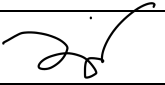




COVER SHEET FOR ALL CURRICULUM PROPOSALS

Check all Campuses making this proposal.		ALL Proposals	New Programs/Courses		
		PC Signature	CEO Signature <i>(CEO signature needed for all <u>new</u> programs and any new courses that have new facility/resource costs associated with the course)</i>	New Program Approval Supplement B <i>(“Budget” included for each campus)</i>	New Program Approval Section 6 <i>(“Cost Effectiveness and Resources” included for each campus)</i>
<input type="checkbox"/>	ACC				
<input type="checkbox"/>	CCC				
<input type="checkbox"/>	GWCC				
<input type="checkbox"/>	HCC				
<input type="checkbox"/>	MCC				
<input type="checkbox"/>	MxCC				
<input type="checkbox"/>	NVCC				
<input type="checkbox"/>	NWCC				
<input type="checkbox"/>	NCC				
<input type="checkbox"/>	QVCC				
<input type="checkbox"/>	TRCC				
<input type="checkbox"/>	TxCC				

Type of Proposal.

<input type="checkbox"/>	NEW Program (<i>degree</i>)
<input type="checkbox"/>	NEW Certificate
<input checked="" type="checkbox"/>	NEW Course
<input type="checkbox"/>	
<input type="checkbox"/>	MODIFICATION of an Aligned Program (<i>degree</i>)
<input type="checkbox"/>	MODIFICATION of an Aligned Certificate
<input type="checkbox"/>	MODIFICATION of an Aligned Course
<input type="checkbox"/>	
<input type="checkbox"/>	DISCONTINUATION of a Program (<i>degree</i>)
<input type="checkbox"/>	DISCONTINUATION of a Certificate
<input type="checkbox"/>	DISCONTINUATION of a Course
<input type="checkbox"/>	
<input type="checkbox"/>	OTHER (<i>please describe</i>):

CT State Community College - NEW Course Proposal

This template should be used by faculty to create an official record of a course for inclusion in the CT State Community College catalog.

Directions: <i>Please provide the date, name of originator, title, and campus below.</i>	
Date: 3/21/23	Primary Campus of Originator: Gateway
Name of Originator: Lauren Doninger	Title of Originator: Professor of Psychology

COURSE TITLE: Title to appear in the catalog (note: Banner has a 30-character limit)	Introduction to Psychology (D-course)
COURSE CODE: Proposed 3-4-letter subject code and number. (Note: Please include the LEGACY code, number, and equivalency, if this course was previously offered at one or more of our twelve legacy campuses.)	PSY 1001 (D)
ACADEMIC PROGRAM(s): Delineate to which academic program(s) the course will be applied	Gen Ed and an option for any program that requires PSY 1011
PURPOSE: Delineate how this course applies within the stated academic program	General Education Requirement: <u>SBSX</u> Program Requirement: <u>multiple programs require a basic</u> Psychology course Program Elective: _____
CREDIT HOURS: Number of credits awarded for successful completion of course	3
CONTACT HOURS: Number of hours of instruction time (i.e., hours of contact between students and instructor)	Lecture: <u>3</u> Lab: _____ Clinical: _____ Other (e.g., studio): _____

CT State Community College - NEW Course Proposal

BILLING HOURS: Number of credits for which students are charged	3
ADDITIONAL FEES Check all that apply	<input type="checkbox"/> Supplemental Course Fee Level 1 <input type="checkbox"/> Supplemental Course Fee Level 2 <input type="checkbox"/> Advanced Manufacturing Course Fee <input type="checkbox"/> Material Fee <input type="checkbox"/> Other: <input checked="" type="checkbox"/> None
WORKLOAD HOURS: Number of hours used to determine faculty workload	3
PREREQUISITE(s): Courses for which students must be eligible and/or courses that must be completed (with minimum grade specified) to enroll	Eligibility for ENG 1010
COREQUISITE(s): Courses in which students must be concurrently enrolled	
COURSE DESCRIPTORS: For example: General Education course (include category), Clinical, Lab, Studio, Distance Learning, Seminar, Practicum. Use designated codes: (once developed)	General Education — Social & Behavioral Sciences (SBSX)* Introductory survey course that meets the embedded SLOs for diversity** as well as SBSX* and the APA Introductory Psychology course SLOs***. The course may be offered in all formats (e.g., TRAD, ONLN, LRON, etc.) and in all semesters. * see the Additional Information section ** see the Additional Information section *** see the Additional Information section
CATALOG COURSE DESCRIPTION: The description to appear in the catalog	Introduction to Psychology as a science from a lens of diversity, equity, and inclusion. This survey course will introduce students to psychology and explore the history of psychology, including the role that psychology played in the promotion of racial discrimination. Introductory topics will include: the history of psychology, multiple perspectives taken by psychologists, research methods (with an emphasis on ethical consideration and distributive justice) and critical evaluation of information, neuroscience, learning, and social psychology (with an emphasis on implicit bias, attitudes, prejudice, and discrimination). Other topics may include states of consciousness, memory, sensation and perception, thinking, language and intelligence, motivation and emotion, health and stress, lifespan development, personality, psychopathology, therapeutic orientations, and industrial/organizational psychology.

