ORIGINAL

Curriculum proposal number _2005.89_

## Cover Sheet for Curriculum Action Request (CAR) and Course Outline

*This is a routing procedure; the official signature section is on the CAR form.*

Course alpha and number ____PSY 202____ Proposal type ___Modification___

Author ____BK. Griesemer____ ext __259__ e-mail ____bkg@hawaii.edu____

Consulted with ____Lynn Yankowski, Tom Beran via email____

| | |
|---|---|
| _____ Written proposal reviewed by discipline representative to the Curriculum Committee | Date |
| _____ Consulted with Articulation Coordinator (for General Education Core courses only) | Date |
| _____ Written proposal discussed in unit | Date |
| _____ Original CAR signed by Unit Chair | Date |
| _____ Original proposal forwarded to Curriculum Committee (course outline may be an e-mail attachment or on disk) | Date |
| _____ Passed by Curriculum Committee, CAR signed by Chair, Academic Senate Chair notified | Date |
| _____ Approved by Academic Senate, CAR signed by Chair | Date |
| _____ Forwarded to and received by Chief Academic Officer | Date |
| ✓ Reviewed and CAR signed by Chief Academic Officer | Date 2/25/06 |
| ✓ Forwarded to and received by Chancellor | Date 3/1/06 |
| _____ Reviewed and CAR and Course Outline signed by Chancellor | Date |
| _____ Signed originals returned to Curriculum Chair | Date |

Distribution/Information Posting/Follow-up

| | |
|---|---|
| _____ Copy of signed original Course Outline sent to author for his/her files | Date |
| _____ Course Outline published to Curriculum Committee web page | Date |
| _____ Effective date of proposal posted on Curriculum Committee website | Date |
| _____ Banner input completed | Date |
| _____ Catalog/Addendum input completed | Date |
| _____ E-mail notice of approval to entire college | Date |
| _____ Copy of original & disc forwarded to Articulation Coordinator, if necessary | Date |
| _____ Databases: Curriculum Review Dates [Excel] and Yearly Curriculum Actions [Access] updated | Date |
| _____ Other _____ | Date |
| ✓ Signed original placed in Chief Academic Officer's master curriculum files | Date |

*Revised Oct 2003/AC*

## Curriculum Action Request (CAR) (Form 4-93) - Maui Community College

1. Author(s)__BK. Griesemer_____

2. Authors' unit(s) _HSS_____

3. Date submitted to Curriculum Committee___May 10, 2005_____

4. a. General type of action?  _X_course  __program
   b. Specific type of action

   | Addition | Modification | |
   |---|---|---|
   | __regular | __number/alpha | _X_prerequisites |
   | __experimental | __title | __corequisites |
   | __other (specify) | __credits | __program |
   | _____ | __description | _X_other (specify) |
   | | | __Recommended Preparation_____ |

5. Reason for this curriculum action

To indicate to students that a "C" or better in PSY 100 is required to take this 200 level Psychology course successfully.

To indicate to students that a "C" or better in ENG 100 is recommended to take this 200 level Psychology course successfully.

Most students who attempt the course have meet this requirement and recommendation, so there will not be a large decrease in the number of students eligible; however, it stresses the importance of the previous courses as essential to this course.

6. Existing course

___PSY 202: Psychology of Women_____3____

alpha   number       title                                                                                  credits

7. Proposed new/modified course

___n/a_____

alpha   number       title                                                                                  credits

