Los Angeles Community College District

COURSE OUTLINE
(Replaces PNCR and Course Outline)

Section I: BASIC COURSE INFORMATION

OUTLINE STATUS: Course Update, 2004-2005

1. COLLEGE: Southwest

2. SUBJECT (DISCIPLINE) NAME (40 characters, no abbreviations): PSYCHOLOGY

3. COURSE NUMBER: 2

4. COURSE TITLE: GENERAL PSYCHOLOGY 2

5. UNITS: 3

6. CATALOG COURSE DESCRIPTION -- Provide a description of the course, including an overview of the topics covered:

   The course is about the biological bases of human behavior and as such it deals with the scientific understanding of the relationship between the brain and behavior. The course focuses on how biological mechanisms and brain processes may help to explain behavior. Topics covered include the following: issues in biopsychology, nerve cells and nerve impulses, synapses, the nervous system, brain plasticity, sleep, internal regulation, reproductive behaviors, emotional behaviors, learning and memory, language, and psychological disorders.

7. CLASS SCHEDULE COURSE DESCRIPTION -- Provide a brief description of the course, including an overview of the topics covered:

   This course deals with biological explanations of behavior which falls into four categories: physiological, ontogenetic, evolutionary, and functional. Each of these explanations is covered. In addition, topics such as sleep, emotions, learning and memory are discussed.

8. INITIAL COLLEGE COURSE APPROVAL DATE: before 1990
   COLLEGE OUTLINE APPROVAL DATE: March 15, 2005

9. UPDATES (check all applicable boxes):

   - Content Last Update:
   - Objectives Last Update:
   - College Specific Course Attributes/Data Elements Last Update:
   - Districtwide Course Attributes/Data Elements Last Update:
   - Other (describe) Last Update:

   New Course Description and Prerequisite Validation

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1 Underlined course attributes are the same for the course throughout the LACCD; all other course attributes are college specific.
10. CLASS HOURS:

<table>
<thead>
<tr>
<th></th>
<th>&quot;Standard Hours&quot; per Week (based on 18 weeks)</th>
<th>Total Hours per Term (hrs per week x 18)</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture:</td>
<td>3</td>
<td>54</td>
<td>3</td>
</tr>
<tr>
<td>Lab/activity (w/ homework):</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Lab/activity (w/o homework):</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Total:</td>
<td>3</td>
<td>54</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: The Carnegie Rule and Title 5, section 55002 sets forth the following minimum standards: 1 unit = 1 hour lecture per week, 2 hours homework per week; OR 2 hours per week of lab with homework; OR 3 hours of lab per week without homework. The hours per week are based on a standard 18-week calendar. Lecture also includes discussion and/or demonstration hours, laboratory includes activity and/or studio hours.

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.

Entry Skills

1. Explain the structure and function of the neuron and discuss how electrical and chemical signals are transmitted by the neuron.
2. List and describe major divisions of the nervous system and major structures of the brain.
3. Explain the difference between sensation and perception.
4. List and distinguish among the various states of consciousness.
5. Explain the theories of sleep and of dream.
6. Discuss the concepts of learning and cognition.
7. Evaluate the theories of memory and of forgetting.
8. Compare and contrast motivation and emotion.
9. List and describe the sources of stress, describe factors that influence reactions to stress, and evaluate effective methods of coping with stress.

Prerequisites: Yes (If Yes, complete information below)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number</th>
<th>Course Title</th>
<th>Units</th>
<th>Validation Approval Date (official use only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology</td>
<td>1</td>
<td>General Psychology</td>
<td>3</td>
<td>March 15, 2005 (previously 3/16/99)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
. Corequisite: **None** (If Yes, complete information below)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number</th>
<th>Course Title</th>
<th>Units</th>
<th>Validation Approval Date (official use only)</th>
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<tbody>
<tr>
<td></td>
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</table>

. Advisories: **None** (If Yes, complete information below)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number</th>
<th>Course Title</th>
<th>Units</th>
<th>Validation Approval Date (official use only)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

12. **REPETITIONS** -- Number of times course may be repeated for credit (three maximum): **0** (see: Section V, #9)

13. **OTHER LIMITATIONS ON ENROLLMENT** (see Title 5, Section 58106 and Board Rule 6803 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:

