



COURSE OUTLINE

Outline Status: Outline Update (ECD 9810); 2009-2010

Section I: BASIC COURSE INFORMATION

1. **COLLEGE:** L.A. SOUTHWEST COLLEGE
2. **SUBJECT:** PSYCHOLOGY
3. **COURSE NUMBER:** 003
4. **COURSE TITLE:** PERSONALITY AND SOCIAL DEVELOPMENT
5. **UNITS:** 3
6. **CATALOG COURSE DESCRIPTION:**

This course is concerned with the theory and principles of personal growth and interpersonal effectiveness. Intra- and inter-personal dynamics of relationships are considered in areas of family, marriage, school, occupations and other group relations.

7. **CLASS SCHEDULE COURSE DESCRIPTION:**

This course is concerned with the theory and principles of personal growth and interpersonal effectiveness. Intra- and inter-personal dynamics of relationships are considered in areas of family, marriage, school, occupations and other group relations.

8. **INITIAL COLLEGE APPROVAL DATE:** Before 2000
9. **COURSE OUTLINE UPDATE APPROVAL DATE:** 3/16/10
10. **CLASS HOURS:**

	Standard Hrs Per Week (based On 18 weeks)	Total Hs per Term (hrs per week x 18)	Units
Lecture:	3	54	3
Lab/Activity (w / homework):	0	0	0
Lab/Activity (w /o homework):	0	0	0
Totals:	Lecture: 3	Lecture: 54	Lecture: 3
	Lab: 0	Lab: 0	Lab: 0
	Total: 3	Total: 54	Total: 3
Totals In Protocol:	Lecture: 3	Lecture: 54	
	Lab: 0	Lab: 0	
	Total: 3	Total: 54	Total: 3

11. PREREQUISITES, COREQUISITES, ADVISORIES ON RECOMMENDED PREPARATION, and LIMITATION ON ENROLLMENT:

Note: The LACCD's *Policy on Prerequisites, Corequisites and Advisories* requires that the curriculum committee take a separate action verifying that a course's prerequisite, corequisite or advisory is an 'appropriate and rational measure of a student's readiness to enter the course or program' and that the prerequisite, corequisite or advisory meets the level of scrutiny delineated in the policy.

PREREQUISITES: Yes

	Subject	Number	Course Title	Units	Validation Approval Date
	Psychology	001	General Psychology 1	3	3/16/10

COREQUISITES: No

	Subject	Number	Course Title	Units	Validation Approval Date
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ADVISORIES: No

	Subject	Number	Course Title	Units	Validation Approval Date
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12. OTHER LIMITATIONS ON ENROLLMENT: (See Title 5, Section 58106 and Board Rule 8603 for policy on allowable limitations. Other appropriate statutory or regulatory requirements may also apply):

