

MEMORANDUM TO: Ogden College of Science and Engineering Curriculum Committee

Dr. Martin Stone
Dr. Mark Revels
Dr. Phil Lienesch
Dr. Darwin Dahl
Dr. Huanjing Wang
Dr. Warren Campbell

Dr. Xingang Fan
Dr. Ngoc Nguyen
Dr. Doug Harper
Dr. Steve Haggbloom
Dr. Les Pesterfield

FROM: Kenneth Crawford, Chair

SUBJECT: Agenda for Thursday, March 31, 4:00 p.m. in COHH 4123

A. OLD BUSINESS:

- I. Consideration of the minutes of the March 3, 2016 meeting.

B. NEW BUSINESS:

Information Items

Department of Psychological Sciences

- I. Colonnade Connections Course Proposal
 - a. PSYS 353, Psychology of Prejudice and Stereotyping, 3 hrs.
- II. Colonnade Explorations Course Proposal
 - a. PSYS 160, Introduction to Biopsychology, 3 hrs.

Consent Items

Department of Engineering

- I. Proposal to Revise Course Prerequisites/Corequisites
 - a. EM 313, Dynamics, 3 hrs.
 - b. ME 180, Freshman Design II, 3 hrs.
 - c. ME 300, Junior Design, 2 hrs.
 - d. ME 310, Engineering Instrumentation and Experimentation, 3 hrs.
 - e. ME 344, Mechanical Design, 3 hrs.
 - f. ME 412, Mechanical Engineering Senior Project, 3 hrs.

Department of Psychological Sciences

- I. Proposal to Revise Course Prerequisites/Corequisites
 - a. PSYS 210/PSY 210, Research Methods in Psychology, 3 hrs.
 - b. PSYS 211/PSY 211, Research Methods in Psychology Lab, 1 hr.
 - c. PSYS 321, Child Development Psychology, 3 hrs.
 - d. PSYS 423, Psychology of Adult Life and Aging, 3 hrs.
 - e. PSYS 440/PSY 440, Abnormal Psychology, 3 hrs.
 - f. PSYS 481/PSY 481, History of Psychology, 3 hrs.
 - g. PSYS 499/PSY 499, Senior Seminar in Psychology, 3 hrs.

Action Items

Department of Agriculture

- I. Proposal to Create a New Course
 - a. AGECE 471, Agribusiness Entrepreneurial System, 3 hrs.

- II. Proposal to Revise a Program
 - a. Ref. 205, Associate Degree in Agricultural Technology & Management, General Agriculture Option, 60 hrs.
 - b. Ref. 508, Major in Agriculture, 50 hrs.
 - c. Ref. 508. Major in Agriculture – Agricultural Education Concentration, 120 hrs.

Department of Biology

- I. Proposal to Create a New Course
 - a. BIOL 372, Causes & Consequences of Human-Wildlife Conflict, 3 hrs.
 - b. BIOL 390, Ethnobiology – Peoples, Plants & Animals, 3 hrs.

Department of Psychological Sciences

- I. Proposal to Make Multiple Revisions to a Course
 - a. PSYS 370, Industrial/Organizational Psychology, 3 hrs.

- II. Proposal to Create a New Course
 - a. PSYS 353, Psychology of Prejudice and Stereotyping, 3 hrs.

C. OTHER BUSINESS

MEMBERS PRESENT:

Dr. Martin Stone
Dr. Mark Revels
Dr. Phil Lienesch
Dr. Darwin Dahl
Dr. Huanjing Wang
Dr. Warren Campbell

Dr. Xingang Fan
Dr. Ngoc Nguyen
Dr. Doug Harper
Dr. Steve Haggbloom
Dr. Les Pesterfield

GUEST PRESENT: Dr. David Keeling, Dr. Bryan Reaka, and Dr. Bruce Kessler

FROM: Ken Crawford, Chair

OLD BUSINESS:

Campbell/Dahl moved for approval of the minutes of the February 4th meeting. Motion passed.

NEW BUSINESS:

Consent Agenda

Revels/Campbell moved to approve the Department of Architectural & Manufacturing Sciences Consent Items. Motion passed.

Haggbloom/Campbell moved to approve the Department of Biology Consent Items. Motion passed.

Haggbloom/Campbell moved to approve the Department of Chemistry Consent Items. Motion passed.

Haggbloom/Campbell moved to approve the Department of Engineering Consent Items. Motion passed.

Campbell/Haggbloom moved to approve the Department of Geography & Geology Consent Items. Motion passed.

Campbell/Haggbloom moved to approve the Department of Mathematics Consent Items. Motion passed.

Action Agenda

Department of Agriculture

Dahl/Campbell moved to bundle and Pesterfield/Campbell moved to approve Proposals to Create a New Course: AGECE 160, AGECE 261, AGECE 200 and AGMC 178. Motion passed.

Campbell/Revels moved to approve Proposal to Make Multiple Revisions to a Course: AGMC 377. Motion passed.

Campbell/Stone moved to bundle and Harper/Revels moved to approve Proposals to Revise a Program: Ref. 308 and Ref. 605. Motion passed with friendly amendment.

Department of Architectural Science

Campbell/Harper moved to approve Proposal to Revise a Program: Ref. 506. Motion passed.

Department of Biology

Campbell/Revels moved to bundle and Haggbloom/Campbell moved to approve Proposals to Create a New Course: BIOL 356, BIOL 380, BIOL 397, and BIOL 489. Motion passed.
Haggbloom/Campbell moved to bundle and Pesterfield/Revels moved to approve Proposals to Revise a Program: Ref. 525 and Ref. 617. Motion passed with friendly amendment.

Department of Chemistry

Campbell/Haggbloom moved to approve Proposal to Revise a Program: Ref. 519. Motion passed.

Department of Geography & Geology

Campbell/Haggbloom moved to approve Proposal to Create a New Course: GEOG 225. Motion passed.

Campbell/Dahl moved to approve Proposal to Create a New Course: GEOG 386. Motion passed with friendly amendment.

Department of Psychological Sciences

Campbell/Lienesch moved to approve Proposal to Revise a Program: Ref. 434. Motion passed with friendly amendment.

Campbell/Dahl moved to approve Proposal to Revise a Program: Ref. 440. Motion passed.

Campbell/Harper moved to approve Proposal to Revise a Program: Ref. 747. Motion passed.

OTHER BUSINESS:

Meeting adjourned at 4:45pm.

Colonnade Connections Course Proposal Systems Subcategory

Proposal Contact Name, E-mail, and Phone:

Aaron Wichman, aaron.wichman@wku.edu, 745-2443

College and Department:

Ogden; Psychological Sciences

Proposal Date:2/11/16

1. Course Details:

- 1.1 Course prefix (subject area), number and title: PSYS 3XXX: Psychology of Prejudice and Stereotyping
- 1.2 Credit hours: 03
- 1.3 Prerequisites²:PSYS/PSY 100 or SOCL 100
- 1.4 Crosslisted and/or equivalent courses (prefix and number):
- 1.5 Expected number of sections offered each year: 1; 2 if sufficient demand
- 1.6 Is this an existing course or a new course? new course
- 1.7 Where will this course be offered? Bowling Green main campus, and online

2. Provide a brief course description (100-200 words).

This course presents classic and current social-psychological theory and research in the area of prejudice and stereotyping. Psychological causes of prejudice and stereotyping are rooted in one or more subsystems that have both intra- and inter-personal consequences. The affective subsystem operates quickly, often outside of conscious awareness, and is responsible for prejudice. The cognitive subsystem can sometimes operate without awareness, such as in the automatic activation of stereotypes, but also with awareness, where information is considered according to its perceived diagnostic value. The cognitive system also often engages in motivated reasoning, under the influence of affective responses to the environment. Motivated social cognition has consequences for the self, for others, and for the maintenance of the many socially systemic influences on, and of, race and class. This class provides an in-depth understanding of the many reasons why prejudice and stereotyping exist, and shows the necessity of analyzing and addressing these issues in policy and in nearly any social system.

3. Explain how this course provides a *capstone* learning experience for students in Colonnade (compared to an introductory learning experience). Explicitly address how students in the course apply knowledge from multiple disciplines to the significant issues challenging our individual and shared responsibility as global citizens.

As students gain more learning experience, they often notice that sometimes, things just do not make sense. For instance, it does not make logical sense (although lay theories abound) why many African American men have difficulties in college, or that many women drop out of STEM fields. It does not make sense that sexual orientation should be seen as relevant to disqualify that person for a job, or housing. It does not make sense that while statistically men as a group are vastly more violent than women, that it is often only when a man who is African American is walking down the street, that people may become fearful. The incremental predictive validity for aggression gained by knowing a male's ethnicity is very low. However, simply knowing he is a man allows one to predict that one is about 900% more likely to be assaulted than if he were

² Courses may require prerequisites only when those prerequisites are within the Colonnade Foundations and/or Explorations listing of courses.

a she. Many other things do not make sense either, for instance why I, as a white male, have never been pulled over or felt my life was threatened by the police, whereas people like Sandra Bland are aggressively pulled over, only to kill themselves once in custody. This nonsense is widespread.

It also is unfortunately part of the human condition, and the sheer amount of information on the topics of prejudice and stereotyping is unmanageable without an integrative systems approach. Taking this approach gives students practice thinking abstractly, and offers a means to cognitively simplify what otherwise would be very difficult to understand. To provide additional examples of the topics this systems approach can illuminate, this course covers contexts ranging from why female managers may be more highly praised than their male counterparts, but less highly compensated, to how people having a bad day (but not a good day) may discriminate against job seekers, to why even relatively non-prejudiced police officers are more likely to shoot unarmed black men than unarmed white men. Without considering the interplay of affective and cognitive subsystems, and their impacts on processes as diverse as low-level perception of guns (vs. wallets or cell phones) or higher level social comparison processes, evaluation of the critically important and causal elements of social situations is severely hampered.

The United Nations Declaration of Human Rights lists 30 articles. Every single one of them has been flouted, in one way or the other, in part due to the operation of the systems that contribute to, and reflect the operation of, prejudice and stereotyping. These issues confound our human responsibilities to work toward increased cooperation and conflict reduction, across social, political, and cognitive systems. Conflict based on logically irrelevant characteristics such as ethnicity, age, or race, is especially frustrating, because its deleterious impact cuts across the many areas of human existence.

It follows from the widespread presence of prejudice and stereotyping that any understanding of them must necessarily include knowledge from other disciplines. The role of knowledge from other social sciences is obvious, but the role of knowledge of literature, art, or, physics, to name a few, is also important. For instance, the treatment of stigmatized groups in literature, their portrayal in the visual and music arts, and striking near-absence of women and people of color in some “hard” sciences all contribute to our analysis of the course topics.

In an introductory course, it is common to discuss different phenomena, but not so common to discuss how they interact. In this course, nearly everything we discuss is multiply and interactively determined, by both affective and cognitive subsystems. These operate via a variety of means, often both by individual, pre-existing affects/emotions and by systemically transmitted perceptions of the differing social roles that different groups occupy. The cognitive beliefs, or stereotypes, we have about others also interact with our motivations to enhance or protect our feelings of self-worth, and can cause socially significant effects.

Students who take this course learn the tools to analyze, and get practice analyzing, the systems that cause these many otherwise nearly incomprehensible outcomes. In order to do this, they must consider and integrate many possible causal factors, operating in different systems, at different levels. For instance, certain types of negative affect (in one of the intra-individual subsystems) are more likely to be activated and influential if the person’s experience of the current social system activates negative cognitions, for instance as when a person with conflicted feelings on the issue of immigration goes to a Trump rally and becomes rabidly anti-immigrant. In class, we discuss this sort of phenomenon in terms of ambivalent prejudice and situational activation of stereotypes resulting in suppression of existing pro-immigrant affect. The analysis of these phenomena requires that knowledge from different areas be integrated and then applied to evaluate the psychological causes of different behavioral outcomes. Students demonstrate this integration and analysis both on exams, which inquire as to the most probable causes of different scenarios, and also in class or discussion-board discussion, and also on their final paper and article reaction papers that they complete during the term.

