

VI. Action Items:

Consent Agenda:

- a. Revision to Associate in Arts-Transfer (AA-T), Communication Studies

New Courses:

- b. ITAL 4 Intermediate Italian 2.....5
- c. MATH 36 Beginning and Intermediate Algebra for Statistics and Finite Mathematics..... 12
- d. PSYCH 7 Research Methods in Psychology.....23

VII. Old Business:

- 7. Curriculum Committee Reconfiguration Discussion

VIII. Adjournment

Please advise Guido Davis Del Piccolo (x. 3561), Georgia Lorenz (x. 4277) or Grace Smith (x. 4454) if you are unable to attend this meeting.

3. ECON 2 Principles Of Macroeconomics
4. FILM 31 Introduction To Digital Filmmaking

VI. Action Items:

(Consent Agenda)

- a. **Change in name of department certificate, Computer Information Systems – “Desktop Publishing” to “Digital Publishing”** – presented by Odemaris Valdivia.

The motion passed unanimously.

(New Courses)

- b. **JAPAN 9: Japan: Culture and Civilization** – presented by Makiko Fujiwara-Skroba.

Maral Hyeler moved to approve Japan 9 with the following changes:

- Minor edits under “Course Objectives” and “Course Content”

Motion Made By: Maral Hyeler

Seconded By: Estela Narrie

The motion passed unanimously,

VII. Old Business:

5. **Course Repeatability** – Georgia Lorenz, Vice Chair, presented a slideshow which provided an overview of the new regulations on course repeatability which must be enforced effective Fall 2013. The presentation can be found on the curriculum website www.smc.edu/curriculum under “Curriculum Resource Documents.”
6. **CurricUNET Review** – presented by Guido Davis DelPiccolo, Chair
7. **Curriculum Committee Reconfiguration Discussion** – There was a discussion on the possible reconfiguration of the Curriculum Committee. The Committee would need to take action before the end of this semester so that the reconfiguration is reflected in the spring Academic Senate elections. Specifically, the discussion centered on the grouping of departments and the number of department representatives assigned to a group/department. Suggestions included:
 - I. Gathering of more specific data such as: number of FT faculty and percentage of total FTES and enrollment per department, contact hours, etc.
 - II. The possibility of reducing the number of at-large members in favor of increasing the number of elected department (faculty) representatives
 - III. Changing the grouping of departments which were voted on by the Academic Senate in 2003 will be discussed, taking into consideration factors such as inter-disciplinary collaboration, size of individual departments and logical clustering according to the nature of disciplines covered.

VIII. Adjournment:

The meeting was adjourned at 4:42 pm.

Santa Monica College
New SMC Course
Expanded Course Outline for ITAL 4 - Intermediate Italian 2

Course Cover	
Discipline	ITAL-ITALIAN
Course Number	4
Full Course Title	Intermediate Italian 2
Catalog Course Description	This course reviews and refines grammatical concepts covered in the previous levels and further explores other moods and tenses such as the compound tenses, the imperative mood and indirect discourse. Culture, literature, vocabulary enhancement, and conversation are core elements of the curriculum. The course increases awareness of the Italian culture, history, literature, geography, and customs, including socio-political practices and cultural artifacts through reading and writing assignments, as well as oral presentations. It is taught in Italian except in cases of extreme difficulty as determined by the professor. It prepares students for literature and civilization classes. The prerequisite for this course is comparable to four years of high school Italian.
Rationale	
Rationale	This course is needed in order to complete the two year language sequence at Santa Monica College, prepare for the Italian major, expand our students' opportunities to transfer, and as increase their fluency and cultural proficiency.
Proposal Information	
Proposed Start	Year: 2014 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 5.00
Weekly Lecture Hours	Min: 5.00 (Sem: 90)
Weekly Laboratory Hours	Min:
Weekly	Min: 0

Arranged Hours	
Total Semester Instructional Hours	90.00
Load Factor	1.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to UC (pending review) Transfers to CSU	
IGETC Area:	
(pending review)	
<ul style="list-style-type: none"> • IGETC Area 3: Arts and Humanities <ul style="list-style-type: none"> ◦ 3B: Humanities • IGETC Area 6: Language other than English <ul style="list-style-type: none"> ◦ 6A: Languages other than English (UC Requirement Only) 	
CSU GE Area:	
(pending review)	
<ul style="list-style-type: none"> • CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages <ul style="list-style-type: none"> ◦ C2 - Humanities 	
SMC GE Area:	
<ul style="list-style-type: none"> • GENERAL EDUCATION PATTERN (SMC GE) <ul style="list-style-type: none"> ◦ Area III: Humanities 	
Comparable Transfer Courses:	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	Stand-Alone (not in any program)
Pre/Corequisites & Advisories	
Prerequisite ITAL 3 or Prerequisite	

