

Proposal for Human Rights Studies Program

Submitted by Debra DeLaet (November 30, 2017); revised in response to requests from A & S Cabinet (March 8, 2018)

## EXECUTIVE SUMMARY: HUMAN RIGHTS STUDIES PROPOSAL

This proposal seeks contingent approval of a new Human Rights Studies program at Drake. The procurement of substantial funds to cover modest start-up costs in Years 1-3 (outlined in the attached budget) will be required to move forward with the development of the program. The proposal outlines a tentative curriculum, developed in consultation with interested faculty and their home departments. If this new program is approved, contributing faculty will finalize the curriculum at a summer workshop.

**VISION AND CONNECTION TO MISSION:** This proposal embraces the view that everyday citizens must play a central role in promoting human rights in their own communities and in building capacity in civil society for the ideal of human rights to take root. Human Rights Studies at Drake will advance the institution's mission to prepare students for responsible global citizenship. Its curriculum will purposefully integrate the liberal arts and sciences with professional preparation. In support of the Drake Commitment, the program will emphasize in-depth personal mentorship through proactive advising, active supervision by the program director, and the development of an alumni network to support professional development. Because of the centrality of diversity, equity, and inclusion in the study of human rights, Human Rights Studies will deepen Drake's commitment to these values.

**KEY FEATURES:** Human Rights Studies at Drake is an interdisciplinary program that will offer a new major with core courses drawn from a range of disciplines across campus, including Anthropology, English, Math, Political Science, and Sociology. The program will be distinguished by a deep commitment to in-depth mentorship by faculty advisors who will collaborate to identify opportunities for experiential learning, civic engagement, and community-based partnerships that will enhance the experiences of all students. The Director of Human Rights Studies will provide individual mentorship to all majors. The program will develop an alumni network providing professional guidance to majors through campus visits, informal receptions, and Skype sessions. In its inception, the Human Rights Studies Program will rely on current faculty to teach required and elective courses. Consultations with contributing faculty and their home departments indicate that the proposed program can be served in a sustainable way by existing faculty.

**RATIONALE:** Because our benchmark institutions do not have programs in human rights, Human Rights Studies will distinguish Drake from our direct competitors for students interested in international development, human rights advocacy, global health, humanitarian aid, diplomacy, and careers in law and justice-related fields. As a complementary second major, the program will enhance efforts to recruit prospective students to existing programs, including Anthropology, Data Analytics, International Relations, Law, Politics, & Society, Sociology, and other majors across the university. Enrollment data at institutions with human rights majors indicates that human rights programs generate healthy enrollments and offer growth opportunities.

**GOVERNANCE OF HUMAN RIGHTS STUDIES PROGRAM:** This proposal recommends instituting a governance committee comprised of faculty who teach the core requirements in the major plus several additional faculty who contribute elective coursework to the program. Human Rights Studies at Drake will be overseen by a Director elected every three years by the faculty affiliated with the program. The Director should be supervised and reviewed by the Dean of the College of Arts and Sciences. Because of the extensive range of administrative responsibilities (detailed in the full proposal), the proposal recommends that the Director receive two course reassignments annually or comparable compensation.

<b>Proposed course title</b>	Introduction to Letterpress Printing
<b>Proposed course department and number</b>	Art 167
<b>Proposed course department and number</b>	Graphic Design
<b>How many credit hours is the course?</b>	3
<b>Contact person or instructor(s) for this course</b>	Sarah McCoy
<b>Department submitting proposal</b>	Art and Design, Graphic Design
<b>Has this course been approved by the department?</b>	Yes
<b>In what semester and year will this new course be taught for the first time?</b>	This course has already been taught as a special topics j-term course since 2014
<b>With what frequency will this course be taught?</b>	It has been taught for 4 years as a j-term
<b>Who else in the department is qualified to teach this course</b>	None
<b>If this course was taught as a special topics course in the past, please provide that course number and title.</b>	Art: 150: 1850
<b>Course Details</b>	
<b>Schedule type</b>	Lecture + lab
<b>Offer to what levels of students</b>	Undergraduate
<b>Grading Categories</b>	Standard ABC

