REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

DEPARTMENT: Psychology  PROPOSED EFFECTIVE SEMESTER: Fall 2014  COLLEGE: Arts & Sciences

PROPOSED IMPROVEMENTS

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** Other:

Title of degree, curriculum, major, minor, concentration, or certificate:

Existing course prefix and #:  Proposed course prefix and #: PSY 3450  Credit hours: 3

Existing course title:

Proposed course title: Sustainability in Psychology

Existing course prerequisite & co-requisite(s):

Proposed course prerequisite(s) PSY 1000
If there are multiple prerequisites, connect with "and" or "or". To remove prerequisites, enter "none."

Proposed course co-requisite(s) none
If there are multiple corequisites, they are always joined by "and."

Proposed course prerequisite(s) that can also be taken concurrently: no

Is there a minimum grade for the prerequisites or corequisites? no
The default grades are D for undergraduates and C for graduates.

Major/minor or classification restrictions: none

List the Banner 4 character codes and whether they should be included or excluded.

For 5000 level prerequisites & corequisites: Do these apply to: (circle one) undergraduates graduates both

Specifications for University Schedule of Classes:

a. Course title (maximum of 30 spaces): Sustainability in Psychology
b. Multi-topic course: ☒ No ☐ Yes
c. Repeatable for credit: ☒ No ☐ Yes
d. Mandatory credit/no credit: ☒ No ☐ Yes
e. Type of class and contact hours per week (check type and indicate hours as appropriate)
   1. ☒ Lecture 3
   2. ☒ Lab or discussion
   3. ☒ Lecture/lab/discussion
   4. ☒ Seminar or studio
   5. ☒ Independent study
   6. ☒ Supervision or practicum

CIP Code (Registrar’s use only):

Chair/Director Date
Chair, College Curriculum Committee Date
Dean Date: Graduate Dean: Date
Curriculum Manager: Return to dean □ Date Forward to: Date
Chair, COGE/ PEB / FS President Date

FOR PROPOSALS REQUIRING GSC/USC REVIEW:

* ☐ Approve ☐ Disapprove Chair, GSC/USC Date

* ☐ Approve ☐ Disapprove Provost Date

Revised May 2007. All previous forms are obsolete and should not be used.
1. Explain briefly and clearly the proposed improvement.

We propose to add a new course: PSY 3450, Sustainability in Psychology.

2. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.)

Sustainability is part of the WMU Strategic Plan and President Dunn signed the Talloires Declaration and formed the President's Universitywide Sustainability Committee to demonstrate WMU's commitment to sustainability. Currently, few courses are offered on the topic of sustainability, and none are offered in the Department of Psychology. We propose to add this course as an elective, open to all students who have taken PSY 1000 as a way of increasing our sustainability offerings.

3. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

None

4. Effect on your department’s programs. Show how the proposed change fits with other departmental offerings.

No negative impact on the other course offerings is expected. The course is designed to be flexible enough that undergraduates of all levels could benefit from it.

5. Effects on enrolled students: Are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students’ time. If a required course will be offered during summer only, provide a rationale.

This course is being proposed as an elective, so it should make progress to degree completion easier by providing more elective options.

6. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

Students with an interest in sustainability and psychology are the expected audience. It is anticipated that at least half of the enrollees will be psychology majors or minors. The president of the university, the Office for Faculty Development, the Office for Institutional Effectiveness, and the Office for Sustainability have all indicated a desire to have sustainability built into the WMU curriculum. This course would add a sustainability course to the psychology curriculum, and given its limited prerequisites and the fact that there are no major/minor restrictions, would be available for many students to take outside of psychology.

7. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

We propose that a current faculty member with room in his teaching schedule and expertise in this area teach the course every other Fall semester.

8. General education criteria. For a general education course, indicate how this course will meet the criteria for the area or proficiency. (See the General Education Policy for descriptions of each area and proficiency and the criteria. Attach additional pages as necessary. Attach a syllabus if (a) proposing a new course, (b) requesting certification for baccalaureate-level writing, or (c) requesting reapproval of an existing course.) Not Applicable

9. List the learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program. The learning outcomes specified in our Department Assessment Plan include the following five goals areas: Intellectual Foundations, Applied Skills, Research Skills, Communication & Technology, and Career Preparation.
10. Describe how this curriculum change is a response to assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities. None

11. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section. No changes to the existing transfer articulation agreements.