

MEMORANDUM TO: Ogden College of Science and Engineering Curriculum Committee

Dr. Taha Alyousef
Dr. Doug Harper
Dr. Michelle Jackson
Dr. Pat Kambesis
Dr. Phil Lienesch

Dr. Jeremy Maddox
Dr. Andy Mienaltowski
Dr. Les Pesterfield
Dr. Todd Willian

FROM: Stuart Burris, Chair

SUBJECT: Agenda for Thursday, February 27, 2020 4:00 p.m. in OCH 1028

A. OLD BUSINESS:

- I. Consideration of the minutes of the January 30, 2020 meeting.

B. NEW BUSINESS:

Type of item	Description of Item & Contact Information
Informational	The following items were submitted via the expedited review process: ME 330, Fluid Mechanics ME 347, Mechanical Systems Laboratory
Consent	Proposal to Revise Course Catalog Listing CHEM 475, Selected Topics in Chemistry, 3 hrs. Contact: Jeremy Maddox, Jeremy.maddox@wku.edu , x58725
Consent	Proposal to Revise Course Catalog Listing AMS 180, Intro to Architecture, 3 hrs. Contact: Shahnaz Aly, Shahnaz.aly@wku.edu , x5849
Consent	Proposal to Revise Course Prerequisites/Corequisites PSYS 451, Psychology of Religion, 3 hrs. Contact: Andy Mienaltowski, andrew.mienaltowski@wku.edu , x3919
Action	Proposal to Make Multiple Revisions to a Course HORT 340, Commercial Floriculture Production Contact: Roger Dennis, roger.ddennis@wku.edu , x5971
Action	Proposal to Revise a Program Ref. 508, Agricultural Education, 130 hrs. Contact: Thomas Kingery, thomas.kingery@wku.edu , x55966
Action	Proposal to Make Multiple Revisions to a Course GEOG 480, Urban Geography, 3 hrs. Contact: Fred Siewers, fred.siewers@wku.edu , x55988
Action	Proposal to Create a New Course GEOL 450, Field Geology, 3 hrs. Contact: Royhan Gani, Royhan.gani@wku.edu , x55977
Action	Proposal to Create a New Course METR 424, Severe Weather Analysis and Forecasting, 2 hrs. Contact: Josh Durkee, joshua.durkee@wku.edu , x58777

Action	Proposal to Create a New Course METR 425, Field Methods in Severe Weather Analysis and Forecasting, 4 hours. Contact: Josh Durkee, joshua.durkee@wku.edu , x58777
Action	Proposal to Create a New Course METR 430, Meteorological Computing, 3 hrs. Contact: Xingang Fan, xingang.fan@wku.edu , x55980
Action	Proposal to Create a New Course METR 475, Selected Topics in Meteorology, 1-3 hrs. Contact: Greg Goodrich, Gregory.goodrich@wku.edu , 55986
Action	Proposal to Revise a Program Ref. 578, Meteorology, 48 hrs. Contact: Greg Goodrich, Gregory.goodrich@wku.edu , 55986
Action	Proposal to Create a New Course PSYS 444, Psychology of Substance Use Disorders, 3 hrs. Contact: Jenni Teeters, jenni.teeters@wku.edu , x52349
Action	Proposal to Revise a Program Ref. 747 and 747E, Psychological Science, 37-49 hrs. Contact: Andy Mienaltowski, andrew.mienaltowski@wku.edu , x3919
Action	Proposal to Make Multiple Revisions to a Course ME 310, Engineering Instrumentation and Experimentation Contact: Chris Byrne, chris.byrne@wku.edu , x56286
Action	Proposal to Make Multiple Revisions to a Course ME 333, Heat Transfer Laboratory, 1 hr. Contact: Chris Byrne, chris.byrne@wku.edu , x56286
Action	Proposal to Revise Course Credit Hours ME 325, Elements of Heat Transfer, 4 hrs. Contact: Chris Byrne, chris.byrne@wku.edu , x56286
Action	Proposal to Review a Program Ref. 543, Mechanical Engineering, 122.5-123.5 hrs. Contact: Chris Byrne, chris.byrne@wku.edu , x56286

C. OTHER BUSINESS

Members Present:

Dr. Taha Alyousef
Dr. Michelle Jackson
Dr. Pat Kambesis
Dr. Phil Lienesch
Dr. Jeremy Maddox
Dr. Andy Mienaltowski

Dr. Les Pesterfield
Dr. Todd Willian
Guest: Dr. Fred Siewers
Guest: Dr. Royhan Gani
Guest: Dr. Mark Doggett

FROM: Stuart Burris, Chair

The meeting was called to order at 4:00pm.

OLD BUSINESS:

Willian/Mienaltowski moved to approve of the minutes of the December 5, 2019 meeting.
Motion passed.

NEW BUSINESS:

Consent Agenda

Mienaltowski/Jackson moved to approve the consent agenda. The consent agenda was approved unanimously.

Action Agenda

Geography & Geology Department

Jackson/William moved to approve the Proposal to Revise a Program: Ref. 577 Geology. Motion passed unanimously with a few friendly amendments.

Psychological Sciences Department

Mienaltowski/Jackson moved to approve the Proposal to Create a New Course: PHSY 363, Science Controversies. Motion passed unanimously.

Willian/Maddox moved to approve the Proposal to Revise a Program: Ref. 434, Minor in Neurosciences. Motion passed unanimously.

School of Engineering & Applied Sciences

Alyousef/Mienaltowski motioned to add a previously tabled proposal, AMS 217 back on to the agenda for consideration. Motion passed unanimously with a few friendly amendments.

OTHER BUSINESS:

None.

Proposal Date: 2/7/2020

Ogden College
School of Engineering and Applied Sciences
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)

Contact Person: Chris Byrne, chris.byrne@wku.edu, 270-745-6286

1. Identification of course:

- 1.1 Course prefix (subject area) and number: ME330
- 1.2 Course title: Fluid Mechanics

2. Current prerequisites: ME220 (with minimum grade of C), Math331, Math237
Current corequisites: ME332

3. Proposed prerequisites: ME220 (with minimum grade of C), Math331, Math237
Proposed corequisites: none

4. Rationale for the revision of prerequisites/corequisites/special requirements: The lab ME332 is being removed from the mechanical engineering curriculum. Content from it is being moved into ME333. That, along with some other program revisions, maintains educational content while allowing students greater flexibility in degree completion.

5. Effect on completion of major/minor sequence: The revision will allow students more options in their prior course sequence selection and possibly avoid delays in degree completion. Current lab course sequence has ME241 – ME347/ME310 – ME332 – ME333. Removing ME332 will make it possible to complete the lab sequence in 3 semesters instead of 4. This has value to the program and university by potentially improving time to graduation.

6. Proposed term for implementation: Earliest possible, Fall 2020

7. Dates of prior committee approvals:

School of Engineering and Applied Sciences
Ogden College Curriculum Committee
Undergraduate Curriculum Committee
University Senate

2/14/2020

Proposal Date: 2/7/2020

**Ogden College
School of Engineering and Applied Sciences
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Chris Byrne, chris.byrne@wku.edu, 270-745-6286

1. Identification of course:

- 1.1 Course prefix (subject area) and number: ME347
- 1.2 Course title: Mechanical Systems Laboratory

2. Current prerequisites/corequisites/special requirements:

**Current prerequisites: ME241,
Current prerequisites: (EM303 (may be taken concurrently) or EM302 (may be taken concurrently)) and Math331 (may be taken concurrently)
Current corequisites: none**

3. Proposed prerequisites/corequisites/special requirements:

**Proposed prerequisites: ME241
Proposed prerequisites: Math331 (may be taken concurrently)
Proposed corequisites: ME310**

4. Rationale for the revision of prerequisites/corequisites/special requirements:

This prerequisite change is being done to allow for the linking of two courses; ME310 and ME347. Course ME347 is a 1 credit hour lab, ME310 is a 3 credit hour Lecture-Lab. By making them corequisite and changing ME310 to lecture only, lab scheduling is optimized. By bringing the lab content of ME310 into the ME347 lab, and expanding the lecture time in ME310 (changing it to lecture only), there is no change in curricular content. The student will experience no difference with the prerequisite change compared to the existing prerequisite flow (when looking at both ME347 and ME310 prerequisite structure). The change is simply allowing the two courses to be linked.

5. Effect on completion of major/minor sequence:

By linking ME347 and ME310 courses, and maintaining curricular coverage, lab scheduling will be optimized with no change in program content. This also keeps program credit hours at the present level. This has value to the program and university by potentially improving time to graduation.

6. Proposed term for implementation: Earliest possible, Fall 2020

7. Dates of prior committee approvals:

School of Engineering and Applied Sciences

Ogden College Curriculum Committee

Undergraduate Curriculum Committee

University Senate

2/14/2020

Proposal Date: 09/19/2019

**Ogden College of Science & Engineering
Department of Chemistry
Proposal to Revise Course Catalog Listing
(Consent Item)**

Contact Person: Jeremy B. Maddox, jeremy.maddox@wku.edu, 5-8725

1. Identification of course:

- 1.1 Course prefix (subject area) and number: CHEM 475
- 1.2 Course title: SELECTED TOPICS IN CHEMISTRY

2. Current course catalog listing:

Special topics are presented to acquaint advanced students with significant problems and developments of current interest in the fields of analytical, biological, inorganic, organic, physical, polymer and coal chemistry. The course may be repeated for credit provided topics differ.

3. Proposed course catalog listing: (aim for 25 words or less)

Special topics are presented to acquaint advanced students with significant problems and developments of current interest in the field of chemistry.

4. Rationale for revision of the course catalog listing:

The proposed revision reduces the length of the catalog listing. The ability to repeat CHEM 475 for credit will be articulated in the program description. For example, CHEM 475 is an elective course and may not be used as a substitute for any of the following courses: CHEM 320, 330 or equivalent, 340/1, 342/3, 420/1, 435/6, 446, 450/1, or 452/3.

5. Proposed term for implementation:

First available

6. Dates of prior committee approvals:

Department of Chemistry

11/1/2019

Ogden College Curriculum Committee

Professional Education Council (if applicable)

N/A

General Education Committee (if applicable)

N/A

Undergraduate Curriculum Committee

University Senate

University Undergraduate Curriculum Proposal Checklist

Please complete the following checklist to ensure your proposal will proceed smoothly and efficiently. Include the checklist as a cover sheet with your proposal. Proposals without the checklist will be returned to the proponent.

- For new or revised programs, courses, or course descriptions, what departments/programs have been consulted concerning potential impact (e.g. to possible duplication or conflict, changed corequisite or prerequisite for equivalent courses, etc.)? Please provide names and dates for individuals consulted.

CHEM 475 is not required by any program or used as an elective by any program; therefore, there are no external impacts to this change

- What are the potential budget implications for this proposal? If any additional staffing is required, how will it be funded? If not, how will current staffing accommodate the proposed course/program?

No staffing or budget impacts for this change

- If you are proposing a new undergraduate program or changes to an existing undergraduate program, please include a new or updated four-year degree pathway.

- Has the proposal been checked carefully for mechanics, grammar, syntax, and clarity?

Stuart Burris

Digitally signed by Stuart Burris
Date: 2019.11.25 14:04:50
-06'00'

Department Head

Dean or Designee

11/25/2019

Date

Date

Proposal Date: 10/31/2019

**Ogden College of Science and Engineering
School of Engineering and Applied Sciences
Proposal to Revise Course Catalog Listing
(Consent Item)**

Contact Person: Shahnaz Aly, Associate Professor, Shahnaz.aly@wku.edu, 270 745 5849

1. Identification of course:

- 1.1 Course prefix (subject area) and number: AMS 180
- 1.2 Course title: Intro to Architecture

Current course catalog listing:

~~Survey of the history of architectural theory and application from antiquity to today.~~ The primary vehicle of investigation will be the architectural artifacts of the built environment and the philosophical rationale behind the motivation for their creation.

2. Proposed course catalog listing:

(aim for 25 words or less)

An introductory course to Architecture. It covers the basic concepts of building design and architectural theory of various architectural styles. The primary vehicle of investigation is the architectural artifacts of the built environment and the philosophical rationale behind the motivation for their creation.

3. Rationale for revision of the course catalog listing:

Amendment to respond to course contents and student's learning objectives

4. Proposed term for implementation:

As soon as available

5. Dates of prior committee approvals:

School of Engineering & Applied Sciences

Ogden College Curriculum Committee

Undergraduate Curriculum Committee

University Senate

11/15/2019

Proposal Date: 9/7/2019

**Ogden College of Science and Engineering
Department of Psychological Sciences
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Andrew Mienaltowski, andrew.mienaltowski@wku.edu, (270) 681-0270

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: PSYS 451
 - 1.2 Course title: Psychology of Religion

- 2. Current prerequisites/corequisites/special requirements:**

Nine hours of psychology, including PSYS 100 / PSY 100, and junior standing; or permission of the instructor. PSYS 210 / PSY 210, PSYS 313 / PSY 313, and PSYS 450 are preferred but not essential.

- 3. Proposed prerequisites/corequisites/special requirements:**

PSYS 100 or PSY 100 or PSYS 160, and junior standing.

- 4. Rationale for the revision of prerequisites/corequisites/special requirements:**

The listed prerequisites and preferred courses propose a complex hierarchy of sequencing that is not needed for this course. The proposed prerequisite courses reflect the material, experiences, and student standing necessary for students to be successful in the course. The revised prerequisites, removing the unnecessary sequencing, will also make this course easier to include in the rotation of courses offered by faculty within the Department of Psychological Sciences.

- 5. Effect on completion of major/minor sequence:**

The proposed revision should allow students to take this course earlier on in their program of study at WKU, allowing Psychological Science students to avoid obstacles to graduation if this course is needed.

- 6. Proposed term for implementation:** first available

- 7. Dates of prior committee approvals: (streamlined approval process in AY 2019-2020)**

Department of Psychological Sciences
Ogden College Curriculum Committee
University Curriculum Committee
University Senate

September 9, 2019

PSUS US1

University Undergraduate Curriculum Proposal Checklist

Please complete the following checklist to ensure your proposal will proceed smoothly and efficiently. Include the checklist as a cover sheet with your proposal. Proposals without the checklist will be returned to the proponent.

For new or revised programs, courses, or course descriptions, what departments/programs have been consulted concerning potential impact (e.g. to possible duplication or conflict, changed corequisite or prerequisite for equivalent courses, etc.)? Please provide names and dates for individuals consulted.

Psychology, Steven Winger, February 24.

What are the potential budget implications for this proposal? If any additional staffing is required, how will it be funded? If not, how will current staffing accommodate the proposed course/program?

None

If you are proposing a new undergraduate program or changes to an existing undergraduate program, please include a new or updated four-year degree pathway.

Has the proposal been checked carefully for mechanics, grammar, syntax, and clarity?

Madole, Kelly Digitally signed by Madole, Kelly
Date: 2020.02.24 16:08:40
-06'00'

Department Head

Dean or Designee

2/24/2020

Date

Date

**Ogden College of Science and Engineering
Department of Agriculture and Food Science
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Roger Dennis, roger.dennis@wku.edu, (270) 745-5971

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: HORT 340
- 1.2 Course title: Commercial Floriculture Production

2. Revise course title:

- 2.1 Current course title: Commercial Floriculture Production
- 2.2 Proposed course title: Greenhouse Crop Production
- 2.3 Proposed abbreviated title: Greenhouse Crop Prod.
- 2.4 Rationale for revision of course title: To encompass the changing greenhouse industry, the title change will be more representative to include additional (non-floriculture) greenhouse-grown crops.

3. Revise course number:

- 3.1 Current course number:
- 3.2 Proposed course number:
- 3.3 Rationale for revision of course number:

4. Revise course prerequisites/corequisites/special requirements:

- 4.1 Current prerequisites/corequisites/special requirements: (indicate which)
- 4.2 Proposed prerequisites/corequisites/special requirements:
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:
- 4.4 Effect on completion of major/minor sequence:

5. Revise course catalog listing:

- 5.1 Current course catalog listing: Commercial greenhouse production of floriculture crops, focusing on the production of bedding plants, potted flowering plants, foliage plants and other miscellaneous crops.
- 5.2 Proposed course catalog listing: Commercial greenhouse production of floriculture crops, focusing on the production of bedding plants, potted flowering plants, foliage plants and other non-floriculture crops including but not limited to hemp and tobacco transplants.
- 5.3 Rationale for revision of course catalog listing: To accurately reflect the inclusion of additional greenhouse-grown crops.

- 6. **Revise course credit hours:**
 - 6.1 Current course credit hours:
 - 6.2 Proposed course credit hours:
 - 6.3 Rationale for revision of course credit hours:

- 7. **Revise schedule type:**
 - 7.1 Current schedule type:
 - 7.2 Proposed schedule type:
 - 7.3 Rationale for revision of schedule type:

- 8. **Revise grade type:**
 - 8.1 Current grade type:
 - 8.2 Proposed grade type:
 - 8.3 Rationale for revision of grade type:

10. **Proposed term for implementation:** First available.

11. **Dates of prior committee approvals:**

Department of Agriculture and Food Science
Ogden College Curriculum Committee
Professional Education Council (if applicable)
General Education Committee (if applicable)
Undergraduate Curriculum Committee
University Senate

February 6, 2020

HORT 340

University Undergraduate Curriculum Proposal Checklist

Please complete the following checklist to ensure your proposal will proceed smoothly and efficiently. Include the checklist as a cover sheet with your proposal. Proposals without the checklist will be returned to the proponent.

