



**Mesabi Range Community & Technical College  
Program/Discipline Review**

**Psychology Department**

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The purpose of Program Review at Mesabi Range College is to study each program at the College every three years in a manner that will accommodate improvement, change, and recognition of a job well done. Programs that face challenges in respect to enrollment patterns, evolving business and industry practices, and other viability factors may be required to complete program review on an accelerated timeline as determined by Administration.

Program Review provides the opportunity to contemplate and reflect about what works and what does not work within our programs. The process can be a very productive and a worthwhile learning experience for instructors in the program being reviewed and the entire College. Only by taking the time to look thoughtfully at various aspects of all programs (instructional and non-instructional), can we assess the needs and determine the future direction of the College.

Program Review emphasizes the assessment of student learning at program and course level, and is another facet of assessment that helps Mesabi Range Community & Technical College improve learning.

## **Mesabi Range Community & Technical College Mission and Values Statement**

### **Mission and Values**

The MNSCU Board of Trustees adopted the Vision and Mission for Mesabi Range Community & Technical College in May 2000.

### **Mission**

Mesabi Range Community & Technical College provides high quality education resulting in rewarding employment, lifelong learning, and the enriched lives of our students and community.

### **Values**

Mesabi Range Community & Technical College values leadership in learning through innovation, excellence, integrity, and accountability.

## **Mesabi Range Community & Technical College Strategic Foundation**

### **We are**

- Learner Focused and Customer Service Oriented
- Leaders and Innovators in Technology and Learning Tools
- Focused on Integrity through Community and Environmental Stewardship

# Program Review

## Instructional Guidelines

### Chapter 1 Overview of the Program

**Description of the program (philosophy, purpose, mission of program, etc.)  
How are the Mesabi Range Community & Technical College Mission, Goals, and Guiding Principles reflected in your program?**

The Psychology Department's mission:

Psychology promotes Pro-Social behavior be benefiting and developing a better understanding of our fellow human beings.

The Psychology Department's purpose:

The Psychology department's purpose is to give each student the tools to understand themselves so they may understand and accept those they interact with.

The Psychology Department's philosophy:

Psychology is part of the core of the education of many students at Mesabi Range Technical and Community College. Psychology intertwines with many of the other disciplines offered at Mesabi so students will understand how they interrelate with others; whether it is in the workplace, community, or home.

The Psychology Department's program description:

The Psychology Department provides the base of knowledge through an offering of introductory concepts of psychology that may be explored further and built upon by taking more specific classes offered in the psychology field. This department also serves as a key component for the education, social science and chemical dependency curriculum.

**Psychology helps you to be the best that you can be  
by understanding and accepting our great diversity!**

## **Chapter 2 Program Goals, Course Assessment, and Delivery**

**Integration of Mesabi Range Community & Technical College's Learning Outcomes into program and/or discipline. Mesabi Range Community and Technical College works toward the creation of an informed citizenry with the ability to communicate effectively, think critically, develop mathematical skills, and use information technology.**

- **How does the program's curriculum holistically incorporate the general college learning outcome core abilities and program level assessment?**
- **How does the department assess Mesabi Range's learning outcomes listed below?**
- **If a goal area is not met, please indicate by Not Applicable**

### **Communicate Effectively**

The Psychology Department's curriculum develops the student's ability to Communicate Effectively in the following ways:

Each course offered in this department requires some sort of feedback by the students. For example, in the on-line classes (D2L) there are required postings to discussions. There may also be reaction papers that are used to find out what the student has learned the reaction to the related material and possibly even an application or way to use the material in the past, present or future.

### **Think Critically**

The Psychology Department's curriculum develops the student's ability to Think Critically in the following ways:

In many of the classes students are required to take a scenario and to look at it from a variety of perspectives. An example of this would be in Abnormal Psychology. We as human beings often look at a situation from our experience or comfort zone. In Abnormal Psychology we ask students to look at cases or situations from a perspective they may not have experience or have knowledge in. A person can be someone suffering from the disorder, have a family member, or be a service provider, or a medical practitioner or maybe someone from the legal profession. Think outside of one's comfort zone and look at other angles not previously considered.

### **Demonstrate Mathematical Skills**

The Psychology Department's curriculum develops the student's ability to Demonstrate Mathematical Skills in the following ways:

We look at and calculate the correlation coefficients, IQ and other statistical information that may be relevant in research methods and statistical analysis.

### **Use Information Technology**

The Psychology Department's curriculum develops the student's ability to Use Information Technology in the following ways:

The use of technology is probably the biggest change that has occurred in the Psychology Department. We have

many of the classes available in the on-line or D2L format. In addition to this most of the classes use a blended format in which quizzes and/or tests are given on line. Information is posted and papers submitted making a major portion of the class paperless. The ways of communication have also changed drastically as students with D2L pager, e-mail or submission through the discussions can state their concerns which at one time would have been more face to face. Technology also allows us to broaden our world as many of the classes are not just local students. The classes are much more diversified.

**What are the primary outcomes of your program/discipline?**

- **List five to seven outcomes**
- **How is each outcome assessed?**

The Psychology Department's primary program/discipline outcomes and assessment methods are:

**Outcome One**

Understand and apply the general concepts of psychology.

**Outcome Two**

Understand how you as an individual perceive and understand the world around you.

**Outcome Three**

Understand the diverse populations we live in and with.

**Outcome Four**

Understand how the changes in technology affect how we view our world and the world of others. Perceptions from the changes in the way we communicate illustrate this.

**Outcome Five**

Become ProSocial in our behaviors and ways of living by doing good. Pay it forward.

**Outcome Six**

**Outcome Seven**

**Delivery of department program and courses**

- **How are the courses delivered to students?**
- **How is information technology incorporated into the program?**

The Psychology Department delivers courses and programs in the following ways:

Classes are delivered in the "traditional" classroom setting, on line through D2L and many use a blending of the classroom setting and D2L.

The Psychology Department incorporates information technology in the following ways:

In the classroom and on-line as covered in various sections of this review.

## Chapter 3 General Program Assessment and Goals

Specific *external* program assessment measures, assessment timeline, and assessment findings (if applicable). The following external measures should be considered along with other information that the department deems relevant.

- Advisory Boards
- External Accrediting Agencies
- Transfer Institutions
- Employer surveys
- Other MNSCU/NHED/MRCTC surveys

The Psychology Department measures program level outcomes externally in the following ways:

Transferability to four year institutions.

The Psychology Department's timeline for external program and course assessment is:

On going

The Psychology Department's external assessment findings indicate:

In general, the psychology courses taken at MRCTC transfer without incident. Many are even considered for upper division electives once the transferring institution has done their review of the courses that the student has taken at MRCTC.

### Assessment: Professional Development Plans

- Discuss the types of professional development that the department's faculty and staff have participated in during the past three years and how it has impacted student learning, course improvement, and program success.

The Psychology Department's faculty and/or staff have participated in the following professional development and its impact is as follows:

During the past few years Tym Petron has been a member of the:

- Human Services Advisory Board
- Range Mental Health Diversity Advisory Board
- NHED Intercultural Advisory Counsel

Continued classes have been taken in the Psychology of Competition and in Sports Psychology as well as continuing my study of yoga and meditation.

Worked with the Women's Center in Duluth as well as the Minnesota Hooved Rescue as a crisis counselor when requested.

From these experiences I have obtained many applications and exercises that have been used in the psychology classes offered at Mesabi Range Community & Technical College. A major outcome of the advisory board positions is being able to give a current view of what is happening in society and what community members may be up against or challenged with.

## Chapter 4 Program Efficiency Assessment and Goals

Review and assessment of program efficiencies in regards to instructional costs. The following should be considered:

- MNSCU Instructional Cost Study
- NHED Cost Study
- Mesabi Range Cost Study
- Mesabi Range Fact Book
- Cost per FYE
- Cost per FYE compared to other NHED colleges and MNSCU institutions
- Indirect costs compared to other NHED colleges MNSCU institutions
- Three year trends for student credit hours generated in fall, spring, and summer semesters

**NOTE: Obtain the resources and data listed above from NHED Institutional Research**

The Psychology Department's assessment of program efficiency in relation to instructional cost:

Please see the attachments.

Review and assessment of program recruiting, placement data, enrollment trends, and retention data. Consider the past three to five year window. The following should be considered:

- Student recruitment
- Addressing new audiences
- Student placement devices
- Student retention techniques
- Enrollment statistics, trends, and limitations
- Concurrent Enrollment Program / PSEO / ALI
- Articulation agreements
- Printed material review
- Technical programs must include annual graduation total for program and annual occupational placement in related field total

The \_\_\_\_\_ Department's assessment of program recruiting, placement, enrollment, and retention:

The \_\_\_\_\_ Department's assessment of program recruiting:

The \_\_\_\_\_ Department's assessment of program placement data:

The \_\_\_\_\_ Department's assessment of program enrollment trends:

The \_\_\_\_\_ Department's assessment of program retention data:

What does the assessment of recruiting, placement, enrollment, and retention mean to your department and students:

As a team, we continually look at who is taking the psychology classes and what sequence of classes they may be taking. We partner with programs such as the LPN programs and the Wind Energy Programs to track what is need in specific fields as well as remaining in contact with the transfer institutions and seeing how we measure up.