4. List the *course goals* (see *Glossary of Terms*), and explain how are they aligned with the *Connections student learning outcomes*. In the table below, describe in the right-hand column explicitly how the course

meets each Connections SLO for the Systems subcategory. Descriptions in the right-hand column should be consistent with statements listing of course activities, readings, etc. in the syllabus attached to this application.

Connections Student Learning Outcomes	How does the course meet these learning outcomes? (Align course goals to Connections SLOs)
<i>Example: Analyze how systems evolve.</i>	<i>Example: Students analyze both the development and evolution of the mental system within an individual (e.g., (i) the utilization of various mental and sensori-motor components in an individual's development of a theory of mind and a capacity for joint attention, and (ii) causal and historical conditions of reference of singular terms and their neural realizers in an individual's cognitive system) as well as the essential role that causal history plays in the development across individuals of mental states with propositional contents (e.g., how the evolution of syntactic processing in humans' mental system can account for conditions of veridical representation of one's environment).</i>
1. Analyze how systems evolve.	Our course explains how prejudice, with its inter-related affects (emotions and moods), and stereotyping, with its mutually-reinforcing beliefs, arise from processes with known evolutionary and developmental trajectories. These trajectories are a critical part of our course coverage. The course further covers how prejudice and stereotypes feed-forward in social interaction to affect subsequent inter-individual and inter-group dynamics.
2. Compare the study of individual components to the analysis of entire systems.	<p>Both basic processes and their expression in the broader dynamics of everyday life are covered. Intra-individual systemic effects of negative emotions, infra- or dehumanizing thoughts, and avoidant or even hostile behaviors receive treatment. Prejudice is an affective influence on behavior, mediated by affect subsystems. Stereotypes, which can precipitate processes such as dehumanization, are cognitive in nature, and mediated by cognitive subsystems. Only when these subsystems are considered within the hierarchical larger social system can one understand the conditions under which negative affect and/or stereotypes, with their different determinants, will lead to such outcomes as begrudging tolerance or outright hostility.</p> <p>In simpler language, the basic processes within subsystems are examined through the lens of different theories of inter-group relations and their requirements for social conflict and harmony.</p>
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.	<p>As the many automatic expressions of prejudice, stereotyping, and discrimination are aggregated into social attitudes and beliefs, these attitudes and beliefs feed forward into systemic social issues such as deservingness for social assistance, dehumanization of stigmatized groups (at home and abroad), and beliefs about equity in the social system. This informs thinking in a number of ways.</p> <p>We will discuss, for instance, how individual beliefs that success comes mainly from hard work both give low SES groups hope, but also cause these same groups not to work for systemic political change, and how these beliefs allow those who are successful to not to be massively disturbed by rising levels of income inequality.</p>

	System-level thinking about the role of stereotypes reveals that they persist in part because they can rationalize the sustainability of a potentially highly unstable system.
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5. List additional student learning outcomes, beyond the three Connections SLOs, that will guide student learning in this course (if any).

Among other learning objectives, we will do the following:

Compare and contrast how basic cognitive processes interact with context to cause prejudice and stereotyping.

Evaluate how motivations to protect and enhance the self can magnify prejudice and stereotyping.

Apply knowledge to react to social situations with stigmatized groups based on scientific understanding, not based on automatic negative emotional responses.

Analyze and justify the sometimes unpleasant finding that stereotypes are highly prevalent.

Deduce the consequences of stereotypes for infra- and dehumanization.

Be able to judge the social conditions necessary for prejudice and distinguish between settings that are more or less amendable to intergroup cooperation.

Know conditions where intergroup contact leads to improved intergroup relations.

Distinguish between conditions when salient group membership will impede or facilitate performance on difficult tasks.

6a. Explain how the department plans to assess each of the Connections student learning outcomes beyond course grades. Applicants are encouraged, but not required, to adopt or adapt the Connections Student Learning Outcomes rubric (available on [the Colonnade website](#)). Note: SACSCOC requires assessment of SLOs to compare Bowling Green campus, online, and regional campus learning experiences; some consideration of such a distinction must be included in the right-hand column, when applicable.

Connections Student Learning Outcomes	Identify the “artifact(s)” (assignments, papers, activities, etc) that will be used for assessing each learning outcome <i>beyond course grades</i> . Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.	Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a <i>separate evaluative rating</i> for each Connections SLO.
<i>Example: Analyze how systems evolve.</i>	<i>Example: The department will use several questions, added to the final exam, in order to assess how well the course’s learning outcomes are being met. Each question will correspond to a separate Connections Student Learning Outcome for the Systems Subcategory.</i>	<i>Example: At the end of each semester the final exam answers of 30% of the students in the course will be selected at random for assessment. Each answer will correspond to one of the three Colonnade Student Learning Outcomes. At the beginning of the next semester a faculty member will assess each answer using the attached rubric. The names of the students and of the instructor will be eliminated before the assessment takes place. Assessment results will be communicated to the Department Head, who will then follow up with the faculty who teach the course and the department.</i>

1. Analyze how systems evolve.	As part of their final paper, students will discuss the development and evolution of prejudice and stereotyping.	20% of the class will be sampled and assessed according to the attached rubric. 50% should score “Good” or better.
2. Compare the study of individual components to the analysis of entire systems.	Also as part of their final paper, students will analyze and present logical arguments for the impact of affective, cognitive, and motivational system components on macro-level intergroup relations and conflict.	20% of the class will be sampled and assessed according to the attached rubric. 50% should score “Good” or better.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.	Students will write about the implications of their knowledge for broader social change in their final paper as well. They will analyze the public policy implications of their knowledge.	20% of the class will be sampled and assessed according to the attached rubric. 50% should score “Good” or better.

6b. Include the rubric that will be used for Connections assessment (either in the space below or as an attachment). If the assessment plan will utilize the Connections rubric available on [the Colonnade website](#), state as much.

	1. EXCELLENT	2. GOOD	3. NEEDS WORK	4. POOR
1. Analyze how systems evolve	Argues for specific influences on the development of causes of prejudice or stereotyping; provides realistic assessment of their impact based on comparison with existing research.	Argues for specific influences on the development of causes of prejudice or stereotyping and discusses some relevant research findings; does not necessarily provide realistic assessment of their impact.	Identifies systemic factors and argues that they evolve, but does not specify how.	Does not identify systemic factors or influences on their evolution.
2. Compare the study of individual components to the analysis of entire systems.	Not only identifies causes and argues for their affective or cognitive bases for focal example, but provides logical argument for which ones have the most systemic impact across people and context. Systemic impact should be argued based on known findings in the field.	Identifies causes and argues for their affective or cognitive bases; addresses issue of their relative importance across people and contexts. Provides examples of studies to support argument.	Identifies causes and argues for affective or cognitive bases.	Does not identify causes.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself	Analyses logical consequences of system consideration for policy-makers; identifies specific policy items or decision rules that might arise. These are grounded in description of empirical evidence showing plausibility of proposed effects.	Analyses logical consequences of system consideration for policy-makers by relying on and inferring from known findings associated with the area of consideration. Identifies policy areas or other areas of application that would be relevant.	Considers implications of policy-makers having system-knowledge; Shows awareness of importance of system-level thinking for decision making or public policy. Presents research findings to demonstrate the plausibility of arguments.	Does not consider the implications of policy-makers having systems-based knowledge of prejudice and stereotyping.

7. Evidence & Argument Artifact. As the capstone experience for the Colonnade Program, Connections courses are expected to include activities, assignments, or other learning experiences that will produce at least one “artifact” (research paper, presentation, major project, etc.) that can be used to evaluate students’ ability to identify, synthesize, and make use of evidence in support of cogent and persuasive arguments. What “artifact” in the proposed course could be used for this purpose? (Note: This could be, but is not required to be, the same “artifact” identified in 6a above.)

Students must use evidence to support their arguments in the final paper. Evidence will come mainly from our course content, and students must synthesize this to make compelling arguments. Successful evidence usage is incorporated into paper evaluation. The 3 more specific Connections Course goals also are assessed in the final paper. This paper constitutes the assessment artifact.

8. Attach a sample course syllabus. The course syllabus must contain the three Connections student learning outcomes for the subcategory as well as any additional student learning outcomes listed in this application, and those learning outcomes must appear in every section's syllabus.

Please see attached sample course syllabus.

Evaluation Form for Connections Proposals

This form is made available to applicants in order to provide a sense of the criteria by which the application will be evaluated by the Colonnade Committee. An evaluation form completed by the Committee Chair will be returned to the applicant no more than ten business days following the Committee meeting during which the proposal is considered. Future iterations of proposals that are returned for revision must address each area identified as “requires revision.” Additional feedback from the committee might prompt revisions to the proposal that are not required. Such improvements are certainly encouraged.

Evaluative Criterion

Rating

- | | | |
|--|-------------------------------------|--|
| <p>1. Application is complete. Information provided for each item is the information required. Application is accompanied by the required materials, including a syllabus, UCC Proposal to Create a New Course w/Department approval (if applicable), and Connections assessment rubric.</p> | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Requires Revision |
|--|-------------------------------------|--|

Feedback:

- | | | |
|---|-------------------------------------|--|
| <p>2. The explanation of how the course provides a <i>capstone</i> and integrative learning experience is sufficient.</p> | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Requires Revision |
|---|-------------------------------------|--|

Feedback:

- | | | |
|--|-------------------------------------|--|
| <p>3. Course goals are described in detail and are aligned with the Connections student learning outcomes.</p> | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Requires Revision |
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Feedback:

- | | | |
|---|-------------------------------------|--|
| <p>4. The proposed artifact for assessment is appropriate for the purposes of Colonnade assessment.</p> | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Requires Revision |
|---|-------------------------------------|--|

Feedback:

- | | | |
|---|-------------------------------------|--|
| <p>5. The proposed assessment plan is manageable and reasonable for the department to commit to for the foreseeable future.</p> | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Requires Revision |
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Feedback:

- | | | |
|---|-------------------------------------|--|
| <p>6. Statements on the application are consistent with the sample course syllabus (course goals, student learning outcomes, etc.).</p> | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Requires Revision |
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Feedback:

- | | | |
|---|-------------------------------------|--|
| <p>7. The course provides instruction in identifying, synthesizing, and utilizing evidence in support of cogent and persuasive arguments.</p> | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Requires Revision |
|---|-------------------------------------|--|

Feedback:

- | | | |
|--|-------------------------------------|--|
| <p>8. The course syllabus is readable and easily understood from a student’s perspective. The application and syllabus are generally error-free.</p> | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Requires Revision |
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Feedback:

Overall Evaluation: Course is approved Proposal may be reconsidered after revision

Colonnade Program Course Proposal: Explorations Category

Explorations: Knowledge of Human Cultures and the Physical and Natural World

Please complete the following and return electronically to colonnadeplan@wku.edu.

1. What course does the department plan to offer in Explorations? Which subcategory are you proposing for this course? (Arts and Humanities; Social and Behavioral Sciences; Natural and Physical Sciences)

The Department of Psychological Sciences proposes offering **PSYS 160, Introduction to Biopsychology** as an Explorations course in the **Natural and Physical Sciences** subcategory

2. How will this course meet the specific learning objectives of the appropriate subcategory? Please address all of the learning outcomes listed for the appropriate subcategory.

Students will use the scientific perspective to gain basic understanding of the contributions of molecular, cellular, physiological, and evolutionary biology to psychological processes. Theories, basic research methodology, hypothesis testing, and data interpretation will be emphasized across all topic areas.

SLO 1 Understand the methods of science inquiry.

Students will demonstrate the ability to:

- Describe the key characteristics of the scientific approach
- Understand research methodology within biological psychology, including structural and functional analysis of biological and psychological systems and the impact of scientific and therapeutic intervention on thought and behavior
- Describe the main research designs (e.g., correlational, experimental) used in the psychological sciences
- Compare several examples of psychophysiological methods and understand the advantages and disadvantages of each

SLO 2 Explain basic concepts and principles in one or more of the sciences.