three years of high school Italian, or equivalent as determined by the professor.	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Express themselves orally and in writing at an intermediate level.	
2. Demonstrate a command of grammatical forms: regular and irregular comparatives and superlatives; prepositions; demonstrate intermediate level command of present, future and past, simple and compound tenses of the indicative, imperative, conditional and subjunctive moods.	
3. Analyze, read and interpret popular and formal prose.	
4. Incorporate various pre-writing, revising, and editing strategies to write an effective essay including an introductory paragraph, the body with the main idea, and a concluding paragraph.	
5. Demonstrate knowledge of important aspects of Italian literature and culture.	
6. Explain and describe the global importance of the Italian language.	
7. Show critical thinking in their interpretation of Italian literature, culture, and society.	
8. Identify and use various grammatical forms to create essays and meaningful dialogues that relate to practical life situations.	
9. Interpret and discuss the readings and cultural sections of assigned texts.	
10. Analyze and evaluate the similarities and differences between Italian and other cultures as presented in Italian movies and various articles selected from the text, newspapers and magazines.	
11. Develop intermediate level research and oral presentation skills in Italian.	
Course Content	
20%	Review, practice and expansion of Italian grammar
20%	Communicative activities to reinforce grammatical structures
10%	Communicative activities to reinforce vocabulary usage and fluency
30%	Reading and discussion of Italian literature or actual news stories
10%	Additional references and/or discussion related to culture or traditions.
10%	Formal writing, practice and preparation for written and oral assignments and exams.
Total: 100%	
Methods of Presentation	
Opt Heading	
Methods	Critique Group Work Lecture and Discussion Observation and Demonstration Projects
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 10% - Class Participation • 25% - Exams/Tests

	<p>3-4 unit exams</p> <ul style="list-style-type: none"> • 25% - Final exam • 10% - Homework • 15% - In Class Writing • 15% - Oral Presentation • 100% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	MLA
Textbooks	
1. Tognozzi / Cavatorta. <i>Ponti: Italiano Terzo Millennio</i> , 3rd ed. Boston: Heinle Cengage, 2013	
2. Trombetta. <i>Il quaderno</i> , ed. Santa Monica College, 2014, ISBN: 10860472.	
Assignments	
Sample Assignment	
<p>Assignment #1: Write a newspaper article about an important event, using appropriate verb tenses. The article needs to include:</p> <ol style="list-style-type: none"> a) An introductory sentence that summarizes what happened or presents the event. b) An introductory 4 to 5 sentence paragraph summarizing the sequence of events in more detail. c) Quotes from interested parties or those involved in or affected by the event. d) A 2 to 3 sentence assessment of the event’s effect. e) Concluding remarks to wrap up the article. <p>Students will use appropriate vocabulary, correct use of past tenses, including the passive voice when appropriate, and agreement of gender/number. A draft and a final version will be required. A “newscast”, where the news is delivered orally, may be developed as a follow-up activity.</p> <p>Assignment #2: Research an aspect of Italian culture (la letteratura, la moda, il calcio, le macchine sportive, il cibo, il cinema italiano, la musica classica o contemporanea, ecc.) and deliver an oral presentation about the topic of choice. Guidelines:</p> <ol style="list-style-type: none"> 1. The presentation should incorporate information from online or printed sources but be rewritten into simpler, understandable sentences appropriate for oral, not written, delivery. 2. The presentation should not be read, but you may use images which will help you remember the content and also illustrate your concepts. You may include short titles within your slides or images (these may serve as “flash cards” to enumerate concepts or ideas, but not reproduce the entire presentation). 3. If you need to use specialized vocabulary, introduce it before the start of the presentation. 4. Cite your sources at the end. You may include them in a slide or in a printed 	

sheet.	
5. Be prepared for follow-up questions, should they arise.	
Student Learning Outcomes	
1. Demonstrate an understanding of the Italian language and cultural diversity in the global setting by expressing, discussing and defending their opinions and impressions in both written and oral expression.	
2. Communicate formally and informally in both written and oral forms utilizing different tenses, moods and structures.	
3. Read, analyze, discuss, paraphrase and interpret a variety of Italian literary, artistic and creative works.	
4. Write effective and coherent essays following the conventions of formal writing and editing.	
Minimum Qualification	
Minimum Qualifications:	Foreign Languages (Masters Required) - European Languages and Literature (Master's Required) Italian (Master's Required) Italian Pedagogy (Master's Required) Linguistics (Masters Required) - European Languages and Literature (Master's Required) Italian (Master's Required) Italian Pedagogy (Master's Required)
Library	
List of suggested materials has been given to librarian?	Yes
Library has adequate materials to support course?	No
Additional Comments/Information	
This is a second year course and only limited resources are needed besides the material provided by the textbook, short story compilation and current readings (press).	
Attached Files	
Italian IV bibliography prerequisite worksheet prerequisite form	

Prerequisite / Corequisite Checklist and Worksheet

Italian 4

Prerequisite: Italian 3, Intermediate Italian 1

Other prerequisites, corequisites, and advisories also required for this course: n/a
(Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

Type 1: Standard Prerequisite (required prerequisite at UC or CSU)

X Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.

List schools here: UCLA, CSULA (see ITAL200A and B), UC Berkeley, SDSU (listed as ITAL 211 and 212)

Complete the Prerequisite Worksheet

Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, ...)

Complete the Prerequisite Worksheet

Type 3: Course in communication or computational skills as prerequisite for course other than another skills course (e.g., English 1 prerequisite for Anatomy 1)

Complete the Prerequisite Worksheet

Complete Data Analysis

Prerequisite Worksheet

ENTRANCE SKILLS FOR ITALIAN 4

(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Understand the information found in the readings and cultural sections of assigned texts.
B)	Have knowledge of important elements of Italian literature, culture, and the global importance of the Italian language.
C)	Write a moderately effective essay including an introductory paragraph, the body with the main idea, and a concluding paragraph.
D)	Express themselves at a level of intermediate language fluency.
E)	Demonstrate an intermediate level of command of grammatical forms: articles in agreement with nouns; regular and irregular comparatives and superlatives; use of prepositions; present, past and imperfect tense indicative of regular and irregular verbs; demonstrative adjectives and pronouns; direct, indirect and combined pronouns; piacere and related constructions; indefinite and negative expressions; formal and informal commands.

