

## ABSE48 : PSYCHOLOGY

### General Information

Author:	<ul style="list-style-type: none"><li>Kimberli Perner</li></ul>
Course Code (CB01) :	ABSE48
Course Title (CB02) :	PSYCHOLOGY
Department:	ABSE
Proposal Start:	Fall 2025
TOP Code (CB03) :	(4930.62) Secondary Education (Grades 9-12) and G.E.D.
CIP Code:	(53.0201) High School Equivalence Certificate Program.
SAM Code (CB09) :	E - Non-Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000300739
Curriculum Committee Approval Date:	05/28/2025
Board of Trustees Approval Date:	07/16/2024
Last Cyclical Review Date:	05/08/2024
Course Description and Course Note:	ABSE 48 introduces students to the basics of life cycle development issues, the roots of behavior, emotions and consciousness. This course may be taken for high school credit. Laboratory 100 hours. Note: This is a self-paced course in an open-entry, open-exit lab environment. Successful completion of the course results in 5 high school credits.
Justification:	Mandatory Revision  Being archived Fall 2025
Academic Career:	<ul style="list-style-type: none"><li>Noncredit</li></ul>
Mode of Delivery:	No value
Author:	No value
Course Family:	No value

### Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none"><li>Interdisciplinary-Basic: Skills: Non-Credit</li></ul>
Alternate Discipline:	No value
Alternate Discipline:	No value

## Course Development

### Basic Skill Status (CB08)

Course is a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

### Course Special Class Status (CB13)

Course is not a special class.

### Pre-Collegiate Level (CB21)

Not applicable.

### Grading Basis

- Grade Only

### Course Support Course Status (CB26)

Course is not a support course

## General Education and C-ID

### General Education Status (CB25)

Not Applicable

### Transferability

Not transferable

### Transferability Status

Not transferable

## Units and Hours

### Summary

<b>Minimum Credit Units (CB07)</b>	0
<b>Maximum Credit Units (CB06)</b>	0
<b>Total Course In-Class (Contact) Hours</b>	100
<b>Total Course Out-of-Class Hours</b>	0
<b>Total Student Learning Hours</b>	100

### Credit / Non-Credit Options

#### Course Type (CB04)

Non-Credit

#### Noncredit Course Category (CB22)

Elementary and Secondary Basic Skills.

#### Noncredit Special Characteristics

No Value

#### Course Classification Code (CB11)

Other Non-Credit Enhanced Funding.

Variable Credit Course

#### Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education

Status (CB10)

### Weekly Student Hours

	In Class	Out of Class
Lecture Hours	0	0
Laboratory Hours	100	0
Studio Hours	0	0

### Course Student Hours

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	54
<b>Course In-Class (Contact) Hours</b>	
Lecture	0

Laboratory	100
Studio	0
<b>Total</b>	100

**Course Out-of-Class Hours**

Lecture	0
Laboratory	0
Studio	0
<b>Total</b>	0

**Time Commitment Notes for Students**

This is a self-paced course in an open-entry, open-exit lab environment.

**Units and Hours - Weekly Specialty Hours**

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

**Prerequisites, Corequisites, Recommended Corequisites, and Recommended Preparation**

**Advisory**

ESL40 - ENGLISH AS A SECOND LANGUAGE LEVEL 4

**Objectives**

- Demonstrate mastery of grammatical structures studied at a level sufficient to pass unit tests and the divisional grammar mastery test for this level.
- Write a three-paragraph composition that contains an introductory paragraph, a body, and a conclusion.
- Decode 3,000-word reading passages, identify main ideas and supporting details, make inferences, and summarize short passages.

**Entry Standards**

Entry Standards	Description
No value	No value

## Course Limitations

Cross Listed or Equivalent Course

Description

No value

No value

## Specifications

### Methods of Instruction

Methods of Instruction

Independent Study

Methods of Instruction

Multimedia

Methods of Instruction

Collaborative Learning

### Out of Class Assignments

N/A

### Methods of Evaluation

Other

Exam/Quiz/Test

### Rationale

Completion of individualized contract

Unit tests

### Textbook Rationale

Updated textbook.

### Textbooks

Author

Title

Publisher

Date

ISBN

Sandra K. Ciccarelli , J. Noland  
White

Psychology

Pearson, Upper  
Saddle River, NJ,  
2020

2020

9780135198001

### Other Instructional Materials (i.e. OER, handouts)

No Value

## Learning Outcomes

### Course Objectives

Identify what psychology is and how psychologists study behavior.

List the stages of development.

Describe how people make sense of information, learn and reason.

Explain how biology, emotion, motivation, states of consciousness, and interpersonal relationships influence behavior.

Recognize normal and abnormal behaviors and ways of achieving mental health.

### SLOs

#### Define psychology and explain how psychologists study behavior.

Expected Outcome Performance: 70.0

*ILOs*  
Core ILOs Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.

Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication.

*ABSE*  
NCR AHS  
Diploma Comprehend, analyze, and make logical inferences from complex literature, media, and informational texts.

#### List, explain and examine the stages of human development.

Expected Outcome Performance: 70.0

*ILOs*  
Core ILOs Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.

Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication.

*ABSE*  
NCR AHS  
Diploma Comprehend, analyze, and make logical inferences from complex literature, media, and informational texts.

#### Recognize and explain how people perceive and interpret information, and analyze how this affects learning and reasoning.

Expected Outcome Performance: 70.0

*ILOs*  
Core ILOs Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.

Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication.

ABSE  
NCR AHS  
Diploma

Comprehend, analyze, and make logical inferences from complex literature, media, and informational texts.

Identify the roots of behavior and discuss how these influence actions.

Expected Outcome Performance: 70.0

ILOs  
Core ILOs

Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication.

ABSE  
NCR AHS  
Diploma

Comprehend, analyze, and make logical inferences from complex literature, media, and informational texts.

Recognize normal and abnormal behaviors, examine the qualities of mental health, and propose a plan for achieving mental health.

Expected Outcome Performance: 70.0

ILOs  
Core ILOs

Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.

Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication.

ABSE  
NCR AHS  
Diploma

Comprehend, analyze, and make logical inferences from complex literature, media, and informational texts.

## Course Content

### Lecture Content

No value

### Laboratory/Studio Content

#### The Cycle of Life (15 hours)

- Infancy and childhood development
- Middle childhood and adolescence
- Adulthood and aging

#### Discovering and Interpreting the World (25 hours)

- How sensation works
- Perception – interpreting sensations
- Learning and conditioning
- Memory and language Intelligence and creativity

#### Roots of Behavior (25 hours)

- Influence of biology on behavior
- Emotion and motivation
- States of consciousness

#### Personal Identity (20 hours)

- Theories of self and personality
- Abnormal behavior
- Achieving mental health

#### Society (15 hours)

- Person to person communication
- Group behavior
- Effects of environmental conditions

**Total hours: 100**