None

Section II: COURSE CONTENT AND OBJECTIVES

1. COURSE CONTENT AND OBJECTIVES:

COURSE CONTENT AND SCOPE - Lecture: Outline the topics included in the lecture portion of the course (<i>Outline reflects course description, all topics covered in class</i>).	Hours per topic	COURSE OBJECTIVES - Lecture: Upon successful completion of this course, the student will be able to..(Use action verbs - see <u>Bloom's Taxonomy</u> for 'action verbs requiring cognitive outcomes.')
1. Personal learning and growth Model or theory of personal growth Model or theory of personal adjustment Active versus passive learning Multiple intelligence Multiple learning styles	6	1. Distinguish between personal growth and personal adjustment.
2. Reviewing childhood and adolescence Personality theories Theories of child development	6	2. Describe and explain the various personality and child development theories.
3. Reviewing adulthood and autonomy Theories of adult development	3	3. Explain and evaluate theories of adult development.
4. The physical body and wellness Wellness and life choices Intra-personal dynamic—body identity	3	4. Describe, explain, and evaluate the relationships among life choices, wellness, and the intra-personal dynamic of body identity.
5. Managing stress Interpersonal effectiveness Sources of stress Effects of stress Destructive reactions to stress Constructive responses to stress Time management Money management Intra-personal dynamics Meditation Mindfulness Relaxation	6	5. Analyze and evaluate how the management of stress, time, and money impact interpersonal relationship. 6. Describe, analyze, and evaluate how meditation, mindfulness, and relaxation are key strategies in managing intra-personal dynamics.
6. Love Inter-personal dynamics Barriers to loving and being loved Learning to love and appreciate others Authentic and inauthentic love	6	7. Discuss how time and money management are key strategies in managing stress. 8. Discuss, analyze, and evaluate how barriers to loving and being loved influence inter-personal dynamics. 9. Analyze and evaluate the ways in the manner and context in which anger and conflicts are communicated influence the inter-personal dynamics of marriage or intimate, family, and other group relations.
7. Relationships Inter-personal dynamics Anger and conflicts Marriage or intimate relation Family Other group relations School Work/occupation Dealing with communication blocks Gay and lesbian relationship Separation and divorce	3	10. Describe and discuss the trend of women challenging traditional gender roles. 11. Distinguish between sensuality and sexuality. 12. Describe, discuss, and evaluate the place of work and recreation in a balanced life.
8. Becoming the woman/man you want to be Male roles Female roles Alternatives to gender-role expectation	3	13. Recognize, discuss, and evaluate issues associated with confronting the intra-personal dynamics of fear of loneliness. 14. Recognize, describe, and analyze the importance of the grieving process after death or loss.
9. Sexuality Misconceptions about sexuality Talking about sexual issues Enjoying sensuality and sexuality	3	15. Describe and analyze how continued selfexploration, utilizing counseling and pursuing dreams influence personal growth.

Sex and intimacy Sexual abuse and harassment	3	
10. Work and recreation Occupation or career Place of work and recreation Retirement	3	
11. Loneliness and solitude Intra-personal dynamics Confronting the fear of loneliness Creating loneliness through shyness Loneliness and life changes	3	
12. Death and loss Intra-personal dynamics Fear of death Death and meaning of life Suicide Stages of death and loss Grieving over death and other losses	3	
13. Meaning and values Intra-personal dynamics Quest for identity Search for meaning	3	
14. Pathways to personal growth Continued self-exploration Counseling Dreams	3	
Total:	54	
Total Hrs In Protocol:	54	

1. (cont'd) LAB:

COURSE CONTENT AND SCOPE - Lab: Outline the topics included in the laboratory portion of the course (<i>Outline reflects course description, all topics covered in class</i>).	Hours per topic	COURSE OBJECTIVES - Lab: Upon successful completion of this course, the student will be able to..(Use action verbs - see <i>Bloom's Taxonomy</i> for 'action verbs requiring cognitive outcomes.')
Total:	0	
Total Hrs In Protocol:	0	

1. (cont'd) SLO:

The student will.. (outcome)	As measured by the following method.. (assessment strategy)	And, if applicable, scored by the following learning rubric. (provide attachment)	Results are examined to determine if the outcome is achieved. Include planned or actual assessment date. (results & evaluation)	Recommendations to improve teaching and learning. (modifications)
<p>(1) describe and analyze the various theories of personality, and child and adult developments.</p> <p>(2) describe and explain the relationship between life choices and wellness and</p> <p>(3) analyze and evaluate how the management of stress, time, and money influence interpersonal relations.</p> <p>SLO REVIEWED 4/18/10 GY</p>	<p>Short essay questions will be embedded in at least two examinations during the semester.</p>	<p>SCORING RUBICS FOR STUDENT LEARNING OUTCOMES FOR PSTCHOLOGY 3.</p> <p>I. Superior (90%-100%) The response demonstrates thorough grasp of the relevant concepts and how they are r interrelated with other relevant concepts. The response is generally free from errors in grammar and mechanics.</p> <p>II. Good (80%-89%) The response demonstrates a sound grasp of the relevant concepts and how they are interrelated with other relevant concepts. The response may have few errors in grammar and mechanics.</p> <p>III. Average (70%-79%) The response demonstrates some grasp of the relevant concepts and how they are interrelated with other relevant concepts. The response has an accumulation of errors in grammar and mechanics.</p> <p>IV. Poor (60%-69%) The response demonstrates very poor grasp of the relevant concepts and how they are interrelated with other relevant concepts The response is marred by numerous errors of grammar and mechanics.</p> <p>V. Unacceptable (50% and Below) The response demonstrates little or no grasp of the relevant concepts and how</p>	<p>It is expected that at least 70% of students completing the final examination will respond correctly to 70% of the embedded short essay questions.</p> <p>Assessment will be conducted in the fall of 2009 and analyses will be done in the spring 2010.</p>	<p>Recommendations to improve teaching will be implemented in the following fall of 2010.</p>

		they are interrelated with other relevant concepts. The response has serious and persistent errors in grammar and mechanics.		
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Essential Academic Skills: Reading and Communication

