must make their requests by contacting the Coordinator of Disability Support Services, Ms. Kimberly Fields, at (405) 974-2549. The DSS Office is located in the Nigh University Center, Room 309. Students should also notify me of special accommodation needs by the end of the first week of class.

Academic Integrity and Dishonesty

Academic integrity means honesty and responsibility in scholarship. Here are my basic assumptions about academic work at the University of Central Oklahoma: (1) Students attend UCO to learn and to grow. (2) Academic assignments exist for the sake of this goal. (3) Grades exist to show how fully the goal is attained. (4) Thus, all work and all grades should result from the student's own effort to learn and to grow. Academic work completed any other way is pointless, and grades obtained any other way are fraudulent.

The university also provides the following statement regarding the prevention of plagiarism:

“UCO subscribes to the Turnitin.com plagiarism prevention service. Students agree that by taking this course, all required assignments may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted assignments will be included as source documents in the Turnitin.com restricted access reference database for the purpose of detecting plagiarism of such assignments. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com website. Turnitin.com is just one of various plagiarism prevention tools and methods which may be utilized by your faculty instructor during the term of the semester. In the UCO Student Handbook, there is a process for contesting any plagiarism allegations against you.”

**Example Discussion Question
(from Psychology of Religion)**

Psychologists advocate an empirical, scientific approach to the study of religion. **CAN A PSYCHOLOGIST OF RELIGION WHO IS ALSO DEVOUTLY RELIGIOUS BE OBJECTIVE?** That is, from a standard scientific perspective, an individual who is both a believer and a scientist may experience a conflicting struggle for definitive answers, and thus may be less able to less qualified to be objective. However, this may be a problem for a psychologist taking a firm stand on *any* issue (not just one that is religious in nature) and may also be a problem for agnostic or atheist individuals who may also be prone to prejudices. Thus, self-examination is a prerequisite to self-understanding and to the avoidance of short-sighted prejudices. At the very least, all researchers (regardless of the discipline or question) should acknowledge their own vulnerabilities to bias and should resolve to prevent them from driving their research and conclusions (as much as possible). Gould (1999) argued that there is no inherent conflict between religion and science, insofar as science deals with facts and religion with values. Thus, religion and science are non-overlapping domains of teaching and authority.