

Minutes: January IMPAC meeting (SFO)

Attendees

Beeson-Holmes, Melissa	Faculty	San Joaquin Delta College	mholmes@deltacollege.edu
Jensen, Robert	Faculty	CSU Sacramento	jensenrg@csus.edu
Laver, Gary	Faculty	CSU San Luis Obispo	glaver@calpoly.edu
McCormick, Marcia	Faculty	West Hills College Lemoore	marciamccormick@westhillscollege.com
Meyer, Patrick		cabrillo College	pameyer@cabrillo.edu
Narrie, Estela	Articulation	Santa Monica College	narrie_estela@smc.edu
Van Selst, Mark	Lead Faculty	San Jose State University	mvselst@sjsu.edu

Overview

- 1) Review of November Minutes (as posted on the IMPAC website)
- 2) Overview and update of PSYCHOLOGY LDTP process
- 3) Descriptors for PSYCHOLOGY LDTP groups were considered and worked on with the intent of forwarding them to the statewide coordinators
 - a. Minor changes to Introductory Psychology
 - b. Minor changes to Biological Psychology

Introduction (from the November IMPAC minutes, as reviewed)

The following email was sent out Oct 12/05 as an overview of the importance of the November IMPAC meeting (South).

October 12, 2005

TO: Academic Colleagues in Psychology

FROM: [Mark Van Selst](#), Psychology Lead for IMPAC

RE: Student Transfer and Curricular Processes

There are a large number of curricular initiatives “in play” during the 2005/2006 academic year. I am asking for you, along with another of your department or discipline colleagues from your institution, to participate in the upcoming regional and statewide [IMPAC](#) meetings¹. My specific goal in the coming meetings is to facilitate the work being undertaken in each of the segments to develop appropriate course descriptors for Psychology and its support courses while minimizing unintentional differences in the description of what might otherwise be considered analogous course content and objectives. For CSU faculty, appointing the same

¹ The Intersegmental Major Preparation Articulated Curriculum (IMPAC) project (www.cal-impac.org) is a faculty-designed and faculty-run project that focuses on students transfer into and across the three segments of state-supported higher education (the California Community Colleges, the California State University, and the University of California). One of the goals is to have transfer students properly and appropriately prepared for progressing in their chosen major (i.e., without having to engage in additional or repetitive coursework). The grant enables faculty from the state’s three higher education systems to meet regionally at intervals throughout the year in order to address policies, requirements, or procedures that may impede the smooth progress of transfer students. These meetings provide a forum where faculty may review and reconcile the prerequisites of course work both within their particular disciplines and between disciplines.

person to the Psychology IMPAC group as is responsible for the Psychology LDTP process would be beneficial.

In years past, we have viewed the work of IMPAC as being “largely complete” vis-à-vis Psychology. The renewed push to develop assessment metrics, the CSU LDTP process, and the UC major preparation initiative have converged to produce a demand on the faculty to take a system-wide view of curricular objectives. **Your department's participation is critical** to IMPAC's work. Through your participation you can ensure that the unique perspective of your department and educational segment (CCC, CSU, or UC) is brought to the table. As an added benefit, much of this work will inform and/or impact other statewide initiatives (e.g., replacement of CAN) and potentially give local curriculum committees a head start in developing or assessing their own courses. You will be working towards facilitating student access to a higher quality education.

Up to two representatives from each department should attend the appropriate IMPAC regional meeting² and the IMPAC statewide meeting (see attached announcements). We will further request that these individuals report the content and conclusions of these discussions to their colleagues.

Overview and update of the current status of transfer initiatives

We discussed the current status of the CCC numbering system (somewhat analogous to the old CAN system, but CCC controlled and with the details still being worked out), the Transfer CSU (TCSU) numbering system used for the LDTP process (again, somewhat analogous to the old CAN system, but CSU controlled with the descriptors more fleshed out -- learning objectives, outcomes and required activities could all be included within a descriptor), and the UC major preparation initiative (too early for any level of discussion).

