

## Section 1. Proposal Information

### Course Developer:

Kendra Gilds

Date: 12/21/12

Catalog year to take effect : 2013-2014

2011-2012 \_\_

2012-2013 \_\_

### Type of Proposal

- ☒ Revised course
- ☐ 199 Special Studies
- ☐ 299 Trends

### Type of Course:

- ☒ Lower Division Collegiate (transfer)
- ☐ Professional/Technical (program requires)
- ☐ Professional/Technical (stand-alone)
- ☐ Developmental, numbered below 100

### Rationale:

#### How does this proposal further the goals of the program or department?

As an academic transfer discipline, this change will more closely align our classes with those offered at the university.

#### What evidence supports this proposal?

UO made this change in credits several years ago, LCC did not follow suit, and we have seen a decline in UO students taking classes at Lane.

#### (New courses) How do you know there is a demand for this course?

NA

### PREVIOUS Catalog/Course Information:

Course Number: PSY 201 Course Title in Banner: General Psychology (30 characters maximum)

Full Course Title in print catalog: PSY 201 - General Psychology

Prerequisites: NA Co-requisites: NA

Grade Option: ☒ Graded (with P/NP option) ☐ Pass/No Pass only

| Number / Type Credits        | Term Minimum Contact                   | Term Maximum Contact                   | 11-Week Term Contact                   |
|------------------------------|--|--|--|
| <u>3</u> Lecture             | <u>30</u> hours (lecture credits x 10) | <u>36</u> hours (lecture credits x 12) | <u>33</u> hours (lecture credits x 11) |
| <u>__</u> Lec/Lab            | <u>__</u> hours (lec-lab credits x 20) | <u>__</u> hours (lec-lab credits x 24) | <u>__</u> hours (lec-lab credits x 22) |
| <u>__</u> Lab                | <u>__</u> hours (lab credits x 30)     | <u>__</u> hours (lab credits x 36)     | <u>__</u> hours (lab credits x 33)     |
| <u>3</u> Total credits (sum) | <u>30</u> Total hours (sum)            | <u>36</u> Total hours (sum)            | <u>33</u> Total hours (sum)            |

### What will change in this course as a result of changing the credits?

☐ Course Description ☐ Course Outline ☒ Contact Hours

☐ Course Outcomes ☒ Other (explain): Instructors are always lacking the time necessary to cover the breadth and depth of psychological material, which continues to grow exponentially each year with the advances in neuroscience. This change in credits and contact hours will provide students more time to interact and learn the material which is crucial for them to understand in order to be better prepared to comprehend and interact with the realities of their world today.

## Section 2. Proposed Course Outline (A general statement of course content that informs class syllabus construction.)

Course Number: PSY 201 Course Title for Banner: General Psychology (30 characters maximum)

Full Course Title for print catalog: PSY 201 - General Psychology

Prerequisites: NA Co-requisites: NA

Grade Option: ☒ Graded (with P/NP option) ☐ Pass/No Pass only

| Number / Type Credits               | Term Minimum Contact                    | Term Maximum Contact                    | 11-Week Term Contact                    |
|-------------------------------------|---|---|---|
| <u>4</u> Lecture                    | <u>40</u> hours (lecture credits x 10)  | <u>48</u> hours (lecture credits x 12)  | <u>44</u> hours (lecture credits x 11)  |
| <u>   </u> Lec/Lab                  | <u>   </u> hours (lec-lab credits x 20) | <u>   </u> hours (lec-lab credits x 24) | <u>   </u> hours (lec-lab credits x 22) |
| <u>   </u> Lab                      | <u>   </u> hours (lab credits x 30)     | <u>   </u> hours (lab credits x 36)     | <u>   </u> hours (lab credits x 33)     |
| <u>4</u> <b>Total credits (sum)</b> | <u>40</u> <b>Total hours (sum)</b>      | <u>48</u> <b>Total hours (sum)</b>      | <u>44</u> <b>Total hours (sum)</b>      |

### Original Course Description:

Scientific principles related to psychology and psychological research including an introduction to statistical methodology, the human organism considering both developmental and structural aspects, neurobiology and neurochemistry, and anatomy of the brain, the senses and perceptual processes and how they are influenced by the internal and external environment, and states of consciousness. Basic principles and theories of behavior. Sophomore standing recommended. Also recommend that the PSY 201-202-203 courses be taken in sequence. May be offered online.