Students will demonstrate the ability to explain basic concepts and principles in biological psychology including but not limited to:

- The basic structures of the brain
- Important aspects of brain function
- The development of the central nervous system
- The two systems in the peripheral nervous system
- Basic terminology and principles of hormone-behavior interactions
- The role of genetics and environment in explaining development
- Basic principles in understanding epigenetics
- The structure and function of the sensory and perceptual systems

- The key properties and neurobiological bases of drive states and emotions
- The psychophysiology of cognition, learning and memory
- Biological etiologies of psychopathology

SLO 3 Apply scientific principles to interpret and make predictions in one or more of the sciences.

Students will demonstrate the ability to apply the scientific method along with biopsychological principles to investigate the role of biological systems in thought and behavior, such as:

- Given the structure of the brain and sensory systems, what kind of information is the brain extracting from the environment?
- Based on what is known about structural changes what kind of changes in cognition, learning, and memory can be expected with development and aging?
- Predict and explain the role that hormones play in personal and social behaviors.
- Provide a set of hypothetical outcomes based on the role that epigenetic mechanisms play in disease states.
- Explain how psychophysiological principles can be applied to make predictions about social behaviors.
- Predict how biologically-based drive states will affect, and be affected, by behavior.

SLO 4 Explain how scientific principles relate to issues of personal and/or public importance

Students will demonstrate the ability to explain the connection between neurophysiological processes and human cognitive and socio-emotional functioning in areas of both personal and public importance, such as:

- How the environment is implicated in adverse epigenetic changes.
- Theoretical models of health, as well as the role of psychological stress in the development of disease.
- The controversies associated with the use of pharmacotherapy.
- Psychological factors that contribute to resilience and health.
- The relevance and importance of psychology to the field of medicine.
- How age-related changes cognitive, psychosocial, and physical changes are observed in the context of everyday life.

3. Syllabus statement of learning outcomes for course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section's syllabus.

The following statement will appear on all PSYS 160 syllabi:

Course description: PSYS 160 is an introductory class emphasizing the contributions of molecular, cellular, physiological, and evolutionary biology to the scientific understanding of psychological processes. Topics include the brain and nervous system, sensation and perception, hormones and behavior, and the interaction of genes and environment.

Learning Objectives for Colonnade Program: This course fulfills the Colonnade Program's requirements for the Natural and Physical Sciences subcategory of the Explorations Category. As part of that program, PSYS 160 has the following learning objectives:

Students will demonstrate the ability to:

1. Demonstrate an understanding of the methods of science inquiry.
2. Explain basic concepts and principles in one or more of the sciences.
3. Apply scientific principles to interpret and make predictions in one or more of the sciences.
4. Explain how scientific principles relate to issues of personal and/or public importance

Upon successfully completing this class, you will be able to:

1. Demonstrate an understanding of research methodology within biological psychology, including structural and functional analysis of biological and psychological systems and the impact of scientific and therapeutic intervention on thought and behavior
 2. Explain the basic principles involved in neurobiological development, sensory machinery and perceptual systems, influences of gene-environment interactions on behavior, the neuroscience of cognition, social and affective neuroscience, and biological etiologies of psychopathology
 3. Apply neuroscientific principles to investigate the role of biological systems underlying thought and behavior and to make predictions about the connection between behavior and molecular biology and physiology within the disciplines of psychology
 4. Explain the connection between normal/abnormal neurophysiological processes and normal/abnormal human cognitive and socioemotional functioning
- 4. Brief description of how the department will assess the course for these learning objectives.**

A pool of assessment items will be created by the faculty members involved in teaching the class. At least 10 objective items will be created to assess each SLO. A subset of these items will be selected by each instructor. Assessment items will be administered as a pre-test during the initial class session and again as a post-test during the last week, or the final exam period. Changes in performance from pre- to post-test will be used to assess student learning and to assess the modes of delivery of the instructional material.

5. How many sections of this course will your department offer each semester?

The number of sections offered will be based on demand and section size, but we anticipate being able to offer at least 100-150 seats in this course each semester.

6. Please attach sample syllabus for the course. PLEASE BE SURE THE PROPOSAL FORM AND THE SYLLABUS ARE IN THE SAME DOCUMENT.

PSYS 160
Introduction to Biopsychology
Syllabus

Meeting time:	TuTh 12:45 – 2:05 GRH 3096
Professor:	Dr. TBA
Office:	3074 Ransdell Hall
Telephone:	270-745-3918
Office Hours:	TuTh 2:10 – 3:15 and by appointment
E-mail:	
Department:	http://www.wku.edu/psychological-sciences

Course description: PSYS 160 is an introductory class emphasizing the contributions of molecular, cellular, physiological, and evolutionary biology to the scientific understanding of psychological processes. Topics include the brain and nervous system, sensation and perception, hormones and behavior, and the interaction of genes and environment.

Learning Objectives for Colonnade Program: This course fulfills the Colonnade Program's requirements for the Natural and Physical Sciences subcategory of the Explorations Category. As part of that program, PSYS 160 has the following learning objectives:

Students will demonstrate the ability to:

1. Demonstrate an understanding of the methods of science inquiry.
2. Explain basic concepts and principles in one or more of the sciences.
3. Apply scientific principles to interpret and make predictions in one or more of the sciences.
4. Explain how scientific principles relate to issues of personal and/or public importance

Upon successfully completing this class, you will be able to:

1. Demonstrate an understanding of research ethics and methodology within biological psychology, including structural and functional analysis of biological and psychological systems and the impact of scientific and therapeutic intervention on thought and behavior
2. Explain the basic principles involved in neurobiological development, sensory machinery and perceptual systems, influences of gene-environment interactions on behavior, the neuroscience of cognition, social and affective neuroscience, and biological etiologies of psychopathology
3. Apply neuroscientific principles to investigate the role of biological systems underlying thought and behavior and to make predictions about the connection between behavior and molecular biology and physiology within the disciplines of psychology
4. Explain the connection between normal/abnormal neurophysiological processes and normal/abnormal human cognitive and socioemotional functioning

Textbook:

Freberg, L.A. (2016). *Discovering Behavioral Neuroscience: An Introduction to Biological Psychology, 3rd Ed.*, Belmont, CA: Cengage Learning. **ISBN-10:** 1305088700 | **ISBN-13:** 9781305088702

Assessment of performance

- Three exams and a final consisting of multiple choice and short essay questions. The third exam will be given during the final exam period along with the comprehensive final. If you must miss an exam due to a university-sponsored event for which you have official paperwork, you must arrange to take the exam early. If you miss an exam for any other reason, you will have an opportunity to make up the exam on the Wednesday morning of finals week.
- Thirteen Blackboard (BB) quizzes consisting of multiple choice questions: Each quiz will be available on Blackboard for at least 48 hours. Each quiz will have 20 questions worth 1/2 point each. Once you start the quiz, you will have 15 minutes to complete it. You may retake each quiz twice but the questions will not necessarily be the same. *Only your 10 highest quiz grades will be used to calculate your final grade.*

Grading:

10 (out of 13) Blackboard quizzes 10 pts. each	100
Exams (3@100 points)	300
Final	100
Total points possible:	500

A	excellent performance	450-500
B	good performance	400-449
C	average performance	350-399
D	poor performance	300-349
F	unacceptable performance	<300

Academic Integrity: Dishonesty of any kind will not be tolerated in this course. Academic dishonesty may result in a grade of F for the assignment, or for the entire course. Collaborating on BB quizzes, printing out BB quizzes or taking a BB quiz for someone else all qualify as academic dishonesty. If you are uncertain whether something qualifies as academic dishonesty, please discuss the matter with me.

Following is a **tentative** class schedule. **Dates are subject to change depending on time constraints.** Changes will be announced on Blackboard.

Week	Chapter	Topic
1	1	Introduction
		The science of biopsychology
		Basic research designs
		Scientific ethics
		Biological Psychology Research Methods
		Behavioral methods
		Psychophysiological methods
		Computational methods
2	2	Functional Neuroanatomy
		Central nervous system
		Peripheral nervous system
3	3	Structure and Function of neural cells
4	5	Genetics and Development
		Nature and Nurture
		Epigenetics
		Growth and Development of the Nervous System
		Sensation and Perception
5	6	Vision
6	7	Nonvisual sensation and Perception
7	9	Homeostasis and Motivation
		Hunger and Thirst
8	11	Sleep and Waking
9	10	Sexual Behavior
		Hormones and Behavior
		Biochemistry of relationships
10	14	Social and affective neuroscience
		Reward
		Aggression and violence
		Emotion
		Stress
		Cognitive neuroscience
11	12	Learning and memory
12	13	Language and Intelligence
		Disorders
12/13	15	Neurological disorders
13/14	16	Psychological disorders
14	4	Psychopharmacology

Proposal Date: March 15, 2016

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

Contact Person: Joel Lenoir, joel.lenoir@wku.edu, 745-6858

1. Identification of course:

- 1.1 Course prefix (subject area) and number: EM 313
- 1.2 Course title: Dynamics

2. Current prerequisites:

Prerequisite: EM 221 Prerequisite or concurrent: MATH 331

3. Proposed prerequisites:

Prerequisite: EM 221 or 222 with a grade of "C" or better; MATH 331 (may be taken concurrently)

4. Rationale for the revision of prerequisites:

Adding the EM 222 allows students to enroll in EM 313 with a credit in EM 222: WKU Statics to avoid having to get a registration override. The language for MATH 331 reflects the new phrasing for courses taken at the same time or before.

5. Effect on completion of major/minor sequence:

Students without a C or better in EM 221 or 222 will have to wait to take EM 313, but the course is offered each term and will not impede the flow of students through the program.

6. Proposed term for implementation: Fall 2016

7. Dates of prior committee approvals:

Department/ Unit

17 March 2016

College Curriculum Committee

Undergraduate Curriculum Committee

University Senate

Proposal Date: March 15, 2016

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

Contact Person: Joel Lenoir, joel.lenoir@wku.edu, 745-6858

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: ME 180
 - 1.2 Course title: Freshman Design II

- 2. Current prerequisites:**

Prerequisite: ME 176 and MATH 136 with a grade of "C" or better

- 3. Proposed prerequisites:**

Prerequisite: ME 176 with a grade of "C" or better and MATH 136 with a grade of "C" or better

- 4. Rationale for the revision of prerequisites:**

The revision corrects an error made previously, the original intention was that the grade requirement applied to both courses.

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

Students have been following the grade requirements for both courses based on advising, no changes to student progress through the program will occur.

- 6. Proposed term for implementation:** Fall 2016

- 7. Dates of prior committee approvals:**

Department/ Unit

17 March 2016

College Curriculum Committee

Undergraduate Curriculum Committee

University Senate

Proposal Date: March 15, 2016

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

Contact Person: Joel Lenoir, joel.lenoir@wku.edu, 745-6858

1. Identification of course:

- 1.1 Course prefix (subject area) and number: ME 300
- 1.2 Course title: Junior Design

2. Current prerequisites:

Prerequisites: ME 200, ME 310, and ME 344. Students must have satisfied the Mechanical Engineering Pre-Major requirements as shown in the iCAP system.

3. Proposed prerequisites:

Prerequisites: ME 200 with a grade of "C" or better and ME 344. Students must have satisfied the Mechanical Engineering Pre-Major requirements as shown in the iCAP system.

4. Rationale for the revision of prerequisites:

The ME 200 course is required to have a C or better for graduation, this new prerequisite reflects the need for students to satisfactorily complete ME 200 before moving to ME 300. The ME 310 was removed because the topical content is not needed in ME 300.

5. Effect on completion of major/minor sequence:

Students have been following the grade requirement for ME 200 based on advising, no changes to student progress through the program will occur since both courses are taught each term.

