



Minnesota State University, Mankato HOLD and CLEAR buttons only compatible with Acrobat V. 4 and 5
Curriculum Proposal

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

(Check all that apply):		Proposal # 43
College: <u>Social and Behavioral Sciences</u>	<input checked="" type="checkbox"/> Undergraduate	Effective Date of Change:
Department: <u>Psychology</u>	<input checked="" type="checkbox"/> Graduate	Academic Year 06-07
Program: _____	CIP # _____	(For Office Use Only)
Type of Change: <u>COURSE PROPOSALS</u>		Course Designator
Proposed: <u>New Course</u>		Number of and Credits
Title Current: _____		
Title Proposed: <u>Learning</u>		414/514 PSYC 414
24-Char. Abbrev: <u>Learning</u>		(if applicable)

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):
 This course provides a broad overview and analysis of the major theories of human and animal learning.

Rationale or Justification for change:

The psychology department recently approved a change in the undergraduate psychology major requirements. The new format for the major divides courses into the areas recommended by the American Psychological Association Undergraduate Competencies Report. Learning is one of the areas in this report. The content of this class will be more broad in scope and theoretically diverse than existing courses in behavior analysis, which will not be required for the major.

*****For General Education or Cultural Diversity Courses Only*****

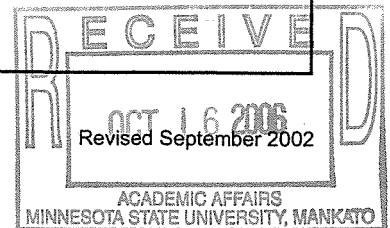
<p style="text-align: center;">General Education Course:</p> <table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">GE Category #</th> <th>GE Category Name (Maximum of 3 Categories)</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">N/A</td><td></td></tr> <tr><td style="text-align: center;">N/A</td><td></td></tr> <tr><td style="text-align: center;">N/A</td><td></td></tr> </tbody> </table> <p> <input type="checkbox"/> For Writing Intensive Courses, attach a description of the kind and quantity of writing. <input type="checkbox"/> For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE. </p> <p>Attach paper copies of the following:</p> <ol style="list-style-type: none"> Syllabus or course outline. Course's student learning outcomes associated with each GE competency or CD designation. List of strategies to be used to assess students' achievement of each GE competency or CD designation. 	GE Category #	GE Category Name (Maximum of 3 Categories)	N/A		N/A		N/A		<p style="text-align: center;">Cultural Diversity Course:</p> <p style="text-align: center;">(Please check one.)</p> <p><input type="checkbox"/> Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.)</p> <p><input type="checkbox"/> Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)</p>
GE Category #	GE Category Name (Maximum of 3 Categories)								
N/A									
N/A									
N/A									

*****For New Courses*****

(Check all that apply):	Instructional Type: <u>Lecture</u>	Course will be offered:
<input checked="" type="checkbox"/> Course is an elective.	Grading Format: <input checked="" type="checkbox"/> Grade <input type="checkbox"/> P/N	<input checked="" type="checkbox"/> Fall Semester
<input type="checkbox"/> Course is required for program		<input checked="" type="checkbox"/> Spring Semester
<input checked="" type="checkbox"/> Pre- or Co-requisites:	<u>PSYC 101 Psychology</u>	<input type="checkbox"/> Summer Session
<input type="checkbox"/> Other courses are being changed or eliminated. (Explain.) _____		

Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)

- Attach paper copies of the following:
- Syllabus or course outline.
 - Course's student learning outcomes.
 - A list of resources required to offer and support this course.
 - A description of how teaching this course will affect department staffing.
 - If 400/500 level course, an explanation of added expectations of graduate students.



**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* (5th 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.