<table>
<thead>
<tr>
<th>COURSE CONTENT AND SCOPE – Lecture: (If applicable), outline the topics included in the lecture portion of the course (outline reflects course description, all topics covered in class).</th>
<th>Hours per topic</th>
<th>COURSE OBJECTIVES - Lecture (If applicable): Upon successful completion of this course, the student will be able to… (See Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”)</th>
</tr>
</thead>
</table>
| **1. Major issues in biopsychology.**  
The mind-brain relationship  
The genetics of behavior  
The evolution of behavior  
The use of animals in research | 6 | 1. Define biopsychology, distinguish between psychological and biological bases of behavior, and evaluate the various biological explanations of behavior. |
| **2. Nerve cells and nerve impulses.**  
The cells of the nervous system  
The blood-brain barrier  
The nerve impulse | 6 | 2. Describe the structure and function of the neuron or nerve cell. |
| **3. Synapses.**  
Properties of the synapse  
Chemical events at the synapse | 6 | 3. Explain how nerve impulses and chemical signals are sent and received by neurons. |
| **4. The nervous system.**  
Research methods  
Structure of the vertebrate nervous system  
The cerebral cortex | 3 | 4. Explain and analyze the mechanisms underlying the excitatory and inhibitory postsynaptic potential. |
| **5. Development and brain plasticity.**  
Development of the brain  
MRI Scan  
Plasticity after brain damage | 3 | 5. Describe the structure and function of the major divisions of the nervous system and discuss and evaluate the various methods used to increase our understanding of them. |
| **6. Vision.**  
The neural bases of visual perception  
Development of the visual system | 6 | 6. Explain the processes of growth and differentiation of the brain. |
| **7. Wakefulness and sleep.**  
Rhythms of wakefulness and sleep  
Stages of sleep and brain mechanisms  
Why sleep? Why REM? Why dreams? | 3 | 7. Describe the brain areas that processes color and evaluate the effects of early experiences of visual deprivation on the development of the visual system. |
| **8. Internal regulation.**  
Temperature regulation  
Thirst  
Hunger | 3 | 8. Explain how light can reset the biological clock. |
| **9. Intersexes.**  
Describe and evaluate the genetic and hormonal factors that produce intersexes and... | | |
9. Reproductive behaviors.  
   The effects of sex hormones  
   Variations in sexual behavior  
   Sexual orientation  

10. Emotional behaviors.  
   What are emotions?  
   Stress and health  
   Attack and escape behaviors  

11. The biology of learning and memory.  
   Learning and memory  
   Amnesia and brain functioning  
   Storing information in the nervous system  

12. Lateralization and language.  
   Lateralization of function  
   Evolution and physiology of language  

13. Psychological disorders.  
   Substance abuse  
   Mood disorders  
   Schizophrenia  

<table>
<thead>
<tr>
<th>No.</th>
<th>Topic</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>13. Discuss the role of emotions in decision making and describe the brain areas that promote wise decision making.</td>
<td>3</td>
</tr>
<tr>
<td>10</td>
<td>14. Evaluate the effects of emotions and stress on psychosomatic disorders.</td>
<td>3</td>
</tr>
<tr>
<td>11</td>
<td>15. Discuss and evaluate the factors that affect the consolidation of long-term memory.</td>
<td>3</td>
</tr>
<tr>
<td>12</td>
<td>16. Describe the symptoms and analyze the causes of Korsakoff's syndrome and Alzheimer's disease.</td>
<td>3</td>
</tr>
<tr>
<td>13</td>
<td>17. Describe the symptoms and causes of Broca's aphasia and Wernicke's aphasia.</td>
<td>3</td>
</tr>
<tr>
<td>14</td>
<td>18. Describe the functions of the left and right hemispheres.</td>
<td>3</td>
</tr>
<tr>
<td>15</td>
<td>19. Analyze and evaluate the dopamine and glutamate hypotheses of schizophrenia.</td>
<td>3</td>
</tr>
</tbody>
</table>

**STUDENT LEARNING OUTCOMES**  
As a result of this learning experience, students can: describe, explain and evaluate (a) the differences between psychological and biological bases of behavior (b) biological explanations of behavior (c) structure and function of the neuron and (d) methods and approaches utilized in obtaining information about the brain.