6. Proposed term for implementation: Fall 2016

7. Dates of prior committee approvals:

Department/ Unit

17 March 2016

College Curriculum Committee

Undergraduate Curriculum Committee

University Senate

Proposal Date: March 15, 2016

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

Contact Person: Joel Lenoir, joel.lenoir@wku.edu, 745-6858

1. Identification of course:

- 1.1 Course prefix (subject area) and number: ME 310
- 1.2 Course title: Engineering Instrumentation and Experimentation

2. Current prerequisites:

Prerequisites: EM 303. Prerequisite or corequisite: ME 347

3. Proposed prerequisites:

Prerequisites: EM 302 or 303, ME 241, MATH 331 (may be taken concurrently)

4. Rationale for the revision of prerequisites:

The EM 302 was added to allow both UK and WKU coverage of this identical course. The topical coverage of ME 241 is in better alignment with the course instead of ME 347. The MATH 331 coverage gives better mathematical maturity for the coverage of dynamic signal analysis, a key element of the course.

5. Effect on completion of major/minor sequence:

This course is offered both terms and will not affect the sequence of student progress. The MATH 331 requirement has been handled by advisement previously.

6. Proposed term for implementation: Fall 2016

7. Dates of prior committee approvals:

Department/ Unit

17 March 2016

College Curriculum Committee

Undergraduate Curriculum Committee

University Senate

Proposal Date: March 15, 2016

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

Contact Person: Joel Lenoir, joel.lenoir@wku.edu, 745-6858

1. Identification of course:

- 1.1 Course prefix (subject area) and number: ME 344
- 1.2 Course title: Mechanical Design

2. Current prerequisites:

Prerequisites: EM 303. Prerequisite or corequisite: ME 240

3. Proposed prerequisites:

Prerequisites: EM 302 or 303 with a grade of "C" or better and ME 240 (may be taken concurrently)

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

The EM 302 was added to allow both UK and WKU coverage of this identical course. The grade requirement is necessary for graduation, and including it here ensures students are better prepared for the course. The language for ME 240 reflects the new phrasing for courses taken at the same time or before.

5. Effect on completion of major/minor sequence:

This course is offered both terms and will not affect the sequence of student progress. The grade requirement has been handled by advisement previously.

6. Proposed term for implementation: Fall 2016

7. Dates of prior committee approvals:

Department/ Unit

17 March 2016

College Curriculum Committee

Undergraduate Curriculum Committee

University Senate

Proposal Date: March 15, 2016

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

Contact Person: Joel Lenoir, joel.lenoir@wku.edu, 745-6858

1. Identification of course:

- 1.1 Course prefix (subject area) and number: ME 412
- 1.2 Course title: Mechanical Engineering Senior Project

2. Current prerequisites:

Prerequisite: ME 400 and ME 325

3. Proposed prerequisites:

Prerequisites: ME 400 and ME 325 (may be taken concurrently)

4. Rationale for the revision of prerequisites:

The topical content of ME 325 is sufficient to support ME 412 in a concurrent manner. This change will greatly improve student progress through the curriculum since ME 325 is only offered in fall semester.

5. Effect on completion of major/minor sequence:

ME 412 is now being offered fall and spring, and students will now be able to take ME 325 and the capstone course ME 412 together in the fall term.

6. Proposed term for implementation: Fall 2016

7. Dates of prior committee approvals:

Department/ Unit

17 March 2016

College Curriculum Committee

Undergraduate Curriculum Committee

University Senate

Proposal Date: 2/10/16

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

Contact Person: Sharon Mutter, sharon.mutter@wku.edu, 5-4389

- 1. Identification of course:**
 - 1.1 PSYS 210/PSY 210
 - 1.2 Course title: Research Methods in Psychology
- 2. Current prerequisites/corequisites/special requirements:** PSYS or PSY 100 with a grade of "C" or higher. Corequisite: PSYS or PSY 211.
- 3. Proposed prerequisites/corequisites/special requirements:** PSYS/PSY 100 or PSYS 160 with a grade of "C" or higher. Corequisite: PSYS/PSY 211.
- 4. Rationale for the revision of prerequisites/corequisites/special requirements:** PSYS 160 has been added to the B.S. in Psychological Science as an option to PSYS/PSY 100 in the Foundations of Psychology category. The proposed prerequisite change is necessary to allow students who take PSYS 160 to enroll in PSYS/PSY 210, which is itself a prerequisite for many of the higher level courses in the major.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2016
- 7. Dates of prior committee approvals:**

Department of Psychological Sciences

Department of Psychology

OCSE Curriculum Committee

CEBS Curriculum Committee

University Curriculum Committee

University Senate

February 19, 2016

Proposal Date: 2/10/16

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

Contact Person: Sharon Mutter, sharon.mutter@wku.edu, 5-4389

- 1. Identification of course:**
 - 1.1 PSYS 211/PSY211
 - 1.2 Course title: Research Methods in Psychology Laboratory
- 2. Current prerequisites/corequisites/special requirements:** PSYS or PSY 100 with a grade of “C” or higher. Corequisite: PSYS or PSY 210.
- 3. Proposed prerequisites/corequisites/special requirements:** PSYS/PSY 100 or PSYS 160 with a grade of “C” or higher. Corequisite: PSYS/PSY 210.
- 4. Rationale for the revision of prerequisites/corequisites/special requirements:** PSYS 160 has been added to the B.S. in Psychological Science as an option to PSYS/PSY 100 in the Foundations of Psychology category. The proposed prerequisite change is necessary to allow students who take PSYS 160 to enroll in PSYS/PSY 211, which is itself a prerequisite for many of the higher level courses in the major.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2016
- 7. Dates of prior committee approvals:**

Department of Psychological Sciences

February 19, 2016

Department of Psychology

OCSE Curriculum Committee

CEBS Curriculum Committee

University Curriculum Committee

University Senate

Proposal Date: 2/10/16

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

Contact Person: Diane Lickenbrock, diane.lickenbrock@wku.edu, 5-4264

1. **Identification of course:**
 - 1.1 PSYS 321
 - 1.2 Course title: Child Developmental Psychology
2. **Current prerequisites/corequisites/special requirements:** PSYS/PSY 100 or PSYS/PSY 220
3. **Proposed prerequisites/corequisites/special requirements:** PSYS/PSY 100 or PSYS 160 or PSYS/PSY 220
4. **Rationale for the revision of prerequisites/corequisites/special requirements:** PSYS 160 has been added to the B.S. in Psychological Science as an option to PSYS/PSY 100 in the Foundations of Psychology category. The proposed prerequisite change is necessary to allow students who take PSYS 160 to enroll in PSYS/PSY 321.
5. **Effect on completion of major/minor sequence:** None
6. **Proposed term for implementation:** Fall 2016
7. **Dates of prior committee approvals:**

Department of Psychological Sciences

February 19, 2016

Department of Psychology

OCSE Curriculum Committee

CEBS Curriculum Committee

University Curriculum Committee

University Senate

**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) 745-2353

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: PSYS 423
 - 1.2 Course title: Psychology of Adult Life and Aging
- 2. Current prerequisites/corequisites/special requirements:**

PSYS 100 / PSY 100 and junior standing or permission of the instructor
- 3. Proposed prerequisites/corequisites/special requirements:**

Junior standing or permission of the instructor
- 4. Rationale for the revision of prerequisites/corequisites/special requirements:**

Completing PSYS/PSY 100 does not impact the ability of students to meet the learning outcomes for the course.
- 5. Effect on completion of major/minor sequence:**

Changing the course's prerequisites should have no impact on students' completion of a major or minor program. Additionally, more students may be eligible to take the course given that it is also included in the Colonnade Connections Systems course category.
- 6. Proposed term for implementation:** Fall 2016
- 7. Dates of prior committee approvals:**

Department of Psychological Sciences

Ogden College Curriculum Committee

General Education Committee (if applicable)

Undergraduate Curriculum Committee

University Senate

March 25, 2016

Proposal Date: 2/10/16

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

Contact Person: Sharon Mutter, sharon.mutter@wku.edu, 5-4389

- 1. Identification of course:**
 - 1.1 PSYS 440/PSY 440
 - 1.2 Course title: Abnormal Psychology
- 2. Current prerequisites/corequisites/special requirements:** Six hours in psychological science and/or psychology, including PSYS or PSY 100, and junior standing or permission of instructor.
- 3. Proposed prerequisites/corequisites/special requirements:** Six hours in psychological science and/or psychology, including PSYS/PSY 100 or PSYS 160, and junior standing or permission of instructor
- 4. Rationale for the revision of prerequisites/corequisites/special requirements:** PSYS 160 has been added to the B.S. in Psychological Science as an option to PSYS/PSY 100 in the Foundations of Psychology category. The proposed prerequisite change is necessary to allow students who take PSYS 160 to enroll in PSYS/PSY 440.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2016
- 7. Dates of prior committee approvals:**

Department of Psychological Sciences

February 19, 2016

Department of Psychology

OCSE Curriculum Committee

CEBS Curriculum Committee

University Curriculum Committee

University Senate

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

Contact Person: Sharon Mutter, sharon.mutter@wku.edu, 5-4389

- 1. Identification of course:**
 - 1.1 PSYS 481/PSY 481
 - 1.2 Course title: History of Psychology
- 2. Current prerequisites/corequisites/special requirements:** Nine hours in Psychology, including PSY 100 or PSYS 100, and junior standing or permission of instructor.
- 3. Proposed prerequisites/corequisites/special requirements:** Nine hours in psychological science and/or psychology, including PSYS/PSY 100 or PSYS 160, and junior standing or permission of instructor
- 4. Rationale for the revision of prerequisites/corequisites/special requirements:** PSYS 160 has been added to the B.S. in Psychological Science as an option to PSYS/PSY 100 in the Foundations of Psychology category. The proposed prerequisite change is necessary to allow students who take PSYS 160 to enroll in PSYS/PSY 481.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2016
- 7. Dates of prior committee approvals:**

Department of Psychological Sciences

February 19, 2016

Department of Psychology

OCSE Curriculum Committee

CEBS Curriculum Committee

University Curriculum Committee

University Senate

Proposal Date: 2/10/16

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

Contact Person: Sharon Mutter, sharon.mutter@wku.edu, 5-4389

1. **Identification of course:**
 - 1.1 PSYS 499/PSY 499
 - 1.2 Course title: Senior Seminar in Psychology
2. **Current prerequisites/corequisites/special requirements:** 12 hours in psychology, including PSY 100/PSYS 100, and senior level classification.
3. **Proposed prerequisites/corequisites/special requirements:** 12 hours in psychological science and/or psychology, including PSYS/PSY 100 or PSYS 160, and senior level classification.
4. **Rationale for the revision of prerequisites/corequisites/special requirements:** PSYS 160 has been added to the B.S. in Psychological Science as an option to PSYS/PSY 100 in the Foundations of Psychology category. The proposed prerequisite change is necessary to allow students who take PSYS 160 to enroll in PSYS/PSY 499.
5. **Effect on completion of major/minor sequence:** None
6. **Proposed term for implementation:** Fall 2016
7. **Dates of prior committee approvals:**

Department of Psychological Sciences

Department of Psychology

OCSE Curriculum Committee

CEBS Curriculum Committee

University Curriculum Committee

University Senate

February 19, 2016

**Ogden College of Science and Engineering
Department of Agriculture
Proposal to Create a New Course
(Action Item)**

Dominique Gumirakiza, dominique.gumirakiza@wku.edu, 270-745-5959.

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: AGEC 471
- 1.2 Course title: Agribusiness Entrepreneurial System
- 1.3 Abbreviated course title: Agribusiness Entrepreneurship
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3 Variable credit (yes or no): No
- 1.5 Grade type: Standard Letter Grade (A, B, C, D, F)
- 1.6 Prerequisites/corequisites: At least Junior status with Agriculture major, Gordon Ford College of Business. Otherwise, instructor's authorization
- 1.7 Course description:

Connecting essential concepts/components learned from various disciplines to develop entrepreneurial skills in the agriculture industry in order to create innovative agriculture-related ventures and manage them profitably.