**Review and assessment of facilities and equipment. The following should be considered:**

- **Classrooms – size, technology, access**
- **Technology – software**
- **Technology – hardware**
- **Equipment – appropriate for program, properly maintained, accessible**

The Psychology Department's assessment of facilities and equipment:

Most of the classrooms that are used by the Psychology Department have adequate technology so that a Smartboard system or an overhead type of display can be used.  
In room C175 we do have some issues with it being very cold in the winter especially for the morning classes. The handicap accessibility issue in this room puts wheel chair, etc. way in the back.  
In room C185 and C175 the amount of personal space per student is a bit tight. Our students are not "one size fits all" therefore many have issues with leg room and/or the basic seat size in the classroom.  
The classrooms, in general, are not great for small group work where movable table and chairs may be of great benefit. The students are basically stuck, facing forward.

## Chapter 5 Summary of Strengths and Challenges

**Review and assessment of program strengths over the past three years. The following should be considered:**

- Focus on program strengths
- Implication for department and student learning
- Individual faculty achievements should demonstrate how they strengthen the program

The Psychology Department's assessments of program strengths are:

### Strength One

We are student focused. We learn from our students while they learn from us.

### Strength Two

We offer a great base for the study of psychology.

### Strength Three

We are connected to the community.

### Strength Four

We have all types of diversity and are continually striving to include this in our coursework to keep them current.

### Strength Five

### Strength Six

### Strength Seven

The implications of these strengths for the Psychology department and student learning are:

We are continually striving to serve the students and feel that they as well as the transferring institutions have confidence in what we have to offer and how we offer it.

In order to maintain these strengths, these things must be considered:

The main thing we need to consider is the diversity of our students and that this is constantly in a state of change. The same old, same old is no longer!

**Review and assessment of program challenges over the past three years. The following should be considered:**

- Focus on program strengths
- Implications for the department and student learning

The Psychology Department's assessments of program challenges are:

#### Challenge One

Last minute addition of sections of classes. For the past few semesters we have added additional sections of classes, usually in the on-line format, as needed. At least once each semester it has been determined that an additional section is needed or a class needs to be split and these decisions are usually made at the last minute. It would make more sense to open additional sections earlier as they do tend to fill quickly.

#### Challenge Two

The comparison of individual classes from each of the NHED institutions would greatly help in the confusion of how classes are viewed. For example some psychology classes are classified as sociology and education classes at other campuses.

#### Challenge Three

We have had a challenge introducing new courses that will be of interest to the students.

#### Challenge Four

We are basically a department of one. Sometimes adjuncts are used to fill an overload. We do not have the advantage other departments have which is blessed with more faculty in psychology.

#### Challenge Five

Since psychology is an applied science certain psychology classes need to be in-class attendance. An example is Group Dynamics, where the students receive experience in doing a group relation to other students. through communication in thoughts and feelings. Also since Group Dynamics is a group, students need to relate to one another. These abilities are difficult to transmit through ITV, **especially feelings.**

#### Challenge Six

#### Challenge Seven

The instructors need to be involved in decisions of the Psychology Department. Between Mr. Petron and Mrs. Niemi they have 46 years of experience, both in public and private service, that can enhance the department and benefit the students.

The implications of these challenges for the Psychology department and student learning are:

If we look at our bottom line, we at times don't have student's best interests in hand. Because of the challenges listed above come with change, our students are sometimes left in the dust. If we can look at the bottom line, which is financial, as an institution, the best interest of the students is suffering.

Strategies for closing the gap between the challenges and department goals and student learning are:

Communication is the key. We need to listen to the students, look at the trends and then actually do something other than a quick fix. Not only a tenure instructor but adjuncts within the department need to be included in the decision-making process. Decisions affect everyone - other faculty, students, psychology instructors, and the college as a whole.

## Chapter 6 Future Direction

Recommendations and plan for improving department's program to aid student learning, fiscal and program efficiencies, and support for Mesabi Range Community and Technical College's short term and long term goals. The following should be considered:

- Short term direction should look one to two years out
- Long term direction- up to four years
- Non-fiscal plans not requiring budget
- Fiscal related plans requiring budget
- Existing gaps
- Plan for making improvements that involve budgetary decision-making. If additional faculty or staff is recommended, please include a detailed analysis of cost, FTE information, and justification. If a report includes recommendations that involve budget decisions, the program must be responsible for taking the request through the appropriate budget process during the following year.

The Psychology Department's short term (1-2 years) direction is:

In the short term we need to look at the course outlines and course offerings and see how these fit with our current goals. Are some of the courses offered current, what else may be needed and how do they fit into the greater picture of psychology. An example would be changes needed for the Abnormal Psychology class. Since there are changing developments in this area we need to look at expanding the class from three to a four credit class, and include topics such as the history, child and adolescent disorders, psychology of aging, and societal changes in the mental health field.

The Psychology Department's long term (up to 4 years) direction is:

We need to look at a division in the current way psychology classes are considered for assessment, etc.

Those that are considered Psychology would be:

- PSYC 1555 Psychology of Men
- PSYC 2551 General Psychology
- PSYC 2556 Industrial/Organization Psychology
- PSYC 2558 Abnormal Psychology
- PSYC 2567 Lifespan Development
- PSYC 2655 Group Dynamics
- PSYC 2555 Psychology of Aging
- PSYC 2565 Child and Adolescent Development

Those that should be considered part of Student Services and their assessment process are:

- PSYC 1415 Freshman Year Experience
- PSYC 1455 Personal Adjustment and Transition
- PSYC 1457 Career Explorations

Appendix Attachments

Program Plans (Obtain from Instructional Services director)  
Instructional Cost Studies (Obtain from NHED Institutional Research)  
Survey Results  
Back Up Data

Enrollment and Cost Data for Psychology

Subj	Cou_Nbr	Abbr_Title	Fy	Yrtr	No of Students	FYE	Total Costs
PSYC	96	Goals Clarif	2006	20063	24	0.8	\$ 34.00
PSYC	96	Goals Clarif	2006	20065	10	0.3	\$ 17.00
PSYC	96	Goals Clarif	2007	20073	6	0.2	\$ 10.00
PSYC	96	Goals Clarif	2007	20075	8	0.3	\$ 5.00
PSYC	96	Goals Clarif	2008	20083	3	0.1	\$ 108.00
PSYC	96	Goals Clarif	2008	20085	7	0.2	\$ 108.00
PSYC	96	Goals Clarif	2009	20093	14	0.5	\$ 52.00
PSYC	96	Goals Clarif	2009	20095	8	0.3	\$ 52.00
PSYC	96	Goals Clarif	2010	20103	3	0.1	\$ 737.00
PSYC	96	Goals Clarif	2010	20105	5	0.2	\$ 737.00
PSYC	96	Goals Clarif	2011	20113	10	0.3	\$ 707.00
PSYC	96	Goals Clarif	2011	20115	4	0.1	\$ 707.00
PSYC	1415	Fresh Yr Exp	2007	20073	158	5.3	\$ 1,822.00
PSYC	1415	Fresh Yr Exp	2007	20075	38	1.3	\$ 5.00
PSYC	1415	Fresh Yr Exp	2008	20083	206	6.9	\$ 1,579.00
PSYC	1415	Fresh Yr Exp	2008	20085	16	0.5	\$ 108.00
PSYC	1415	Fresh Yr Exp	2009	20093	189	6.3	\$ 312.00
PSYC	1415	Fresh Yr Exp	2009	20095	49	1.6	\$ 104.00
PSYC	1415	Fresh Yr Exp	2010	20103	196	6.5	\$ 3,685.00
PSYC	1415	Fresh Yr Exp	2010	20105	63	2.1	\$ 4,329.00
PSYC	1415	Fresh Yr Exp	2011	20113	229	7.6	\$ 3,330.00
PSYC	1415	Fresh Yr Exp	2011	20115	72	2.4	\$ 1,414.00
PSYC	1445	Lead Dev	2007	20073	3	0.1	\$ 5.00
PSYC	1445	Lead Dev	2007	20075	15	0.5	\$ 5.00
PSYC	1445	Lead Dev	2008	20083	10	0.3	\$ 1,039.00
PSYC	1445	Lead Dev	2008	20085	8	0.3	\$ 1,039.00
PSYC	1445	Lead Dev	2009	20093	1	0.0	\$ 52.00
PSYC	1455	Persn Adjust/Trans	2006	20063	17	1.7	\$ 50.00
PSYC	1455	Persn Adjust/Trans	2006	20065	15	1.5	\$ 50.00
PSYC	1455	Persn Adjust/Trans	2007	20073	3	0.3	\$ 15.00
PSYC	1455	Persn Adjust/Trans	2007	20075	9	0.9	\$ 15.00
PSYC	1455	Persn Adjust/Trans	2008	20085	10	1.0	\$ 323.00
PSYC	1455	Persn Adjust/Trans	2009	20095	1	0.1	\$ 155.00
PSYC	1457	Career Explor	2006	20063	7	0.2	\$ 17.00
PSYC	1457	Career Explor	2006	20065	11	0.4	\$ 17.00
PSYC	1457	Career Explor	2007	20075	19	0.6	\$ 570.00
PSYC	1457	Career Explor	2008	20083	11	0.4	\$ 1,039.00
PSYC	1457	Career Explor	2008	20085	18	0.6	\$ 2,078.00
PSYC	1457	Career Explor	2009	20093	24	0.8	\$ 1,227.00