2. REQUIRED TEXTS:

Provide a representative list of textbooks and other required reading; include author, title and date of publication:

I Never Knew I Had a Choice, Corey, G., & Corey, M. S., 2010; Pursuing Human Strengths:, Bolt. M, 2004

3. READING ASSIGNMENTS:

Provide a representative list of textbooks and other required reading; include author, title and date of publication:

1. Duffy, K. (2007) (Ed.). Annual editions: Personal Growth and Behavior 07/08 (24th ed.). NY: McGraw Hill. 2. Duffy, K. (2007). PowerWeb: Personality. NY: McGraw-Hill Companies. 3. Feist, J., & Feist, G. J. (2006). Theories of Personality. (7th ed.). NY: McGraw Hill. 5. Larson, J. & Buss, D. M. (2006). Domains of Knowledge about Human Nature with. NY: McGraw Hill. 6. Wilmot, W. W. (2006). Interpersonal Conflict. (6th ed.). NY: McGraw Hill. Supplementary reading assignments are to augment the text on particular issues. In some cases, students are asked to respond in writing. See a sample in Writing Assignments below.

4. WRITING ASSIGNMENTS:

Writing assignments, as required by Title 5, in this course may include, but are not limited to the following:

Students are given four to five in-class writing assignments. These assignments are based on personality issues that are relevant to the course. For example, students may be asked to explain the differences between psychodynamic and humanistic theories of personality. Emphasis is placed on students describing, analyzing, and evaluating personality concepts represented in the assignment.

Essential Academic Skills: Critical Thinking and Other Course Components

5. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:

Provide examples of assignments, as required by Title 5, that demonstrate critical thinking.

Students are asked to examine psychological articles critically; that is, to ask (a) what the article is asking them to accept or believe; (b) whether sufficient evidence is provided to support the claims in the article; (c) whether the evidence that is provided can be interpreted another way, and (d) what evidence could be used to evaluate the alternative explanations. Examples of possible critical thinking assignments, which could be individual or group, include the following: (a) Evaluate how personal growth differs from personal adjustment. (b) Can ego defense

mechanisms be beneficial? (c) Evaluate how time management and money management contribute to effective stress management.

6. SELF-REFLECTIVE LEARNING:

If applicable, describe how students will reflect on their development as active learners. Provide representative examples below.

Students keep a personal log on all psychological issues that may be shared, if the student wishes. Logs are encouraged as records of personal changes.

7. COMPUTER COMPETENCY:

If applicable, explain how computer competency is included in the course.

All out-of-class written assignments are required to be typed using a word processing software. Additionally, students are expected to use the internet as well as library resources in completing their assignments, including their classroom presentation and term paper.

8. INFORMATION COMPETENCY:

If applicable, explain how information competency is included in the course.

Students are expected to use the internet and on-line library resources to locate and access information in order to complete their out-of-class assignments, term paper, and classroom presentation.

Evaluation and Instruction

9. REPRESENTATIVE OUTSIDE ASSIGNMENTS (HOMEWORK):

Out of class assignments (Homework) may include, but are not limited to the following:

Students are given out-of-class assignments to reinforce their learning of course materials. They are expected to demonstrate clarity of understanding of the issues, provide evidence to support their points of view, make judgments, and draw conclusions. Examples of out-of-class assignments include, but are not limited to, (a) Choose a personality theory, state what assumptions the theory makes about human behavior, and explain why you agree or disagree with the theory's assumptions of human behavior; (b) Identify barriers to loving and being loved and provide your solutions to the identified problem; (c) provide your opinion, with evidence, on the concept of active learning.