2. Rationale:

- 2.1 Reason for developing the proposed course:

Agriculture is a unique industry with business ventures that require specialized procedures and skills. Agribusiness entrepreneurship consists of developing, organizing and managing an agricultural venture. It supports other divisions of agriculture such as animal science, pre-veterinary medicine, soil science, plant science, turf grass management, and horticulture by providing the start-up processes, management, and marketing. Currently, the department does not offer an upper-division course that helps students integrate their broad range of skills, knowledge to successfully create and/or innovate agricultural business ventures. AGEC 471 brings together essential concepts, knowledge, and skills acquired from various courses and lifetime experience to engage students in agribusiness entrepreneurship process. The course presents a detailed discussion of steps and procedures involved in entrepreneurship and functions of management as they apply to agribusiness/farm/ranch.

- 2.2 Projected enrollment in the proposed course:

AGEC 471 is intended to be a Colonnade course in the connections category; subcategory of systems (allowing students from other departments across the university to enroll). In addition, due to the fact that it supports all agriculture disciplines, at least 25 students are expected to enroll each semester.

- 2.3 Relationship of the proposed course to courses now offered by the department:

This course is a good complement to existing department courses across all disciplines of agriculture. For agribusiness students in particular, this course offers an opportunity to connect various concepts acquired from other courses (such as AGEC 360: Agricultural Economics, AGEC 361: Farm Management, AGEC 366: Agricultural Sales and Services,

AGEC 463: Agricultural Finance, and AGECE 362: Agricultural Marketing) and leads to a system that encompasses several components.

2.4 Relationship of the proposed course to courses offered in other departments: The fact that AGECE 471 focuses on agricultural entrepreneurship makes it unique and different from some courses such as ENT 312: Entrepreneurship, FIN 441: Entrepreneurial Finance, and MKT 427: Entrepreneurial Marketing that are offered in the Gordon Ford College of Business.

2.5 Relationship of the proposed course to courses offered in other institutions: A great majority of agricultural departments (or equivalents) in other universities offer a similar course. For example, Murray State University offers AGR 334: Entrepreneurship in Agribusiness, University of Nebraska-Lincoln offers EAEP 288: Agribusiness Entrepreneurship, University of Arkansas offers AGECE 4323: Agribusiness Entrepreneurship, South Dakota University offers AGRI 18202: Agribusiness Entrepreneurship. Texas A&M offers AGECE 289: Agribusiness Entrepreneurship, Iowa State University offers ECON 334: Entrepreneurship in Agriculture, just to name a few.

3. Discussion of proposed course:

3.1 Schedule type: Lecture

3.2 Learning Outcomes:

Upon completion of the course students will be able to:

- Identify market inefficiencies, consumer unmet preferences/needs within agriculture/agribusiness industries and discuss innovative ways to address the issues
- Navigate the process of creating agribusinesses and choose a legal agribusiness model
- Transfer knowledge and skills acquired from other courses to create and plan for implementation of innovative ideas
- Explain the role of an entrepreneur in the success of an agribusiness venture
- Describe four functions of agribusiness management (planning, organizing, directing, and controlling/evaluating) and show how they are applied in the agribusiness industry
- Make a comprehensive strategic agribusiness plan for any type of agriculture-related venture that the student may wish to undertake in the future
- Develop entrepreneurial skills through innovative ideas, market analysis, agribusiness creation, planning, and risk management.

3.3 Content outline:

This outline provides a summary of the major units and topics to be covered in the proposed course. More details and weekly topics are included in the syllabus.

- Agribusiness entrepreneurship and its role in the evolution of agriculture industry
- The 24 steps in the disciplined entrepreneurship
- Review of key concepts of agricultural economics
- Staying competitive and marketing strategies
- Choosing a legal agribusiness model
- Components of a comprehensive strategic agribusiness plan
- Budgeting and investment analysis for decision-making
- Organizing an agricultural venture for success
- Using agribusiness financial statements in the decision-making process
- Developing a workable approach to agribusiness management

3.4 Student expectations and requirements: Students will be evaluated based on:

- Attendance

- Active participation in class discussions
- Tests and quizzes
- Reading and paper assignments
- Compliance with academic policies
- Class project

3.5 Tentative texts and course materials:

1. Textbooks:

- Aulet, B. 2013. “Disciplined Entrepreneurship: 24 Steps to a Successful Startup”, 1st Edition. Wiley 2013. ISBN-13: 978-1118692288.
- James G. Beierlein, Kenneth C. Schneeberger, and Donald D. Osburn. 2013. “Principles of Agribusiness Management”, 5th Edition. Waveland Press, Inc. ISBN-13: 978-1478605669

2. Other course materials:

4. Resources:

4.1 Library resources:

N/A

4.2 Computer resources:

N/A

4.3 Other resources:

N/A

5. Budget implications:

5.1 Proposed method of staffing:

Current faculty in the Department of Agriculture

5.2 Special equipment needed:

N/A

5.3 Expendable materials needed:

N/A

5.4 Laboratory materials needed:

N/A

6. Proposed term for implementation: Fall 2016

7. Dates of prior committee approvals:

Department of Agriculture

03/17/2016

OCSE Curriculum Committee

Undergraduate Curriculum Committee

University Senate

Proposal Date: March 15, 2016

**Ogden College of Science and Engineering
Department of Agriculture
Proposal to Revise a Program
(Action Item)**

Contact Person: Todd Willian, todd.willian@wku.edu, (270) 745-5969

1. Identification of program:

- 1.1 Current program reference number: 205
- 1.2 Current program title: Associate Degree in Agricultural Technology and Management – General Agriculture Option
- 1.3 Credit hours: 60

2. Identification of the proposed program changes: Clarifications of general education categories in Colonnade, as compared to the current WKU general education requirements are being identified and proposed. Additionally, in the list of required courses, AGRI 108, AGECE 361 and AGECE 365 no longer appear, and AGRI 269 and AGRI 398 are being replaced by AGRO 350 and AGRI 397, respectively.

3. Detailed program description:

Current	Proposed
AGRI 108 (3) AGRI 269 (3) AGRI 398 (1) AGRO 110 (3) ANSC 140 (3) AGMC 170/171 (3) AGECE 365 (2) AGECE 360 (3) AGECE 361 (3)	Required Agriculture Courses (28 hours): AGRO 110 (3) ANSC 140 (3) AGMC 170/171 (3) AGECE 360 (3) AGRI 397 (1) AGRO 350 (3) Additional 12 hours of electives in Agriculture selected by student and advisor. Electives can come from any of the following areas: Agriculture Economics, Agriculture, Horticulture, Agronomy, and/or Agriculture Mechanics.
Also required: ENG 100 COMM 145 MATH 116 CHEM 105/106 Humanities Course BIOL 120/121	Required General Education Courses (23 hours): College Composition (WC) ENG 100 (3) COMM 145 (3) Arts & Humanities (AH) Arts/Humanities Course (3) Quantitative Reasoning (QR) Natural & Physical Sciences MATH 116 (3) CHEM 105/106 (4)

	BIOL 120/121 (4)
Electives to complete the total of 64 hours required for the degree.	Electives to complete the total of 60 hours required for the degree.

4. **Rationale for the proposed program change:** Changes have been made in the WKU general education system. The proposed changes in this associate degree program align its general education courses with the appropriate Colonnade categories. Exclusion of AGRI 108, AGECE 361 and AGECE 365 creates a closer alignment with requirements associated with our 4-year degrees. AGRI 398 is in the process of being re-numbered as AGRI 397; replacement of AGRI 269 with AGRO 350 adds more rigor to the program.

5. **Proposed term for implementation: Fall 2016**

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

Department of Agriculture	<u>October 29, 2015</u>
OCSE Curriculum Committee	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**Ogden College of Science and Engineering
Department of Agriculture
Proposal to Revise A Program
(Action Item)**

Contact Person: Todd Willian, todd.willian@wku.edu, (270) 745-5969

1. Identification of program:

- 1.1 Current program reference number: 508
- 1.2 Current program title: Major in Agriculture
- 1.3 Credit hours: 50

2. Identification of the proposed program changes:

- Deletion of AGRI 108 and AGRI 398 (Gen.)
- Addition of AGRI 175, AGMC 176, AGRI 397, and AGRI 491 (as an option to AGRI 291)

3. Detailed program description:

Current	Proposed
<p>This major in agriculture requires a minimum of 50 semester hours in agriculture and leads to a Bachelor of Science degree. Electives chosen from agriculture courses focusing on a concentration, when approved by an assigned advisor, complete the minimum total of 50 semester hours in agriculture. At least half of the semester hours in the major must be in courses numbered 300 or above. All students must take the following courses outside of the major:</p> <ul style="list-style-type: none"> • Mathematics Course (3 hours): MATH 116 or higher • Chemistry Courses (6 hours): CHEM 105, 107, 120, or 222 • Chemistry Labs (2 hours): CHEM 106, 108, 121, or 223 • Biology Course and Lab (4 hours): BIOL 120, 121 (Note: Students pursuing the Horticulture Concentration may take BIOL 120 and 121 or BIOL 122 and 123.) • Basic Agriculture Courses (29 hours) AGRI 108 (3) 	<p>This major in agriculture requires a minimum of 50 semester hours in agriculture and leads to a Bachelor of Science degree. Electives chosen from agriculture courses focusing on a concentration, when approved by an assigned advisor, complete the minimum total of 50 semester hours in agriculture. At least half of the semester hours in the major must be in courses numbered 300 or above. All students must take the following courses outside of the major:</p> <ul style="list-style-type: none"> • Mathematics Course (3 hours): MATH 116 or higher • Chemistry Courses (6 hours): CHEM 105, 107, 120, or 222 • Chemistry Labs (2 hours): CHEM 106, 108, 121, or 223 • Biology Course and Lab (4 hours): BIOL 120, 121 (Note: Students pursuing the Horticulture Concentration may take BIOL 120 and 121 or BIOL 122 and 123.) • Basic Agriculture Courses (29 hours) AGRO 110 (3)

AGRO 110 (3) ANSC 140 (3) AGMC 170/171 (2/1) AGRI 291 (3) AGRO 320 or ANSC 345 (3) AGRO 350 (3) AGEC 360 (3) AGRI 398 (1) AGRI 398 (1) AGRI 494 (3)	ANSC 140 (3) AGMC 170/171 (2/1) AGRI 175 (1) AGMC 176 (2) AGRI 291 or AGRI 491 (3) AGRO 320 or ANSC 345 (3) AGRO 350 (3) AGEC 360 (3) AGRI 397 (1) AGRI 398 (1) AGRI 494 (3)
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4. **Rationale for the proposed program change:** These proposed changes replace AGRI 108 (Rural Sociology) with two freshman level orientation courses (AGRI 175 and AGMC 176) and add flexibility to our requirement for a statistics course by including AGRI 491 as an option. Additionally, renumbering of AGRI 398 (Seminar:General) to AGRI 397 prevents confusion associated with our other required seminar course (AGRI 398).

5. **Proposed term for implementation and special provisions (if applicable):** Fall 2016

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

Department of Agriculture	<u>December 9, 2015</u>
OCSE Curriculum Committee	_____
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**Ogden College of Science & Engineering
Agriculture Department
Proposal to Revise A Program
(Action Item)**

Contact Person: Thomas Kingery, thomas.kingery@wku.edu, 270-745-5966

1. Identification of program:

- 1.1 Current program reference number: 508
- 1.2 Current program title: Bachelor of Science: Agricultural Education
- 1.3 Credit hours: 120

2. Identification of the proposed program changes: Bachelor of Science: Agricultural Education

The Ag. Ed. Concentration needs to be updated to include courses that are significant to the training and development of future Agricultural Education teacher educators.