8. New course description or page number in catalog of present course description, if unchanged.

9. Prerequisite(s): PSY 100 with a "C" or better or consent

10. Corequisite(s)  n/a

11. Recommended preparation ENG 100 with a "C" or better or consent

12. Is this course cross-listed?  ___yes  _X_no  If yes, list course

13. Student contact hours per week

       lecture_3_hours  lab___hours  lecture/lab___hours  other___hours, explain

14. Revise current MCC General Catalog page(s)_____122_____

15. Course grading   ___letter grade only   ___credit/no credit   _X_either   _X_audit

16. Proposed semester and year of first offering?  _Spring___semester   __2006___year

17. Maximum enrollment__35___    Rationale, if applicable

18. Special scheduling considerations?   __yes  _X_no   If yes, explain.

19. Special fees required?   __yes  _X_no   If yes, explain.

20. Will this request require special resources (personnel, supplies, etc.?)   __yes  _X_no
    If yes, explain.

21. Is this course restricted to particular room type?   __yes  _X_no   If yes, explain.

22. What method of delivery is appropriate for this course?

    __traditional   __HITS (interactive TV)   __cable   __on-line  _X_any of these
    __other, explain

23.     __Course fulfills requirement for _____ program/degree

    __Course is an elective for _____ program/degree

    _X_Course is elective for AA degree

24. This course   __increases   __decreases  _X_makes no change  in number of credit required
    for the program(s) affected by this action

25. Is this course taught at another UH campus?  _X_yes  __no

    a. If yes, specify campus, course, alpha and number: Manoa, most CC, all PSY 202;
    Hilo PSY 325

    b. If no, explain why this course is offered at MCC

26. a. Course is articulated at

    _X_UHCC  _X_UH Manoa  __UH Hilo  __UH WO __Other/PCC

    b. Course is appropriate for articulation at

    __UHCC  __UH Manoa  __UH Hilo  __UH WO __Other/PCC

    c. Course is not appropriate for articulation at

    __UHCC  __UH Manoa  __UH Hilo  __UH WO __Other/PCC

    d. Course articulation information is attached? __yes  _X_no: change is minor

. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

Proposed by                            Approved by

_____ 5/3/05       _____ 2/15/06

Author or Program Coordinator/Date     Academic Senate Chair/Date

Requested by

_____       _____ 2/25/06

_Division or Unit Chair/Date_      Chief Academic Officer/Date

Recommended by

02/10/16

Curriculum Chair/Date      Chancellor/Date

*Revised Feb 2005/AC*

MAUI COMMUNITY COLLEGE
COURSE OUTLINE

1.  ALPHA and NUMBER:         PSY 202

    COURSE TITLE:             Psychology of Women

    CREDITS:                  Three  (3)

    DATE OF OUTLINE:          May 10, 2005 (revised February2004 as
                              part of SLO and Assessment project; March
                              26, 2001)

2.  COURSE DESCRIPTION:       Surveys topics in psychology relevant to
                              women's lives: socialization of gender,
                              mental health, achievement, motivation,
                              lifespan issues, cultural topics, and other
                              related issues.

3.  CONTACT HOURS/TYPE:       Three (3).-.Lecture

4.  PREREQUISITES:            PSY 100 with a "C" or better or consent

    COREQUISITES:             None

    RECOMMENDED
    PREPARATION:              PSY 100 with a "C" or better

APPROVED BY _Plo wign_____   DATE _2/25/06_

5.    GENERAL COURSE OBJECTIVES

See the attached curricular grid for detailed information on how Psychology 202 focuses on the Maui Community College general education standards.

Psychology 202 fulfils a social science or elective course requirement in Maui Community College's AA degree.

A request has been submitted to have the course articulate to UH Manoa and other colleges in the UH system. A copy of the articulation form completed in 2001 is attached.

As it is not presently articulated to UH Manoa it does not fulfill a requirement for the University of Hawaii Manoa General Education.

6.    STUDENT LEARNING OUTCOMES:

At the conclusion of this course, students should be able to:

a)  discuss psychology as a science and how gender has and has not influenced its progress and theories;

b)  discuss the scientific method and methodological issues; discuss the basic components of an empirical study; understand the factors that can confront validity;

c)  discuss how mythology, religion, culture, ethnicity, history and science have interacted to influence our past and current view of women and men;

d)  discuss how biological paradigms have impact both the historical and current views of women and men;

e)  discuss the major theories in psychology as viewed through the lens of "gender as a factor" and relate how these theories have, together, shaped psychology's view and treatment of women, including, but limited to: Freud, Deutsch, Erikson, Horney, social learning theory (Albert Bandura), gender schema theory (Sandra Bem), sociobiology (E. O. Wilson), cognitive-developmental model (Larry Kohlberg), and moral development (Larry Kohlberg, Carol Gilligan);

f)  discuss the empirical evidence for gender differences, including stereotypes for both women and men;

g)  relate the process of lifespan development on woman with a focus on age and the context of development, including culture and ethnicity;

h)  discuss the social bases, biological bases, and historical roots for gender differences in abilities, motivation and achievement;

i) discuss aspects of sexuality, including meaning, love, social aspects, physical interests and needs in heterosexual, homosexual, transsexual and bisexual relationships;

j) discuss current issues, such as domestic violence, childrearing practices, discrimination, women and depression, women and eating, women and health, and women in the media and relate how these issues are informed by psychology as a field;

k) develop study skills, personal skills, including developing a personal "voice", and time management skills that will help set reasonable goals that can be accomplished.