<b>Maximum number of students to be enrolled in proposed course</b>	12
<b>Proposed course description (as it will appear in the catalog)</b>	<p>Introduction to the basic formal and technical proficiencies necessary for the design and implementation of letterpress printing. Lectures, projects, and critiques develop the students' skills through the critical evaluation of historical, conceptual, formal, and technical abilities. Students develop a visual and technical expertise and the requisite skills needed for creating letterpress printed material. Prerequisites: None.</p> <p>This 3-credit studio course is considered an elective for graphic design majors as well as an "Artistic Experience" AOI. The course is an introduction to letterpress and basic graphic design practices focusing on the formal organization of visual elements and the technical process of printing, resulting in creative communication. The course places an emphasis on the process and method of various forms of letterpress printing to derive formal solutions to the projects. The course also includes a parallel "hand-craft" component focusing on the development of professional level artistic skills. Finally, an emphasis is placed on content and context. Course activities will include lectures, demonstrations, discussions, readings, practical exercises, applied projects, and class critiques. Specific course content and schedule are subject to change and or modification.</p>
<b>Registration Specifications</b>	
<b>List any required prerequisites.</b>	None
<b>List any required corequisites.</b>	None
<b>Are there service-learning components of the proposed course?</b>	Yes
<b>Which AOI requirement will this course fulfill?</b>	Artistic Experience
<b>Restrictions</b>	
<b>Include only students from these colleges</b>	No restrictions
<b>Exclude only students from these colleges</b>	No restrictions
<b>Are there major exclusions for this course?</b>	No

<p><b>Include only students in this class</b></p>	<p>No class restrictions</p>
<p><b>Exclude only students in this class</b></p>	<p>No class restrictions</p>
<p><b>If applicable, note which particular degree (e.g. BA, BS, BFA) a student must be pursuing to take this course.</b></p>	<p>BS, BA or BFA</p>
<p><b>The Arts &amp; Sciences Curriculum Committee evaluates new course proposals in keeping with the educational goals articulated in the college's mission statement. The course proposal form is not complete until you email a sample syllabus to ask.as@drake.edu. The syllabus must include the following:</b></p>	<p>Yes, I will email the syllabus to ask.as@drake.edu.</p>

<b>Proposed course title</b>	Motor Control & Learning
<b>Proposed course department and number</b>	Bio 136
<b>Proposed course department and number</b>	Bio 136
<b>How many credit hours is the course?</b>	3
<b>Contact person or instructor(s) for this course</b>	David Senchina (contact person)
<b>Department submitting proposal</b>	Biology / Kinesiology
<b>Has this course been approved by the department?</b>	Yes
<b>In what semester and year will this new course be taught for the first time?</b>	Fall 2018
<b>With what frequency will this course be taught?</b>	every fall
<b>Who else in the department is qualified to teach this course</b>	Kevin Carlson, Meredith Luttrell
<b>If this course was taught as a special topics course in the past, please provide that course number and title.</b>	Bio 145 Motor Control & Learning (Fall 2017)
<b>Course Details</b>	
<b>Schedule type</b>	Lecture
<b>Offer to what levels of students</b>	Undergraduate
<b>Grading Categories</b>	Standard ABC

<b>Maximum number of students to be enrolled in proposed course</b>	24
<b>Proposed course description (as it will appear in the catalog)</b>	How the brain/nerves and muscles work together to plan, perform, and learn daily and athletic activities. Topics include: behavioral/psychological and physiological models of movement preparation, behavior, execution, and learning; movement perception and sensation; and skill presentation, practice, and correction.
<b>Registration Specifications</b>	
<b>List any required prerequisites.</b>	n/a
<b>List any required corequisites.</b>	Bio 136L
<b>Indicate with which course this would be cross listed, if applicable.</b>	n/a
<b>Are there service-learning components of the proposed course?</b>	No
<b>Which AOI requirement will this course fulfill?</b>	None
<b>Restrictions</b>	
<b>Include only students from these colleges</b>	AS PH ED
<b>Exclude only students from these colleges</b>	JO BN LW
<b>Are there major exclusions for this course?</b>	No
<b>Include only students in this class</b>	JR SR
<b>Exclude only students in this class</b>	FR SO
<b>The Arts &amp; Sciences Curriculum Committee</b>	

**evaluates new course proposals in keeping with the educational goals articulated in the college's mission statement. The course proposal form is not complete until you email a sample syllabus to ask.as@drake.edu. The syllabus must include the following:**

Yes, I will email the syllabus to ask.as@drake.edu.

