

MEMORANDUM TO: Ogden College of Science and Engineering Curriculum Committee

Dr. Jack Rudolph	Dr. James Gary	Dr. Keith Andrew
Dr. Martin Stone	Dr. Huanjing Wang	Dr. Edward Kintzel
Dr. Greg Arbuckle	Dr. Julie Ellis	Dr. Kelly Madole
Dr. Mark Revels	Dr. Warren Campbell	Dr. Steve Haggbloom
Dr. Bruce Schulte	Dr. David Keeling	Dr. Les Pesterfield
Dr. Phil Lienesch	Dr. Xingang Fan	
Dr. Cathleen Webb	Dr. Bruce Kessler	
Dr. Hemali Rathnayake	Dr. Richard Schugart	

FROM: Kenneth Crawford, Chair

SUBJECT: Agenda for Thursday, February 5, 2015, 4:00 p.m. in COHH 4123

A. OLD BUSINESS:

- I. Consideration of the minutes of the December 4, 2014 meeting.

B. NEW BUSINESS:

Information Items

Department of Geography & Geology

- I. Proposal to Create a Temporary Course
 - a. METR 335, Satellite and Radar Meteorology, 3 hrs.

Department of Psychological Sciences

- I. Proposal to Approve a Course in the Colonnade Connections Category
 - a. PSYS 423, Psychology of Adult Life and Aging, 3 hrs.

Consent Items

Department of Architectural Manufacturing Sciences

- I. Proposal to Revise Course Prerequisites/Corequisites
 - a. AMS 305, Building Codes, 3 hrs.

Department of Computer Science

- I. Proposal to Revise Course Prerequisites/Corequisites
 - a. CS 370, XML and Web Programming, 3 hrs.

Department of Psychological Sciences

- I. Proposal to Revise Course Prerequisites/Corequisites
 - a. PSYS 333, Cognitive Psychology, 3 hrs.
 - b. PSYS 360, Behavioral Neuroscience, 3 hrs.

Action Items

Ogden College Dean's Office

- I. Proposal to Create a New Course
 - a. BDA 310-M1, Brewhouse and Distillery Processes Module 1, 1 hr .
 - b. BDA 310-M2, Brewhouse and Distillery Processes Module 2, 1 hr.

Department of Architectural Manufacturing Science

- I. Proposal to Make Multiple Revisions to a Course
 - a. AMS 490, Senior Research, 3 hrs.
 - b. AMS 490-M1, Senior Research Module 1, 1 hr.
 - b. AMS 490-M2, Senior Research Module 2, 1 hr.
 - b. AMS 490-M3, Senior Research Module 3, 1 hr.

Department of Psychological Sciences

- I. Proposal to Make Multiple Revisions to a Course
 - a. PSYS 290, Supervised Study in Psychology, 1-3 hrs.
 - b. PSYS 331, Psychology of Learning, 3 hrs.
 - c. PSYS 490, Research, Readings or Special Projects in Psychology, 1-3 hrs.

C. OTHER BUSINESS

MEMBERS PRESENT:

Electronic Meeting.

FROM: Ken Crawford, Chair

NEW BUSINESS:

Consent Agenda

Schulte/Keeling moved to bundle and approve the Computer Science consent items. Motion approved 11-0.

Action Agenda

Department of Computer Science

Schulte/Keeling moved to approve a Proposal to Make Multiple Revisions to CS 181, 280, and 380; Proposal to Create a New Course, CS 351; and Proposal to Revise a Program, Ref. 629P/629 and 341. Motion approved 11-0.

Department of Physics & Astronomy

Keeling/Gary moved to approve Proposal to Create a New Course, PHYS 425 with a friendly amendment to remove the references to the M.Phil degree and to 425G. Motion approved 13-0.

OTHER BUSINESS:

None

**Ogden College of Science and Engineering
Geography and Geology
Proposal to Create a Temporary Course
(Information Item for First Offering. Action Item for Second Offering)**

Contact Person: Dr. Josh Durkee | joshua.durkee@wku.edu | 5-8777

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: METR 335
- 1.2 Course title: Satellite and Radar Meteorology
- 1.3 Abbreviated course title: Satellite Radar Meteorology
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3
- 1.5 Schedule type: L (Lecture)
- 1.6 Prerequisites: METR 324
- 1.7 Grade type: x standard letter grade pass/fail in progress (IP)
- 1.8 Course description:

Provides an introduction to remote sensing specific to the atmospheric sciences. Specific attention is given to analysis, diagnostic, and prognostic determinations using various satellites, as well as surface and space-based active radar systems. Specific applications focus on synoptic and mesoscale phenomena, including large-scale kinematics and morphology, clouds, derived radar interpretation, precipitating systems, and precipitation measurement.

2. Rationale

- 2.1 Reason for offering this course on a temporary basis:
 - insufficient time to complete the new course approval process.
- 2.2 Relationship of the proposed course to courses offered in other academic units:

This course is simply an introductory remote sensing class for the atmospheric sciences. This course will be divided primarily into two bi-terms. We will start the first bi-term with the satellite portion of the class and finish the semester with radar. Each bi-term will consist of one exam, one written paper, and a series of assignments. Since METR 121 and 324 are prerequisites for taking this course, you are fully expected to have a fundamental understanding of atmospheric circulation, kinematics, thermodynamics, and forecasting. The purpose of this course is to provide you with a fundamental understanding of various past, current, and future remote sensing technologies, how these systems operate, and how to utilize them for meteorological interpretation, analysis, and forecasting. As with any upper-level METR course, you are expected to demonstrate professional written and oral communication.

Description of proposed course

2.1 Course content outline:

Week	Topic of Lecture
1	Introductions; Course expectations
	History & current state of atmospheric science remote sensing; Role of NWP
2	-Electromagnetic Radiation; Resolution - Kepler's Law; Polar and Geostationary platforms
3	-Absorption and emission -Planck's, Wien's, Rayleigh-Jeans, & Stefan-Boltzmann Laws; Brightness Temperatures
*4	-Synoptic-scale cloud patterns -Water vapor
5	-Snow and fog -Winds
6	-Mesoscale cloud patterns -Precipitation measurement
7	-Tropical Rainfall Measuring Mission -Global Precipitation Measurement
**8	Review Day; Satellite projection portion spot check.
	Test 1
9	-History & current state of atmospheric science remote sensing -WSR-88D; TDWR; TRMM and GPM; Phased Array
10	-Passive vs. Active remote sensing; Microwave remote sensing -Radar fundamentals; Bands;
11	-cloud & precipitation droplet size, distribution, Z-R relationship -Rayleigh and Mie scattering
^12	-Reflectivity and velocity; scan strategies

	-Polarimetry
13	-Derived products -Mesoscale analysis and interpretation
14	-Mesoscale forecast applications
Test II	
15	Presentations
	Presentations
Class Projects Due	

2.2 Tentative text(s):

- Satellite Meteorology: An introduction by Kider and Vonder Haar
- Weather Radar Handbook by Vasquez

3. Second offering of a temporary course (if applicable)

3.1 Reason for offering this course a second time on a temporary basis: N/A

3.2 Term course was first offered: N/A

3.3 Enrollment in first offering: N/A

4. Term of Implementation: Fall 2015

5. Dates of review/approvals:

Department of: Geography/Geology

1/30/2015

Dean, Ogden College of Science & Engineering

2/2/15

Office of the Provost:

Colonnade Program Course Proposal: Connections Category

Connections: Understanding Individual and Social Responsibility

Connections courses direct students to apply and integrate discipline-specific knowledge and skills to the significant issues challenging our individual and shared responsibility as global citizens. Students will learn to analyze and evaluate cultural contexts, examine issues on both a local and global scale, and apply system-level approaches to the stewardship of our social and physical environments. Although they may be used with a major or minor program,

Connections courses are classes at the 200-level or above designed for the general student population, and may be taken *only after* students have earned at least 21 hours in **WKU Colonnade Program** coursework or have achieved junior status. *Connections* courses may not have graduate components or prerequisites other than approved courses within the **WKU Colonnade Program**.

Proposed courses must be designed to address specifically the goals and outcomes of one (1) of the subcategories listed below. Students will take one course from each of the three following areas, selecting three different disciplines (usually defined by course prefixes).

- **Social and Cultural** (3 hours)
Students will investigate ways in which individuals shape, and are shaped by, the societies and cultures within which they live. Courses will consider the ethical questions and shared cultural values that shape societal norms and behaviors, the independent and collective or collaborative artistic expression of those values, and/or the role of social and cultural institutions in developing and sustaining norms, values, and beliefs.
 1. Analyze the development of self in relation to others and society.
 2. Examine diverse values that form civically engaged and informed members of society.
 3. Evaluate solutions to real-world social and cultural problems.