<p>STUDENT LEARNING OUTCOMES:</p> <p>The student learning outcomes for the course should be assessable (e.g., consistent with Bloom's taxonomy) and aligned with program outcomes (where applicable).</p>	<p>Upon successful completion of this course, the student will:</p> <ol style="list-style-type: none"> 1. Describe historical and contemporary schools/perspectives in psychology. 2. Navigate the library database to secure peer-reviewed information and identify the elements of credible sources. 3. Compare and contrast descriptive and experimental research methods. 4. List and describe ethical considerations in research and at least one historical failure in research that led to the development of the Code of Ethics. 5. Describe the biological basis of behavior. 6. Describe and explain classical and operant conditioning. 7. Explain and identify prejudice, discrimination, implicit and explicit bias. <p>Additional SLOs may include:</p> <ol style="list-style-type: none"> 8. Compare and contrast two or more states of consciousness and identify key features of circadian rhythm. 9. Describe key processes of memory including encoding, storage, and retrieval, implicit and explicit memory as well as the fragility of memory. 10. Distinguish between sensation and perception and explain transduction for three or more sensory systems. 11. Describe the relationship between human thought and language and their relationship to constructs of intelligence. 12. Note the relationship between motivation and emotion and identify primary drives. 13. Identify the relationship between stress and health and note two or more strategies for stress mitigation. 14. Identify key milestones of two or more developmental stages across the lifespan. 15. Compare and contrast two or more theoretical perspectives of how personality develops. 16. Identify categories of psychological disorders and their major symptoms. 17. Compare and contrast two or more therapeutic orientations used by psychologists in the treatment of mental illness. 18. Identify the role of psychologists in industrial/organizational settings.
<p>TOPICS OUTLINE:</p>	<p>List Instructional units:</p> <ol style="list-style-type: none"> 1. History of psychology


CT State Community College - NEW Course Proposal

<p>The instructional units in which the above outcomes will be taught and assessed.</p>	<ol style="list-style-type: none"> 2. Research methods 3. Biological basis of behavior and mental processes 4. Learning 5. Social psychology <p>Each instructor will include at least two additional units from among: states of consciousness, memory, sensation and perception, thinking, language and intelligence, motivation and emotion, health and stress, lifespan development, personality, psychopathology, therapeutic orientations, industrial/organizational psychology.</p>
<p>SUGGESTED TERMS OFFERED</p> <p>Please check all that apply</p>	<p><input type="checkbox"/> Fall</p> <p><input type="checkbox"/> Winter</p> <p><input type="checkbox"/> Spring</p> <p><input type="checkbox"/> Summer</p>

CT State Community College - NEW Course Proposal

<p>SUGGESTED COURSE MODALITIES</p> <p>Please check all that apply. Note: Where it serves student needs, all CT State courses may be offered in all modalities.</p>	<p> <input checked="" type="checkbox"/> On-ground <input checked="" type="checkbox"/> Online (ONLN and/or LRON) <input checked="" type="checkbox"/> Hybrid <input checked="" type="checkbox"/> FLEX <input type="checkbox"/> Other (specify): </p>
<p>ADDITIONAL INFORMATION:</p> <p>If applicable, include any special instructions or requirements (e.g., field work or background check required) as well as any recommended texts or materials (e.g., open-source materials)</p>	<p>*This course meets the general education SLOs for SBSX (Social & Behavioral Sciences) –</p> <ol style="list-style-type: none"> 1. Explain social, organizational, psychological, political, economic, historical, geographic, or cultural elements that influence and are influenced by individuals or groups. 2. Describe theories and concepts, or research methods used to investigate social or behavioral phenomena. 3. Identify and describe ethical issues pertaining to social contexts and phenomena. <p>**This course meets the embedded general education SLOs for Diversity (D-course)</p> <ol style="list-style-type: none"> 1. Cultural Self-Awareness - Course promotes awareness of one's own cultural identities, assumptions, perspectives, biases, and/or behaviors that may affect one's world view. 2. Diversity Knowledge - Course creates an understanding of contemporary and/or historical beliefs and systems that created and perpetuates marginalized and/or oppressed groups in society. 3. Impact of Diversity - Course provides an awareness of how and why systemic discrimination, prejudice, and stereotyping faced by marginalized and/or oppressed groups affects all members of a society. <p>***This course aligns with the APA SLOs for Introductory Psychology.</p>
<p>CLASSROOM REQUIREMENTS</p> <p>*Note: If classroom requirements result in increased demand for Budget, Facilities, Equipment, and/or Personnel, the campus CEO must approve this proposal.</p> <p><i>(e.g., Computer lab, Kitchen, Science lab, Studio, Lecture)</i></p>	<p>No special requirements.</p>