7.    RECOMMENDED COURSE CONTENT and APPROXIMATE TIME SPENT ON EACH TOPIC:

2 weeks      Introduction to course and field (a, k)

1 week       Research methodology (b)

1 week       Myths, religions, cultures and ethnicity (c)

1 week       Biological perspectives (b, d)

2 weeks      Major theories viewed "with a gender lens" (b, e)

1 week       Gender stereotypes and gender differences (b, f)

1 week       Lifespan development (b, g)

1 week       Abilities, achievement, and motivation (b, h)

1 week       Sexuality and intimate relationships (b, I)

1 week       Education, work and social issues (b, j, k)

1 week       Current issues and additional topics (j)

8. TEXT AND MATERIALS:
An appropriate text(s) and materials will be chosen at the time the course is to be offered from those currently available in the field. Examples include:

Possible Texts:
Lips, Hilary M. A New Psychology of Women: Gender, Culture, and Ethnicity. New York: Mayfield Publishers, 1999.
Unger, R. & Crawford, M. Women and Gender: A Feminist Psychology. New York: McGraw-Hill, 1992.
Hyde, J.S. Half the Human Experience: The Psychology of Women. 5th ed. Lexington, MA: D.C. Heath, 1996.
Beall, A.E. & Sternberg, R.J. The Psychology of Gender. New York: Guillford Press, 1993.

Materials:
Possible Recommended Readings:
Belenky, M. F., Clinchy, B. M., Goldberger, N. R., & Tarule, J. M. Women's Ways of Knowing: The Development of Self, Voice, and Mind.
Fausto-Sterling, A. Myths of Gender: Biological theories about Women and Men.
Gilligan, C. In a Different Voice: Psychological Theory and Women's Development
Gilligan, C., Lyons, N. P., & Hanmer, T. J. (Eds.) Making Connections: The Relational Worlds of Adolescent Girls at Emma Willard School.
Jordan, J. V., Kaplan, A. G., Miller, J. B.,Stiver, I P., Surrey, J. L. Women's Growth in Connection: Writings from the Stone Center.
Miller, J. B. Toward a New Psychology of Women.

Other: Appropriate films, videos, or internet sites
Television programs
Guest speakers
Other instructional aids


9. RECOMMENDED COURSE REQUIREMENTS

Specific course requirements are at the discretion of the instructor at the time the course is being offered. Suggested requirements might include, but are not limited to:

Written or oral examinations
In-class and out-of-class exercises
Homework assignments
Quizzes
Projects or research (written reports and/or class presentations)
Attendance and/or class participation
Development of a Portfolio
Service Learning

EVALUATION AND GRADING

The instructor should as much as possible keep the components of the grade in the following ranges.  Courses taught Writing Intensive will have a greater emphasis on writing to promote thinking.

| | |
|---|---|
| Examinations: | 20- 80% |
| In-class exercises: | 0- 20% |
| Homework (logs,journals): | 0- 50% |
| Quizzes: | 0- 20% |
| Projects/research: | 0- 40% |
| Attendance | 0- 20% |
| Class Participation | 0- 40% |
| Service Learning | 0- 20% |
| Other | 0- 20% |

10. METHODS OF INSTRUCTION

Instructional methods vary considerably with instructor's teaching style and students learning style. Thus, specific instructional methods will be at the discretion of the instructor teaching the course. Suggested techniques might include, but are not limited to:

Lecture, problem solving and class exercises or readings
Class discussions or guest lecturers
Audio, visual presentations
Internet usage
Student class presentations
Group or individual projects
Other contemporary learning techniques (e.g. service learning)

# Assessment of Intended Student Learning Outcomes Standards – CCOWIQs with Ratings for PSY 202

**Key:**

3 = Major Emphasis: The student is actively involved (uses, reinforces, applies, and evaluated) in the student learning outcomes. The learner outcome is the focus of the class.