- For new or revised programs, courses, or course descriptions, what departments/programs have been consulted concerning potential impact (e.g. to possible duplication or conflict, changed corequisite or prerequisite for equivalent courses, etc.)? Please provide names and dates for individuals consulted.

Agronomy faculty were conferred with regarding inclusion of certain agronomic crops into the course objectives.

- What are the potential budget implications for this proposal? If any additional staffing is required, how will it be funded? If not, how will current staffing accommodate the proposed course/program?

no budget implications - current faculty will continue to provide instruction!

- If you are proposing a new undergraduate program or changes to an existing undergraduate program, please include a new or updated four-year degree pathway.

- Has the proposal been checked carefully for mechanics, grammar, syntax, and clarity?

Fred S. Brown
Department Head

Dean or Designee

2/24/2020
Date

Date

Proposal to Revise a Program: Agricultural Education
College: Ogden College of Science & Engineering
Department/Unit: Agriculture & Food Science

Section 1: Proponent Contact Information

- 1.1 **Thomas Kingery/Associate Professor**
- 1.2 **Thomas.kingery@wku.edu**
- 1.3 **270-745-5966**

Section 2: Program Information

- 2.1 **Classification of Instructional Program (CIP) reference number: 508**
- 2.2 **Current Program Title: Agricultural Education**
- 2.3 **Current total number of credits required in the program: 130**

Section 3: Proposed program revisions and rationale:

3.1 Addition of new School of Teacher Education (STE) courses: STE has new core course requirements for teacher certification: EDU 260, EDU 350, EDU 360. The addition of a 15 hour Core provides a consistent foundational base across all STE undergraduate teaching programs and allows more flexibility for students to determine which certification and level they feel most passionate to teach. **EDU 260, EDU 350, and EDU 360** are all Core courses (the remaining six hours are courses already in this program).

3.2 Update concentration: Addition and deletion of courses to make room for new courses.

Section 4 Consultations:

Do any of the proposed revisions in section 3 above involve or in any other way impact other departments/units? NO

Section 5: Proposed term for implementation: Fall 2020

Section 6:

Department/Unit	_____
Ogden College Curriculum Committee	_____
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Section 7: Required Appendices: Current & proposed program descriptions

Basic agricultural requirements (28)

AGRO 110	3
AGMC 176	2
AGRI 291 or AGRI 491	3
AGRO 320 or ANSC345 or AGECE 360 or AGMC 326	3
AGRO 350	3
AGRI 397	1
AGRI 494	3
AGMC 170	2
AGMC 171	1
AGRI 175	1
ANSC 140	3
AGECE 160	3

Take two AGRI 398 courses (2)

AGRI 398	1
AGRI 398	1

Take the following required course (3)

AGECE 361	3
----------------------	--------------

Teacher Certification Courses (C or higher for both) (6)

AGED 250 or EDU 250 or SEC 250	3
PSY 310	3

Teacher certification courses (37)

SPED 330	3
AGED 470	3
AGED 471	3
EDU 489	3
SEC 490	10
LTCY 421	3

~~Choose a three hour soil elective~~ ~~3~~

~~Choose a three hour horticulture elective~~ ~~3~~

~~Choose a three hour animal science elective~~ ~~3~~

~~Choose three hours of agriculture electives~~ ~~3~~

Additional courses outside Agricultural Education concentration (60)

PSY 100 or PSYS 100	3
Biol 120	3
Biol 121	1
CHEM 105	3
CHEM 106	1
CHEM 107	3
CHEM 108	1
MATH 115 or higher	3
COLONNADE	39
WORLD LANGUAGE	3
Total Required Credits	130

7.2 Proposed BS in Agricultural Education

Basic agricultural requirements (28)

AGRO 110	3
AGMC 176	2
AGRI 291 or AGRI 491	3
AGRO 320 or ANSC345 or AGECE 360 or AGMC 326	3
AGRO 350	3
AGRI 397	1
AGRI 494	3
AGMC 170	2
AGMC 171	1
AGRI 175	1
ANSC 140	3
AGECE 160	3

Teacher certification courses ("C" or higher)(48)

AGED 250 or EDU 250 or SEC 250	3
PSY 310	3
SPED 330	3
AGED 470	3
AGED 471	3
EDU 489	3
SEC 490	10
EDU 260	3
EDU 350	3
EDU 360	3
AGED 200	1
AGED 300	3
AGRI 398 (Agricultural Education Seminar)	1
AGMC 371	1
AGMC 372	2
HORT 316	2
HORT 317	1

Additional courses outside Agricultural Education concentration (57)

Biol 120	3
Biol 121	1
CHEM 105	3
CHEM 106	1
CHEM 107	3
CHEM 108	1
MATH 115 or higher	3
COLONNADE	39
WORLD LANGUAGE	3

Total Required Credits 133



**BACHELOR of SCIENCE in AGRICULTURE (#508)
CONCENTRATION in AGRICULTURAL EDUCATION**

Department of Agriculture
Ogden College of Science and Engineering
Western Kentucky University

The suggested program of study shown below should be used in consultation with your advisor(s). Every student will finish with a unique plan of his/her own depending on the electives selected.

SAMPLE – Finish in Four Plan

FIRST YEAR			
Fall Semester		Spring Semester	
ENG 100 – Introduction to College Writing (F-W1) *	3	ENG 200 – Introduction to Literature (F-AH)	3
AGRI 108 – Rural Sociology (E-SB)	3	AGED 250 – Introduction to Teacher Education in Agriculture – Spring Only*	3
ANSC 140 – Introduction to Animal Science	3	AGRO 110 – Introduction to Plant Science	3
AGRI 175 – University Experience - Agriculture	1	COMM 145 – Business and Professional Speaking (F-OC)*	3
AGED 200 Foundations of Agricultural Education 9 (Bi-Term) Fall Only*	1	AGMC 170/171- Introduction to Agriculture Mechanization (with a Lab)	3
PSY 100 – Introduction to Psychology (E-SB)	3	Art 100 – Art Appreciation (E-AH)	3
AGMC 176 – Agricultural Safety	2		
TOTAL CREDIT HOURS	16	TOTAL CREDIT HOURS	18

SECOND YEAR			
Fall Semester		Spring Semester	
Social & Behavioral Sciences	3	AGED 300 – Youth Development in Agricultural Education – Spring Only*	3
AGRI 398 – Agricultural Education Seminar – Fall Only*	1	AGED 489 Special Topics in Agricultural Education	3
EDU 260 – Classroom Assessment	3	AGEC 160 – Introduction to Agribusiness	3
Hort 316/317 – Greenhouse Management	3	CHEM 107/108 – Fundamentals of Organic Chemistry (with a Lab)	4
Chem 105/106 – Fundamentals of General Chemistry (with lab)	4	World Language	3
HIST 101 or 102 (F-SB)	3	AGRO 320 – Crop Physiology OR ANSC 345 – Principles of Animal Nutrition OR AGECE 360 – Agriculture Economics OR AGMC 326 – Precision Agriculture	3
MATH 115 or Higher – Applied College Algebra (F-QR)	3		
TOTAL CREDIT HOURS	20	TOTAL CREDIT HOURS	19

THIRD YEAR			
Fall Semester		Spring Semester	
Connections – Local to Global (K-LG)	3	Connections – Social & Cultural (K-SC)	3
PSY 310 – Educational Psychology: Development and Learning*	3	SPED 330 – Intro Excep Educ Div in Lrng *	3
AGRI 291 or AGRI 491 – Introduction to Data Analysis	3	AGRO 350 – Soils	3
ENG 300 – Writing in the Disciplines*(F-W2)	3	EDU 360 – Behavior & Classroom Management	3
BIOL 120/121 – Biological Concepts: Cell Metabolism and Genetics (with a Lab)(E-NS, SL)	4	AGED 471 – Organization and Planning in Agricultural Education – Spring Only	3
EDU 350 – Diversity & Differentiation	3		3
TOTAL CREDIT HOURS	19	TOTAL CREDIT HOURS	18
FOURTH YEAR			
Fall Semester		Spring Semester	
AGED 470 – Methods of Teaching in Agricultural Education - Fall Only	3	EDU 489 – Student Teaching Seminar	3
Connections – Systems – (K-SY)	3	SEC 490 – Student Teaching	10
AGMC 371/372 – Agriculture Mechanics - welding	3		
AGRI 397 – Agriculture Career Planning	1		
AGRI 494 – Contemporary Agricultural Issues	3		
TOTAL CREDIT HOURS	13	TOTAL CREDIT HOURS	13
Total Credit Hours: 133 (Program)			

* Denotes prerequisite courses before program admission to Teacher Education

PLEASE NOTE: Prerequisites, Course Numbers, and Course Titles are subject to change.

Consult your advisor each semester. Students must also complete 200 Field Hours of Observations, Complete the Praxis Core (Reading-156, Writing-162, Math- 150), Complete the Praxis Content (Agriculture), Praxis PLT, Maintain a 2.75 GPA, "C" or higher proficiency in World Language, "C" or higher in ENG 100 and ENG 300, "C" or higher in COMM 145, and additional Teacher Services requirements for admission to Teacher Education before allowed to student teach. Students must have a complete Teacher Education file in order to student teach. AGED 200, 250, 300, 398, 470, 471, and 489 must be taken in the correct sequence.

For more details and courses offered in the Colonnade General Education program visit the [website](#).

World Language Requirement: Language Proficiency of novice-high before completing 60 credit hours is required (or completion of 2nd level of a language). Two credits (or equivalent) of a single world language in High School satisfies this WKU requirement.

For more Information: **Department:** Agriculture
Website: <http://www.wku.edu/agriculture>
Phone: (270) 745-3151
Email: agriculture@wku.edu
Course Descriptions: <http://www.wku.edu/undergraduatecatalog/>

University Undergraduate Curriculum Proposal Checklist

Please complete the following checklist to ensure your proposal will proceed smoothly and efficiently. Include the checklist as a cover sheet with your proposal. Proposals without the checklist will be returned to the proponent.

- For new or revised programs, courses, or course descriptions, what departments/programs have been consulted concerning potential impact (e.g. to possible duplication or conflict, changed corequisite or prerequisite for equivalent courses, etc.)? Please provide names and dates for individuals consulted.

Dr. Thompson, Director, School of Teacher Education. Contacted 9-19 and 9-20.

- What are the potential budget implications for this proposal? If any additional staffing is required, how will it be funded? If not, how will current staffing accommodate the proposed course/program?

No staffing changes are needed. No budget issues are foreseen.

- If you are proposing a new undergraduate program or changes to an existing undergraduate program, please include a new or updated four-year degree pathway.

- Has the proposal been checked carefully for mechanics, grammar, syntax, and clarity?

Fred W. Gray
Department Head

Dean or Designee

2-3-20
Date

Date

**Ogden College of Science and Engineering
Department of Geography and Geology
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Name, email, phone

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: GEOG 480
 - 1.2 Course title: Urban Geography

- 2. Revise course title:**
 - 2.1 Current course title: Urban Geography
 - 2.2 Proposed course title: Sustainable Cities
 - 2.3 Proposed abbreviated title: Sustainable Cities
 - 2.4 Rationale for revision of course title: The revised course title more accurately reflects the course content and the evolution of methodologies, theoretical frameworks, shifts in research focus and applications, as well as pedagogical approaches in the field of Urban Geography.

- 3. Revise course number:**
 - 3.1 Current course number: NA
 - 3.2 Proposed course number: NA
 - 3.3 Rationale for revision of course number: NA

- 4. Revise course prerequisites/corequisites/special requirements:**
 - 4.1 Current prerequisites/corequisites/special requirements: None.
 - 4.2 Proposed prerequisites/corequisites/special requirements: None
 - 4.3 Rationale for revision of course prerequisites/corequisites/special requirements: NA
 - 4.4 Effect on completion of major/minor sequence: None

- 5. Revise course catalog listing:**
 - 5.1 Current course catalog listing: GEOG 480. URBAN GEOGRAPHY. (3) Geographic principles related to basic elements of distribution, structure, functional relationships, and regional setting of urban centers are discussed.
 - 5.2 Proposed course catalog listing: This course explores the consequences of urban development and the essentials of sustainable urbanism. Topics include environmental and human costs of urbanization, landscape change, mobility, and urban responses to climate change.
 - 5.3 Rationale for revision of course catalog listing: The new course catalogue listing more accurately reflects the course content.

- 6. Revise course credit hours:**
 - 6.1 Current course credit hours: NA
 - 6.2 Proposed course credit hours: NA
 - 6.3 Rationale for revision of course credit hours: NA

- 7. **Revise schedule type:** NA
 - 7.1 Current schedule type: NA
 - 7.2 Proposed schedule type: NA
 - 7.3 Rationale for revision of schedule type: NA

- 8. **Revise grade type:**
 - 8.1 Current grade type: NA
 - 8.2 Proposed grade type: NA
 - 8.3 Rationale for revision of grade type: NA

10. **Proposed term for implementation:** Fall 2020

11. **Dates of prior committee approvals:**

Geography & Geology Department
Ogden College Curriculum Committee
Undergraduate Curriculum Committee
University Senate

2/14/2020

University Undergraduate Curriculum Proposal Checklist

Please complete the following checklist to ensure your proposal will proceed smoothly and efficiently. Include the checklist as a cover sheet with your proposal. Proposals without the checklist will be returned to the proponent.

- For new or revised programs, courses, or course descriptions, what departments/programs have been consulted concerning potential impact (e.g. to possible duplication or conflict, changed corequisite or prerequisite for equivalent courses, etc.)? Please provide names and dates for individuals consulted.

This course does not impact other departments/programs, does not duplicate an existing course, and does not impact corequisites or prerequisites for any equivalent courses.

- What are the potential budget implications for this proposal? If any additional staffing is required, how will it be funded? If not, how will current staffing accommodate the proposed course/program?

None.

- If you are proposing a new undergraduate program or changes to an existing undergraduate program, please include a new or updated four-year degree pathway.

- Has the proposal been checked carefully for mechanics, grammar, syntax, and clarity?

Fredrick D.
Siewers

Digitally signed by Fredrick D.
Siewers
Date: 2020.02.13 10:36:25 -06'00'

Department Head

Dean or Designee

Date

Date

(Action Item)

Proposal Date: 2/11/20

**Proposal to Create a New Course:
Ogden College of Science and Engineering
Department/Unit: Geography and Geology**

Section 1: Proponent Contact Information

- 1.1 Name/Title:** M. Royhan Gani, Associate Professor
- 1.2 Email address:** royhan.gani@wku.edu
- 1.3 Phone:** 270-745-5977

Section 2: Course Catalog Information

- 2.1 Course prefix (subject area) and number:** GEOL 450
- 2.2 Course CIP code:** 40.0601
- 2.3 Course title:** FIELD GEOLOGY
- 2.4 Abbreviated Course title:** FIELD GEOLOGY
- 2.5 Variable credit:** 1-6 hours
- 2.6 Repeatability:** Repeatable for a maximum of 6 hours
- 2.7 Course Term: Is this course intended to span more than a single term?**

NO
- 2.8 Course Catalog Description:** Geological field experiences in a variety of settings and locations, designed to teach the hands-on methods of fieldwork and data collection, and the preparation of geologic maps, cross sections and reports.
- 2.9 Prerequisite/Corequisites/Restrictions:** GEOL 111 AND GEOL 113 OR Permission of instructor
- 2.10 Additional Enrollment Requirements:** N/A
- 2.11 Other Special Course Requirements:** N/A
- 2.12 Grade Type:** Standard A-F final grade.
- 2.13 Schedule Type:** Applied Learning

Section 3: Description of proposed course

3.1 Course Content Summary: This course is designed for students to gain geological field experience in mapping, analysis and interpretation of geologically complex terrains. Exercises include work in sedimentary, igneous, and/or metamorphic landscapes, many of which are structurally complex. As appropriate, environment and hazard assessments can also be included in the exercise.

3.2 Learning Outcomes: After successfully completing this course, students should be able to:

- Develop ability to independently investigate a geological field site
- Collect and analyze field data
- Examine rocks and associated structures
- Create geological maps and cross sections of an area
- Assess geological history of an area
- Demonstrate written and oral communication skills

3.3 Assessment/Evaluation: Students will be given daily assignments to complete that involve maps, sections, and exercises. Students will be required to prepare a comprehensive field report. Oral presentations will also be part of the evaluation process.

Section 4: Rationale

4.1 Reason for developing this proposed course: Over the past years, field geology courses to various locations (e.g., Mojave Desert, California) have been offered each year under GEOG 452 (Applied Geoscience Field Experiences). The topic of GEOG 452 is rather broad that includes Study Abroad and Study Away programs. The creation of GEOL 450 better reflects the need for a focused field geology experience for Geology majors.

4.2 Relationship to similar courses offered by other university departments/units:

- Do any other courses already being offered by other university departments/units share content with this proposed course? **NO**
- Are any of the proposed pre/co-requisites for this course offered by another university department/unit? **NO**
- If the answer to both questions is NO, simply proceed to item 5.
- If the answer to either of those questions is YES, indicate here who in the affected departments/units was consulted, and the dates of those consultations:

Section 5: Projected Enrollments/Resources

5.1 How many students per section are expected to enroll in this proposed course?

10 students.