Resource needs have been discussed with Library Services and Information Technology Operations. (Complete if applicable.)

Name and Title	Signature of Originator	Date
Lauren Doninger, Professor		9/8/23

✓ No Library Services needed.

- ✓ No Technology Services needed.

CT State Community College - NEW Course Proposal

GOVERNANCE BODY	SIGNATURES	DATE
Statewide Discipline Council	<i>Topher Logan</i>	9/8/23
School Area Curriculum Council		
Curriculum Congress		
School Area Academic Dean		
CT State Provost		
*Campus CEO (if applicable)		
*CT State President (if applicable)		

Rationale for the addition of an Introduction to Psychology (PSY 1001) course

Most students who take psychology are not intending to be psychology majors. They are completing a Gen. Ed or program requirement. A two-semester general psychology sequence may be appropriate for some students intending to major in psychology, but most students need a one semester introductory course. Among public institutions in CT, only UCONN requires a two-semester general psychology sequence for majors. Notably, PSY 1012 (112) is not a required course in the Psychology Transfer Ticket.

The approved CSCC PSY 1011 (111) and PSY 1012 (112) content appears to be a standard psychology text that has been divided in half. From the approved course syllabi -

PSY 1011 covers:

- 1) *History/Development as a field of study*
- 2) *Biological Psychology*
- 3) *Research Methods*
- 4) *Stress and Health*
- 5) *Memory*
- 6) *Motivation and Emotion*
- 7) *Learning*
- 8) *Life Span [sic] Development*

PSY 1012 covers:

- 1) *APA*
- 2) *Sensation & perception*
- 3) *Thinking & language*
- 4) *Intelligence*
- 5) *Personality*
- 6) *Social psychology*
- 7) *States of Consciousness*
- 8) *Psychological disorders*
- 9) *Therapeutic treatment*

An Introduction to Psychology course makes sense because most students will not take PSY 1012 and will miss the components of psychology that offer important learning opportunities and that capture student interest within the gen ed realm. Social Psychology is the unit that lends itself most to discussing the psychological principles of attitudes, stereotypes, prejudice, discrimination, and bias. The unit on States of Consciousness includes psychoactive substances. For many students, this unit is the first opportunity to learn about substances without a lens of scare tactics/monitoring/judgment that silences their questions. The unit on Psychological Disorders is often the unit that students are most curious about.

If students are going to take a second psychology course, it is most likely to be PSY 2001 (201) (see the list comparing courses that ran from fall 2022 – spring 2023 across all 12 colleges). One of the 8 units covered in PSY 1011 is Lifespan, which means that for most students who take just two psychology classes (1011 and 2001), they get lifespan twice but never get social or psychological disorders, among other topics. The General Psychology I and II sequence also limits the opportunity for faculty to have the flexibility to build in modules related to areas of specialization. The areas where faculty have the greatest expertise and passion often create the richest learning opportunities for students. An Introduction to Psychology course with some flexibility in topics opens the potential for more dynamic classes.

