CAS GE to LE Core Application

Section I. CAS GE to LE Core Application Cover Sheet
Department/Program: Psychology

Effective year and term for implementation of action: [2014]Fall

Current Course Information
Prefix: PSYC
Number: 100
Credits: 3
Catalog Title: Introduction to Psychology

Section II. Application for Inclusion in the Liberal Education Core
A. This course addresses the following Liberal Education Core Learning Outcome(s) (check all that apply):

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
<th>Responsibility</th>
<th>Integration</th>
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<tbody>
<tr>
<td>K1</td>
<td>S1</td>
<td>R1</td>
<td>I1</td>
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<tr>
<td>K2</td>
<td>S2</td>
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<tr>
<td>K3</td>
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<td>K4</td>
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B. Provide the requested information for each identified learning outcome.

Knowledge 2 (K2): Use knowledge, theories, methods, and historical perspectives appropriate to the social sciences to explain and evaluate human behavior and social institutions.

1. Describe the content of the experience and especially the relationship between the content and the identified learning outcome. If it is appropriate, estimate the percentage of time spent in the experience on the identified outcome.

Psychology 100 provides a comprehensive introduction to the science and profession of psychology. Emphasis is placed on human and non-human animal physiology, cognition, emotion and behavior, and a breadth of topics, ranging from the biological building blocks of the nervous system to humans interacting in groups. Students acquire a thorough understanding of the major topics and perspectives of psychology, including both historical and contemporary findings. Emphasis is placed on the scientific method and how knowledge acquired in the course can be applied to students' own lives and to other disciplines.

Course time dedicated to K2 is 100%

2. Describe the opportunities that the experience will offer students to meet the identified outcome. Your description can include pedagogy used, example assignments, breadth discussion of the learning environment for the experience, etc.

Multiple sections of PSYC 100 are offered every semester, and often in Winterim or Summer, in face-to-face and online format. All sections of the course use a college-level introduction to psychology textbook as the main text, and many sections supplement the text with scholarly journal articles and other readings. The course is taught primarily in lecture or interactive lecture format, with various active learning pedagogy (e.g., small-group activities, case studies, article analyses, worksheets, in-class demonstrations and experimental replications) infused to facilitate student engagement with the material.

3. Identify and provide a rationale for the presence of all prerequisites.

There are no prerequisites for PSYC 100.

4. Describe the student work for the identified outcome that will be collected, assessed and results submitted to the University Assessment Committee for purposes of assessment of our Liberal Education Core. Examples of student work include student papers, in-class writing, exams, field experiences, oral presentations, etc.

Be sure to refer to the outcome rubric elements in relation to the student work that will be assessed. If there are aspects of your course that align with a selected learning outcome but are not well-reflected in its rubric, provide relevant commentary.

Critical Thinking Exam Example Assignment - this is an assessment activity that can be integrated into the final exam or used on its own. This assignment addresses Element B for the K2 rubric by requiring students to consider example research findings/conclusions and identify the flaws with the conclusions drawn based on the research methodology or assumptions made. To be successful on these tasks, the students must understand basic research methods/design and the limitations inherent to each method and/or the principles related to conducting good research.

Article Analysis Worksheet - this is an assessment activity that students can complete as homework following coverage of research methodology. This assessment addresses Rubric Element B of K2 by requiring students to read an empirical article, identify research design and variables, identify potential limitations inherent in the methodology, and consider their confidence in the researcher's conclusions on the basis of their knowledge of social science methodology.

Procrastination Essay - this writing activity (as an exam essay or in-class writing assignment) addresses K2 Rubric Element A by requiring students to use common principles of behavioral theory to explain a real-life phenomenon of procrastination. They are also asked to apply the behavioral principles by providing solutions based on behavioral theory concepts.

Classical & Operant Conditioning - this worksheet addresses K2 Rubric Element A by requiring students to use principles of behavioral theory to explain several examples of learning among humans and non-human animals.
5. Provide additional information on the learning experience such as:
   • Sample readings
   • Topical outline and timetable
   • Learning outcomes
   • A brief description of the experience (300 words maximum)

Each major topic in PSYC 100 is covered for approximately 1 to 1.5 weeks. Although different instructors cover slightly different material, typical topical foci are listed below:

1. History and Theory of Psychology
2. Research Methods of Psychology
3. The Neural Bases of Behavior
4. Sensation and Perception
5. Learning
6. Memory
7. Motivation and Emotion
8. Human Development
9. Language and Thought
10. Social Behavior
11. Stress, Health, & Coping
12. Personality
13. Mental Illness

6. Considering existing department/program resources, please provide answers to the following:

   How many sections of the experience will be offered in the fall semester? 7
   How many sections of the experience will be offered in the spring semester? 6
   What will be the average size for each section of the experience? 70

Attachments

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<th>Time</th>
<th>Author</th>
<th>Department/Program</th>
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General Notes and Comments:

As a stand-alone course, Psychology 100 would not be adequate to meet expectations for Integrative Learning. However, Psychology 100 is an excellent contributor to I1 when linked with one or more other learning experience(s).

Currently, one section of Psychology 100 is included in a multi-course bundle (Who are We?) as part of UW-Eau Claire’s bundle pilot program through Title III. The Who are We bundle integrates psychology with cultural anthropology and the Blugold WRIT seminar. Students in these classes connect academic knowledge to their own experiences, make connections across disciplines, and transfer knowledge and skills from one context to new contexts. When included in a bundle, course time dedicated to I1 will likely vary by section/instructor because Psychology 100 will make different contributions to Integrative Learning outcomes as a function of each bundle’s design.

With our new Liberal Education core, we anticipate many possibilities for linking sections of Psychology 100 with other learning experiences. We provide this information in the GE to LE application to ensure that Psychology 100 is included among the resources/opportunities identified for I1. Course time dedicated to I1 is likely to range from 25%-50%.

Date of Department/Program Approval (Include all department/program names and approval dates as appropriate):

College Curriculum Committee or Equivalent Action:
3/27/2014 @ Approved ☑ Denied

University Liberal Education Committee Action:
☑ Approved ☑ Denied

Signatures