### New Course Description (300 character limit):

Prerequisite: Sophomore standing recommended. Scientific principles of psychology and psychological research; an introduction to statistical methodology, developmental and structural aspects, neurobiology and neurochemistry, and brain anatomy; senses and perceptual processes; states of consciousness. Basic principles and theories of behavior. PSY 201-202-203 courses should be taken in sequence. May be offered online.

### Original Course Outcomes and Proficiencies

What did the student *know*, what could the student *do* at the end of the course, or what *attitudes* related to the subject would the student hold?

### Upon successful completion of this course, the student:

- A. Describe the basic theories of psychology, including how they each explain an individual's behavior and his interaction within society.
- B. Compare and contrast empirical and other methods of study, including both qualitative and quantitative methods of data collection and their impact on the study of the biological, perceptual, and developmental aspects of behavior.
- C. Define critical thinking, describe types of questions involved in critical thinking, and explain how critical thinking skills can be used to evaluate claims made in everyday life.
- D. Explain the various theories of psychology, including how we differ from one another and why. Describe the effect of the interaction between the person and the environment.
- E. Describe the role of biology, sensation & perception, consciousness, and development in creating and addressing contemporary issues.

### New Course Outcomes and Proficiencies

What will the student *know* or *be able to do* at the end of the course, or what *attitudes* related to the subject will the student hold?

### Assessments Used

What evidence did you gather that students have achieved course outcomes? (assessment tools include departmental tests, written products, portfolios, juried performances, quizzes and exams, or alternative assessments such as qualitative studies, capstone projects, external reviewers, etc.)

### How each outcome was assessed:

- A. Mid-term and final examinations
- B. Writing assignments, including but not limited to term papers, student journals, forum posts
- C. Class exercises.
- D. Work collaboratively in groups to complete assigned tasks.
- E. Assigned or impromptu quizzes.

### Assessments Planned

What evidence will you have that students have achieved course outcomes? (assessment tools may include departmental tests, written products, portfolios, juried performances, quizzes and exams, or alternative assessments such as qualitative studies, capstone projects, external reviewers, etc.)

**Upon successful completion of this course, the student will:**

- A. Describe the basic theories of psychology, including how they each explain an individual's behavior and his interaction within society.
- B. Compare and contrast empirical and other methods of study, including both qualitative and quantitative methods of data collection and their impact on the study of the biological, perceptual, and developmental aspects of behavior.
- C. Define critical thinking, describe types of questions involved in critical thinking, and explain how critical thinking skills can be used to evaluate claims made in everyday life.
- D. Explain the various theories of psychology, including how we differ from one another and why. Describe the effect of the interaction between the person and the environment.
- E. Describe the role of biology, sensation & perception, consciousness, and development in creating and addressing contemporary issues.

**How each outcome will be assessed:**

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- D. Work collaboratively in groups to complete assigned tasks.
- E. Assigned or impromptu quizzes.

**Original Course Content by Major Topics**

What topics were originally presented? What were the main activities of the course? What were the central themes?

History of Psychology

Research Methods

Biological Basis of Behavior

Sensation & Perception

Consciousness

Development

**New Course Content by Major Topics**

What topics will be presented? What are the main activities of the course? What are the central themes?

(See sample at <http://www.lanec.edu/cops/format3.htm>.)