At this January meeting, we held an excellent discussion on the nuances of the LDTP system, in particular on the distinction between units towards the degree (which LDTP guarantees) and units in the major (which it does not). Additional discussion focused on potential UC use of LDTP numbers (much as it informally used CAN numbers previously), the lack of likelihood of CSU campuses adopting (rather than just use for receiving) LDTP numbers for their own courses, and potential difficulties in CSU to CSU (or UC) transfer. The difficulty derives from the “will accept” TCSU numbers for transfer and “will adopt TCSU numbers for use with their own courses.” The latter clearly impinges on the CSU curriculum whereas the former does not. It is additionally likely that “side agreements” (one to one articulation agreements) will remain in effect on many campuses. The primary “hammer” which could induce CC’s to use LDTP numbers may be the higher priority ratings given on impacted campuses for those who have completed an LDTP in ADDITION to

² South and Metro regions attend the regional meeting scheduled on November 19th at LAX Sheraton Gateway, and North, Central, and Bay regions on January 21st at San Francisco Westin

meeting the impactation criteria. It is, at present, unclear if and how this might be implemented within the CSU.

The statewide Psychology LDTP is described at:
<http://www.calstate.edu/AcadAff/docs/Psychology-FIN.pdf> It contains the following text (November/05):

Psychology

LOWER DIVISION TRANSFER PATTERN

California State University (CSU) Statewide Pattern

The Lower Division Transfer Pattern (LDTP) consists of the CSU statewide pattern of coursework outlined below, plus campus-specific coursework, bringing the total pattern to at least 60 but no more than 70 transferable semester units for students to complete at a California Community College (CCC).

The CSU statewide pattern of coursework for CCC students who plan to major in Psychology at any CSU campus offering the major includes:

- Completion of lower division general education requirements, following either the CSU General Education Breadth (GE-Breadth) or the Intersegmental General Education Transfer Curriculum (IGETC) pattern except GE-Breadth Area E;
- Completion of the CSU graduation requirements in United States History, Constitution and American Ideals; and
- Completion of additional semester units as specified in (4) below.

Campus-specific coursework for this LDTP including requirements to meet GE-Breadth Area E will be provided by fall 2005.

(1) Complete lower division general education requirements.

Obtain a *certification of completion* of GE-Breadth or IGETC by the California Community College before transferring to a CSU campus. While completing general education, follow the course pattern stated below.

39 units for GE-Breadth

Minimum grades of C are required in courses used to meet GE-Breadth Areas A and B4.

or

37 units for IGETC

Minimum grade of C is required in each course used for IGETC.

(2) Complete the graduation requirements in United States History, Constitution and American Ideals.

These are typically completed with one course each in American government and American history, or a sequence of courses that integrate the history and government topics.

Students completing GE-Breadth should ordinarily use these courses to satisfy 6 units of Area D.

0 units required for GE-Breadth

6 units for IGETC

IGETC does not permit double counting of courses to meet

IGETC *and* U.S. History, Constitution and American Ideals requirements.

(3) Complete Introduction to Psychology [CAN PSY 2*].

This course should be used to meet GE-Breadth Area D9 or IGETC Area 4I.

0 units

(4) Complete one or more courses from the list below to bring total to 45 transferable semester units:

- A second transferable course in English composition

- Psychological Statistics [CAN PSY 6*]
 - Any other transferable course(s)
- 2-6 units

**Total Semester Units Required for the Statewide LDTP Pattern
45 Units**

* Course descriptor to be expanded.

CCC courses that fulfill general education and graduation requirements in United States History, Constitution and American Ideals are listed at www.assist.org.

Consideration of the LDTP course descriptors by the IMPAC group:

In January, the descriptors for PSYCHOLOGY LDTP groups were considered and worked on with the intent of forwarding them to the statewide coordinators working on the TCSU descriptors for psychology. The version of the Introductory Psychology course presented for comment to the January IMPAC group was the then-current version under consideration by the CSU descriptor writing team.