10. METHODS OF EVALUATION:

Title 5, section 55002 requires grades to be 'based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.' Methods of evaluation may include, but are not limited to the following (please note that evaluation should measure the outcomes detailed 'Course Objectives' at the beginning of Section II):

1. In-class assignments. 2. Out-of-class assignments. 3. Essay examinations. 4. Classroom presentation. 5. Term paper.

11. METHODS OF INSTRUCTION:

Please Check All That Apply

- Discussion**
- Activity**
- Field Experience**
- Independent Study**
- Purposeful Collaboration**
- Other (Please Explain)**

Students are assigned into a 'buddy group' at the beginning of the semester. The purpose is for students to learn from their peers as they complete both their in-class and out-of-class assignments.

12. SUPPLIES:

List the supplies the student must provide.

Paper, pens, pencils, eraser.

13. DIVERSITY:

If applicable, explain how diversity (e.g., cultural, gender, etc.) is included in the course.

The course deals with personality theory, principles of personal growth, and interpersonal effectiveness of all people and it is open to all students.

14. SCANS COMPETENCIES:

(required for all courses with vocational TOP Codes; recommended for all courses)

SCANS (Secretary's Commission on Necessary Skills) are skills the Department of Labor identified, in consultation with business and industry leaders, which reflect the skills necessary for success in the workplace. Check the appropriate boxes to indicate the areas where students will develop the following skills (please note that all SCANS competencies do not apply to all courses):

RESOURCES

- Managing Time:** Selecting relevant goal-related activities, ranking them in order of importance, allocating time to activities, and understanding, preparing and following schedules.
- Managing Money:** Using or preparing budgets, including making cost and revenue forecasts; keeping detailed records to track budget performance, and making appropriate adjustments.

- Managing Material and Facility Resources:** Acquiring, storing, allocating, and distributing materials, supplies, parts, equipment, space or final products in order to make the best use of them.

INTERPERSONAL

- Participating as Member of a Team:** Working cooperatively with others and contributing to group's efforts with ideas, suggestions and effort.
- Teaching Others New Skills:** Helping others learn needed knowledge and skills.
- Exercising Leadership:** Communicating thoughts, feelings, and ideas to justify a position, encouraging, persuading, convincing or otherwise motivating an individual or group, including responsibly challenging existing procedures, policies or authority.
- Negotiating:** Working toward agreement that may involve exchanging specific resources or resolving divergent interests.
- Working with Cultural Diversity:** Working well with men and women and with people from a variety of ethnic, social, or educational backgrounds.

INFORMATION

- Acquiring and Evaluating Information:** Identifying a need for data, obtaining the data from existing sources or creating them, and evaluating their relevance and accuracy.
- Organizing and Maintaining Information:** Organizing, processing and maintaining written or computerized records and other forms of information in a systematic fashion.
- Interpreting and Communicating Information:** Selecting and analyzing information and communicating the results of others, using oral, written, graphic, pictorial, or multimedia methods.
- Using Computers to Process Information:** Employing computers to acquire, organize, analyze and communicate information.

SYSTEMS

- Understanding Systems:** Knowing how social, organizational and technological systems work and operating effectively with them.
- Monitoring and Correcting Performance:** Distinguishing trends, predicting impacts of actions on system operations, diagnosing deviations in the functioning of a system/organization, and taking necessary steps to correct performance.
- Improving or Designs Systems:** Making suggestions to modify existing systems in order to improve the quality of products or services and developing new or alternative systems.

TECHNOLOGY

- Selecting Technology:** Judging which sets of procedures, tools or machines, including computers and their programs, will produce the desired results.

- Applying Technology to Tasks:** Understanding overall intent and proper procedures for setting up and operating machines, including computers and their reprogramming systems.

- Maintaining and Troubleshooting Equipment:** Preventing, identifying, or solving problems with equipment, including computers and other technologies.

