





Minnesota State University, Mankato  
Curriculum Proposal

\*\*\*Signature Page\*\*\*

**Department**

Recommended (Category/ies \_\_\_\_\_)  
 Not Recommended (Category/ies \_\_\_\_\_)

Rosemary Krawczyk 2/20/06  
 Department Chair Date

Comments:

**College Curriculum Committee**

Recommended (Category/ies \_\_\_\_\_)  
 Not Recommended (Category/ies \_\_\_\_\_)

Fred Murray 3-1-06  
 Committee Chair Date

Comments:

**College Dean**

Recommended (Category/ies \_\_\_\_\_)  
 Not Recommended (Category/ies \_\_\_\_\_)

WA Wagner 3/3/06  
 Dean Date

Comments:

**General Education Subcommittee**

Recommended (Category/ies \_\_\_\_\_)  
 Not Recommended (Category/ies \_\_\_\_\_)

\_\_\_\_\_  
 General Education Subcommittee Chair Date

Comments:

**Undergraduate Curriculum and Academic Policy Committee**

Recommended (Category/ies \_\_\_\_\_)  
 Not Recommended (Category/ies \_\_\_\_\_)

\_\_\_\_\_  
 UCAP Faculty Chair Date

Comments:

**Faculty Association Graduate Committee**

Recommended  
 Not Recommended

\_\_\_\_\_  
 Faculty Association Graduate Chair Date

Comments:

**Graduate Dean**

Recommended  
 Not Recommended

\_\_\_\_\_  
 Graduate Dean Date

Comments:

**Academic Affairs Council**

Recommended (Category/ies \_\_\_\_\_)  
 Not Recommended (Category/ies \_\_\_\_\_)

\_\_\_\_\_  
 Assistant Vice President Date

Comments:

**Senior Vice President and Vice President for Academic Affairs**

Approved (Category/ies \_\_\_\_\_)  
 Not Approved (Category/ies \_\_\_\_\_)

\_\_\_\_\_  
 Sr. Vice President / Vice Pres. Academic Affairs Date

Comments:

**PSYC 4/514: Learning  
(4 credits)**

A. Course Outline

- I. Introduction
  - a. What is learning?
  - b. How is learning studied?
- II. Pre-modern notions
  - a. Historical antecedents to modern theories
  - b. Role of philosophy
- III. Functionalistic Theories
  - a. Features of functionalistic theories
  - b. Thorndike, Skinner, and Hull
- IV. Associationistic Theories
  - a. Features of associationistic theories
  - b. Pavlov, Guthrie, and Estes
- V. Cognitive Theories
  - a. Features of cognitive theories
  - b. Gestalt, Piaget, Tolman, and Bandura
- VI. Biological Theories
  - a. Features of biological theories
  - b. Hebb, Bolles, and evolutionary theory
- VII. Current Trends and Modern Applications
  - a. Movements from behavioral to cognitive
  - b. Educational Applications
  - c. Clinical Applications

Possible Required Text:

Hergenhahn, B. R. & Olson, M. H. (2005). *Introduction to the Theories of Learning* (5<sup>th</sup> Ed.). Upper Saddle River, NJ: Prentice Hall.

B. Student Learning Outcomes

- 1. Students will understand what learning is and how it is studied.
- 2. Students will be able to differentiate among the major theories relating to the learning process.
- 3. Students will be aware of the empirical bases, strengths, and weaknesses of various learning theories.
- 4. Students will be able to identify the critical factors that impact the learning process.
- 5. Students will identify the practical implications of learning theories.

C. Resources Required to Offer and Support Course

This course will require no additional resources.

D. How Course Will Affect Department Staffing

This course will need to be taught by a faculty member versed in experimental psychology and learning theories. The psychology department has always had one or more faculty members with these qualifications. Further, the addition of this course will coincide with the discontinuation of a similar course, Advanced Behavior Analysis, and should therefore not alter the general teaching load in the department or for individual faculty members.

E. Expectations for Graduate Students Registered at 500-level

Graduate students will be expected to write a 10-page research paper and present it in class. The research topic will be focused on an educational or clinical application of one of the learning theories covered in class. The presentation will be at least 20 minutes long and will coincide with the last section of the course which covers applications.