The other three CAN descriptors were also addressed. The IMPAC (not necessarily CSU) recommendations for each are listed below.

CSU LDTP Curricular Development Introductory Psychology proposal (as of Jan/06), as commented on by the January 2006 IMPAC group (underlined red).

INTRODUCTORY PSYCHOLOGY

Replaces: CAN PSY 2

Recommended Preparation: NONE

Required Prerequisites: NONE

Minimum Unit Requirement: 3 Semester Units

Description:

Psychology is the scientific study of behavior and mental processes. The content of the course focuses on the exploration of major theories and concepts, methods, and research findings in Psychology. Topics covered in the course include the biological bases of behavior; ethics; perception; cognition; learning; memory; emotion and motivation; development; personality and social psychology; psychological disorders and therapies; and applied psychology.

Measurable Learning Outcomes

1. Draw connections between research findings and their theoretical implications.
2. Develop an overview of the scientific field of psychology including the major theoretical approaches.
3. Draw the distinction between scientific and non-scientific methods of understanding and analysis.
4. Relate the areas of psychology to each other and to other fields within the Social Sciences

5. Compare and contrast the assumptions and methods of psychology with those of other disciplines.
6. Respect and use scientific approaches to solve problems related to behavior and mental processes.
7. Demonstrate familiarity with the major concepts, theoretical perspectives, core empirical findings, and historic trends in psychology (e.g., the history of intelligence testing).
8. Identify and explain the primary objectives of psychology: describing, understanding, predicting, and influencing behavior and mental processes.
9. Explain (including advantages and disadvantages) and compare major theoretical perspectives of psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic and sociocultural).
10. Describe major applied areas of psychology (e.g., clinical, counseling, industrial/organizational, human factors, school, and health)
11. Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychological theory and research representing each of the following nine general domains: (1) biological bases of behavior and mental processes, (2) sensation and perception, (3) learning, (4) cognition, (5) individual differences, psychometrics, personality, (6) social processes (including those related to sociocultural and international dimensions), (7) developmental changes in behavior and mental processes that occur across the lifespan, (8) psychological disorders, and (9) emotion, motivation.
12. Explain the interaction between heredity and the environment
13. Use critical thinking in acquiring knowledge
14. Recognize, understand, and respect the importance of the impact of diversity on psychological research, theory and application, including (but not limited to): race, ethnicity, culture, gender, socio-economic status, disability, and sexual orientation
15. Understand and apply psychological principles to personal, social, and organizational issues.
16. Develop insight into their own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement.
17. Develop awareness of the principles embodied in the APA Code of Ethics.
18. Demonstrate information competence (e.g. locate and choose relevant sources from appropriate media, read and accurately summarize the general scientific literature for an area of psychology, and search the World Wide Web for high quality information).

Required Topical Coverage

1. Exploration of major theories and concepts, methods, and research findings in Psychology.
2. Research Methods, including the use of descriptive and inferential statistics, and the multiple approaches to data collection.
3. Major fields in Psychology including but not limited to: the biological bases of behavior; ethics; perception; cognition; learning; memory; emotion and motivation; development; personality and social psychology; psychological disorders; therapeutic approaches; and applied psychology.

IMPAC Recommendation to TCSU Group:

INTRODUCTORY RESEARCH METHODS

Replaces: CAN PSY 8

Recommended Preparation: NONE

Required Prerequisites:

- (1) PSYCHOLOGICAL STATISTICS (was CAN PSY 6) or a comparable college-level introductory statistics course
- (2) GE-certified college composition course

Note: either prerequisite may be taken concurrently with the research methods course

Minimum Unit Requirement: 3 Semester Units

Description:

Introduction to the philosophy of science and the examination of hypothetical deductive and inductive methods and their relationship to theory. Topics include: nature of experimental research and design; experimental and non-experimental research; group- and single-subject designs; research ethics. Activities include: performing a literature review that includes peer-reviewed articles; design of an original research study; collection and analysis of psychological data; and a substantial component on APA-style report writing. LECTURE/LAB

