

## Summary of CCN Psychology Subcommittee Report

The following provides a summary of the *Recommendation Report* from CCN Psychology Subcommittee. **Status: Recommended by Transfer Council to full HECC Commission, June 15, 2023.**

Recommendation	Vote
<p><b>Course Number and Prefix:</b> PSY 201Z  <b>Course Title:</b> Introduction to Psychology I  <b>Course Credits:</b> 4  <b>Course Description:</b>            Introduction to the science and application of psychology. Emphasis will be placed on psychological concepts, theories, and principles related to: Research Methods, Behavioral Neuroscience, Consciousness, Sensation/Perception, Learning, Memory, Thinking and Intelligence, and related topics.</p> <p><b>Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Identify psychological, biological, and other factors that influence behavior and mental processes.</li> <li>2. Apply key theories and concepts in psychology.</li> <li>3. Evaluate claims about psychological phenomena and human behavior through the use of empirical evidence and knowledge of the scientific method.</li> <li>4. Demonstrate knowledge about the ways psychological science and practices are contextualized by ethical standards and sociocultural factors.</li> </ol>	<p>Yes 15 No 0 Abstain 0            Yes 12 No 0 Abstain 0            Yes 12 No 1 Abstain 0            Yes 13 No 0 Abstain 0             Yes 14 No 1 Abstain 0</p>
<p><b>Course Number and Prefix:</b> PSY 202Z  <b>Course Title:</b> Introduction to Psychology II  <b>Course Credits:</b> 4  <b>Course Description:</b>            Introduction to the science and application of psychology. Emphasis will be placed on psychological concepts, theories, and principles related to: Personality, Social Psychology, Health and Well-Being, Motivation and Emotion, Disorders, Therapies, Lifespan Development, and related topics.</p> <p><b>Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Identify psychological, social, cultural, and biological factors that influence behavior and mental processes.</li> <li>2. Apply key theories and concepts in psychology.</li> <li>3. Evaluate claims about psychological phenomena and human behavior through the use of empirical evidence.</li> <li>4. Demonstrate knowledge about the ways psychological science and practices are contextualized by ethical standards and sociocultural factors.</li> </ol>	<p>Yes 15 No 0 Abstain 0            Yes 12 No 0 Abstain 0            Yes 12 No 1 Abstain 0            Yes 13 No 0 Abstain 0             Yes 14 No 1 Abstain 0</p>

*Chart approved by CCN Psychology Subcommittee Co-chairs Zip Krummel and Ethan McMahan, June 6, 2023.*

# CCN Subcommittee Recommendation Report

## Psychology

Subcommittee Member

DeAnna Timmermann, Eastern Oregon University, [dtimmerm@eou.edu](mailto:dtimmerm@eou.edu)

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June 6, 2023

# Date of last meeting

June 6, 2023

# Plans for next meeting

This subcommittee plans to reconvene Fall 2023, in October, to work on aligning PSY 101, if needed. We can also address any questions, revisions, or suggestions from the Transfer Council at that time.

# Overview

The following information represents the alignment work and discussions that focused on PSY 201Z and PSY 202Z.

In order to understand the rationale for the decisions made by the Psychology subcommittee, the following main points are important considerations:

1. Although there is not an independent accrediting agency for undergraduate level psychology programs, **the American Psychological Association (APA) provides guidelines and standards for both the undergraduate degree in psychology (<https://www.apa.org/ed/precollege/about/learning-goals.pdf>) and for the foundational course in psychology**, typically called General Psychology or Introductory Psychology (<https://www.apa.org/about/policy/introductory-psychology-initiative-student-outcomes.pdf>). These guidelines and standards apply nationally and globally to the study of psychology. The APA guidelines and standards for a general psychology course were important considerations for the work of this subcommittee, and they underlie all decisions made by the subcommittee.
2. An undergraduate general psychology course covers the following topics at a minimum: *History; Research Methods; Biological Bases of Behavior; Sensation and Perception; States of Consciousness; Learning; Memory; Thinking and Intelligence; Lifespan Development; Personality; Motivation and Emotion; Social Psychology; Stress/Health; Disorders; and Therapies*. Most colleges and universities in the United States are on the semester system and have 16 weeks to cover these topic areas in psychology. However, the public institutions of higher education in Oregon are on the quarter system, which provide 10 weeks to complete a course. It is unrealistic to expect a ten week course to provide the coverage of the minimum topics of a general psychology course in a manner which embraces the APA guidelines and standards. As

