



SEATTLE COLLEGES

Central · North · South · SVI

PSYC&100 - General Psychology

Document Type: Master Course Outline Supplemental

Proposal Type: Revision

Requester(s): Gwendolyn Astrid Larsen Kali A Kuwada

College: South

Origination Approved: 10/17/2016 - 3:16 PM

BASIC INFORMATION

Requester(s): Gwendolyn Astrid Larsen
Kali A Kuwada

College: South Seattle College

Division/Dept: Academic Programs

Dean: Daniel Charles Dillard

Peer Reviewer(s): Jc Clapp
Daniel Charles Dillard
Michael Earl Mccrath

COLLEGE SUPPLEMENTAL

Proposed Quarter of Implementation: Winter 2017

Request Provisional Exception

Class Capacity: 35

Note: The following questions are being asked in order to fulfill [Seattle Colleges District VI and AFT Seattle, Local 1789 Agreement](#) language:

Have you discussed the class cap for the course with your unit administrator and with other unit faculty that will be teaching the course?

Yes, discussion has been held.

Is the class cap number that you have indicated mutually agreed upon by unit faculty and unit administrators?

Yes, agreement has been reached.

Modes of Delivery: (Check all that apply)

Fully On Campus Fully Online Hybrid Correspondence Credit by Exam

Seminar Visual Media Other Explanation:

Select the Special Designation(s) this course will satisfy, if applicable:

(No Special Designations Selected)

Class Schedule Description:

Introduction to the scientific study of human behavior, including learning and thinking, development, perception, motivation, emotion, personality and individual differences, social and abnormal behavior,

and research methods. Placement into ENGL&101.

Course Prerequisite(s):

Placement into ENGL&101

Course Corequisite(s):

None

AA Degree Outcomes: (If Applicable)

Critical Thinking, Inquiry and Analysis, and Problem Solving

Explore issues, ideas, phenomena, and artifacts to define and articulate problems or to formulate hypotheses. Analyze evidence to formulate an opinion, identify strategies, develop and implement solutions, evaluate outcomes, and/or draw conclusions.

Ethical Reasoning

Examine, assess, and articulate core beliefs and values, and apply that knowledge to analyze and evaluate complex ethical situations from various perspectives.

Foundations and Skills for Life-long Learning

Transfer previous learning to new situations, reflect on learning experiences, and initiate steps to apply effective learning strategies to improve and expand knowledge, skills, and competence.

Student Learning Outcomes:

Communication

Read and listen actively to learn and communicate

Students read and study from a variety of course materials. They employ listening and reflecting techniques in small and large group discussions. Students ask, answer questions and present if required.

Speak and write effectively for academic and career purposes

Students communicate and write for comprehension, analysis, and critical thinking. These learning opportunities provide a solid foundation for academic achievement as well as careers in the social science fields.

Human Relations

Use social interactive skills to work in groups effectively

Students engage in small and large group discussion. They gain skills in the praxis of group dynamics. Students cultivate cultural competency by interacting with a variety of worldviews and collaborative learning styles.

Have knowledge of the diverse cultures represented in our multicultural society

Through course material and interpersonal work, students investigate sociocultural themes.

Critical Thinking and Problem-Solving

Think critically in evaluating information, solving problems, and making decisions

Students utilize critical thinking and problem solving skills through analysis, evaluation, critique and discussion.

Program Outcomes:

SLO #	Included in Course Objective Number	SSC Student Learning Outcomes
SLO 1.1	1, 2	Communication - Read and listen actively to learn and communicate.
SLO 1.2	4	Communication - Speak and write effectively for academic and career purposes.
SLO 2.1		Computation - Use arithmetic and other basic mathematical operations as required by program of study.
SLO 2.2		Computation - Apply quantitative skills for academic and career purposes.
SLO 3.1		Human Relations - Use social skills to work in groups effectively.
SLO 3.2	2	Human Relations – Have knowledge of the diverse cultures represented in our multicultural society.
SLO 4.1	1, 2, 3	Critical Thinking—Think critically in evaluating information, solving problems, and making decisions.
SLO 5.1		Technology - Select and use appropriate technological tools for academic and career tasks.
SLO 6.1		Personal Responsibility – Uphold the highest standards of academic honesty and integrity.
SLO 6.2		Personal Responsibility – Respect the rights of others in the classroom, online, and in all other school activities.
SLO 6.3		Personal Responsibility – Attend class regularly, complete assignments on time, and effectively participate in classroom and online discussions, group work, and other class-related projects and activities.
SLO 6.4		Personal Responsibility – Abide by appropriate safety rules in laboratories, shops, and classrooms.
SLO 7.1		Information Literacy—Independently access, evaluate, and select information from a variety of appropriate sources.
SLO 7.2		Information Literacy – Have knowledge about legal and ethical issues related to the use of information.
SLO 7.3		Information Literacy - Use information effectively and ethically for a specific purpose.

Course Outcomes / Objectives:

Upon successful completion of this course, students will be able to:

1. Identify components of cognitive, biological and psychosocial perspectives of psychology.
2. Demonstrate critical thinking by discussing, synthesizing and analyzing key concepts of psychology.
3. Critically evaluate foundational research methods and theories within the field of psychology.
4. Draw connections between behavior and mental processes, both personal and within the larger sociocultural milieu.

Explain the student demand for the course and potential enrollment:

This is a highly enrolled foundational course for a variety of degree pathways, including nursing, academic transfer and various professional technical degrees. Hybrid, online and in-class modalities accommodate different student learning styles and schedules.

Explain why this course is being revised:

The course is being revised as part of a division-wide initiative to clarify learning outcomes at the student and college level.

What challenges, if any, do you foresee in offering this course:

None.

Notations: List any additional course fees or any additional notes (e.g. Permission required)

None.

This is to certify that the above criteria have all been met and all statements are accurate to the best of my knowledge.

Faculty involved in originating this program:

Gwendolyn Astrid Larsen

Print Name

Gwendolyn Astrid Larsen

Signature

5/17/2016

Date

Kali A Kuwada

Print Name

Kali A Kuwada

Signature

5/17/2016

Date

Dean:

Daniel Charles Dillard

Print Name

Daniel Charles Dillard

Signature

6/22/2016

Date

Results of SSCC Curriculum Coordinating Council Findings

Participating Faculty Response and Remarks

Recommended for approval

Not recommended for approval

Chairman, Curriculum Coordinating Council:

Mary Elizabeth Beans

Print Name

Mary Elizabeth Beans

Signature

10/15/2016

Date

Vice President for Instruction:

Peter H Lortz

Print Name

Peter H Lortz

Signature

10/17/2016

Date