Section III: RELATIONSHIP TO COLLEGE PROGRAMS

1. THIS COURSE WILL BE AN APPROVED REQUIREMENT FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM: Yes

a. If yes, the course will be a requirement portion of the 'approved program' listed on the State Chancellor's Inventory of Approved Programs (approved programs can be found on the State Chancellor's Office website at <https://misweb.cccco.edu/webproginv/prod/invmenu.htm>)

Required for Associate in Science in Psychology (Program ID: 08453)

2. GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE STATUS:

a. Area Requested: None

Approval Date:

If applicable, provide an explanation of how the course meets the General Education parameters for one of the five general education areas - Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education -- contained in Board Rule 6201.14 -General Education Requirements. http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm

b. Area Requested: None

Approval Date:

If applicable, provide an explanation of how the course meets the General Education parameters for one of the five general education areas - Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education -- contained in Board Rule 6201.14 -General Education Requirements. http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm

Section IV: ARTICULATION INFORMATION

(Complete in consultation with College Articulation Officer)

1. TRANSFER STATUS:

a. Transferable to the University of California: Yes b. UC Approval Date: Before 2000	c. Transferable to the California State University: Yes d. College Approval Date: Before 2000
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2. GENERAL EDUCATION FOR TRANSFER:

<p><i>IGETC Certification</i></p> <p>a. Area Requested: b. Date Requested: c. IGETC Approval Date:</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<p><i>CSU Certification</i></p> <p>a. Area Requested: E : Lifelong Learning and Self-Development b. Date Requested: c. CSU Approval Date: Before 2000</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
<p>a. 2nd Area Requested: b. Date Requested: c. IGETC Approval Date:</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<p>a. 2nd Area Requested: b. Date Requested: c. CSU Approval Date:</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>

3. MAJOR REQUIREMENT FOR TRANSFER:

Will this course be articulated to meet lower division major requirements?: Yes

List college/university and the majors:

CSU, San Bernardino - General Ed

CAN NUMBER: **CAN SEQUENCE #:**

CAN Approval -

Date requested: Date approved:

Section V: SUPPLEMENTAL COURSE INFORMATION

1. **DEPT/DIVISION NAME: Behavioral and Social Sciences**
2. **DEPT/DIVISION CODE: 02**
3. **SUBJECT CODE: 825**
4. **SUBJECT ABBREVIATION: PSYCH**
5. **RECOMMENDED MINIMUM QUALIFICATION AREA:**
6. **ABBREVIATION FOR TRANSCRIPTS: PERSONAL&SOCIAL DEV**
7. **DEGREE CREDIT:**

Indicate whether the course meet the 'standards for approval' for degree credit course set forth in Title 5, section 55002(a)(2), which requires the course to have a degree of intensity, difficulty, and vocabulary that the curriculum committee has determined to be at the college level: **Degree Applicable**

8. **GRADING METHOD: LETTER GRADE**
9. **REPETITIONS: # of times repeated for credit: 0**

If this course is repeatable, explain how repetition of this course meets Title 5, section 55041(c)(2)(B):

10. **PRIOR TO TRANSFERABLE LEVEL:**

This course attribute applies to **English, Writing, ESL, reading and mathematics** courses ONLY. If applicable, indicate how many levels below the transferable level this course should be placed: **Not applicable**

11. **CREDIT BASIC SKILLS:**

Title 5, section 55000(j) defines basic skills as 'courses in reading, writing, computation, and English as a Second Language, which are designated as non-degree credit courses pursuant to Title 5, section 55002(b).': **No**

12. **CROSS REFERENCE:**

Is this course listed as equivalent in content to existing College/District courses in another discipline?: **No**

If Yes, list courses (documentation of cross-discipline agreement must be provided):

13. **COURSE SPECIFICALLY DESIGNED FOR STUDENTS W/ DISABILITIES:**

Title 5, section 56029 allows a course to be repeatable when continuing success of the students with disabilities is dependent on additional repetitions of a specific class. Is this course designated as an 'approved special class' for students with disabilities?: **No**

If yes, provide an explanation of how this course meets the requirements of Title 5, section 56029:

14. COOPERATIVE EDUCATION STATUS:

Title 5, section 55252 allows for two types of Cooperative Education: 1) General Work Experience Education -- i.e., supervised employment, which is intended to assist students in acquiring desirable work habits, attitudes and career awareness, which need not be related to the students' educational goals; or 2) Occupational Work Experience Education - - i.e., supervised employment, extending classroom based occupational learning at an on-the-job learning station, which is related to the students' educational or occupational goal. Is this course part of the college's approved cooperative work experience education program?: **No**

15. COURSE CLASSIFICATION: Liberal Arts and Sciences

Note: A course Classification, TOP Code and SAM code must be aligned e.g., Courses with an 'Occupational' Course Classification must have an 'Occupational' TOP Code and a SAM Code of A, B, C, or D; courses that do not have an 'Occupational' Course Classification cannot have an Occupational TOP Code and must have an 'E' SAM Code. Courses coded as 'basic skills' in #11 should be coded 'Adult and Secondary Basic Skills.'

