

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1088**

**Fields marked with \* are required**

**Name of Initiator:** Sarita Jo Cargas      **Email:\*** [cargas@unm.edu](mailto:cargas@unm.edu)      **Date:\*** 08-25-12  
**Phone Number:\*** 505 277-4211      Initiator's Title\* Lecturer III: UC University Honors Program

Associated Forms exist?\*

Yes ▼

Faculty Contact\* Rosalie Otero  
Department\* U Honors

Administrative Contact\* Lee Clark  
Admin Email\* laclark@unm.edu

**Branch**

Admin Phone\* 277 4211

Proposed effective term:

Semester Fall ▼ Year 2013 ▼

**Course Information**

Select Appropriate Program Undergraduate Degree Program ▼

Name of New or Existing Program \* University Honors - Soc/Behav Sci Core Course

Select Category UG Core Course ▼ Degree Type

Select Action New ▼

**Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.**

See current catalog for format within the respective college (upload a doc/pdf file)

[Soc:Beh syll.docx](#)

**Does this change affect other departmental program/branch campuses? If yes, indicate below.**

Reason(s) for Request \* (enter text below or upload a doc/pdf file)

It is expected that this change will be implemented by all branch campuses who offer honors courses.

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications. \*

[Form C core course Soc Behav.docx](#)

# The Individual and the Collective: Psychological Theories from the Ground Up

## The Individual and the Collective:

This is an interdisciplinary introduction to the social and behavioral sciences. Insight from multiple disciplines including psychology, anthropology, political science, sociology and economics will be used to critically analyze local, national, or global problems.

## Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Identify, describe, and explain human behaviors and how they are influenced by social structures, institutions, and the processes within the contexts of complex and diverse communities.
2. Articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.
3. Describe ongoing reciprocal interactions among self, society, and the environment.
4. Analyze and critically evaluate relevant issues, ethical dilemmas, and arguments from multiple social science disciplines (e.g., psychology, anthropology, political science, sociology, economics).

## Required Texts and Materials:

*The Principles of Psychology*, William James

*The Psychology of the Child*, Jean Piaget and Barbel Inhelder

*Beyond Freedom and Dignity*, B. F. Skinner

*In a Different Voice: Psychological Theory and Women's Development*, Carol Gilligan

*Racial Formation in the United States*, Michael Omi and Howard Winant

*Bad Blood: The Tuskegee Syphilis Experiment*, James Jones

## Sample Requirements and Assignments:

- Students will read various texts and other supplemental readings.
- Students will discuss, debate, and deliberate ideas based on reading assignments.
- Students will be able to identify, describe, and explain human behaviors and how they are influenced by social structures, institutions, and the processes within the contexts of complex and diverse communities.
- Students will articulate how belief, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.
- Students will describe ongoing reciprocal interactions among self, society, and the environment.
- Students will apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate issues, ethical dilemmas and arguments

## Course Calendar

Module I	Week 1	<b>Introduction to the Subject (1-3 weeks)</b> Why is it important to study psychology? How did the field of psychology emerge? What are the different areas of psychology? How does the development of psychology fit with the other co-existing fields (such as sociology, medicine, psychiatry)?
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Module II	Week 4	<b><u>Formal Analysis: What are the driving psychological theories (4-6 weeks)</u></b> What, in James' view, are the constituents of the self? Why does Skinner object to conceptions of human nature that include ideas of human freedom and dignity? What are the main stages of human cognitive development?
Module III	Week 8	<b><u>Contextual Analysis: Evaluating the cultural fit (4-6 weeks)</u></b> How do these foundational psychological theories fit across age? How do these foundational psychological theories fit across gender? What is the history of psychology with different cultures? - How do the theories fit? What other historical issues have emerged? What are critical components to consider when thinking about psychology across different cultures?
Module IV	Week 12	<b><u>Final Project (1-3 weeks)</u></b> Students would present the findings from their final research paper.

