

DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET

See Course and Program Development Policy and Procedures for Instructions

SCHOOL: LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/>	Contact Name: Dr. John Bates	Phone: 6560
DEPARTMENT / DIVISION: Division of Applied Behavioral Sciences		
SHORT DESCRIPTION OF PROPOSAL (state action item 1-23 and course name & number or program affected):		
2, 4, 6, and 7 Modifications of an existing course, PSYC 441 Learning & Conditioning <i>to PSYC 400</i>		
PROPOSED SEMESTER OF IMPLEMENTATION: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Year: 2007		

Box 1: TYPE OF ACTION	ADD(NEW) <input type="checkbox"/>	DEACTIVATE <input type="checkbox"/>	MODIFY <input checked="" type="checkbox"/>	OTHER <input type="checkbox"/>
Box 2: LEVEL OF ACTION	Non-Credit <input type="checkbox"/>	Undergraduate <input checked="" type="checkbox"/>	Graduate <input type="checkbox"/>	OTHER <input type="checkbox"/>

Box 3: ACTION ITEM (check appropriate boxes)		DOCUMENTS REQUIRED (see box 4 below)	IMPACT REVIEWS (see box 5 on back)	APPROVAL SEQUENCE (see box 6 on back)
	1. Experimental Course ¹	NOP	a, c, e	AC
<input checked="" type="checkbox"/>	2. Course Title	NO		ABCD
	3. Course Credits	NO		ABCD
<input checked="" type="checkbox"/>	4. Course Number	NO		ABCD
	5. Course Level	NO		ABCD
<input checked="" type="checkbox"/>	6. Pre & Co-Requisite	NO		ABCD
<input checked="" type="checkbox"/>	7. Course Description	NOP		ABCD
	8. New Course	NOP		ABCDEF
	9. Deactivate a Course	NO		ABCDEF
	10. Program Requirements	NO	b, c, d, e	ABCDEF
	11a. UG Specialization (24 credits or less)	NO	a, b, c, d, e	ABCDEF
	11b. Masters Specialization (12 credits or less)	NO	a, b, c, d, e	ABCDEF
	11c. Doctoral Specialization (18 credits or less)	NO	a, b, e	ABCDEF
	12. Closed Site Program	NOT	e	ABCDHIK
	13. Program Suspension ⁹	NO,5	a, e	ABCDEGIK
	14a. Certificate Program (ug/g) exclusively within existing degree program	NO	a, c, e	ABCDEFHIK
	14b. Certificate Program (ug/g) where degree programs do not exist or where courses are selected across degree programs (12 or more credits)	NOQR, 6	a, c, e	ABCDEFHJL
	15. Off-Campus Delivery of Existing Program	NO, 4	a, b, c, e	ABCDEFHIL
	16a. UG Concentration (exceeds 24 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
	16b. Masters Concentration (exceeds 12 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
	16c. Doctoral Concentration (exceeds 18 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
	17. Program Title Change	NO, 5	a, c, d, e	ABCDEFHJL
	18. Program Termination	NO, 10	d, e	ABCDEFHIK
	19. New Degree Program	NOQR, 3,8	a, c, d, e	ABCDEFHJL
	20. Other	Varies	Varies	Varies

Box 4: DOCUMENTATION (check boxes of documents included)					
<input checked="" type="checkbox"/>	N. This Cover Sheet	<input type="checkbox"/>	Q. Full 5-page MHEC Proposal	<input type="checkbox"/>	T. Other
<input checked="" type="checkbox"/>	O. Summary Proposal	<input type="checkbox"/>	R. Financial Tables (MHEC)	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	P. Course Definition Document	<input type="checkbox"/>	S. Contract	<input type="checkbox"/>	