- **Local to Global** (3 hours)
Students will examine local and global issues within the context of an increasingly interconnected world. Courses will consider the origins and dynamics of a global society, the significance of local phenomena on a global scale, and/or material, cultural, and ethical challenges in today's world.
 1. Analyze issues on local and global scales.
 2. Examine the local and global interrelationships of one or more issues.
 3. Evaluate the consequences of decision-making on local and global scales.

- **Systems** (3 hours)

Students will examine systems, whether natural or human, by breaking them down into their component parts or processes and seeing how these parts interact. Courses will consider the evolution and dynamics of a particular system or systems and the application of system-level thinking.

1. Analyze how systems evolve.
2. Compare the study of individual components to the analysis of entire systems.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.

***NOTE: The **Colonnade Program** is designed to incrementally build student skills in argumentation and the use of evidence beginning with discipline-specific coursework in the *Foundations* and *Explorations* categories. By extension, *Connections* courses are intended to be summative learning experiences in which students apply basic knowledge to larger and more complex social, global and systemic issues of concern. Proposals should address this summative purpose in the design of the course and the assessment of student learning.

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

1. What course does the department plan to offer in *Connections*? Which subcategory are you proposing for this course? (Social and Cultural, Local to Global, Systems)

The Department of Psychological Sciences is proposing to offer PSYS 423, Psychology of Adult Life and Aging, as a *Systems* Connections course in the Colonnade Program.

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.

PSYS 423, Psychology of Adult Life and Aging, is an upper-level course that emphasizes contemporary theories, methodological issues, and the interactions of psychological, biological, social, and environmental factors in adulthood and aging. This course builds an understanding of adult life and aging by focusing on how multiple psychological and physical systems change and interact over time to impact mental and physical health, our quality of life, social interaction, changes in lifestyle, and the foundations of thought, behavior, motivation, and emotions. Changes in psychological processes are often multi-causal, so this course discusses the interactions between physiological, environmental, and psychological systems which conspire together to influence adult development throughout the lifespan. This course meets the learning outcomes for the Systems Connections category in the following ways:

1. Analyze how systems evolve.
 - Advancing age is often associated with declines in physical health and the physiological systems that support thought and behavior. However, advancing age is also accompanied by gains in accumulated experience, growth in ever-emerging social networks, and gains in well-being. Multidirectional change that accompanies aging (i.e., growth in some psychological processes but decline in others) increases the complexity of social scientists' predictions for how psychological processes might normally take place in adults in the latter half of adulthood. Students learn about the complexity associated with measuring and characterizing the evolution of psychological processes over time.
 - This course discusses the roles that changes in opportunity/environment, motivation, physical capabilities, cognitive ability, social cognitive tendencies, mental health, interpersonal interactions and enduring personal dispositions play in human thought and behavior and how we adapt to our environment as these age-related changes impact the status quo.
 - Students learn about the contemporary developmental theories of aging (e.g., general slowing and process-specific slowing, socioemotional selectivity theory, selective optimization with compensation, hemispheric asymmetry reduction in

older adults, etc.) that present the empirical evidence underlying the evolution of multiple psychological systems.

2. Compare the study of individual components to the analysis of entire systems.
 - Changes in physical health (e.g., mobility, cardiovascular, and respiratory changes) are discussed relative to the ways that aging compromises one's ability to live and function autonomously in their daily environments, including the emergence of dementia, depression, and other psychopathologies.
 - Changes in sensory and perceptual systems are discussed in relation to their impact on cognitive and social functioning and the resulting consequences on everyday behavior (e.g., driving a vehicle, holding one's attention during a social conversation, and understanding and following instructions provide by health care providers).
 - Changes in individual biobehavioral and cognitive processes are discussed relative to higher level intellectual functioning, such as decision making (e.g., investment and retirement), everyday cognitive tasks (e.g., medication adherence, maintaining a schedule, etc.), and the emergence of mental health problems.
 - Changes in social motives and personality are examined relative to their impact on interpersonal relationships, caregiving, and end of life planning.

3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.
 - Research into the functioning of psychological systems is supported by agencies and foundations that fund research on aging (e.g., National Institutes of Health National Institute on Aging) in order to ultimately inform policy making. The course discusses how scientific inquiry into an issue impacts policy at the local and federal levels. For instance, research on age-related changes in vision and in cognition contribute to the development of guidelines created by the Department of Transportation. Research on cognitive aging informs policy on the administration of federal health care programs. Also, cognitive aging research informs best practices for ergonomics in construction and architecture (e.g., age-in-place design).
 - Changes in physical and mental health that impact one's ability to function autonomously are discussed in relation to caregiving and health promotion of aged populations.
 - Current holistic theories of successful aging (e.g., "Use it or lose it") are evaluated relative to physical and cognitive training programs that apply empirical findings supporting the maintenance of lower level psychological processes.

3. In addition to meeting the posted learning outcomes, how does this course contribute uniquely to the *Connections* category (i.e., why should this course be in Colonnade)? Discuss in detail.

The general purpose of Connections courses is to "direct students to apply and integrate discipline-specific knowledge and skills to the significant issues

challenging our individual and shared responsibility as global citizens” (WKU Colonnade Program Outline). The Psychology of Adult Life and Aging, PSYS 423, engages students to evaluate the evidence examining the factors that contribute to human aging and the changes that take place in psychological processes which dramatically influence how we (a) live and care for ourselves, (b) relate to others and understand our own lives and those of people around us, (c) understand the ambitions and capabilities of individuals who are the most senior members of our communities, and (d) continue to ourselves contribute to our communities throughout old age. Most people are familiar with the stereotypes associated with the aging process but nevertheless lack a basic understanding of whether or not the empirical evidence for psychological processes in the latter half of life support these stereotypes. This course offers students a unique opportunity to evaluate aging psychological stereotypes in relation to decades of research on adult development within psychology. Moreover, this course asks students to evaluate the interconnections that exist between changes in lower level psychological processes (e.g., sensory processing, physical mobility, speed of information passage within the brain, etc.) and higher level functions (e.g., maintaining a social network, making complex decisions factoring in multiple sources of information, etc.). As the Baby Boomer generation continues to grow older and as advancements in public health improve longevity, unique challenges will continue to emerge with respect to the support systems that are in place to allow senior citizens to live autonomously in their communities. This course expands the ways that our students think about the aging process, emphasizing the dichotomy of the inevitability of psychological decline with the plasticity of psychological maintenance. As public policy is shaped with respect to preventive actions that can be taken to slow the aging process and improve the well-being of senior citizens, an informed citizenry will need a greater understanding of the research that explores the boundary conditions of human psychological performance in normal healthy aging. This course offers WKU students the opportunity to advance their knowledge in this area.

4. Please identify any prerequisites for this course. NOTE: Any prerequisites MUST be *Colonnade Foundations* or *Explorations* courses.

The prerequisites for PSYS 423 are junior standing and PSYS 100 or PSY 100, or permission of instructor.

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

Aging is a process that involves growth in some abilities, maintenance of others, and still decline in others. This course will cover adult development, primarily focusing on the latter half of life. Although everyone has some basic idea as to how we change psychologically as we grow older as well as the stereotypes that society holds about the elderly, we will explore the mechanisms that underlie these psychological changes. Moreover, we will consider how one’s individual

talents, abilities, and struggles contribute to the aging process. Finally, we will explore the social dynamics of growing older in today's world. Your readings will discuss the many myths associated with growing older as well as the extent to which senior citizens truly become limited in their abilities. You may be surprised by how resilient humans are and by how elder stereotypes often only apply to those with serious health problems.

The main goals for this course are: (1) to help you become familiar with current theories of aging and independent functioning, (2) to facilitate your critical analysis of the inter-relations amongst cognitive, socioemotional, and physical changes that occur in adulthood, and (3) to encourage you to consider how your own lives as well as those of your loved ones, patients, and clients might progress as the years pass.

By the end of the course, you will be able to:

- Identify the major changes in psychological processes in adulthood and old age that have been substantiated with empirical evidence.
 - Discuss the methods used by psychologists to measure and characterize the impact that aging has on psychological processes.
 - Evaluate the conditions under which improvements and impairments in cognitive, social, and emotional functions noted in the laboratory might translate into substantial changes in in everyday functioning outside of the laboratory.
6. Give a brief description of how the department will assess the course beyond student grades for these learning objectives.