**Assessment:**

(1) Class participation

- Students will work collaboratively in small groups to evaluate historical and contemporary psychological theories and their applications/implications for different cultures.
- Working in small groups, students will visualize a problem in their city, state, or nation and develop psychologically-based prevention and intervention approaches to address that issue.

(2) Students will complete four 4-page essays analyzing various psychological theories that address how cultural background influences the interpretation, experience, and value of each of the presented psychological theories.

(3) Students will explore controversial psychological theories and write (1) essay that describes the nature of the controversy, the issues surrounding the dispute, solutions, and personal opinion.

(4) 1 formal group presentation

- In a group format, students will explore at least one prominent ethical issue that has faced the field of psychology and the sociopolitical ramifications of that issue, and present their findings back to the class.

(5) 1 end-of the semester research paper

PLAN FOR ASSESSMENT OF COURSES IN THE UC GENERAL EDUCATION  
CORE CURRICULUM

Department Name: Honors

Dept. Assessment Contact: Dr. Rosalie Otero

I. Course Number and Title: **The Individual and the Collective: Psychological Theories from the Ground Up**

A. Course Goal #1: Students will analyze and evaluate foundational and primary works in the fields of social and behavioral sciences.

SLO 1: Identify, describe, and explain human behaviors and how they are influenced by social structures, institutions, and the processes within the contexts of complex and diverse communities. Addresses UNM/HED Area IV, Competency 1.

B. Course Goal #2: Students will demonstrate knowledge of diverse cultures.

SLO 2: Articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions. Addresses UNM/HED Area IV, Competency 2.

SLO 3: Describe ongoing reciprocal interactions among self, society, and the environment. Addresses UNM/HED Area IV, Competency 3.

C. Course Goal #3: Students will acquire civic knowledge and the ability to apply ethical reasoning.

SLO 4: Analyze and critically evaluate relevant issues, ethical dilemmas, and arguments from multiple social science disciplines (e.g., psychology, anthropology, political science, sociology, economics). Addresses UNM/HED Area IV, Competency 4.

II. How will evidence of learning be gathered?

1. What: For each SLO, identify one or more data collection points in the course. Preferably these are samples of student work already in the syllabus.
  - a. Four 4-page essays.
  - b. 1 formal group presentation.
  - c. 1 end of the semester research paper.
2. How: For this course, describe:
  - a. Will the assessment include evidence from all sections of the course, or some subset of sections? Address the validity of any proposed sample of sections.
    - i. There will be evidence from all sections.
  - b. Will the assessment include evidence from all students in the assessed sections or a sample? Address the validity of the proposed sample of students.

- i. There will be evidence from all students
- c. Will all student learning outcomes for this course be measured every time? If not, how will the complete set of SLOs for the course be subset for measurement a chunk at a time?

SLOs will be individually assessed on a 3-year cycle (one course goal per year)

3. When:

- a. Is assessment of student learning outcomes already underway in this course? If not, in what term (e.g., Fall 2007) will assessment of student learning outcomes commence in this course?
  - i. Assessment will commence when the course is first offered.
- b. With what frequency (e.g., every term, a different term each year, etc.) will assessment of student learning outcomes take place in this course?
  - i. SLOs will be individually assessed on a 3-year cycle (one course goal per year).
- c. On what cycle will the complete set of SLOs for the course be assessed (e.g., all outcomes every term, a subset of outcomes each term with all outcomes every academic year...)?
  - i. The complete set of SLOs will be assess in a 3-year cycle.

4. Who:

- a. Who will administer the measure or collect the student products?
  - i. The faculty member(s) teaching the course.
- b. Who will review/mark the products relative to the SLO statements and established qualitative criteria?
  - i. The faculty member(s) teaching the course.
- c. Where rubrics (or evaluative criteria) have been developed for assessing student learning for a given outcome, please enclose a copy of the rubric/qualitative criteria.