Enrollment and Cost Data for Psychology

Subj	Cou_Nbr	Abbr_Title	Fy	Yrtr	No of Students	FYE	Total Costs
PSYC	1457	Career Explor	2009	20095	18	0.6	\$ 52.00
PSYC	1457	Career Explor	2010	20103	31	1.0	\$ 737.00
PSYC	1457	Career Explor	2011	20113	22	0.7	\$ 6.00
PSYC	1555	Psyc of Men	2008	20083	9	0.9	\$ 7,001.00
PSYC	2551	Gen Psychology	2006	20061	31	4.1	\$ 6,371.00
PSYC	2551	Gen Psychology	2006	20063	94	12.5	\$ 16,924.00
PSYC	2551	Gen Psychology	2006	20065	80	10.7	\$ 16,924.00
PSYC	2551	Gen Psychology	2007	20071	14	1.9	\$ 6,643.00
PSYC	2551	Gen Psychology	2007	20073	100	13.3	\$ 21,564.00
PSYC	2551	Gen Psychology	2007	20075	90	12.0	\$ 14,376.00
PSYC	2551	Gen Psychology	2008	20081	16	2.1	\$ 7,933.00
PSYC	2551	Gen Psychology	2008	20083	119	15.9	\$ 28,005.00
PSYC	2551	Gen Psychology	2008	20085	91	12.1	\$ 18,670.00
PSYC	2551	Gen Psychology	2009	20091	19	2.5	\$ 8,631.00
PSYC	2551	Gen Psychology	2009	20093	85	11.3	\$ 20,212.00
PSYC	2551	Gen Psychology	2009	20095	91	12.1	\$ 14,804.00
PSYC	2551	Gen Psychology	2010	20103	92	12.3	\$ 11,536.00
PSYC	2551	Gen Psychology	2010	20105	97	12.9	\$ 17,272.00
PSYC	2551	Gen Psychology	2011	20111	19	2.5	\$ 8,811.00
PSYC	2551	Gen Psychology	2011	20113	103	13.7	\$ 32,847.00
PSYC	2551	Gen Psychology	2011	20115	92	12.3	\$ 15,809.00
PSYC	2556	Ind/Org Psyc	2008	20085	34	4.5	\$ 4,156.00
PSYC	2556	Ind/Org Psyc	2009	20095	25	3.3	\$ 14,804.00
PSYC	2556	Ind/Org Psyc	2010	20105	35	4.7	\$ 8,636.00
PSYC	2556	Ind/Org Psyc	2011	20115	24	3.2	\$ 10,949.00
PSYC	2558	Abnormal Psych	2006	20061	7	0.7	\$ 2,181.00
PSYC	2558	Abnormal Psych	2006	20063	11	1.1	\$ 6,347.00
PSYC	2558	Abnormal Psych	2007	20073	18	1.8	\$ 5,391.00
PSYC	2558	Abnormal Psych	2008	20083	18	1.8	\$ 7,001.00
PSYC	2558	Abnormal Psych	2009	20093	11	1.1	\$ 7,579.00
PSYC	2558	Abnormal Psych	2010	20103	12	1.2	\$ 6,440.00
PSYC	2558	Abnormal Psych	2011	20113	8	0.8	\$ 8,212.00
PSYC	2567	Lifespan Psyc	2006	20061	6	0.8	\$ 6,371.00
PSYC	2567	Lifespan Psyc	2006	20065	59	7.9	\$ 16,924.00
PSYC	2567	Lifespan Psyc	2007	20071	17	2.3	\$ 6,643.00
PSYC	2567	Lifespan Psyc	2007	20075	50	6.7	\$ 7,188.00
PSYC	2567	Lifespan Psyc	2008	20085	78	10.4	\$ 18,670.00
PSYC	2567	Lifespan Psyc	2009	20091	23	3.1	\$ 8,631.00
PSYC	2567	Lifespan Psyc	2009	20095	58	7.7	\$ 10,106.00
PSYC	2567	Lifespan Psyc	2010	20105	47	6.3	\$ 8,636.00
PSYC	2567	Lifespan Psyc	2011	20111	16	2.1	\$ 8,811.00
PSYC	2567	Lifespan Psyc	2011	20115	69	9.2	\$ 15,809.00
PSYC	2655	Group Dynamics	2006	20063	11	1.1	\$ 8,025.00
PSYC	2655	Group Dynamics	2007	20073	15	1.5	\$ 8,541.00
PSYC	2655	Group Dynamics	2008	20083	12	1.2	\$ 8,682.00

Enrollment and Cost Data for Psychology

<b>Subj</b>	<b>Cou_Nbr</b>	<b>Abbr_Title</b>	<b>Fy</b>	<b>Yrtr</b>	<b>No of Students</b>	<b>FYE</b>	<b>Total Costs</b>
PSYC	2655	Group Dynamics	2009	20093	10	1.0	\$ 3,524.00
PSYC	2655	Group Dynamics	2010	20103	16	1.6	\$ 6,440.00
PSYC	2655	Group Dynamics	2011	20113	17	1.7	\$ 3,645.00

Enrollment and Cost Data for Psychology

Cost per FYE	
\$	42.50
\$	51.01
\$	50.00
\$	18.75
\$	1,080.00
\$	462.92
\$	111.42
\$	194.98
\$	7,370.00
\$	4,421.12
\$	2,121.21
\$	5,303.83
\$	345.95
\$	3.95
\$	229.95
\$	202.51
\$	49.52
\$	63.67
\$	564.03
\$	2,061.43
\$	436.25
\$	589.17
\$	50.00
\$	10.00
\$	3,117.31
\$	3,895.76
\$	1,561.56
\$	29.41
\$	33.33
\$	50.00
\$	16.67
\$	323.00
\$	1,550.00
\$	72.87
\$	46.36
\$	900.05
\$	2,833.38
\$	3,463.33
\$	1,533.75

<b>Cost per FYE</b>	
\$	86.67
\$	713.25
\$	8.18
\$	7,778.89
\$	1,541.38
\$	1,350.32
\$	1,586.62
\$	3,558.69
\$	1,617.29
\$	1,198.00
\$	3,718.65
\$	1,765.02
\$	1,538.73
\$	3,407.02
\$	1,783.40
\$	1,220.10
\$	940.43
\$	1,335.47
\$	3,478.07
\$	2,391.78
\$	1,288.77
\$	916.77
\$	4,441.24
\$	1,850.56
\$	3,421.56
\$	3,115.71
\$	5,770.00
\$	2,995.00
\$	3,889.44
\$	6,890.00
\$	5,366.67
\$	10,265.00
\$	7,963.75
\$	2,151.35
\$	2,930.69
\$	1,078.19
\$	1,795.19
\$	2,814.43
\$	1,306.82
\$	1,378.08
\$	4,130.22
\$	1,718.37
\$	7,295.45
\$	5,694.00
\$	7,235.00

Enrollment and Cost Data for Psychology

**Cost per FYE**

\$ 3,524.00
\$ 4,025.00
\$ 2,144.12

MESABI RANGE COMMUNITY & TECHNICAL COLLEGE –  
VIRGINIA/EVELETH

Course Outline

<b>Course Title:</b>	<b>GOALS CLARIFICATION</b>	<b>Submitted By:</b>	<b>Donnie Gordon</b>
<b>Semester Course Prefix and Number:</b>	<b>PSYC 0096</b>	<b>Approval Date:</b>	<b>December 2003</b>
<b>Old Quarter Course Prefix and Number:</b>		<b>Revision Date:</b>	<b>May 2003</b>
<b>Number of Credits:</b>	<b>1</b>	<b>Number of Lecture Credits:</b>	<b>1</b>
<b>Semester(s) Offered:</b>		<b>Number of Lab Credits:</b>	<b>Number of Lab Hours:</b>
<b>Negotiated Class Size:</b>		<b>Number of Studio/Demonstration/Internship Credits:</b>	

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**Course Purpose Code:**

- 0** – Developmental Courses
- 1** – Non-transferable, General Education
- 2** – Technical course related to career programs
- 3** – College course which has the primary goal of applying certain concepts (e.g. vocal ensemble)
- 4** – Other college course not considered a part of general education (MNTC) e.g. computer science, health, physical education
- 5** – Course which is intended to fulfill the Minnesota Transfer Curriculum (MNTC) requirements.
- 9** – Continuing Education/Customized Training specialized credit course (not occurring in 0-5)

**Catalog Description:**

This course is designed for those students who have been readmitted to school after academic suspension. The two main goals of the course are to: (a) monitor the academic progress of each student according to the terms his/her readmission contract; (b) focus on factors that lead to suspension, future academic goals and ways to achieve those goals. Topics will include: attitudes, behaviors, self-discipline, locus of control, procrastination, accountability, decision-making, and goal setting.

**Prerequisites and/or recommended entry skills/knowledge:**

Course Prerequisite(s): Instructor permission to enroll in course  
Reading Prerequisite:  
Composition Prerequisite:  
Mathematics Prerequisite:

**Career Programs and Transfer Majors Accessing this Course:**

None

**Minnesota Transfer Curriculum Goal(s) partially met by this course if applicable:** Notes: No more than two goals may be met by any one course. (Curriculum Committee review and the Chief Academic Officer's approval are required).

0.  None

6.  The Humanities and Fine Arts

- |  |  |
|--|--|
| 1. <input type="checkbox"/> Communications                                 | 7. <input type="checkbox"/> Human Diversity                  |
| 2. <input type="checkbox"/> Critical Thinking                              | 8. <input type="checkbox"/> Global Perspectives              |
| 3. <input type="checkbox"/> Natural Sciences                               | 9. <input type="checkbox"/> Ethical and Civic Responsibility |
| 4. <input type="checkbox"/> Mathematical/Logical Reasoning                 | 10. <input type="checkbox"/> People and the Environment      |
| 5. <input type="checkbox"/> History and the Social and Behavioral Sciences |  |

**Learning outcomes, including any relevant competencies listed in the Minnesota Transfer Curriculum:**

Students will be able to assess the attitudes and behaviors that led to academic failure and suspension. Students will develop an understanding of the role played by their locus of control and decision-making methods.