| Total Lecture hours* | 54   |

**COURSE CONTENT AND SCOPE -- Laboratory:**  
If applicable, outline the topics included in the laboratory portion of the course (outline reflects course description, all topics covered in class).

| Hours per Topic | COURSE OBJECTIVES - Laboratory (If applicable):  
Upon successful completion of this course, the student will be able to… (Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”)² |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Lab hours*</td>
</tr>
</tbody>
</table>

*Total lecture and laboratory hours (which include the final examination) must equal totals on page 1.

² In general “activity” courses or portions of courses are classified “laboratory.”
<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>define</td>
<td>translate</td>
<td>Interpret</td>
<td>distinguish</td>
<td>compose</td>
<td>judge</td>
</tr>
<tr>
<td>repeat</td>
<td>restate</td>
<td>apply</td>
<td>analyze</td>
<td>plan</td>
<td>appraise</td>
</tr>
<tr>
<td>record</td>
<td>discuss</td>
<td>employ</td>
<td>differentiate</td>
<td>propose</td>
<td>evaluate</td>
</tr>
<tr>
<td>list</td>
<td>describe</td>
<td>use</td>
<td>appraise</td>
<td>design</td>
<td>rate</td>
</tr>
<tr>
<td>recall</td>
<td>recognize</td>
<td>demonstrate</td>
<td>calculate</td>
<td>formulate</td>
<td>compare</td>
</tr>
<tr>
<td>name</td>
<td>explain</td>
<td>practice</td>
<td>experiment</td>
<td>arrange</td>
<td>value</td>
</tr>
<tr>
<td>relate</td>
<td>express</td>
<td>illustrate</td>
<td>test</td>
<td>assemble</td>
<td>revise</td>
</tr>
<tr>
<td>underline</td>
<td>identify</td>
<td>operate</td>
<td>compare</td>
<td>collect</td>
<td>score</td>
</tr>
<tr>
<td></td>
<td>locate</td>
<td>schedule</td>
<td>contrast</td>
<td>construct</td>
<td>select</td>
</tr>
<tr>
<td></td>
<td>report</td>
<td>shop</td>
<td>criticize</td>
<td>create</td>
<td>choose</td>
</tr>
<tr>
<td></td>
<td>review</td>
<td>sketch</td>
<td>diagram</td>
<td>set up</td>
<td>assess</td>
</tr>
<tr>
<td></td>
<td>tell</td>
<td></td>
<td>inspect</td>
<td>organize</td>
<td>estimate</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>debate</td>
<td>prepare</td>
<td>measure</td>
</tr>
</tbody>
</table>

SIMPLE SKILLS <<----------------------------->> COMPLEX SKILLS

Critical Thinking

judge
appraise
evaluate
rate
compare
value
revise
score
select
choose
assess
estimate
measure
2. **REQUIRED TEXTS:**

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


3. **SUPPLEMENTARY READINGS:**

Reading assignments may include, but are not limited to the following:


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:**

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." Writing assignments in this course may include, but are not limited to the following:

Students write in-class assignments on (a) explaining biopsychological concepts and (b) providing rational for their own opinions on the biopsychological concepts. Emphasis is placed on the clarity with which students are able to explain the biopsychological concepts and on their ability to provide rational evidence to support their opinions. For example, students may be asked to describe the concept of the evolutionary explanation of behavior as covered in the textbook and to provide a rationale for their opinion of the concept.

5. **REPRESENTATIVE OUTSIDE ASSIGNMENTS:**

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

Students conduct research and complete writing assignments on biopsychological issues. Thus, the assignments tend to reinforce the learning of course materials. Students are expected in these assignments to demonstrate clarity of understanding of the issues, to draw conclusions, and to form judgments. An example of an assignment is: Is the phrase "survival of the fittest" an accurate description of the natural selection process?

6. **REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:**

Title 5, section 55002(a) requires that a degree-applicable course have a level of rigor that includes "critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level". Critical thinking may include, but is not limited to analysis, synthesis, and evaluation. Provide examples of assignments that demonstrate critical thinking.