<b>Proposed course title</b>	Strength & Conditioning
<b>Proposed course department and number</b>	Bio 033
<b>Proposed course department and number</b>	Bio 033
<b>How many credit hours is the course?</b>	3
<b>Contact person or instructor(s) for this course</b>	David Senchina (contact person)
<b>Department submitting proposal</b>	Biology / Kinesiology
<b>Has this course been approved by the department?</b>	Yes
<b>In what semester and year will this new course be taught for the first time?</b>	Fall 2018
<b>With what frequency will this course be taught?</b>	Every fall
<b>Who else in the department is qualified to teach this course</b>	Ryan Martin (Athletics), Meredith Luttrell (Biology / Kinesiology), Kevin Carlson (Biology / Kinesiology)
<b>If this course was taught as a special topics course in the past, please provide that course number and title.</b>	Bio 021 Strength and Conditioning, Fall 2017
<b>Course Details</b>	
<b>Schedule type</b>	Lecture
<b>Offer to what levels of students</b>	Undergraduate Pharmacy Non-degree

<b>Grading Categories</b>	Standard ABC
<b>Maximum number of students to be enrolled in proposed course</b>	24
<b>Proposed course description (as it will appear in the catalog)</b>	This course is an introduction to strength and conditioning. It will examine the biology and nutrition of resistance exercise, linear and lateral speed development, strength training program design and philosophy, adaptations to aerobic and anaerobic exercise, test selection and administration, and other aspects and components related to the NSCA's application of strategies for performance enhancement.
<b>Registration Specifications</b>	
<b>List any required prerequisites.</b>	none
<b>List any required corequisites.</b>	none
<b>Indicate with which course this would be cross listed, if applicable.</b>	non
<b>Are there service-learning components of the proposed course?</b>	No
<b>Which AOI requirement will this course fulfill?</b>	None
<b>Restrictions</b>	
<b>Include only students from these colleges</b>	No restrictions
<b>Exclude only students from these colleges</b>	No restrictions
<b>Are there major exclusions for this course?</b>	No
<b>Include only students in this class</b>	No class restrictions
<b>Exclude only students in this class</b>	No class restrictions
<b>The Arts &amp; Sciences</b>	

**Curriculum Committee evaluates new course proposals in keeping with the educational goals articulated in the college's mission statement. The course proposal form is not complete until you email a sample syllabus to ask.as@drake.edu. The syllabus must include the following:**

Yes, I will email the syllabus to ask.as@drake.edu.

<b>Proposed course title</b>	Motor Control & Learning Lab
<b>Proposed course department and number</b>	Bio 136L
<b>Proposed course department and number</b>	Bio 136L
<b>How many credit hours is the course?</b>	1 (standard lab credit)
<b>Contact person or instructor(s) for this course</b>	David Senchina (contact person)
<b>Department submitting proposal</b>	Biology / Kinesiology
<b>Has this course been approved by the department?</b>	Yes
<b>In what semester and year will this new course be taught for the first time?</b>	Fall 2018
<b>With what frequency will this course be taught?</b>	every fall
<b>Who else in the department is qualified to teach this course</b>	Kevin Carlson, Meredith Luttrell
<b>If this course was taught as a special topics course in the past, please provide that course number and title.</b>	Bio 145L Motor Control & Learning Lab (Fall 2017)
<b>Course Details</b>	
<b>Schedule type</b>	Lab
<b>Offer to what levels of students</b>	Undergraduate
<b>Grading Categories</b>	Standard ABC

<b>Maximum number of students to be enrolled in proposed course</b>	24
<b>Proposed course description (as it will appear in the catalog)</b>	This laboratory course will reinforce the fundamental principles of motor learning and control that are introduced in BIO 136. This laboratory course provides a hands-on opportunity to apply the principles of evaluating motor skills, perception, motor learning, and memory. You will also have the opportunity to design and implement your own hypothesis-based research project utilizing the concepts and methods you have learned during this laboratory class. Bio 136 (lecture) is a co-requisite for this class.
<b>Registration Specifications</b>	
<b>List any required prerequisites.</b>	n/a
<b>List any required corequisites.</b>	Bio 136 (lecture)
<b>Indicate with which course this would be cross listed, if applicable.</b>	n/a
<b>Are there service-learning components of the proposed course?</b>	No
<b>Which AOI requirement will this course fulfill?</b>	None
<b>Restrictions</b>	
<b>Include only students from these colleges</b>	AS PH ED
<b>Exclude only students from these colleges</b>	JO BN LW
<b>Are there major exclusions for this course?</b>	No
<b>Include only students in this class</b>	JR SR
<b>Exclude only students in this class</b>	FR SO

