Evidence of Learning in a General Education Class

Evidence of Learning: PSY 2730					
Program Learning Goals Students will…	Measurable Learning Outcome Students will…	Method of Measurement Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Goal 1: Knowledge. Explore the field of biological psychology, its different specializations and sub-areas, and methods used in research, teaching and practice. Areas covered include: neuronal signaling, synaptic anatomy and physiology, function and dysfunction of the central nervous system, the biology of sensation and movement, cognitive functions and psychological disorders.	1.A: Students will be able to describe and make use of critical facts (e.g. *neuroanatomy structure-function relationships*), concepts (e.g. *synaptic plasticity as a basis for memory, neural physiology*), and causal processes (e.g., *DNA-mRNA transcription and translation, neurotransmission and mental function*) in biopsychology, and classify their role in the theories and/or theoretical approaches in biopsychology.	Measure 1: Between 40 and 80 MC/TF questions on 5 class exams. Measure 2: Between 0 and 30 labeling/matching questions on 5 class exams. Measure 3: Between 2 and 5 essays on 5 exams. Measure 4: Two writing assignments.			
	1.B: Student will be able to name key scientists (e.g., *Hubel and Wiesel, Hodgkin and Huxley*), summarize research techniques (e,g., *single cell recording, MRI, etc.*), and judge how they empirically support biopsychological ideas (e.g., *subcortical involvement in motor dysfucntion*)	Measure 1: Between 40 and 80 MC/TF questions on 5 class exams. Measure 2: Between 0 and 30 labeling/matching questions on 5 class exams. Measure 3: Between 2 and 5 essays on 5 exams. Measure 4: Two writing assignments.			

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Goal 2: Application. Integrate theories and research with real-life applications so as to make the study of Biological Psychology both interesting and meaningful. Appreciate the depth of knowledge currently available concerning the biological basis of behavior and the societal advantages provided by such knowledge in terms of understanding, prediction, and intervention (e.g. through medical and psychological treatment of diseases and disorders).	1A: Students will be able to illustrate how their own or others' everyday behavior is explained by various biopsychological theories or theoretical approaches (e.g., *neural reductionism; drug action at the synapse*), analyze their own less adequate explanations of, or beliefs about, the brain and behavior (e.g., *people use only 10% of their brains?*), and revise their inadequate beliefs or explanation (e.g., *addiction is simply a matter of will-power*).	Measure 1: Between 40 and 80 MC/TF questions on 5 class exams. Measure 2: Between 0 and 30 labeling/matching questions on 5 class exams. Measure 3: Between 2 and 5 essays on 5 exams. Measure 4: Two writing assignments.			
	2B: Students will be able to describe how biopsychological facts, theories, methods or techniques can be applied to their own or others' behavior (e.g., *genetic predispositions, ADHD, Alzheimer's, etc.)* and evaluate the value of using biopsychology to make sense of human behavior, thinking, emotion, memory, and perception.	Measure 1: Between 40 and 80 MC/TF questions on 5 class exams. Measure 2: Between 2 and 5 essays on 5 exams. Measure 3: Two writing assignments.			
	2C: Students will recognize and describe professional career options available to biopsychology students (e.g., *M.D., Clinical Psychologist, Neuroscientist, etc.*)	Measure 1: Between 2 and 10 multiple choice questions. Measure 2: Non-graded class discussion/s.			

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Students will also be encouraged to prepare themselves for the real-life application of their degree if they focus upon the biological and physiological aspects of psychology by educating them about different career paths (e.g. clinical, research, industry, etc.).					

Goal 3: Values Students will share key values adopted by biopsychologists and neuroscientists, which include (but are not limited to) skepticism and intellectual curiosity, ethical treatment of animal and human subjects, and proper use of the scientific method to understand nervous system function and dysfunction.	3A: Students will identify the values and beliefs necessary to be "scientists of behavior" (e.g., skepticism, curiosity, ambiguity).	Measure 1: Between 1 and 10 MC questions from 5 exams. Measure 2: Between 1 and 4 essays from 5 exams.			
	3B: Students will begin to recognize and adopt values consistent with assumptions of scientific biopsychology (*e.g., causality regarding neural function and human traits).*	Measure 1: Between 1 and 10 MC questions from 5 exams. Measure 2: Between 1 and 4 essays from 5 exams.			
	3C: Students will identify the ethical obligations of research biopsychologists and those in the medical community that do both research to gather data, and practice medicine based on our current understanding of nervous system function/dysfunction.	Measure 1: Between 1 and 10 MC questions from 5 exams. Measure 2: Between 1 and 4 essays from 5 exams.			

Goal 4: Communication Students will exhibit skills to professionally communicate their understanding of terms, concepts, research, and theories of the discipline to others via written and oral formats.	Goal 1: Students will define the meaning of key biopsychological terms and concepts.	Measure 1: Between 40 and 80 MC/TF questions on 5 class exams. Measure 2: Between 0 and 30 labeling/matching questions on 5 class exams. Measure 3: Between 2 and 5 essays on 5 exams. Measure 4: Two writing assignments.			
	Goal 2: Student will be able to write short answers to direct questions about ideas in psychology	Measure 1: Between 2 and 5 essays on 5 exams.			
	Goal 3: Students will be able to write 2-5 page papers showing creative integration of primary research, review articles, and knowledge gained via the class text and class discussions.	Measure 1: Two writing assignments.			