Students will learn ways to overcome procrastination and improve self-discipline.

Students will demonstrate accountability by increased class attendance and improved grades in their classes.

Students will learn to set, develop and implement goals.

**Student assessment methods:**

Class attendance, class participation, completion of assignments, and improved academic progress during the course of the semester, verified by bi-weekly grade checks.

**Use of instructional technology** (includes software, interactive video and other instructional technologies):

**Outline of the major course content:**

- Attitudes
- Self-talk
- Decision-making
- Personal behavior and responsibility
- Developing self-discipline
- Predominant locus of control
- Procrastination: identifying and overcoming
- Developing accountability
- Developing and implementing realistic goals

**Additional special information** (special fees, directives on hazardous materials, etc.)

**Transfer Information:** (Please list colleges/majors that accept this course in transfer.)

None

**Approvals:**

Body	Representative Signatures	Date
Curriculum Committee	Donnie Gordon	March 27, 2003
Faculty Association		
Academic Affairs Standards Committee	Kim Giermann	December 3, 2003

Chief Academic Officer	Dr. Jill Peterson	December 9, 2003
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Distribution: Original – Administrative Office

Copies: Curriculum Committee Chair, Learning Center, Library, Originating Faculty Member, Records, Student Services, Scheduler, Transfer Specialist

# MESABI RANGE COMMUNITY & TECHNICAL COLLEGE

## Course Outline

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<b>Course Title:</b>	Freshman Year Experience	<b>Submitted By:</b>	Sara Matuszak
<b>Semester Course Prefix and Number:</b>	PSYC 1415	<b>Approval Date:</b>	April 2005
<b>Old Quarter Course Prefix and Number:</b>		<b>Revision Date:</b>	April 2009
<b>Number of Credits:</b>	1	<b>Number of Lecture Credits:</b>	1
<b>Semester(s) Offered:</b>		<b>Number of Lab Credits:</b>	
<b>Class Size:</b> 40		<b>Number of Lab Hours:</b>	
<b>Negotiated by AASC on:</b> (date)		<b>Number of Studio/Demonstration/Internship Credits:</b>	

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### Course Purpose Code:

- 0 – Developmental Courses
- 1 – Non-transferable, General Education
- 2 – Technical course related to career programs
- 3 – College course which has the primary goal of applying certain concepts (e.g. vocal ensemble)
- 4 – Other college course not considered a part of general education (MNTC) (e.g. computer science, health, physical education)
- 5 – Course which is intended to fulfill the Minnesota Transfer Curriculum (MNTC) requirements or intended for transfer.
- 9 – Continuing Education/Customized Training specialized credit course (not occurring in 0-5)

### Catalog Description:

This course is designed to assist first year students to identify educational goals, career paths, and transfer options. In addition, the course will address social concerns that affect the first year student with the goal of promoting student success.

This course is mandatory for all new entering degree seeking students who are not enrolled in a technical program. Students transferring from another institution will be evaluated on a case by case basis.

### Prerequisites and/or recommended entry skills/knowledge:

Course Prerequisite(s): None  
Reading Prerequisite: None  
Composition Prerequisite: None  
Mathematics Prerequisite: None

### Career Programs and Transfer Majors Accessing this Course:

Required for students pursuing an A.A. degree.

### Minnesota Transfer Curriculum Goal(s) partially met by this course if applicable:

(Notes: No more than two goals may be met by any one course. Curriculum Committee review and the Chief Academic Officer's approval are required.)

- |   |  |
|---|--|
| 0. <input type="checkbox"/> None              | 6. <input type="checkbox"/> The Humanities and Fine Arts |
| 1. <input type="checkbox"/> Communications    | 7. <input type="checkbox"/> Human Diversity              |
| 2. <input type="checkbox"/> Critical Thinking | 8. <input type="checkbox"/> Global Perspectives          |

- |   |   |
|---|---|
| 3. _____ Natural Sciences                               | 9. _____ Ethical and Civic Responsibility |
| 4. _____ Mathematical/Logical Reasoning                 | 10. _____ People and the Environment      |
| 5. _____ History and the Social and Behavioral Sciences |   |

**Learning Outcomes:** (including any relevant competencies listed in the Minnesota Transfer Curriculum)

Upon completion of this course, the student will be able to:

- Articulate the correlation between personal responsibility/choices and how they affect college success.
- Develop a program of study to meet their needs based upon their chosen educational goals and career path.
- Articulate college policies and procedures as they relate to student responsibility and success.
- Demonstrate a clear understanding of transfer possibilities and procedures based upon desired transfer goals.
- Identify their learning style and how it affects success in college
- Acquire and apply study and test taking skills
- Explain safety procedures on campus
- Articulate the college's policy on sexual harassment

**Student Assessment Methods:**

- Tests
- Written Documents
- Participation in discussions
- Individual Academic Plan
- Completed Registrations
- Journal

**Use of Instructional Technology:** (includes software, interactive video and other instructional technologies):

Internet, PowerPoint, video, on-line career assessments, etc.

**Outline or Statement of Major Course Content:**

- 1—Introductions—Social Activity, Syllabus, Faculty Expectations
- 2—Policy/Code of Conduct
- 3—Campus Safety/College Involvement/Student Life/Scavenger Hunt
- 4—Values/Time Management
- 5—Learning Style/Study Skills
- 6—Test Taking Skills/Memory Strategies
- 7—Stress/Depression/Mental Health
- 8—Alcohol and Drug Use
- 9—STD's, Pregnancy, and Sexual Risk Taking
- 10—Interests, Choosing a Major/Career
- 11—MNTC, Transfer, Choosing a College—Uselectmn.org
- 12—Registration for next semester
- 13—Sexual Harassment
- 14—Money Management/Debt
- 15—Developing an Academic Plan—Final Project
- 16—Presentation of Final Project

**Transfer Information:** (Please list colleges/majors that accept this course in transfer.)

This course transfers as an elective course to most 4 year colleges/universities.

**Approvals:**

Body	Representative Signatures	Date
Curriculum Committee		
Faculty Association		
Academic Affairs Standards Committee		

<b>Chief Academic Officer</b>		
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**Distribution:** Original – Administrative Office  
**Copies:** Curriculum Committee Chair, AASC Chair, Transfer Specialist, Originating Faculty Member, Scheduler, Records, Student Services, Learning Center, Library  
**Revised:** October 2006

**MESABI RANGE COMMUNITY & TECHNICAL COLLEGE –  
VIRGINIA/EVELETH**

**Course Outline**

**Course Title:** Leadership Development Strategies  
**Semester Course Prefix and Number:** PSYC 1445  
**Old Quarter Course Prefix and Number:**

**Submitted By:** Student Services  
**Approval Date:**  
**Revision Date:**

**Number of Credits:** 1

**Number of Lecture Credits:**

0

**Semester(s) Offered:** Fall

**Number of Lab Credits:** 1 **Number of Lab Hours:** 32

**Class Size:** 30

**Number of Studio/Demonstration/Internship Credits:**

**Negotiated by AASC**

**on**

(Date) \_\_

**Course Purpose Code:**

0 – Developmental Courses

1 – Non-transferable, General Education

2 – Technical course related to career programs

3 – College course which has the primary goal of applying certain concepts (e.g. vocal ensemble)

4 – Other college course not considered a part of general education (MNTC) e.g. computer science, health, physical education

5 – Course which is intended to fulfill the Minnesota Transfer Curriculum (MNTC) requirements.

9 – Continuing Education/Customized Training specialized credit course (not occurring in 0-5)

**Catalog Description:**

This course is designed to assist students in developing leadership skills to enhance their personal effectiveness. Students participate in a weekend learning community where they have an opportunity to learn by observation, role-playing and participating in leadership development activities. All students who desire to enhance their college experience should consider this option. Each student's strengths, interests and aspirations are recognized while providing instruction and experiences that will enable students to develop skills in goal setting, team building, communications, and values clarification.

This course provides numerous opportunities that will enable students to observe and practice leadership skills and competencies. Students will also have an opportunity to test out their leadership skills in various ways. This is accomplished through a combination of the successful completion of the weekend leadership training and active participation in student governed boards, such as the college Judicial Board, Student Life Committee, Student Senate, etc.

**Prerequisites and/or recommended entry skills/knowledge: N/A**

Course Prerequisite(s): None

Reading Prerequisite: None

Composition Prerequisite: None

Mathematics Prerequisite: None

**Career Programs and Transfer Majors Accessing this Course:**

All Mesabi Range Community & Technical College programs – both campuses.

While this course is open to all students, students who plan on taking a leadership role on campus are encouraged to enroll. (Student senate officers, student life officers, resident assistants, Phi Theta Kappa members, athletic team captains, etc.)

**Minnesota Transfer Curriculum Goal(s) partially met by this course if applicable:** Notes: No more than two goals may be met by any one course. (Curriculum Committee review and the Chief Academic Officer's approval are required).