**The Arts & Sciences Curriculum Committee evaluates new course proposals in keeping with the educational goals articulated in the college's mission statement. The course proposal form is not complete until you email a sample syllabus to ask.as@drake.edu. The syllabus must include the following:**

Yes, I will email the syllabus to ask.as@drake.edu.

<b>Proposed course title</b>	Water Resources and Policy
<b>Proposed course department and number</b>	ENSS 138
<b>Proposed course department and number</b>	ENSS 138
<b>How many credit hours is the course?</b>	3
<b>Contact person or instructor(s) for this course</b>	Peter Levi
<b>Department submitting proposal</b>	Environmental Science and Sustainability
<b>Has this course been approved by the department?</b>	Yes
<b>In what semester and year will this new course be taught for the first time?</b>	Fall 2019
<b>With what frequency will this course be taught?</b>	2 years
<b>Who else in the department is qualified to teach this course</b>	No one at this time
<b>If this course was taught as a special topics course in the past, please provide that course number and title.</b>	ENSP 150: Water Resources and Policy
<b>Course Details</b>	
<b>Schedule type</b>	Lecture
<b>Offer to what levels of students</b>	Undergraduate
<b>Grading Categories</b>	Standard ABC

<b>Maximum number of students to be enrolled in proposed course</b>	25
<b>Proposed course description (as it will appear in the catalog)</b>	We will explore the management of water resources and policy in the United States, from the local to national level, and countries across the globe. The field of water resources and policy is inherently interdisciplinary and we will be analyzing issues from legal, social, economic, and ecological perspectives. The course is designed to enhance the critical thinking skills of all students through readings, involved discussions, independent research paper, and a group synthesis at the end of the semester.
<b>Registration Specifications</b>	
<b>Are there service-learning components of the proposed course?</b>	No
<b>Which AOI requirement will this course fulfill?</b>	None
<b>Restrictions</b>	
<b>Include only students from these colleges</b>	No restrictions
<b>Exclude only students from these colleges</b>	No restrictions
<b>Are there major exclusions for this course?</b>	No
<b>Include only students in this class</b>	SO JR SR
<b>Exclude only students in this class</b>	FR
<b>The Arts &amp; Sciences Curriculum Committee evaluates new course proposals in keeping with the educational goals articulated in the college's mission statement. The course proposal form is not complete until you email a sample</b>	Yes, I will email the syllabus to ask.as@drake.edu.

**syllabus to  
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syllabus must include  
the following:**

<b>Proposed course title</b>	Glacial Geomorphology
<b>Proposed course department and number</b>	LLAB043
<b>Proposed course department and number</b>	LLAB04
<b>How many credit hours is the course?</b>	2
<b>Contact person or instructor(s) for this course</b>	Thomas Rosburg
<b>Department submitting proposal</b>	Biology
<b>Has this course been approved by the department?</b>	No
<b>In what semester and year will this new course be taught for the first time?</b>	Summer 2018
<b>With what frequency will this course be taught?</b>	Once per summer
<b>Who else in the department is qualified to teach this course</b>	none
<b>Course Details</b>	
<b>Schedule type</b>	Lecture + lab
<b>Offer to what levels of students</b>	Undergraduate
<b>Grading Catagories</b>	Standard ABC
<b>Maximum number of students to be enrolled in proposed course</b>	10
<b>Proposed course</b>	Field-based introduction to glacial environments and processes, including the origin of sediments, landforms and landscapes

<b>description (as it will appear in the catalog)</b>	produced in glacial and associated environments. Aeolian (wind) processes, river and lacustrine systems, and mechanisms and chronologies of climate change will also be covered.
<b>Registration Specifications</b>	
<b>List any required prerequisites.</b>	none
<b>List any required corequisites.</b>	none
<b>Are there service-learning components of the proposed course?</b>	No
<b>Which AOI requirement will this course fulfill?</b>	None
<b>Restrictions</b>	
<b>Include only students from these colleges</b>	No restrictions
<b>Exclude only students from these colleges</b>	No restrictions
<b>Are there major exclusions for this course?</b>	No
<b>Include only students in this class</b>	No class restrictions
<b>Exclude only students in this class</b>	No class restrictions
<b>The Arts &amp; Sciences Curriculum Committee evaluates new course proposals in keeping with the educational goals articulated in the college's mission statement. The course proposal form is not complete until you email a sample syllabus to ask.as@drake.edu. The syllabus must include the following:</b>	Yes, I will email the syllabus to ask.as@drake.edu.