Aside from meeting the learning objectives for the course, students will also be assessed in their ability to gather evidence for the impact of the aging process on psychological processes through a paper that is developed using (a) a structured interview with an adult which touches upon changes in the psychological processes discussed in the course, and (b) relevant empirical research articles that facilitate an evaluation of how typical or atypical their interviewee's reported responses might be in the context of normative aging. The rubric for this assignment is attached and will be used to track overall student performance to demonstrate that students are not only developing an understanding of the evolution of systems in the course but are also actively aware of the connections between this knowledge and the ongoing evolution of real world systems *in vivo*. Please see attachment 1. This rubric is independent of the student's grade but will be used to reflect on success in meeting learning objectives for the course within the Colonnade Program.

7. Please discuss how this course will provide a summative learning experience for students in the development of skills in argumentation and use of evidence.

All upper-level courses offered by the Department of Psychological Sciences have writing standards which require faculty to assist and assess student writing within the discipline. With respect to PSYS 423, the Psychology of Adult

Life and Aging, in addition to the structured interview and subsequent analysis, students write summary and reaction papers to assigned readings (e.g., textbook chapters, edited book chapters, and/or journal articles) which serve as a means for facilitating discussion in the classroom. Students are required to consider the evidence that is presented to them about age-related change in psychological processes so that they can develop arguments that reflect the perceived impact of aging (a) on laboratory tasks that are operationalized to measure developmental change (i.e., gains or declines) in psychological processes, and (b) on autonomous, everyday functioning. Student writing is assessed using assignment-specific rubrics, which may vary by instructor, that measure the extent to which the writing evaluates empirical evidence and applies it to practical problems or to furthering research.

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

The department intends to offer at least one section of PSYS 423 (30-50 students) per academic year.

9. Please attach sample syllabus for the course.

Please see attachment 2.

Attachment 1
Rubric for paper that assesses structured interview using relevant empirical evidence

	1. Excellent	2. Good	3. Satisfactory	4. Poor
A. Interview responses	Discusses interviewee's responses to all questions in structured interview, and explains the reasoning behind the three student-generated questions.	Discusses interviewee's responses to all questions, and asks three student-generated questions.	Discusses interviewee's responses to most questions, and asks three student-generated questions.	Discusses interviewee's responses to half or fewer of the structured interview questions and fails to ask all three student-generated questions.
B. Collection of relevant/impactful empirical evidence	Student identifies 4 to 8 highly relevant empirical articles that clearly are linked to the responses provided by the interviewee in the structured interview.	Student identifies 4 to 8 empirical articles that are linked to the interviewee's responses but that require one to infer a connection between the sources and the responses.	Student identifies 4 to 8 empirical articles linked to the theories behind the questions asked in the structured interview but do not address interviewee's responses.	Student identifies 4 to 8 articles or fewer, but these articles are not connected to the theories covered in the course and do not relate back to the interviewee's responses.
C. Synthesis of evidence with interview responses	Student discusses consistency between interview responses and empirical evidence, recognizing reciprocal relations between evolution of base processes and system-level change.	Student discusses consistency between interview responses and empirical evidence, recognizing how evolution in base processes impact system-level change.	Student discusses consistency between interview responses and empirical evidence, noting both evolution in base processes and system-level change.	Student discusses consistency between interview responses and empirical evidence, focusing only on the evolution of base processes.
D. Logic and argumentation	Major arguments are easy to identify, flow logically, and incorporate course content and empirical articles identified specifically for paper. Examples support arguments or clearly demonstrate limitations of empirical findings. Student illustrates the consequences of low level changes within the system to the system as a whole within arguments and evidence.	Major arguments are easy to identify, flow logically, and are consistent with course content. Student incorporates empirical evidence from primary sources clearly for most of arguments. Examples support arguments or student indicates where examples are not consistent with empirical evidence. Student illustrates the consequences of low level changes within the system to the system as a whole within arguments and evidence.	Major arguments are present and flow logically for the most part but might be less clear in terms of their development. Student talks about empirical evidence and suggests some connection to the interviewee's responses, but focuses less on those factors that establish consistency. Student mentions empirical evidence in relation to low level changes within the system but only partly connects to holistic analysis of the system.	Major arguments are not well-developed and are not organized in a manner that offers the strongest line of reasoning. Student mentions examples of the interviewee's responses and empirical evidence, but does not connect them nor communicate clearly as to why they are citing empirical evidence. Student includes references to changes or evolution of systems but only in a superficial manner.
E. APA formatting and writing style	Student uses an objective, active voice and completely follows APA formatting rules for each section, including in-text citations and the reference section.	Student uses objective, active voice and mostly follows APA formatting rules for each section, including in-text citations and the reference section, with only an occasional minor error.	Student uses some informal and/or passive language but mostly follows APA formatting rules for each section, including in-text citations and the reference section, with a few minor errors.	Student uses informal and/or passive language, and frequently makes errors in formatting, ignores APA rules, includes in-text citation and reference section formatting errors.

Attachment 2
Syllabus

PSYS 423: Psychology of Adult Development & Aging

Section XX: Meets in GRH Room 30XX from XX:XX – XX:XX on MWF or TR

Instructor: _____ E-mail: _____
Office Location: _____ Office Phone Number: _____
Walk-In Office Hours: _____ (also available by appointment)

Course Description: Psychological processes in adulthood and aging. Emphasis on contemporary theories, methodological issues, and interactions of psychological, biological, social, and environmental factors in adulthood and aging.

Prerequisites: PSYS 100 / PSY 100 and junior standing, or permission of instructor.

Course Objectives: Aging is a process that involves growth in some abilities, maintenance of others, and still decline in others. This course will cover adult development, primarily focusing on the latter half of life. Although everyone has some basic idea as to how we change psychologically as we grow older as well as the stereotypes that society holds about the elderly, we will explore the mechanisms that underlie these psychological changes. Moreover, we will consider how one's individual talents, abilities, and struggles contribute to the aging process. Finally, we will explore the social dynamics of growing older in today's world. Your readings will discuss the many myths associated with growing older as well as the extent to which senior citizens truly become limited in their abilities. You may be surprised by how resilient humans are and by how elder stereotypes often only apply to those with serious health problems.

The main goals for this course are: (1) to help you become familiar with current theories of aging and independent functioning, (2) to facilitate your critical analysis of the inter-relations amongst cognitive, socioemotional, and physical changes that occur in adulthood, and (3) to encourage you to consider how your own lives as well as those of your loved ones, patients, and clients might progress as the years pass.

By the end of the course, you will be able to:

- Identify the major changes in psychological processes in adulthood and old age that have been substantiated with empirical evidence.
- Discuss the methods used by psychologists to measure and characterize the impact that aging has on psychological processes.
- Evaluate the conditions under which improvements and impairments in cognitive, social, and emotional functions noted in the laboratory might translate into substantial changes in in everyday functioning outside of the laboratory.

Required Materials:

Textbooks

Cavanaugh, J.C., & Blanchard-Fields, F. (2014). *Adult Development and Aging*, 6th or 7th ed.
Belmont, CA: Cengage Learning

Supplementary Readings (Available on Blackboard) (Note this will vary by instructor and semester, so what is listed is for sample purposes)

