

STOP--This is the "view only" form (cannot be edited)

When you make changes in "Edit" forms, refresh this page to review your changes.

Signature

1. Action:	Revise Course
2. Subject:	PSY
2a. Course No.:	110
2b. Course Title:	Introduction to Psychology
Date last modified:	10/14/14
A. State the reason(s) for revising, deleting, deactivating, or creating this course:	
This course is submitted for review and update per Title 5 requirements.	
Initiated by:	Shawn Purcell
Dept. Chair:	Jessica Park

College of Marin-Course Outline

Part 1: Course Information

3. Specify the first semester/year the new course or change will take effect: Fall 2015 All new, deactivated, or deleted course outlines submitted by October 1st will take effect the following fall semester unless approved otherwise. All course revisions submitted by October 15th will take effect the following fall semester unless approved otherwise.			
4. Offered as Short Term only : (Define Weeks, Days, Hours Course Meets)			
5. Open Entry/Exit: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
6. Maximum Class size: 49 Previous Max: 49 If changing class size, please provide a rationale in the "Reasons for" section of the signature page.			
7. Times Taken for credit: 1 Repetition Rationale for additional times for credit (Refer to Title 5 sections 55040 and 55041): As of January 1st, 2013, the only credit courses that may be properly designated repeatable are: 1) courses for which repetition is necessary to meet the major requirement of California State University (CSU) or University of California (UC) for completion of a bachelor's degree; 2) intercollegiate athletics; and 3) intercollegiate academic or vocational competition.			
8.Grading Systems:	<input checked="" type="checkbox"/> P/NP	<input checked="" type="checkbox"/> Letter	Default Grade:
9.Primary Method of Instruction:	Lecture		

Distance Learning: 100% or % Hybrid. If Distance Learning course content delivery methods are used, also provide a completed Distance Learning (DL) Form.

10. Stand Alone Course - may lead to future program: Yes No Pilot

11. For Basic Skills Math, English and ESL courses, please note how many levels below transfer if applicable:

12. For College of Marin Degree: New Course Revised course previously approved for COM degree

This Course satisfies the requirement for following degree(s): (Please submit a revised AA/AS degree form)

AA in Psychology

13. Skills Certificate (Less than 18 Units):

Certificate of Achievement (18+ Units):

Revised course previously approved for certificate New Course: please add to certificate

14. COM General Education Requirement:

<input type="checkbox"/> A-Natural Science	<input type="checkbox"/> F-American Institutions
<input checked="" type="checkbox"/> B-Social and Behavioral Science	<input type="checkbox"/> G-Cross-Cultural Studies
<input type="checkbox"/> C-Humanities	<input type="checkbox"/> H-Physical Activity
<input type="checkbox"/> D-Composition, Written	<input type="checkbox"/> Revised course previously approved for COM G.E.
<input type="checkbox"/> E-Communication and Analytical Thinking	<input type="checkbox"/> New course: Please submit for COM G.E.

15. CSU General Education Requirement

United States History Constitution, and American Ideals requirement

A. English Language Communications and Critical Thinking:

A-1 A-2 A-3

B. Scientific Inquiry and Quantitative Reasoning:

B-1 B-2 B-3 B-4

C. Arts and Humanities:

C-1 C-2

D. Social Sciences:

D-0 D-1 D-2 D-3 D-4 D-5 D-6 D-7 D-8 D-9

E. Lifelong Understanding and Development

16. CSU Elective CSU Major:

Revised course previously approved for CSU G.E. Please submit for CSU G.E.

17. IGETC UC/CSU General Education Requirement

1. English Communication

1-A 1-B 1-C

2. Math Concepts and Quantitative Reasoning
3. Arts and Humanities
 3-A 3-B
4. Social and Behavioral Sciences
5. Physical/Biological Sciences (Choose 5-A or 5-B and mark "Lab" if applicable)
 5-A 5-B Lab
6. UC Requirement Language Other Than English

18. UC Elective UC Major:

Revised course previously approved for UC IGETC Please submit for UC IGETC

19. Please submit for consideration for the Cross-Cultural Studies Requirement. This course is being proposed to satisfy the requirements listed below:

- Sonoma State Requirement
- UC Berkeley Requirement
- COM Cross-Cultural Studies Requirement (Area G)

List other school and requirement below:

Part 2: Course Revision Recap

Please complete this recap in addition to actual changes on the form. Thank you.

COURSE ITEM	From	To	COURSE ITEM	From	To
Course Number			Weeks		
Lecture Hours			Student Units		
Lab Hours			Teaching Units		
Practicum Hours			Materials Fee		
Activity Hours			Times Taken		
Other Hours			Grading System		

Other Changes (Please check all that apply. Thank you.)

