

# Core Curriculum Course Submission

Criteria: Social Science

## 1. General Information

<b>a. Originating Person</b>	<b>b. Contact Person's E-mail</b>	<b>c. Contact Phone</b>	<b>d. Date</b>
Belinda Blevins-Knabe	<a href="mailto:blblevins@ualr.edu">blblevins@ualr.edu</a>	(501) 569-3171	03/18/2014
<b>e. College/School</b>	<b>f. Department/Program</b>		
College of Arts, Letters, & Sciences	Psychology		

### Submission Statement

By submitting this form, we acknowledge our understanding that the Core Council has the authority to review approved courses to ensure they continue to meet the established goals and outcomes of that category of the core; that the Council has authority to develop a core assessment program; and that the Council will be developing review and assessment policies by the end of 2014. Further, we agree that if this course is approved, we will participate in the university-wide assessment of the core.

### Chair and Dean Awareness

Your department chairperson and college dean must be made aware of your submission for core. By submitting this form, you are acknowledging that this has occurred.

## 2. Course Information

<b>a. Course ID</b>	<b>b. Current Title</b>
PSYC 2300	Psychology and the Human Experience

### **c. Catalog Description**

Focuses on development of the individual in the context of physical and social environments. Topics include the scientific method and its application to the study of the individual, the relationship between brain and behavior, social and personality development, theories of motivation, maladaptive behavior, social cognition and interaction, and the effects of membership in different groups. Students learn through writing, reading, discussing, listening, and participating in critical thinking and problem-solving activities. Three credit hours.

### **d. How will your department ensure a level of consistency among sections of this course? Who will be responsible for this?**

The department's curriculum committee will review all syllabi for PSYC 2300 each semester examining whether the learning objectives are covered. This will include verifying that the assignments cover the learning objectives. The curriculum committee will report this information to the chair.

New faculty and new adjuncts will be given a copy of the grid submitted to the core council with instructions to use it to plan their course.

Educational Goals	Learning Outcomes students will	Learning Objectives: At the end of the course students will be able to	Assignments	Explanation
<b>Knowledge 1 – Concepts, methodologies, findings, and applications of mathematics and the social and natural sciences, engineering and technology.</b>	1. develop foundational knowledge of the theoretical perspectives used in one or more social science disciplines;	<b>Learning Objectives 1.1</b> Each student will: identify, describe, and apply major theories and theoretical concepts; describe the major concepts from each main area of psychology	<b>Assignments 1.1</b> exams, writing assignments	<b>Explanation 1.1</b> 1. Courses involve multiple exams and may also involve additional writing assignments. 2. Exams are often the most effective and efficient way to cover the breadth of material in the course. Recent research demonstrates that exams can positively influence learning. Questions may be at the level of identification, recognition, description, and application. 3. The writing assignments are short papers or assignments that require critical thinking and may involve any of the following: application, description, compare and contrast, identification.
	2. develop foundational knowledge of how to use scientific methods and various analytic techniques to answer questions about societal issues;	<b>Learning Objectives 1.2</b> Each student will: describe and apply common research methods and their procedures; identify basic flaws in research designs and make inferences from research findings.	<b>Assignments 1.2</b> exams, writing assignments	<b>Explanation 1.2</b> 1. Courses involve multiple exams and may also involve additional writing assignments. 2. Exams are often the most effective and efficient way to cover the breadth of material in the course. Recent research demonstrates that exams can positively influence learning. Questions may be at the level of identification, recognition, description, and application. 3. The writing assignments are short papers or assignments that require critical thinking and may involve any of the following: application, description, compare and contrast, identification.
	3. develop foundational knowledge of real world applications of the social sciences;	<b>Learning Objectives 1.3</b> Each student will describe how psychology is applied to people's lives, identify, describe, and apply factors that facilitate or impede	<b>Assignments 1.3</b> exams, writing assignments	<b>Explanation 1.3</b> 1. Courses involve multiple exams and may also involve additional writing assignments. 2. Exams are often the most effective and efficient way to cover

		everyday functioning		the breadth of material in the course. Recent research demonstrates that exams can positively influence learning. Questions may be at the level of identification, recognition, description, and application. 3. The writing assignments are short papers or assignments that require critical thinking and may involve any of the following: application, description, compare and contrast, identification.
<b>Educational Goals</b>	<b>Learning Outcomes students will</b>	<b>Learning Objectives: At the end of the course students will be able to</b>	<b>Assignments</b>	<b>Explanation</b>
<b>Skills 1 – Communication</b>	1. develop oral and/or written skills while communicating about social science theories, methods, and applications;	<b>Learning Objectives 1.1</b> Each student will: use APA style effectively when writing about theories, methods and applications and/or demonstrate effective oral communication skills in various formats and for various purposes.	<b>Assignments 1.1</b> writing assignments and/or oral assignments	<b>Explanation 1.1</b> Mastering APA style is a skill that requires repeated experience. This is a beginning course so it needs to be addressed at a basic level. Depending on class size instructors may also find that oral assignments can be used effectively. Oral assignments may range from group discussion, debate, presentations for the purposes of informing, defending, explaining, persuading, arguing, teaching.
<b>Educational Goals</b>	<b>Learning Outcomes students will</b>	<b>Learning Objectives: At the end of the course students will be able to</b>	<b>Assignments</b>	<b>Explanation</b>
<b>Skills 2 – Critical Thinking, Quantitative Reasoning, and Solving Problems Individually and Collaboratively</b>	1. develop an understanding of how evidence from different methods of inquiry supports or weakens various theoretical perspectives;	<b>Learning Objectives 2.1</b> Each student will: describe and apply common research methods and their procedures; and make inferences from research findings.	<b>Assignments 2.1</b> exams and/or writing assignments	<b>Explanation 2.1</b> 1. Courses involve multiple exams that contain questions that vary in the level of learning, for example questions at the level of identification, recognition, description, and application 2. The writing assignments are short papers or assignments that require critical thinking and may involve any of the following: application, description, compare and contrast, identification.