- |  |  |
|--|--|
| 0. <input checked="" type="checkbox"/> None                                | 6. <input type="checkbox"/> The Humanities and Fine Arts     |
| 1. <input type="checkbox"/> Communications                                 | 7. <input type="checkbox"/> Human Diversity                  |
| 2. <input type="checkbox"/> Critical Thinking                              | 8. <input type="checkbox"/> Global Perspectives              |
| 3. <input type="checkbox"/> Natural Sciences                               | 9. <input type="checkbox"/> Ethical and Civic Responsibility |
| 4. <input type="checkbox"/> Mathematical/Logical Reasoning                 | 10. <input type="checkbox"/> People and the Environment      |
| 5. <input type="checkbox"/> History and the Social and Behavioral Sciences |  |

**Learning outcomes, including any relevant competencies listed in the Minnesota Transfer Curriculum:**

Participants in the Leader Development Strategies class will have a greater understanding of themselves, a greater recognition of their commitment to others, and a higher degree of initiative in undertaking projects, which will make a positive difference, not only to the campus community, but to society, as well.

1. Students will demonstrate ways to contribute to the leadership roles on campus and/or in the community.
2. Students will develop a plan to improve the quality of student life of the college community.
3. Students will be able to clearly articulate the roles/skills of effective leaders.
4. Students will get a feeling of “connectedness” to the campus and therefore a sense of commitment.

**Possible student assessment methods:**

Most instructional methods will include active learning and participation in planned experiential activities. Reflecting on their own experiences, students will have the opportunity to learn leadership strategies through observation, role-playing, participation, interviewing, and journal writing.

**(16 hours)**

Completion of a weekend of leadership development activities at Wolf Ridge Resort.

**(16 hours)**

Journaling  
Active Campus and Club participation  
Follow-up activities

**Use of instructional technology:**

**Outline of the major course content:**

Goal Setting	Team building	Decision Making	Personal Responsibility
Human relations	Communication skills	Conflict resolution	

**Additional special information:**

A \$100.00 lab fee will be added on to this course to pay for the food and lodging expenses at Wolf Ridge. (Two nights lodging and all meals)

**Transfer Information:**

This course may be used as a transfer elective.

**Approvals:**

Body	Representative Signatures	Date
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Curriculum Committee		
Faculty Association		
Academic Affairs Standards Committee		
Chief Academic Officer		

Distribution: Original – Administrative Office; Copies: Curriculum Committee Chair, Learning Center, Library, Originating Faculty Member, Records, Student Services, Scheduler, Transfer Specialist      Revised February 10, 2004

MESABI RANGE COMMUNITY & TECHNICAL COLLEGE –  
VIRGINIA/EVELETH

Course Outline

<b>Course Title:</b>	<b>Personal Adjustment and Transition</b>	<b>Submitted By:</b>	<b>Student Sup. Svcs</b>
<b>Semester Course Prefix and Number:</b>	<b>PSYC 1455</b>	<b>Approval Date:</b>	
<b>Old Quarter Course Prefix and Number:</b>	<b>PSYC 102</b>	<b>Revision Date:</b>	<b>Feb. 2002</b>
<b>Number of Credits:</b>	<b>3</b>	<b>Number of Lecture Credits:</b>	<b>3</b>
<b>Semester(s) Offered:</b>		<b>Number of Lab Credits:</b>	<b>Number of Lab</b>
<b>Negotiated Class Size:</b>		<b>Hours:</b>	
		<b>Number of Studio/Demonstration/Internship Credits:</b>	

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**Course Purpose Code:**

- 0 – Developmental Courses
- 1 – Non-transferable, General Education
- 2 – Technical course related to career programs
- 3 – College course which has the primary goal of applying certain concepts (e.g. vocal ensemble)
- 4 - Other college course not considered a part of general education (MNTC) e.g. computer science, health, physical education
- 5 – Course which is intended to fulfill the Minnesota Transfer Curriculum (MNTC) requirements.
- 9 – Continuing Education/Customized Training specialized credit course (not occurring in 0-5)

**Catalog Description:**

This is a course utilizing a psychological/educational approach to assist students in transition to college life. Discussion will focus on attitudes which foster a fear of success and feelings of helplessness, low self-esteem, stress and anxiety. Students will learn techniques to achieve self-directedness, set and carry out goals, and manage time. This course is open only to Student Support Services (TRIO) students.

**Prerequisites and/or recommended entry skills/knowledge:**

Course Prerequisite(s): None  
Reading Prerequisite: None  
Composition Prerequisite: None  
Mathematics Prerequisite: None

**Career Programs and Transfer Majors Accessing this Course:**

**Minnesota Transfer Curriculum Goal(s) partially met by this course if applicable:** Notes: No more than two goals may be met by any one course. (Curriculum Committee review and the Chief Academic Officer's approval are required).

0.  None

6.  The Humanities and Fine Arts

- |   |   |
|---|---|
| 1. _____ Communications                                 | 7. _____ Human Diversity                  |
| 2. _____ Critical Thinking                              | 8. _____ Global Perspectives              |
| 3. _____ Natural Sciences                               | 9. _____ Ethical and Civic Responsibility |
| 4. _____ Mathematical/Logical Reasoning                 | 10. _____ People and the Environment      |
| 5. _____ History and the Social and Behavioral Sciences |   |

**Learning outcomes, including any relevant competencies listed in the Minnesota Transfer Curriculum:**

The student will:

- Learn how to manage transitions in their lives.
- Learn and practice specific coping skills which include assertiveness training, problem solving, and anger management.
- Learn and practice coping skills necessary to handle death and loss in their lives.

**Student assessment methods:**

- Weekly journals
- 4-5 exams
- Participation in small group projects

**Use of instructional technology** (includes software, interactive video and other instructional technologies):

**Outline of the major course content:**

Students will be given the opportunity to evaluate themselves in the following areas: locus of control, systems, values, transition, communication, assertiveness, problem solving, anger management, sexuality, ability to cope with personal loss in addition to understanding introductory psychology concepts.

**Additional special information** (special fees, directives on hazardous materials, etc.)

**Transfer Information:** (Please list colleges/majors that accept this course in transfer.)  
May transfer as an intro to Psychology course at CSS. Otherwise transfers as elective credits

**Approvals:**

Body	Representative Signatures	Date
Curriculum Committee		
Faculty Association		
Meet and Confer		
Chief Academic Officer		

Distribution: Original – Administrative Office, Library, Learning Center, Records, Student Services, Curriculum Committee Chair

MESABI RANGE COMMUNITY & TECHNICAL COLLEGE –  
VIRGINIA/EVELETH

Course Outline

Course Title: Introduction to Higher Education Submitted By: Student Services  
Semester Course Prefix and Number: PSYC 1456 Approval Date:  
Old Quarter Course Prefix and Number: PSYC 105 Revision Date: Feb. 2002  
Number of Credits: 1 Number of Lecture Credits: 1  
Semester(s) Offered: Number of Lab Credits: Number of Lab Hours:  
Negotiated Class Size: Number of Studio/Demonstration/Internship Credits:

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**Course Purpose Code:**

- 0 – Developmental Courses
- 1 – Non-transferable, General Education
- 2 – Technical course related to career programs
- 3 – College course which has the primary goal of applying certain concepts (e.g. vocal ensemble)
- 4 - Other college course not considered a part of general education (MNTC) e.g. computer science, health, physical education
- 5 – Course which is intended to fulfill the Minnesota Transfer Curriculum (MNTC) requirements.
- 9 – Continuing Education/Customized Training specialized credit course (not occurring in 0-5)

**Catalog Description:**

This course in an introduction to Higher Education is designed to promote success in college, both academically and personally. Topics include college policies and procedure, resources available for managing academic and personal issues, and strategies for success in college.

**Prerequisites and/or recommended entry skills/knowledge:**

Course Prerequisite(s): None  
Reading Prerequisite: None  
Composition Prerequisite: None  
Mathematics Prerequisite: None

**Career Programs and Transfer Majors Accessing this Course:**

All

**Minnesota Transfer Curriculum Goal(s) partially met by this course if applicable:** Notes: No more than two goals may be met by any one course. (Curriculum Committee review and the Chief Academic Officer's approval are required).

0.  None

6.  The Humanities and Fine Arts

- |                             |  |                              |                                  |
|-----------------------------|--|------------------------------|----------------------------------|
| 1. <input type="checkbox"/> | Communications                                 | 7. <input type="checkbox"/>  | Human Diversity                  |
| 2. <input type="checkbox"/> | Critical Thinking                              | 8. <input type="checkbox"/>  | Global Perspectives              |
| 3. <input type="checkbox"/> | Natural Sciences                               | 9. <input type="checkbox"/>  | Ethical and Civic Responsibility |
| 4. <input type="checkbox"/> | Mathematical/Logical Reasoning                 | 10. <input type="checkbox"/> | People and the Environment       |
| 5. <input type="checkbox"/> | History and the Social and Behavioral Sciences |                              |                                  |

**Learning outcomes, including any relevant competencies listed in the Minnesota Transfer Curriculum:**

The student will:

- Learn about policies and procedures necessary for starting college
- Learn about support strategies and college survival strategies critical for college success
- Become knowledgeable about academic planning, academic progress, grading policies, financial aid, majors, degrees and registration
- Become knowledgeable and awareness will be increased in the areas of motivation, risk taking, time management, sexual harassment, AIDS, drug abuse and student conduct requirements

**Student assessment methods:**

- Weekly reaction cards
- Academic planning assignment
- Class participation
- Additional assignments as needed

**Use of instructional technology** (includes software, interactive video and other instructional technologies):

- Video presentations
- Overhead projector
- Possible computer-aided advising software

**Outline of the major course content:**

The course will cover the following topics as outlined on the attached course outline. Additional topics will include state mandated policies regarding, sexual harassment, AIDS, drug awareness and student conduct.