<b>Proposed course title</b>	History of Public Health and Medicine
<b>Proposed course department and number</b>	HIST 185
<b>Proposed course department and number</b>	HIST 185
<b>How many credit hours is the course?</b>	3
<b>Contact person or instructor(s) for this course</b>	Amahia Mallea
<b>Department submitting proposal</b>	History
<b>Has this course been approved by the department?</b>	No
<b>In what semester and year will this new course be taught for the first time?</b>	Fall 2018
<b>With what frequency will this course be taught?</b>	c. every third semester
<b>Who else in the department is qualified to teach this course</b>	currently none
<b>If this course was taught as a special topics course in the past, please provide that course number and title.</b>	HIST 194 History of Public Health
<b>Course Details</b>	
<b>Schedule type</b>	Lecture
<b>Offer to what levels of students</b>	Undergraduate Graduate Pharmacy

<b>Grading Categories</b>	Standard ABC
<b>Maximum number of students to be enrolled in proposed course</b>	21
<b>Proposed course description (as it will appear in the catalog)</b>	This discussion-based course focuses on U.S. public health and medicine from the Civil War to the present. Although the U.S. is placed at the center, international context is necessary. We begin in the mid-nineteenth century because of shifts in medical knowledge and a re-framing of responsibility. Through a combination of primary and secondary sources, major themes explored are: how Truth changes over time; how bodies are understood to interact with the environment; how race, class, gender and sexuality influence aspects of public health; the influence of technologies; the role of government and the locus of responsibility; urban and industrial issues; and how change happens--from specific events, people and discoveries to long-term shifts visible in hindsight. This course takes a humanities view and uses historical perspective to understand the complexity of public health and medicine—this is especially important considering that many people who work in the field of public health have science, business and policy backgrounds.
<b>Registration Specifications</b>	
<b>List any required prerequisites.</b>	none
<b>List any required corequisites.</b>	none
<b>Are there service-learning components of the proposed course?</b>	No
<b>Which AOI requirement will this course fulfill?</b>	Historical Foundation
<b>Restrictions</b>	
<b>Include only students from these colleges</b>	No restrictions
<b>Exclude only students from these colleges</b>	No restrictions
<b>Are there major exclusions for this course?</b>	No
<b>Include only students in this class</b>	No class restrictions

**Exclude only students  
in this class**

No class restrictions

**The Arts & Sciences  
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the following:**

Yes, I will email the syllabus to ask.as@drake.edu.

<b>Proposed course title</b>	Hydrology
<b>Proposed course department and number</b>	ENSS 162
<b>Proposed course department and number</b>	ENSS 162
<b>How many credit hours is the course?</b>	4
<b>Contact person or instructor(s) for this course</b>	Peter Levi
<b>Department submitting proposal</b>	ENSS
<b>Has this course been approved by the department?</b>	Yes
<b>In what semester and year will this new course be taught for the first time?</b>	Fall 2016
<b>With what frequency will this course be taught?</b>	Every other year
<b>Who else in the department is qualified to teach this course</b>	No one
<b>If this course was taught as a special topics course in the past, please provide that course number and title.</b>	ENSP 150: Hydrology
<b>Course Details</b>	
<b>Schedule type</b>	Lecture + lab
<b>Offer to what levels of students</b>	Undergraduate
<b>Grading Categories</b>	Standard ABC