Unit #	Readings from Cavanaugh and Blanchard-Fields	Journal Article/Peer-Reviewed Book Chapter Reading
1	1(1-31)	Hertzog, C., & Dixon, R. A. (1996). Methodological issues in research on cognition and aging. In F. Blanchard-Fields & T. M. Hess (Eds.), <i>Perspectives on Cognitive Change in Adulthood and Aging</i> (Ch. 3, pp. 66-116). NY: McGraw-Hill.
2	3(65-100)	Scheiber, F. (2005). Vision and Aging. In J. E. Birren & K. W. Schaie (Eds.), <i>Handbook of Psychology and Aging</i> (5th ed.; Ch. 7, pp. 129-154). San Diego: Academic.
3	4(107-143)	Kunzmann, U., Little, T. D., & Smith J. (2000). Is age-related stability of subjective well-being a paradox? Cross-sectional and longitudinal evidence from the Berlin Aging Study. <i>Psychology and Aging, 15</i> , 511-526.
4	5(149-178)	Baltes, P. B. (1997). On the incomplete architecture of human ontogeny: Selection, optimization, and compensation as foundation of developmental theory. <i>American Psychologist, 52</i> , 366-380.
5	6(185-225)	a. Park, D. C. (1999). The basic mechanisms accounting for age-related decline in cognitive function. In D. C. Park & N. Schwarz (Eds.), <i>Cognitive Aging: A Primer</i> (Ch. 1, pp. 3-19). Philadelphia: Psychology Press. b. Smith, A. D., & Earles, J. L. K. (1996). Memory changes in normal aging. In F. Blanchard-Fields & T. M. Hess (Eds.), <i>Perspectives on Cognitive Change in Adulthood and Aging</i> (Ch. 6, pp. 192-220). NY: McGraw-Hill.
6	8(280-293,296-303)	a. Blanchard-Fields, F. (1999). Social schematicity and causal attributions. In T. M. Hess & F. Blanchard-Fields (Eds.) <i>Social Cognition and Aging</i> (Ch. 10, pp. 219-235). San Diego: Academic Press. b. Blanchard-Fields, F., & Horhota, M. (2005). Age differences in the correspondence bias: When a plausible explanation matters. <i>Journal of Gerontology: Psychological Sciences, 60B</i> , P259-267.
7	8(293-296)	a. Mather, M., & Carstensen, L. L. (2005). Aging and motivated cognition: The positivity effect in attention and memory. <i>Trends in Cognitive Sciences, 9</i> , 496-502. b. Blanchard-Fields, F. (2007). Everyday problem solving and emotion. <i>Current Directions in Psychological Science, 16</i> , 26-31.
8	7(233-274)	Schaie, K. W., & Willis, S. L. (1996). Psychometric intelligence and aging. In F. Blanchard-Fields & T. M. Hess (Eds.), <i>Perspectives on Cognitive Change in Adulthood and Aging</i> (Ch. 9, pp. 293-322). NY: McGraw-Hill.
9	9(315-357)	Roberts, B. W., & Mroczek, D. (2008). Personality trait change in adulthood. <i>Current Directions in Psychological Science, 17</i> , 31-35.
10	10(357-396)	a. Schulz, R., Martire, L. M., Beach, S. R., & Scheier, M. F. (2000). Depression and mortality in the elderly. <i>Current Directions in Psychological Science, 9</i> , 204-208. b. Gandy, S. (2005). The role of beta-amyloid accumulation in common forms of Alzheimer's Disease. <i>Journal of Clinical Investigation, 115</i> , 1121-1129.
11	11(402-414,434-442) /12(447-471)	a. Lee, C. C., Czaja, S. J., & Sharit, J. (2009). Training older workers for technology-based employment. <i>Educational Gerontology, 35</i> , 15-31. b. Fingerman, K. L., & Baker, B. N. (2006). Socioemotional aspects of aging. In J. Wilmoth & K. Ferraro (Eds.), <i>Perspectives in Gerontology</i> (3rd ed.; pp. 183-202). New York: Springer.
12	13(493-525)	Wenger, N. S., & Carmel, S. (2004). Physicians' religiosity and end-of-life care attitudes and behavior. <i>The Mount Sinai Journal of Medicine, 71</i> , 335-343.

Components of the Course:

Overall, your grade in this course will be dependent (a) upon your performance on regular unit assignments and journal article reviews that cover the course's topic areas and will be based on your readings, (b) your active participation in classroom discussion, and (c) a major integrative paper which requires you perform a structured interview of a senior citizen and to evaluate the resulting responses using empirical evidence on the impact that aging has on psychological processes.

A. Unit Assignments:

During the term, you will be asked to complete a number of unit assignments. These assignments are provided in lieu of tests/quizzes and are designed to gauge your understanding of the material that you are reading, to facilitate classroom discussion, and to give you a starting point for locating relevant research for your integrative research paper. The assignments will include open-ended questions on the content of the Cavanaugh & Blanchard-Fields textbook as well as on the content of the additional readings posted to Blackboard (see prior page). These unit assignments will also include two practical application questions that will require you to go beyond the reading to tie theory into the everyday experiences of senior citizens. Here are eight rules for your unit assignments:

✳ **Rule 1: You will be submitting unit assignments across multiple domains of adult development and aging.** Overall, there are 12 unit assignments posted to Blackboard. You **must** complete the unit assignments for the following four units: **Units 1, 2, 5, and 10**. Of the remaining unit assignments, your top score from each of the following pairs of unit assignments will be factored into your grade: Unit 3 *or* 4, Unit 6 *or* 7, Unit 8 *or* 9, Unit 11 *or* 12.

✳ **Rule 2: All of the reading listed within a unit assignment is required reading. There is no such thing as optional reading for these unit assignments.** You should complete unit assignments only **after** you have completed the reading.

✳ **Rule 3: For each assignment, type out your responses in a word processing program.** Once you have completed your assignment, save it as a **.doc** or a **.docx** file. Send me the file as an attachment through your e-mail (instructorfirst.last@wku.edu). **Assignments will only be accepted if they use the .doc or .docx extensions.** When saving/submitting assignments, please use the following system for naming your files:

- If you are submitting your unit 1 assignment to me, call it... YOURLASTNAME_U1.doc
- For instance, if Joseph Smith were a student, then his unit 1 file would be "Smith_U1.doc" and his unit 2 assignment would be saved as "Smith_U2.doc"
- Note that "_" is an underscore and is usually keyed in via "Shift" + "-" keys

✳ **Rule 4: Each time that you send me a file, please forward the assignment to yourself.** This will serve as proof that you sent me your assignment just in case the message fails to reach my mailbox or in case you accidentally fail to attach your unit assignment.

✳ **Rule 5: Please be sure to type in your name on the top of the first page** of the assignment.

✳ **Rule 6: Your responses should use correct grammar, and they should be appropriately clear and reflect the points/arguments that you are making.** You must use complete sentences and formal paragraph structure when responding. Be sure that your responses address **every issue** that is raised in each question. Please refrain from copying or lifting your responses entirely from the readings.

✳ **Rule 7: In your responses, you are expected to cite your sources so that I can tell where you are finding the answers to the questions.** Unless you are offering your opinion in a question, you will be using other people's knowledge to answer the questions. You should follow APA citation rules. When you cite other people's work in your writing, you must use parenthetical citations. How to cite authors is discussed in the APA Publication Manual that is recommended for this course. If you **fail to cite** your sources, you will **receive a zero on the unit assignment** and you will not have an opportunity to make up the assignment.



Please refer to the following websites for information on use of APA formatting for citations:

1. <http://www.library.cornell.edu/resrch/citmanage/apa>
2. <https://owl.english.purdue.edu/owl/resource/560/01/>

✳ **Rule 8: At the end of EVERY unit assignment, you should compile a list of sources that you cited in that assignment. Your cited references section must be in APA format.** Please see above links for citation help. (*Image:apastyle.org*)

Above are the rules that I expect you to follow when submitting your unit assignments. Here are some things that you should **NOT** do.

1. **You are NOT to treat the unit exercises like a scavenger hunt.** You will read the assigned reading and then answer the questions in the unit assignment based on your understanding of the material. If you have questions about the reading, please let me know and we will correspond about your question via e-mail or talk about it in class. The purpose of these assignments is to prepare you for classroom discussion. Please note that you can make the reading process go by much more quickly if you slowly read over the questions for the unit assignment BEFORE you start the assigned reading.
2. **You are NOT to plagiarize the content of your reading assignments when completing the unit assignments.** You should answer questions after you complete the assigned reading. When answering questions, you should respond in your own words. Copying **IS** plagiarism. Your assignments will be examined for evidence of plagiarism.
3. **You are NOT to use quotations when answering the questions.** Again, every answer must be in your own words. You are being evaluated based on your comprehension of the materials, and this is impossible to discern if you quote from the text.

Unless you cite the authors who wrote about the ideas that you discuss, you are guilty of **plagiarism**. You must attribute ideas and words that are not your own to those who actually developed them. Note that you will receive a zero on the assignment if you copy or share your responses with other members of the class. Your responses to the questions in the unit assignment reflect your own personal understanding of the material.

How are the unit assignments scored?

Your responses for each assignment will be scored using rubrics. A rubric is an objective answer key that lists the specific details that you must include in your responses to earn full credit. You will be given a rubric for each assignment so that you can gauge how well you are understanding the assigned reading and how well your responses met the expectations for the course.

When are unit assignments due?

Each unit assignment has a set deadline. Please refer to the course calendar for each deadline. It is important that you meet the deadline as we are going to be discussing your responses to the assignment in class. If we fall behind in class, a deadline may be extended.

What happens if I turn in my assignment late?

Late assignments will be accepted up to 5 hours after the deadline. XX points will be deducted from your score on the assignment if you submit it after the deadline but before 5 hours have passed after the deadline. Once the 5 hour late grace period has passed, the assignment will not be graded if submitted (i.e., 0 points will be awarded). It is your responsibility to keep up and to

avoid procrastination. Students are able to keep up with this course, so if you are having difficulty it likely is due to not allocating enough time to completing the assignment in advance of the deadline.

What can I do to ensure that I do well?

Students who are successful at keeping up with the course will try to stay a day ahead of their deadline just in case something comes up in their personal schedule that interferes with their ability to complete the assignments. Students who leave themselves enough time to read and understand the assigned reading do well. Those students who do not read cannot do well. If you never read for your classes, you should not take this course.