Measurable Learning Outcomes

1. Describe behavior and mental processes empirically, including operational definitions
2. Describe the basic characteristics of the science of psychology.
3. Describe how various research designs address different types of questions and hypotheses
4. Articulate strengths and limitations of various research designs and methods used by psychologists
5. Distinguish the nature of designs that permit causal inferences from those that do not
6. Interpret basic statistical results
7. Distinguish between statistical significance and practical significance
8. Describe effect size and its impact on statistical hypothesis testing and research design
9. Perform a literature review and utilize appropriate databases
10. Formulate testable research hypotheses (i.e., that will allow the collection, analysis, interpretation, and reporting of data using appropriate statistical, methodological, and reasoning strategies).
11. Recognize that theoretical and sociocultural contexts as well as personal biases may shape research questions, design, data collection, analysis, and interpretation
12. Follow the APA Code of Ethics in the treatment of human and nonhuman participants in the design, data collection, interpretation, and reporting of psychological research
13. Generalize research conclusions appropriately based on the parameters of particular research methods.
14. Use critical thinking effectively.
15. Evaluate the credibility and quality of information.
16. Understanding fundamentals of psychological testing and measurement.
17. Formulate a researchable topic that can be supported by the appropriate literature.
18. Master APA style effectively in the production of a research report.
19. Create and interpret quantitative visual aids accurately.

IMPAC recommendation to TCSU group:

INTRODUCTORY STATISTICS FOR PSYCHOLOGY

Replaces: CAN PSY 6

Recommended Preparation: NONE

Required Prerequisites:

Minimum Unit Requirement: 3 Semester Units

Description:

The theory of parametric and nonparametric statistical methods and their application to social science data. Topics include: descriptive statistics; probability and sampling distributions; statistical inference and power; linear correlation and regression; chi-square; t-tests; and one-way analysis of variance. Application of both hand-computation and statistical software to data in a social science context, including the interpretation of the relevance of the statistical findings.

Measurable Learning Outcomes:

1. Application of both hand-computation and statistical software to data in a social science context, including the interpretation of the relevance of the statistical findings.
2. An awareness of the theory of parametric and nonparametric statistical methods and their application to social science data.
3. An awareness of the differences between Inferential and Descriptive Statistics
4. An understanding and appreciation of Statistical Hypothesis Testing

Required Topics:

1. descriptive statistics
2. probability and sampling distributions
3. statistical inference and power
4. linear correlation and regression
5. chi-square
6. t-tests (single sample, matched sample, independent sample)
7. one-way analysis of variance.

IMPAC recommendation to TCSU group:

INTRODUCTION TO BIOLOGICAL PSYCHOLOGY

Replaces: CAN PSY 10

Recommended Preparation: a general biology course (e.g., GE Biology)

Required Prerequisites: Introductory Psychology (replaces CAN PSY 2)

Minimum Unit Requirement: 3 Semester Units

Description:

Introduction to the study of the biological basis of behavior. Topics include: biological theories and scientific principles related to the understanding of brain-behavior relationships; general neuroanatomy, neurophysiology; neurotransmission and brain function; invasive and non-invasive research techniques and ethical standards for human and animal research; research studies that have advanced the understanding of physiological, hormonal, neurochemical mechanisms; and brain-behavior relationships underlying the psychological phenomena of sensation, perception, regulatory processes, emotion, motivation, learning and memory, and psychological disorders.

Measurable Learning Outcomes:

1. Appreciation for the biological basis of behavior.

Required Topics:

1. Biological theories and scientific principles related to the understanding of brain-behavior relationships
2. General neuroanatomy, neurophysiology; neurotransmission and brain function
3. Invasive and non-invasive research techniques
4. Ethical standards for human and animal research
5. Research studies that have advanced the understanding of physiological, hormonal, neurochemical mechanisms and brain-behavior relationships underlying the psychological phenomena of sensation, perception, regulatory processes, emotion, motivation, learning and memory, and psychological disorders.