AGED 250 - Required Course for Agricultural Education Majors

Students can take EDU 250 in high school and skip this course. AGED 250 and EDU 250 are not the same course. AGED 250 is EDU 250 but with emphasis on agriculture AND general education. It is a more robust course in work load and for teacher preparation.

AGED 300 – Required Course for Agricultural education Majors

Students would take this course in sequence after the AGED 250 course.

AGMC 371/372 - Required for Agricultural Education Majors

All Agricultural education graduates will be in a position to manage a shop/greenhouse/floriculture/ outdoor laboratory. It is essential that these future teachers are instructed in preparation/maintenance/ and management of these areas. This course will allow future teachers to be prepared to enter those environments trained in those areas.

LTCY 421

The new 16 KAR 5:060: Literacy program requirements for middle school, high school, grades 5-12, and grades P-12 certification programs requires this course to be added to Agricultural Education.

Delete AGRI 108

This course is no longer a required course for the Agriculture core.

Delete AGECE 365

AGECE 365 has not been taught in 9 years. The course has no relevancy in teacher preparation.

Delete AGECE 360

3. Detailed program description:

(Side-by-side table is required for most program changes showing revised program on the right and identifying deletions by strike-through and additions in boldface.)

Current Program	Proposed Program
<p>Teacher Certification in Agricultural Education A 2.5 minimum grade point average in agriculture, general education and professional education is required for admission to teacher education. Students desiring to become certified to teach agriculture education in Kentucky public schools are required to have a minimum of 50 hours in agriculture including a minimum of 6 hours of plant/horticulture science, 6 hours of animal science, 6 hours of agricultural mechanics (AGMC 170/171 and 371/372), 6 hours of agricultural economics (AGEC 360 and 361), and 6 hours of soil sciences. Computer science requirement may be fulfilled by completing AGEC 365, CSCI 145C or CIS 141. Professional education courses required are AGED 250 (EDU 250), PSY 310, SPED 330, AGRI 398E, AGED 470, AGED 471, EDU 489 and SEC 490. Student must complete 250, 310, 330, 398 before the fall semester of the senior year. AGED 470 and 471 are taught the fall semester. EDU 489 and SEC 490 are completed the student teaching semester, usually the spring semester. Achieve and maintain the required minimum overall GPA of 2.75 for admission to teacher education (In order to student teach the candidate must have a 2.75 GPA or better in professional education, any identified certification area(s), as well as overall) Demonstrate writing proficiency by attaining a 2.5 GPA in English 100 and English 300 or equivalent courses with neither grade being lower that a "C" or by attaining an overall GPA of at least 2.75 (4.0 scale) on an undergraduate degree from an accredited institution. A grade of "C" or higher must be earned in all professional education classes. (If the candidate does not meet this requirement, she/he must contact the Office of Teacher Admission for advisement).</p>	<p>Teacher Certification in Agricultural Education A 2.5 minimum grade point average in agriculture, general education and professional education is required for admission to teacher education. Students desiring to become certified to teach agriculture education in Kentucky public schools are required to have a minimum of 50 hours in agriculture including a minimum of 6 hours of plant/horticulture science, 6 hours of animal science, 6 hours of agricultural mechanics (AGMC 170/171 and 371/372), 6 hours of agricultural economics (AGEC 360 and 361), and 6 hours of soil sciences. Computer science requirement may be fulfilled by completing AGEC 365, CSCI 145C or CIS 141. Professional education courses required are AGED 250 (EDU 250), PSY 310, SPED 330, AGRI 398E, AGED 470, AGED 471, EDU 489 and SEC 490. Student must complete 250, 310, 330, 398 before the fall semester of the senior year. AGED 470 and 471 are taught the fall semester. EDU 489 and SEC 490 are completed the student teaching semester, usually the spring semester. Achieve and maintain the required minimum overall GPA of 2.75 for admission to teacher education (In order to student teach the candidate must have a 2.75 GPA or better in professional education, any identified certification area(s), as well as overall) Demonstrate writing proficiency by attaining a 2.5 GPA in English 100 and English 300 or equivalent courses with neither grade being lower that a "C" or by attaining an overall GPA of at least 2.75 (4.0 scale) on an undergraduate degree from an accredited institution. A grade of "C" or higher must be earned in all professional education classes. (If the candidate does not meet this requirement, she/he must contact the Office of Teacher Admission for advisement).</p>

ENG 100	3	ENG 100	
ENG 200	3	ENG 200	
ENG 300	3	ENG 300	
AGRI 108	3	AGRI 108	
AGRI 175* Not Required	2	AGRI 175* Required	
AGRI 398e* Not Required	1	AGRI 398e* Required	
AGRI 398	1	AGRI 398	
AGRI 494	3	AGRI 494	
ANSC 140/141* Lab Not Required	4	ANSC 140/141* Lab Not Required	
ANSC 240/241* Lab Not Required	3	ANSC 240/241* Lab Not Required	
MATH 116	3	MATH 116	
AGRO 110/111* Lab Not Required	4	AGRO 110/111* Lab Not Required	
AGRO 350/351	4	AGRO 350/351	
AGRO 320 or ANSC 345* Choice	3	AGRO 320 or ANSC 345* Choice	
COMM 145/ 161* Choice	3	COMM 161* Required	
AGED 250* Not Required	3	AGED 250* Required	
AGED 475	3	AGED 475	
AGED 470	3	AGED 470	
AGED 471	3	AGED 471	
PSY 100	3	PSY 100	
PSY 310	3	PSY 310	
CHEM105/106	4	CHEM105/106	
CHEM 107/108	4	CHEM 107/108	
AGMC 170/171	3	AGMC 170/171	
AGMC 371/372* Not Required	3	AGMC 371/372* Required	
AGRI 291	3	AGRI 291	
AGEC 360	3	AGEC 360	
AGEC 361	3	AGEC 361	
AGEC 365* Not Offered	3	AGEC 365* Not Offered	
BIOL 120/121	4	BIOL 120/121	
SPED 330	3	SPED 330	
EDU 489	3	EDU 489	
SEC 490	10	SEC 490	
Gen. Ed Course B * Choice	3	Gen. Ed Course B * Choice	
Gen Ed. Course B* Choice	3	Gen Ed. Course B* Choice	
HORT 316/317 or Hort 475 * Choice	3	HORT 316/317 or Hort 475 * Choice	
Gen Ed. Course E * Choice	3	Gen Ed. Course E * Choice	
HED 100 * Suggested	3	HED 100 * Suggested	
Gen Ed. Course A-II* Choice	3	Gen Ed. Course A-II* Choice	
HOST 119 or HIST 120* Choice	3	HOST 119 or HIST 120* Choice	

Total (120 Minimum)	12	Total (120 Minimum)
	4	

4. Rationale for the proposed program change:

The courses: **AGED 250, AGMC 371/372, AGRI 175, and AGRI 398** are all offered in the degree program but are not required.

If students do not take **AGED 250**, I will not see them until they are a senior in **AGED 470**. This is too long of a gap until they reach an **AGED** course/instructor.

AGMC 371/372 should be required. All graduating teachers have the opportunity to be placed in a shop/ laboratory/greenhouse environment. Taking this class will assist them in planning, preparations, and problem solving with those issues as they arise.

AGRI 175 is a great introduction to the university and the department. This class allows the students to develop a four year plan at **WKU**.

AGRI 398e is the Agricultural Education seminar. Students can choose to take 2 **AGRI 398** classes. The **398e** class is not required. As a future educator, it should be taken to help prepare for **KOSSA** exams and understand educational research and its uses.

COMM 161 is a more suitable course for future teachers. It adds more dimension to their speaking ability.

AGEC 365 has not been taught in the past 10 years. Students have to default to **AGEC 360** as this is their only option. Both **AGEC 360** and **361** will be the only options for the teacher educators by deleting **AGEC 365**.

The cause for requiring these courses is to update the teacher educator's core classes. The changes will reflect a modern listing for agricultural educators. Credit hours for the concentration will not change. The minimum hours is 120 for the concentration. The 124 hours includes classes with labs that are not required.

5. Proposed term for implementation and special provisions (if applicable): Fall 2014

6. Dates of prior committee approvals:

Agriculture Department	<u>1-23-2014</u>
Ogden College Curriculum Committee	_____
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

ENG 100	3		
ENG 200	3		
ENG 300	3		
AGRI 108	3		
AGRI 175* Not Required	1		
AGRI 398e* Not Required	1		
AGRI 398	1		
AGRI 494	3		
ANSC 140	3		
ANSC 240	3		
MATH 116	3		
AGRO 110	3		
AGRO 350/351	4		
AGRO 320 or ANSC 345* Choice	3		
COMM 145	3		
AGED 250* Not Required	3		
AGED 300 *Not Required	3		
AGED 470	3		
AGED 471	3		
PSY 100	3		
PSY 310	3		
CHEM105/106	4		
CHEM 107/108	4		
AGMC 170/171	3		
AGMC 371/372* Not Required	3		
AGRI 291	3		
AGEC 360	3		
AGEC 361	3		
AGEC 365* Not Offered	3		
BIOL 120/121	4		
SPED 330	3		
EDU 489	3		
SEC 490	10		
HORT 316/317 or Hort 475 * Choice	3		
HIST 119 or HIST 120* Choice	3		

ENG 100			
ENG 200			
ENG 300			

AGRI 108	3	
ENG 100	3	
ENG 200	3	
ENG 300	3	
AGRI 175* Not Required	2	
AGRI 398e* Not Required	1	
AGRI 398	1	
AGRI 494	3	
ANSC 140	3	
ANSC 240	2	
MATH 116	3	
AGRO 110	3	
AGRO 350/351	4	
AGRO 320 or ANSC 345* Choice	3	
COMM 145	3	
AGED 250* Not Required	3	
AGED 470	3	
AGED 471	3	
PSY 100	3	
PSY 310	3	
CHEM 105/106	4	
CHEM 107/108	4	
AGMC 170/171* Not Required	3	
AGRI 291	3	
AGEC 360	3	AGED 300
AGEC 361	3	
AGEC 365* Not Offered	3	
HORT 316/317 or HORT 475 Choice	3	
BIOL 120/121	4	
SPED 330	3	
EDU 489	3	
SEC 490	10	
Explorations - Arts & Humanities (E-AH)	3	
Connections - Local to Global	3	
Connections - Social & Cultural	3	
Connections - Systems (K-SY)	3	
	113	

Proposal Date: 7 February 2016

College Name
Department Name
Proposal to Create a New Course
(Action Item)

Contact Person: Michael Stokes, michael.stokes@wku.edu, 745-6009

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: BIOL 372
- 1.2 Course title: Causes and Consequences of Human-Wildlife Conflict
- 1.3 Abbreviated course title: Human-Wildlife Conflict
- 1.4 Credit hours: 3.0 Variable credit No
- 1.5 Grade type: standard letter
- 1.6 Prerequisites/corequisites: 21 hours of Colonnade Foundations and Explorations courses, or junior or senior status
- 1.7 Course description: Global study of human-wildlife conflict and the varying ecological, social, economic, and cultural realities that influence this conflict.

2. Rationale:

- 2.1 Reason for developing the proposed course:
This course will fulfill the WKU Colonnade Connections Course requirement as a Local to Global category. Human-wildlife conflict is a persistent social, economic, and ecological problem for human populations across the globe, especially in developing countries. As human populations grow and expand into new territories, they compete with wildlife for land and resources. This conflict results in loss or destruction of habitat, poaching of wildlife, social changes in human and wildlife communities, economic losses, and loss of life within human populations. This course will examine human-wildlife conflict across the globe and the different ecological and social realities that exist on different continents. The course will also examine how human-wildlife conflict at a local level shapes, and is shaped by culture and by transnational, governmental, and non-governmental efforts to curb poaching, preserve valuable habitat, and address issues of extreme poverty in the developing world. The course will be offered simultaneously in the Sociology SOCL 372) and Biology (BIOL 372) departments, and co-taught by one faculty member from each department. An interdisciplinary course focused on the problem of human-wildlife conflict, poaching, and the transnational trade of animal parts does not currently exist at WKU, and theory and research from the disciplines of Sociology and Conservation Biology can help illuminate this issue and engage students in critical examination of the causes and potential solutions to this global problem impacting local communities.
- 2.2 Projected enrollment in the proposed course: 40
- 2.3 Relationship of the proposed course to courses now offered by the department:
BIOL 332 (Wildlife Ecology and Management) is a course for majors that does not address human dimensions of wildlife management. The proposed course

will concentrate on human dimensions of wildlife management so as to be broadly applicable to students interested in human culture, sociology and rural economics.