such, the public colleges and universities in Oregon have divided the content covered in a general psychology course over multiple terms. Historically, universities divided the content over two terms (PSY 201 and PSY 202; 4 credits each; however, OIT offers a 3-credit/3 term-sequence), and four of the community colleges divided the content over three terms (PSY 201, PSY 202, and PSY 203; 3 or 4 credits each). More recently, most of the Oregon community colleges have moved to a two-term course offering a general psychology course, but four of the community colleges still offer general psychology in a three-term sequence. The important takeaway for the members of the Transfer Council is that in Oregon, **the two (or in some cases, three) term general psychology courses actually are THE SAME GENERAL PSYCHOLOGY COURSE, with different content areas covered each term.** If Oregon was on a semester system there would not be PSY 201/202 or PSY 201/202/203 - there would just be one course to cover the general psychology content. The quarter system in Oregon created a relatively arbitrary division of the content of the general psychology course over two or three terms. Thus, to have the equivalent content of a General Psychology course a student needs to successfully complete all the courses in the area provided by a given institution (either PSY 201 and PSY 202 for two-term offerings, or PSY 201, PSY 202, and PSY 203 for three-term offerings).

3. A final consideration of general psychology courses taken in Oregon is that **a majority of students who take a general psychology course do so to complete a general education requirement.** For these students, only one course in the general psychology sequence is needed to meet their general education requirements; they could complete the entire sequence if they are interested in the topic, but they do not need to do so to earn their general education credits. However, if a student does not complete all of the courses in a general psychology sequence offered at an Oregon public institution, they have not actually completed the content necessary to transfer the course as "General Psychology." If the student only takes one general psychology course for general education purposes, this is not an issue. If a student is a psychology major or minor, or if the student wishes to transfer to a semester institution and have their coursework counted as a full General Psychology course, then they must complete all parts of the general psychology course sequence offered.

## Action Items Completed

RECOMMENDATION	STATUS
<b>PSY 201Z Decisions</b>	
<p><b>Course Number and Prefix:</b> PSY 201Z</p> <p><b>Rationale:</b> This course number was selected because the majority of community colleges (15 of 17) and six public universities/colleges (6/7) use this number for the first half of the content of a general psychology course (PSU numbers this course PSY 200).</p>	<p><b>Vote:</b> Yes: 15 No: 0 Abstain: 0</p> <p><b>Passed</b></p>
<p><b>PSY 201Z Course Title:</b> Introduction to Psychology I</p> <p><b>Rationale:</b> The subcommittee preferred the term “Introduction” rather than “General” in the title of the course, as it was felt the term <i>introduction</i> best illustrates the purpose of the course. The Roman numeral “I” was chosen to indicate this course is one of two parts which, when taken together, covers the content expected in a general psychology course.</p>	<p><b>Vote:</b> Yes: 12 No: 0 Abstain: 0</p> <p><b>Passed</b></p>
<p><b>PSY 201Z Course Credits:</b> 4</p> <p><b>Rationale:</b> This credit value was selected because the majority of community colleges (13 of 17) and most public universities/colleges (6/7) use this number of credits.</p>	<p><b>Vote:</b> Yes: 12 No: 1 Abstain: 0</p> <p><b>Passed</b> 12 out of 17 members voted in favor of the recommendation. The member who voted against this credit value will write a Minority Report explaining their position.</p>
<p><b>PSY 201Z Course Description:</b> Introduction to the science and application of psychology. Emphasis will be placed on psychological</p>	<p><b>Vote:</b> Yes: 13 No: 0 Abstain: 0</p> <p><b>Passed</b></p>

concepts, theories, and principles related to: Research Methods, Behavioral Neuroscience, Consciousness, Sensation/Perception, Learning, Memory, Thinking and Intelligence, and related topics.

**Rationale:**

All members of the subcommittee are in agreement that the purpose of a general psychology course is to introduce students to the science of psychology. An introductory psychology course illustrates how the field of psychology uses the scientific method to explore behavior and mental processes, and how the empirical evidence thus derived is applicable to people's lives.

The subcommittee reviewed the topic areas covered in PSY 201 and PSY 202. Thirteen of 17 community colleges and six of the seven public universities offer the 4-credit/2-term version of these courses. We also reviewed the content of PSY 201, PSY 202, and PSY 203 for the four community colleges and one university which offer their general psychology course in this format, for either 3 or 4 credits over three terms.

