# Course Identification Numbering System  (C-ID) logo.Transfer Model Curriculum 5-Year Review Summary

## Psychology FDRG Response to C-ID Descriptor and TMC Vetting

Prepared June 23, 2020

Summary of TMC Vetting Results

Respondents

CCC – 41 CCCs represented, 49 faculty

CSU – 7 CSUs represented, 9 faculty

UC – 2 UCs, 2 faculty

**Are there any changes you would like to see in the CORE section of the TMC?**

|  |  |
| --- | --- |
| Answer Choices | Responses |
| Yes | 26.67% 16 |
| No | 73.33% 44 |

Suggestions from those that indicated “yes” (number of respondents):

* Need discipline-specific stats descriptor (9)
* Opposed to developing stats or method descriptors that would work for psych and soc – (1)
* Don't need stats (1)
* Require lab to be part of methods (3)
* Replace MATH 110 (math stats) with SOCI 125 (soc stats) (1)
* Love to see a required diversity course (1)

**Are there any changes you would like to see in the List A section of the TMC?**

|  |  |
| --- | --- |
| Answer Choices | Responses |
| Yes | 8.33% 5 |
| No | 91.67%% 55 |

**Are there any changes you would like to see in the List B section of the TMC?**

|  |  |
| --- | --- |
| Answer Choices | Responses |
| Yes | 15.00% 9 |
| No | 85.00%% 51 |

**Are there any changes you would like to see in the List C section of the TMC?**

|  |  |
| --- | --- |
| Answer Choices | Responses |
| Yes | 15.25% 9 |
| No | 84.75%% 50 |

The Psychology FDRG, based on the feedback from the vetting process, has determined that no changes are currently needed to either the TMC or the descriptors. The majority of the respondents indicated that no modifications were needed and there was little consistency among the changes delineated by those who indicated modifications were needed. There were, however, two trends that were evident in the feedback that may warrant action during the next review cycle scheduled for Fall 2024.

Potential changes to be considered in the future include:

1. There is continued discussion about the pros and cons of a psychology-specific statistics descriptor for C-ID. At this point, the FDRG is not recommending action, but is recommending continued attention to the underlying issues. The potential advantage of an appropriately contextualized statistics course is that it will tie in to discipline content and is likely to improve student outcomes. Such a course would be more likely to focus on comparisons of means and response distributions rather than point-estimation and regression which is of historically more interest to business students than psychology students. These potential advantages are offset by several considerations. First, the feedback supporting such a call for a descriptor often appears to be based in local disputes regarding which departments can, and should, teach statistics; to this point, a C-ID descriptor is not, and should not, be a mechanism for addressing local discipline conflicts (valid arguments can be made for either ‘home’ for a statistics course). Second, a parallel descriptor may lead some CSU programs that currently accept the existing generic statistics descriptor (MATH 110) to instead only require the psychology-specific version; thus this action may ‘harm’ students in potentially ADDING post-transfer requirements to those that already exist. Third, although some schools may choose to dual-qualify their statistics course as both meeting the MATH and the to-be-determined PSYC descriptor it may produce an unintended side-effect of biasing the ‘general’ descriptor towards the psychology requirements which may not be in the best interest of student success outside of psychology.
2. Incorporation of PSY 150, Introduction to Biological Psychology, into the Required Core. Human Biology and General Biology courses that have articulation as major preparation for the major would still be allowable in ADTs due to the broad nature of the sections of the TMC outside of the Required Core.

Additionally, as is often the case during a review of the TMC, there seemed to be some need to clarify the structure of the TMC. The Psychology TMC, as currently constructed, assures the CSU that any student who transfers with a Psychology ADT will have a foundation for the study of psychology:

1. Introductory Psychology
2. Introduction to Statistics
3. Introduction to Research Methods in Psychology (with or without lab)
4. Introduction to Biological Psychology or a foundational general biology/human biology course.

Lists B and C have intentionally been left “open” to allow a community college to develop the degree that will best meet the needs of its students. It should also be noted that List B is limited to courses that have CSU articulation for the major and List C broadens this to allow for courses that are major preparation elsewhere. While not stated, courses articulated as major preparation in either list need not be psychology courses.

An issue of continuing concern was discussed during the FDRG’s deliberation. There is tension in what defines upper and lower division coursework. In some cases, it is clear that courses with a similar name have much more extensive and/or different expectations when offered at the upper division. On the other hand, there continues to be anecdotal reports of courses being taught at CSUs in a similar manner and with similar content and expectations at the upper division to lower division courses as taught at the CCCs. This is a concern that both indicates a lack of appropriate curricular oversight and clearly runs afoul of SB 1440, which explicitly prohibits the CSU from requiring a student to repeat coursework completed at the CCC. Although the prevalence of such practices is unclear, it is critical that students not be required to repeat courses. In the event that an upper division CSU major requirement appears to duplicate a lower division CCC course, the CSU is encouraged to either ensure that its course is appropriately differentiated, to move the CSU course to the lower division (and articulate CCC courses), to design the program of study to allow alternative content to that in the CCC course, or to provide the student with the opportunity to earn the now-missing upper division units in a related course and thus bypass the possibility of upper/lower division duplication in the case where the CSU adopts a strategy of “content equivalency.”

## The Psychology TMC.

**REQUIRED CORE**

|  |  |  |  |
| --- | --- | --- | --- |
| C-ID | Course Title | Possible CSU GE  | Units |
| PSY 110 | Introductory Psychology | D9 | 3 |
| MATH 110  | Introduction to Statistics(Discipline-based statistics course is preferred. Submission of psychological statistics courses for the MATH 110 designation is encouraged.) | B4 | 3-4 |
| PSY 200 or 205B | Introduction to Research Methods in Psychology (with or without lab) |  | 3-4 |
|  | Total Core Units: |  | 9-11 |

**List A - Select one of:**

|  |  |  |  |
| --- | --- | --- | --- |
| C-ID | Course Title | Possible CSU GE  | Units |
| PSY 150 | Introduction to Biological Psychology  | B2 | 3-4 |
|  | Introduction to Biology (See Example) | B2 | 3-4 |
|  | Human Biology (See Example) | B2 | 3-4 |

**List B - Select one of:**

|  |  |  |  |
| --- | --- | --- | --- |
| C-ID | Course Title | Possible CSU GE  | Units |
|  | Any List A course not used above. |  | ≥3 |
|  | Any course that has articulation as lower division major preparation for the psychology major at a CSU.  |  | ≥3 |

**List C - Select one of:**

|  |  |  |  |
| --- | --- | --- | --- |
| C-ID | Course Title | Possible CSU GE  | Units |
|  | Any courses not selected above, \*any CSU transferable psychology courses, and/or other courses that are lower division preparation for the psychology major at a university - in or outside of the discipline. |  | ≥3 |