

UNDERGRADUATE CURRICULUM COMMITTEE
NEW COURSE PROPOSAL FORM

FORM USE: The following is a Microsoft Word Form. You may only add input in the shaded fields. You may type, paste, copy, and delete, but you may not change the appearance of the text. To add input, place your cursor in the field and type; text fields will automatically expand as you type. You may scroll through the fields on the document using the TAB key (forward) or SHIFT-TAB key (backwards). To check a box, click on it and an 'X' will appear. For drop-down fields, click on the box, scroll through the options and click on your choice.

It is necessary to attach the *UG Curricular Approval Form* before submitting to the appropriate Dean's office.

College: **CLAS** Department: **PSYC** Subject: A-G: H-Z: PSYC Course Number:

Is the course being proposed for the Liberal Learning Core? Yes ☒ No ☐

1. Title of Course:

Proposed Course Number (cleared with Registrar):

Course Type (*select one*): **LB/Lab**

Pre-requisite Courses:

Co-requisite Courses:

Pre- and Co-requisite Courses:

If the minimum acceptable grade in a prerequisite course is greater than the default of D-, indicate the grade required and state the reason for requiring this minimum grade (consider consistency across the department):

Credit Hours (*select one*): **1 credit** Triplet: - - (hours listed as credit-lecture/lab/practicum/studio)

Catalog Description (100 words or fewer):

Is the course cross-listed? **No** If yes, what is the subject and course number of the other course?

****A proposed syllabus, including complete text and/or reference information, as well as any relevant information to this decision, must be appended.**

2. For whom is the course primarily intended?

3. If this course is required in an existing major, concentration, etc., append a description of how the course fits into the curriculum. Indicate how it affects hours required for graduation. (*If the addition of this course results in a change to a program, complete and attach the Program Change Proposal Form.*)

Has this course been offered previously as a special topics course? **No**

If yes, list term/year? What subject/course number was used?

Title of topics course:

5. Has this course, or one closely related to it, been offered by your department, or any other department at CNU previously? **No** If yes, is that course currently being offered? **No**

How does the proposed course differ?

When is the last term the old course will be offered?

6. What is the anticipated enrollment per offering for the next three years?

During which term will this course first be offered? **Spring**

During which semesters will this course regularly be offered? (Check all that apply.)

Fall ☒

Spring ☒

Summer ☐

Print in the **08-09** (academic year) Undergraduate Catalog.

7. How will the course be staffed?

Does the course involve a particular classroom, special equipment, or costs beyond those usually associated with a course at CNU? **Yes** If yes, please explain.

9. Is the course repeatable for additional credit toward graduation? **No** If yes, is there a limit to the number of times the course can be presented for graduation? (e.g., applied music courses)

Is this course for an Area of Inquiry: **Yes**

If yes, identify the Area of Inquiry **INW** and attach the appropriate A of I Proposal Form.

(Forms found at <http://liberallearning.cnu.edu/ForFaculty.html>)

Laboratory for Investigating the Biological Bases of Behavior – Psyc 201L (1 hrs)

Professor Andrew J. Velkey, II, PhD

COURSE DESCRIPTION (From the catalog)

“An introduction to the methodological foundations for exploring the biological bases of behavior. Students will participate in a series of labs and computer assignments to learn about principles of psychology in a hands-on setting. Laboratory exercises will be conducted in brain-behavior relationships, behavioral phenotypes, sensation and perception, learning and memory, motivation, and emotion. ”

RATIONALE

This course requires that students are concurrently enrolled in PSYC 201 (lecture). The purpose of this lab is to allow students to experience and explore selected psychological phenomena and to fulfill the “Investigating the Natural World” Area of Inquiry. The course is designed to enable the student to better understand the purpose and promise of psychological science.

COURSE OBJECTIVES

By the end of the semester, students in PSYC 201L should:

- Gain Factual Knowledge on the basic Terminology, Classifications, Methods and Trends in modern psychology.

- Learn Fundamental Principles, Generalizations, and Theories in many core areas of psychology.

- Learn to *APPLY* Course Material (To Improve Thinking, Problem Solving, and Decisions) through lab activities.

- Acquire an interest in Learning More about psychology by Asking Questions and Seeking Answers.

- Gain an experience and understanding of the type of research done in psychological science and empirical study.

