



Graduate Council

Agenda—Thursday, September 14, 2017, 3:00 p.m.  
Academic Affairs Conference Room WAB 239

1. Call to Order
2. Consideration of August 17, 2017 minutes
3. Committee Reports
  - a. Policy Committee
  - b. Curriculum Committee (Appendix A)
  - c. Student Research Grants Committee
4. Questions about Online Calendar
5. Report from Dean of the Graduate School
6. Public Comments
7. Announcements & Adjourn

## Appendix A

### Graduate Council Program and Curriculum Committee (GCC)

#### Report to the Graduate Council

Date: September 11, 2017

GCC Meeting: September 7,  
2017

From: Kirk Atkinson, Chair  
Council

September 14, 2017 Graduate

**Consent Agenda Report.** The GCC deals with Action, Consent, and information Items. If items pass at the GCC meeting, Action Items become Consent Items to the full Council, Information Items remain unchanged. The GCC then submits the consent and information items from its current meeting for approval by the Graduate Council. Minutes along with the approved agenda of each meeting will be posted on [GCCC web site](#).

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College of Education and Behavioral Sciences

Dean's Office 745-4020

Report to the Graduate Council Curriculum Committee  
August 23, 2017

GCC TYPE	TYPE OF ITEM	DESCRIPTION OF ITEM & CONTACT INFORMATION
Consent	Action	<p>Proposal to Create a New Course</p> <p>Item: PSY 617, Becoming a Critical Consumer of Statistics in Psychology</p> <p>Contact: Steve Wininger</p> <p>Email: <a href="mailto:steven.wininger@wku.edu">steven.wininger@wku.edu</a></p> <p>Phone: (270) 745-4421</p>

**Create a New Course**  
**(Action)**

Date: April 12, 2017

College, Department: CEBS, Psychology

Contact Person: Steve Wininger, [steven.wininger@wku.edu](mailto:steven.wininger@wku.edu), 5-4421

**1. Proposed course:**

- 1.1 Course prefix (subject area) and number: PSY 617
- 1.2 Course title: Critical Consumer Statistics in Psychology
- 1.3 Abbreviated course title: Critical Consumer Statistics  
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3
- 1.5 Variable credit (yes or no): no
- 1.6 Repeatable (yes or no) for total of \_\_\_ hours: no
- 1.7 Grade type: Standard Letter Grade
- 1.8 Prerequisites: None
- 1.9 Corequisites: None
- 1.10 Course description: Examination of critical consumer statistics reported in psychology journals. Coverage ranges from basic descriptive statistics to advanced inferential statistics. The focus of the course is on reading, interpreting, and critiquing results sections of journals.
- 1.11 Course equivalency: None

**2. Rationale:**

- 2.1 Reason for developing the proposed course: Students in the Ed. S. program for school psychology will be expected to regularly read research journals during training and after completing their degrees to stay current on the latest research. It is important for them to be able to understand the various statistical techniques they will encounter in those journals. One of the National Association of School Psychologists' training standards (Standard 2.9) is to have knowledge of various statistical data analyses techniques. Currently, there are no courses offered in psychology or related departments that cover the wide range of statistical techniques that they will encounter in those journals.
- 2.2 Relationship of the proposed course to other courses at WKU: Other departments do offer graduate courses in statistics, e.g., PSYS 512, PSYS 513, EDFN 500, EDFN 712, SOCL 513, SOCL 514. However, perusal of these course descriptions and syllabi reveal that they are more focused on teaching students to conduct statistical analyses rather than critically consume and they do not cover the range of statistical techniques that the proposed course will cover.

### **3. Discussion of proposed course:**

3.1 Schedule type: L-lecture

3.2 Learning Outcomes:

To be able to critically consume reported statistical results sections in psychology journals.

-determine the appropriateness of the statistic utilized given the research design.

-determine if the assumptions for the statistic utilized were met.

-accurately interpret the statistical significance.

-accurately interpret and if necessary compute the practical significance (i.e., effect size).

-translate statistical results into applied implications.

3.3 Content outline:

Scales of measurement

Descriptive statistics

Standard normal distribution and probability

Null hypothesis significance testing

Confidence intervals

Effect sizes

Inferential statistics

-z-test

-t-test for one sample

-t-test for two independent samples

-t-test for related scores

-1 factor ANOVA

-2 factor between groups ANOVA

-1 factor within groups ANOVA

-Mixed factorial ANOVA

-ANCOVA

-Chi-square

-Correlation

-Regression

- Multiple regression
- Curvilinear regression
- Logistic regression
- Path analyses
- Structural equation modeling
- Hierarchical linear modeling
- Canonical correlation
- Discriminant analyses

- 3.4 Student expectations and requirements: Students will be evaluated via homework, quizzes, exams, and presentations.
- 3.5 Tentative texts and course materials: Huck, S. W. (2012). *Reading Statistics and Research* (6<sup>th</sup> Ed.). Boston, MA: Pearson.

**4. Budget implications:**

- 4.1 Proposed method of staffing: Current staff, due to plans to offer the course in the summer.
- 4.2 Special equipment, materials, or library resources needed: N/A

**5. Term for implementation:** Summer 2018

**6. Dates of committee approvals:**

Department	4/21/17
College Curriculum Committee	5/2/17
Professional Education Council (if applicable)	5/10/17
Graduate Council Curriculum Committee	
Graduate Council	
University Senate	

*\*\*New course proposals require a [Course Inventory Form](#) be submitted by the College Dean's office to the Office of the Registrar.*

## **End of Report**

### **GCC Members Present: (members absent in yellow)**

- Dr. Kirk Atkinson, Chair (GFCB) kirk
- Dr. Martha Day, (CEBS)
- Dr.Kristie.Guffey, (UC) (absent, concerned provided in advance)
- Dr. Chris Groves, (OCSE)
- Dr. Ann Ferrell (PCAL)
- Dr. Dick Dressler, (CHHS)

Please remind all college representatives to use the provided WORD DOCX format forms on the web site ([www.wku.edu/gcc](http://www.wku.edu/gcc)) and not old forms from previous proposals or PDF's