5.2 How many sections of this course per academic year will be offered?

One section per year.

5.3 How many students per academic year are expected to enroll?

10 students.

5.4 How were these projections calculated? Explain any supporting evidence/data you have for arriving at these projections.

Around 10 students have enrolled in the field geology course in the past.

5.5 Proposed method of staffing:

The proposed course will be staffed by the existing faculty of the Department.

5.6 Instructional technology resources:

The Department's current instructional technology resources are sufficient to support this course.

5.7 Library resources: Will this proposed course require the use of library resources (books, journals, reference materials, audio-visual materials, electronic databases, etc.)?

NO (current resources are sufficient)

Section 6: Proposed term for implementation: Fall 2020

Section 7: Supplemental/Supporting Documentation: N/A

University Undergraduate Curriculum Proposal Checklist

Please complete the following checklist to ensure your proposal will proceed smoothly and efficiently. Include the checklist as a cover sheet with your proposal. Proposals without the checklist will be returned to the proponent.

- For new or revised programs, courses, or course descriptions, what departments/programs have been consulted concerning potential impact (e.g. to possible duplication or conflict, changed corequisite or prerequisite for equivalent courses, etc.)? Please provide names and dates for individuals consulted.

N/A

- What are the potential budget implications for this proposal? If any additional staffing is required, how will it be funded? If not, how will current staffing accommodate the proposed course/program?

The proposed course will be staffed by existing faculty of the department. No adjustments will be necessary to current staffing patterns or teaching loads to accommodate this new course.

- If you are proposing a new undergraduate program or changes to an existing undergraduate program, please include a new or updated four-year degree pathway.

- Has the proposal been checked carefully for mechanics, grammar, syntax, and clarity?

Department Head

Dean or Designee

Date

Date

(Action Item)

**Proposal to Create a New Course:
Ogden College of Science and Engineering
Department/Unit: Geography and Geology**

Section 1: Proponent Contact Information

- 1.1 Name/Title: Josh Durkee/Associate Professor**
- 1.2 Email address: joshua.durkee@wku.edu**
- 1.3 Phone # 5-8777**

Section 2: Course Catalog Information

- 2.1 Course prefix (subject area) and number: METR 424**
- 2.2 Course CIP code: 40.0404**
- 2.3 Course title: Severe Weather Analysis and Forecasting**
- 2.4 Abbreviated Course title: Severe Weather Analysis**
- 2.5 Credit hours/Variable credit: 2 hours**
- 2.6 Repeatability: Repeatable once for a total of 4 credits**
- 2.7 Course Term: Is this course intended to span more than a single term?**
NO

2.8 Course Catalog Description:

Provides preparatory and debriefing in-class time for METR 425, Field Methods in Severe Weather Analysis and Forecasting. Students will use this in-class time prior to departure to learn about course expectations, travel logistics, and to practice forecasting current events. Students will use this in-class time upon return to debrief the field component, archive all data, and develop applied research projects for future use.

2.9 Prerequisite/Corequisites/Restrictions:

Prerequisite: METR 324 and Permission of Instructor.

Corequisite: METR 425

- 2.10 Additional Enrollment Requirements: NA**
- 2.11 Other Special Course Requirements: NA**
- 2.12 Grade Type: Standard A-F final grade**
- 2.13 Schedule Type: Lecture**

Section 3: Description of proposed course

3.1 Course Content Summary:

Week 1: Course expectations, travel logistics, data management structure, forecasting sample events.

Week 2: Debriefing the field component, submission of data and analysis archive, submission of the daily reflection log.

3.2 Learning Outcomes:

The objectives and learning outcomes of this course are:

- Develop a daily travel rubric.
- Develop a daily forecast rubric.
- Develop a data management structure.
- Create a detailed daily log for reflection.
- Draft an applied learning and research outline for case study analysis.
- Become proficient in logistics and data management and post-hoc analysis with regard to field study and research.

3.3 Assessment/Evaluation:

Assessment will focus on attendance, participation, and anticipated deliverables of a final data and analysis archive and a finished complied daily reflection log. Evaluation will focus on the breadth and quality of all submitted materials.

Section 4: Rationale

4.1 Reason for developing this proposed course: This course has been offered each summer since 2010 under GEOG 475 – Selected Topics in Geography and GEOG 452 – Applied Geographical Field Experiences (3 credit hours each). The creation of METR 424 and its corequisite METR 425 better reflect the nature of this capstone experience as a Meteorology course. The two courses reflect the lecture component (METR 424) that occurs before and after the two-week field methods component (METR 425).

4.2 Relationship to similar courses offered by other university departments/units:

- Do any other courses already being offered by other university departments/units share content with this proposed course? **NO**
- Are any of the proposed pre/co-requisites for this course offered by another university department/unit? **NO**
- If the answer to both questions is NO, simply proceed to item 5.
- If the answer to either of those questions is YES, indicate here who in the affected departments/units was consulted, and the dates of those consultations:

Section 5: Projected Enrollments/Resources

5.1 How many students per section are expected to enroll in this proposed course? Eight

5.2 How many sections of this course per academic year will be offered? One, during the summer

5.3 How many students per academic year are expected to enroll? Eight

5.4 How were these projections calculated? Explain any supporting evidence/data you have for arriving at these projections. Eight students have enrolled each summer since 2010 and represents a manageable number of students given travel and lodging constraints.

5.5 Proposed method of staffing: Existing faculty

5.6 Instructional technology resources: The course will be taught in the existing Meteorology Lab (EST 425).

5.7 Library resources: Will this proposed course require the use of library resources (books, journals, reference materials, audio-visual materials, electronic databases, etc.)? YES **NO**

If YES, was a Library Resources Form submitted to the appropriate collection development librarian prior to consideration at the college curriculum level?

Section 6: Proposed term for implementation: Fall 2020 although the course will be offered for the first time in Summer 2021.

Section 7: Supplemental/Supporting Documentation: NA

METR 424

University Undergraduate Curriculum Proposal Checklist

Please complete the following checklist to ensure your proposal will proceed smoothly and efficiently. Include the checklist as a cover sheet with your proposal. Proposals without the checklist will be returned to the proponent.

- For new or revised programs, courses, or course descriptions, what departments/programs have been consulted concerning potential impact (e.g. to possible duplication or conflict, changed corequisite or prerequisite for equivalent courses, etc.)? Please provide names and dates for individuals consulted.

Entire Geography and Geology Faculty - 2/13/2020

- What are the potential budget implications for this proposal? If any additional staffing is required, how will it be funded? If not, how will current staffing accommodate the proposed course/program?

None. Existing faculty will teach this course.

- If you are proposing a new undergraduate program or changes to an existing undergraduate program, please include a new or updated four-year degree pathway.

- Has the proposal been checked carefully for mechanics, grammar, syntax, and clarity?

Department Head

Dean or Designee

Date

Date

(Action Item)

**Proposal to Create a New Course:
Ogden College of Science and Engineering
Department/Unit: Geography and Geology**

Section 1: Proponent Contact Information

- 1.1 Name/Title: Josh Durkee/Associate Professor**
- 1.2 Email address: joshua.durkee@wku.edu**
- 1.3 Phone # 5-8777**

Section 2: Course Catalog Information

- 2.1 Course prefix (subject area) and number: METR 425**
- 2.2 Course CIP code: 40.0404**
- 2.3 Course title: Field Methods in Severe Weather Analysis and Forecasting**
- 2.4 Abbreviated Course title: Field Methods Severe Weather**
- 2.5 Credit hours/Variable credit: 4 hours**
- 2.6 Repeatability: Repeatable once for a total of 8 credits**
- 2.7 Course Term: Is this course intended to span more than a single term?**
NO
- 2.8 Course Catalog Description:**
Provides an intensive, comprehensive field-based weather analysis and forecasting experience that focuses on all forms of severe weather, including tornadoes. Students will travel across the Great Plains collecting and analyzing weather data, predicting severe convective thunderstorms, and formulating logistical plans to document forecast outcomes each day. Students will also have the opportunity for applied learning approaches in leadership, collaborative team-building, and professional aptitude development
- 2.9 Prerequisite/Corequisites/Restrictions:**
Prerequisite: METR 324 and Permission of Instructor.
Corequisite: METR 424
- 2.10 Additional Enrollment Requirements: NA**
- 2.11 Other Special Course Requirements: NA**
- 2.12 Grade Type: Standard A-F final grade**

2.13 Schedule Type: Applied Learning

Section 3: Description of proposed course

3.1 Course Content Summary:

Two-week field course with a daily routine of students developing severe weather forecasts, developing travel logistics to document forecast outcomes, and maintaining a collection of weather data and analysis content.

3.2 Learning Outcomes:

The objectives and learning outcomes of this course are:

- Develop proficiency in diagnostic and prognostic weather analysis
- Apply existing meteorological understanding to real-world/real-time severe weather forecasting events
- Become proficient in severe weather analysis and forecasting
- Enhance written and oral communication skills
- Develop and enhance attributes of leadership, collaborative learning, and professional aptitude

3.3 Assessment/Evaluation:

Assessment will focus on attendance, time management, participation magnitude. Evaluation will focus on the breadth and quality of all submitted materials.

Section 4: Rationale

4.1 Reason for developing this proposed course: This course has been offered each summer since 2010 under GEOG 475 – Selected Topics in Geography and GEOG 452 – Applied Geographical Field Experiences (3 credit hours each). The creation of METR 424 and its corequisite METR 425 better reflect the nature of this capstone experience as a Meteorology course. The two courses reflect the lecture component (METR 424) that occurs before and after the two-week field methods component (METR 425).

4.2 Relationship to similar courses offered by other university departments/units:

- Do any other courses already being offered by other university departments/units share content with this proposed course? **NO**
- Are any of the proposed pre/co-requisites for this course offered by another university department/unit? **NO**
- If the answer to both questions is NO, simply proceed to item 5.
- If the answer to either of those questions is YES, indicate here who in the affected departments/units was consulted, and the dates of those consultations:

Section 5: Projected Enrollments/Resources

- 5.1 How many students per section are expected to enroll in this proposed course? Eight**
- 5.2 How many sections of this course per academic year will be offered? One, during the summer**
- 5.3 How many students per academic year are expected to enroll? Eight**
- 5.4 How were these projections calculated? Explain any supporting evidence/data you have for arriving at these projections. Eight students have enrolled each summer since 2010 and represents a manageable number of students given travel and lodging constraints.**
- 5.5 Proposed method of staffing: Existing faculty**
- 5.6 Instructional technology resources: NA as this is a field course that takes place in the Great Plains.**
- 5.7 Library resources:** Will this proposed course require the use of library resources (books, journals, reference materials, audio-visual materials, electronic databases, etc.)? YES **NO**
- If YES, was a Library Resources Form submitted to the appropriate collection development librarian prior to consideration at the college curriculum level?

Section 6: Proposed term for implementation: Fall 2020 although the course will be offered for the first time in Summer 2021.

Section 7: Supplemental/Supporting Documentation: NA

University Undergraduate Curriculum Proposal Checklist

Please complete the following checklist to ensure your proposal will proceed smoothly and efficiently. Include the checklist as a cover sheet with your proposal. Proposals without the checklist will be returned to the proponent.

- For new or revised programs, courses, or course descriptions, what departments/programs have been consulted concerning potential impact (e.g. to possible duplication or conflict, changed corequisite or prerequisite for equivalent courses, etc.)? Please provide names and dates for individuals consulted.

Entire Geography and Geology Faculty - 2/13/2020

- What are the potential budget implications for this proposal? If any additional staffing is required, how will it be funded? If not, how will current staffing accommodate the proposed course/program?

None. Existing faculty will teach this course.

- If you are proposing a new undergraduate program or changes to an existing undergraduate program, please include a new or updated four-year degree pathway.

- Has the proposal been checked carefully for mechanics, grammar, syntax, and clarity?

Department Head

Dean or Designee

Date

Date

(Action Item)

**Proposal to Create a New Course:
Ogden College of Science and Engineering
Department/Unit: Geography and Geology**

Section 1: Proponent Contact Information

- 1.1 Name/Title: Xingang Fan/Associate Professor**
- 1.2 Email address: xingang.fan@wku.edu**
- 1.3 Phone # 5-5980**

Section 2: Course Catalog Information

- 2.1 Course prefix (subject area) and number: METR 430**
- 2.2 Course CIP code: 40.0404**
- 2.3 Course title: Meteorological Computing**
- 2.4 Abbreviated Course title: Meteorological Computing**
- 2.5 Credit hours/Variable credit: 3 hours**
- 2.6 Repeatability: NA**
- 2.7 Course Term: Is this course intended to span more than a single term?**
NO
- 2.8 Course Catalog Description:** Introduction to Python-based skills for meteorological data manipulation, processing, and visualization. Mainstream meteorological data sources and formats (e.g., ASCII, CSV, GRIB, NetCDF) will be involved in weather analysis and map generation.
- 2.9 Prerequisite/Corequisites/Restrictions:**
Prerequisite: METR 324 and CS 170
- 2.10 Additional Enrollment Requirements: NA**
- 2.11 Other Special Course Requirements: NA**
- 2.12 Grade Type: Standard A-F final grade**
- 2.13 Schedule Type: Lecture**

Section 3: Description of proposed course

3.1 Course Content Summary:

1. Introduction to Unix/Linux computer operating systems;
2. Introduction to Python programming language;
3. Meteorological data formats (ASCII text, CSV, GRIB, NetCDF, binary, etc. found at, for example, <http://thredds.ucar.edu/thredds/catalog.html>);
4. Data processing, such as domain statistics, grid compositing/differencing, and derived fields;
5. Matplotlib plotting capabilities and graphical data presentation;
6. Basemap/Cartopy packages for generating weather maps of various fields.

3.2 Learning Outcomes:

Upon completion of this course, student shall be able to:

1. Utilize mainstream meteorological data sources and formats;
2. Program in python language to process data and perform basic statistical analysis;
3. Make plots to visualize the analysis results;
4. Make geographical weather maps that are widely used by meteorologists and geoscientists.

3.3 Assessment/Evaluation: Students will be evaluated on the following bases:

- Two mid-term exams and one final exam (30%)
- Ten weekly homework assignments (50%)
- One Research Project (20%)

Section 4: Rationale

4.1 Reason for developing this proposed course: Meteorological computing is one of the listed electives for the GS-1340 qualification for employment as a Meteorologist by the federal government. This course has been previously offered as GEOG 475 – Selected Topics in Geography as “Meteorological Computing” in Spring 2017 and Spring 2019 and enrolled nine students in each semester. Based on feedback from those students as well as the continued growth of the Meteorology Program, we expect 10-20 Meteorology majors will take this course when it is offered. In addition, feedback from the Meteorology Program Advisory Board suggests that Python-based skills in meteorological data manipulation, processing, and visualization is increasingly important in the job market. METR 430 will be offered as one of the electives in the B.S. in Meteorology Program.

4.2 Relationship to similar courses offered by other university departments/units:

- Do any other courses already being offered by other university departments/units share content with this proposed course? **NO**
- Are any of the proposed pre/co-requisites for this course offered by another university department/unit? **YES**

- If the answer to both questions is NO, simply proceed to item 5.
- If the answer to either of those questions is YES, indicate here who in the affected departments/units was consulted, and the dates of those consultations: Huanjing Wang (Computer Science) 2/6/2020

Section 5: Projected Enrollments/Resources

5.1 How many students per section are expected to enroll in this proposed course? 10-20 students

5.2 How many sections of this course per academic year will be offered? Once every two years

5.3 How many students per academic year are expected to enroll? 10-20 students in the years it is offered

5.4 How were these projections calculated? Explain any supporting evidence/data you have for arriving at these projections. These enrollment projections are consistent with previous course offerings of GEOG 475 – Meteorological Computing in Spring 2017 and Spring 2019 and the expected growth of the program.

5.5 Proposed method of staffing: Existing faculty

5.6 Instructional technology resources: The course will be taught in the existing Meteorology Lab (EST 425).

5.7 Library resources: Will this proposed course require the use of library resources (books, journals, reference materials, audio-visual materials, electronic databases, etc.)? YES **NO**

If YES, was a Library Resources Form submitted to the appropriate collection development librarian prior to consideration at the college curriculum level?

Section 6: Proposed term for implementation: Fall 2020

Section 7: Supplemental/Supporting Documentation: NA

University Undergraduate Curriculum Proposal Checklist

Please complete the following checklist to ensure your proposal will proceed smoothly and efficiently. Include the checklist as a cover sheet with your proposal. Proposals without the checklist will be returned to the proponent.

- For new or revised programs, courses, or course descriptions, what departments/programs have been consulted concerning potential impact (e.g. to possible duplication or conflict, changed corequisite or prerequisite for equivalent courses, etc.)? Please provide names and dates for individuals consulted.

Entire Geography and Geology Faculty - 2/13/2020, Huanjing Wang (CS) 2/6/20

- What are the potential budget implications for this proposal? If any additional staffing is required, how will it be funded? If not, how will current staffing accommodate the proposed course/program?

None. Existing faculty will teach this course.

- If you are proposing a new undergraduate program or changes to an existing undergraduate program, please include a new or updated four-year degree pathway.

- Has the proposal been checked carefully for mechanics, grammar, syntax, and clarity?