2.4 Relationship of the proposed course to courses offered in other departments: The Department of Sociology offers two courses focused specifically on global issues and social problems, SOCL 240 (Global Social Problems) and SOCL 376 (Globalization). The Sociology Department also offers a Community, Environment and Development course (SOCL 270). These three courses focus on issues of globalization, global social problems, and community development and the environment broadly. The proposed course would focus specifically on the topic of human-wildlife conflict as a social and ecological problem, likely drawing on some of the same theoretical perspectives and empirical research covered in these existing courses

2.5 Relationship of the proposed course to courses offered in other institutions: Benchmark institutions:

- Ball State University: NREM 205, International Natural Resources Development and Conservation.
- James Madison University has elements of this course in GEOG 345, Geography of Poverty.
- University of South Alabama offers similar biological content in MAS521, Marine Conservation Biology.
- Several additional benchmark institutions offer Conservation Biology courses which will include limited human dimensions material. These include UNC-Charlotte, BIOL 4244; Bowling Green State University, BIOL 4090; East Tennessee State, BIOL 4737; and Florida Atlantic University, PCB 6045.

Other state institutions:

- Murray State University offers elements of this course in BIO 478, Conservation Biology course.
- Eastern Kentucky University has elements in BIO 585, Wildlife Policy.

Leading institutions in wildlife research:

- Mississippi State University offers a concentration in human-wildlife conflicts, including courses in Ecology and Management of Human-Wildlife Conflicts (WFA 4273), Human-Wildlife Conflicts Techniques (WFA 4283), and Advanced Topics in Human-Wildlife Conflicts I and II (WFA 4512 and 4521)
- George Mason University offers a course in Human-Wildlife Conflict (CONS 420) in their conservation curriculum.
- Kansas State University (WOEM 620) and Auburn University (WILD 5410) offer human-wildlife conflict courses in their wildlife management programs.
- Oregon State University offers several related courses across departments in both the sciences and social sciences. These include Consensus and Natural Resources (SOC 485) and Human Dimensions of Fish and Wildlife Management (FES 439).

Our course differs from courses designed for Wildlife Biology majors to match WKU's initiatives. First, it will be a Colonnade Connections course with a Local to Global focus with an emphasis on analysis, examination and evaluation of evidence using local examples to address a global issue. Second, it will be multidisciplinary, with teaching faculty from Biology and Sociology providing counterpoint views to explicitly address evidence and argument.

3. Discussion of proposed course:

3.1 Schedule type: L

3.2 Learning Outcomes:

Upon completion of this Colonnade Connections course, students shall be able to:

- Analyze the problem of human-wildlife conflict within a variety of local contexts using sociological and ecological theories and research.
- Examine the relationship between human-wildlife conflict at a local level and the development of transnational and non-governmental institutions created to address this social and ecological problem.
- Evaluate the effectiveness and efficacy of specific strategies designed to mitigate human-wildlife conflict, especially in developing countries with high level of extreme poverty, from research evidence.
- Collect relevant research evidence and argue different perspectives on the inherently divisive issue of conservation vs utilization of natural resources given the socio-cultural realities in a selected case/cases.

3.3 Content outline:

- Lesson 1: Conceptualization – What is Human-Wildlife Conflict (HWC)?
- Lesson 2: Operationalization – What is the extent of Human-Wildlife Conflict in the world? How does it vary geographically?
- Lesson 3: Human Dimensions of Conservation – Examining the Intersection of Social Theory and Principles of Conservation
- Lesson 4: Ecological principles of wildlife ecology and management
- Lesson 5: The roles of local culture and subsistence based farming
- Lesson 6: The roles of extreme poverty and human population growth
- Lesson 7: The international trade of animal parts
- Lesson 8: Transnational and Non-Governmental Institutions – a solution or problem?
- Lesson 9: Gender roles in HWC
- Lesson 10: Case studies: rhino poaching, organized crime and international trafficking
- Lesson 11: Case studies: Habitat loss, agriculture and elephant populations

3.4 Student expectations and requirements:

Students will be evaluated based on their performance on essay examinations, a group presentation based on evidence and argument, and an individual research paper.

3.5 Tentative texts and course materials:

Woodroffe, Rosie, Simon Thirgood, and Alan Rabinowitz, eds. *People and Wildlife, Conflict or Co-existence?*. (2005) 1st ed. Cambridge: Cambridge University Press.
Sachs J. (2015) *The Age of Sustainable Development*. New York: Columbia University Press.

4. Resources:

- 4.1 Library resources:
Students will be required to purchase two textbooks for this course. Additional articles will be assigned from journals such as *Conservation Biology*, *Society and Natural Resources*, and *Human Dimensions of Wildlife*.
- 4.2 Computer resources: N/A

5. Budget implications:

- 5.1 Proposed method of staffing:
Current faculty in the Departments of Sociology and Biology will teach the course.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2016

7. Dates of prior committee approvals:

Department Biology	<u>March 11, 2016</u>
Ogden College Curriculum Committee	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Ogden College of Science and Engineering
Department of Biology
Proposal to Create a New Course
(Action Item)

Contact Person: Nilesh Sharma, nilesh.sharma@wku.edu, 745-6593

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: BIOL 390
- 1.2 Course title: Ethnobiology – Peoples, Plants & Animals
- 1.3 Abbreviated course title: Ethno–Peoples, Plants & Animals
- 1.4 Credit hours: 3
- 1.5 Grade type: Standard Letter Grade
- 1.6 Prerequisites/corequisites: 21 hours of Foundation and Exploration courses, or junior status
- 1.7 Course description: Interdisciplinary study of the relationships of plants and animals with human cultures worldwide, including past and present relationships between peoples and the environment

2. Rationale:

- 2.1 Reason for developing the proposed course:
BIOL 390 is created in response to need to contribute courses to the WKU Colonnade Program and is designed to support university mission and current university strategic plans. This course will meet objectives under the Connection – Systems subcategory. This course will create summative learning experiences in which students can apply basic knowledge about indigenous peoples to address global and systemic issues related to food, medicine and environments.
- 2.2 Projected enrollment in the proposed course: 20-25
- 2.3 Relationship of the proposed course to courses now offered by the department:
WKU Biology offers BIOL 222 (Plant Biology and Diversity) for biology majors, with emphasis on morphological and evolutionary adaptations. The Biology Department also offers an upper-level course, BIOL 490 (Plant Therapeutics as an Alternative Medicine), which examines therapeutic actions of plant-derived products on major human illnesses and highlights pharmacological and clinical relevance of some plant products.
- 2.4 Relationship of the proposed course to courses offered in other departments:
No specific course based on the relationships of ethnic peoples, plants and animals is offered in any WKU department.
- 2.5 Relationship of the proposed course to courses offered in other institutions:
Very few WKU benchmark institutions offer courses with related subject content:
 - Appalachian State University: Zooarchaeology (ANT 3200), Ethnographic Methods (ANT 3410), Bioarchaeology (ANT 4330)

Similarly, very few Kentucky institutions offer courses with related subject content:

- For example, University of Louisville offers a field study program in Conservation Botany and Ethnography Field School in the Yucatan region of Mexico.

Examples of other institutions in North America that offer related courses include:

- College of Rural Alaska University: Ethnobotanical Techniques (EBOT F220):
- Frostburg State University: Introduction to Ethnobotany (BIOL 128), Ethnographic Field Techniques (BIOL 428), and Field Experiences in Ethnobotany & Ecology (BIOL 484)
- Oregon State University: Economic & Ethnobotany – Role of Plants in Human Cultures (BOT 322)
- Penn State University: Paleoethnobotany (ANTH 429)
- Stanford University: Archaeobotany (ARCH 126)
- University of Arkansas: Seminar in Ethnobiology (ANTH 4903)
- University of British Columbia: Ethnobotany- Plants, People, and Culture (ANTH 260)
- University of Georgia: Ethnobotany (P BIO 6300; ANTH 4300)
- University of Hawaii: Introductory Ethnobotany (BOT 105)
- University of North Texas: Culture, Environment and Society (GEOG 2170)
- University of Tennessee: Oral Biology (ANTH 485)
- University of Washington: Ethnobiology: Paleoethnobotany and Ethnobotany (ANTH 4211), Advanced Paleoethnobotany (ANTH 4212), Ethnoarchaeology (ANTH 4682)

3. Discussion of proposed course:

3.1 Schedule type: L

3.2 Learning Outcomes:

- Comprehend the concept of ethnobiology and trace the history of its evolution
- Evaluate the methods of study with emphasis on methodical techniques applied in modern ethnobiological research by examining case studies
- Examine the rationale of use of plant and animal species by ethnic groups towards their food, medicine and shelter needs
- Analyze ethical issues in ethnobiological research, intellectual property and cultural heritage rights of indigenous peoples and related policy implications
- Evaluate the roles of education, research, and activism in promoting understanding of the natural world surrounding ethnic groups and deriving solutions to preserve flora, fauna and ecology
- Demonstrate ability to discuss, write and apply ethnobiological information to connect local problems to global challenges facing aboriginal populations

3.3 Content outline:

- Ethnobiology – Definitions, different approaches of studies, intersections with related disciplines; history & developmental stages
- Methods in ethnobiological studies, ethics in ethnobiological research, case studies on select ethnic groups

- Concepts on ethnobotany, ethnomedicine, ethnozoology, ethnomycology, ethnoecology & landscapes, biocultural diversity and conservation
 - Intellectual property rights and cultural heritage rights of indigenous peoples, policy implications and roles of ethnobiological societies and international agencies in protecting these rights
- 3.4 Student expectations and requirements:
- Participation & discussion - 20%
 - Exams - 40%
 - Project - 20%
 - Critique on research papers - 20%
- 3.5 Tentative texts and course materials:
Ethnobiology, Eds. Anderson, Pearsall, Hunn and Turner (Wiley-Blackwell), 2011

4. Resources:

- 4.1 Library resources: Adequate – research papers and published materials available
- 4.2 Computer resources: Adequate.

5. Budget implications:

- 5.1 Proposed method of staffing: This course will be taught by a current Department of Biology faculty
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2016

7. Dates of prior committee approvals:

Department of Biology	_____ March 11, 2016
Ogden College Curriculum Committee	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**Ogden College of Science & Engineering
Department of Psychological Sciences
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Dr. Amber Schroeder, amber.schroeder@wku.edu, 5-2439

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: PSYS 370
 - 1.2 Course title: Industrial/Organizational Psychology

- 2. Revise course title:**
 - 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:**
 - 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: Prerequisite: PSYS 100 / PSY 100
 - 4.2 Proposed prerequisites/corequisites/special requirements: Prerequisites: Junior standing or permission of the instructor.
 - 4.3 Rationale for revision of course prerequisites/corequisites/special requirements: Completing PSYS/PSY 100 does not impact the ability of students to meet the learning outcomes for the course.
 - 4.4 Effect on completion of major/minor sequence: None

- 5. Revise course catalog listing:**
 - 5.1 Current course catalog listing: The application of psychological principles and research techniques to industrial and personnel problems including selection, efficiency, management models, and organizational behavior.
 - 5.2 Proposed course catalog listing: The application of psychological principles and research techniques to organizational topics, such as selection, training, performance appraisal, leadership, teamwork, work stress, and employee attitudes.
 - 5.3 Rationale for revision of course catalog listing: The new course description is reflective of changing trends in the field of I/O psychology and of current topics covered in the course.

