COURSE INFORMATION FORM

<table>
<thead>
<tr>
<th>DISCIPLINE</th>
<th>Psychology</th>
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<tbody>
<tr>
<td>COURSE TITLE</td>
<td>General Psychology</td>
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CATALOG DESCRIPTION

Introduction to the scientific study of behavior and mental processes through the exploration of major theories, concepts, methods, and research findings in the field of psychology. Using the foundation of the scientific method, topics cover various sub-disciplines in psychology: biological, cognitive, developmental, social and personality, and mental/physical health. Emphasis on biopsychosocial influences and integration across sub-discipline topics.

PREREQUISITES

None

EXPECTED STUDENT OUTCOMES IN THE COURSE (ESO)

ESOs in General Psychology are aligned with national standards for undergraduate learning in psychology across five goals: Knowledge Base in Psychology, Scientific and Critical Thinking, Ethics and Social Responsibility, Communication, and Professional Development. Upon completion of this course, students will be able to:

1. Explain behavior and mental processes using basic psychology terminology, concepts, and theories.
2. Apply psychological terminology, concepts, and theories to everyday life.
3. Identify basics of the scientific method and research design, and use components to evaluate psychological explanations.
4. Demonstrate psychological information literacy.
5. Explain how psychology can promote civic, social, and global outcomes that benefit others.
6. Describe psychology-related issues of global concern (e.g. poverty, health, migration, human rights, rights of children, international conflict, sustainability).
7. Express ideas that reflect basic psychological concepts and principles and/or construct plausible arguments based on psychological concepts.*
8. Generalize psychology content and skills to personal and career goals.

*Instructors may choose written or oral format to assess the communication outcome.
GENERAL EDUCATION OUTCOMES (ESO)
Specify which general education outcomes, if any, are substantially addressed by the course. Numbers in parentheses identify the Expected Student Outcomes linked to the specific General Education Outcome.

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<tr>
<th>Outcomes</th>
<th>ESO</th>
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Revised 2/16/15
PROGRAM-LEVEL OUTCOMES

CAREER AND TECHNICAL EDUCATION PROGRAM OUTCOMES
Specify which Career and Technical program outcomes, if any, are substantially addressed by the course by completing the “Career and Technical Education template” to show the relationship between course and program outcomes to assessment measures.

1.

CLASS-LEVEL ASSESSMENT MEASURES
Student accomplishment of expected student outcomes may be assessed using the following measures. (Identify which measures are used to assess which outcomes.)

Instructors may choose classroom assessment measures, and determine any additional assessments as needed:

Multiple choice quizzes (Measures 1-6)
Multiple choice exams (Measures 1-6)
Short answer or essay exams (Measures 1-7)
Research papers (Measures 1-7)
Reflection journals (Measures 1,2,5,6,7,8)
Class presentations or debates (Measures 7, oral communication option)
Problem analysis paper (Measures 1-7)
Film analysis paper (Measures 1-7)
Career application paper (Measures 1, 2, 7, 8)
Global Concerns paper (Measures 1, 2, 4, 5, 6, 7)
Course Outline Based On:
Strengthening the Common Core of the Introductory Psychology Course
American Psychological Association (APA)
March 2014

Individual instructors may use the Common Core recommendations by APA to determine the order of content, as well as emphasis areas, to fit the needs of their individual courses and personal expertise. What is assured is that the instructor will cover particular general content domains in introductory psychology. Other topics may be added to a course as the instructor sees fit, and as time and interest allow. An asterisk is utilized to suggest optional ways to address integrated themes in psychology.

I. Foundation: Scientific method
   A. Research methods
   B. Research analysis and critical thinking
   C. Research ethics

II. General Content (instructors should at minimum select at least two topics from each general content domain):
   A. Biological
      a. Neuroscience
      b. Sensation
      c. Consciousness
      d. Motivation
   B. Cognitive
      a. Cognition
      b. Intelligence
      c. Language
      d. Memory
      e. Perception
   C. Development
      a. Learning
      b. Child development
      c. Adolescent development
      d. Adult development
   D. Social and Personality
      a. Social psychology
      b. Personality
      c. Emotion
      d. Multicultural
      e. Gender
   E. Mental and Physical Health
      a. Stress
      b. Health
      c. Abnormal psychology
      d. Therapy
*III. Integrated themes (APA recommends that instructors should recognize integrated themes and address the following issues within general content topics above)
A. Cultural and social diversity
B. Ethical considerations in studying or applying topics and concepts
C. Variations in human functioning
D. Applications of course content to practical life experiences or social problems
E. Biopsychosocial influences