Examples of possible critical thinking oral or written assignments include, but are not limited to, the following: (a) Is the mind distinct from the body? (b) Is there a relationship between the shape and the function of a neuron? (c) How would synaptic communication differ if electrical rather than chemical transmission was used? (d) How does the concept of working memory differ from short-term memory?

7. **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):

The following methods will be used to evaluate student:
(a) In-class writing assignments;
(b) Out-of-class writing assignments;
(c) Multiple choice examinations;
(d) Classroom presentations;
(e) Term papers.

8. METHODS OF INSTRUCTION:
Methods of instruction may include, but are not limited to the following:
☒ Lecture
☒ Discussion
☐ Laboratory
☒ Activity
☐ Field Experience
☐ Independent Study
☒ Other (explain)

Students may be grouped into “buddy” groups. The purpose is for students to learn from their peers as they complete both their in-class and out-of-class group assignments.

9. SUPPLIES:
List the supplies the student must provide.

Writing material such as pen, pencil, and paper.

10. COMPUTER COMPETENCY:
If applicable, explain how computer competency is included in the course.

The publisher of the textbook used for the course has a website for the textbook. So, students are encouraged to take chapter examinations on the web for each chapter that is covered. In addition, students may be asked to visit specific web sites for more information on topics that are covered in class, such as,
(a) http://faculty.washington.edu/chudler/gall1.htm
(b) http://hanover.edu/Krantz/neural/actionpotential.html

Also, all out-of-class assignments and papers must be typed using a word processing software and students are required to use both internet and library resources to complete these assignments.

11. INFORMATION COMPETENCY:
Information competency is the ability to find, evaluate use, and communicate information in all its various formats. It combines aspects of library literacy, research methods and technological literacy. Information competency includes
consideration of the ethical and legal implications and requires the application of both critical thinking and communications skills. If applicable, explain how information competency is included in the course.

Students are required to use internet and library resources to locate and access information to complete their out-of-class assignments.

12. DIVERSITY:

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

The course deals with interpretation of behavior based on our understanding of brain and biological processes of all humans. The course is open to all students.

13. 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 program 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 http://misweb.cccco.edu/esed/webproginv/invmenu.htm

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

   NOTE: In order for a course to be approved as a requirement for an associate degree or certificate program, the program must be listed on the State Chancellor’s Office Inventory of Approved Programs AND the course must be listed in the college catalog as either a requirement or an elective for the program. If course is not part of an approved program at the college adopting the course, it will be considered to be a “stand-alone” course, and is subject to the State Chancellor’s approval criteria. The college must complete and submit the Chancellor’s Office “APPLICATION FOR APPROVAL OF CREDIT” form. Certain courses are granted “blanket approval” by the State Chancellor’s Office and do not require separate approval. See the Chancellor’s Office Program and Course Approval Handbook for details. LACCD Skills Certificates are not State approved programs and are not listed on the Chancellor’s Office Inventory of Approved Programs.

2. GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE STATUS:


   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

   a. 2nd Area requested: None Approval date:

   If applicable, provide an explanation of how the course meets General Education parameters for an additional general education area – 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 1990
   c. Transferable to the California State University: Yes
   d. College approval date: before 1990

2. GENERAL EDUCATION FOR TRANSFER:

   IGETC Certification:
   
a. Area requested: 5-B: Biological Sciences
   b. Date requested: 12/1990
   c. IGETC approval date: Fall 1991
   
   If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.

   CSU Certification:
   
a. Area requested: B-2: Biological Science
   b. Date requested: before 1990
   c. CSU approval date: before 1990
   
   If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.