B. Structured Interview and Analysis

As we grow older, many aspects of our lives will change. We will take on new responsibilities as we pursue careers and have children, and we will shed obligations that were once important as others (i.e., children) become less dependent upon us for resources. Until we live through these years, it can be incredibly difficult to anticipate the impact that these changes have on our identities. For this project, you will interview a senior citizen to get a sense for how noticeable physical, social, emotional, and cognitive changes are, as we grow older. Please find one senior citizen (i.e., someone over the age of 60) to interview. You will use their responses to create a short paper. **It is important that your interviewee remain completely anonymous. Please do not indicate your interviewee's name nor how he or she is related to you in your paper.** For your interview, please use the questions (A-H) listed below. **In addition, please come up with three additional questions to ask your interviewee (I, J, and K).** You should specify how you developed these three additional questions so that it is clear to the reader why you asked them of your interviewee.

Questions to ask interviewee:

- A. Do you have the same personal interests and hobbies now that you did when you were in your 20s? If not, what has changed and why do you think that your interests have evolved?
- B. How would you describe your parents' approach to raising you as a child? Do you see any similarities between their styles and the style that you used to raise your own children or grandchildren? (If the interviewee does not have any children, ask him/her what they feel has changed in terms of how others raise their children.)
- C. Take a moment and think about your best friend. What is it that makes this person so special to you? How might you handle a disagreement with this person? What types of strategies might you avoid using if you and your best friend had a disagreement? Have you noticed any differences between how you react to conflict today and how you used to react to conflicts as a young person?
- D. What has been the most noticeable change in your physical health over the past 20 years? Has this change created any limitations on your daily activities? If yes, what have you done to compensate for these changes so that you can continue to be successful?
- E. Some researchers feel that the mind slows down as we grow older. Apart from the occasional lapse of memory that everyone experiences (younger and mature alike), have you noticed any changes in the ways that you think about problems or puzzles? In the ways that you plan activities? In what keeps you motivated to stay focused on a particular task? Finally, have you

ever felt that someone was treating you different than others just because of your age? If yes, please describe the experience and how that person's behavior made you feel.

F. Spirituality is a large part of some people's lives. Over the past 20 years, have you experienced a deepening of your faith? If yes, how would you describe this process? If no, why do think this is not the case?

G. Does any member of your family help you to carry out activities that you used to do on your own? If yes, would you characterize this shared experience as being positive, negative, or a little of both, and why? If no, imagine that one day you did need help; how do you think this would impact your family and friends?

H. In terms of your relationships with your friends and family, what do you think is more important: (1) having a large number of people that you can count on and interact with, or (2) focusing time and energy only on those with whom you have close relationships?

I., J., K. Please create three new questions to ask your interviewee. These questions should deal with issues that interest you the most. When you describe your interviewee's responses to these three questions, please be sure to indicate what motivated you to ask **each** of these three questions.

Please take notes on your interviewee's responses. From these notes, you will compose a paper that is **8-12 pages, double-spaced** and that uses the following formatting: 12 point, Times New Roman font, and 1-inch margins. Papers that fail to use this formatting will not receive full credit. Please create a cover page for your paper and remember to include a works cited page. The cover page and reference page do **not** count toward your page limit. Your paper will consist of 3 sections. **Again, it is important that your interviewee remain anonymous. Please do not indicate your interviewee's name nor how he or she is related to you in your paper.**

1. ***In the first section***, please summarize your interviewee's answers to your questions (3-4 pages). This summary should **not** be a listing of responses. Rather, it should be formatted in such a way that responses reflecting similar themes will be incorporated into the same paragraph. Your paper should read more like a biography than an interview. In order to write the biography, you need to conduct the interview to gather information.
2. ***In the second section***, analyze your interviewee's responses and indicate if they were consistent with your expectations, with aging stereotypes, and with current theories of adult development. Indicate the extent to which you believe these differences are due to true age differences (as opposed to differences in demographic characteristics, cohort effects, or historical influences). In order to complete this section, you should discuss whether or not the interviewee's responses are consistent with findings from empirical data. Please cite **at least 4 but no more than 8 empirical studies found in journals from WKU's library**. The articles may be taken from online journals. However, you should only cite sources that are in fact journal articles. No other sources are acceptable (e.g., no Wikipedia, magazines, newspapers, or websites). The articles that you refer to must be included in the "references" or "works cited" page of your paper. You are expected to use APA format both for the in-text citations as well as for the works cited page. This section should be 4-6 pages in length.
3. ***In the third section***, please compare and contrast your interviewee's responses with how you feel you might respond when you are the interviewee's age (1-2 pages). For this

section, please focus on only those three interview questions (A-K) that interested you the most.

Once you have completed your project, please be sure to cite any source that you have included using APA guidelines. A rubric for this paper will be provided during the semester. The deadline for the final draft of paper can be found on the course calendar as well as a deadline for the rough draft. Please take advantage of the professor's office hours to informally seek feedback before submitting your drafts.

Academic Integrity:

All students are assumed to have read the Academic Offenses section of the Student Handbook. Academic offenses are taken extremely seriously and are referred to the Office of Student Life for further action. Specific violations include academic dishonesty, cheating, and plagiarism.

What is plagiarism? - "To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism." – Source: WKU Judicial Affairs website (2012).

Search engines (e.g., Google) and other software may be used in this course to monitor student writing for plagiarism. If you have any concerns about whether or not your writing seems like plagiarism, please contact me. Please do not plagiarize from your textbook. It is very easy to examine your writing for this. If there is any evidence of plagiarism, a grade of ZERO points is automatically awarded to the student and the student will be required to demonstrate that they did not plagiarize by orally defending their responses on the assignment (i.e., meet with the professor and discuss the assignment to prove that they have a thorough understanding of the answers that were provided). Similarly, cheating will result in an automatic score of ZERO points on the assignment. The student will be required to prove that they did not cheat on the assignment by orally defending their responses on the assignment to the professor.

University's ADA Policy:

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Student Accessibility Resource Center (SARC; formerly the Office for Student Disabilities), Room 1074, Downing Student Union (DSU). Their phone number is (270) 745-5004, TDD: (270) 745-3030, and their e-mail is sarc@wku.edu. Please do not request accommodations directly from the instructor without a letter of accommodation from SARC.

Proposal Date:12/05/14

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

Contact Person: Neal Downing / neal.downing@wku.edu / 270-745-6302

- 1. Identification of course:**
 - 1.1 AMS 305
 - 1.2 Building Codes

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

Current prerequisites: AMS 261, 263.

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

Proposed prerequisites: AMS 261

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

The content of AMS 261 is sufficient to prepare students for AMS 305.

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

None

- 6. Proposed term for implementation:**

201530

- 7. Dates of prior committee approvals:**

Department of Architectural & Manufacturing Sciences
Ogden College Curriculum Committee
Undergraduate Curriculum Committee
University Senate

12/05/2014

October 4, 2014

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

Contact Person: Huanjing Wang, huanjing.wang@wku.edu, 745-2672

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: CS 370
 - 1.2 Course title: XML and Web Programming

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

CS 270 and CS 338 with grades of C or better

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

CS 270 and CS 339 with grades of C or better

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

CS 338 was replaced by CS 280 a few years ago, but for some reason this was not reflected in the catalog. The revision of course prerequisites is consistent with renumbering CS 280 as CS 339.

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

None

- 6. Proposed term for implementation:**

Fall 2015

- 7. Dates of prior committee approvals:**

Department of Computer Science
Ogden College Curriculum Committee
Undergraduate Curriculum Committee
University Senate

October 21, 2014

Proposal Date: 11/17/2014

**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 333
 - 1.2 Course title: Cognitive Psychology

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

PSYS or PSY 210 and PSYS or PSY 211 with a grade of "C" or better, and junior standing or permission of the instructor.

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

PSYS or PSY 210 and PSYS or PSY 211 with a grade of "C" or better, or permission of the instructor.

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

Recently, this course moved from the 400-level to the 300-level. Junior standing is no longer required for the course.

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

This revision will allow students to take this course earlier in their major/minor programs, potentially improving students' ability to sequence their courses to graduate in a timely fashion.

- 6. Proposed term for implementation:** Fall 2015

- 7. Dates of prior committee approvals:**

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

November 21, 2014

**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 360
 - 1.2 Course title: Behavioral Neuroscience

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

PSYS or PSY 210 and PSYS or PSY 211 with a grade of “C” or better, and junior standing or permission of the instructor.

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

PSYS or PSY 210 and PSYS or PSY 211 with a grade of “C” or better, or permission of the instructor.

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

Recently, this course moved from the 400-level to the 300-level. Junior standing is no longer required for the course.