For the five 3-4 credit/3 term institutions, the content of **PSY 201** aligns with **PSY 201** offered by the remaining 19 public institutions of higher education, and the content of **PSY 203** aligns with **PSY 202**. The content of PSY 202 at the 3-4 credit/3-term institutions is split between the PSY 201 and PSY 202 courses offered at the 4-credit/2-term institutions. At this point, we agreed to focus on the establishment of the content of the 4-credit/2-term offerings of general psychology to move forward. The subcommittee found that content

<p>of PSY 201 and PSY 202 was in agreement across the institutions of public higher education which offer general psychology in two courses, with the notable exceptions of Lifespan Development and Thinking &amp; Intelligence. About half of the colleges and universities offer Lifespan Development in PSY 201 and Thinking &amp; Intelligence in PSY 202, and the remaining colleges and universities offer Thinking &amp; Intelligence in PSY 201 and Lifespan Development in PSY 202. After several meetings with robust conversation with the members of the subcommittee, we came to a unanimous agreement to place Thinking &amp; Intelligence in PSY 201 and Lifespan Development in PSY 202.</p>	
<p><b>PSY 201Z Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Identify psychological, biological, and other factors that influence behavior and mental processes.</li> <li>2. Apply key theories and concepts in psychology.</li> <li>3. Evaluate claims about psychological phenomena and human behavior through the use of empirical evidence and knowledge of the scientific method.</li> <li>4. Demonstrate knowledge about the ways psychological science and practices are contextualized by ethical standards and sociocultural factors.</li> </ol> <p><b>Rationale:</b></p> <p>The learning outcomes for PSY 201Z and PSY 202Z are similar, as they are two halves to the same course, but the two courses differ in the focus of their content areas.</p>	<p><b>Vote:</b>  Yes: 14 No: 1 Abstain: 0</p> <p><b>Passed</b></p>

<p>While any division between the biological, psychological, and social influences on behavior will be artificial, as all three of these components interact to influence behavior and cannot be separated, the content of PSY 201Z covers topics that arguably are more obviously connected to biological and psychological influences. The first learning outcome reflects the content of PSY 201Z.</p> <p>The remaining three course learning outcomes are based on the APA Introductory Psychology Initiative (IPI) Student Learning Outcomes for an undergraduate general psychology course, which are <b>psychological content, scientific thinking, and key themes</b>. Learning outcomes 2 and 3 directly relate to the first two APA IPIs and are written in language to allow for assessment of these learning outcomes. For <b>key themes</b>, the subcommittee focused particularly on the ethical considerations and sociocultural lenses which underlie the science of psychology.</p>	
<b>PSY 202Z Decisions</b>	
<p><b>Course Number and Prefix:</b> PSY 202Z</p> <p><b>Rationale:</b></p> <p>This course number was selected because the majority of community colleges and most public universities use this number for the second half of the content of an introductory psychology course.</p>	<p><b>Vote:</b> Yes: 15 No: 0 Abstain: 0</p> <p><b>Passed</b></p>
<p><b>PSY 202Z Course Title:</b> Introduction to Psychology II</p> <p><b>Rationale:</b></p> <p>The subcommittee preferred the term “Introduction” rather than “General” in</p>	<p><b>Vote:</b> Yes: 12 No: 0 Abstain: 0</p> <p><b>Passed</b></p>



<p>the title of the course, as it was felt the term <i>introduction</i> best illustrates the purpose of the course. The Roman numeral “II” was chosen to indicate this course is one of two parts which, when taken together, cover the content expected in a general psychology course.</p>	
<p><b>PSY 202Z Course Credits:</b> 4</p> <p><b>Rationale:</b></p> <p>This credit value was selected because the majority of community colleges (13 of 17) and all public universities/colleges (7/7) use this number.</p>	<p><b>Vote:</b></p> <p>Yes: 12 No: 1 Abstain: 1</p> <p><b>Passed</b></p> <p>12 out of 17 members voted in favor of the recommendation. The member who voted against this credit value will write a Minority Report explaining their position.</p>
<p><b>PSY 202Z Course Description:</b></p> <p>Introduction to the science and application of psychology. Emphasis will be placed on psychological concepts, theories, and principles related to: Personality, Social Psychology, Health and Well-Being, Motivation and Emotion, Disorders, Therapies, Lifespan Development, and related topics.</p> <p><b>Rationale:</b></p> <p>The rationale for the course description of PSY 202Z is the same as the rationale for the course description of PSY 201Z, as these two courses are the same course which is arbitrarily split to offer half the content in one course (PSY 201Z) and half the content in another (PSY 202Z). The subcommittee’s decision in terms of the course descriptions of PSY 201Z and PSY 202Z was to decide what content was covered in which course.</p> <p>All members of the subcommittee are in agreement that the purpose of an</p>	<p><b>Vote:</b></p> <p>Yes: 13 No: 0 Abstain: 0</p> <p><b>Passed</b></p>

introductory psychology course is to introduce students to the science of psychology. An introductory psychology course illustrates how the field of psychology uses the scientific method to explore behavior and mental processes, and how the empirical evidence thus derived is applicable to people's lives.