3. MAJOR REQUIREMENT FOR TRANSFER – Will this course be articulated to meet lower division major requirements? YES

   List college/university and the majors:

<table>
<thead>
<tr>
<th>College/University</th>
<th>Major(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSUN</td>
<td>Psychology</td>
</tr>
<tr>
<td>UC Riverside</td>
<td></td>
</tr>
</tbody>
</table>

   CAN NUMBER: CAN SEQUENCE NUMBER:
   CAN Approval -- Date requested: Date approved:
Section V: SUPPLEMENTAL COURSE INFORMATION

1. DEPARTMENT/DIVISION NAME: SOCIAL and BEHAVIORAL SCIENCES

2. DEPARTMENT/DIVISION CODE: 02

3. SUBJECT CODE -- 3 characters, assigned by District Office: 825 (existing subject codes are available on the LACCD web site at http://www.laccd.edu/curriculum/directory-programs-courses/index.htm

4. SUBJECT ABBREVIATION -- 7 characters, assigned by District Office: PSYCH

5. SPC CODE -- 3 characters, assigned by District Office:

6. ABBREVIATION FOR TRANSCRIPTS -- 20 characters, assigned by District Office: PSYCH

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:
   This courses is Degree Applicable

8. CREDIT/NO CREDIT GRADING: No

9. REPETITIONS -- Number of times course may be repeated for credit (three maximum): 0

   How does the repetition of this course meet Title 5, section 58161 requirements? A course may be repeatable when, “course content differs each time it is offered, and that the student who repeats it is gaining an expanded educational experience for one of the following reasons: (A) Skills or proficiencies are enhanced by supervised repetition and practice within class periods; or (B) Active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained.”

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 55502(d) 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 If Yes, course must be non-degree applicable.

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 WITH 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 Sciences

Note: A course's 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 www.cccco.edu/cccco/esed/curric/curriculum.htm.

17. SAM CODE (Student Accountability Model): E – Non-Occupational

SAM Codes (see CCC Chancellor’s Office Student Accountability Model Operations Manual, 1984) should be assigned as follows:

Priority "A" – Apprenticeship: Courses designed for an indentured apprentice must have the approval of the State of California, Department of Industrial Relations Department, Division of Apprenticeship Standards.

Priority "B" – Advanced Occupational: Courses taken by students in the advanced stages of their occupational programs. Courses should be offered in one specific occupational area only. Priority letter "B" should be assigned sparingly; in most cases, no more than two courses in any one program should be labeled “B.” “B”-level courses must have Priority “C” prerequisites in the same program area.

Priority "C" – Clearly Occupational: Courses generally taken by students in the middle stages of their programs should have a difficulty level sufficient to detract "drop-ins." Courses may be offered in several occupational programs within a broad area. The “C” priority, however, should also be used for courses within a specific program area when the criteria for “B” classification are not met. A "C"-level course should provide the student with entry-level job skills.

Priority "D" – Possibly Occupational: "D" courses are those taken by students in the beginning stages of their occupational programs. The "D" priority can also be used for service (or survey) courses for other occupational programs.

Priority "E" – Non-occupational.
SECTION VI: APPROVAL STATUS

1. APPROVAL STATUS:

 a. ☐ New Course . Board Approval Date: . Effective Semester:

 b. ☐ Addition of Existing District Course . College Approval Date: . Effective Semester:

 c. ☐ Course Change* . College Approval Date: . Effective Semester:

 d. ☑ Outline Update . College Approval Date: March 15, 2005

* 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)

N/A – Existing Course

1. ORIGINATOR:

2. DEPARTMENT:

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 courses. 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 -- 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:

   Additional staff -- List additional staff needed:

   

   Classroom -- List classroom type needed:

   

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

   

   Supplies- List supplies and indicate dollar value:

   

   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:

   

6. **APPROPRIATENESS TO MISSION**—Describe how the objectives of the proposed course are consistent with the mission of the community colleges as established by the Legislature in the Education Code. The course should also be congruent with the mission statement of the local college and district.

7. **NEED**—Demonstrate the need for the course that meets the stated objectives, at this time, and in the region.
Using the Official Course Outline, please determine whether or not the above listed credit course meets the following standards and criteria required in Title V, Part VI of the California Administrative Code, and which has been designated as appropriate to the Associate Degree. Place a (X) in the appropriate box.