	2. develop an awareness of contextual impacts and personal assumptions on inquiry, methods, and analysis within a social science discipline;	<b>Learning Objectives 2.2</b> Each student will: recognize that individual differences and sociocultural contexts may influence the generalizability of research findings and recognize that theoretical and sociocultural contexts as well as personal biases may shape research questions, design, data collection, analysis, and interpretation.	<b>Assignments 2.2</b> exams and/or writing assignments	<b>Explanation 2.2</b> 1. Courses involve multiple exams that contain questions that vary in the level of learning, for example questions at the level of identification, recognition, description, and application 2. The writing assignments are short papers or assignments that require critical thinking and may involve any of the following: application, description, compare and contrast, identification.
<b>Educational Goals</b>	<b>Learning Outcomes students will</b>	<b>Learning Objectives: At the end of the course students will be able to</b>	<b>Assignments</b>	<b>Explanation</b>
<b>Skills 3 – Information Technology</b>	1. develop abilities to use current technologies for inquiry, exploration, and communication;	<b>Learning Objectives 3.1</b> Each student will use basic word processing, email programs and search the World Wide Web for high-quality information.	<b>Assignments 3.1</b> exams and/or writing assignments	<b>Explanation 3.1</b> Writing assignments or exams that involve the use of the word processing programs and information gleaned from the web. Some instructors may choose to use exam questions to demonstrate these skills, especially if they are using an online exam.
<b>Educational Goals</b>	<b>Learning Outcomes students will</b>	<b>Learning Objectives: At the end of the course students will be able to</b>	<b>Assignments</b>	<b>Explanation</b>
<b>Values 1 – Personal Responsibility and Ethical Behavior</b>	1. develop commitment to academic integrity and take responsibility for completing assignments in an ethical manner, working on one's own when required and acknowledging resources when used;	<b>Learning Objectives 1.1</b> Each student will: define and avoid plagiarism and understand university policies on academic dishonesty	<b>Assignments 1.1</b> exams and/or writing assignments	<b>Explanation 1.1</b> 1. Courses involve multiple exams that contain questions that vary in the level of learning, for example questions at the level of identification, recognition, description, and application 2. Writing assignments will involve any of the following: application, description, compare and contrast, identification.
	2. develop an understanding of the ethical obligation to be precise and accurate with data; and understand how this obligation applies to communication of information;	<b>Learning Objectives 1.2</b> Each student will recognize that research results may have unanticipated societal consequences, avoid distorting statistical results,	<b>Assignments 1.2</b> exams and/or writing assignments	<b>Explanation 1.2</b> 1. Courses involve multiple exams that contain questions that vary in the level of learning, for example questions at the level of

		show vigilance about misuse or misrepresentation of quantitative information,		identification, recognition, description, and application 2. Writing assignments will involve any of the following: application, description, compare and contrast, identification.
	3 understand the ethics of research with humans;	<b>Learning Objectives-Values 1.3</b> Identify the APA code of ethics in the treatment of human participants in the design, data collection, interpretation, and reporting of psychological results.	<b>Assignments-Values 1.3</b> exams and/or writing assignments	<b>Explanation-Values 1.3</b> 1. Courses involve multiple exams that contain questions that vary in the level of learning, for example questions at the level of identification, recognition, description, and application 2. Writing assignments will involve any of the following: application, description, compare and contrast, identification.
<b>Educational Goals</b>	<b>Learning Outcomes students will...</b>	<b>Learning Objectives: At the end of the course students will be able to</b>	<b>Assignments</b>	<b>Explanation</b>
<b>Values 2 – Civic Responsibility</b>	1. develop an understanding of the ethical implications of social science research, methods, knowledge in addressing social issues;	<b>Learning Objectives 2.1</b> Each student will be able to: identify the ethical concerns surrounding research with humans and recognize the necessity for ethical behavior in all aspects of the science and practice of psychology	<b>Assignments 2.1</b> exams and/or writing assignments	<b>Explanation 2.1</b> Courses involve multiple exams that contain questions that vary in the level of learning that is assessed and also may involve writing assignments
<b>Educational Goals</b>	<b>Learning Outcomes students will...</b>	<b>Learning Objectives: At the end of the course students will be able to</b>	<b>Assignments</b>	<b>Explanation</b>
<b>Value 3-Global and cultural Understanding</b>	1. develop awareness of multiple cultures and respect for alternate world views.	<b>Learning Objectives 3.1</b> identify the sociocultural and international contexts that influence individual differences, recognize how privilege, power, and oppression may affect prejudice, discrimination, and inequality, recognize prejudicial attitudes and discriminatory behaviors that might exist in themselves and others	<b>Assignments 3.1</b> exams and/or writing assignments	<b>Explanation 3.1</b> Courses involve multiple exams that contain questions that vary in the level of learning that is assessed and also may involve writing assignments.

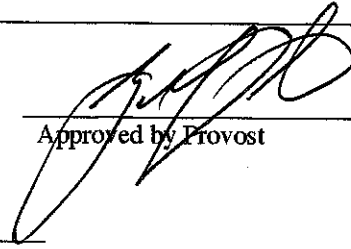
Additional Comments:

Belinda Blewino-Knabe

Approved by Core Curriculum Committee

4.14.14

Date



Approved by Provost

4/20/2014

Date

J. Anderson

Approved by Chancellor

4/23/14

Date