Comparison of courses that ran across the 12 colleges from fall 2022 through spring 2023

- Fall 2022
 - 145 sections of 111
 - 11 sections of 112

Doninger PSY 1001 Introduction to Psychology with a diversity (D) designation – course proposal

- 46 sections of 201
- Winter 2022
 - 11 sections of 111
 - 1 section of 112 (with just 8 students)
 - 5 sections of 201
- Spring 2023 (at the time of data collection, data were not yet frozen)
 - 122 sections of 111
 - 11 sections of 112
 - 41 sections of 201

In the past five years, 39,504 seats in PSY 111 have been filled and 2,341 seats in PSY 112 (see Appendix A). Less than 6% of students take a full year sequence. There are General I and II sequences offered in other disciplines. In BIO 13% (many BS degrees require a full year of CHE and PHY but just 1 semester of BIO) take the full sequence. In CHE it is 21% and PHY is 19%. All of these disciplines that have full year general courses for majors have 1 semester intro courses for non-majors (e.g., BIO 1000 and 1005, CHEM 1010 and 1110, PHYS 1001, 1009, and 1100).

Comparison of introductory courses across public institutions in CT

- CCSU
 - [*PSY 112- GENERAL PSYCHOLOGY*](#) *Survey of the scientific study of mental processes and behavior. Required of all psychology majors and minors. CSUS Common Course.*
 - Not required for the BSN, Lifespan is required.
 - Transfers to UCONN as PSY1100 – Gen Psy I
 - Transfers to the CCs as PSY 1011
 - On 3/2/23 Carolyn R. Fallahi, Ph.D., Professor and Chairperson Department of Psychological Science confirmed that this proposed course would be accepted as equivalent to CCSU PSY 112.
- ECSU
 - [*PSY 100 - INTRODUCTION TO PSYCHOLOGY*](#) - *Surveys the methods, findings, and theories of scientific psychology. Research methods, neuroscience, human development, learning, sensation and perception, cognition, motivation, personality, abnormal behavior, social behavior, and industrial/organizational psychology will be covered.*
 - [*PSY 101 – INTRODUCTION TO THE PSYCHOLOGY MAJOR*](#)– *1 credit - Pre or Co-requisite: PSY 100 - Introduction to the academic and professional aspects of the field and an overview of careers in psychology. The course will develop skills for success in the major including introduction to APA style, research, library research, and information acquisition for psychology. Students will be introduced to careers in psychology and how to create documents needed to secure employment or gain admission into graduate programs.*
 - This course is required of transfer majors.
 - PSY 100 is not required for the ECSU BSN program, Lifespan is required.
 - Transfers to UCONN as PSY1101 (Gen Psy II)
 - Transfers to the CCs as PSY 1011
 - On 3/21/23 James Diller, PhD, Chair of Psychological Science confirmed that this course would be accepted as equivalent to PSY 100.
- SCSU
 - [*PSY 100 - INTRODUCTION TO PSYCHOLOGY*](#) - *Introduction to psychology as a science. Core topics are: psychology as a profession, research methods, biological bases of behavior, and learning. Additional topics are selected from: personality (normal and abnormal), sensation and perception, cognition, social, intelligence, and development.*
 - Required for the BSN along with Lifespan
 - Transfers to UCONN as PSY1100 (Gen Psy I)
 - Transfers to the CCs as PSY 1011

- On 2/27/23 SCSU Department Chair, W.J. Hauselt, Ph.D., indicated that the proposed PSY 1001 would work as an equivalent to SCSU PSY 100.
- **WCSU**
 - [PSY 100 INTRODUCTION TO PSYCHOLOGY - 3 SH](#) An introductory survey course covering some of the major topics of psychology. Mandatory areas to be studied include: history of psychology, research methods, neuroscience and biopsychology, learning, memory and cognition, personality, psychological disorders, and social or developmental psychology. Other topics may include: sensation/perception, consciousness, language, intelligence, motivation, emotion, therapy, stress and health. This course is a prerequisite for all upper-level courses in psychology. Every semester
 - PSY 100 required for Nursing, Lifespan is not.
 - Transfers to UCONN as PSY1101 (Gen Psy II)
 - On 2/27/23 WCSU Department Chair, Patricia O'Neill, Ph.D., indicated that the proposed PSY 1001 would work as an equivalent to WCSU PSY 100.
- **UCONN – Since writing this in spring 2023, there have been significant changes**
 - [PSYC 1100](#) - General Psychology I - Basic principles that underlie mental processes and behavior; research methodology, biopsychology, sensation, perception, learning, memory and language. Ordinarily this course should be taken in the fall semester. CA 3.
 - [PSYC 1101](#) – General Psychology II - Psychology as a social science. Research methodology, developmental, personality, clinical, abnormal and social psychology. CA 2.
 - For students majoring in PSY, taking CC PSY 1011 and PSY 1012 works. However, PSY 1011 transfers as non-lab science. Because PSY 1011 does not fulfill a non-lab science at the community colleges, this course has minimal utility as a gen ed for non-PSY majors (it is effectively an open elective).
 - Dr. James Chrobak, Associate Department Head and Coordinator of Undergraduate Studies, Department of Psychology, University of Connecticut has reviewed the proposed syllabus for PSY 1001(D). He states that, *this class would likely transfer as PSY 1101* (equivalent to our PSY1012). This means that it will work as a meaningful gen ed for non-PSY majors (fulfilling Content Area 2: Social Sciences). This also means that students who opt to be a PSY major at UCONN will have lost no time or credit by taking PSY 1001. They will add PSY 1011 and have the UCONN Gen Psy sequence completed.
- **UPDATE as of 9/2023**
 - UCONN no longer takes PSY 1011 and 1012 as equivalent to PSY 1100 and 1101. Both classes transfer as 1101.