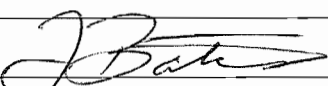

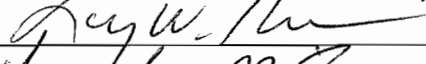
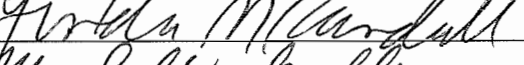
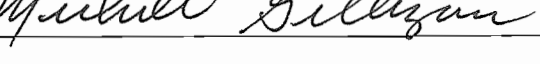
- Approval of experimental course automatically lapses after two offerings unless permanently approved as a new course.
- Codes: a) Library Services (Langsdale or Law) b) Office of Technology Services c) University Relations d) Admissions
- Letter of Intent is required by USM at least 30 days before a full proposal can be submitted. Letter of Intent requires only the approval of the dean and the provost and is forwarded to USM by the Office of the Provost.
- One-page letter to include: Program title & degree/certificate to be awarded; resources requirements; need and demand; similar programs; method of instruction; and oversight and student services (MHEC requirement)
- One-page letter with description and rationale (MHEC requirement)
- One or two-page document that describes: centrality to mission; market demand; curriculum design; adequacy of faculty resources; and assurance program will be supported with existing resources. (MHEC requirement)
- Learning objectives, assessment strategies; fit with UB strategic plan
- Joint Degree Program or Primary Degree Programs require submission of MOU w/ program proposal. (MHEC requirement)
- Temporary suspension of program to examine future direction; time not to exceed two years. No new students admitted during suspension, but currently enrolled students must be given opportunity to satisfy degree requirements.

DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET (Page 2 of 2)

SCHOOL: LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA X
SHORT DESCRIPTION OF PROPOSAL (state name of action item 1-20 and course name, code & number / program affected):
2, 4, 6, and 7 Modifications of an existing course, PSYC 441 Learning & Conditioning

10. Provide:
- evidence that the action is consistent with UB mission and can be implemented within the existing program resources of the institution.
 - proposed date after which no new students will be admitted into the program;
 - accommodation of currently enrolled students in the realization of their degree objectives;
 - treatment of all tenured and non-tenured faculty and other staff in the affected program;
 - reallocation of funds from the budget of the affected program; and
 - existence at other state public institutions of programs to which to redirect students who might have enrolled in the program proposed for abolition.
11. University Council review (for a recommendation to the President or back to the Provost) shall be limited to curricular or academic policy issues that may potentially affect the University's mission and strategic planning, or have a significant impact on the generation or allocation of its financial resources.

Box 5: IMPACT REVIEW	SIGNATURES (see procedures for authorized signers)	DATE
a. Library <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
b. OTS <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	CIO or designee:	
c. University Relations <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
d. Admissions <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
e. Records <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Registrar or designee:	

Box 6: APPROVAL SEQUENCE	APPROVAL SIGNATURES	DATE
A. Department / Division	Chair: 	10-12-06
B. Final faculty review body within each School	Chair: 	10/24/06
C. College Dean	Dean: 	10/26/06
D. Provost and Senior Vice President for Academic Affairs	Provost: 	11/03/06
E. Curriculum Review Committee (UFS subcommittee)	Chair: 	11/7/06
F. University Faculty Senate (UFS option)	Chair:	
G. University Council (see # 11 above)	Chair:	
H. President	President:	
I. Board of Regents – notification only		
J. Board of Regents – approval		
K. MHEC – notification only		
L. MHEC – approval		
M. Middle States Association notification	Required only if the mission of the University is changed by the action	

DOCUMENT O: SUMMARY PROPOSAL

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DEPARTMENT / DIVISION: Division of Applied Behavioral Sciences		
SHORT DESCRIPTION OF PROPOSAL (state action item 1-23 and course name & number or program affected):		
2, 4, 6, and 7 Modifications of an existing course <i>PSYC 441 to PSYC 400</i>		
PROPOSED SEMESTER OF IMPLEMENTATION: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Year: 2007		

O-1: Briefly describe what is being requested:

Modification of an existing course title and description to be more consistent with similar courses in other psychology program curricula, change of prerequisite concomitant with academic level of content, and renumbering to better fit the sequence of the newly proposed PSYC program.