**D. What process will be used to analyze/interpret the assessment data for this course?**

- 1. Who will participate?
  - a. An Honors college faculty committee
- 1. How will recommendations be communicated?
  - a. In a memo to the faculty
  - b. Included in the annual report
  - c. At a semi-annual meeting of Honors faculty addressing assessment and pedagogy
- 2. When will interpretation and recommendations take place?
  - a. In the weeks immediately following the end of the term

**E. How will results of assessment in this course be used for improvement?**

Note: This process may be different for each course or the same for all courses in the dept.

- 1. Describe the process for consideration of the implications of assessment for change:
  - a. to assessment mechanisms themselves.

- i. As the number of offerings and section change, assessment mechanisms might need to be changed (evidence from students, sections and assessment scheduling).
    - b. to course design.
      - i. Those assessing the course may suggest changes in course features:
        - a. Length of class sessions.
        - b. Frequency of class meetings
        - c. The allotment of time to course topics
    - c. to pedagogy
      - i. Those assessing the course may suggest changes in teaching methods:
        - a. Reading requirements
        - b. Discussion facilitation methods
        - c. Number and nature of writing assignments and oral presentations
        - d. The configuration of class activities (discussion, short lecture, small group discourse, writing prompts, etc.)
2. Who participates in this discussion/decision making?
    - a. Honors College Faculty
  3. How will recommendations be communicated?
    - a. Orally and in memo form
  4. When will this discussion/decision making take place?
    - a. Subsequent to the meeting(s) interpreting assessment data

### Social and Behavioral Interdisciplinary Course Assessment Rubric

(Boix Mansilla, V., Dawes Duraisingh, E., Wolfe, C.R., & Haynes, C. (2009). Targeted Assessment Rubric: An Empirically Grounded Rubric for Interdisciplinary Writing. *The Journal of Higher Education* 80 (3) 334-353.)

#### *Disciplinary Grounding (25%)*

**Guiding Question:** Does the student use disciplinary knowledge accurately and effectively (e.g., concepts, theories, perspectives, findings, examples)?

#### Naïve

A disciplinary knowledge base is not discernible in the sense that the ideas and information included do not stem from any particular disciplinary tradition. Misconceptions and folk beliefs abound. In some cases, jargon is used with little evidence of understanding.

Or: the student misuses sources in a major way—e.g., non-credible sources, misunderstanding the meaning of source(s), relying too heavily on one source.

The student shows little to no awareness of the methods, habits of mind, and validation criteria by which knowledge is constructed and verified in the disciplines. Opinions and information summaries are presented as matters of fact.

#### Novice

The student uses disciplinary concepts, theories, perspectives, findings, or examples in simplistic, general, or mechanical ways—as in the “textbook” version of a discipline. Key claims are sometimes not supported, or concrete disciplinary examples are disconnected from key claims.

Some misconceptions and unwarranted use of jargon may be present. Sources are used pro-forma. The student shows awareness of or uses disciplinary methods and modes of thinking in one or more of the included disciplines, but employs them mechanically, superficially, or algorithmically. There may be oversimplifications and misconceptions about methods.

### Apprentice

Concepts and theories are used effectively in accordance to their disciplinary origins, in ways adopted by disciplinary experts. Theories and generalizations are consistently supported with examples or findings from the disciplines involved.

Conversely, concrete cases and examples are interpreted with disciplinary concepts and theories.

Relevant and credible sources are used intelligently to advance the argument of the piece, though the paper may have too many unnecessary sources, or key sources may be missing.

The student accurately employs methods, modes of thinking (e.g., ways to select evidence or construct causal accounts), and validation criteria to construct knowledge in one or more of the selected disciplines.

### Master

In addition to the qualities outlined at Level 3, a well organized network of concepts, theories, perspectives, findings, and examples within one or more of the selected disciplines is clearly visible.

Some insightful new examples, interpretations, or responses within the selected disciplines may be present.

There is sophisticated use of sources. The sources used are relevant and credible and integrated thoughtfully and purposefully to advance the student's argument.

The student accurately employs methods, habits of mind, and validation criteria to construct knowledge in one or more of the selected disciplines.