EXIT SKILLS (objectives) FOR ITALIAN 3 *(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)*

1.	Understand the information found in the readings and cultural sections of assigned texts.
2.	Have knowledge of important elements of Italian literature, culture, and the global importance of the Italian language.
3.	Write a moderately effective essay including an introductory paragraph, the body with the main idea, and a concluding paragraph.
4.	Express themselves at a level of intermediate language fluency.
5.	Demonstrate an intermediate level of command of grammatical forms: articles in agreement with nouns; regular and irregular comparatives and superlatives; use of prepositions; present, past and imperfect tense indicative of regular and irregular verbs; demonstrative adjectives and pronouns; direct, indirect and combined pronouns; piacere and related constructions; indefinite and negative expressions; formal and informal commands.

		ENTRANCE SKILLS FOR ITALIAN 4							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR ITALIAN 3	1	X							
	2		X						
	3			X					
	4				X				
	5					X			
	6								
	7								
	8								

Santa Monica College New SMC Course

Expanded Course Outline for MATH 36 - Beginning and Intermediate Algebra for Statistics and Finite Mathematics

Course Cover	
Discipline	MATH-MATHEMATICS
Course Number	36
Full Course Title	Beginning and Intermediate Algebra for Statistics and Finite Mathematics
Catalog Course Description	This is an accelerated course covering the topics of Beginning and Intermediate algebra. Specific topics include arithmetic operations with real numbers, change of units and percents, polynomials, rational expressions, and radicals; linear equations and inequalities; systems of linear equations and inequalities; application problems; equations with rational expressions; equations with radicals; linear, quadratic, exponential and logarithmic functions and equations; factoring; drawing and interpreting graphs; sequences and series. The emphasis is on setting up and solving applications of the algebraic material.
Rationale	
Rationale	Students who begin their study of mathematics with Math 81, Basic Arithmetic, generally need 4 semesters to complete the developmental sequence (Math 81/Math 84/Math 31/Math 18 or Math 20) before taking a college-level, transferable mathematics course. This is a rather daunting prospect. In Fall 2013, we began offering Math 85 which combined Math 81 and Math 84 into a single course. Math 36 is the next step in shortening the path to completion. It will merge the content of Math 31 (5 units) and Math 18 (3 units) into a 6 unit course. We will continue to offer semester-long sections of Math 31 and Math 18 while providing Math 36 as a way for motivated students to move more quickly through the material. Ideally, students who successfully complete Math 85 can advance to Math 36 thus completing the developmental sequence in two semesters instead of four.
Proposal Information	
Proposed Start	Year: 2014 Semester: Winter
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour	NO

MATH 36 - Beginning and Intermediate Algebra for Statistics and Finite Mathematics
2 of 5

Exist	
Credit Hours	Min: 6.00
Weekly Lecture Hours	Min: 6.00 (Sem: 108)
Weekly Laboratory Hours	Min: 0
Weekly Arranged Hours	Min: 0
Total Semester Instructional Hours	108.00
Load Factor	1.00
Load Factor Rationale	Department standard
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Does NOT transfer to CSU or UC	
SMC GE Area:	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	AA Degree -GE
Pre/Corequisites & Advisories	
Prerequisite MATH 84 or Prerequisite MATH 85	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Solve linear, quadratic, exponential, logarithmic, and literal equations.	
2. Solve systems of equations and describe solutions to linear, quadratic and absolute value inequalities in different forms.	
3. Graph linear equations and solution sets of systems of linear equations and inequalities.	

4. State and apply the quadratic formula.
5. Add, subtract, multiply and divide polynomials, square roots and rational expressions.
6. Simplify complex fractions, square roots and exponential expressions.
7. Solve equations with rational and radical expressions.
8. Translate and solve algebraic word problems.
9. Given the description of a line, write an equation of the line.
10. Define and use properties of equality and inequality.
11. Recognize and use common mathematical language to describe mathematical processes in either written or verbal form.
12. Apply units of measurements and percentages in the solution of algebraic applications as appropriate. Set up and solve practical applications of the algebraic material.
13. Solve systems of linear equations using matrix row reduction.
14. Given its graph, determine whether a relation is a function and whether it is one-to-one, and determine its intercepts and domain and range.
15. Graph and determine the domain and range of linear, quadratic, exponential and logarithmic functions.
16. Factor binomials and trinomials.
17. Use proper mathematical notation to evaluate functions and obtain their inverses.
18. Evaluate simple expressions involving summation notation.
19. Determine terms of arithmetic and geometric sequences, and evaluate those series using relevant formulas.

Course Content

15%	Lines, linear functions, equations, and inequalities
10%	Systems of linear equations and inequalities
10%	Quadratic functions and equations
15%	Exponential functions and equations; logarithmic functions and equations
10%	Sequences and series
5%	Properties of exponents; scientific notation
15%	Formulas, applications, and problem solving
10%	Arithmetic operations with polynomial and rational expressions
10%	Radical numbers, radical equations, and factoring

Total: 100%

Methods of Presentation

Opt Heading	
Methods	Group Work Lecture and Discussion Other Projects
Other Methods	Problem Solving

Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 60% - Exams/Tests 4-6 Exams • 30% - Final exam Cumulative • 10% - Other Homework, quizzes, collaborative learning activities, projects • 100% - Total
Additional Assessment Information (Optional)	<p>Closed-book, closed-notes exams will be given to determine the student's mastery of the material. A comprehensive closed-book, closed-notes final exam will be given to assess student learning outcomes and knowledge of course objectives. A non-graphing scientific calculator chosen from a department-approved list may be permitted only on exams that cover exponential and logarithmic functions or geometric and arithmetic series. It is highly recommended that homework be collected. At the discretion of the instructor, homework, quizzes, collaborative learning activities, class participation, or projects may be part of the evaluation process.</p>
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Martin-Gay, E. <i>Beginning & Intermediate Algebra</i> , 5 ed. Pearson, 2013, ISBN: 9780321785862.	
2. Bittinger, M., D. Ellenbogen, B. Johnson. <i>Elementary and Intermediate Algebra: Concepts and Applications, plus MyMathLab/MyStatLab</i> , 6 ed. Pearson, 2013, ISBN: 0321901061.	
Assignments	
Sample Assignment	
<ol style="list-style-type: none"> 1. Solve the given equation for the variable x. $3e^{x+2}-5=12$ 2. Solve the following word problem by first defining your variable(s), setting up the equation(s), and then solving the equation(s). Make sure your final answer is in sentence form with the appropriate quantifiers. <p style="text-align: center; margin-left: 40px;">“In a chemistry class, 6 liters of a 4% silver iodide solution must be mixed with a 10% solution to get a 6% solution. How many liters of the 10% solution are needed?”</p> 3. Write the equation of the line passing through the points (-1,6) and (2,0). 	
Student Learning Outcomes	

1. Students will develop success skills and academic behaviors including use of class notes and required text, regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code and other codes of conduct.	
2. Given a multi-step application problem, students will use a line of reasoning that includes algebraic concept and vocabulary to formulate an equation or other algebraic problem-solving strategy to develop a solution.	
Minimum Qualification	
Minimum Qualifications:	Mathematics (Masters Required) Other - Master's degree in mathematics or applied mathematics OR Bachelor's degree in either of the above AND master's degree in statistics, physics, or mathematics education OR the equivalent.
Library	
List of suggested materials has been given to librarian?	Yes
Library has adequate materials to support course?	Yes
Additional Comments/Information	
Attached Files	
Library resources for Math 36 Prerequisite Application	

Prerequisite / Corequisite Checklist and Worksheet

Math 36

Prerequisite: Math 85 Arithmetic and Prealgebra OR Math 84 Prealgebra

Other prerequisites, corequisites, and advisories also required for this course:
(Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)

Math 85 ; Arithmetic and Prealgebra

Math 84 ; Prealgebra

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

Type 1: Standard Prerequisite (required prerequisite at UC or CSU)

___ Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.

List schools here:

Complete the Prerequisite Worksheet

x Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, ...)

Complete the Prerequisite Worksheet

Type 3: Course in communication or computational skills as prerequisite for course other than another skills course (e.g., English 1 prerequisite for Anatomy 1)

_____ **Complete the Prerequisite Worksheet**

Complete Data Analysis

Type 4: Program prerequisites

_____ **Prerequisite must be required for at least one of the courses in the program. Explain:**

Type 5: Health and Safety

_____ **Students who lack the prerequisite might endanger themselves, other students or staff. Explain:**

Type 6: Recency and other measures of readiness (miscellaneous)

_____ **Data must be collected according to sound research principles in order to justify such prerequisites.**

Complete the Prerequisite Worksheet

Prerequisite Worksheet

ENTRANCE SKILLS FOR Math 36

(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Use correct mathematical vocabulary and notation when translating from English to mathematics and from mathematics to English.
B)	Reasonably estimate the answer to a numerical problem.
C)	Solve proportion and percent problems.
D)	Prime factor whole numbers. Find the greatest common factor and the least common multiple of two or more whole numbers.
E)	Use the order of operations to evaluate expressions involving signed rational numbers, including, but not limited to, those containing nested grouping symbols and exponents.
F)	Convert between signed fractions, decimals, and percents.
G)	Solve introductory applications requiring the use of rational numbers.
H)	Show work in sequence with clear and logical steps.
I)	Find the perimeter and area of closed polygonal regions, as well as the surface area and volume of rectangular solids, using appropriate units of measurement.

EXIT SKILLS (objectives) FOR Math 85

(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Add, subtract, multiply, and divide positive and negative numbers including integers, fractions and decimals.
2.	Use correct mathematical vocabulary and notation when translating phrases from English to mathematics and from mathematics to English.
3.	Read and analyze a word problem and represent the information in algebraic form.
4.	Reasonably estimate the answer to a numerical problem.
5.	Solve proportion and percent problems.
6.	Find prime factorizations of whole numbers.
7.	Find the greatest common factor and least common multiple of two or more whole numbers.
8.	Use the order of operations to evaluate expressions involving positive and negative rational numbers, including, but not limited to, those containing nested grouping symbols and exponents.
9.	Convert between positive and negative fractions and signed decimals, and between fractions and percents.
10.	Solve introductory level applications requiring the use of integers, fractions, decimals and percents.
11.	Show work in a sequence of clear and logical steps.
12.	Graph positive and negative rational numbers on the number line.
13.	Compare two rational number expressions and use an inequality symbol or equal sign to express their order relationship.
14.	Find the square root of a perfect square.
15.	Find the perimeter and area of closed polygonal regions, as well as the surface area and volume of a rectangular solid, using units of measurement.

16.	Evaluate algebraic expressions given the replacement values of the variables.
17.	Simplify sums, differences, products, quotients and integer powers of monomial expressions.
18.	Solve first degree equations in a single variable.
19.	Use conversion factors to convert between units of measurement.
20.	Use a ruler to measure in terms of the customary (metric) system and the U.S. Customary system (English).