The subcommittee reviewed the topic areas covered in PSY 201 and PSY 202. Thirteen of 17 community colleges and six of the seven public universities offer the 4-credit/2-term version of these courses. We also reviewed the content of PSY 201, PSY 202, and PSY 203 for the four community colleges and one university which offer their general psychology course in this format, for either 3 or 4 credits over three terms.

For the five 3-4 credit/3 term institutions, the content of **PSY 201** aligns with **PSY 201** offered by the remaining 19 public institutions of higher education, and the content of **PSY 203** aligns with **PSY 202**. The content of PSY 202 at the 3-4 credit/3-term institutions is split between the PSY 201 and PSY 202 courses offered at the 4-credit/2-term institutions. At this point, we agreed to focus on the establishment of the content of the 4-credit/2-term offerings of general psychology to move forward.

The subcommittee found that content of PSY 201 and PSY 202 was in agreement across the institutions of public higher education which offer general psychology in two courses, with the notable exceptions of Lifespan Development and Thinking & Intelligence. About half of the colleges and universities offer Lifespan Development in PSY 201 and Thinking & Intelligence in PSY 202, and the

<p>remaining colleges and universities offer Thinking &amp; Intelligence in PSY 201 and Lifespan Development in PSY 202. After several meetings with robust conversation with the members of the subcommittee, we came to a unanimous agreement to place Thinking &amp; Intelligence in PSY 201 and Lifespan Development in PSY 202.</p>	
<p><b>PSY 202Z Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Identify psychological, social, cultural, and biological factors that influence behavior and mental processes.</li> <li>2. Apply key theories and concepts in psychology.</li> <li>3. Evaluate claims about psychological phenomena and human behavior through the use of empirical evidence.</li> <li>4. Demonstrate knowledge about the ways psychological science and practices are contextualized by ethical standards and sociocultural factors.</li> </ol> <p><b>Rationale:</b></p> <p>The learning outcomes for PSY 201Z and PSY 202Z are similar, as they are two halves to the same course, but the two courses differ in the focus of their content areas.</p> <p>While any division between the biological, psychological, and social influences on behavior will be artificial, as all three of these components interact to influence behavior and cannot be separated, the content of PSY 202Z covers topics that arguably are more obviously connected to social and cultural influences. The first learning outcome reflects the content of PSY 202Z.</p>	<p><b>Vote:</b></p> <p>Yes: 14 No: 1 Abstain: 0</p> <p><b>Passed</b></p>

<p>The remaining three course learning outcomes are based on the APA Introductory Psychology Initiative (IPI) Student Learning Outcomes for an undergraduate general psychology course, which are <b>psychological content, scientific thinking, and key themes</b>. Learning outcomes 2 and 3 directly relate to the first two APA IPIs and are written in language to allow for assessment of these learning outcomes. For <b>key themes</b>, the subcommittee focused particularly on the ethical considerations and sociocultural lenses which underlie the science of psychology.</p>	
<b>Review Cycle Recommendation</b>	
<p>This Subcommittee recommends the following schedule for the reflection, maintenance, and enhancement of the recommendations made in this report:</p> <ol style="list-style-type: none"> <li><b>1. A CCN Psychology Subcommittee Check-in Winter 2026</b> to gather any needed data on faculty and student experiences, to make requests for institutional and statewide data, to discuss challenges, and/or to raise concerns in a review of the transfer effectiveness of the CCN PSY 201Z and PSY 202Z courses. This check-in will continue the statewide and collaborative nature of this work in order to facilitate inclusive and equitable conversations and identify potential issues that may indicate potential modifications of the Psychology CCN recommendations or framework.</li> <li><b>2. Triennial CCN Psychology Subcommittee Workshops beginning in Winter 2028</b> with the purpose of analyzing data, and if warranted, drafting and approving modifications to the CCN Psychology Recommendations</li> </ol>	<p><b>Vote:</b>  Yes: 13 No: 0 Abstain: 0</p> <p><b>Passed</b></p>

to improve the effectiveness, inclusiveness, equity, and implementation of the recommendations and framework.	
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## Action Items In-progress/Pending

ACTIVITY	STATUS
<b>Alignment of PSY 101</b>	A memo will be shared with the Transfer Council and determination concerning alignment of this course will follow.

## Questions for Transfer Council

- No questions at this time.

## Other Notes

- No notes at this time.

Signed by:

Name: DeAnna Timmermann	Signature <i>DeAnna Timmermann</i>
Name: Zip Krummel	Signature <i>Zip Krummel</i>
Name: Ethan McMahan	Signature <i>Ethan McMahan</i>

Date: June 6, 2023

Provide copies to:

CCN Psychology Subcommittee	Kathy Becker-Blease MariaLynn Kessler Ethan McMahan	Christopher MacLean Jessica Kissler Zip Krummel
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