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<thead>
<tr>
<th>CRITERIA AND STANDARDS</th>
<th>RATING CRITERION</th>
<th>MET</th>
<th>NOT MET</th>
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<tr>
<td>Is recommended by the responsible college officials, and the academic senate or other appropriate faculty body as meeting the requirements of this subsection and has been approved by the local district governing board as a course meeting the needs of the students for admission.</td>
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<td>Is taught by a credentialed instructor in the discipline.</td>
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<td>Is offered as described in an outline in official college files. That the outline shall specify the unit value, scope, objectives, content in terms of a specific body of knowledge, appropriate reading and writing assignments, outside of class assignments, instructional methodology and methods of evaluation for determining whether the stated objectives have been met by students.</td>
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<td>Is taught in accordance with a set of instructional objectives common to all students.</td>
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<td>Provides for measurement of students performance in terms of the stated course objectives and culminates in a formal recorded grade based upon uniform standards in accordance with Section 55578 of Title 5, which is permanently recorded as an evaluation of student performance; bases grades on demonstrated proficiency in subject matter determined by multiple measurement for evaluation; and has examinations, including essays and/or, where appropriate, uses appropriate symbol systems and/or skills demonstrations by students.</td>
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<td>Grants units of credit based upon a specified relationship between the number of lecture and/or laboratory hours or performance criteria specified in the course outline; and requires a minimum of three hours of work per week including class time for each unit of credit, prorated for short-term, lab and activity courses.</td>
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<td>Treats subject matter with a scope and intensity which requires students to study independently outside of class time.</td>
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<td>Requires, when appropriate, entrance skills and consequent prerequisites for the course before students are enrolled</td>
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<td>Requires the ability to think critically and to understand and apply concepts in order to participate in the course.</td>
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<td>Requires learning skills and a vocabulary appropriate for a college course.</td>
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<td>Requires the use of college level educational materials.</td>
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CONTENT REVIEW FOR PREREQUISITE VALIDATION

Target Course & Number, Title: PSYCHOLOGY 2, GENERAL PSYCHOLOGY II

(Course to which pre/corequisite/advisory applies)

☐ Prerequisite: Course & Number, Title: PSYCHOLOGY 1 - GENERAL

☐ Corequisite:

☐ Advisory:

☐ Assessment

A. Target Course Entry Skills: Course & Number, Title: PSYCHOLOGY 2, GENERAL PSYCHOLOGY II

(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. Explain the structure and function of the neuron and discuss how electrical and chemical signals are transmitted by the neuron.
2. List and describe major divisions of the nervous system and major structures of the brain.
3. Explain the difference between sensation and perception.
4. List and distinguish among the various states of consciousness.
5. Explain the theories of sleep and of dream.
6. Discuss the concepts of learning and cognition.
7. Evaluate the theories of memory and of forgetting.
8. Compare and contrast motivation and emotion.
9. List and describe the sources of stress, describe factors that influence reactions to stress, and evaluate effective methods of coping with stress.

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

(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.
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 2**

### Entering Skills of Target Course

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

*Validation requires at least one match of each entry skills with at least one exit skill.*

## PARTICIPANTS IN CONTENT REVIEW:
(Signatories should include instructors for both exit and entering skills courses.)

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Initial</th>
<th>Date</th>
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<tbody>
<tr>
<td><strong>Leonard Apenahier</strong></td>
<td><strong>Instructor</strong></td>
<td><strong>LA</strong></td>
<td><strong>_____</strong></td>
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Approved 12/13/02
Revised 5/28/2004
CERTIFIED BY:

<table>
<thead>
<tr>
<th>Initiator</th>
<th>Date</th>
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<tbody>
<tr>
<td>Department Chairperson</td>
<td></td>
</tr>
<tr>
<td>Glenn Yoshida</td>
<td>05/04/05</td>
</tr>
<tr>
<td>Curriculum Chairperson</td>
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Approved 12/13/02
Revised 5/28/2004
CERTIFICATION AND RECOMMENDATION

☒ This course meets Title 5 requirements for Associate Degree applicable college credit towards an Associate of Arts 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.

Dr. Leonard Apenahier
Originator
04/28/05

Dr. Leonard Apenahier
Department/Cluster Chairperson
04/28/05

Linda Larson Singer
Articulation Officer
05/03/05

Shelley Werts
Librarian
05/18/05

Earnestine Thomas-Robertson
Dean (if applicable)
05/03/05

Glenn Yoshida
Curriculum Committee Chairperson
05/04/05

Reggie Morris
Academic Senate President
05/04/05

Leige Henderson
Vice President, Academic Affairs
05/04/05

Audre Levy
College President
05/11/05