The History of Psychology

From the ancient philosophers to the first psychologists

Psychology comes to America and comes of age: Competing perspectives

More recent times: World War II changes everything

Current perspectives in psychology

Research Methods

The scientific method

Anatomy of a journal article

Descriptive and correlational research

The experimental method

Everyday statistics

## The biological basis of behavior

- The neuron & the action potential
- Synaptic transmission
- Excitatory & inhibitory neurotransmitters
- Drugs: Agonists & antagonists
- Brain development
- Cortical localization vs. integration of function
- Disorders help us to discover brain function
- Hemispheric specialization

## Sensation and perception

- Encoding sensations
- Measuring thresholds and individual differences
- Visual processing: Converting light waves to neural signals
- Visual attention
- Object recognition
- Audition
- The body senses
- The chemical senses

## Consciousness

- Sleep and dreaming
- Drugs and consciousness
- Hypnosis
- Meditation and religious experiences

## Development

- Prenatal development
- Perceptual and motor development in infancy and childhood
- Cognitive development
- Social development
- Adolescence: a new and expanded phenomenon
- Adulthood and aging: It's not what you think

## **Section 3. Curriculum Equity** (<http://www.lanecc.edu/cops/curric.htm>)

To promote an environment where all learners are encouraged to develop their full potential, this course will support Lane's Curriculum Equity policy in the following way(s):

This course will continue to include content by and about culturally and ethnically diverse people.

This course will continue to use materials which represent a significant number of instances of fully integrated human groupings and settings to indicate the changes that have occurred over time.

This course will continue to portray women and men from diverse cultural and ethnic backgrounds in a wide range of roles, and will continue to encourage all men, women, minorities, and people with disabilities to

consider all kinds of occupations and life choices, according to their own personal goals, rather than society's goals for them.

This course will continue using class material to assist students in clearly recognizing the and accepting basic similarities and differences among all members of the human race.

This course will continue to recognize the vast diversity and differing needs of unique students by making special arrangements for individuals with disabilities, as well as catering to various learning styles through offering classroom, online, and hybrid versions of this course.

## Section 4. Required Signatures

### Library Impact Statement

Under accreditation standards, Library consultation is essential for new programs, new courses and for substantively revised courses when the revisions entail any change in library use.

#### What assignments will require the use of library and information resources?

Each academic area has a Liaison Librarian (<http://www.lanecc.edu/library/liaison.htm>) to help faculty identify materials to be ordered to support the curriculum. Make an appointment with the designated librarian to discuss the library needs of your course at least a week ahead of the deadline for submission.

#### To be completed by Liaison Librarian:

- ☐ Library resources are adequate to support this proposal.
- ☐ Additional resources are needed but can be obtained from current funds.
- ☐ Significant additional Library funds/resources are required to support this proposal.

\_\_\_\_\_  
Liaison Librarian

\_\_\_\_\_  
Date

### Divisional Approvals

#### Human, Physical, and Financial Resources (select one):

- ☐ Additional instructional costs (staff, materials, services or facilities) will be incurred to offer this course. Source of funding: \_\_\_\_\_
- ☐ No additional instructional resources (staff, materials, services or facilities) are needed to offer this course.  
Explain: \_\_\_\_\_

#### Divisional Recommendation (select one):

- ☐ The Division Chair and Administrative Assistant have reviewed this course proposal and kept a copy for divisional files.
- ☐ Faculty review of this course was completed within the division on \_\_\_\_\_(date).
- ☐ New course outlines have been prepared for the Divisional binder containing all current course outlines.

#### Fees (select one):

- ☐ We have completed a fee request form to be submitted to ASA upon course approval.
- ☐ No special fees will be required for this course.

#### Required Certifications:

- ☐ We have developed minimum course certification standards for this course to be filed with ASA to allow compliance with the faculty contract.
- ☐ We have completed faculty certification form(s) (<http://www.lanecc.edu/cops/faccertf.pdf>) for this course to be filed with ASA and Human Resources so RIF grid information will be updated.

#### Divisional Recommendation (select one):

- ☐ Pass ☐ Do Not Pass

\_\_\_\_\_  
Office Administrator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Academic Dean

\_\_\_\_\_  
Date

### College Approval

\_\_\_\_\_  
Curriculum Committee Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Executive Dean for Academic Affairs

\_\_\_\_\_  
Date

Curriculum Approval Committee hearing:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Vice President for Academic &  
Student Affairs

\_\_\_\_\_  
Date