Connecticut State Community College	PSY 1011	PSYC 1101 General Psychology II
Connecticut State Community College	PSY 1012	PSYC 1101 General Psychology II

Historical Context

Until about 25 years ago, the CCs had an Intro Psy course. The legislature got active and called UCONN to task for not taking CC courses. Rather than UCONN taking our course, the CCs abandoned what was PSY 100 and developed 111 and 112 – for UCONN (I am awaiting data on the percentage of our students who transfer to UCONN).

We need to serve students who want to go to UCONN as PSY majors – those students need the equivalent of 1100 and 1101. I do not think there are any other majors that require the full year sequence. In the Gen Ed at UCONN, PSY 1100 fulfills Content Area 3 (CA3): Science and Technology and PSY 1101 fulfills Content Area 2 (CA2): Social Sciences. An equivalent to PSY 1100 might serve UCONN native students looking to fulfill CA3. It is unlikely to serve many of our matriculated native students planning on transferring to UCONN because students are better off taking their second CA3 as EVN in order to double dip with the UCONN Environmental Literacy Gen Ed requirement.

Fulfilling CSCC program requirements (e.g., Nursing, Allied Health, etc.).

Doninger PSY 1001 Introduction to Psychology with a diversity (D) designation – course proposal

- If approved, programs that require PSY 1011 will be asked to change the requirement to PSY 1001 or PSY 1011. While no formal or widespread requests have been made, the coordinators for Nursing and Allied Health at Gateway have reviewed the syllabus and anticipate no issue with accepting PSY 1001 to fulfill their requirements.
- Currently, all the CSUs offer a single semester *Introduction to Psychology* (titled *General Psychology* at CCSU) course (and virtually all other colleges from which our students might bring transfer credits) that comes into the CCs as PSY 1011. Preparation for upper-level psychology classes and for programs that require PSY 1011 (typically as a directed Gen Ed) is routinely achieved with an introductory course.

Submitted by
Dr. Lauren Doninger, LPD, LADC
Professor of Psychology
Gateway



Appendix

Last five years (ending spring 2023)

TABLE 1. PSY 111 ENROLLMENT OF LAST FIVE ACADEMIC YEARS (SEAT COUNT)													
ACADEMIC_YEAR	AsCC	CaCC	GwCC	HoCC	MaCC	MxCC	NkCC	NvCC	NwCC	QvCC	TrCC	TxCC	TOTAL
1819	359	552	1,243	1,062	1,076	475	905	1,169	217	220	621	658	8,557
1920	206	609	1,417	967	1,142	495	916	1,041	253	218	617	734	8,615
2021	195	461	1,337	849	890	443	796	956	292	191	599	765	7,774
2122	194	461	1,224	778	804	414	761	934	275	187	567	707	7,306
2223	350	408	1,116	662	798	369	843	921	283	249	599	654	7,252
GRAND TOTAL	1,304	2,491	6,337	4,318	4,710	2,196	4,221	5,021	1,320	1,065	3,003	3,518	39,504
TABLE 2. PSY 112 ENROLLMENT OF LAST FIVE ACADEMIC YEARS (SEAT COUNT)													
ACADEMIC_YEAR	AsCC	CaCC	GwCC	HoCC	MaCC	MxCC	NkCC	NvCC	NwCC	QvCC	TrCC	TxCC	TOTAL
1819	105		16	30	123		116		8	40	77		515
1920	299		32	35	94		79		9	28	42		618
2021	77		47	38	105		73			36	67		443
2122	68		44	40	84		48			26	66		376
2223	100		35	26	83		50			32	63		389
GRAND TOTAL	649		174	169	489		366		17	162	315		2,341