



Background

- This CCN Course Template was developed by psychology discipline faculty representatives from the California Community Colleges, California State University and University of California segments during June and July 2024 using the C-ID PSY 110 descriptor as a starting point.
- Development of the CCN Course Template was facilitated by ASCCC with advisory input from segment articulation officers and transfer experts.
- Approved and Submitted to the Chancellor's Office: August 15, 2024
- Template was modified by CCN in late September. Content was not altered.

Phase I CCN TEMPLATE

Subject: Psychology	Subject Code: PSYC
Proposed Course Number (Identical): C1000H	
Proposed Course Specialty Identifier (if applicable):	
Course Title (Identical): Introduction to Psychology - Honors	
Catalog/Course Description (Identical): Part 1: (Identical and Required): This course is an introduction to psychology, which is the study of the mind and behavior. Students focus on theories and concepts of biological, cognitive, developmental, environmental, social, and cultural influences; their applications; and their research foundations. This is an honors course.	



Part 2: (Optional Expanded Description, Local College Discretion):

Colleges can include information on the description that is different from the non-Honors course if applicable

This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.

Cal-GETC <ul style="list-style-type: none">● Yes● No	Cal-GETC Area Area 4 Recommended
Major Preparation: <ul style="list-style-type: none">● Yes● No	List Possible Relevant Majors - This is not a binding requirement; this is a placeholder for Phase II and may include TMC/ADT in the future.
UCTCA: <ul style="list-style-type: none">● Yes● No	
Minimum Unit Threshold Semester 3.0 Unit amounts must adhere to the established threshold minimum. Units for this course may be any combination of lecture/lab to meet student needs.	
Any Rationale or Comment:	
Prerequisites (Identical):	
Co-Requisites (Identical):	
Other Limitations on Enrollment (Determined locally):	



Advisories/Recommended Preparation (Determined locally): Eligibility for college-level writing (C-ID ENGL 100) and reading (a course with an existing skill of ability to read a college level text)

Course Content:

Part 1: Required Topics (Identical):

1. Cover at least two topics within each of the following major areas, addressing both theory and application:
 - BIOLOGICAL (e.g., Neuroscience, Sensation, Consciousness);
 - COGNITIVE (e.g., Cognition, Memory, Perception, Intelligence);
 - DEVELOPMENT (e.g., Learning, Lifespan Development, Language);
 - SOCIAL AND PERSONALITY (e.g., Motivation, Emotion, Social, Personality, Sex/Gender/Sexuality);
 - MENTAL AND PHYSICAL HEALTH (e.g., Psychopathology, Health, Therapies)
2. Incorporate psychology's seven integrative themes throughout the course:
 - a. How psychological science relies on evidence and critical thinking, adapting as new data develop;
 - b. How psychology explains general principles that govern behavior while recognizing individual differences;
 - c. How psychological, biological, social, and cultural factors influence behavior and mental processes;
 - d. How psychology values diversity, promotes equity, and fosters inclusion in pursuit of a more just society;
 - e. How our perceptions and biases filter our experiences of the world through an imperfect personal lens;
 - f. How applying psychological principles can change our lives, organizations, and communities in positive ways;
 - g. How ethical principles guide psychology research and practice.
3. Emphasize and illustrate how scientific inquiry, research methodology, and evidence serve as the foundation for all content areas:
 - a. while recognizing limitations and problematic outcomes, biases, systemic injustice, and opportunities for on-going research; and
 - b. to counter unsubstantiated statements, opinions, or beliefs.
4. Emphasize how sociocultural factors and diversity, not limited to historically dominant Western perspectives, influence content areas covered.



Part 2: Optional Expanded or Additional Topics (optional):

This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come. Colleges can include information on topics that are different from the non-Honors course if applicable

Laboratory Activities: (if applicable)

Course Objectives (Identical and Required):

Part 1: Objectives/Outcomes (Identical and Required):

At the completion of this course, the student should be able to: (Identical and Required)

1. Demonstrate fundamental knowledge and comprehension of major concepts, theoretical perspectives, historical and cultural contexts, and empirical findings within the broad discipline of psychology.
2. Use a scientific approach (including critical and creative thinking) to understand individuals' mind and behavior within psychological, biological, sociocultural, and ethnocultural contexts while recognizing that biases filter experiences.
3. Apply psychological theories, concepts, and values to individual, interpersonal, group, and societal issues to demonstrate awareness of self and others.
4. Draw logical and objective conclusions about the mind and behavior from evidence to show how psychology evaluates, modifies, and supports its claims and counters unsubstantiated statements, opinions, or beliefs.

Part 2: Optional objectives/outcomes:

This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come. Colleges can include information on SLOs/Objectives that are different from the non-Honors course if applicable.



Part 2: After this course, the student should be able to (Optional):

This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.

Methods of Evaluation:

Part 1: Examples of potential methods of evaluation used to observe or measure students' achievement of course outcomes and objectives could include but are not limited to quizzes, exams, laboratory work, field journals, projects, research demonstrations, etc. Methods of evaluation are at the discretion of local faculty.

Part 2: List Methods of Evaluation (Optional):

This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come. Colleges can include information on methods of evaluation that are different from the non-Honors course if applicable.

Representative Texts, Manuals, and/or OER that is equivalent, Other Support Materials:

Part 1: Texts used by individual institutions and in individual sections will vary.

OER Examples:

Spielman, Jenkins, & Lovett, *Psychology 2e*, OpenStax

Diener & Biswas-Diener (eds), Discover Psychology 2.0: A Brief Introductory Text
[\(<https://nabaproject.com/textbooks/discover-psychology-v2-a-brief-introductory-text>\)](https://nabaproject.com/textbooks/discover-psychology-v2-a-brief-introductory-text)

Additional OER examples can be found at <https://asccc-oeri.org/open-educational-resources-and-psychology/>



Traditional Examples:

Weiten, *Themes and Variations in Psychology* (Cengage, \$51)

Feldman, *Understanding Psychology* (McGraw, \$70)

Grison & Gazzaniga, *Norton's Psychology in Your Life*, 4th edition (WW Norton, \$65 for electronic, \$115+ for paper)

Kassin, S., Privitera, G., and Clayton, K. (2021). *Essentials of psychology*, (1st ed.). Sage. (\$65)

Wade, C., Tavris, C., Sommers, S., and Shin, L. (2023). *Psychology*, (14th ed.). Pearson. (\$90 for Revel; \$80; from \$10.99 for etext)

Licht, D., Hull, M., and Ballantyne, C. (2020). *Scientific American: Psychology* (3rd Ed.). Worth Publishers. (MacMillan, from \$56)

Part 2: List Sample Textbooks, Manuals, or Other Support Materials (optional):

This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come. Colleges can include information on methods of evaluation that are different from the non-Honors course if applicable.

	Date Approved: August 15, 2024, following ASCCC facilitation of template development process, including engagement of faculty discipline representatives from California Community Colleges, CSU, UC and independent colleges and universities and advisory input from segment articulation officers and transfer experts.
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