

## Minutes: November IMPAC meeting (LAX)

### Attendees:

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### Overview

- 1) Invitation letter
- 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

### Details

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](#) meetings<sup>1</sup>. 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

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<sup>1</sup> The Intersegmental Major Preparation Articulated Curriculum (IMPAC) project ([www.cal-impac.org](http://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.

analogous course content and objectives. For CSU faculty, appointing the same 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 meeting<sup>2</sup> 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
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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).

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:

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<sup>2</sup> 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

- 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](http://www.assist.org).

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 primary descriptor (used for the statewide LDTP pattern course description) was for the replacement for “CAN PSY 2” (Introduction to Psychology). The other four CAN descriptors were also addressed. The final recommendations for each are listed below.

### LDTP Feedback from IMPAC to CSU Curricular Development Groups

#### INTRODUCTORY PSYCHOLOGY

Replaces: CAN PSY 2

Recommended Preparation: NONE

Required Prerequisites: NONE

Minimum Unit Requirement: 3 Semester Units

Description:

Scientific study of behavior and mental processes through the exploration of major theories and concepts, methods, and research findings. Topics include 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 major field and 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
5. Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach, to solve problems related to behavior and mental processes.
6. Demonstrate familiarity with the major concepts, theoretical perspectives, core empirical findings, and historic trends in psychology
7. Characterize the nature of psychology as a discipline.
8. Explain why psychology is a science.
9. Identify and explain the primary objectives of psychology: describing, understanding, predicting, and controlling behavior and mental processes.
10. Compare and contrast the assumptions and methods of psychology with those of other disciplines.
11. Explain (including advantages and disadvantages) and compare major theoretical perspectives of psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic and sociocultural).
12. Describe the major applied areas of psychology (clinical, counseling, industrial/organizational, human factors, school, and health)
13. Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of Psychology theory and research representing each of the following four general domains: (1) Learning and Cognition, (2) Individual differences,

- psychometrics, personality, and Social Processes (including those related to sociocultural and international dimensions), (3) biological bases of behavior and mental processes, including physiology, sensation, perception, comparative motivation, and emotion, and (4) developmental changes in behavior and mental processes that occur across the lifespan.
14. Explain the interaction between heredity and the environment
  15. Evaluate the source, context, credibility and quality of information, including differentiating empirical evidence from speculation or appeals to emotion or authority.
  16. Recognize, understand, and respect the complexity of sociocultural and international diversity
  17. Understand and apply psychological principles to personal, social, and organizational issues.
  18. Develop insight into their own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement.
  19. Apply psychological concepts, theories, and research findings as these relate to everyday life
  20. Demonstrate familiarity with the principles embodied in the APA Code of Ethics governing research.
  21. 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).
  22. Develop insight into their own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement

#### Required Topical Coverage

1. Research Methods: Descriptive, Correlational, & Experimental approaches
2. Different types of therapies
3. Major theories and concepts
4. Reliability and validity
5. Biological bases of behavior, including brain physiology, neuropsychology, and the sympathetic and nonsympathetic nervous system.
6. Perception
7. Cognition
8. Learning
9. Emotion
10. Motivation
11. Development
12. Personality
13. Social psychology
14. Applied psychology
15. Psychological disorders

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## 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.

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### 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.

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## 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 disorder.

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.