STATEMENT ON ACADEMIC INTEGRITY

Students at Christopher Newport University are expected to be scrupulously honest. Dishonesty such as cheating or plagiarism, or furnishing false information, including forgery, alteration or misuse of university documents, records or identification, will be regarded as a serious offense subject to severe penalty, including, but not limited to loss of credit and dismissal from the university. See the *CNU Student Handbook* for specific information regarding the academic Honor Code at Christopher Newport University. Copies of the *Student Handbook* are available in the Office of Student Life in the Student Center. This information is also available on the CNU web site

The Honor Code that all members of the CNU community pledge to uphold

“On my honor, I will maintain the highest possible standards of honesty, integrity, and personal responsibility. That means I will not lie, cheat, or steal, and as a member of this academic community, I am committed to creating an environment of respect and mutual trust”

Students are responsible for understanding the meaning of academic integrity and the Honor Code. Failure to meet this responsibility will in no way lessen any penalties earned by the dishonest student.

COURSE TOPICS

This first introduction to psychology course covers a wide range of topics including, but not limited to:

- The functions of the brain and its importance in human behavior and mental processes.

- How genes and the environment interact in their effect upon behavior.

- How each of our senses work and how they affect behavior.

- Perception and the organization of sensory information.

- Methods of learning; how they influence behavior; behavior modification.

- The role of motivation in explaining behavior.

- The physiological and expressive components of emotion.

- The encoding, storage, and retrieval of information from memory.

INSTRUCTIONAL METHODS

Instruction for this course will consist of lab group activities and assignments. Most assignments will be hands-on or computerized simulations. For this reason, attendance and arriving to class on time are essential. If you are concerned about lack of participation from your lab partner(s), please contact the instructor immediately.

EVALUATION

The course grade will be determined by 9 lab assignments worth 22 points each. Every unexcused absence will result in a letter grade deduction from the student's final grade.

[Labs total: 198 points]

In addition, groups will be required to design and carry out an experiment of their own on one of the topics from the lecture portion of the class.

[Project Total: 22 points]

MAKE-UP LABS:

If you know that you will be unable to attend lab on the scheduled day, please make arrangements with me beforehand. Unfortunately, life is not always accommodating of instructors' and students' plans. If you have a **documentable** emergency (illness, etc.), please contact me as soon as possible. Make-up labs will be available on an "as-needed" basis.

COURSE GRADE SCALE:

A 204 - 220 points	(92.5% - 100%)	C 160 - 167 points	(72.5% - 76.4%)
197 - 203 points	(89.5% - 92.4%)	C- 153 - 159 points	(69.5% - 72.4%)
B+ 190 - 196 points	(86.5% - 89.4%)	D+ 146 - 152 points	(66.5% - 69.3%)
B 182 - 189 points	(82.5% - 86.4%)	D 138 - 145 points	(62.5% - 66.4%)
175 - 181 points	(79.5% - 82.4%)	131 - 137 points	(59.5% - 62.3%)
C+ 168 - 174 points	(76.5% - 79.3%)	F 0 - 130 points	(0.00% - 59.4%)

OTHER COURSE INFORMATION

A) CONTACTING THE INSTRUCTOR:

Students wishing to contact me in regards to this course or any other matter may do so in a variety of ways:

- Office: **206 Wingfield Hall**, office hours **MWF 08:00 - 09:00 & 11:00 - 12:00** (other times are available by appointment).
- Phone: 594-7927, or a message may be left with the Psychology Office at 594-7094. In case of an academic emergency, please call my home line at 247-0777.
- e-mail: avelkey@cnu.edu. Please include "PSYC 201-L" in your subject line.

B) NOTE ON ACCOMMODATIONS:

ANY STUDENT WHO NEEDS AN ACCOMMODATION BASED ON A DISABILITY SHOULD MAKE AN APPOINTMENT TO DISCUSS SPECIFIC NEEDS. IN ORDER TO RECEIVE ACCOMMODATION, YOUR DISABILITY MUST BE ON RECORD IN THE OFFICE OF ACADEMIC ADVISING (Room 125 in the Administration Building, phone number: 594-8763)

C) SPECIAL NOTES:

- The last day to add this course is **ADD DATE**. The last day to drop this course is **DROP DATE**.
- If you have any questions or needs about anything, not just this course, please do not hesitate to call on me. Students are often unaware of the vast multitude of services that Christopher Newport University provides, many of them free or at reduced cost to students.

WE WANT YOU TO SUCCEED AT CNU; THEREFORE, I MAY NOTIFY THE ACADEMIC ADVISING CENTER IF YOU SEEM TO BE HAVING PROBLEMS WITH THIS COURSE. SOMEONE MAY CONTACT YOU TO HELP YOU DETERMINE WHAT HELP YOU NEED TO SUCCEED. YOU WILL BE SENT A COPY OF THE REFERRAL FORM. I INVITE YOU TO SEE ME AT ANY TIME THAT I CAN BE OF ASSISTANCE IN HELPING YOU WITH THE COURSE MATERIAL.

EXTRA CREDIT OPPORTUNITIES

If you choose to obtain extra credit in this course, you have two options:

- 1) You may receive extra credit points added to your point total at the end of the semester by volunteering to participate in research projects. Throughout the semester, faculty will be recruiting students to participate in various research projects. There is a blue bin of file folders on the first floor of Wingfield Hall. Each file describes a research project. Follow the instructions in the folder, and the professor in charge of the study will submit verification of your participation at the end of the semester. For every research credit completed, you will receive 5 points to add to your course total, up to a maximum of 15 points total.

NOTE: Participation in any research activity is on a strictly volunteer basis and participants are always free to withdraw from any research activity at any point in time *without any penalty whatsoever*. If you have any questions about any research project (regardless of whether it originates in psychology), please feel free to contact me at any time.

- 2) Because you may not be able or wish to participate in research, you may select an alternate extra credit activity. Students electing this option should contact me early in the semester--- **alternate extra credit work will not be accepted after the Thanksgiving break**. Students electing to complete the alternate activity will work with me to select a research article in a psychology journal. After reading the article, the student will write an APA-style summary (1 or 2 paragraphs) of the article. Alternate extra credit work will be worth 15 points added to your points total.

D) LAB BEHAVIOR:

Class is on **CLASS DATE & TIME**. I expect that all students wishing to attend lab will be here on time. I would much rather engage in a dialogue with the class than deliver hours of stuffy lecture. The only stupid question is one that does not get asked and answered. I encourage and welcome discussion on any point that comes up during lab meetings. To that end, students should familiarize themselves with the material at hand ***before the lab meeting***.

DUE TO THE DYNAMIC NATURE OF THIS CLASS AND THE TOPICS ADDRESSED (AS WELL AS OTHER UNFORSEEN EVENTS), THE SCHEDULE AND PROCEDURES OF THIS COURSE AS OUTLINED IN THIS DOCUMENT ARE SUBJECT TO CHANGE IN THE EVENT OF EXTENUATING

CIRCUMSTANCES. IF POSSIBLE, STUDENTS WILL BE INFORMED OF CHANGES IN WRITING PRIOR TO THE IMPLEMENTATION OF ANY SUCH CHANGES.

WEEK	TOPIC	CORRESPONDING CHAPTER
1	Introduction to lab, formation of lab groups, explanation of research purpose and value of empiricism.	1
2	Computer activity: Neurons, Neural Networks, and brain functioning	2
3	Group Experiment Part I	
4	Two point threshold lab	3
5	Visual perception lab	3
6	Tasters and Supertasters Lab	3
7	Self-sleep monitoring laboratory	4
	Fall Break	
8	Classical Conditioning Lab	5
9	Computer activity: Operant Conditioning with Sniffy	5
10	Group Experiment Part II	
11	Computer activity: M & E lab with Sniffy	6
12	Memory Lab	7
13	Group Experiment Part III	8
	Thanksgiving break	
14	Group Reports	
15	Group Reports	

Areas of Inquiry Proposal Submission Information and Proposal Form

INVESTIGATING THE NATURAL WORLD (INW)

The Liberal Learning Council invites you to submit a proposal(s) for courses to be included in the INW Area of Inquiry. We encourage innovative proposals that involve creative pedagogy and team teaching where appropriate. This page contains information about the Areas of Inquiry and the process for submitting a proposal. Please read the information carefully before submitting a proposal and, if you have any questions, contact the Associate Dean for Liberal Learning.

The Areas of Inquiry section of the Liberal Learning Core offers students opportunities to explore important facets of their world—past, present, and future. Liberal Learning Areas of Inquiry employ various modes of knowing to help students understand the historical and philosophical traditions that have shaped the Western world; the interrelations within and among global and cross-cultural communities; the means of modeling the natural, social, and technical worlds; the patterns and institutions of modern societies; and the dynamics of the creative process.

Areas of Inquiry (AI) General Information

There are six AI

Western Traditions

Global and Multicultural Perspectives

Investigating the Natural World

Identity, Institutions, and Societies

Creative Expressions

Informal and Formal Reasoning

No course will be cross-listed in more than one AI.

No more than one course in the discipline of the major may be presented to satisfy an AI requirement.

No more than seven hours across the AI may be taken from any single discipline to satisfy the AI requirements.

AI courses at the 100- and 200-level must be offered with multiple sections, which may mean several faculty or adjuncts could teach sections.

Investigating the Natural World must have some courses with an accompanying laboratory.

To accommodate student enrollment, each semester approximately 25 sections are needed for every AI.

AI courses are needed for every semester and may be offered during summer terms.

AI courses can be at any level (100-, 200-, 300-, 400-) and have prerequisites.

300- and 400-level AI courses without a course prerequisite must have ULLC 223 as a pre- or corequisite.

The Liberal Learning Emphasis element requires students to take six additional hours in an AI with at least three of the hours at the 300- or 400-level. Therefore courses are needed to help students meet this requirement.

Students will make their AI selections based on the course title and description. To attract students use a creative course title and course description.

Faculty can team-teach a course(s) and/or teach more than one section of the course.

Departments can submit proposals for existing courses or new courses.

Existing courses submitted as proposals for an AI must meet the AI objectives and should have a creative course title.

AI courses can also be designated writing intensive

Submission Process for Each Proposed Course

Read the information above and the course description and goals for INW.

Develop a syllabus

Complete the course proposal form for Investigating the Natural World that begins on the next page

If this is a new course, complete the Undergraduate Curriculum Course Proposal Form . This form is needed only if the course is a new course. The Undergraduate Curriculum Change to Existing Course form is needed if the course is not new, but the course number or title is changed.

By the deadline, submit the items below to your department Curriculum Point Person as both electronic and hard copy

Department Course Number Course Name:

Submission Checklist

Proposal ☒ Syllabus ☒ UCC Proposal for new course ☒

Check box for Honors course consideration ☐

AREA OF INQUIRY

INVESTIGATING THE NATURAL WORLD

This form must be submitted to the Liberal Learning Council as part of the submission process.

Please attach a proposed syllabus for this course and the Undergraduate Curriculum Course Proposal Form, if new course.

DEADLINE FOR PROPOSALS: 1 October 2006

Please answer the following questions:

Check Only One:

☐ This course is an existing course (in the current curriculum) that we are now proposing for this Area of Inquiry.

☒ This is a new course that we are now proposing for this Area of Inquiry.

Name and contact information of the curriculum point person for the department administering this course.

In any given semester, how many sections of this course is your department willing to offer?

Why is this course being offered/what is it designed to achieve (Course purpose/goal)?

All courses must address every objective listed below.

Lecture

☐ a.) Understand the process of science as well as its strengths and weaknesses

☐ b.) Understand that our present knowledge of the natural world is the result of the progression of scientific

ideas over time

☐ c.) Apply scientific knowledge to the definition, understanding, and evaluation of issues of contemporary society

☐ d.) Gain an understanding of a body of knowledge in at least one natural science

Laboratory

☒ a.) Ask and answer questions using the scientific process

☒ b.) Conduct experiments, analyze data, and draw conclusions from scientific experimentation

☒ c.) Present results and draw conclusions in both written or oral formats

☒ d.) Apply the scientific process to present-day questions

Briefly explain how this class addresses all the objectives in #4.



Course Assessment: **Check below how this course will accomplish the objectives in #5 (choose at least one).**

☐ Participating in class discussion and debate

☒ Engaging in teamwork and other collaborative exercises


☒ Writing analytical or evaluative papers, perhaps incorporating original research

☒ Making oral presentations

☒ Performing laboratory experiments

☒ Conducting data analysis

☐ Participating in fieldwork

☐ Other means – please identify 

Attach a proposed syllabus, which includes a statement of purpose, course objectives, and how these objectives will be accomplished.

8. Explain how this course connects to Vision 2010 – the CNU Strategic Plan (<http://www.cnu.edu/Vision2010> The links are down the left side of the page.)