2 = Moderate Emphasis: The student uses, reinforces, applies and is evaluated by this learner outcome, but it is not the focus of the class

1 = Minor Emphasis: The student is provided an opportunity to use, reinforce, and apply this learner outcome, but does not get evaluated on this learner outcome

0 = No Emphasis: The student does not address this learner outcome

| | PSY 202 |
|---|---|
| **Standard 1: Written Communication** | |
| Write effectively to convey ideas that meet the needs of specific audiences and purposes. | |
| 1.1 Use writing to discover and articulate ideas | 2 |
| 1.2 Identify and analyze the audience and purpose for any intended communication | 1 |
| 1.3 Choose language, style and organization appropriate to particular purposes and audiences | 2 |
| 1.4 Gather information and document sources appropriately | 2 |
| 1.5 Express a main idea as a thesis, hypothesis, and other appropriate content | 2 |
| 1.6 Develop a main idea clearly and concisely with appropriate content | 2 |
| 1.7 Demonstrate mastery of the conventions of writing, including grammar, spelling, and mechanics | 2 |
| 1.8 Demonstrate proficiency in revision and editing | 2 |
| 1.9 Develop a personal voice in written communication | 3 |
| **Standard 2: Quantitative Reasoning** | |
| Synthesize and articulate information using appropriate mathematical methods to solve problems and logically address real-life situations. | |
| 2.1 Apply numeric, graphic and symbolic skills and other forms of quantitative reasoning, accurately and appropriately | 0 |
| 2.2 Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate | 0 |
| 2.3 Communicate clearly and concisely the methods and results of quantitative problem solving | 1 |
| 2.4 Formulate and test hypotheses using numerical experimentation | 0 |
| 2.5 Define quantitative issues and problems, gather relevant information, analyze that information, and present results | 0 |
| 2.6 Assess the validity of statistical conclusions | 1 |
| **Standard 3: Information Retrieval and Technology (Information Literacy)** | |
| Access, evaluate, and utilize information effectively, ethically and responsibly. | |
| 3.1 Use print and electronic information technology ethically and responsibly | 1 |
| 3.2 Demonstrate knowledge of basic vocabulary, concepts, and operations of information technology and retrieval | 1 |
| 3.3 Recognize, identify, and define an information need | 1 |
| 3.4 Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information | 2 |
| 3.5 Create, manage, organize, and communicate information through electronic media | 0 |
| 3.6 Recognize changing technologies and make informed choices about their appropriateness and use. | 1 |
| **Standard 4: Oral Communication** | |
| Practice ethical and responsible oral communications appropriate to a variety of audiences and purposes. | |
| 4.1 Identify and analyze the audience and purpose of any intended communication. | 2 |
| 4.0 Gather, evaluate, select, and organize information for the communication. | 2 |
| 4.3 Use language, techniques, and strategies appropriate to the audience and occasion. | 2 |
| 4.4 Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion | 2 |
| 4.5 Summarize, analyze, and evaluate oral communications and ask coherent questions as needed. | 2 |
| 4.6 Use competent oral expression to initiate and sustain discussion. | 2 |
| **Standard 5: Critical Thinking** | |
| Apply critical reasoning skills to effectively address the challenges and solve problems. | |
| 5.1 Identify and state problems, issues, arguments, and questions contained in a body of information. | 2 |
| 5.0 Identify and analyze assumptions and underlying points of view relating to an issue or problem. | 3 |
| 5.3 Formulate research questions that require descriptive and explanatory analyses. | 1 |
| 5.4 Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis. | 2 |
| 5.5 Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence. | 2 |
| 5.6 Apply problem-solving techniques and skills, including the rules of logic and logical sequence. | 0 |
| 5.7 Synthesize information from various sources, drawing appropriate conclusions. | 3 |
| 5.8 Communicate clearly and concisely the methods and results of logical reasoning. | 0 |
| 5.9 Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others. | 3 |