

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

X Revised course

☐ 199 Special Studies

☐ 299 Trends

Type of Course:

X 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 202 Course Title in Banner: General Psychology (30 characters maximum)

Full Course Title in print catalog: PSY 202 - General Psychology

Prerequisites: NA Co-requisites: NA

Grade Option: X 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

X Contact Hours

☐ Course Outcomes

X 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 202 Course Title for Banner: General Psychology (30 characters maximum)

Full Course Title for print catalog: PSY 202 - General Psychology

Prerequisites: NA Co-requisites: NA

Grade Option: X 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> Total credits (sum)	<u>40</u> Total hours (sum)	<u>48</u> Total hours (sum)	<u>44</u> Total hours (sum)

Original Course Description:

The study of behavior as it is influenced by learning, remembering, forgetting, higher brain functions, motivation and emotions. Previous PSY 201 recommended. May be offered online.

New Course Description (1000 character limit):

The study of behavior as it is influenced by learning, remembering, forgetting, higher brain functions, motivation and emotions. Previous PSY 201 recommended. 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:

- Explain some of the basic theories of psychology, including how they explain an individual's behavior and his interaction within society.
- Compare psychological theories and research regarding primary and cognitive processes such as learning, memory, language, intelligence, decision making, problem solving, emotion, and motivation.
- Understand how critical thinking skills can be used to evaluate claims made in everyday life, and recognize common obstacles to problem solving and decision making, such as mental sets, confirmation bias, functional fixedness, and overconfidence.
- Be able to explain how we differ from one another in our cognitive, emotional, and motivational abilities, and why. Describe the effect of the interaction between person and environment.
- Describe the roles of learning, memory, emotion, & motivation 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:

- Mid-term and final examinations
- Writing assignments, including but not limited to term papers, student journals, forum posts
- Class exercises.
- Work collaboratively in groups to complete assigned tasks.
- 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. Explain some of the basic theories of psychology, including how they explain an individual's behavior and his interaction within society.
- B. Compare psychological theories and research regarding primary and cognitive processes such as learning, memory, language, intelligence, decision making, problem solving, emotion, and motivation.
- C. Understand how critical thinking skills can be used to evaluate claims made in everyday life, and recognize common obstacles to problem solving and decision making, such as mental sets, confirmation bias, functional fixedness, and overconfidence.
- D. Be able to explain how we differ from one another in our cognitive, emotional, and motivational abilities, and why. Describe the effect of the interaction between person and environment.
- E. Describe the roles of learning, memory, emotion, & motivation in creating and addressing contemporary issues.

How each outcome will be 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.

Original Course Content by Major Topics

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

Learning
Memory
Language
Intelligence
Problem Solving
Decision Making
Emotion
Motivation

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.lanecc.edu/cops/format3.htm>.)

Learning
 Classical conditioning
 Operant conditioning
 Observational learning
 Cognitive aspects of learning
 The biology of learning
Memory
 Maintenance vs. elaborative encoding

- Sensory, short-term, and long-term storage
- Retrieval and forgetting
- Implicit vs. explicit memories
- Memory failures
- Language and thought
 - Language development
 - Categorization
 - Mental imagery
 - Problem solving
 - Decision making
- Intelligence
 - What is intelligence?
 - Measuring intelligence
 - Genetic vs. environmental influences
- Emotion
 - The experience of emotion
 - Emotional communication
 - Motivation

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 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