16. TOP CODE - (6 digits XXXX.XX): **2001.00**

Course content should match discipline description in Taxonomy of Programs found at <http://ecd.laccd.edu/TaxonomyOfPrograms.doccurriculum.htm>

17. SAM CODE (Student Accountability Model): **E**

18. FUNDING AGENCY CODE:

19. STATE COURSE ID:

Section VI: APPROVAL STATUS

1. APPROVAL STATUS:

		Approval Date Of	Board Date	Requested Effective Semester	Approved Effective Semester
a.	<input type="checkbox"/> New Course	College:	Board: 10/9/87	Effective Semester:	Effective Semester:
b.	<input type="checkbox"/> Addition of Existing District Course	College:	Board:	Effective Semester:	Effective Semester:
c.	<input type="checkbox"/> Course Change*	College:		Effective Semester:	Effective Semester:
d.	<input checked="" type="checkbox"/> Outline Update	College: 3/16/10			Effective Semester:
e.	<input type="checkbox"/> New Course	College:		Effective Semester:	Effective Semester:
f.	<input type="checkbox"/> New Course	College:	Board:	Effective Semester:	Effective Semester:

* Changes to a course require the completion of a 'Course Change Request' form and approval by the college's Curriculum Committee. In some cases districtwide approval is also required; see, Administrative Regulation E-65, section 3(c) for details.

Section VII: APPROVAL INFORMATION FOR NEW OR ADDED COURSES

(complete in consultation with Department Chair and the appropriate Academic Administrator)

1. **ORIGINATOR: Apenahier, Leonard E.**

2. **DEPARTMENT: 02**

3. **IF THIS IS A NEW COURSE, INDICATE HOW THE COLLEGE PLANS TO MEET THE EXPENSE OF THIS COURSE:**

By additional funds. Describe:

By deleting courses from the college catalog and course database. List specific courses to be deleted:

By deleting sections of existing course. List courses and number of sections to be deleted:

FIRST YEAR: SECOND YEAR: THIRD YEAR:

By rotating sections of existing courses. List courses and number of sections to be rotated, as well as the semesters in which they will be offered:

4. **IMPACT**

IMPACT -- Will this course directly impact other course offerings and/or associate degree or certificate programs on campus? No (If yes, briefly explain how)

5. **METHOD OF SUPPORT**

-- Indicate how the college plans to support the proposed course:

A. Additional staff -- List additional staff needed:

B. Classroom -- List classroom type needed:

C. Equipment -- List new equipment needed and indicate funding source for any new equipment:

D. Supplies- List supplies and indicate dollar value:

E. Library/Learning Resources- The course initiator shall consult with the College Librarian and review the college library,

book, periodical, and electronic resource collections relevant to this course. List additional titles and resources to be considered for purchase as funding permits:

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CERTIFICATION AND RECOMMENDATION

- This course meets Title 5 requirements for Associate Degree applicable college credit towards an Associate Degree.
- This course meets Title 5 requirements but does not satisfy the requirements for an Associate Degree applicable course.

We certify that the information and answers above properly represent this course.