He or she does so effectively, exhibiting language that describes the constructed nature of disciplinary knowledge (e.g., the provisional nature of insights, the limits of generalizations, the multiplicity of interpretations).

### *Integration (50%)*

**Guiding Question:** Does the student include selected disciplinary perspectives or insights from two or more disciplinary traditions that are relevant to the purpose of the paper?

#### Naïve

The paper shows no evidence that *disciplinary* perspectives are used to address the paper's purpose.

Multiple perspectives or points of view may be considered but these do not represent *disciplinary* views and/or are not clearly related to the paper's purpose.

#### Novice

The paper includes two or more relevant disciplinary perspectives or fields but the connections between the included disciplinary insights and the purpose of the work are superficial or unclear. Crucial disciplinary perspectives may be missing.

#### Apprentice

The paper includes two or more relevant disciplines or fields. Selected disciplinary insights are clearly connected to the purpose of the work. Disciplinary perspectives that are tangential to the purpose may be present, or relevant perspectives missed.

#### Master

The paper includes two or more relevant disciplines or fields. Selected disciplinary insights are clearly connected to the purpose of the work. No unrelated disciplinary insights appear and no crucial perspectives are missing. If the paper includes some tangential perspectives which are, however, original it should be considered Level 4 for this criterion.

**Guiding Question:** Do the conclusions drawn by the student indicate that understanding has been advanced by the integration of disciplinary views?

### Naïve

The student attempts to make connections across different perspectives but these are unrelated to the apparent purpose of the paper.

### Novice

Minor efforts at integration are present. Or a language of integration is present but is used mechanically to yield minimal advancement toward the intended purpose.

### Apprentice

The student makes a valid integration of disciplinary insights to generate understandings linked to the purpose of the paper. However, some obvious opportunities to advance the purpose of the paper are overlooked or undeveloped.

### Master

The student takes full advantage of the opportunities presented by the integration of disciplinary insights to advance his or her intended purpose both effectively and efficiently. The integration may result in novel or unexpected insights.

### *Critical Awareness (25%)*

**Guiding Question:** Does the student show awareness of the limitations and benefits of the contributing disciplines or how the disciplines intertwine?

### Naïve

There is no awareness of the differing contributing disciplines or fields or their benefits or limitations (e.g., the topic is only approached from a commonsense or very general standpoint).

### Novice

There is awareness of which disciplines are being used but there is no or only brief discussion of the limitations and/or benefits of the disciplinary contributions. There may be some misconceptions about how the disciplines are being used.

### Apprentice

The benefits and/or limitations of the differing contributing disciplines or fields are sufficiently and clearly discussed. Some of the points made may be general or obvious.

### Master

The benefits and/or limitations of the differing contributing disciplines or fields are discussed clearly, insightfully, and in relationship to one another. Students describe individual contributions and highlight how views complement, balance, add empirical grounding or put into question insights from other disciplines included in the work.

Required attachment for adding core course as required by the instructions, "Criteria for adding core curriculum courses"

- a. Statement of the core area course will fit in, rationale: how will course benefit UNM students, why does it belong in the core curriculum:

This new core course in the Social and Behavioral Sciences area will benefit honors students by helping them remain and complete the Honors College curriculum. Currently too many students are forced to drop the program due to scheduling difficulties and problems fulfilling all their university graduation requirements including those for their major, minor, honors, and university core requirements. Allowing them to count a number of specific honors core courses towards their honors requirements will alleviate one of the more common problems for honors students. The honors version of the core course will also enhance the university core curriculum because it will introduce intense foci on interdisciplinarity and primary source materials.

- b. Impact statement on effect course may have on other departments/courses currently in core:

"This new core course will minimally affect the number of students who take a pre-existing university core course. Honors students only make up approximately ten percent of the university population. Furthermore, Honors students are likely to take many of their core courses in the disciplines because those courses are prerequisites for courses in the students' majors.

- c. Current and predicted enrollments for the next 3 yrs.