<input checked="" type="checkbox"/> Catalog Description	<input type="checkbox"/> Schedule Description	<input checked="" type="checkbox"/> Student Outcomes	<input checked="" type="checkbox"/> Methods of Instruction
<input type="checkbox"/> Course Content	<input checked="" type="checkbox"/> Critical Thinking	<input checked="" type="checkbox"/> Methods of Evaluation	<input checked="" type="checkbox"/> Texts/Assigned Reading

ITEM	PROPOSED REVISION
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Course Title	From	
	To	
Prerequisite	From	
	To	
Corequisite	From	
	To	
Advisory	From	
	To	
Primary Method of Instruction	From	
	To	
Method of Attendance	From	
	To	
Other	From	
	To	

Part 3: Teaching Units

1. Student Units

Teaching Method	Hours/Week	Total Weeks	Student Units
A. Lecture	<input type="text" value="3.0"/>	<input type="text" value="17.5"/>	<input type="text" value="3.0"/>
B. Lab	<input type="text"/>	<input type="text"/>	<input type="text"/>
C. Lecture/Lab	<input type="text"/>	<input type="text"/>	<input type="text"/>
D. Other Hours*	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total:	<input type="text" value="3.0"/>	<input type="text" value="17.5"/>	<input type="text" value="3.0"/>

E. Other hours (* Describe other hours listed above)

2. Service Units

Service Value	Hours/Week	Total Weeks	Teaching Units
A. Lecture (100%)	<input type="text" value="3.0"/>	<input type="text" value="17.5"/>	<input type="text" value="3.000"/>
B-1. Studio (83%)	<input type="text"/>	<input type="text"/>	<input type="text"/>
B-2. Laboratory (83%)	<input type="text"/>	<input type="text"/>	<input type="text"/>
C. Practicum (70%)	<input type="text"/>	<input type="text"/>	<input type="text"/>
D. Activity (66%)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other Hours*	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total:	<input type="text" value="3.0"/>	<input type="text" value="17.5"/>	<input type="text" value="3.000"/>

E. Other hours (* Describe other hours listed above)

F. Give Justification for service value and total hours as listed above in addition to the sections specified in the UPM contract (Previously # 31)

Lecture hours are 1 hour per TU which complies with the current UPM Collective Bargaining Agreement.

Part 4: Course Content

20. Primary Goal: Transfer

21. Cross Listed Course: List discipline number and title of cross listed course(s) and give reasons for cross listing. Note: Each cross-listed course must have its own course on file and be signed by the department chair.

N/A

22. Interdepartmental Considerations: (Department affected by this recommendation must have that department chair's signature.)

N/A

23. Department Feasibility: Can the department commit the following resources necessary to support the course as proposed? Note: Approval by the Curriculum Committee does not imply approval for funding. Please use the appropriate sections of the Mini Program Review for funding requests if needed.

- | | |
|--|--|
| <input checked="" type="checkbox"/> Facilities | <input checked="" type="checkbox"/> Staff Support |
| <input checked="" type="checkbox"/> Equipment | <input checked="" type="checkbox"/> Teaching Units |

If any of the resources above are not checked as feasible, please comment below:

24. Required Learning Resources: If applicable, please explain how the budgetary and equipment learning resources needs have been coordinated within the department and/or Media Services (cost of tapes, CDs, DVDs, license fees, computers, lab equipment, etc.). For distance education courses, complete the Distance Education (DE) form.

25. Library Resources and Information Literacy: What library resources will be used to support the course as proposed? Check all that apply. Please contact reference librarians for more information about applicable resources.

- | | |
|--|--|
| <input checked="" type="checkbox"/> Online Public Access Catalog | <input checked="" type="checkbox"/> Reference Books |
| <input checked="" type="checkbox"/> Periodicals | <input checked="" type="checkbox"/> Online Databases |
| <input checked="" type="checkbox"/> World Wide Web Sites | |

Provide examples of how the library resources are used in this course to encourage information literacy:

Students will utilize library and Internet resources for research papers and course assignments.

26. Course Description:

- For revised courses, please copy the formatted and copy-edited course description provided in the most recent course catalog. Revise as necessary.
- For new courses, please list course number, title, student units, any prerequisites, corequisites, advisories or other limitations on enrollment, lecture and lab hours, the times course may be taken for credit if more than one, or if course is offered in a distance learning format. Limit to four sentences.
- If there are prerequisites, corequisites, or advisories, please remember to complete the appropriate matrices in the “Pre. Matrix” page.)

PSY 110: Introduction to Psychology 3.0 Units. 3 lecture hrs/wk. No prerequisite.

This course examines traditional areas of psychological investigation from a scientific perspective. Topics include scientific methodology, human development, personality, psychological measurement, psychopathology, psychotherapy, motivation, perception, social influences on behavior, cognitive processes, learning, and biological basis of behavior. Instructor may recommend a community assignment of students to schools, social agencies, or other settings where psychological principles and skills are being applied. Can also be offered in a distance learning format.

27. Course Content:

(Outline the major topics in a representative sequence from the beginning of the course to the end. Include subtopics.)