		ENTRANCE SKILLS FOR Math 36									
		A	B	C	D	E	F	G	H	I	J
EXIT SKILLS FOR Math 85	1										
	2	X									
	3										
	4		X								
	5			X							
	6				X						
	7				X						
	8					X					
	9						X				
	10							X			
	11								X		
	15									X	

Prerequisite Worksheet

ENTRANCE SKILLS FOR Math 36

(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Use correct mathematical vocabulary and notation when translating from English to mathematics and from mathematics to English.
B)	Reasonably estimate the answer to a numerical problem.
C)	Solve proportion and percent problems.
D)	Prime factor whole numbers. Find the greatest common factor and the least common multiple of two or more whole numbers.
E)	Use the order of operations to evaluate expressions involving signed rational numbers, including, but not limited to, those containing nested grouping symbols and exponents.
F)	Convert between signed fractions, decimals, and percents.
G)	Solve introductory applications requiring the use of rational numbers.
H)	Show work in sequence with clear and logical steps.
I)	Find the perimeter and area of closed polygonal regions, as well as the surface area and volume of rectangular solids, using appropriate units of measurement.

EXIT SKILLS (objectives) FOR Math 84

(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Add, subtract, multiply, and divide integers, signed fractions and signed decimals.
2.	Use correct mathematical vocabulary and notation when translating phrases from English to mathematics and from mathematics to English.
3.	Read and analyze a word problem and represent the information in algebraic form.
4.	Use prime factorizations of whole numbers together with concepts of least common multiple and greatest common factor to simplify signed fractions.
5.	Use the order of operations to evaluate expressions involving signed numbers, including, but not limited to, those containing nested grouping symbols.
6.	Convert between signed fractions and signed decimals, and between fractions and percents.
7.	Solve introductory level applications requiring the use of integers, fractions, decimals and percents.
8.	Show work in a sequence of clear and logical steps.
9.	Graph signed rational numbers on the number line.
10.	Compare two rational number expressions and use an inequality symbol or equal sign to express their order relationship.
11.	Find the square root of a perfect square.
12.	Find the perimeter and area of closed polygonal regions, as well as the surface area and volume of a rectangular solid using units of measurement.
13.	Evaluate algebraic expressions given the replacement values of the variables.
14.	Simplify sums, differences, products, quotients and integer powers of monomial expressions.
15.	Solve first degree equations in a single variable.
16.	Use conversion factors to convert between units of measurement.

EXIT SKILLS FOR Math 81 Prerequisite for Math 84

17.	(#5 on Math 81 list) Reasonably estimate the answer to a numerical problem.
18.	(#8 on Math 81 list) Solve, ratio, proportion, and percent problems.

		ENTRANCE SKILLS FOR (Math 36)									
		A	B	C	D	E	F	G	H	I	J
EXIT SKILLS FOR Math 84	1										
	2	X									
	3										
	4				X						
	5					X					
	6						X				
	7			X				X			
	8								X		
	12									X	
	17		X								
	18			X							

Santa Monica College New SMC Course

Expanded Course Outline for PSYCH 7 - Research Methods in Psychology

Course Cover	
Discipline	PSYCH-PSYCHOLOGY
Course Number	7
Full Course Title	Research Methods in Psychology
Catalog Course Description	This course surveys various psychological research methods with an emphasis on research design, experimental procedures, descriptive methods, instrumentation, as well as collection, analysis, interpretation and reporting of research data. Research design and methodology are examined in a variety of the sub disciplines of psychology. Ethical considerations for human and animal research are explored. Students are introduced to critical thinking and the application of the scientific method to psychological questions. The course contains both lecture and practical experiences via the formulation and completion of original research conducted in small groups. Various descriptive and inferential statistical approaches are explored and utilized to evaluate data.
Rationale	
Rationale	Research methods exposure and training is a critical component of competency at any level of psychology education. While this course has historically been an upper division course taught at 4-year institutions, there is a strong movement to offer a lower division version of this course particularly for transferring students. According to my most recent review, Los Angeles City College, East Los Angeles College, Pasadena City college, as well as many schools not in our area, are offering this exact course. This course is one of the core courses in the most recent transfer model curriculum for an AA-T degree in psychology. If we are to ever offer an AA-T in Psychology (which guarantees admittance to California State Universities, we need this course in our offerings. This course is of high utility to non psychology majors as well as it will provide general training in the evaluation of research which we are exposed to on a daily basis on the radio, newspapers, news, and commercials.
Proposal Information	
Proposed Start	Year: 2014 Semester: Spring
Proposed for Distance Ed	No
Proposed for	No

Global Citizenship	
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min: 0
Weekly Arranged Hours	Min: 0
Total Semester Instructional Hours	54.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to UC (pending review) Transfers to CSU	
IGETC Area:	
(pending review)	
<ul style="list-style-type: none"> • IGETC Area 4: Social and Behavioral Sciences <ul style="list-style-type: none"> ◦ 4I: Psychology 	
CSU GE Area:	
(pending review)	
<ul style="list-style-type: none"> • CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical <ul style="list-style-type: none"> ◦ D9 - Psychology 	
SMC GE Area:	
<ul style="list-style-type: none"> • GENERAL EDUCATION PATTERN (SMC GE) <ul style="list-style-type: none"> ◦ Area II-B: Social Science (Group B) 	