<b>Maximum number of students to be enrolled in proposed course</b>	14
<b>Proposed course description (as it will appear in the catalog)</b>	The study of hydrology investigates the movement and cycle of water throughout the Earth system, from the flow of water in streams and aquifers to evapotranspiration and precipitation within Earth's atmosphere. We will discuss the foundational theories and concepts governing the movement of water, investigate how water forms landscapes, and explore our role in the global water cycle.
<b>Registration Specifications</b>	
<b>List any required prerequisites.</b>	ENSS 041
<b>Are there service-learning components of the proposed course?</b>	No
<b>Which AOI requirement will this course fulfill?</b>	None
<b>Restrictions</b>	
<b>Include only students from these colleges</b>	No restrictions
<b>Exclude only students from these colleges</b>	No restrictions
<b>Are there major exclusions for this course?</b>	No
<b>Include only students in this class</b>	No class restrictions
<b>Exclude only students in this class</b>	FR
<b>The Arts &amp; Sciences Curriculum Committee evaluates new course proposals in keeping with the educational goals articulated in the college's mission statement. The course proposal form is not complete until you email a sample</b>	Yes, I will email the syllabus to ask.as@drake.edu.

**syllabus to  
ask.as@drake.edu. The  
syllabus must include  
the following:**

<b>Current course title</b>	Seminar in U.S. History
<b>Current department and number</b>	HIST 197
<b>Contact person or instructor(s) for this course</b>	Curt Cardwell
<b>Department submitting change request</b>	Karen Leroux
<b>Semester changes effective</b>	Fall 2018
<b>Has this change been approved by the department?</b>	Yes
<b>Current title</b>	Seminar in U.S. History
<b>New title</b>	Research Capstone Seminar in US History
<b>Current course number</b>	HIST 197
<b>New course number</b>	HIST 197
<b>Current credit hours</b>	3
<b>Proposed credit hours</b>	3
<b>Current course description</b>	A systematic examination of selected aspects of American history. Depending on the instructor, the seminar may focus on historiography, the Jacksonian era, Civil War and Reconstruction, foreign relations, urban history, or recent U.S. history.
<b>Proposed course description</b>	History majors complete a historical research project which represents a systematic examination of a selected aspect of U.S. history. Depending on the instructor, this capstone seminar may focus on any number of topics including historiography, the Jacksonian era, Civil War and Reconstruction, foreign relations, urban history, or recent U.S. history.
<b>Rationale for change of course description</b>	Sometimes students enroll for this course who are not aware that it is the capstone, which unnecessarily encumbers the registration process. Putting the word "capstone" in the title and description should address that problem.

<b>Current course title</b>	Research Methods
<b>Current department and number</b>	Psy 10
<b>Contact person or instructor(s) for this course</b>	Olga Lazareva, Jill Allen
<b>Department submitting change request</b>	Psychology and Neuroscience
<b>Semester changes effective</b>	Fall 2018
<b>Has this change been approved by the department?</b>	Yes
<b>Current title</b>	Research Methods
<b>New title</b>	Research Methods
<b>Current course number</b>	Psy 10
<b>New course number</b>	Psy 13
<b>Current credit hours</b>	3
<b>Proposed credit hours</b>	3
<b>Current course description</b>	<p>PSY 010: RESEARCH METHODS, 3 credit hrs.            This course provides an introduction to research methods in psychology. Students develop skills to read and critically evaluate psychological research published in professional journals or reports presented in popular media, as well as acquire a knowledge base for designing original research in psychology. The course combines lecture and laboratory work, and includes designing, conducting, analyzing, and reporting a group research project in written form. The course serves as a prerequisite to many upper division courses in the Department of Psychology. Pre-req: PSY 001.</p>
<b>Proposed course description</b>	<p>PSY 013: RESEARCH METHODS, 3 credit hrs.            This course provides an introduction to research methods in psychology. Students develop skills to read and critically evaluate psychological research published in professional journals or reports presented in popular media, as well as acquire a knowledge base for designing original research in psychology. The course combines lecture and laboratory work, and includes designing, conducting, analyzing, and reporting a group research project in written form. The course serves as a prerequisite to many upper division courses in the Department of</p>

Psychology. Pre-req: PSY 001, PSY 11.

**Rationale for change of course description**

The department will be requiring the students to take Statistics (Psy 11) prior to research methods to facilitate higher quality instruction in research methods. This requires change in the course description and prerequisites.

**Current Prerequisites**

Psy 1

**Proposed Prerequisites**

Psy 1, Psy 10

**Rationale for change of Prerequisites**

The department will be requiring the students to take Statistics (Psy 11) prior to research methods to facilitate higher quality instruction in research methods. This requires change in the course description and prerequisites.