Lecture Topics:

Themes of Psychological Science

- Intellectual origins of psychology
- Scientific foundations of psychology development
- Applications of psychological science

Research Methodology

- What is scientific inquiry?
- Types of studies in psychological research
- Data collection methods of psychological science
- How data is analyzed and evaluated

Genetic and Biological Foundations

- Nervous system and how it operates
- Influence of neurotransmitters to emotion, thought, and behavior
- How neural messages are integrated into communications systems

The Brain and Consciousness

- Basic brain structures and their functions
- How the brain changes
- How the brain is divided
- The study of consciousness
- What is sleep?

Sensation, Perception, and Attention

- How do we sense our worlds
- Basic sensory processes
- Basic perceptual processes
- How attention helps the brain manage perceptions

Learning and Reward

- Development of behavioral study of learning
- Operant conditioning vs classical conditioning
- How watching others affects learning processes
- Biological basis of reward
- Learning at the neuronal level

Memory

Basic stages of memory
What are the different memory systems
Information organization in long-term memory
Brain processes involved in memory
When do people forget?
How are memories distorted?

Thinking and Intelligence

How the mind represents information
Decisions and problem solving
Understanding intelligence

Motivation

How motivation activates, directs, and sustains behavior
Why are human beings social?
How do people achieve personal goals?
What determines how we eat?
What is addiction?
Factors that motivate sexual behavior

Emotions and Health

How emotions are adaptive
How people experience emotions
The neurological basis of emotions
How people cope with stress
Behaviors that affect physical health

Human Development

What shapes a child?
How children learn about their worlds
How children and adolescents develop their identities
What brings meaning to adulthood?

Personality

Scientists and the study of personalities
How is personality assessed, and what does it predict?
Biology and the basis of personality
Can personality change?

Disorders of Mind and Body

How mental disorders are conceptualized and classified
Can anxiety be the root of seemingly different disorders?
Are mood disorders extreme manifestations of normal moods?
Is schizophrenia a disorder of mind or body?
Are personality disorders truly mental disorders?
Should childhood disorders be considered a unique category?

Treating Disorders of Mind and Body

How mental illness is treated
What are the most effective treatments?
Can personality disorders be treated?
How should childhood disorders be treated?

Social Psychology

How we know ourselves
How attitudes guide behavior
How we form our impressions of others
How others influence us
When do we harm or help others?
What determines the quality of relationships?

Lab Topics:

N/A

28. Student Learning Outcomes (SLOs) for first time taken for credit: Please list the broad and assessable outcomes using active verbs to describe what students will be able to do upon successful completion of the course. 3-5 SLOs are recommended. "Upon successful completion of this course, students will be able to:"

- 1) Relate major psychological theories and approaches to the study of behavior.
- 2) Apply scientific method through observation, modeling, criteria setting in hypothesis testing, and data analysis.
- 3) Describe behavior patterns associated with specific psychological disorders.
- 4) Compare psychological principles to real-life behavior.

SLOs for Additional Repetitions (if applicable): Please list distinct SLOs for each repetition of the course.

N/A

29. Course Objective(s): For UC transferable courses, please list more discrete objectives that list specific skills students will learn. Best practices suggest 5-10 detailed objectives.

1. Relate major psychological theories to study of behavior.
2. Describe behavior patterns associated with specific psychological disorders.
3. Compare psychological principles to real-life behavior.
4. Apply scientific method through observation modeling and data analysis.
5. Compare and contrast social influences effect on behavior and personality.

30. Critical Thinking: Give several representative examples using active verbs of how critical thinking processes or activities occur in this course. Best practices suggest 3-5 examples. These examples can relate to SLOs and course objectives.

1. Describe biological and environmental factors that lead to dysfunction.
2. Define and describe motivation and learning as it applies to behavior.
3. Describe stages of development as they relate to chronological age.
4. Describe conditioning and the types of conditioning that influence personality factors.

31. Methods of Instruction:

Lecture

Explain how these methods will be used to teach this course.

Methodologies include: a) PowerPoint lectures b) reading assignments c) short writing assignments d) research papers

32. Assignments and Methods of Evaluation: Describe at least 1-2 representative examples of each.

Multiple choice exams

Essay exams

Research papers

Internet explorations

33. Out-of-Class Assignment Example: Please describe or use language directly from a representative out-of-class assignment that clearly demonstrates independent work.

Students will complete a research article review paper.

34. Representative Assigned Texts, Lab Manuals, and/or Resource Materials:

- Please list several representative texts, at least one representative text published within the past five years. If no texts are five years old or more recent, please provide an explanation.
- For each text, provide the author, title, publisher location, and publication date. (Example: Last Name, First Name. The Book Title. Publisher Location: Publisher. Year published.)

Invitations to Psychology, 6th Ed., Wade and Tavris, Pearson Pub; 2014

35. Accessibility: Please verify that the instructional materials for any section offered of this course will be created under the guidelines of the Federal Americans with Disability Act, including the following:

- Videos are closed captioned
- Outside web or audiovisual resources (such as *YouTube* content) are closed captioned
- Resources on Moodle are ADA accessible.
- For questions regarding the accessibility of any other documents or resources, please contact the Assistive Technology Specialist at DSPS.

The materials have been reviewed for accessibility