Originator	Date
Department/Cluster Chairperson	Date
Articulation Officer	Date
Librarian	Date
Dean (if applicable)	Date
Curriculum Committee Chairperson	Date
Academic Senate President	Date
Vice President, Academic Affairs	Date

Section VIII: ADDENDA

(Uploaded Documents)

Prerequisite Document	Prerequisite Document	<u>Psych3,ECD,PrereqEval,310.doc</u>
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CONTENT REVIEW FOR PREREQUISITE VALIDATION**Target Course & Number, Title: PSYCHOLOGY 3, PERSONALITY & SOCIAL DEVELOPMENT**

(Course to which pre/corequisite/advisory applies)

Check
Applicable
Box

Prerequisite: **Course & Number, Title: PSYCHOLOGY 1, GENERAL PSYCHOLOGY I**

Corequisite:

Advisory:

A. **Target Course Entry Skills: Course & Number, Title: PSYCHOLOGY 3, PERSONALITY & SOCIAL DEVELOPMENT**

(For prerequisites/corequisites, list specific skills and/or knowledge necessary for students to succeed in the target class. For advisories, list skills/knowledge which will enrich or deepen the student's knowledge obtained from the course but without which the student may still succeed in the course. Attach additional sheet if necessary. NUMBER EACH SKILL.)

1. Describe and explain personality theories.
2. Describe, analyze and evaluate child and adult developmental theories.
3. List and explain ego defenses and analyze how they protect self-concept.
4. Describe, analyze and evaluate how the management of stress, time and money influence interpersonal relations.

B. **Exit Skills Provided By Prerequisite/Corequisite/Advisory Course or Assessment: Course & Number, Title: PSYCHOLOGY 1, GENERAL PSYCHOLOGY 1**

(List specific skills and/or knowledge that are the outcome of the prerequisite/corequisite/advisory course or assessment. For courses already in the curriculum, these should be present in the course objectives in the course outline. Attach additional sheet if necessary. NUMBER EACH SKILL.)

1. Describe the goals of psychology as a science and compare and contrast the various "schools of psychology."
2. Identify research methods used in psychology and explain how they are used.
3. Explain the structure and function of the neuron and describe how electrical and chemical signals are transmitted by the neuron.
4. List the major divisions of the nervous system and describe the major structures of the brain.
5. Explain the difference between sensation and perception and discuss the impact of culture and experience on perception.
6. Define state of consciousness and list and distinguish among the various altered states of consciousness.
7. List and explain the various theories of why we sleep and dream.
8. Explain the key features of the definitions of learning, cognition, and intelligence.
9. Distinguish between classical and operant conditioning; list the schedules of reinforcement and explain their impact on learning and extinction.
10. Explain the information processing theory of memory and describe how various theories explain why we forget.
11. Describe methods of personality assessment and explain the differences between objective and projective tests.
12. Describe how nature and nurture influence development and identify characteristics common to stage theories of development.
13. Distinguish between motivation and emotion and list and describe components of Maslow's hierarchy of motives.
14. Define sexual dysfunction and identify and describe the human sexual response cycle.

15. Define stress and list and describe the factors that influence reactions to stress.
16. List and describe the sources of stress and evaluate effective methods of coping with stress.
17. Describe and evaluate how various theories explain the causes of psychological disorders.
18. List, describe, and evaluate the various methods of psychological treatment.
19. Demonstrate understanding of the ethical standards of psychotherapy through application to and analysis of specific cases.

CONTENT REVIEW SKILLS MATRIX FOR PREREQUISITE VALIDATION*

COURSE & NUMBER, Title: PSYCHOLOGY 3, PERSONALITY & SOCIAL DEVELOPMENT
 Entering Skills of Target Course

COURSE & NUMBER: PSYCHOLOGY 1
Course Title: GENERAL PSYCHOLOGY I
 Exit Skills of Prerequisite

	1	2	3	4	5	6	7	8	9
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11	X								
12	X	X	X						
13									
14									
15				X					
16				X					
17									
18									
19									

Validation requires at least one match of each entry skills with at least one exit skill
Was validation achieved? YES

Comments:

(Include justification for assessments, health and safety, or non-course prerequisites)

PARTICIPANTS IN CONTENT REVIEW:

(Signatories should include instructors for both exit and entering skills courses.)

Name: Dr. Leonard Apenahier Title: Instructor Initial: _____ Date: _____

Name: Dr. Sandra Lee Title: Chair Initial: _____ Date: _____

Name: _____ Title: _____ Initial: _____ Date: _____

CERTIFIED BY:

Dr. Leonard Apenahier _____

Initiator Date

Dr. Sandra Lee _____

Department Chairperson Date

_____ Date

Curriculum Chairperson