We predict these courses will fill at the Honors class maximum size of 17 students per course.

- d. Budget/Faculty Load Statement: budget impact statement, resources (faculty/facilities) that the department has for teaching the course, memo from Dean or College Curriculum Committee regarding financial support for 5-10 yrs.

*Budget impact statement:*

See below.

*Resources (faculty/facilities) that the department has for teaching the course:*

The current honors full-time and adjunct faculty are prepared to teach these courses. The projected budget for the new Honors College projects hiring 3-6 new faculty over the next several years and they also will be a resource to teach the new core courses.

*Memo from Dean or College Curriculum Committee regarding financial support for 5-10 yrs: See below.*

For "Budget Impact Statement"

APPENDIX E



**APPENDIX E**  
**Cost Estimation and Sources of Funding**

**COST ESTIMATION**

<b>Faculty</b>	
Dean	\$ 160,000
Associate Dean - SAC and course buy-out	40,000
T/TT Faculty(1)	75,000
T/TT Faculty	75,000
T/TT Faculty	75,000
Honor Fellows (6) - 4 course buyouts/year @ \$7000/course (2)	168,000
Lecturer (1)	45,000
Part Time Instructors - 12 courses/year @ \$3,800/ course	45,600
	\$ 683,600
<b>Staff</b>	
Accountant I	\$ 40,000
Admin I for Deans Office	27,000
Development Associate	54,000
Admin I for Scholarship Office	27,000
CAELD, NISF Program Specialist	45,000
Academic Advisors (4)	144,000
	\$ 337,000
<b>Benefits</b>	
Fringe Benefits (29%)	\$ 289,134
<b>Total Salary and Benefits</b>	<b>\$ 1,309,734</b>
<b>Other</b>	
Recruitment Budget	\$ 25,000
Supply and Equipment Budget	50,000
	\$ 75,000
<b>Total</b>	<b>\$ 1,384,734</b>

**Tuition & Funding Formula Assumptions**

**Assumptions:**

- 90 new students to the University that graduated within the top 25% of their class.
- Each student averages 26 credit hours per year to graduate in 5
- 85% retention rate
- Half of a student's credit hours are lower division/half upper
- Instruction/Instructional Support Expenditure calculation used by the State Funding Formula.

**Gross Tuition & Formula Revenue**

- Freshman Year 90 students \* 26 ch \* \$151.48 = \$354,463
- Sophomore Year 77 students \* 26 ch \* \$151.48 = \$303,263
- Junior Year 65 students \* 26 ch \* \$242.96 = \$410,602
- Senior Year 55 students \* 26 ch \* \$334.44 = \$478,249
- 5th Year Senior 45 students \* 26 ch \* 334.44 = \$391,295

Total Gross Tuition & Formula Revenue = \$ 1,937,872

Notes: (1) Market Salaries for tenure stream faculty vary widely depending on discipline; \$75000 is an estimated average that would include humanities, physical and social sciences  
 (2) Course buy-out costs will depend on current college policies. For example, A&S is moving to a policy that charges 1/8 of annual salary for one course buy-out.



MEMO

TO: Faculty Senate Curriculum Committees  
FROM: Kate Krause, Interim Dean, University College  
RE: Support for Core Courses in Honors  
Date: July 10, 2012

Last spring the Faculty Senate approved the creation of an Honors College. One component of the proposal was the establishment of courses in Honors that satisfy Core Curriculum requirements by delivering content that addresses the learning outcomes established for each disciplinary area. The Honors faculty have developed this course to allow Honors students to satisfy a core requirement in [the social and behavioral sciences]. The long-term plan for the Honors College is to develop courses in each of five (?) core areas.

These courses will be taught by current tenure stream Honors faculty, new hires in Honors, adjunct faculty with special expertise in the area and Honors Fellows whose tenure homes are in a specific discipline. The budget established for the Honors College is sufficient to compensate these faculty members and, in the case of Honors Fellows, to compensate their home departments.

University College is committed to supporting this course now and as the Honors College grows.