Department Head

Dean or Designee

Date

Date

(Action Item)

**Proposal to Create a New Course:
Ogden College of Science and Engineering
Department/Unit: Geography and Geology**

Section 1: Proponent Contact Information

- 1.1 Name/Title: Greg Goodrich/Associate Professor**
- 1.2 Email address: gregory.goodrich@wku.edu**
- 1.3 Phone # 5-5986**

Section 2: Course Catalog Information

- 2.1 Course prefix (subject area) and number: METR 475**
- 2.2 Course CIP code: 40.0404**
- 2.3 Course title: Selected Topics in Meteorology**
- 2.4 Abbreviated Course title: Selected Topics in Meteorology**
- 2.5 Credit hours/Variable credit: 1-3 hours**
- 2.6 Repeatability: Repeatable three times for a total of 12 credits**
- 2.7 Course Term: Is this course intended to span more than a single term?**
NO
- 2.8 Course Catalog Description: A study of a selected problem under the supervision of a faculty member.**
- 2.9 Prerequisite/Corequisites/Restrictions: Permission of Instructor.**
- 2.10 Additional Enrollment Requirements: NA**
- 2.11 Other Special Course Requirements: NA**
- 2.12 Grade Type: Standard A-F final grade**
- 2.13 Schedule Type: Independent Study**

Section 3: Description of proposed course

- 3.1 Course Content Summary: Course content will vary with each topic**
- 3.2 Learning Outcomes: Learning outcomes will vary with each topic**

- 3.3 Assessment/Evaluation:** Students will be evaluated based on how well they work towards the goals of the selected topic in Meteorology that will be outlined in each independent study contract.

Section 4: Rationale

4.1 Reason for developing this proposed course: The METR prefix was created in Fall 2014. Since that time all independent study projects related to Meteorology have been taught under the GEOG 475 course "Selected Topics in Geography". Creating METR 475 "Selected Topics in Meteorology" will allow meteorology-related independent study projects to reflect their disciplinary nature in a student's transcript. Over the past two academic years, 87% of all GEOG 475 credit (272 out of 312 credit hours) have been taken by Meteorology majors. All other programs in the Department of Geography and Geology currently have a "Selected Topics" course for independent study projects except Meteorology.

4.2 Relationship to similar courses offered by other university departments/units:

- Do any other courses already being offered by other university departments/units share content with this proposed course? **NO**
- Are any of the proposed pre/co-requisites for this course offered by another university department/unit? **NO**
- If the answer to both questions is NO, simply proceed to item 5.
- If the answer to either of those questions is YES, indicate here who in the affected departments/units was consulted, and the dates of those consultations:

Section 5: Projected Enrollments/Resources

5.1 How many students per section are expected to enroll in this proposed course? 5-10 independent study contracts are expected each semester.

5.2 How many sections of this course per academic year will be offered? 5-10 independent study contracts are expected each semester.

5.3 How many students per academic year are expected to enroll? 10-20 students per year

5.4 How were these projections calculated? Explain any supporting evidence/data you have for arriving at these projections. These estimates are based on the number of meteorology based GEOG 475 contracts in the past two academic years.

5.5 Proposed method of staffing: Existing faculty

5.6 Instructional technology resources: Existing resources in the Meteorology Lab (EST 425) will be used

5.7 Library resources: Will this proposed course require the use of library resources (books, journals, reference materials, audio-visual materials, electronic databases, etc.)? YES **NO**

If YES, was a Library Resources Form submitted to the appropriate collection development librarian prior to consideration at the college curriculum level?

Section 6: Proposed term for implementation: Fall 2020

Section 7: Supplemental/Supporting Documentation: NA

University Undergraduate Curriculum Proposal Checklist

Please complete the following checklist to ensure your proposal will proceed smoothly and efficiently. Include the checklist as a cover sheet with your proposal. Proposals without the checklist will be returned to the proponent.

- For new or revised programs, courses, or course descriptions, what departments/programs have been consulted concerning potential impact (e.g. to possible duplication or conflict, changed corequisite or prerequisite for equivalent courses, etc.)? Please provide names and dates for individuals consulted.

Entire Geography and Geology Faculty - 2/13/2020

- What are the potential budget implications for this proposal? If any additional staffing is required, how will it be funded? If not, how will current staffing accommodate the proposed course/program?

None. Existing faculty will teach this course.

- If you are proposing a new undergraduate program or changes to an existing undergraduate program, please include a new or updated four-year degree pathway.

- Has the proposal been checked carefully for mechanics, grammar, syntax, and clarity?

Department Head

Dean or Designee

Date

Date

**Proposal to Revise a program: B.S. in Meteorology
Ogden College of Science and Engineering
Department/Unit: Geography and Geology**

Section 1: Proponent Contact Information

- 1.1 Name/Title: Greg Goodrich/Associate Professor
- 1.2 Email address: gregory.goodrich@wku.edu
- 1.3 Phone # 5-5986

Section 2: Program Information

- 2.1 Current Program reference number: 578
- 2.2 Current Program title: B.S. in Meteorology
- 2.3 Current total number of credits required in the program: 48

Section 3: Proposed program revisions and rationales

- 3.1 Revision and Rationale: The addition of the Meteorology Techniques choice between METR 325 and METR 335 follows guideline A.1.d. of the GS-1340 series of the Federal Government for employment as a meteorologist.
- 3.2 Revision and Rationale: Based on feedback from current students and alumni of the Meteorology program, we no longer require GEOG 499 "Professional Preparation" as a required course. Meteorology faculty and advisors begin working with students as early as the freshman year in career preparation including resume and cover letter writing and providing workshops, career networking opportunities and applied learning experiences. In recent years the majority of Meteorology majors have secured employment well before graduation due to these efforts.
- 3.3 Revision and Rationale: METR 438 "Physical Meteorology" will replace GEOG 499 on the "Required" courses list since it is required under both the GS-1340 series as well as the American Meteorological Society guidelines.
- 3.4 Revision and Rationale: Based on the above changes, the number of major electives will decrease from 12 to 9 hours and the total number of required hours for the major will increase from 48 to 50 hours. Other electives have been added to the list.

Section 4: Consultations

Do any of the proposed revisions in section 3 above involve or in any other way impact other departments/units? YES NO

If NO, simply proceed to item 5.

If YES, identify those revisions here, referring to them by the numbers assigned in section 3 above, and for each, indicate who in the affected department/unit was consulted, and the date of that consultation:

Section 5: Proposed term for implementation: Fall 2020

Section 6: Approval Flow Dates:

**Department of Geography and Geology:
Ogden College Curriculum Committee:
Undergraduate Curriculum Committee:
University Senate:**

Section 7: Required Appendices: Current & proposed program descriptions:

7.1 Current B.S. In Meteorology:

The major in Meteorology leads to a Bachelor of Science in Meteorology and requires a minimum of **48** semester hours of meteorology, geography, and computer science. A minor program is not required. Other required courses in physics and mathematics total an additional 25 semester hours. Students majoring in meteorology will learn the key concepts and skills necessary to qualify as a meteorologist for the National Weather Service, and to meet the standards of the American Meteorological Society.

The following **36** hours are required:

- METR 121 Introduction to Meteorology (3 hours)
- METR 122 Aviation Meteorology (3 hours)
- CS 170 Problem Solving & Programming (3 hours)
- GEOG 300 Writing in the Geosciences (3 hours)
- GISC 316 Fundamentals of GIS (4 hours)
- METR 324 Weather Analysis and Forecasting (3 hours)
- GEOG 391 Spatial Data Analysis (4 hours)
- METR 431 Dynamic Meteorology I (3 hours)
- METR 432 Synoptic Meteorology (3 hours)
- METR 433 Dynamic Meteorology II (3 hours)
- METR 437 Mesoscale Meteorology (3 hours)
- ~~GEOG 499 Professional Development (1 hour)~~

In addition, students should select **12** hours from any 200-level or above METR course. Examples include METR 325, METR 335, ~~METR 422, METR 438~~, METR 439, and ~~METR 440~~ to meet the **48**-unduplicated hours required. The following are additional courses required outside of the major:

- PHYS 255 University Physics I (4 hour)
- PHYS 256 University Physics I Laboratory (1 hour)
- PHYS 265 University Physics II (4 hours)
- PHYS 266 University Physics II Laboratory (1 hour)
- MATH 136 Calculus I (4 hours)
- MATH 137 Calculus II (4 hours)
- MATH 237 Multivariable Calculus (4 hours)

- MATH 331 Differential Equations (3 hours)

7.2 Proposed Program Description: (On a separate pages):

The major in Meteorology leads to a Bachelor of Science in Meteorology and requires a minimum of **50** semester hours of meteorology, geography, **GIS**, and computer science. A minor program is not required. Other required courses in physics and mathematics total an additional 25 semester hours. Students majoring in meteorology will learn the key concepts and skills necessary to qualify as a meteorologist for the National Weather Service, and to meet the standards of the American Meteorological Society.

The following **38** hours are required:

- METR 121 Introduction to Meteorology (3 hours)
- METR 122 Aviation Meteorology (3 hours)
- CS 170 Problem Solving & Programming (3 hours)
- GEOG 300 Writing in the Geosciences (3 hours)
- GISC 316 Fundamentals of GIS (4 hours)
- METR 324 Weather Analysis and Forecasting (3 hours)
- GEOG 391 Spatial Data Analysis (4 hours)
- METR 431 Dynamic Meteorology I (3 hours)
- METR 432 Synoptic Meteorology (3 hours)
- METR 433 Dynamic Meteorology II (3 hours)
- METR 437 Mesoscale Meteorology (3 hours)
- **METR 438 Physical Meteorology (3 hours)**

Meteorology Technique Course (3 hour)

- **Choose one of METR 325 Meteorological Instruments or METR 335 Satellite/Radar Meteorology (3 hours)**

In addition, students should select **9** hours from any 200-level or above METR course. Examples include **METR 322**, METR 325, METR 335, **METR 424**, **METR 425**, **METR 430**, METR 439, **METR 460**, and **METR 475** to meet the **50** unduplicated hours required. The following are additional courses required outside of the major:

- PHYS 255 University Physics I (4 hour)
- PHYS 256 University Physics I Laboratory (1 hour)
- PHYS 265 University Physics II (4 hours)
- PHYS 266 University Physics II Laboratory (1 hour)
- MATH 136 Calculus I (4 hours)
- MATH 137 Calculus II (4 hours)
- MATH 237 Multivariable Calculus (4 hours)
- MATH 331 Differential Equations (3 hours)

*Welcome to the Geography and Geology Department at Western Kentucky University
Meteorology -- The Dynamic Discipline*

Suggested Four-Year Degree Program in the Professional Meteorology Major - Effective Fall 2020

<i>Freshman Semester #1</i>	Credits	<i>Freshman Semester #2</i>	Credits
METR 121 (Colonnade – Science Lab)	3	METR 122 Aviation Meteorology	3
ENG 100 (Colonnade - Writing)	3	MATH 137 Calculus II	4
MATH 136 (Colonnade - Quantitative)	4	HIST 101 or 102 (Colonnade - History)	3
GEOG 110 (Colonnade – Social)	3	COMM 145 (Colonnade – Communication)	3
GEOG 175 Freshman Experience	<u>2</u>	Literary Studies (ENG 200)	<u>3</u>
	15		16
 <i>Sophomore Semester #3</i>		 <i>Sophomore Semester #4</i>	
MATH 237	4	MATH 331	3
CS 170 Problems/Programming	3	METR 324 Weather Analysis and Forecasting	3
GISC 316 Fundamentals of GIS	4	Foreign Language (or elective)	3
Arts and Humanities (Colonnade)	<u>3</u>	Colonnade Connections - Social	3
	14	University Elective	<u>3</u>
			15
 <i>Junior Semester #5</i>		 <i>Junior Semester #6</i>	
METR 431 Dynamic Meteorology I	3	METR 433 Dynamic Meteorology II	3
GEOG 300 (Writing in the Geosci.)	3	METR 438 Physical Meteorology	3
METR 335 Sat/Rad Meteorology	3	Colonnade Connections – Local/Global	3
PHYS 255/256 (Colonnade – Science)	5	PHYS 265/265	5
METR 475	<u>1</u>	METR 475	<u>1</u>
	15		15
 <i>Senior Semester #7</i>		 <i>Senior Semester #8</i>	
METR 432 Synoptic Meteorology	3	METR 437 Mesoscale Meteorology	3
METR 325 Met Instruments	3	GEOG 391 Spatial Data Analysis	4
University Elective	3	University Elective	3
Colonnade Connections - Systems	3	Meteorology Elective	3
METR 475 or METR Elective	<u>3</u>	METR 475 or METR Elective	<u>3</u>
	15		16

120 Hours total are required in the program, with 42 hours at the 300/400 level.

Summer courses, including METR 424, METR 425, and other independent research opportunities, can reduce the number of hours required in the regular semesters.

Required and elective courses can be moved from semester to semester to take advantage of courses when offered.

The WKU Colonnade Program requires a minimum of 39 hours, with several required courses in the Meteorology program that can be double-counted. In addition, WKU requires language proficiency at the novice-high level, which typically is LANGUAGE 102 (First year, second semester course level).

Ref. 578
Metr major

University Undergraduate Curriculum Proposal Checklist

Please complete the following checklist to ensure your proposal will proceed smoothly and efficiently. Include the checklist as a cover sheet with your proposal. Proposals without the checklist will be returned to the proponent.

- For new or revised programs, courses, or course descriptions, what departments/programs have been consulted concerning potential impact (e.g. to possible duplication or conflict, changed corequisite or prerequisite for equivalent courses, etc.)? Please provide names and dates for individuals consulted.

Entire Geography and Geology Faculty - 2/13/2020

- What are the potential budget implications for this proposal? If any additional staffing is required, how will it be funded? If not, how will current staffing accommodate the proposed course/program?

None. Existing faculty will teach this course.

- If you are proposing a new undergraduate program or changes to an existing undergraduate program, please include a new or updated four-year degree pathway.
- Has the proposal been checked carefully for mechanics, grammar, syntax, and clarity?

Department Head

Dean or Designee

Date

Date

(Action Item)

**Proposal to Create a New Course:
Ogden College of Science and Engineering
Department of Psychological Sciences**

Section 1: Proponent Contact Information

- 1.1 Name/Title: Dr. Jenni Teeters**
- 1.2 Email address: jenni.teeters@wku.edu**
- 1.3 Phone # 5-2349**

Section 2: Course Catalog Information

- 2.1 Course prefix (subject area) and number: PSYS 444**
- 2.2 Course CIP code: 42.**
- 2.3 Course title: Psychology of Substance Use Disorders**
- 2.4 Abbreviated Course title: Psychology of Substance Use**
- 2.5 Credit hours/Variable credit: 3**
- 2.6 Repeatability: NO**
- 2.7 Course Term: Is this course intended to span more than a single term?**
YES NO
- 2.8 Course Catalog Description:**
Focuses on the study of substance use disorders, including definitions, psychopharmacology, theories of addiction, and evidence-based assessment and treatment of substance use disorders in clinical and research settings.
- 2.9 Prerequisite/Corequisites/Restrictions:** PSYS 100 or PSYS 160, and at least junior standing
- 2.10 Additional Enrollment Requirements:** N/A
- 2.11 Other Special Course Requirements:** N/A
- 2.12 Grade Type:** standard A-F grade
- 2.13 Schedule Type:** Lecture

Section 3: Description of proposed course

- 3.1 Course Content Summary:**

- Theories of addiction
- Psychopharmacology and addiction
- History of drug and alcohol use – focus on alcohol, nicotine, cannabis, opioids, benzodiazepines, amphetamines and related stimulants
- Evidence based development of assessments for substance use disorders
- Scientific evidence for the effective treatment of substance use disorders
- Substance use disorders and comorbidity
- Current innovations, issues, and controversies in substance use disorder treatment

3.2 Learning Outcomes:

1. Explain scientific approaches to understanding and treating substance use disorders.
2. Summarize the biological, psychological and social challenges related to substance use disorders.
3. Know evidence-based assessments and treatments of substance use disorders.
4. Demonstrate in-depth understanding of etiology and maintenance of substance use disorders.
5. Evaluate professional and popular press information concerning issues and controversies related to the treatment of substance use disorders.

3.3 Assessment/Evaluation:

Student performance will be assessed via a combination of exams, in-class discussion and formal presentations, and reading commentaries.

Section 4: Rationale

4.1 Reason for developing this proposed course:

The prevalence of substance use disorders in the state continues to increase year-after-year given an increased reliance on opioids and other medications to treat pain, the illegal trafficking of controlled substances, and a lack of education in the community about the risks associated with substance use. A course on substance use disorders for undergraduates will provide students majoring in Psychological Science a background in the scientific evidence supporting effective assessments and treatments for substance use disorders.

This content will complement existing courses covering psychopharmacology, behavioral neuroscience, and psychopathology. Because it has a strong foundation in neuroscience and psychopharmacology, the course will provide students with an understanding of the biobehavioral consequences of substance abuse and the physiological outcomes of treatments.

Roughly one-third of Psychological Science graduates who are not in graduate programs are employed in health care settings. The addition of this course will further enhance students' breadth of understanding of the assessment and treatment of psychopathologies that have a tremendous impact on our communities prior to earning a bachelor's degree and pursuing employment or graduate training.

Exposure to an upper-level substance use disorder course may motivate more of our undergraduates to pursue graduate training in this domain of clinical science.