**Additional special information** (special fees, directives on hazardous materials, etc.)

**Transfer Information:** (Please list colleges/majors that accept this course in transfer.)  
 May transfer as an intro to Psychology course at CSS. Otherwise transfers as elective credits

**Approvals:**

Body	Representative Signatures	Date

Curriculum Committee		
Faculty Association		
Meet and Confer		
Chief Academic Officer		

Distribution: Original – Administrative Office, Library, Learning Center, Records, Student Services, Curriculum Committee Chair

MESABI RANGE COMMUNITY & TECHNICAL COLLEGE –  
VIRGINIA/EVELETH

Course Outline

<b>Course Title:</b>	<b>Career Explorations</b>	<b>Submitted By:</b>	
<b>Semester Course Prefix and Number:</b>	<b>PSYC 1457</b>	<b>Approval Date:</b>	
<b>Old Quarter Course Prefix and Number:</b>	<b>PSYC 106</b>	<b>Revision Date:</b>	<b>Feb. 2002</b>
<b>Number of Credits:</b>	<b>1</b>	<b>Number of Lecture Credits:</b>	<b>1</b>
<b>Semester(s) Offered:</b>		<b>Number of Lab Credits:</b>	<b>Number of Lab Hours:</b>
<b>Negotiated Class Size:</b>		<b>Number of Studio/Demonstration/Internship Credits:</b>	

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**Course Purpose Code:**

- 0 – Developmental Courses
- 1 – Non-transferable, General Education
- 2 – Technical course related to career programs
- 3 – College course which has the primary goal of applying certain concepts (e.g. vocal ensemble)
- 4 - Other college course not considered a part of general education (MNTC) e.g. computer science, health, physical education
- 5 – Course which is intended to fulfill the Minnesota Transfer Curriculum (MNTC) requirements.
- 9 – Continuing Education/Customized Training specialized credit course (not occurring in 0-5)

**Catalog Description:**

In this course, students will learn the skills needed for effective career decision-making and life planning require skills. They will also explore their interests, values, and abilities, and how these relate to career choice. Techniques for researching occupations will be taught, as well as skills for effective decision-making and goal setting.

**Prerequisites and/or recommended entry skills/knowledge:**

Course Prerequisite(s): None  
Reading Prerequisite: None  
Composition Prerequisite: None  
Mathematics Prerequisite: None

**Career Programs and Transfer Majors Accessing this Course:**

All

**Minnesota Transfer Curriculum Goal(s) partially met by this course if applicable:** Notes: No more than two goals may be met by any one course. (Curriculum Committee review and the Chief Academic Officer's approval are required).

0.  None

6.  The Humanities and Fine Arts

- |   |   |
|---|---|
| 1. _____ Communications                                 | 7. _____ Human Diversity                  |
| 2. _____ Critical Thinking                              | 8. _____ Global Perspectives              |
| 3. _____ Natural Sciences                               | 9. _____ Ethical and Civic Responsibility |
| 4. _____ Mathematical/Logical Reasoning                 | 10. _____ People and the Environment      |
| 5. _____ History and the Social and Behavioral Sciences |   |

**Learning outcomes, including any relevant competencies listed in the Minnesota Transfer Curriculum:**

The student will:

- Determine their strongest abilities, interests, and values, and will learn how these relate to current educational choices and future career plans
- Learn how to research and gather occupational information about the careers that best fit their interests, values, and abilities
- Have an opportunity to explore future job trends, and to learn which occupations are expanding or declining
- Learn and practice effective decision-making and goal-setting strategies that can be used now and in the future

**Student assessment methods:**

- Weekly Assignments
- Individual Project
- Final Examination

**Use of instructional technology** (includes software, interactive video and other instructional technologies):

Career Center resources

**Outline of the major course content:**

1. Exploring Self
  1. Career Expectations
  2. Campbell Interest and Skills Survey
  3. Rokeach Values Survey
  4. Lifestyle
2. Exploring Occupations
  1. World of Work--How Occupations are Organized
  2. Library Resources
  3. Interviews/Shadowing with local business people
3. Exploring the Future
  1. Future Job Trends
  2. Career Decision-making
  3. Setting Goals

**Additional special information** (special fees, directives on hazardous materials, etc.)

**Transfer Information:** (Please list colleges/majors that accept this course in transfer.)

May transfer as an intro to Psychology course at CSS. Otherwise transfers as elective credits

**Approvals:**

Body	Representative Signatures	Date
Curriculum Committee		

Faculty Association		
Meet and Confer		
Chief Academic Officer		

Distribution: Original – Administrative Office, Library, Learning Center, Records, Student Services, Curriculum Committee Chair

# MESABI RANGE COMMUNITY & TECHNICAL COLLEGE

## Course Outline

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<b>Course Title:</b>	<b>Psychology of Men</b>	<b>Submitted By:</b>	<b>Tym Petron</b>
<b>Semester Course Prefix and Number:</b>	<b>PSYC 1555</b>	<b>Approval Date:</b>	<b>March 2007</b>
<b>Old Quarter Course Prefix and Number:</b>		<b>Revision Date:</b>	
<b>Number of Credits:</b>	<b>3</b>	<b>Number of Lecture Credits:</b>	<b>3</b>
<b>Semester(s) Offered:</b>	<b>Fall</b>	<b>Number of Lab Credits:</b>	<b>Number of Lab Hours:</b>
<b>Class Size:</b>	<b>30</b>	<b>Number of Studio/Demonstration/Internship Credits:</b>	
<i>(Must be approved by AASC or SGC)</i>			

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### Course Purpose Code:

- 0 – Developmental Courses
- 1 – Non-transferable, General Education
- 2 – Technical course related to career programs
- 3 – College course which has the primary goal of applying certain concepts (e.g. vocal ensemble)
- 4 – Other college course not considered a part of general education (MNTC) (e.g. computer science, health, physical education)
- 5 – Course which is intended to fulfill the Minnesota Transfer Curriculum (MNTC) requirements or intended for transfer.
- 9 – Continuing Education/Customized Training specialized credit course (not occurring in 0-5)

### Catalog Description:

This course is an introduction to the study of men's lives. Topics include boyhood, the privileges and perils of collegiate masculinities, fears about men's friendships, men and work, men and health, intimacy and poser issues with women, male sexualities, male violence, and men in families. This course is designed for both women and men about men's issues.

### Prerequisites and/or recommended entry skills/knowledge:

Course Prerequisite(s): None  
Reading Prerequisite: None  
Composition Prerequisite: None  
Mathematics Prerequisite: None

### Career Programs and Transfer Majors Accessing this Course:

Social Work, Human Services and Psychology

### Minnesota Transfer Curriculum Goal(s) partially met by this course if applicable:

(Notes: No more than two goals may be met by any one course. Curriculum Committee review and the Chief Academic Officer's approval are required.)

- |  |  |
|--|--|
| 0. <input type="checkbox"/> None                           | 6. <input type="checkbox"/> The Humanities and Fine Arts     |
| 1. <input type="checkbox"/> Communications                 | 7. <input checked="" type="checkbox"/> Human Diversity       |
| 2. <input type="checkbox"/> Critical Thinking              | 8. <input type="checkbox"/> Global Perspectives              |
| 3. <input type="checkbox"/> Natural Sciences               | 9. <input type="checkbox"/> Ethical and Civic Responsibility |
| 4. <input type="checkbox"/> Mathematical/Logical Reasoning | 10. <input type="checkbox"/> People and the Environment      |

5. X History and the Social and Behavioral Sciences

**Learning Outcomes:** (including any relevant competencies listed in the Minnesota Transfer Curriculum)

Upon completion of this course, the student will be able to:

1. Define and critique the major and alternative theoretical perspectives of masculinities.
2. Understand the development of the changing meanings of masculine identities in the United States, history and culture.
3. Compare and contrast the major theoretical perspectives on men and masculinity.
4. Integrate a model of masculinity which explains both positive and negative development trajectories.
5. Synthesize and present research findings within a personally-relevant area of men's studies.
6. Develop and articulate factors in men's development which allow for individual and cultural variations in expressions of masculinity.
7. Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between males and females in contemporary culture.

**Student Assessment Methods:**

Essay Tests

Journals

Research Project

**Use of Instructional Technology:** (includes software, interactive video and other instructional technologies):

Videos

**Outline or Statement of Major Course Content:**

Framework for Understanding Men

- Introduction
- Models for Understanding Masculinity

Personality Theory and Male Development

- Biological
- Social
- Ethnic Identities
- Other Identities
- Inner Reality

Men's Issues

- Emotion
- Physical Health
- Work
- Sexuality
- Violence
- Relationships
- Mental Health
- New Perspectives

**Transfer Information:** (Please list colleges/majors that accept this course in transfer.)

University of Wisconsin-Superior

**Approvals:**

Body	Representative Signatures	Date
Curriculum Committee		
Faculty Association		
Academic Affairs Standards Committee		

<b>Chief Academic Officer</b>		
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**Distribution:** Original – Administrative Office  
**Copies:** Curriculum Committee Chair, AASC Chair, Transfer Specialist, Originating Faculty Member, Scheduler, Records, Student Services, Learning Center, Library  
**Revised:** October 2006

MESABI RANGE COMMUNITY & TECHNICAL COLLEGE –  
VIRGINIA/EVELETH

Course Outline

<b>Course Title:</b>	<b>General Psychology</b>	<b>Submitted By:</b>	<b>P. Nelson</b>
<b>Semester Course Prefix and Number:</b>	<b>PSYC 2551</b>	<b>Approval Date:</b>	
<b>Old Quarter Course Prefix and Number:</b>	<b>PSYC 220</b>	<b>Revision Date:</b>	<b>Feb. 2002</b>
<b>Number of Credits:</b>	<b>4</b>	<b>Number of Lecture Credits:</b>	<b>4</b>
<b>Semester(s) Offered:</b>		<b>Number of Lab Credits:</b>	<b>Number of Lab Hours:</b>
<b>Negotiated Class Size:</b>		<b>Number of Studio/Demonstration/Internship Credits:</b>	

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**Course Purpose Code:**

- 0 – Developmental Courses
- 1 – Non-transferable, General Education
- 2 – Technical course related to career programs
- 3 – College course which has the primary goal of applying certain concepts (e.g. vocal ensemble)
- 4 - Other college course not considered a part of general education (MNTC) e.g. computer science, health, physical education
- 5 – Course which is intended to fulfill the Minnesota Transfer Curriculum (MNTC) requirements.
- 9 – Continuing Education/Customized Training specialized credit course (not occurring in 0-5)

**Catalog Description:**

This course is an introduction to the scientific study of human behavior: history, background and methods, development, perception, learning, thinking, motivation, emotion, intelligence, personality, adjustment, mental health, and social psychology.