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

This revision will allow students to take this course earlier in their major/minor programs, potentially improving students’ ability to sequence their courses to graduate in a timely fashion.

- 6. Proposed term for implementation:** Fall 2015

- 7. Dates of prior committee approvals:**

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

November 21, 2014

**Potter College of Arts & Letters
Ogden College of Science and Engineering
Proposal to Create a New Course
(Action Item)**

Contact Person: Andrew McMichael andrew.mcmichael@wku.edu 745-6538
Cathleen Webb Cathleen.webb@wku.edu 745-4448

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: BDA 310-M1
- 1.2 Course title: Brewhouse and Distillery Processes Module 1
- 1.3 Abbreviated course title: Brewhse/Distillery Proc. Mod 1
- 1.4 Credit hours: 1
- 1.5 Grade type: Standard
- 1.6 Prerequisites/corequisites: None
- 1.7 Course description: The methodology and processes involved in the preparation of wort and mash for brewing and distilling, including the essentials of the science and technology that precedes fermentation.

2. Rationale:

- 2.1 Reason for developing the proposed course:
Brewhouse and distillery processes are a crucial part of understanding how to run a brewery and distillery, as well as the processes involved in creating various types of mashes and wort, the equipment used in these processes, and the essence of the science and technology that precedes fermentation. The foundational knowledge in this course applies to the work done in either a brewery or distillery, regardless of the system and equipment used, or scale of operation. Students completing this course will understand the basics of brewhouse operations and be prepared to understand higher-level brewing and distilling processes. This course will be split into two one-credit modules, one a lab, the other a hybrid of online and classroom instruction. This split will give the instructor the flexibility to offer the course as a one-credit lab, a one-credit hybrid, or a two-credit course combining classroom, online, and lab instruction.

The first module in the course will involve a hybrid of online and classroom instruction. It is meant to be offered in conjunction with the second module, but can also serve as a stand-alone course.

This is the first course proposed as part of a unique certificate, major, and minor that Western Kentucky University is developing in conjunction with a corporate partner as part of a Malting, Brewing, and Distilling Academy. Over the past two decades, the professional training of brewers and distillers has not kept pace with the changing nature of the craft industries. This program, co-directed by faculty in Ogden and Potter College, reflects those changes. From the corporate partnership, which will provide equipment, staff, and other resources, to the close

cooperation between colleges, this public/private initiative provides WKU with a unique opportunity to be on the leading edge of a growing national interest in this industry. Malting, Brewing, and Distilling in one of the fastest growing industries in Kentucky. We anticipate students will contribute significantly to the work-force needs of this rapidly growing industry. Many courses will be offered as hybrid courses with on-line components, in an IVS format, as well as face-to-face in conjunction with the corporate partner. Reflecting the unique nature of the partnership, most courses will be able to be taught in one, two, or three single-credit modules to accommodate the anticipated wide range of student backgrounds. Projected enrollment in the proposed course: 10 – 20 per offering based on industry surveys and feedback from corporate partners.

- 2.2 Projected enrollment in the proposed course: 10 – 20 per offering based on industry surveys and feedback from corporate partners.
- 2.3 Relationship of the proposed course to courses now offered by the department: None.
- 2.4 Relationship of the proposed course to courses offered in other departments: BIO/CHEM 446, BIO/CHEM 447, BIO/CHEM 467 each address enzymatic structures and activity relations. None of these courses address this topic, however, in relation to industrial applications or brewing and distilling. The AMS Department currently offers a number of courses broken into modules, that they offer through a corporate partnership. This course follows that model, but focuses on a different topic and subject area.
- 2.5 Relationship of the proposed course to courses offered in other institutions: A number of institutions around the country offer programs in brewing and/or distilling. None combine to teach both, and none teach courses in conjunction with a corporate partner. Likewise, the programs tend to be science-focused, without the integration of science, arts, and humanities. None teach in modules. So, no courses like this one exist at other institutions. Focusing on the for-credit institutions, the most prominent program in the country in the area of brewing science is at UC-Davis. FST 102A (Malting and Brewing Science, 4 credits) and 102B (Practical Malting and Brewing, 4 credits) covers many of the same topics in this course, but in two classes spanning eight credit hours. Their course is intended as a lab-science course, reflecting their program's home in the Department of Food Science and Technology in the College of Agricultural and Environmental Sciences. Auburn University offers a course in brewing Materials (HRMT 7116), which focuses exclusively on ingredients, but not in preparation and use. Their HRMT 7126 and HRMT 7136 (Brewing Science 1 & 2) focus on preparation and fermentation, and HRMT 7146 (Facilities and Operations Management) focuses on operations. These are all graduate-level courses, and are not meant to be introductory. In the half-dozen other brewing/distilling-related programs around the country, none offer courses focused on brewhouse/distillery processes.

3. Discussion of proposed course:

3.1 Schedule type: Lecture/Lab

3.2 Learning Outcomes:

By the end of this course students should be able to:

- Understand enzymes and their function in brewing as well as their importance in mashing
- Analyze types of mashing (infusion and decoction) to produce various styles of fermentable products
- Employ practical lab procedures for testing during the mashing process
- Describe wort separation
- Be familiar with and know how to use types of equipment used in mashing and distilling
- Understand wort boiling and its purposes
- Understand energy implications in boiling process systems

3.3 Content outline:

- Solubilization of the primary components of the grains (usually based on malted barley) and conversion of starch during mashing to an assortment of sugars
- Separation of the extract (wort or wash) from the insoluble components (spent grains)
- Boiling of the extracted material with hops, concentration, and sterilizations of this solution (Brewing only)
- Removal of undesired volatile substances and separation of the residual materials
- Aeration/oxygenation of the brewing wort or distiller's wash, and cooling to an appropriate temperature before pitching yeast

3.4 Student expectations and requirements: Students will be expected complete an online component of this course, including reading materials and online assessment prior to entering the lab for hands-on activities and practical application the knowledge required to engage in mashing and wort production related to brewing and distilling. Assessments could include, but are not limited to surveys, online exams, lab work, oral examinations, and homework.

3.5 Tentative texts and course materials:

- Rogers, Adam. *Proof: The Science of Booze* (Boston: Houghton Mifflin, 2014)
- Palmer, John and Kaminski, Colin. *Water: A Comprehensive Guide for Brewers*. (Boulder, Co.: Brewers Publications, 2013)
- Fix, George. *Principles of Brewing Science: A Study of Serious Brewing Issues*. (Boulder, Co.: Brewers Publications, 1999)
- Bamforth, Charles. *Beer: Tap Into the Art and Science of Brewing*. (New York: Oxford University Press, 2009)
- Russell, Inge, and Stewart, Graham, eds. *Whisky: Technology, Production, and Marketing*. (Boston: Elsevier, 2014).

4. Resources:

- 4.1 Library resources: Current resources are sufficient.
- 4.2 Computer resources: Existing resources are sufficient.

5. Budget implications:

- 5.1 Proposed method of staffing: The course will be taught by existing faculty at WKU, as well as credentialed part-time faculty employed by our corporate partner.
- 5.2 Special equipment needed: Existing resources are sufficient.
- 5.3 Expendable materials needed: Grains and adjuncts supplied through departmental resources and from corporate partners.
- 5.4 Laboratory materials needed: Existing resources at WKU and facility of corporate partner are sufficient.

6. Proposed term for implementation: Summer, 2015

7. Dates of prior committee approvals:

Potter College Curriculum Committee

Ogden College Curriculum Committee

Undergraduate Curriculum Committee

University Senate

**Potter College of Arts & Letters
Ogden College of Science and Engineering
Proposal to Create a New Course
(Action Item)**

Contact Person: Andrew McMichael andrew.mcmichael@wku.edu 745-6538
Cathleen Webb Cathleen.webb@wku.edu 745-4448

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: BDA 310-M2
- 1.2 Course title: Brewhouse and Distillery Processes
- 1.3 Abbreviated course title: Brewhse/Distillery Proc. Mod 2
- 1.4 Credit hours: 1
- 1.5 Grade type: Standard
- 1.6 Prerequisites/corequisites: None
- 1.7 Course description: The methodology and processes involved in the preparation of wort and mash for brewing and distilling, including the essentials of the science and technology that precedes fermentation.

2. Rationale:

- 2.1 Reason for developing the proposed course:
Brewhouse and distillery processes are a crucial part of understanding how to run a brewery and distillery, as well as the processes involved in creating various types of mashes and wort, the equipment used in these processes, and the essence of the science and technology that precedes fermentation. The foundational knowledge in this course applies to the work done in either a brewery or distillery, regardless of the system and equipment used, or scale of operation. Students completing this course will understand the basics of brewhouse operations and be prepared to understand higher-level brewing and distilling processes. This course will be split into two one-credit modules, one a lab, the other a hybrid of online and classroom instruction. This split will give the instructor the flexibility to offer the course as a one-credit lab, a one-credit hybrid, or a two-credit course combining classroom, online, and lab instruction.