4.2 Relationship to similar courses offered by other university departments/units:

- Do any other courses already being offered by other university departments/units share content with this proposed course? **YES** NO
PSY 441 Psychological Aspects of Alcoholism focuses specifically on assessing and treating alcoholism
PH 165 Drug Abuse is a lower level course surveying the healthful and harmful uses of drugs and the drug culture
PH 467 Drug Abuse Education includes content on which substances are abused and the development of community drug prevention programs
PSYS 465 Psychopharmacology includes content on the neurophysiological implications of substance use
- Are any of the proposed pre/co-requisites for this course offered by another university department/unit? YES **NO**
- If the answer to both questions is NO, simply proceed to item 5.
- If the answer to either of those questions is YES, indicate here who in the affected departments/units was consulted, and the dates of those consultations:

Dr. Grace Lartey, Director of the BS in Public Health (by email) on 1/28/2020

Dr. Steven Winger and Dr. Pitt Derryberry, Department Heads of Psychology (by email) on 1/28/2020

Section 5: Projected Enrollments/Resources

5.1 How many students per section are expected to enroll in this proposed course? 20-30 students

5.2 How many sections of this course per academic year will be offered?
One section per year

5.3 How many students per academic year are expected to enroll? 20-30 students

5.4 How were these projections calculated? Explain any supporting evidence/data you have for arriving at these projections.

We have offered this as a Special Topics course and have a good sense of student demand. Typical upper-level undergraduate concentration courses like this one (e.g., Psychopharmacology, Developmental Psychopathology, and Suicide and Self-Injury) enroll approximately 20-30 students.

5.5 Proposed method of staffing: Course will be taught by existing faculty with expertise in substance use disorders as part of a regular course rotation developed in the Department of Psychological Sciences to offer upper-level concentration courses.

5.6 Instructional technology resources: No additional resources needed

5.7 Library resources: Will this proposed course require the use of library resources (books, journals, reference materials, audio-visual materials, electronic databases, etc.)? **YES** NO

If YES, was a Library Resources Form submitted to the appropriate collection development librarian prior to consideration at the college curriculum level?

Section 6: Proposed term for implementation: Fall 2020

Section 7: Supplemental/Supporting Documentation:

See syllabus attached



PSYS 444
Psychology of Substance Use
Disorders

Instructor: Dr. Jenni Teeters
Office: Kelly Thompson Hall 1028
Email: jenni.teeters@wku.edu
Prerequisite: PSY/PSYS 100; junior standing, or permission of instructor.
Office hours: Wednesday 3pm-5pm
 I am happy to meet with you other times by appointment.

COURSE DESCRIPTION

This course will focus on the study of addictive behaviors in depth, specifically on drug and alcohol use. We will cover definitions, theories of addiction, and evidence-based assessment and treatment of substance use disorders in clinical settings. By the end of this course, students should understand current scientific findings and theories related to the development, maintenance, and treatment of substance use disorders and gain an understanding of issues and controversies in the field. The course will utilize a textbook, empirical articles, films, class discussion, critical thinking, and writing.

COURSE TOPICS and OBJECTIVES

1. Learn about the history of classifying substance use disorders and the current diagnostic system.
2. Learn how to assess, diagnose, and treat substance use disorders using evidence-based assessments and treatments.
3. Become familiar with the various substance use disorders and commonly comorbid disorders and be able to recognize associated symptoms and patterns of behavior.
4. Become aware of current issues and controversies in the field of substance use disorder treatment.

Upon completing this course you will be able to:

Course Objectives	Activities to support the objectives	Assessment of the objections
1. Explain scientific approaches to understanding and treating substance use disorders	Reading, Discussion	Discussion Points, Exams
2. Summarize the biological, psychological and social challenges related to substance use disorders	Reading, videos, Discussions	Discussion Points
3. Know evidence-based assessments and treatments of substance use disorders	Reading, videos, Discussions	Discussion Points

- | | | | |
|----|---|--------------------------|-------------------|
| 4. | Demonstrate in-depth understanding of etiology and maintenance of substance use disorders | Reading, videos, writing | Exams |
| 5. | Evaluate professional and popular press information concerning issues and controversies related to the treatment of substance use disorders | Discussion | Discussion Points |

READINGS

The schedule for completing all readings is listed on the calendar.

- Required text: Kuhn, C., Swartzwelder, S., & Wilson, W. (2019). *Buzzed: The straight facts about the most used and abused drugs from alcohol to ecstasy*. WW Norton & Company.
- I will make all journal articles available on Blackboard.

SUMMARY OF COURSE REQUIREMENTS

- 2 Exams
- Participation
- Weekly discussion board posts
- Discussion leader

GRADING: Undergraduate

Requirements	Points
2 Exams	100 points (50 points each)
Reading Commentaries	100 points (weekly, 10 @ 10 points each)
Discussion Leading	50 points
Participation	100 points
Total	350

GRADING: Graduate

Requirements	Points
Group presentation	100 points
2 Exams	100 points (50 points each)
Reading Commentaries	100 points (weekly, 10 @ 10 points each)
Discussion Leading	50 points
Participation	100 points
Total	450

A = 90 – 100%	B = 80 –89%	C = 70 – 79%
D = 60 – 69%	F = below 60%	

Discussion of Grades. Students sometimes want to discuss their grade via e-mail. E-mail is *neither* secure *nor* private. If an individual student requests his/her grade, I cannot reveal to that student his/her grade through e-mail. However, course software does provide a way for you to check your grade on-line. I am cautious in discussing it in detail via email.

ASSIGNMENT DETAILS

Exams

There will be 2 exams for this course that will cover separate units. The 2nd exam will not be comprehensive; each exam will cover content from the specific unit of focus. Exams will be primarily short answer questions with possible inclusion of some multiple-choice questions.

Weekly Reading Commentaries

Commentaries are based upon empirical articles assigned for each week. You must comment on the two empirical (non-case study) articles in your post. Commentary on the case study is optional. The commentaries should be ~300 words in length, and must be submitted to the course's blog site by 11:59PM on the evening before the class discussion (due dates noted in course calendar). Read each other's contributions and comment as appropriate. Respond to at least one of your peers' postings. Replies/discussions are professional conversations. This is an opportunity to learn from a diverse group of people with varied professional perspectives and experiences.

Discussion Leading

You will lead one of the in-class discussion dates (to be determined at the beginning of the semester). Thus, you will serve as one of the primary facilitators of the conversation. If you are the discussion leader for that date, you do not have to submit a discussion board post. However, you should develop a few Powerpoint slides that: a) summarize the assigned readings for that date and b) provide conversation points related to the readings to discuss during the class. You should provide as many conversation points as you think are necessary to fill the entire class. If appropriate, you may also include activities. If your discussion date also coincides with one of our documentaries that we recently viewed in class, it is also permissible to discuss this during the class, although this should not consume the bulk of the class.

Participation

I welcome your thoughts, comments, feedback, and perspectives throughout this course. This is a seminar course, meaning a high level of participation is expected during class discussions. It is expected that you will attend classes and provide questions, comments, and thoughts related to the material. Participation points will be awarded based upon your level of contribution in the class.

Additional Assignments for Graduate Students

Students taking this course for graduate credit will be required to complete additional coursework.

- Graduate students will complete a group presentation (additional details will be posted on Blackboard). Select an evidence-based practice from the list provided. Information about the practice can be found on the following website: <http://adai.washington.edu/ebp/> as well as in the research literature.
 - **Each group will present a 20-minute PowerPoint presentation of your assigned treatment. Be sure to include:**
 - a) A general overview of the treatment
 - b) Background of its (primary) authors
 - c) Components of the treatment
 - d) Pros and Cons of the treatment
 - e) A case example
 - f) Relevant handouts

CLASS POLICIES

Note: National statistics suggest that individuals in this class may personally suffer from a substance use disorder or know someone who does. As we discuss disorders in this class, I ask that we maintain a tone of respect, as if someone we cared about was suffering from the disorder being discussed.

Class Attendance and Participation: Your attendance and participation in all class meetings are expected. Please let me know as soon as possible about any excused absences (e.g., conference presentation, sickness). If you are not able to attend class for any reason, you are still responsible for the material covered during class. At the end of the semester I will average together all of your daily participation grades to gain a final participation grade.

Late Assignments: written assignments are accepted as "on time" when they are submitted on the day before the corresponding course discussion (the night before the class discussion at 11:59PM). Blog posts

turned in after the due date will be considered late and will be penalized 10% of the total assignment grade for every day they are late.

Accommodations for Disabilities: Any student who feels he or she may need an accommodation based on the impact of a disability should contact me privately as soon as possible to discuss his or her specific needs. Additionally, in compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in Downing University Center A-200. The phone number is 745-5004.

Academic Integrity: Cheating, plagiarism, and other forms of academic misconduct are unacceptable and will result in appropriate disciplinary action. Students must clearly cite any sources consulted—not only for quoted phrases but also for ideas and information that are not common knowledge. All writing assignments will be run through software to ensure no part of the assignment was plagiarized.

Writing Center: Students interested in using this course to develop their writing skills are encouraged to visit the university Writing Center with drafts of their written assignments.

Respect in the Classroom:

It is expected that you will respect fellow students and the instructor. Students who are disrespectful, inappropriate, or disruptive will be asked to leave class. Continued disruptive behavior may result in removal from the course. In order to be respectful to classmates and the instructor, please:

- 1) Keep cell phones on silent or vibrate and do not send text messages during class.
- 2) Use laptops ONLY for taking notes.
- 3) Refrain from talking or whispering with classmates during lectures.
- 4) Arrive on time.
- 5) Do not use derogatory or offensive language during class.

Title IX Misconduct/Assault Statement

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/coo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and

Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, [270-745-5398](tel:270-745-5398) or Title IX Investigators, Michael Crowe, [270-745-5429](tel:270-745-5429) or Joshua Hayes, [270-745-5121](tel:270-745-5121).

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at [270-745-3159](tel:270-745-3159).

COURSE SCHEDULE

W	Date	TOPIC	ASSIGNMENT (Due This Day)*
1	8/27	Review Syllabus and watch addiction video	Buzzed: Introduction
	8/29	Theories of Addiction	Leshner, A. I. (1997). Addiction is a brain disease, and it matters. <i>Science</i> , 278(5335), 45-47. McLellan, A. T., Lewis, D. C., O'brien, C. P., & Kleber, H. D. (2000). Drug dependence, a chronic medical illness: implications for treatment, insurance, and outcomes evaluation. <i>JAMA</i> , 284(13), 1689-1695.
2	9/3	Basic Pharmacology	Buzzed: Brain Basics, Drug Basics, and Addiction
		BLOG POST #1 DUE 9/4 BY 11:59PM	
	9/5	Theories of Addiction Discussion Discussion Leaders	Satel, S., & Lilienfeld, S. O. (2014). Addiction and the brain-disease fallacy. <i>Frontiers in Psychiatry</i> , 4, 141. Hart, C. L. (2017). Viewing addiction as a brain disease promotes social injustice. <i>Nature Human Behaviour</i> , 1, 0055
3	9/10	History of Drug and Alcohol Use	Kelly, J.F., & Westerhoff, C.M. (2010). Does it matter how we refer to individuals with substance-related conditions? A randomized study of two commonly used terms. <i>International Journal of Drug Policy</i> , 21, 202-207. Ashford, R. D., Brown, A. M., & Curtis, B. (2018). Substance use, recovery, and linguistics: The impact of word choice on explicit and implicit bias. <i>Drug and Alcohol Dependence</i> , 189, 131 – 138.
	9/12	Alcohol	Buzzed: Alcohol
4	9/17	Alcohol	Buzzed: Alcohol
		BLOG POST #2 DUE 9/18 BY 11:59PM	
	9/19	Alcohol Discussion Discussion Leaders	van Amsterdam, J., & van den Brink, W. (2013). Reduced-risk drinking as a viable treatment goal in problematic alcohol use and alcohol dependence. <i>Journal of Psychopharmacology</i> , 27(11), 987-997. Marlatt, G. A., & Witkiewitz, K. (2010). Update on harm-reduction policy and intervention research. <i>Annual Review of Clinical Psychology</i> , 6, 591-606.

			<p>Case Study: Vedel, E., & Emmelkamp, P. M. (2004). Behavioral couple therapy in the treatment of a female alcohol-dependent patient with comorbid depression, anxiety, and personality disorders. <i>Clinical Case Studies</i>, 3(3), 187-205.</p>
5	9/24	Cannabis	<p>Buzzed: Marijuana</p> <p>Therapeutic effects of cannabinoids: https://www.nap.edu/read/24625/chapter/6</p> <p>Marconi, A., Di Forti, M., Lewis, C. M., Murray, R. M., & Vassos, E. (2016). Meta-analysis of the association between the level of cannabis use and risk of psychosis. <i>Schizophrenia Bulletin</i>, 42(5), 1262-1269.</p>
		BLOG POST #3 DUE 9/25 BY 11:59PM	
	9/26	Cannabis Discussion Discussion Leaders	<p>Meier, M. H., Caspi, A., Ambler, A., Harrington, H., Houts, R., Keefe, R. S., ... & Moffitt, T. E. (2012). Persistent cannabis users show neuropsychological decline from childhood to midlife. <i>Proceedings of the National Academy of Sciences</i>, 109(40), E2657-E2664.</p> <p>Hill, K. P. (2015). Medical marijuana for treatment of chronic pain and other medical and psychiatric problems: a clinical review. <i>JAMA</i>, 313(24), 2474-2483.</p> <p>Case Study: Buckner, J. D., Ecker, A. H., Beighley, J. S., Zvolensky, M. J., Schmidt, N. B., Shah, S. M., & Carroll, K. M. (2016). Integrated cognitive behavioral therapy for comorbid cannabis use and anxiety disorders. <i>Clinical Case Studies</i>, 15(1), 68-83.</p>
6	10/1	Exam 1	
	10/3	Opioids and Benzodiazepines	<p>Buzzed: Opioids and Sedatives</p> <p>Kolodny, A., Courtwright, D. T., Hwang, C. S., Kreiner, P., Eadie, J. L., Clark, T. W., & Alexander, G. C. (2015). The prescription opioid and heroin crisis: a public health approach to an epidemic of addiction. <i>Annual Review of Public Health</i>, 36, 559-574.</p>
		BLOG POST #4 DUE 10/7 BY 11:59PM	
7	10/8	Opioids Discussion Discussion Leaders	<p>Hogarth, L., Hardy, L., Bakou, A., Mahlberg, J., Weidemann, G., Cashel, S., & Moustafa, A. A. (2019). Negative Mood Induction Increases Choice of Heroin Versus Food Pictures in Opiate-Dependent Individuals: Correlation With Self-Medication Coping Motives and Subjective Reactivity. <i>Frontiers in Psychiatry</i>, 10.</p>

	10/10	FALL BREAK- No class	<p>Park, T. W., Saitz, R., Ganoczy, D., Ilgen, M. A., & Bohnert, A. S. (2015). Benzodiazepine prescribing patterns and deaths from drug overdose among US veterans receiving opioid analgesics: case-cohort study. <i>BJM</i>, 350, h2698.</p> <p>Case Study: Fishman, M. J., Wu, L. T., & Woody, G. E. (2011). Buprenorphine for prescription opioid addiction in a patient with depression and alcohol dependence. <i>American Journal of Psychiatry</i>, 168(7), 675-679.</p>
8	10/15	<p>Cocaine, Amphetamines, and Related Stimulants</p> <p>BLOG POST #5 DUE 10/16 BY 11:59PM</p>	Buzzed: Stimulants
	10/17	<p>Stimulants Discussion</p> <p>Discussion Leaders</p>	<p>Palamar, J. J., Davies, S., Ompad, D. C., Cleland, C. M., & Weitzman, M. (2015). Powder cocaine and crack use in the United States: An examination of risk for arrest and socioeconomic disparities in use. <i>Drug and Alcohol Dependence</i>, 149, 108-116.</p> <p>Back, S. E., Hartwell, K., DeSantis, S. M., Saladin, M., McRae-Clark, A. L., Price, K. L., ... & Brady, K. T. (2010). Reactivity to laboratory stress provocation predicts relapse to cocaine. <i>Drug and Alcohol Dependence</i>, 106(1), 21-27.</p> <p>WKU Herald Article: https://wkuherald.com/news/students-trade-health-for-academic-success-with-stimulants/article_7c810522-6ae4-11e9-9c0e-0f5dbb889645.html</p>
9	10/22	<p>Nicotine</p> <p>BLOG POST #6 DUE 10/23 BY 11:59PM</p>	Buzzed: Nicotine
	10/24	<p>Nicotine Discussion</p> <p>Discussion Leaders</p>	<p>Levy, D. T., Borland, R., Lindblom, E. N., Goniewicz, M. L., Meza, R., Holford, T. R., ... & Abrams, D. B. (2018). Potential deaths averted in USA by replacing cigarettes with e-cigarettes. <i>Tobacco control</i>, 27(1), 18-25.</p> <p>Rubinstein, M. L., Delucchi, K., Benowitz, N. L., & Ramo, D. E. (2018). Adolescent exposure to toxic volatile organic chemicals from e-cigarettes. <i>Pediatrics</i>, 141(4), e20173557.</p> <p>Case Study: Cohen, L. M., & McChargue, D. E. (2006). Cognitive-Behavioral treatment of nicotine dependence for a female with a history of alcohol and respiratory problems. <i>Clinical Case Studies</i>, 5(1), 83-98.</p>