**Prerequisites and/or recommended entry skills/knowledge:**

Course Prerequisite(s): None  
Reading Prerequisite: Reading Intensive, Recommended CPT score of 72, or “C” or better in Reading 0082 (Or previous course READ 098)  
Composition Prerequisite: Writing Intensive  
Mathematics Prerequisite: None

**Career Programs and Transfer Majors Accessing this Course:**

**Minnesota Transfer Curriculum Goal(s) partially met by this course if applicable:** Notes: No more than two goals may be met by any one course. (Curriculum Committee review and the Chief Academic Officer’s approval are required).

- |   |  |
|---|--|
| 0. <input type="checkbox"/> None  | 6. <input type="checkbox"/> The Humanities and Fine Arts     |
| 1. <input type="checkbox"/> Communications  | 7. <input type="checkbox"/> Human Diversity                  |
| 2. <input type="checkbox"/> Critical Thinking   | 8. <input type="checkbox"/> Global Perspectives              |
| 3. <input type="checkbox"/> Natural Sciences  | 9. <input type="checkbox"/> Ethical and Civic Responsibility |
| 4. <input type="checkbox"/> Mathematical/Logical Reasoning                            | 10. <input type="checkbox"/> People and the Environment      |
| 5. <input checked="" type="checkbox"/> History and the Social and Behavioral Sciences |  |

**Learning outcomes, including any relevant competencies listed in the Minnesota Transfer Curriculum:**

The student will:

- Employ the methods and data that social and behavioral scientists use to investigate
- Used critique alternative explanatory systems or theories in psychology
- Develop an understanding of the basic concepts, theories, research methods, research findings and implications of scientific psychology
- Understand the development and the changing meanings of group identities in the United States' history and culture
- Analyze their own attitudes, behaviors, concepts and beliefs, re: diversity, racism, bigotry

**Student assessment methods:**

Multiple choice and in-class essays.

**Use of instructional technology** (includes software, interactive video and other instructional technologies):

Psychology software learning packages in learning center; video disc presentations in lecture.

**Outline of the major course content:**

An introduction to the scientific study of human behavior. Topics include history and methodology, biology of behavior, sensation, perception, learning, cognition and memory, motivation, emotion, personality, intelligence, life-span development, health psychology, abnormal behavior, therapy and social behavior.

**Additional special information** (special fees, directives on hazardous materials, etc.)

**Transfer Information:** (Please list colleges/majors that accept this course in transfer.)

**Approvals:**

Body	Representative Signatures	Date
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Curriculum Committee		
Faculty Association		
Meet and Confer		
Chief Academic Officer		

Distribution: Original – Administrative Office, Library, Learning Center, Records, Student Services, Curriculum Committee Chair

MESABI RANGE COMMUNITY & TECHNICAL COLLEGE –  
VIRGINIA/EVELETH

Course Outline

Course Title: Psychology of Aging Submitted By: Tym Petron  
Semester Course Prefix and Number: PSYC 2555 Approval Date: December 2008  
Old Quarter Course Prefix and Number: PSYC 227 Revision Date:  
Number of Credits: 3 Number of Lecture Credits:  
Semester(s) Offered: Fall Number of Lab Credits: Number of Lab Hours:  
Class Size: 60 Number of Studio/Demonstration/Internship Credits:  
Negotiated by AASC  
on  
(Date)\_\_\_

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**Course Purpose Code:**

- 0 – Developmental Courses
- 1 – Non-transferable, General Education
- 2 – Technical course related to career programs
- 3 – College course which has the primary goal of applying certain concepts (e.g. vocal ensemble)
- 4 – Other college course not considered a part of general education (MNTC) e.g. computer science, health, physical education
- 5 – Course which is intended to fulfill the Minnesota Transfer Curriculum (MNTC) requirements.
- 9 – Continuing Education/Customized Training specialized credit course (not occurring in 0-5)

**Catalog Description:**

This course provides an overview of the developmental period from early adulthood through death, with an in-depth emphasis of the theories of adult change or development. The following areas are included: personal maturity, psychological concerns of the aged, counseling the elderly, and how to deal with grieving and death.

**Prerequisites and/or recommended entry skills/knowledge:**

Course Prerequisite(s): PSYC 2551  
Reading Prerequisite:  
Composition Prerequisite:  
Mathematics Prerequisite:

**Career Programs and Transfer Majors Accessing this Course:**

Human Services, Nursing and Psychology

**Minnesota Transfer Curriculum Goal(s) partially met by this course if applicable:** Notes: No more than two goals may be met by any one course. (Curriculum Committee review and the Chief Academic Officer's approval are required).

- 0.  None
- 1.  Communications
- 2.  Critical Thinking
- 3.  Natural Sciences
- 4.  Mathematical/Logical Reasoning
- 6.  The Humanities and Fine Arts
- 7.  Human Diversity
- 8.  Global Perspectives
- 9.  Ethical and Civic Responsibility
- 10.  People and the Environment

5.   x   History and the Social and Behavioral Sciences

**Learning outcomes, including any relevant competencies listed in the Minnesota Transfer Curriculum:**

Students are expected to have a clear understanding of:

1. The psychological development and problems associated with this development in the aging American
2. The physiological processes involved with aging and how they affect ability to function physically and intellectually.
3. The specific theories on working with the aging in a diagnostic and treatment setting.
4. Knowledge required concerning death and dying, including the grieving process.
5. Knowledge required concerning medical treatment and drugs commonly prescribed for the aging and the consequences involved.

**Student assessment methods:**

Tests

Final Exam

Major Project

Theory Paper

**Use of instructional technology** (includes software, interactive video and other instructional technologies):

Power Point and possibly on-line or blended instruction

**Outline of the major course content:**

1. Assumptions, definitions and methods
2. Starting points continuities through adulthood
3. Theories of adult change and development
4. Physical and health changes in adulthood
5. Intellectual changes in adulthood
6. Sex roles and family roles over the adult years
7. Development of relationships in adulthood
8. Work and work roles in adulthood
9. Changes in personality, motivation and values over the adult years
10. Spiritual development and the search for meaning
11. Death and dying
12. Testing

**Additional special information** (special fees, directives on hazardous materials, etc.)

**Transfer Information:** (Please list colleges/majors that accept this course in transfer.)

The College of St. Scholastica  
University of Wisconsin-Superior  
University of Minnesota-Duluth

**Approvals:**

Body	Representative Signatures	Date
Curriculum Committee		
Faculty Association		
Academic Affairs Standards Committee		
Chief Academic Officer		

Distribution: Original – Administrative Office

Copies: Curriculum Committee Chair, Learning Center, Library, Originating Faculty Member, Records, Student Services, Scheduler,  
Transfer Specialist

Revised February 10, 2004

# MESABI RANGE COMMUNITY & TECHNICAL COLLEGE

## Course Outline

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<b>Course Title:</b>	<b>Industrial/Organizational Psychology</b>	<b>Submitted By:</b>	<b>Tym Petron</b>
<b>Semester Course Prefix and Number:</b>	<b>PSYC 2556</b>	<b>Approval Date:</b>	
<b>Old Quarter Course Prefix and Number:</b>	<b>PSYC 222</b>	<b>Revision Date:</b>	<b>Jan. 2007</b>
<b>Number of Credits:</b>	<b>4</b>	<b>Number of Lecture Credits:</b>	<b>4</b>
<b>Semester(s) Offered:</b>	<b>Spr</b>	<b>Number of Lab Credits:</b>	<b>Number of Lab Hours:</b>
<b>Class Size:</b> <i>(Must be approved by AASC or SGC)</i>	<b>60</b>	<b>Number of Studio/Demonstration/Internship Credits:</b>	

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### Course Purpose Code:

- 0** – Developmental Courses
- 1** – Non-transferable, General Education
- 2** – Technical course related to career programs
- 3** – College course which has the primary goal of applying certain concepts (e.g. vocal ensemble)
- 4** – Other college course not considered a part of general education (MNTC) (e.g. computer science, health, physical education)
- 5** – Course which is intended to fulfill the Minnesota Transfer Curriculum (MNTC) requirements or intended for transfer.
- 9** – Continuing Education/Customized Training specialized credit course (not occurring in 0-5)

### Catalog Description:

This course is an introduction to the study of human behavior in the work environment. Topics for discussion will include the nature of work in the modern world, organizational theory and culture, personnel selection, personnel training, work efficiency, human motivation, performance appraisal, leadership and supervision, teams, job satisfaction, employee safety and health, stress, human engineering, and consumer psychology.