Comparable Transfer Courses:	
<ul style="list-style-type: none"> • California Community College Sacramento City College Research Methods in Psychology Psyc 336 • California Community College Los Angeles City College Research Methods in Behavioral Sciences Psych 74 	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	AA-T Degree -Psychology (forthcoming)
Pre/Corequisites & Advisories	
<p>Prerequisite PSYCH 1</p> <p>Prerequisite MATH 54</p> <p>Skills Advisory Eligibility for English 1</p>	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Explain the basic principles of the scientific method.	
2. Critically evaluate research reports.	
3. Synthesize a body of research findings.	
4. Develop and test hypotheses.	
5. Demonstrate knowledge of general research designs, experimental and non-experimental methods, and standard research practices.	
6. Select appropriate research designs to test hypotheses.	
7. Explain the ethical treatment of human and animal participants in research and the institutional requirements for conducting research.	
8. Use systematic laboratory and/or field procedures for collecting and maintaining research data for analyses.	
9. Assess the generalizability of study results.	
10. Demonstrate proficiency in APA style.	
11. Organize and communicate research findings in written form, using the standard APA format and with clear and concise language.	
12. Prepare an oral presentation, using effective techniques for communicating findings to a group.	

Course Content	
5%	<p>Introduction</p> <ul style="list-style-type: none"> • Purpose and Presence of Research in our lives • Critical Thinking • Scientific vs. Non-Scientific approaches to knowledge • Variability and why its key for scientific inquiry • Hypothesis Development and evaluation • Validity and reliability • Scientific methods and its goals • APA format
5%	<p>Ethics</p> <ul style="list-style-type: none"> • History • Issues in Psychology <ul style="list-style-type: none"> ○ use of deception ○ greater good and minimal risk ○ risk/benefit ratio in research • APA ethical standards • Best practices in Psychology • Issues unique to animal studies
10%	<p>General Considerations</p> <ul style="list-style-type: none"> • describing behavior (what is happening?) vs. finding relationships (what relates to what?), and identifying causality (what causes what?) • Qualitative vs. Quantitative approaches • Validity and Reliability <ul style="list-style-type: none"> ○ internal vs. external validity ○ correlation vs. causation ○ representative samples ○ taking advantage of randomness • Operationalization of terms and variables <ul style="list-style-type: none"> ○ types of scales of measurement(nominal, ordinal, etc.)
35%	<p>Descriptive Methods</p> <ul style="list-style-type: none"> • Case Study <ul style="list-style-type: none"> ○ Design approaches ○ Advantages and Limitations ○ Ethical Considerations ○ Examples • Laboratory Observation

	<ul style="list-style-type: none"> ○ Design approaches ○ Advantages and Limitations ○ Ethical Considerations ○ Examples • Naturalistic Observation <ul style="list-style-type: none"> ○ Design approaches ○ Advantages and Limitations ○ Ethical Considerations ○ Examples • Survey <ul style="list-style-type: none"> ○ Design approaches ○ Advantages and Limitations ○ Ethical Considerations ○ Examples • Archival <ul style="list-style-type: none"> ○ Design approaches ○ Benefits and Limitations ○ Ethical Considerations ○ Examples • Developmental designs (longitudinal and cross sectional) <ul style="list-style-type: none"> ○ Design approaches ○ Benefits and Limitations ○ Ethical Considerations ○ Examples • Data Analyses <ul style="list-style-type: none"> ○ Descriptive Data ○ Correlation coefficient ○ chi square analysis
<p>35%</p>	<p>Experimental Methods</p> <ul style="list-style-type: none"> • General <ul style="list-style-type: none"> ○ Hypotheses in Experiments ○ Causality ○ Independent Variable ○ Dependent Variables ○ Within Group ○ Between Group • Simple Designs <ul style="list-style-type: none"> ○ formulation of simple designs ○ Main Effects ○ advantages and limitations ○ data analysis with t-tests and 1-way ANOVA's • Complex Designs <ul style="list-style-type: none"> ○ formulation of Complex designs ○ Mixed and Full Factorial Designs

	<ul style="list-style-type: none"> ○ Interaction Effects ○ advantages and limitations ○ data analysis with ANOVA's • Experimental Control (avoiding and correcting for problems) <ul style="list-style-type: none"> ○ why necessary ○ confounds and why they are lethal to experiments ○ counterbalancing ○ Latin square • Quasi-Experimental designs
10%	<p>Presenting Findings in Writing and in Graphs and Figures</p> <ul style="list-style-type: none"> • Plagiarism • APA Style Research Paper <ul style="list-style-type: none"> ○ Abstract ○ Introduction ○ Methods ○ Results ○ Discussion ○ Works Cited • Line, scatter and bar graphs
Total: 100%	
Methods of Presentation	
Opt Heading	
Methods	<p>Experiments Lecture and Discussion Observation and Demonstration Projects</p>
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 20% - Exams/Tests There will be 2 midterms each worth 10% of the total grade. • 15% - Final exam There will be a cumulative Final Exam worth 15% of the final grade. • 10% - Group Projects Groups will meet in and outside of class to formulate a hypothesis and research designs to test their hypothesis. • 10% - Homework Students will provide critical reports on studies they come across on television, radio, or print. • 5% - In Class Writing Students will be given periodic prompts to write short answers to. Prompts will relate directly to course material. Example: Should we continue to use animals in research? Why or Why