10	10/29	Assessment and Treatment of Substance Use Disorders BLOG POST #7 DUE 10/30 BY 11:59PM	https://www.drugabuse.gov/nidamed-medical-health-professionals/screening-tools-resources/chart-screening-tools
	10/31	AA and Sober Housing Discussion Discussion Leaders	https://www.vox.com/policy-and-politics/2018/1/2/16181734/12-steps-aa-na-studies Kaskutas, L.A. (2009). Alcoholics' Anonymous effectiveness: Faith meets science. <i>Journal of Addictive Diseases</i> , 28, 145- 157. Jason, L. A., Olson, B. D., Ferrari, J. R., Majer, J. M., Alvarez, J., & Stout, J. (2007). An examination of main and interactive effects of substance abuse recovery housing on multiple indicators of adjustment. <i>Addiction</i> , 102(7), 1114-1121. Additional Self-help Resources: http://womenforsobriety.org/ http://www.smartrecovery.org/
11	11/5	Documentary BLOG POST #8 DUE 11/4 BY 11:59PM	
	11/7	Grad student treatment presentations	
12	11/12	Assessment and Treatment of Substance Use Disorders BLOG POST #9 DUE 11/13 BY 11:59PM	Recovery: The Many Paths to Wellness
	11/14	Assessment and Treatment of Substance Use Disorders Discussion Discussion Leaders	Miller, W.R., Walters, S.T., & Bennett (2001). How effective is alcoholism treatment in the United States? <i>Journal of Studies on Alcohol</i> , 62, 211-220. Cutler, R. B., & Fishbain, D. A. (2005). Are alcoholism treatments effective? The Project MATCH data. <i>BMC Public Health</i> , 5(1), 75.
13	11/19	SUD and PTSD Comorbidity BLOG POST #10 DUE 11/20 BY 11:59PM	ASAM Chapter

	11/21	SUD and PTSD Discussion Discussion Leaders	<p>Tull, M. T., Berghoff, C. R., Wheelless, L. E., Cohen, R. T., & Gratz, K. L. (2018). PTSD symptom severity and emotion regulation strategy use during trauma cue exposure among patients with substance use disorders: Associations with negative affect, craving, and cortisol reactivity. <i>Behavior Therapy, 49</i>(1), 57-70.</p> <p>Norman, S. B., Trim, R., Haller, M., Davis, B. C., Myers, U. S., Colvonen, P. J., ... & Norman, G. J. (2019). Efficacy of integrated exposure therapy vs integrated coping skills therapy for comorbid posttraumatic stress disorder and alcohol use disorder: a randomized clinical trial. <i>JAMA psychiatry</i>.</p> <p>Case Study: Acceptance and Commitment Therapy for SUD/PTSD</p>
14	11/26 11/28	Thanksgiving Break- No class Motivational Interviewing for SUDs	<p>Overview video: https://www.youtube.com/watch?v=s3MCJZ7OGRk</p>
15	12/3 12/5	Motivational Interviewing for SUDs Exam 2	<p>Lundahl, B., & Burke, B. L. (2009). The effectiveness and applicability of motivational interviewing: A practice-friendly review of four meta-analyses. <i>Journal of clinical psychology, 65</i>(11), 1232-1245.</p> <p>Miller, W. R., & Rollnick, S. (2009). Ten things motivational interviewing is not. <i>Behavioural and Cognitive Psychotherapy, 37</i>, 129-140.</p> <p><u>Case study:</u> Ehman, A. C., & Gross, A. M. (2019). Acceptance and Commitment Therapy and Motivational Interviewing in the Treatment of Alcohol Use Disorder in a College Woman: A Case Study. <i>Clinical Case Studies, 18</i>(1), 36-53.</p>

Note: this syllabus is a tentative schedule of the course. I reserve the right to alter this syllabus during the semester in order to facilitate student learning and meet the objectives of the course.

LIBRARY RESOURCES, page 1 of 2
Revised April 2008

Date: 1/28/2020

Proposed Course Name and Number: PSYS 444: Psychology of Substance Use Disorders

Current Library holdings in support of the course are:

 x adequate inadequate*

 library resources not needed for course**

* Inadequate library support will NOT delay approval. If support is adequate, additional materials may still be recommended.

** Library is not responsible for supporting course if this option is chosen.

I. Books/Electronic Resources/Other. Please list key titles, whether or not library already owns; attach course reading list, if any; library materials to be placed on reserve; wish list. If reading list not yet compiled, send asap. Attach additional sheet(s) if needed.

Kuhn, C., Swartzwelder, S., & Wilson, W. (2019). *Buzzed: The straight facts about the most used and abused drugs from alcohol to ecstasy*. WW Norton & Company

Note that the library has a previous edition of this book but the newest one would be best (5th edition; <https://www.amazon.com/Buzzed-Straight-Abused-Alcohol-Ecstasy/dp/0393356469>). Please see attached reading list for journal articles assigned in this course.

II: Key journal titles needed/recommended:

Drug and Alcohol Dependence (available on library website already)

Addiction (available on library website already)

Addictive Behaviors (an Elsevier journal - <https://www.journals.elsevier.com/addictive-behaviors>)

Please submit tentative course proposal to Liaison Librarian before departmental curriculum committee meeting when proposal will be considered. This form will be signed and returned to proponent within three working days.

Find Your Liaison Librarian: http://www.wku.edu/Library/dlps/lia_dept.htm

Questions or problems?

Contact Jack Montgomery, jack.montgomery@wku.edu Coordinator, Collection Services
Or UCC Library Representative <http://www.wku.edu/ucc/guidelines.html>

Jenni Teetes

Faculty Member Proposing Course

Bill Seencal

Liaison Librarian

Jack Montgomery

Coordinator, Collection Services

PSYS 444

University Undergraduate Curriculum Proposal Checklist

Please complete the following checklist to ensure your proposal will proceed smoothly and efficiently. Include the checklist as a cover sheet with your proposal. Proposals without the checklist will be returned to the proponent.

For new or revised programs, courses, or course descriptions, what departments/programs have been consulted concerning potential impact (e.g. to possible duplication or conflict, changed corequisite or prerequisite for equivalent courses, etc.)? Please provide names and dates for individuals consulted.

Dr. Grace Lartey, Director of the BS in Public Health (by email) on 1/28/2020 Dr. Ste

What are the potential budget implications for this proposal? If any additional staffing is required, how will it be funded? If not, how will current staffing accommodate the proposed course/program?

Course will be taught by existing faculty with expertise in substance use disorders as

If you are proposing a new undergraduate program or changes to an existing undergraduate program, please include a new or updated four-year degree pathway.

Has the proposal been checked carefully for mechanics, grammar, syntax, and clarity?

Madole, Kelly
Digitally signed by Madole, Kelly
Date: 2020.02.24 14:53:36
-06'00'

Department Head

Dean or Designee

2/23/2020

Date

Date

**Proposal to Revise a program: Major in Psychological Science (#747 and 747E)
Ogden College of Science and Engineering
Department of Psychological Sciences**

Section 1: Proponent Contact Information

- 1.1 Name/Title: Dr. Andy Mienaltowski, Program Coordinator
- 1.2 Email address: andrew.mienaltowski@wku.edu
- 1.3 Phone #: 270-681-0270

Section 2: Program Information

- 2.1 Current Program reference number: #747 and 747E
- 2.2 Current Program title: Psychological Science
- 2.3 Current total number of credits required in the program: 37-49

Section 3: Proposed program revisions and rationales

- 3.1 Add new course to concentrations within the program. Add ***PSYS 444 Psychology of Substance Use Disorders*** to the Biobehavioral and Clinical Concentrations. This course will provide students with greater depth in substance use disorders, complementing foundational courses in abnormal psychology and behavioral neuroscience and other concentration courses like psychopharmacology.

Section 4: Consultations

Do any of the proposed revisions in section 3 above involve or in any other way impact other departments/units? **YES** **NO**

If NO, simply proceed to item 5.

If YES, identify those revisions here, referring to them by the numbers assigned in section 3 above, and for each, indicate who in the affected department/unit was consulted, and the date of that consultation:

Section 5: Proposed term for implementation: Fall 2020

Section 6: Approval Flow Dates:

Department of Psychological Sciences: February 14, 2020
Ogden College Curriculum Committee:
Undergraduate Curriculum Committee:
University Senate:

Section 7: Required Appendices: Current & proposed program descriptions:

7.1 Current Program Description: (On a separate pages):

The Department of Psychological Sciences offers programs designed for students who are interested in a science – oriented degree that will prepare them for graduate study in psychology or a related field (e.g., medical school, pharmacy, physical therapy) or for employment in jobs where strong quantitative and research skills are required. The department provides two options for the Bachelor of Science degree. The

non-extended option requires a minimum of 37 credit hours and a minor or second major is required. The extended option requires a minimum of 49 unduplicated credit hours and no minor or second major is required. For both options, students will complete a program of study that includes Core and Concentration components as well as a Laboratory Experience component. To complete the Core requirement, students will select a total of 25 to 28 credit hours from the following categories: Foundations of Psychology, Developmental Processes, Learning and Cognition, Individual Differences and Social Processes, Biological Bases of Behavior and Mental Processes, Research Methods and Statistics, and Integrative Science in Psychology. To complete the Concentration requirement, students will select courses from one or two of the seven thematic concentrations or they may design a general concentration (subject to approval by their advisor). To complete the Laboratory Experience component, students will complete one PSYS lab course or one PSYS lecture/lab course at the 300-level or above. Students in the non-extended option will complete 12 credit hours from one thematic concentration, or design a custom concentration by selecting 12-24 hours from PSYS courses not used to satisfy their Core requirement. Students choosing the extended option will complete 21-24 credit hours from two concentrations or 24 – 25 hours from the quantitative psychology concentration.

Students must maintain a minimum 2.50 GPA both overall and in the major. Either (1) MATH 116 and MATH 117, or (2) MATH 118 or higher is required; MATH 183 is recommended. Students who select the 50-hour option with the quantitative psychology concentration must complete MATH 136.

Students in the non-extended option of the Psychological Science major can count no more than 3 credits of PSYS 490 toward the major. Students in the extended option may count no more than 6 credits of PSYS 490 toward the major, with no more than 3 credits counting toward a single concentration's requirements.

Applied Psychological Science. This concentration focuses on how psychological science can be used to solve real-world problems in business, sports, or human engineering domains.

Core Courses: PSYS 100 or PSYS 160, PSYS 220 or PSYS 321, PSYS 333, PSYS 350, PSYS 360 or PSYS 362 or PSYS 363, PSYS 210, PSYS 211, PSYS 313, PSYS 380 or PSYS 481 or PSYS 490

Concentration Courses: Required: PSYS 413

Electives: Choose 9 hours from PSYS 353, PSYS 360 or PSYS 362 or PSYS 363, PSYS 370, PSYS 433, PSYS 473, PSYS 481, PSYS 490, PSYS 499, PSY 340, PSY 355, PSY 412, PSY 470.

Laboratory Experience: PSYS 413

Biobehavioral Psychology. This concentration provides knowledge of the biological bases of behavior and thought.

Core Courses: PSYS 100 or PSYS 160, PSYS 220 or PSYS 321, PSYS 331, PSYS 350 or PSYS 440, PSYS 360 or PSYS 362, PSYS 210, PSYS 211, PSYS 313, PSYS 380 or PSYS 481 or PSYS 490.

Concentration Courses: Required: PSYS 363

Electives: Choose 9 hours from PSYS 333, PSYS 431, PSYS 462, PSYS 463, PSYS 465, PSYS 482, PSYS 490, PSYS 499.

Laboratory Experience: PSYS 322, PSYS 334, PSYS 362, or PSYS 413

Clinical Psychological Science. This concentration focuses on mechanisms and etiologies of psychological health and dysfunction.

Core Courses: PSYS 100 or PSYS 160, PSYS 220 or PSYS 321, PSYS 331 or PSYS 333, PSYS 440, PSYS 360 or PSYS 362 or PSYS 363, PSYS 210, PSYS 211, PSYS 313, PSYS 380 or PSYS 481 or PSYS 490.

Concentration Courses: Choose 12 hours from PSYS 350, PSYS 353, PSYS 360 or PSYS 362, PSYS 413, PSYS 423, PSYS 425, PSYS 442, PSYS 450, PSYS 451, PSYS 453, PSYS 462, PSYS 465, PSYS 482, PSYS 481, PSYS 490, PSYS 499.

Laboratory Experience: PSYS 322, PSYS 334, PSYS 362, or PSYS 413

Cognitive Psychology. This concentration emphasizes the scientific study of mental processes such as attention, perception, memory, problem-solving, thinking, and language use.

Core Courses: PSYS 100 or PSYS 160, PSYS 220 or PSYS 321, PSYS 333, PSYS 350 or PSYS 440, PSYS 360 or PSYS 362 or PSYS 363, PSYS 210, PSYS 211, PSYS 313, PSYS 380 or PSYS 481 or PSYS 490.

Concentration Courses: Choose 12 hours from PSYS 331, PSYS 363, PSYS 423, PSYS 431, PSYS 433, PSYS 462, PSYS 490, PSYS 499, PSY 412.

Laboratory Experience: PSYS 322, PSYS 334, PSYS 362, or PSYS 413

Developmental Science. This addresses the physical, emotional, intellectual, social, perceptual, and personality growth of humans throughout the lifespan.

Core Courses: PSYS 100 or PSYS 160, PSYS 220 or PSYS 321, PSYS 331 or PSYS 333, PSYS 350 or PSYS 440, PSYS 360 or PSYS 362 or PSYS 363, PSYS 210, PSYS 211, PSYS 313, PSYS 380 or PSYS 481 or PSYS 490.

Concentration Courses: Choose 12 hours from PSYS 220, PSYS 321, PSYS 423, PSYS 424, PSYS 425, PSYS 431, PSYS 463, PSYS 482, PSYS 490, PSYS 499.

Laboratory Experience: PSYS 322, PSYS 334, PSYS 362, or PSYS 413

Social Psychology. This concentration emphasizes the study of how social situations affect behavior.

Core Courses: PSYS 100 or PSYS 160, PSYS 220 or PSYS 321, PSYS 331 or PSYS 333, PSYS 350, PSYS 360 or PSYS 362 or PSYS 363, PSYS 210, PSYS 211, PSYS 313, PSYS 380 or PSYS 481 or PSYS 490.

Concentration Courses: Required: PSYS 413.

Electives: Choose 9 hours from PSYS 353, PSYS 433, PSYS 440, PSYS 450, PSYS 451, PSYS 453, PSYS 463, PSYS 482, PSYS 490, PSYS 499, PSY 412.

Laboratory Experience: PSYS 413

General Concentration. This concentration allows students, with help from their advisor, to design an individualized theme.

Core Courses: PSYS 100 or PSYS 160, PSYS 220 or PSYS 321, PSYS 331 or PSYS 333, PSYS 350 or PSYS 440, PSYS 360 or PSYS 362 or PSYS 363, PSYS 210, PSYS 211, PSYS 313, PSYS 380 or PSYS 481 or PSYS 490.

Concentration: Course select 12-24 hours of electives from PSYS courses not used to satisfy Core requirements.

Laboratory Experience PSYS 322, PSYS 334, PSYS 362, or PSYS 413

Quantitative Psychology. This concentration focuses on the use of advanced data manipulation and statistical analysis techniques within psychological science to examine discipline-specific research questions. This concentration requires at least 49 hours, so students do not need a minor or second major. Also students in this concentration do not select another concentration within the Psychological Science Major.

Core Courses: PSYS 100 or PSYS 160, PSYS 220 or PSYS 321, PSYS 331 or PSYS 333, PSYS 350 or PSYS 440, PSYS 360 or PSYS 362 or PSYS 363, PSYS 210, PSYS 211, PSYS 313, PSYS 380 or PSYS 481 or PSYS 490.

Concentration Courses: CS 146 or CS 170 or CS 180, STAT 301, STAT 330, STAT 401 or STAT 402, PSYS 413, and 9 PSYS upper-level elective hours selected in consultation with an advisor.

Laboratory Experience PSYS 413

7.2 Proposed Program Description: (On a separate pages):

The Department of Psychological Sciences offers programs designed for students who are interested in a science-oriented degree in psychology that will prepare them for graduate study in psychology or a related field (e.g., medical school, pharmacy, physical therapy) or for employment in jobs where strong quantitative and research skills are required. The department provides two options for the Bachelor of Science degree. The non-extended option requires a minimum of 37 credit hours and a minor or second major is required. The extended option requires a minimum of 49 unduplicated credit hours and no minor or second major is required. For both options, students will complete a program of study that includes Core and Concentration components as well as a Laboratory Experience component. To complete the Core requirement, students will select a total of 25 to 28 credit hours from the following categories: Foundations of Psychology, Developmental Processes, Learning and Cognition, Individual Differences and Social Processes, Biological Bases of Behavior and Mental Processes, Research Methods and Statistics, and Integrative Science in Psychology. To complete the Concentration requirement, students will select courses from one or two of the seven thematic concentrations or they may design a general concentration (subject to approval by their advisor). To complete the Laboratory Experience component, students will complete one PSYS lab course or one PSYS lecture/lab course at the 300-level or above. Students in the non-extended option will complete 12 credit hours from one thematic concentration, or design a custom concentration by selecting 12-24 hours from PSYS courses not used to satisfy their Core requirement. Students choosing the extended option will complete 21-24 credit hours from two concentrations or 24 – 25 hours from the quantitative psychology concentration.