For new courses or changes in existing courses (needed by Registrar)

OLD Title: Learning & Conditioning	Course # / HEGIS Code: PSYC 441	Credits: 3
NEW Title: Theories of Learning	Course # / HEGIS Code: PSYC 400	Credits: 3

O-2: Set forth the rationale for the proposal:

Theories of Learning is among the traditional foundation courses in psychology curricula, generally encompassing the full range of associationist, behaviorist, social, and cognitive models. The current course, Learning & Conditioning, focuses exclusively on behaviorist models of learning applied primarily to laboratory environments and infrahuman species. The proposed new course title and description will be more consistent with tradition, providing treatment of a broader array of both historical and modern learning theories, which may be advantageous to students who must take the Graduate Record Examination advanced test in psychology for admission to graduate school. Also, the course description will encourage instructors more explicitly to incorporate examples of learning phenomena involving humans in real-world settings. Finally, the numbering change will better place the course within the newly proposed psychology curriculum.

Document P: Required Format for Course Definition Document

1. **Date Prepared:** 1 October 2006
2. **Prepared by:** Dr. John Bates
3. **Department:** Division of Applied Behavioral Sciences
4. **Course Number(s), including HEGIS code(s):** PSYC 400
5. **Course Title:** Theories of Learning
6. **Credit Hours:** 3
7. **Catalog Description (Paragraph should reflect general aims and nature of the course)**

Investigation of the factors and processes involved in the acquisition and maintenance of new behavior. Both historical and current learning theories representing the dominant schools of psychological thought will be presented, including modern understandings of the evolution and physiology of learning. Applications of current learning theories in various real-world, human contexts also will be discussed.

8. **Prerequisites:** PSYC 300
9. **Faculty qualified to teach course**

Dr. John Bates, Dr. Deborah Kohl, Dr. Thomas Mitchell, Dr. Courtney Gasser
10. **Course Type / Component (clinical, continuance, discussion, field studies, independent study, laboratory, lecture, seminar, supervision, thesis research, workshop)**

Lecture/Discussion

11. **Suggested approximate class size:** 25
12. **Content Outline**

1. Definitions & Methods of Study
2. Historical and Philosophical Foundations of the Psychology of Learning
3. Behaviorist/Associationist Learning Theories and Their Applications
 - a. Thorndike's Connectionism
 - b. Pavlov's Classical Conditioning
 - c. Guthrie's Contiguous Conditioning
 - d. Skinner's Operant Conditioning

- e. Hull's Systematic Behavior Theory
- f. Estes' Stimulus Sampling Theory
- 4. Cognitive/Organizational Learning Theories and Their Applications
 - a. Gestalt Theory
 - b. Tolman's Sign Learning
 - c. Bandura's Social Learning
 - d. Information Processing Theory
 - e. Neural Network Models
- 5. Neurophysiological and Evolutionary Theories

13. Learning Goals

By the end of this course, students should be able to

1. Name and discuss the defining characteristics of learned behavior, and identify examples of behavior displaying those characteristics.
2. Identify theorists associated most closely with each of the dominant historical and current theories of learning.
3. Identify and discuss the environmental and/or biological factors considered to be most significant within each learning theory in the acquisition and maintenance of learned behavior.
4. Contrast theories in terms of their abilities to account for the learning of a variety of physical and cognitive behaviors.
5. Analyze examples of real-world learning phenomena according to the principles of current learning theories.
6. Discuss the evolutionary perspective that learning is an adaptive and evolved psychological mechanism, including environmental problems that may have facilitated its evolution.
7. Discuss the brain components and physiological processes currently understood to be involved directly in learning.

14. Assessment Strategies

All sections of this course should include both in-class and out-of-class writing assignments on topics pertinent to course content and individual student interest, the number and required lengths of which will be at the instructor's discretion. Testing may be via objective or essay format, also at the instructor's discretion.

15. Suggested Text(s) and Materials (example: textbooks, equipment, software, etc.)

Hergenhahn, B. R., & Olson, M. H. (2005). *Introduction to the theories of learning* (7th ed.). Englewood Cliffs, NJ: Prentice Hall.