The second module in the course will involved classroom and lab instruction. It is meant to be offered in conjunction with the first module, but can also serve as a stand-alone course.

This is the first course proposed as part of a unique certificate, major, and minor that Western Kentucky University is developing in conjunction with corporate partner as part of a Malting, Brewing, and Distilling Academy. Over the past two decades, the professional training of brewers and distillers has not kept pace with the changing nature of the craft industries. This program, co-directed by faculty in Ogden and Potter College, reflects those changes. From the corporate partnership, which will provide equipment, staff, and other resources, to the close

cooperation between colleges, this public/private initiative provides WKU with a unique opportunity to be on the leading edge of a growing national interest in this industry. Malting, Brewing, and Distilling in one of the fastest growing industries in Kentucky. We anticipate students will contribute significantly to the work-force needs of this rapidly growing industry. Many courses will be offered as hybrid courses with on-line components, in an IVS format, as well as face-to-face in conjunction with the corporate partner. Reflecting the unique nature of the partnership, most courses will be able to be taught in one, two, or three single-credit modules to accommodate the anticipated wide range of student backgrounds. Projected enrollment in the proposed course: 10 – 20 per offering based on industry surveys and feedback from corporate partners.

- 2.2 Relationship of the proposed course to courses now offered by the department: None.
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3. Discussion of proposed course:

3.1 Schedule type: Lecture/Lab

3.2 Learning Outcomes:

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- Employ practical lab procedures for testing during the mashing process
- Describe wort separation
- Be familiar with and know how to use types of equipment used in mashing and distilling
- Understand wort boiling and its purposes
- Understand energy implications in boiling process systems

3.3 Content outline:

- Solubilization of the primary components of the grains (usually based on malted barley) and conversion of starch during mashing to an assortment of sugars
- Separation of the extract (wort or wash) from the insoluble components (spent grains)
- Boiling of the extracted material with hops, concentration, and sterilizations of this solution (Brewing only)
- Removal of undesired volatile substances and separation of the residual materials
- Aeration/oxygenation of the brewing wort or distiller's wash, and cooling to an appropriate temperature before pitching yeast

3.4 Student expectations and requirements: Students will be expected complete an online component of this course, including reading materials and online assessment prior to entering the lab for hands-on activities and practical application the knowledge required to engage in mashing and wort production related to brewing and distilling. Assessments could include, but are not limited to surveys, online exams, lab work, oral examinations, and homework.

3.5 Tentative texts and course materials:

- Rogers, Adam. *Proof: The Science of Booze* (Boston: Houghton Mifflin, 2014)
- Palmer, John and Kaminski, Colin. *Water: A Comprehensive Guide for Brewers*. (Boulder, Co.: Brewers Publications, 2013)
- Fix, George. *Principles of Brewing Science: A Study of Serious Brewing Issues*. (Boulder, Co.: Brewers Publications, 1999)
- Bamforth, Charles. *Beer: Tap Into the Art and Science of Brewing*. (New York: Oxford University Press, 2009)
- Russell, Inge, and Stewart, Graham, eds. *Whisky: Technology, Production, and Marketing*. (Boston: Elsevier, 2014).

4. Resources:

- 4.1 Library resources: Current resources are sufficient.
- 4.2 Computer resources: Existing resources are sufficient.

5. Budget implications:

- 5.1 Proposed method of staffing: The course will be taught by existing faculty at WKU, as well as credentialed part-time faculty employed by our corporate partner.
- 5.2 Special equipment needed: Existing resources are sufficient.

- 5.3 Expendable materials needed: Grains and adjuncts supplied through departmental resources and from corporate partners.
- 5.4 Laboratory materials needed: Existing resources at WKU and the facility of the corporate partner are sufficient.

6. Proposed term for implementation: Summer, 2015

7. Dates of prior committee approvals:

Potter College Curriculum Committee

Ogden College Curriculum Committee

Undergraduate Curriculum Committee

University Senate

Proposal Date: 12/05/2014

Ogden College of Science and Engineering
Department of Architectural and Manufacturing Sciences
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Neal Downing / neal.downing@wku.edu / 270-745-6302

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: AMS 490
 - 1.2 Course title: Senior Research

- 2. Revise course title: NA**

- 3. Revise course number: NA**

- 4. Revise course prerequisites:**
 - 4.1 Current prerequisites/corequisites/special requirements: (indicate which)
Pre-requisite: Completion of a 9 / 10 cr. hr. specialty area in either Architectural or Manufacturing Sciences
 - 4.2 Proposed prerequisites: Consent of the instructor
 - 4.3 Rationale for revision of course prerequisites:
Students will be permitted to enroll in this 400-level course at the appropriate time, as determined by the instructor.
 - 4.4 Effect on completion of major/minor sequence: none

- 5. Revise course catalog listing:**
 - 5.1 Current course catalog listing: (3) Students work on research projects utilizing skills and knowledge from prior courses in the program. Projects performed, when possible, for local industry or architectural/construction firms. Lecture and laboratory. Course Fee
 - 5.2 Proposed course catalog listing: (3) Students work on a capstone research project utilizing skills and knowledge from prior courses in their degree program. Projects performed, when possible, for a specific client or local industry. Lecture and laboratory. Course Fee.
 - 5.3 Rationale for revision of course catalog listing:
Minor wording changes emphasize the nature of AMS 490 as a capstone course and simplification of description as local industry includes architectural/construction firms.

- 6. Revise course credit hours: NA**

- 7. Revise grade type: NA**

- 8. Proposed term for implementation:**
201530

- 9. Dates of prior committee approvals:**

Department of Architectural & Manufacturing Sciences
Ogden College Curriculum Committee
Undergraduate Curriculum Committee
University Senate

12/05/2014

Proposal Date: 12/05/2014

**Ogden College of Science and Engineering
Department of Architectural and Manufacturing Sciences
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Neal Downing / neal.downing@wku.edu / 270-745-6302

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: AMS 490-M1
 - 1.2 Course title: Senior Research Module 1

- 2. Revise course title: NA**

- 3. Revise course number: NA**

- 4. Revise course prerequisites:**
 - 4.1 Current prerequisites/corequisites/special requirements: (indicate which)
Pre-requisite: Completion of a 9 / 10 cr. hr. specialty area in either Architectural or Manufacturing Sciences
 - 4.2 Proposed prerequisites:
Consent of the instructor
 - 4.3 Rationale for revision of course prerequisites/co-requisites/special requirements:
Students will be permitted to enroll in this 400-level course at the appropriate time, as determined by the instructor.
 - 4.4 Effect on completion of major/minor sequence:
None

- 5. Revise course catalog listing:**
 - 5.1 Current course catalog listing: (1) Students work on research projects utilizing skills and knowledge from prior courses in the program. Projects performed, when possible, for local industry or architectural/construction firms.
 - 5.2 Proposed course catalog listing: (1) Students work on research projects utilizing skills and knowledge from prior courses in the program. Projects performed, when possible, for local industry. Course Fee.
 - 5.3 Rationale for revision of course catalog listing:
Simplification of description as local industry includes architectural/construction firms.

- 6. Revise course credit hours: NA**

- 7. Revise grade type: NA**

- 8. Proposed term for implementation:**
201530

9. Dates of prior committee approvals:

Department of Architectural & Manufacturing Sciences

12/05/2014

Ogden College Curriculum Committee

Undergraduate Curriculum Committee

University Senate

Proposal Date: 12/05/2014

Ogden College of Science and Engineering
Department of Architectural and Manufacturing Sciences
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Neal Downing / neal.downing@wku.edu / 270-745-6302

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: AMS 490-M2
 - 1.2 Course title: Senior Research Module 2

- 2. Revise course title: NA**

- 3. Revise course number: NA**

- 4. Revise course prerequisites:**
 - 4.1 Current prerequisites/corequisites/special requirements: (indicate which)
Pre-requisite: AMS 490-M1.
 - 4.2 Proposed prerequisites:
AMS 490-M1 or consent of the instructor.
 - 4.3 Rationale for revision of course prerequisites:
Students will be permitted to enroll in this 400-level course at the appropriate time, as determined by the instructor.
 - 4.4 Effect on completion of major/minor sequence:
None

- 5. Revise course catalog listing:**
 - 5.1 Current course catalog listing: (1) Students work on research projects utilizing skills and knowledge from prior courses in the program. Projects performed, when possible, for local industry or architectural/construction firms. Course Fee
 - 5.2 Proposed course catalog listing: (1) Students work on research projects utilizing skills and knowledge from prior courses in the program. Projects performed, when possible, for local industry. Course Fee.
 - 5.3 Rationale for revision of course catalog listing:
Simplification of description as local industry includes architectural/construction firms.