### Prerequisites and/or recommended entry skills/knowledge:

Course Prerequisite(s): None  
Reading Prerequisite: Reading intensive  
Composition Prerequisite: Writing intensive  
Mathematics Prerequisite: None

### Career Programs and Transfer Majors Accessing this Course:

Required for the Industrial Technology Program  
Available for all transfer students

### Minnesota Transfer Curriculum Goal(s) partially met by this course if applicable:

(Notes: No more than two goals may be met by any one course. Curriculum Committee review and the Chief Academic Officer's approval are required.)

- |   |  |
|---|--|
| 0. <input type="checkbox"/> None  | 6. <input type="checkbox"/> The Humanities and Fine Arts     |
| 1. <input type="checkbox"/> Communications  | 7. <input checked="" type="checkbox"/> Human Diversity       |
| 2. <input type="checkbox"/> Critical Thinking   | 8. <input type="checkbox"/> Global Perspectives              |
| 3. <input type="checkbox"/> Natural Sciences  | 9. <input type="checkbox"/> Ethical and Civic Responsibility |
| 4. <input type="checkbox"/> Mathematical/Logical Reasoning                            | 10. <input type="checkbox"/> People and the Environment      |
| 5. <input checked="" type="checkbox"/> History and the Social and Behavioral Sciences |  |

**Learning Outcomes:** (including any relevant competencies listed in the Minnesota Transfer Curriculum)

Upon completion of this course, the student will be able to:

- Demonstrate communications skills necessary for living and working effectively in an industry or organization with great population diversity.
- Analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism and bigotry in industry and organizations.
- Examine organizations and industry and process across a range of historical periods and cultures.
- Use and critique alternative explanatory systems or theories of industry and organizations
- Have an understanding of how Psychology can be applied to the work environment
- Employ the methods and data that social/behavioral scientists use to investigate the work environment
- Use and critique alternative explanatory systems, or theories, relevant to the work environment
- Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in the work environment
- Describe and discuss the experiences and contributions of groups that shape the work environment, particularly those who have experienced discrimination and exclusion
- Have an understanding of the complex psychological processes in the lives of workers and organizations
- Apply basic concepts of I/O Psychology to their understanding of individual and organizational functioning at work
- Understand and have an appreciation of I/O psychology as a science and practice

**Student Assessment Methods:**

Exams, Group or Individual projects, Papers

**Use of Instructional Technology:** (includes software, interactive video and other instructional technologies): Films and videos

**Outline or Statement of Major Course Content:**

1. Introduction to I/O Psychology
2. Job analysis and evaluation
3. Legal issues in employee selection
4. Evaluating Selection Techniques and Decisions
5. Employee Selection: Recruiting and Interviewing
6. Employee Selection: References and Testing
7. Evaluating Employee Performance
8. Designing and evaluating training systems
9. Employee Motivation
10. Employee Selection and Commitment
11. Organizational Communication
12. Leadership
13. Group Behavior and Conflict
14. Organizational Development
15. Stress Management
16. Working Conditions and Human Factors

**Additional Special Information:** (special fees, directives on hazardous materials, etc.) None

**Transfer Information:** (Please list colleges/majors that accept this course in transfer.)

University of Minnesota-Duluth, North Dakota State University

**Approvals:**

Body	Representative Signatures	Date
Curriculum Committee		
Faculty Association		
Academic Affairs Standards Committee		
Chief Academic Officer		

**Distribution:** Original – Administrative Office  
**Copies:** Curriculum Committee Chair, AASC Chair, Transfer Specialist, Originating Faculty Member, Scheduler, Records, Student Services, Learning Center, Library  
**Revised:** October 2006

MESABI RANGE COMMUNITY & TECHNICAL COLLEGE –  
VIRGINIA/EVELETH

Course Outline

<b>Course Title:</b>	<b>Abnormal Psychology</b>	<b>Submitted By:</b>	<b>P. Nelson</b>
<b>Semester Course Prefix and Number:</b>	<b>PSYC 2558</b>	<b>Approval Date:</b>	
<b>Old Quarter Course Prefix and Number:</b>	<b>PSYC 231</b>	<b>Revision Date:</b>	<b>Feb. 2002</b>
<b>Number of Credits:</b>	<b>3</b>	<b>Number of Lecture Credits:</b>	<b>3</b>
<b>Semester(s) Offered:</b>		<b>Number of Lab Credits:</b>	<b>Number of Lab</b>
<b>Negotiated Class Size:</b>		<b>Hours:</b>	
		<b>Number of Studio/Demonstration/Internship Credits:</b>	

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**Course Purpose Code:**

- 0 – Developmental Courses
- 1 – Non-transferable, General Education
- 2 – Technical course related to career programs
- 3 – College course which has the primary goal of applying certain concepts (e.g. vocal ensemble)
- 4 - Other college course not considered a part of general education (MNTC) e.g. computer science, health, physical education
- 5 – Course which is intended to fulfill the Minnesota Transfer Curriculum (MNTC) requirements.
- 9 – Continuing Education/Customized Training specialized credit course (not occurring in 0-5)

**Catalog Description:**

This course examines mental disorders and behavioral deviations with primary emphasis on etiology, classification, symptomatology and alternative therapeutic approaches.

**Prerequisites and/or recommended entry skills/knowledge:**

Course Prerequisite(s): PSYC 2551 (Or previous course PSYC 220)  
Reading Prerequisite: Reading Intensive  
Composition Prerequisite: Writing Intensive  
Mathematics Prerequisite: None

**Career Programs and Transfer Majors Accessing this Course:**

Recommended Elective in Human Services  
Available to all transfer students

**Minnesota Transfer Curriculum Goal(s) partially met by this course if applicable:** Notes: No more than two goals may be met by any one course. (Curriculum Committee review and the Chief Academic Officer's approval are required).

- |   |  |
|---|--|
| 0. <input type="checkbox"/> None  | 6. <input type="checkbox"/> The Humanities and Fine Arts     |
| 1. <input type="checkbox"/> Communications  | 7. <input checked="" type="checkbox"/> Human Diversity       |
| 2. <input type="checkbox"/> Critical Thinking   | 8. <input type="checkbox"/> Global Perspectives              |
| 3. <input type="checkbox"/> Natural Sciences  | 9. <input type="checkbox"/> Ethical and Civic Responsibility |
| 4. <input type="checkbox"/> Mathematical/Logical Reasoning                            | 10. <input type="checkbox"/> People and the Environment      |
| 5. <input checked="" type="checkbox"/> History and the Social and Behavioral Sciences |  |

**Learning outcomes, including any relevant competencies listed in the Minnesota Transfer Curriculum:**

The student will:

- Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
- Examine social institutions and processes across a range of historical periods and cultures.
- Develop and communicate alternative explanations or solutions for contemporary social issues.
- Develop an understanding of the basic concepts, theories, research methods, and research findings in abnormal psychology
- Use and critique alternative explanatory systems and theories of abnormal behavior
- Relative to abnormal behavior, demonstrate an awareness of Individual/Institutional dynamics of unequal power relations between groups in contemporary society
- Relative to abnormal behavior, have students analyze their own attitude, behaviors, concepts and beliefs regarding diversity, racism, and bigotry

**Student assessment methods:**

Multiple choice and essay exams

**Use of instructional technology** (includes software, interactive video and other instructional technologies):

**Outline of the major course content:**

History and methodology, classification and diagnosis, assessment procedures, anxiety disorders, somatoform and dissociative disorders, psycho physiological disorders, mood disorder, personality disorder, sexual disorders, schizophrenia, disorders of childhood/adolescence, learning disabilities, aging psychological disorder, therapies, and legal/ethical issues.

**Additional special information** (special fees, directives on hazardous materials, etc.)

**Transfer Information:** (Please list colleges/majors that accept this course in transfer.)

**Approvals:**

Body	Representative Signatures	Date
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Curriculum Committee		
Faculty Association		
Meet and Confer		
Chief Academic Officer		

Distribution: Original – Administrative Office, Library, Learning Center, Records, Student Services, Curriculum Committee Chair

**SPMESABI RANGE COMMUNITY & TECHNICAL COLLEGE –  
VIRGINIA/EVELETH**

**Course Outline**

<b>Course Title:</b>	<b>Child and Adolescent Development</b>	<b>Submitted By:</b>	<b>P. Nelson</b>
<b>Semester Course Prefix and Number:</b>	<b>PSYC 2565</b>	<b>Approval Date:</b>	
<b>Old Quarter Course Prefix and Number:</b>	<b>PSYC 223</b>	<b>Revision Date:</b>	<b>Feb. 2002</b>
<b>Number of Credits:</b>	<b>3</b>	<b>Number of Lecture Credits:</b>	<b>3</b>
<b>Semester(s) Offered:</b>		<b>Number of Lab Credits:</b>	<b>Number of Lab</b>
<b>Negotiated Class Size:</b>		<b>Hours:</b>	
		<b>Number of Studio/Demonstration/Internship Credits:</b>	

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**Course Purpose Code:**

- 0 – Developmental Courses
- 1 – Non-transferable, General Education
- 2 – Technical course related to career programs
- 3 – College course which has the primary goal of applying certain concepts (e.g. vocal ensemble)
- 4 - Other college course not considered a part of general education (MNTC) e.g. computer science, health, physical education
- 5 – