General Studies Gold Request Form

Consult the General Studies Request FAQ for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in Kuali CM before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being sent to the Senate.

Submission Information

College/School	Department/School
New College of Interdisciplinary Arts and Sciences (CAS)	School of Social and Behavioral Sciences (CSOC&BEH)

Submission Type

Mandatory Review

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code	Course Number	Units/Credit Hours
PSY	101	3

Course Information
Enter the course catalog information, found in the web course catalog or Kuali CM.

Course Title

Introduction to Psychology

Course Catalog Description

Major areas of theory and research in psychology. Requires participation in department-sponsored research or an educationally equivalent alternative activity.

Enrollment Requirements (Prerequisites, Corequisites, and/or Antirequisites)

No

Is this a crosslisted course?

No

Is this course offered by (shared with) another academic unit?

Yes

College of Integrative Sciences and Arts (CBIS)
Dean, The College of Liberal Arts and Sciences (CLADN)

Statement of Support #1	Statement of Support #2	Statement of Support #3
[CISA letter of support.pdf](#)	[CLAS letter of support.pdf](#)	No Response

If this course or topic already carries a different General Studies Gold (not Maroon) designation than the one being requested, please check this box.

General Studies Gold Designation Request

Requested Designation

Social and Behavioral Sciences (SOBE)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

[PSY 101 Sample Syllabus.pdf](#)

Social and Behavioral Sciences (SOBE)
Courses in social sciences and behavioral sciences expose students to the systematic investigation of human institutions, relationships, social structures, behavior, emotions, communication, and health. Students will learn about evidence, methods, and approaches that social and behavioral scientists use to analyze, understand, and describe human activities, experiences, and systems. They will learn how social scientists and behavioral scientists conduct research, how they disseminate their findings, and how the findings from social and behavioral science can be used in the pursuit of individual, societal, and policy goals.

Most of the course content should align with the Gold category learning outcomes.

Instructions: In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. Do not provide links to Canvas shells.

SOBE Learning Outcome 1: Utilize behavioral or social science approaches, qualitative or quantitative, to examine aspects of human experiences or explain social or behavioral phenomena.

Each learning module discusses scientific approaches, practical application of scientific theories, and personal connection to the various topics. Students have weekly assessments (quizzes and projects) on each of these topics.

Module 1:
Psychological Foundation and Research Methods

Module 2:
The Brain, Sensation and Perception, States of Consciousness, and Learning

Module 3:
Memory, Intelligence, Motivation, and Emotion

Module 4:
Theories of Human Development, Gender and Sexuality

Module 5:
Personality, Stress, Health Psychology, Behavioral Health, Positive Psychology, Alternative Medicine

Module 6:
Psychological Disorders, Substance Use, Bereavement, Counseling, and Therapeutic Approaches

Module 7:
Social Psychology, Influences, and Movements

They also have a culminating project called a Goal Setting Project (four assignments are connected to this project) where they apply principles of learning (Module 2), goal setting theory, (Module 3) motivation (Module 3), stress management (Module 5), behavioral health (Module 5), positive psychology (Module 5), social psychology (Module 7) and social influences (Module 7).

SOBE Learning Outcome 2: Describe the strengths and limitations of behavioral or social science methods in predicting or understanding human behavior.

Students complete two Psychology Applied (PA) projects (Module 3 and Module 5) where they explore various concepts, apply them to specific examples in their own lives, and analyze what they learn in the context of the theories and concepts in the course.

In the first PA, they discuss various types of memories as well as the limitations of memory by exploring a shared experience through a picture of an event. They conduct interviews with people that were present at the event in the picture and explore the similarities and discrepancies between their memories, applying various theories of memory to their personal experience, and analyzing sensation and perception. They explore reasons why people interpret memories differently and why they forget certain details.

The second PA is exploring personality and various personality assessments. In this assignment, students discuss theories of personality and how they can be applied to different life situations, how various assessments can be used and when they should not be used, how they are used in the context of psychopathology, and the utility of defining domains of personality in the context

of personality theory and in every day life. They examine how personality has shaped their own personal and professional trajectories through a human development lens.

SOBE Learning Outcome 3: Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

The students culminating project, the Goal Setting Project (GSP), asks students to create a behavior modification plan for a specific measurable behavior and to track it throughout the course. Students must share their rationale for their choice, outline how it is measurable in the context of Goal Setting Theory (Module 3), assess how to incentivize and track it utilizing principles of learning (Module 2) and motivation (Module 3), explore how outside stressors (Module 5) and influences (Module 7), and present the reasons, based in the literature, as to why they felt successful in their goal attainment.

Both Psychology Applied assignments ask that students draw from the peer-reviewed literature to bolster their arguments.

List all course-specific learning outcomes. Where appropriate, identify the associated SOBE learning outcome(s) in brackets (see below for example). Note: It is expected that a majority of course-specific learning outcomes will be associated with a SOBE learning outcome.

1. Describe the historical roots of psychology. [SOBE LO1]
2. Describe the research methods used by psychologists. [SOBE LO1, 2, 3]
3. Describe the relationship between body and behavior and the mechanisms of sensation and perception and states of consciousness. [SOBE LO1,2]
4. Define the terms and describe the concepts and processes of learning and conditioning, thinking and memory, and motivation and emotion. [SOBE LO1,2,3]
5. Describe the basic theories of human development and personality. [SOBE LO1,2,3]
6. Define the terms and describe the issues in the area of intelligence and intelligence testing. [SOBE LO1,2]
7. Describe stress and its effects on behavior. [SOBE LO1,2]
8. Describe health psychology and factors to control stress. [SOBE LO1,2]
9. Identify the major categories of abnormal behavior. [SOBE LO1,2]
10. Describe the major therapeutic approaches used for the treatment of abnormal behavior. [SOBE LO1,2]
11. Describe the factors that influence group behavior and interpersonal relationships.[SOBE LO1,2, 3]
12. Describe how psychology is applied in real world situations.[SOBE LO3]

Provost Use Only

Backmapped Maroon Approval

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Liza Hita - November 12, 2024 at 2:49 PM (America/Phoenix)

Department Approval

Approved

Morgan Johnson

James Corbeille - November 15, 2024 at 9:06 AM (America/Phoenix)

GSC Coordinator Review

Approved

TJ Robedeau - November 15, 2024 at 2:29 PM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - November 15, 2024 at 5:17 PM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

TJ Robedeau - November 18, 2024 at 10:14 AM (America/Phoenix)

April Randall

Social and Behavioral Sciences (SOBE) Subcommittee

Acknowledgement Requested

Dawn DeLay

Cara McDaniel

Jen Eden

Emily Mertz - December 3, 2024 at 4:29 PM (America/Phoenix)

Thank you for the proposal. The subcommittee recommends revise and resubmit based on the following observations. Please provide a connection to LO1 with a specific assessment in a module rather than listing the modules. For LO3, please revise the assessment to put more emphasis/focus on how students are communicating arguments using evidence drawn from qualitative or quantitative sources rather than indicating students are asked to support their assignment from peer reviewed sources in a footnote. In other words, drawing evidence from qualitative or quantitative sources should be central in the objective of the assessment.

General Studies Council Meeting

Waiting for Approval

TJ Robedeau

April Randall

Proposer Notification

Notification

Liza Hita

College Notification

Notification

James Corbeille

Morgan Johnson