	<p>not?</p> <ul style="list-style-type: none"> • 10% - Oral Presentation There will be a group presentation of the Group Project in the last week of the class. • 20% - Papers Each student will be responsible for an APA style research paper resulting from the Group Project. • 10% - Written assignments Students will write a report focused on methods and procedures of a study conducted by the instructor. • 100% - Total
<p>Additional Assessment Information (Optional)</p>	<p>A significant piece of this course will involve a group project conducted in the second half of the semester. Students will be placed in groups by the instructor and asked to work together to formulate an experiment. The experiment will have explicit requirements such as having 1 independent variable with at least 2 levels and at least 2 Dependent Variables. There will be a group project which will serve as their research proposal. Ongoing feedback and assistance will be provided for all groups. The next phase of the group assignment will involve preparation of materials and procedures to conduct their experiment. Students will use each other in experiments. It is paramount that the instructor limit experiments to minimal evasiveness and stress. After collection of data, the students will work with the instructor on analyzing the data. The final piece of the group project will be a group presentation of the study from rationale to interpretation of findings. Each member of the team will be required to write a unique APA style paper on the project. Plagiarism will be strictly monitored.</p>
<p>Appropriate Textbooks</p>	
<p>Textbooks such as the following are appropriate:</p>	
<p>Formatting Style</p>	<p>APA</p>
<p>Textbooks</p>	
<p>1. Elmes, D. G., Kantowitz, G. H., Roediger III, H.L.. <i>Research Methods in Psychology</i>, 9 ed. Wadsworth, 2011, ISBN: 987-111135074.</p>	
<p>2. Morling, B.. <i>Research Methods in Psychology</i>, 12 ed. W.W. Norton & Co., 2011, ISBN: 978-039393546.</p>	
<p>3. American Psychological Association. <i>Publication Manual of the American Psychological Association</i>, 6 ed. American Psychological Association, 2009, ISBN: 978-1-4338-05.</p>	
<p>Other</p>	
<p>1. There are many journals that regularly offer articles that would be very relevant to this course such as:</p>	

Journal of Experimental Psychology
 Journal of personality and Social Psychology
 Psychological Bulletin
 Neuropsychology
 Health Psychology
 Psychology of Addictive Behaviors

Assignments

Sample Assignment

Major Group Assignment

A significant piece of this course will involve a group project conducted in the second half of the semester. Students will be placed in groups by the instructor and asked to work together to formulate an experiment. The experiment will have explicit requirements such as having 1 independent variable with at least 2 levels and at least 2 Dependent Variables. There will be a group project which will serve as their research proposal. Ongoing feedback and assistance will be provided for all groups. The next phase of the group assignment will involve preparation of materials and procedures to conduct their experiment. Students will use each other in experiments. It is paramount that the instructor limit experiments to minimal invasiveness and stress. After collection of data, the students will work with the instructor on analyzing the data. The final piece of the group project will be a group presentation of the study from rationale to interpretation of findings. Each member of the team will be required to write a unique APA style paper on the project. Plagiarism will be strictly monitored.

Homework Assignment: As you go through your day watching TV, listening to the radio, seeing ads in print, or reading the newspaper or something online, identify a study that you hear about. The study does not have to be related to psychology. You need to state the hypothesis, methods, results, and interpretation of the study. At all steps, provide a critical analysis as to the appropriateness of the methods and interpretations. Did you find the study convincing? Why or Why not? What would be a logical "next step" in that line of research?

Student Learning Outcomes

1. Demonstrate a thorough understanding of numerous research methods used in modern psychological science.
2. Demonstrate understanding of the ethical challenges to conducting research with both human subjects and animals, and knowledge of current standards of ethical practice of psychological science.
3. Demonstrate critical analytic skills to evaluate research studies and claims made about research studies.
4. Demonstrate the ability to formulate a testable hypothesis, apply an appropriate research method to test the hypothesis, collect and analyze data, and interpret and present

in writing and orally the findings of the study.	
Minimum Qualification	
Minimum Qualifications:	Psychology (Masters Required)
Library	
List of suggested materials has been given to librarian?	Yes
Library has adequate materials to support course?	Yes
Additional Comments/Information	
I would say no because the library does not have access to the most recent editions of the journals that we would like to have, but access would cost far too much to obtain. We will make do with what we have.	
Attached Files	
List of Journals for Library-Reserach Methods in Prerequisite worksheet for Math 54 Prerequisite worksheet for Psych 1 Prerequisite worksheet for English 21B	

Prerequisite / Corequisite Checklist and Worksheet

Psychology 7; Research Methods in Psychology

Prerequisite: (Math 54; elementary statistics)

Other prerequisites, corequisites, and advisories also required for this course: pre – Psych 1; advisory-English 1 eligibility

(Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)

(If applicable, enter Discipline and Course # here) ; (Enter Course Title here)

(If applicable, enter Discipline and Course # here) ; (Enter Course Title here)

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

Type 1: Standard Prerequisite (required prerequisite at UC or CSU)

___ Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.

List schools here:

Complete the Prerequisite Worksheet

Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, ...)

___ **Complete the Prerequisite Worksheet**

modified 09/26/2012

x Type 3: Course in communication or computational skills as prerequisite for course other than another skills course (e.g., English 1 prerequisite for Anatomy 1)

Complete the Prerequisite Worksheet

Complete Data Analysis

Type 4: Program prerequisites

Prerequisite must be required for at least one of the courses in the program. Explain:

Type 5: Health and Safety

Students who lack the prerequisite might endanger themselves, other students or staff. Explain:

Type 6: Recency and other measures of readiness (miscellaneous)

Data must be collected according to sound research principles in order to justify such prerequisites.

Complete the Prerequisite Worksheet

Prerequisite Worksheet

ENTRANCE SKILLS FOR Psych 7

(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Formulate, test, and interpret a hypothesis made about the difference between the means and proportions of two populations.
B)	Formulate test, and interpret a hypothesis of independence between two variables.
C)	Formulate test, and interpret for equality of three or more population means using ANOVA.
D)	Find and interpret the correlation between two variables
E)	Summarize and interpret data.