- 6. Revise course credit hours: NA**

- 7. Revise grade type: NA**

- 8. Proposed term for implementation:**
201530

9. Dates of prior committee approvals:

Department of Architectural & Manufacturing Sciences
Ogden College Curriculum Committee
Undergraduate Curriculum Committee
University Senate

12/05/2014

Proposal Date: 12/05/2014

**Ogden College of Science and Engineering
Department of Architectural and Manufacturing Sciences
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Neal Downing / neal.downing@wku.edu / 270-745-6302

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: AMS 490-M3
 - 1.2 Course title: Senior Research Module 3

- 2. Revise course title: NA**

- 3. Revise course number: NA**

- 4. Revise course prerequisites:**
 - 4.1 Current prerequisites/corequisites/special requirements: (indicate which)
Pre-requisite: AMS 490-M2.
 - 4.2 Proposed prerequisites:
AMS 490-M2 or consent of the instructor
 - 4.3 Rationale for revision of course prerequisites:
Students will be permitted to enroll in this 400-level course at the appropriate time, as determined by the instructor.
 - 4.4 Effect on completion of major/minor sequence:
None

- 5. Revise course catalog listing:**
 - 5.1 Current course catalog listing: (1) Students work on research projects utilizing skills and knowledge from prior courses in the program. Projects performed, when possible, for local industry or architectural/construction firms. Course Fee
 - 5.2 Proposed course catalog listing: (1) Students work on research projects utilizing skills and knowledge from prior courses in the program. Projects performed, when possible, for local industry. Course Fee.
 - 5.3 Rationale for revision of course catalog listing:
Simplification of description as local industry includes architectural/construction firms.

- 6. Revise course credit hours: NA**

- 7. Revise grade type: NA**

- 8. Proposed term for implementation:**
201530

9. Dates of prior committee approvals:

Department of Architectural & Manufacturing Sciences

12/05/2014

Ogden College Curriculum Committee

Undergraduate Curriculum Committee

University Senate

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

Contact Person: Steven J. Haggbloom. Steven.haggbloom@wku.edu, 270-745-4427

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: PSYS 290
- 1.2 Course title: Supervised Study in Psychology

2. Revise course title:

- 2.1 Current course title: Supervised Study in Psychology
- 2.2 Proposed course title: Supervised Study in Psychological Sciences
- 2.3 Proposed abbreviated title: Supervised Study in Psych Sci
- 2.4 Rationale for revision of course title: To align the course title with the name of the Department and to distinguish the course for the Department of Psychology counterpart.

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:
- 4.2 Proposed prerequisites/corequisites/special requirements:
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:
- 4.4 Effect on completion of major/minor sequence:

5. Revise course catalog listing:

- 5.1 Current course catalog listing: (1-3 hours) Prerequisite: PSYS 100 / PSY 100. Directed readings or research under faculty supervision. Students must make their own arrangements in advance for supervision by a faculty member. May be repeated for a total of up to six hours, with no more than three hours counted in the first 37 hours of a psychology major.
- 5.2 Proposed course catalog listing: (1-3 hours) Prerequisite: PSYS 100 / PSY 100. Directed readings or research under faculty supervision. Students must make their own arrangements in advance for supervision by a faculty member. Does not count towards completion of the major in psychological science.
- 5.3 Rationale for revision of course catalog listing: There are two reasons for changing the course catalog listing. First, we want to preclude the possibility of PSYS 290 and PSYS 490 (Independent study) fulfilling up to 6 of the 12 hours in a concentration within the major at the expense of traditional content courses. The second reason is to eliminate the equivalency between PSYS 290 and PSY 290. The primary reason for eliminating the

equivalency is that it is customary and appropriate for an independent study experience that counts toward the major to be directed by faculty within the major department.

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 2015

9. Dates of prior committee approvals:

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

December 5, 2014

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

Contact Person: Steven J. Haggbloom. Steven.haggbloom@wku.edu, 270-745-4427

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: PSYS 331
- 1.2 Course title: Psychology of Learning

2. Revise course title:

- 2.1 Current course title: Psychology of Learning
- 2.2 Proposed course title: Principles of Human and Animal Learning
- 2.3 Proposed abbreviated title: Human and Animal Learning
- 2.4 Rationale for revision of course title: The proposed title better informs students that the course content includes topics related to both animal and human learning.

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: Prerequisites: PSYS 210 / PSY 210 and PSYS 211 / PSY 211 with a grade of "C" or better, and junior standing or permission of instructor.
- 4.2 Proposed prerequisites/corequisites/special requirements: Prerequisites: PSYS 210 / PSY 210 and PSYS 211 / PSY 211 with a grade of "C" or better, or permission of the instructor.
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements: This course was recently renumbered from a 400-level to a 300-level course. Some students complete the 210/211 course prerequisite during the second semester of their freshman year or first semester of their sophomore year and are in a position to enroll in PSYS 331 as a sophomore.
- 4.4 Effect on completion of major/minor sequence: Allowing qualified students to enroll in PSYS 331 before they achieve junior standing could facilitate timely degree completion.

5. Revise course catalog listing:

- 5.1 Current course catalog listing: PSYS 331 / PSY 331. PSYCHOLOGY OF LEARNING. (3 hours) Prerequisites: PSYS 210 / PSY 210 and PSYS 211 / PSY 211 with a grade of "C" or better, and junior standing or permission of instructor. Facts and principles of

human and animal learning, especially as these have been treated in theories attempting to provide a general framework for understanding what learning is and how it takes place.

5.2 Proposed course catalog listing: PSYS 331. PSYCHOLOGY OF LEARNING. (3 hours)
Prerequisites: PSYS 210 / PSY 210 and PSYS 211 / PSY 211 with a grade of "C" or better. Overview of theory and research in human and animal learning emphasizing classical and instrumental conditioning, aversive conditioning, and comparative psychology.

5.3 Rationale for revision of course catalog listing: There are two reasons for revising the course catalog description. The principle reason is to more accurately capture in the description the historical content of this course. That content, referenced by the phrase "facts and principles of human and animal learning" in the current description, emphasizes theories and research related to instrumental (operant), classical (Pavlovian), and aversive conditioning. It also includes comparative psychology which involves an examination of similarities and differences between human and animal learning. A second reason for this revision is to remove the equivalency between PSYS 331 and PSY 331. The courses offered as PSY 331 and PSYS 331 are not equivalent. An examination of the syllabus for PSY 331 offered by the Department of Psychology in fall 2014 shows that course did not include much of the content needed by students in the psychological sciences major.

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 2015

9. Dates of prior committee approvals:

Department of Psychological Sciences

Ogden College Curriculum Committee

Undergraduate Curriculum Committee

University Senate

November 21, 2014

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

Contact Person: Steven J. Haggbloom. Steven.haggbloom@wku.edu, 270-745-4427

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: PSYS 490
 - 1.2 Course title: Research, Readings or Special Projects in Psychology
- 2. Revise course title:**
 - 2.1 Current course title: Research, Readings or Special Projects in Psychology
 - 2.2 Proposed course title: Independent Study in Psychological Sciences
 - 2.3 Proposed abbreviated title: Independent Study
 - 2.4 Rationale for revision of course title: The revised course title better captures the independent learning experience characteristic of this course.
- 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:
 - 4.2 Proposed prerequisites/corequisites/special requirements:
 - 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:
 - 4.4 Effect on completion of major/minor sequence:
- 5. Revise course catalog listing:**
 - 5.1 Current course catalog listing: (1-3 hours) Prerequisites: PSYS 100 / PSY 100, junior standing, and permission of the faculty project supervisor. Advanced students will conduct research and / or readings or projects concerning issues in psychology under the direction of faculty members. The course may be repeated. Only three hours will count within the first 37 hours of an undergraduate psychology major.
 - 5.2 Proposed course catalog listing: (1-3 hours) Prerequisites: PSYS 100 / PSY 100, junior standing, and permission of the faculty project supervisor. Advanced students will conduct research and / or readings or projects concerning issues in psychology under the direction of faculty members. The course may be repeated. Only three credit hours will count toward completion of the psychological sciences major/minor.
 - 5.3 Rationale for revision of course catalog listing: The rationale for changing the course catalog description is to eliminate the equivalency between PSYS 490 and PSY 490. The primary reason for eliminating the equivalency is that it is customary and appropriate for

an independent study experience that counts toward the major to be directed by faculty within the major department.

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 2015

9. Dates of prior committee approvals:

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

November 21, 2014