- 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 grade type:

- 7.1 Current grade type:
- 7.2 Proposed grade type:
- 7.3 Rationale for revision of grade type:

8. Proposed term for implementation: Fall 2016

9. Dates of prior committee approvals:

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

March 25, 2016

**Ogden College of Science and Engineering
Psychological Sciences
Proposal to Create a New Course
(Action Item)**

Contact Person: Aaron Wichman; aaron.wichman@wku.edu, 745-2443

1. Identification of proposed course:

- 1.1 PSYS 353
- 1.2 Course title: Psychology of Prejudice and Stereotyping
- 1.3 Abbreviated course title: Psychology of Prejudice
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 03 Variable credit (no)
- 1.5 Grade type: 1 (Standard Letter)
- 1.6 Prerequisites/corequisites: PSYS 100 or PSY 100 or SOCL 100
- 1.7 Course description: Presents classic and current social-psychological theory and research in the area of prejudice and stereotyping. You will learn some of the social-cognitive principles by which these phenomena occur, and have the opportunity to apply this learning to your own life.

2. Rationale:

- 2.1 Reason for developing the proposed course:

As part of our mission to develop citizen leaders with global perspectives, students should be provided with options to learn about matters of both local and global importance. The psychology of prejudice and stereotyping is a matter of both local and global importance, and can be explained through the operation psychological mechanisms shared by humans worldwide. Although they can manifest as destructive animosity toward others, prejudice and stereotyping are an integral part of being human. They mark all societies and have far-reaching effects, and they are rooted in the normal, fundamental, psychology we all possess. This fundamental psychology has a developmental trajectory, is reflected in our feelings, behaviors, and thoughts, and is influenced by motivational differences and chronic personality variables.

Social psychology has learned a great deal about prejudice and stereotyping, leading to the accumulation of a great many findings that currently are not being shared with students. These findings explain such things as why we like our group more than other groups, or why we think “they” may have hidden evil intentions, but “we” have pure motives. They make sense of how people may explicitly and sincerely disavow prejudice, yet still become anxious when sitting next to a member of a disliked group on a bus. To be an informed citizen who is driven not by emotion, but by reason, an understanding of the predictable ways we think and feel about others is essential. This course is being developed to teach an evidence-based,

psychological understanding of the topics of prejudice, stereotypes, and discrimination, in their many forms.

2.2 Projected enrollment in the proposed course: 25; it is anticipated that larger section sizes may be offered in the future, and that this course will meet with broad student interest from across the university community.

2.3 Relationship of the proposed course to courses now offered by the department: Introduction to social psychology (PSYS 350) has brief coverage of some of the topics that will be examined in depth in this course. The psychology of women (PSYS 453) also touches on some of the course content we will analyze in detail. However, none of our courses provide an in-depth look at the psychology of these topics. This course will address the issues of prejudice and stereotyping as the focal topic of study, and will look at the processes that underlie these phenomena in all of their variants.

2.4 Relationship of the proposed course to courses offered in other departments: This course offers a fine-grained, psychological examination of prejudice and stereotyping, as well as many of their consequences. Its level of analysis is generally the mind of the individual, sometimes as indexed by reaction times in milliseconds, other times as indexed by EEG, or MRI, and yet other times as indexed by self-reports of antipathy or liking, or approach or avoidance behaviors. This said, there are a number of courses that address some of the same general topics, albeit at a very different level of analysis. For instance, SOCL 362: Race, Class and Gender focuses on the relationship between these categories and social institutions. The proposed course, in contrast, will illuminate the psychological mechanisms by which these macro-level interactions play out, and is thus qualitatively different in its approach. SOCL 375: Diversity in American Society focuses on how social institutions affect diversity. The proposed course focuses on interpersonal interactions and the individual's psychological representation of social identities that would otherwise not receive attention in a course such as SOCL 375. Again, the proposed course is qualitatively different. In general, a social-cognitive approach to issues of as wide ranging as ethnicity, sexuality, and religious prejudice provides insight at a more molecular level than might be offered by courses in sociology, political science, or other disciplines. This course will focus on what is happening in the mind of individuals as they negotiate their complex social environments. Such a focus will complement and enrich students' other coursework, as well as complement the other courses we offer that delve into this subject.

2.5 Relationship of the proposed course to courses offered in other institutions: In its level of analysis and empirical derivation, this course will be fairly unique to WKU. An examination of Kentucky Universities shows that only the University of Louisville comes close to the proposed course. The relevant U of L course is titled "Race and Gender in Psychological Research", PSYC 566, but this course tends to focus more on the socio-cultural components of specific identities, which stands in contrast to the proposed course' focus on basic psychological processes that lie at the root of reactions to all others.

In relationship to our benchmark institutions, Ball State (PSYS 325; Prejudice and Discrimination) and Indiana State (PSYS 385; Prejudice and Stereotypes: Problems and Progress) both have similar courses.

3. Discussion of proposed course:

3.1 Schedule type: L

3.2 Learning Outcomes:

Compare and contrast how basic cognitive processes interact with context to cause prejudice and stereotyping.

Evaluate how motivations to protect and enhance the self can magnify prejudice and stereotyping.

Apply knowledge to react to social situations with stigmatized groups based on scientific understanding, not based on automatic negative emotional responses.

Analyze and justify the sometimes unpleasant finding that stereotypes are highly prevalent.

Deduce the consequences of stereotypes for infra- and dehumanization.

Be able to judge the social conditions necessary for prejudice and distinguish between settings that are more or less amendable to intergroup cooperation.

Know conditions where intergroup contact leads to improved intergroup relations.

Compare and contrast how people may take special pride in their stigmatized and normatively disadvantageous group memberships, as opposed to normatively advantageous ones.

Distinguish between conditions when salient group membership will impede or facilitate performance on difficult tasks.

3.3 Content outline:

Social Categorization and the Perceptual System

Ingroup bias

Outgroup homogeneity

Meta-contrast principle

Evolutionary Systems in Prejudice and Stereotyping

Cognitive Systems in Prejudice and Stereotyping

Effects of Stereotypes on Cognition

Effects on memory and attention, and executive control.

Stereotype Learning, Maintenance and Change

Peer influence

Inferences based on social roles

Illusory correlations

Subtyping

Confirmatory hypothesis testing

Models of stereotype change.

Developmental Influences on Prejudice and Stereotyping

Gender bias

- Ethnic bias
- How and when do attitudes toward other groups form?
- Types of Prejudice and its measurement; Prejudice as Expression of Negative Affect
 - Old-fashioned prejudice
 - Symbolic prejudice
 - Modern Prejudice
 - Aversive Racism
 - Ambivalent Prejudice.
- Motivational Processes in Prejudice and Stereotyping
- Theoretical accounts of prejudice and intergroup conflict
 - Realistic Conflict Theory
 - Relative Deprivation Theory
 - Scapegoat theory
 - Social Identity Theory
 - Optimal Distinctiveness Theory
 - Ideological Threat Theory
- Sexism: Affect and Cognition
 - Benevolent and hostile
- Individual Differences in Prejudice: Ideological Subsystems as Predictive Tools
 - Right Wing Authoritarianism
 - Social Dominance Orientation
 - Identification with All Humanity
- Consequences of prejudice for the outgroup member.
 - Attributional ambiguity
 - Stereotype threat
 - Structural impediments
- Understanding Stereotype Usage:
 - Anti-Immigrant Attitudes
 - Ageism
 - Heterosexism
 - Overweight Prejudice
 - Prejudiced Communication
- Reducing Stereotyping and Prejudice

- 3.4 Student expectations and requirements:
 - Students will complete multiple choice exams, article reaction papers, and a final paper.
- 3.5 Tentative texts and course materials:

Required Text: Whitley, B. E., & Kite, M. E. (2010). The Psychology of Prejudice and Discrimination, 2nd ed. Wadsworth, Belmont, CA.

Additional Articles:

Adams, H. E., Wright, L. W., & Lohr, B. A. (1996). Is homophobia associated with homosexual arousal? *Journal of Abnormal Psychology, 105*(3).

- Bergsieker, H. B., Shelton, J. N., & Richeson, J. A. (2010). To be liked versus respected: Divergent goals in interracial interactions. *Journal of Personality and Social Psychology*, 99(2).
- Bodenhausen, G. V. (1990). Stereotypes as Judgmental Heuristics: Evidence of Circadian Variations in Discrimination. *Psychological Science (Wiley-Blackwell)*, 1(5), 319–322.
- Chen, M., & Bargh, J. A. (1997). Nonconscious behavioral confirmation processes: The self-fulfilling consequences of automatic stereotype activation. *Journal of Experimental Social Psychology*, 33, 541–560.
- Darley, J. M., & Gross, P. H. (1983). A hypothesis-confirming bias in labeling effects. *Journal of Personality and Social Psychology*, 44(1), 20–33. <http://doi.org/10.1037/0022-3514.44.1.20>
- Duckitt, J., & Sibley, C. G. (2010). Personality, ideology, prejudice, and politics: A dual-process motivational model. *Journal of Personality*, 78.
- Fein, S., & Spencer, S. J. (1997). Prejudice as self-image maintenance: Affirming the self through derogating others. *Journal of Personality and Social Psychology*, 73(1), 31–44. <http://doi.org/10.1037/0022-3514.73.1.31>
- Fiske, S. T. (2010). Envy up, scorn down: How comparison divides us. *American Psychologist*, 65.
- Hamilton, D. L., & Gifford, R. K. (1976). Illusory correlation in interpersonal perception: A cognitive basis of stereotypic judgments. *Journal of Experimental Social Psychology*, 12(4), 392–407.
- Ho, A. K., Sidanius, J., Kteily, N., Sheehy-Skeffington, J., Pratto, F., Henkel, K. E., ... Stewart, A. L. (2015). The nature of social dominance orientation: Theorizing and measuring preferences for intergroup inequality using the new SDO₇ scale. *Journal of Personality and Social Psychology*, 109(6), 1003–1028. <http://doi.org/10.1037/pspi0000033>
- Katz, I., & Hass, R. G. (1988). Racial ambivalence and American value conflict: Correlational and priming studies of dual cognitive structures. *Journal of Personality and Social Psychology*, 55(6), 893–905. <http://doi.org/10.1037/0022-3514.55.6.893>
- Mendes, W. B., Major, B., McCoy, S., & Blascovich, J. (2008). How attributional ambiguity shapes physiological and emotional responses to social rejection and acceptance. *Journal of Personality and Social Psychology*, 94(2), 278–291. <http://doi.org/10.1037/0022-3514.94.2.278>
- Payne, B. K., Cheng, C. M., Govorun, O., & Stewart, B. D. (2005). An inkblot for attitudes: Affect misattribution as implicit measurement. *Journal of Personality and Social Psychology*, 89(3).
- Pettigrew, T. F. (2008). Still a long way to go: American Black-White relations today. In G. Adams, M. Biernat, N. R. Branscombe, C. S. Crandall, & L. S. Wrightsman (Eds.), *Commemorating Brown: The Social Psychology of Racism and Discrimination* (45-61). Washington, DC: American Psychological Association.
- Sinclair, L., & Kunda, Z. (2000). Motivated stereotyping of women: She's fine if she praised me but incompetent if she criticized me. *Personality and Social Psychology Bulletin*, 26(11), 1329-1342.
- Trawalter, S., Richeson, J. A., & Shelton, J. N. (2009). Predicting behavior during interracial interactions: A stress and coping approach. *Personality and Social Psychology Review*, 13(4).

4. Resources:

- 4.1 Library resources: Adequate.
- 4.2 Computer resources: None needed

5. Budget implications:

- 5.1 Proposed method of staffing: Course release will be provided for faculty member to teach.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: WI 2017

7. Dates of prior committee approvals:

Department of Psychological Sciences
Ogden College Curriculum Committee
General Education Committee
Undergraduate Curriculum Committee
University Senate

March 25, 2016

February 29, 2016