EXIT SKILLS (objectives) FOR Math 54

(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Formulate, test, and interpret a hypothesis made about the difference between the means and proportions of two populations.
2.	Formulate test, and interpret a hypothesis of independence between two variables.
3.	Formulate test, and interpret for equality of three or more population means using ANOVA.
4.	Find and interpret the correlation between two variables
5.	Summarize and interpret data.

		ENTRANCE SKILLS FOR (Psych 7)							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR (Math 54)	1	x							
	2		x						
	3			x					
	4				x				
	5					x			
	6								
	7								
	8								

Prerequisite / Corequisite Checklist and Worksheet

Psychology 7; Research Methods in Psychology

Prerequisite: (Psychology 1) ; (Introduction to Psychology)

Other prerequisites, corequisites, and advisories also required for this course: pre - MATH 54; advisory-English 1 eligibility

(Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

Type 1: Standard Prerequisite (required prerequisite at UC or CSU)

___ Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.

List schools here:

Complete the Prerequisite Worksheet

x Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, ...)

Complete the Prerequisite Worksheet

___ Type 3: Course in communication or computational skills as prerequisite for course other than another skills course (e.g., English 1 prerequisite for Anatomy 1)

modified 09/26/2012

Complete the Prerequisite Worksheet

Complete Data Analysis

___ Type 4: Program prerequisites

Prerequisite must be required for at least one of the courses in the program. Explain:

___ Type 5: Health and Safety

Students who lack the prerequisite might endanger themselves, other students or staff. Explain:

___ Type 6: Recency and other measures of readiness (miscellaneous)

Data must be collected according to sound research principles in order to justify such prerequisites.

Complete the Prerequisite Worksheet

Prerequisite Worksheet

ENTRANCE SKILLS FOR Psych 7

(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Identify and explain psychology and its sub-disciplines
B)	Describe key issues in the field (e.g. nature vs. nature, free will vs determinism)
C)	Explain and distinguish major areas of psychological theory and research
D)	Associate and apply psychological theories
E)	Understand the basic scientific method as applied to psychology

EXIT SKILLS (objectives) FOR Psych 1

(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Identify and explain psychology and its sub-disciplines
2.	Describe key issues in the field (e.g. nature vs. nature, free will vs determinism)
3.	Explain and distinguish major areas of psychological theory and research
4.	Associate and apply psychological theories
5.	Understand the basic scientific method as applied to psychology

		ENTRANCE SKILLS FOR (Psych 7)							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR (Psych 1)	1	x							
	2		x						
	3			x					
	4				x				
	5					x			
	6								
	7								
	8								

Prerequisite / Corequisite Checklist and Worksheet

Psychology 7; Research Methods in Psychology

Prerequisite: (English 21B) English Fundamentals

Other prerequisites, corequisites, and advisories also required for this course: pre – Psych 1; Math 54

(Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)

(If applicable, enter Discipline and Course # here) ; (Enter Course Title here)

(If applicable, enter Discipline and Course # here) ; (Enter Course Title here)

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

Type 1: Standard Prerequisite (required prerequisite at UC or CSU)

___ Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.

List schools here:

Complete the Prerequisite Worksheet

Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, ...)

Complete the Prerequisite Worksheet

x Type 3: Course in communication or computational skills as prerequisite for course other than another skills course (e.g., English 1 prerequisite for Anatomy 1)

Complete the Prerequisite Worksheet

Complete Data Analysis

 Type 4: Program prerequisites

Prerequisite must be required for at least one of the courses in the program. Explain:

 Type 5: Health and Safety

Students who lack the prerequisite might endanger themselves, other students or staff. Explain:

Type 6: Recency and other measures of readiness (miscellaneous)

 Data must be collected according to sound research principles in order to justify such prerequisites.

Complete the Prerequisite Worksheet

Prerequisite Worksheet

ENTRANCE SKILLS FOR Psych 7

(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Write sentences of varying syntactical structure, generally free of grammatical, spelling and syntactical errors
B)	Read, draw inferential and literal information from, and evaluate academic and popular prose, so that they can use a reader to support a focused essay.
C)	Write strong topic sentences and situate them effectively within body paragraphs
D)	Write coherent and cohesive expository essays, of at least five paragraphs that may include development through definition, description, exemplification, cause and effect, classification
E)	Compose papers efficiently using various prewriting, planning, drafting, revising and editing strategies
F)	After critically reading an article at a secondary/post-secondary level, the student will write, in an 80-minute period, a coherent essay containing a complete summary as introduction, a thesis that demonstrates analytic thinking about the article, several supporting paragraphs, and a conclusion.

EXIT SKILLS (objectives) FOR ENGL 21B

(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Write sentences of varying syntactical structure, generally free of grammatical, spelling and syntactical errors
2.	Read, draw inferential and literal information from, and evaluate academic and popular prose, so that they can use a reader to support a focused essay.
3.	Write strong topic sentences and situate them effectively within body paragraphs
4.	Write coherent and cohesive expository essays, of at least five paragraphs that may include development through definition, description, exemplification, cause and effect, classification
5.	Compose papers efficiently using various prewriting, planning, drafting, revising and editing strategies
6.	After critically reading an article at a secondary/post-secondary level, the student will write, in an 80-minute period, a coherent essay containing a complete summary as introduction, a thesis that demonstrates analytic thinking about the article, several supporting paragraphs, and a conclusion.

		ENTRANCE SKILLS FOR (Psych 7)							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR (English 21b)	1	X							
	2		X						
	3			X					
	4				X				
	5					X			
	6						X		
	7								
	8								