Students must maintain a minimum 2.50 GPA both overall and in the major. Either (1) MATH 116 and MATH 117, or (2) MATH 118 or higher is required; MATH 183 is recommended. Students who select the extended 50-hour option with the quantitative psychology concentration must complete MATH 136.

Students in the non-extended option of the Psychological Science major can count no more than 3 credits of PSYS 490 toward the major. Students in the extended option may count no more than 6 credits of PSYS 490 toward the major, with no more than 3 credits counting toward a single concentration's requirements.

Applied Psychological Science. This concentration focuses on how psychological science can be used to solve real-world problems in business, sports, or human engineering domains.

Core Courses: PSYS 100 or PSYS 160, PSYS 220 or PSYS 321, PSYS 333, PSYS 350, PSYS 360 or PSYS 362 or PSYS 363, PSYS 210, PSYS 211, PSYS 313, PSYS 380 or PSYS 481 or PSYS 490

Concentration Courses: Required: PSYS 413

Electives: Choose 9 hours from PSYS 353, PSYS 360 or PSYS 362 or PSYS 363, PSYS 370, PSYS 433, PSYS 473, PSYS 481, PSYS 490, PSYS 499, PSY 340, PSY 355, PSY 412, PSY 470.

Laboratory Experience: PSYS 413

Biobehavioral Psychology. This concentration provides knowledge of the biological bases of behavior and thought.

Core Courses: PSYS 100 or PSYS 160, PSYS 220 or PSYS 321, PSYS 331, PSYS 350 or PSYS 440, PSYS 360 or PSYS 362, PSYS 210, PSYS 211, PSYS 313, PSYS 380 or PSYS 481 or PSYS 490.

Concentration Courses: Required: PSYS 363

Electives: Choose 9 hours from PSYS 333, PSYS 431, **PSYS 444**, PSYS 462, PSYS 463, PSYS 465, PSYS 482, PSYS 490, PSYS 499.

Laboratory Experience: PSYS 322, PSYS 334, PSYS 362, or PSYS 413

Clinical Psychological Science. This concentration focuses on mechanisms and etiologies of psychological health and dysfunction.

Core Courses: PSYS 100 or PSYS 160, PSYS 220 or PSYS 321, PSYS 331 or PSYS 333, PSYS 440, PSYS 360 or PSYS 362 or PSYS 363, PSYS 210, PSYS 211, PSYS 313, PSYS 380 or PSYS 481 or PSYS 490.

Concentration Courses: Choose 12 hours from PSYS 350, PSYS 353, PSYS 360 or PSYS 362, PSYS 413, PSYS 423, PSYS 425, PSYS 442, **PSYS 444**, PSYS 450, PSYS 451, PSYS 453, PSYS 462, PSYS 465, PSYS 482, PSYS 481, PSYS 490, PSYS 499.

Laboratory Experience: PSYS 322, PSYS 334, PSYS 362, or PSYS 413

Cognitive Psychology. This concentration emphasizes the scientific study of mental processes such as attention, perception, memory, problem-solving, thinking, and language use.

Core Courses: PSYS 100 or PSYS 160, PSYS 220 or PSYS 321, PSYS 333, PSYS 350 or PSYS 440, PSYS 360 or PSYS 362 or PSYS 363, PSYS 210, PSYS 211, PSYS 313, PSYS 380 or PSYS 481 or PSYS 490.

Concentration Courses: Choose 12 hours from PSYS 331, PSYS 363, PSYS 423, PSYS 431, PSYS 433, PSYS 462, PSYS 490, PSYS 499, PSY 412.

Laboratory Experience: PSYS 322, PSYS 334, PSYS 362, or PSYS 413

Developmental Science. This addresses the physical, emotional, intellectual, social, perceptual, and personality growth of humans throughout the lifespan.

Core Courses: PSYS 100 or PSYS 160, PSYS 220 or PSYS 321, PSYS 331 or PSYS 333, PSYS 350 or PSYS 440, PSYS 360 or PSYS 362 or PSYS 363, PSYS 210, PSYS 211, PSYS 313, PSYS 380 or PSYS 481 or PSYS 490.

Concentration Courses: Choose 12 hours from PSYS 220, PSYS 321, PSYS 423, PSYS 424, PSYS 425, PSYS 431, PSYS 463, PSYS 482, PSYS 490, PSYS 499.

Laboratory Experience: PSYS 322, PSYS 334, PSYS 362, or PSYS 413

Social Psychology. This concentration emphasizes the study of how social situations affect behavior.

Core Courses: PSYS 100 or PSYS 160, PSYS 220 or PSYS 321, PSYS 331 or PSYS 333, PSYS 350, PSYS 360 or PSYS 362 or PSYS 363, PSYS 210, PSYS 211, PSYS 313, PSYS 380 or PSYS 481 or PSYS 490.

Concentration Courses: Required: PSYS 413.

Electives: Choose 9 hours from PSYS 353, PSYS 433, PSYS 440, PSYS 450, PSYS 451, PSYS 453, PSYS 463, PSYS 482, PSYS 490, PSYS 499, PSY 412.

Laboratory Experience: PSYS 413

General Concentration. This concentration allows students, with help from their advisor, to design an individualized theme.

Core Courses: PSYS 100 or PSYS 160, PSYS 220 or PSYS 321, PSYS 331 or PSYS 333, PSYS 350 or PSYS 440, PSYS 360 or PSYS 362 or PSYS 363, PSYS 210, PSYS 211, PSYS 313, PSYS 380 or PSYS 481 or PSYS 490.

Concentration: Course select 12-24 hours of electives from PSYS courses not used to satisfy Core requirements.

Laboratory Experience PSYS 322, PSYS 334, PSYS 362, or PSYS 413

Quantitative Psychology. This concentration focuses on the use of advanced data manipulation and statistical analysis techniques within psychological science to examine discipline-specific research questions. This concentration requires at least 49 hours, so students do not need a minor or second major. Also students in this concentration do not select another concentration within the Psychological Science Major.

Core Courses: PSYS 100 or PSYS 160, PSYS 220 or PSYS 321, PSYS 331 or PSYS 333, PSYS 350 or PSYS 440, PSYS 360 or PSYS 362 or PSYS 363, PSYS 210, PSYS 211, PSYS 313, PSYS 380 or PSYS 481 or PSYS 490.

Concentration Courses: CS 146 or CS 170 or CS 180, STAT 301, STAT 330, STAT 401 or STAT 402, PSYS 413, and 9 PSYS upper-level elective hours selected in consultation with an advisor.

Laboratory Experience PSYS 413



Psychological Sciences Bachelor Degree (747)
Ogden College of Science & Engineering
Western Kentucky University

SAMPLE - Four-Year Academic Degree Path
All concentrations

Success Markers

FIRST YEAR	FALL SEMESTER		SPRING SEMESTER	
	Colonnade Math (Math 183 recommended)	3	PSYS foundation course	3
PSYS 100 (fulfills Colonnade Explorations-SB)	3	PSYS 160 (fulfills Colonnade Explorations-NS)	3	
ENG 100	3	PSYS 210 and PSYS 211	4	
COMM 145	3	Colonnade course	3	
Elective or minor course	3	Elective or minor course	3	
TOTAL CREDIT HOURS	15	TOTAL CREDIT HOURS	16	

SECOND YEAR	FALL SEMESTER		SPRING SEMESTER	
	PSYS 313	3	PSYS foundation course	3
ENG 200	3	PSYS foundation course	3	
Minor course	3	Minor course	3	
Elective or Colonnade course	3	Elective or Colonnade course	3	
Elective or Colonnade Course	3	Elective or Colonnade Course	3	
TOTAL CREDIT HOURS	15	TOTAL CREDIT HOURS	15	

THIRD YEAR	FALL SEMESTER		SPRING SEMESTER	
	PSYS concentration course	3	PSYS concentration course	3
PSYS foundation course/lab course	3-4	ENG 300	3	
Minor course	3	Minor course	3	
Minor course	3	Minor course	3	
Elective or Colonnade course	3	Elective or Colonnade course	3	

	TOTAL CREDIT HOURS	15	TOTAL CREDIT HOURS	15

FOURTH YEAR	FALL SEMESTER		SPRING SEMESTER	
	PSYS concentration course	3	PSYS concentration course	3
	PSYS Integrative Science course	3	Minor or elective course	3
	Minor or elective course	3	Minor or elective course	3
	Elective or Colonnade course	3	Elective or Colonnade course	3
	Elective or Colonnade course	3	Elective or Colonnade course	3
	TOTAL CREDIT HOURS	15	TOTAL CREDIT HOURS	15
Total Credit Hours: 121				

* Denotes prerequisite courses before admission

Notes
<p>Course requirements for PSYS foundation courses and PSYS concentration courses vary by concentration. More information is provided below and will appear on your iCap. All PSYS majors must complete these 10 hours: PSYS 100 or PSYS 160, PSYS 210, PSYS 211, and PSYS 313. Three additional hours from Integrative Science in Psychology courses are required: PSYS 380 or PSYS 481 or PSYS 490. A PSYS lab course is also required.</p> <p>Applied Psychological Science Concentration: This concentration focuses on how psychosocial science can be used to solve real-world problems in business, sports, or human engineering domains. Foundation Courses (12 hours): PSYS 220 or 321, PSYS 333 (required), PSYS 350 (required), and PSYS 360, 362, or 363. Concentration Courses (12 hours): PSYS 413 (required), and 9 elective hours from PSYS 353, 360, 363, 370, 433, 473, 481, 490, 499, and/or from PSY 340, 355, 412, 470. Lab Course: PSYS 413</p> <p>Biobehavioral Concentration: This concentration provides knowledge of the biological bases of behavior and thought. Foundation Courses (12 hours): PSYS 220 or 321, PSYS 331 (required), PSYS 350 or 440, and PSYS 360 or 362. Concentration Courses (12 hours): PSYS 363 (Required), and 9 elective hours from PSYS 333, 431, 444, 462, 463, 465, 482, 490, 499. Lab Course (1-4 hours): PSYS 362, PSYS 322, PSYS 334, or PSYS 413.</p> <p>Clinical Psychological Science Concentration: This concentration focuses on mechanisms and etiologies of psychological health and dysfunction. Foundation Courses (12 hours): PSYS 220 or 321, PSYS 331 or 333, PSYS 440 (required), and PSYS 360, 362, or 363. Concentration Courses (12 hours): PSYS 350, 360 or 362, 413, 423, 425, 442, 444, 450, 451, 453, 462, 465, 481, 482, 490, 499. Lab Course (1-4 hours): PSYS 362, PSYS 322, PSYS 334, or PSYS 413.</p> <p>Cognitive Psychology Concentration: This concentration emphasizes the scientific study of mental processes such as attention, perception, memory, problem-solving, thinking, and language use. Foundation Courses (12 hours): PSYS 220 or 321, PSYS 333 (required), PSYS 350 or 440, and PSYS 360, 362, or 363. Concentration Courses (12 hours): PSYS 331, 363, 423, 431, 433, 462, 490, 499, and/or from PSY 412. Lab Course (1-4 hours): PSYS 362, PSYS 322, PSYS 334, or PSYS 413.</p>

Developmental Science Concentration: This concentration addresses the physical, emotional, intellectual, social, perceptual, and personality growth of humans throughout the lifespan. **Foundation Courses** (12 hours): PSYS 220 or 321, PSYS 331 or 333, PSYS 350 or 440, PSYS 360, 362, or 363. **Concentration Courses** (12 hours): PSYS 220, 321, 423, 424, 425, 431, 482, 490, 499. **Lab Course (1-4 hours):** PSYS 362, PSYS 322, PSYS 334, or PSYS 413.

Social Psychology Concentration: This concentration emphasizes the study of how social situations affect behavior. **Foundation Courses** (12 hours): PSYS 220 or 321, PSYS 331 or 333, PSYS 350 (required), PSYS 360, 362, or 363. **Concentration Courses** (12 hours): PSYS 413 (required) and 9 elective hours from PSYS 353, 433, 440, 450, 451, 453, 482, 490, 499, and/or from PSY 412. **Lab Course:** PSYS 413

Custom Concentration: This concentration allows the student, with help from his/her advisor, to design an individualized theme. **Foundation Courses** (12 hours): PSYS 220 or 321, PSYS 331 or 333, PSYS 350 or 440, PSYS 360, 362, or 363. **Concentration Courses** (12 hours): Select courses from any concentration and from courses not used as foundation courses. **Lab Course (1-4 hours):** PSYS 362, PSYS 322, PSYS 334, or PSYS 413.

PLEASE NOTE: Prerequisites, Course Numbers, and Course Titles are subject to change.
Consult your advisor each semester.

Course Descriptions may be viewed at <http://www.wku.edu/catalog>

FOR ADDITIONAL INFORMATION, PLEASE CONTACT:

Department:	Department of Psychological Sciences
Phone:	270-745-3918
Website:	http://www.wku.edu/psychological-sciences
Email:	psychsciences@wku.edu



Psychological Sciences Bachelor Degree – Extended Major
 Ogden College of Science & Engineering
 Western Kentucky University

SAMPLE - Four-Year Academic Degree Path
All concentrations – Extended Major

Success Markers

FIRST YEAR	FALL SEMESTER		SPRING SEMESTER	
	Colonnade Math (Math 183 recommended)	3	PSYS foundation course	3
PSYS 100 (fulfills Colonnade Explorations-SB)	3	PSYS 160 (fulfills Colonnade Explorations-NS)	3	
ENG 100	3	PSYS 210 and PSYS 211	4	
COMM 145	3	Colonnade course	3	
Elective or Colonnade course	3	Elective or Colonnade course	3	
TOTAL CREDIT HOURS	15	TOTAL CREDIT HOURS	16	

SECOND YEAR	FALL SEMESTER		SPRING SEMESTER	
	PSYS 313	3	PSYS foundation course	3
ENG 200	3	PSYS foundation or concentration course	3	
PSYS foundation course	3	Minor course	3	
Elective or Colonnade course	3	Elective or Colonnade course	3	
Elective or Colonnade course	3	Elective or Colonnade course	3	
TOTAL CREDIT HOURS	15	TOTAL CREDIT HOURS	15	

THIRD YEAR	FALL SEMESTER		SPRING SEMESTER	
	PSYS foundation/lab course	3	PSYS concentration course	3
PSYS concentration course	3	PSYS concentration course	3	
Elective or Colonnade course	3	ENG 300	3	
Elective or Colonnade course	3	Elective or Colonnade course	3	

	Elective or Colonnade course	3	Elective or Colonnade course	3
		3		3
	TOTAL CREDIT HOURS	15	TOTAL CREDIT HOURS	15

FOURTH YEAR	FALL SEMESTER		SPRING SEMESTER	
		PSYS concentration course	3	PSYS concentration course
	PSYS concentration course	3	PSYS concentration course	3
	PSYS Integrative Science course	3	Elective or Colonnade course	3
	Elective or Colonnade course	3	Elective or Colonnade course	3
	Elective or Colonnade course	3	Elective or Colonnade course	3
	TOTAL CREDIT HOURS	15	TOTAL CREDIT HOURS	15
Total Credit Hours: 121				

* Denotes prerequisite courses before admission

Notes
<p>Course requirements for PSYS foundation courses and PSYS concentration courses vary by concentration. More information is provided below and will appear on your iCap. All PSYS majors must complete these 10 hours: PSYS 100 or PSYS 160, PSYS 210, PSYS 211, and PSYS 313. Three additional hours from Integrative Science in Psychology courses are required: PSYS 380 or PSYS 481 or PSYS 490. Students in the Extended Major in Psychological Science must meet the Foundation and Concentration course requirements for each concentration. At least 48 unduplicated hours must be earned in total across the two concentrations selected. The quantitative concentration is also an extended option for the Psychological Science major (see below).</p> <p>Applied Psychological Science Concentration: This concentration focuses on how psychosocial science can be used to solve real-world problems in business, sports, or human engineering domains. Foundation Courses (12 hours): PSYS 220 or 321, PSYS 333 (required), PSYS 350 (required), and PSYS 360, 362, or 363. Concentration Courses (12 hours): PSYS 413 (required), and 9 elective hours from PSYS 353, 360, 363, 370, 433, 473, 481, 490, 499, and/or from PSY 340, 355, 412, 470. Lab Course: PSYS 413</p> <p>Biobehavioral Concentration: This concentration provides knowledge of the biological bases of behavior and thought. Foundation Courses (12 hours): PSYS 220 or 321, PSYS 331 (required), PSYS 350 or 440, and PSYS 360 or 362. Concentration Courses (12 hours): PSYS 363 (Required), and 9 elective hours from PSYS 333, 431, 444, 462, 463, 465, 482, 490, 499. Lab Course (1-4 hours): PSYS 362, PSYS 322, PSYS 334, or PSYS 413.</p> <p>Clinical Psychological Science Concentration: This concentration focuses on mechanisms and etiologies of psychological health and dysfunction. Foundation Courses (12 hours): PSYS 220 or 321, PSYS 331 or 333, PSYS 440 (required), and PSYS 360, 362, or 363. Concentration Courses (12 hours):</p>

PSYS 350, 360 or 362, 413, 423, 425, 442, 444, 450, 451, 453, 462, 465, 481, 482, 490, 499. **Lab Course (1-4 hours):** PSYS 362, PSYS 322, PSYS 334, or PSYS 413.

