A. Protocol

Course Name: Advanced Psychology of Learning
Course Number: PSY 712
Credits: 3
Prerequisites: None
Maximum Class Size (face-to-face): 30
Maximum Class Size (online): 45
(Choose which one is appropriate or both if applicable)

B. Objectives of the Course:

**Competencies Addressed:**

**Intervention** – knowledge, design, and implementation of strategies, including counseling, for behavioral or academic problems.

Upon completion of this course, students will be able to:
1) describe the assumptions and principles of historically influential theories of learning;
2) summarize major concepts and principles of behavioral and cognitive theories of learning;
3) explain the relationship between motivation and learning;
4) compare and contrast behaviorism and cognitivism; compare and contrast sensory memory, short-term memory, and long-term memory
5) apply learning and memory concepts to the development of instructional interventions;
6) apply ethical principles in the use of learning concepts in both school and everyday life;
7) compare and contrast multicultural issues with respect to learning, motivation, and achievement;
8) evaluate the educational applications of contemporary learning theories.

C. Catalog Description:

This course examines the diverse, intricate process of learning. Behavioral and cognitive views of learning are emphasized with special attention being given to the educational implications of learning theory.
D. Outline of the Course:

1) Historical Context  
   a. Experimental Approaches to Learning  
   b. Early Behaviorism  
   c. Classical Conditioning

2) Operant Conditioning  
   a. Experimental Analysis of Behavior  
   b. Behavior Management  
   c. Ethical Implications in Design of Programs

3) Social-Cognitive Theory  
   a. Principles  
   b. Educational Applications

4) The Information Processing Model  
   a. Principles  
   b. Educational Applications

5) Meaningful Reception Learning  
   a. Principles  
   b. Educational Applications

6) Metacognition and Study Strategies  
   a. Principles  
   b. Effective Learning Strategies

7) Motivation and Learning  
   a. Sources of Motivation  
   b. Attribution Theory  
   c. Importance of Cultural Differences

E. Teaching Methodology:

1) Traditional Classroom Methodology

   A variety of teaching online methodologies will be used in teaching this course. They include, but are not limited to: multi-media presentations, whole class threaded discussions and small group discussions, analysis of readings, case studies, reflections, individual projects, group projects, peer student comments, online communication strategies (i.e., email, chat rooms, phone conferences, webinars, etc.), and incorporation of Internet resources. Emphasis will be placed on engaging the learner for involvement and active participation in the learning process.

2) Online Methodology
Quality Matters™ Statement – The online course follows the standards of the Quality Matters™ rubric.

F. Text:

G. Assessment Activities:

1) Traditional Classroom Assessment

The following are examples of assessment strategies that will be used. Individual instructors may customize different activities.

a. Performance assessment tasks 
b. Written assignments and reports 
c. Threaded online discussions 
d. Online participation 
e. Exams and/or quizzes 
f. Individual projects 
g. Group projects 
h. Case studies 
i. Analysis of student work samples 
j. Article/Book critiques 
k. Journal reflections 
l. Portfolio development 
m. Research development

2) Online Assessment

H. Accommodations for Students with Disabilities:

**Accommodations for Students with Disabilities**

Students with disabilities:

- Reserve the right to decide when to self-identify and when to request accommodations.
- Will register with the Office for Students with Disabilities (OSD) **each semester** to receive accommodations.
- Might be required to communicate with faculty for accommodations, which specifically involve the faculty.
- Will present the OSD Accommodation Approval Notice to faculty when requesting accommodations that involve the faculty.

Requests for approval for reasonable accommodations should be directed to the Office for Students with Disabilities (OSD). Approved accommodations will be recorded on the OSD Accommodation Approval notice and provided to the student. Students are expected to adhere to OSD procedures for self-identifying, providing documentation and requesting accommodations in a timely manner.
Contact Information:
- Location: Azorsky Hall – Room 105
- Phone: (724) 938-5781
- Fax: (724) 938-4599
- Email: osdmail@calu.edu
- Web Site: http://www.calu.edu/current-students/student
  services/disability/index.htm

I. Supportive Instructional Materials, e.g. library materials, web sites, etc.


Additional Information for Course Proposals

J. Proposed Instructors:
   
   Any Psychology Department faculty member.

K. Rationale for the Course:

L. Specialized Equipment or Supplies Needed:

M. Answer the following questions using complete sentences:

1. Does the course require additional human resources? (Please explain)
2. Does the course require additional physical resources? (Please explain)
3. Does the course change the requirements in any particular major? (Please explain)
4. Does the course replace an existing course in your program? (If so, list the course)
5. How often will the course be taught?
6. Does the course duplicate an existing course in another Department or College? (If the possibility exists, indicate course discipline, number, and name)

N. If the proposed course includes substantial material that is traditionally taught in another discipline, you must request a statement of support from the department chair that houses that discipline.

O. Please identify if you are proposing to have this course considered as a menu course for General Education. If yes, justify and demonstrate the reasons based on the categories for General Education. The General Education Committee must consider and approve the course proposal before consideration by the UCC.

P. Provide Approval Form (electronically).

Additional Guidelines

The following are additional guidelines that you must follow which will expedite your course proposal. Failure to follow these guidelines will result in the return of the proposal to the department.
1. Be sure that your proposal is in the correct format (Guidelines for New Course Proposals) and that all questions have been completely answered.

2. Be sure that you have completed and attached the Application to Establish a New Course form and/or the Advisement Sheet Revision form and that the appropriate signatures have been affixed. Please send through the process electronically (the preferred method) or by paper. No items will be placed on the agenda until the Chair of the UCC is in possession of these forms.

3. Be sure that you include an updated advisement sheet for any course that is being required by the department or is classified as a restricted elective. In addition, you must include an electronic copy (MS Word or PDF) of the current advisement sheet(s) with your proposal. Be certain that all advisement sheets affected by the proposed course change be included with your proposal.

4. When submitting materials for consideration by the Curriculum Committee, you must provide an electronic copy of each item to be reviewed to the Chairperson.

5. All completed items must be in the hands of the Chairperson of the Curriculum Committee a minimum of one week prior to the next regularly scheduled meeting.

6. Any department requesting a course name change, number change, prefix changes, credit changes, etc. must submit this request on the Application to Establish a New Course Form and submit electronically.

7. New advisement sheets, major proposals, minors, LOCs, Certificates, or changes to advisement sheets will become effective the fall semester following committee approval. The advisement sheets must also include the committee approval date and the effective date on the advisement page. Submit this request on the Advisement and/or Program Changes form.

8. New courses will become effective the semester following committee approval.

9. Any references listed must be in the appropriate bibliographic format for the discipline.

10. Online courses should follow the Quality Matters™ rubric and is posted on the UCC website. Be sure that you include the online teaching methodology statement (refer E.2 above) that refers to the Quality Matters™ rubric.

11. All course objectives must follow Bloom’s Taxonomy learning domains located on the UCC website.