Cognitive Psychology Concentration: This concentration emphasizes the scientific study of mental processes such as attention, perception, memory, problem-solving, thinking, and language use.

Foundation Courses (12 hours): PSYS 220 or 321, PSYS 333 (required), PSYS 350 or 440, and PSYS 360, 362, or 363. **Concentration Courses** (12 hours): PSYS 331, 363, 423, 431, 433, 462, 490, 499, and/or from PSY 412. **Lab Course (1-4 hours):** PSYS 362, PSYS 322, PSYS 334, or PSYS 413.

Developmental Science Concentration: This concentration addresses the physical, emotional, intellectual, social, perceptual, and personality growth of humans throughout the lifespan. **Foundation Courses** (12 hours): PSYS 220 or 321, PSYS 331 or 333, PSYS 350 or 440, PSYS 360, 362, or 363.

Concentration Courses (12 hours): PSYS 220, 321, 423, 424, 425, 431, 482, 490, 499,. **Lab Course (1-4 hours):** PSYS 362, PSYS 322, PSYS 334, or PSYS 413.

Social Psychology Concentration: This concentration emphasizes the study of how social situations affect behavior. **Foundation Courses** (12 hours): PSYS 220 or 321, PSYS 331 or 333, PSYS 350 (required), PSYS 360, 362, or 363. **Concentration Courses** (12 hours): PSYS 413 (required) and 9 elective hours from PSYS 353, 433, 440, 450, 451, 453, 482, 490, 499, and/or from PSY 412. **Lab Course:** PSYS 413

Custom Concentration: This concentration allows the student, with help from his/her advisor, to design an individualized theme. **Foundation Courses** (12 hours): PSYS 220 or 321, PSYS 331 or 333, PSYS 350 or 440, PSYS 360, 362, or 363. **Concentration Courses** (12 hours): Select courses from any concentration and from courses not used as foundation courses. **Lab Course (1-4 hours):** PSYS 362, PSYS 322, PSYS 334, or PSYS 413.

Quantitative Concentration: This concentration focuses on the use of advanced data manipulation and statistical analysis techniques within psychological science to examine discipline-specific research questions. **Foundation Courses** (12 hours): PSYS 220 or 321, PSYS 331 or 333, PSYS 350 or 440, PSYS 360, 362, or 363. **Concentration Courses:** PSYS 413 (required, also lab), STAT 301 (required), STAT 330 (required); CS 146, CS, 170, or CS 180); STAT 401 or STAT 402; select 9 upper-level hours in consultation with advisor (3 of which can be PSYS 490). MATH 136 is a prerequisite for STAT 301.

PLEASE NOTE: Prerequisites, Course Numbers, and Course Titles are subject to change.
Consult your advisor each semester.

Course Descriptions may be viewed at <http://www.wku.edu/catalog>

FOR ADDITIONAL INFORMATION, PLEASE CONTACT:

Department:	Department of Psychological Sciences
Phone:	270-745-3918
Website:	http://www.wku.edu/psychological-sciences
Email:	psychsciences@wku.edu

Ogden College
School of Engineering and Applied Sciences
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Chris Byrne, chris.byrne@wku.edu, 270-745-6286

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ME310
- 1.2 Course title: Engineering Instrumentation and Experimentation

2. Revise course title: NO

- 2.1 Current course title:
- 2.2 Proposed course title:
- 2.3 Proposed abbreviated title:
- 2.4 Rationale for revision of course title:

3. Revise course number: NO

- 3.1 Current course number:
- 3.2 Proposed course number:
- 3.3 Rationale for revision of course number:

4. Revise course prerequisites/corequisites/special requirements: YES

- 4.1 Current prerequisites: EM303, EE210.
Current prerequisites: ME347 (may be taken concurrently)
Corequisites: none
- 4.2 Proposed prerequisites: EM303 and EE210
Proposed corequisites: ME347
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:
This prerequisite change is being done to allow for the linking of two courses; ME310 and ME347. Course ME347 is a 1 credit hour lab, ME310 is a 3 credit hour Lecture-Lab. By making them corequisite and changing ME310 to lecture only, lab scheduling is optimized. By bringing the lab content of ME310 into the ME347 lab, and expanding the lecture time in ME310 (changing it to lecture only), there is no change in curricular content. The student will experience no difference with the prerequisite change compared to the existing prerequisite flow (when looking at both ME347 and ME310 prerequisite structure). The change is simply allowing the two courses to be linked.
- 4.4 Effect on completion of major/minor sequence:
By linking ME310 and ME347 courses, and maintaining curricular coverage, lab scheduling will be optimized with no change in program content. This also keeps program credit hours at the present level. This has value to the program and university by potentially improving time to graduation.

5. Revise course catalog listing: YES

- 5.1 Current course catalog listing: The use of sensors and instruments to measure the behavior of mechanical systems is explored in lectures and laboratory exercises. Application of

University Undergraduate Curriculum Proposal Checklist

Please complete the following checklist to ensure your proposal will proceed smoothly and efficiently. Include the checklist as a cover sheet with your proposal. Proposals without the checklist will be returned to the proponent.

- For new or revised programs, courses, or course descriptions, what departments/programs have been consulted concerning potential impact (e.g. to possible duplication or conflict, changed corequisite or prerequisite for equivalent courses, etc.)? Please provide names and dates for individuals consulted.

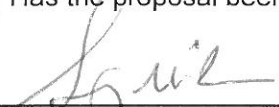
The proposed program and course revisions impact no other program or department

- What are the potential budget implications for this proposal? If any additional staffing is required, how will it be funded? If not, how will current staffing accommodate the proposed course/program?

No budget implications, courses will continue to be offered by existing faculty.

- If you are proposing a new undergraduate program or changes to an existing undergraduate program, please include a new or updated four-year degree pathway.

- Has the proposal been checked carefully for mechanics, grammar, syntax, and clarity?



 Department Head

 Dean or Designee

2/19/2020

 Date

 Date

Ogden College
School of Engineering and Applied Sciences
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Chris Byrne, chris.byrne@wku.edu, 270-745-6286

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ME333
- 1.2 Course title: Heat Transfer Laboratory

2. Revise course title: Yes

- 2.1 Current course title: Heat Transfer Laboratory
- 2.2 Proposed course title: Thermo-Fluids Laboratory
- 2.3 Proposed abbreviated title: Thermo-Fluids Lab
- 2.4 Rationale for revision of course title: This better reflects the topical coverage in the course resulting from removal of ME332 and bringing the content of it into ME333.

3. Revise course number: NO

- 3.1 Current course number: ME333
- 3.2 Proposed course number:
- 3.3 Rationale for revision of course number:

4. Revise course prerequisites/corequisites/special requirements: YES

- 4.1 Current prerequisite: ME332
Corequisite: ME325
- 4.2 Proposed prerequisites: ME310, ME330
Corequisites: ME325
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:
The Lab course ME332 is being removed from the curriculum, and content brought into this lab. Making ME310 a pre-requisite for the revised ME333 maintains the flow of lab experiences in the program, as it was a prerequisite for ME332. Having ME330 as a prerequisite is similar to having ME332 since they were corequisite courses.
- 4.4 Effect on completion of major/minor sequence:
The revision will allow students more options in their prior course sequence selection and possibly avoid delays in degree completion. Current lab course sequence has ME241 – ME347/ME310 – ME332 – ME333. Removing ME332 will make it possible to complete the lab sequence in 3 semesters instead of 4. This has value to the program and university by potentially improving time to graduation.

5. Revise course catalog listing: YES

- 5.1 Current course catalog listing: An applied laboratory in the modeling, prediction, and measurement of fluid mechanics components and systems, with an emphasis on the preparation of engineering reports, uncertainty analysis, and the experimental design plan process. System level experiments include heat transfer measurements and heat transfer component characteristics.

University Undergraduate Curriculum Proposal Checklist

Please complete the following checklist to ensure your proposal will proceed smoothly and efficiently. Include the checklist as a cover sheet with your proposal. Proposals without the checklist will be returned to the proponent.

- For new or revised programs, courses, or course descriptions, what departments/programs have been consulted concerning potential impact (e.g. to possible duplication or conflict, changed corequisite or prerequisite for equivalent courses, etc.)? Please provide names and dates for individuals consulted.

The proposed program and course revisions impact no other program or department

- What are the potential budget implications for this proposal? If any additional staffing is required, how will it be funded? If not, how will current staffing accommodate the proposed course/program?

No budget implications, courses will continue to be offered by existing faculty.

- If you are proposing a new undergraduate program or changes to an existing undergraduate program, please include a new or updated four-year degree pathway.
- Has the proposal been checked carefully for mechanics, grammar, syntax, and clarity?

Department Head

Dean or Designee

Date

Date

Proposal Date: 2/7/2020

**Ogden College
School of Engineering and Applied Sciences
Proposal to Revise Course Credit Hours
(Action Item)**

Contact Person: Chris Byrne, chris.byrne@wku.edu, 270-745-6286

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ME 325
- 1.2 Course title: Elements of Heat Transfer
- 1.3 Credit hours: 3 credit hours, lecture

2. Proposed course credit hours: 4 credit hours, lecture

3. Rationale for the revision of course credit hours: Changes in lab courses of the ME program are being implemented that require more time in ME325 lecture for the coverage of professional tools used in heat transfer analysis. With a 1 credit hour lab being removed, this revised course maintains overall program credit hours and balance between the thermo-fluids and mechanical system tracks.

4. Proposed term for implementation: Earliest possible, Fall 2020

5. Dates of prior committee approvals:

School of Engineering and Applied Sciences
Ogden College Curriculum Committee
Undergraduate Curriculum Committee
University Senate

2/14/2020

University Undergraduate Curriculum Proposal Checklist

Please complete the following checklist to ensure your proposal will proceed smoothly and efficiently. Include the checklist as a cover sheet with your proposal. Proposals without the checklist will be returned to the proponent.

- For new or revised programs, courses, or course descriptions, what departments/programs have been consulted concerning potential impact (e.g. to possible duplication or conflict, changed corequisite or prerequisite for equivalent courses, etc.)? Please provide names and dates for individuals consulted.

The proposed program and course revisions impact no other program or department

- What are the potential budget implications for this proposal? If any additional staffing is required, how will it be funded? If not, how will current staffing accommodate the proposed course/program?

No budget implications, courses will continue to be offered by existing faculty.

- If you are proposing a new undergraduate program or changes to an existing undergraduate program, please include a new or updated four-year degree pathway.

- Has the proposal been checked carefully for mechanics, grammar, syntax, and clarity?

[Signature]
 Department Head

 Dean or Designee

2/17/2020
 Date

 Date

Proposal to Revise a program: Mechanical Engineering, 543
Ogden College
Department/Unit: School of Engineering and Applied Sciences

Section 1: Proponent Contact Information

- 1.1 Name/Title: Chris Byrne, Program Coordinator
- 1.2 Email address: chris.byrne@wku.edu
- 1.3 Phone # 745-6286

Section 2: Program Information

- 2.1 Current Program reference number: 543 (CIP reference number: 14.1901)
- 2.2 Current Program title: Mechanical Engineering
- 2.3 Current total number of credits required in the program: 122.5 or 123.5

Section 3: Proposed program revisions and rationales

- 3.1 Remove ME332 lab and bring content into ME333 lab while changing the title to Thermo-Fluids Lab. Make ME310 a pre-requisite for the revised ME333. This revision will not change curriculum content, only shifts it to another course. The revision will allow students more options in their prior course sequence selection and possibly avoid delays in degree completion. Current lab course sequence has ME241 – ME347/ME310 – ME332 – ME333. Removing ME332 will make it possible to complete the lab sequence in 3 semesters instead of 4. This has value to the program and university by potentially improving time to graduation.
- 3.2 Make ME325 a 4 credit hour course, to allow greater use of computational tools in studying course content. Some coverage of computational tools is presently in the corequisite lab, ME333. By consolidating the ME332 and ME333 labs, and bringing some of the computational tools content to the ME325 lecture, curricular coverage is maintained. This also keeps program credit hours at present level, and maintains some balance in the two tracks of the program - mechanical systems and thermo-fluids systems, as outlined by program accreditation body, ABET.

Section 4: Consultations

Do any of the proposed revisions in section 3 above involve or in any other way impact other departments/units? NO

Section 5: Proposed term for implementation: Fall 2020

Section 6: Approval Flow Dates:

Proposing department/unit: SEAS 2/14/2020
Ogden College Curriculum Committee:
Undergraduate Curriculum Committee:
University Senate:

7.2 Proposed Program Description:

Proposed Technical Courses

ME 176	Freshman Design	1
ME 180	Freshman Design II	3
ME 240	Materials and Methods	3
ME 241	Materials and Methods LAB	1
EM222	WKU Statics	3
EE 210	Circuits & Networks 1	3.5
ME 200	Sophomore Design	3
EM 313	Dynamics	3
EM303	WKU Mechs. of Deform. Solids	3
ME 347	Mech. Systems Lab.	1
ME 220	Engineering Thermo. I	3
ME 344	Mechanical Design	3
ME 300	Junior Design	2
ME 310	Eng. Instru. & Exp.	3
ME 330	Fluid Mechanics	3
ME 325	Heat Transfer	4
ME 333	Heat Transfer Lab	1
ME 400	Mech. Engr. Design	2
or ENGR490, 2hrs		
ME 412	ME Senior Project	3
or ENGR491, 3hrs		
ME	Technical Elective	3
ME	Technical Elective	3
ME	Technical Elective	3
ME	Technical Elective	3
Technical Course Total:		60.5

Other Requirements

MATH136	Calculus I	4
MATH137	Calculus II	4
MATH237	Multivariable Calculus	4
MATH331	Differential Equations	3
PHYS255	University Physics I	4
PHYS256	University Physics I Lab	1
PHYS265	University Physics II	4
PHYS266	University Physics II Lab	1
	Math/Science Elective	3
CHEM 120/121	College Chemistry 1/Lab	5
	or Chem 116/106	4hrs

Other Required Mathematics and Science Hours: 32 or 33

Students must also satisfy the WKU Colonnade Program (General Education requirements)

**WKU Bachelor of Science
Program in Mechanical Engineering**

Curriculum and Suggested Plan of Study

FALL SEMESTER

ME 176	Freshman Design	1
CHEM 116/106 or 120/121	Chemistry/LAB	4/5
MATH 136	Calculus I	4
College Composition (F-W1)		3
Human Communications (F-OC)		<u>3</u>
		15/16

MATH 237	Multivariable Calculus	4
ME 240/241	Mats./Meth. & LAB (3,1)	4
PHYS 265/266	Physics II & B (4,1)	5
HIST 101 or 102	World History I or II	<u>3</u>
		16

ME 220	Eng. Thermo I	3
ME 310	Eng. Instrumentation	3
ME 347	Mechanics LAB	1
ME 344	Mechanical Design	3
MATH/SCIENCE ELECTIVE		3
ARTS & HUMANITIES (E-AH)		<u>3</u>
		16

ME 325/333	Heat Transfer/LAB	4,1
ME 400 (ENGR490)	Mech. Engr. Design	2
ME ---	ME Tech Elective 2 of 4	3
ENG 300	Writing Discip. (F-W2)	3
CONNECTIONS: SOCIAL AND CULTURAL (K-SC)		<u>3</u>
		16

SPRING SEMESTER

ME 180	Freshman Design II	3
MATH 137	Calculus II	4
PHYS 255/256	Physics I & LAB (4,1)	5
EM 221 or 222	Statics	<u>3</u>
		15

MATH 331	Differential Equations	3
EM 302 or 303	Mech. Def. Solids	3
EE 210	Circuits/Networks I	3.5
ME 200	Sophomore Design	3
ENG 200	Introduction to Literature	<u>3</u>
		15.5

ME 300	Junior Design	2
ME 330	Fluid Mechanics	3
EM 313	Dynamics	3
ME ---	ME Tech Elective 1 of 4	3
SOCIAL & BEHAVIORAL STUDIES (E-SB)		<u>3</u>
		14

ME 412 (ENGR491)	ME Senior Project	3
ME ---	ME Tech Elective 3 of 4	3
ME ---	ME Tech Elective 4 of 4	3
CONNECTIONS: LOCAL TO GLOBAL (K-LG)		3
CONNECTIONS: SYSTEMS (K-SY)		<u>3</u>
		15

PROGRAM TOTAL = 122.5/123.5 hours

August 15, 2020

University Undergraduate Curriculum Proposal Checklist

Please complete the following checklist to ensure your proposal will proceed smoothly and efficiently. Include the checklist as a cover sheet with your proposal. Proposals without the checklist will be returned to the proponent.

- For new or revised programs, courses, or course descriptions, what departments/programs have been consulted concerning potential impact (e.g. to possible duplication or conflict, changed corequisite or prerequisite for equivalent courses, etc.)? Please provide names and dates for individuals consulted.

The proposed program and course revisions impact no other program or department

- What are the potential budget implications for this proposal? If any additional staffing is required, how will it be funded? If not, how will current staffing accommodate the proposed course/program? +

No budget implications, courses will continue to be offered by existing faculty.

- If you are proposing a new undergraduate program or changes to an existing undergraduate program, please include a new or updated four-year degree pathway.
- Has the proposal been checked carefully for mechanics, grammar, syntax, and clarity?

Department Head

Dean or Designee

2/17/2020
Date

Date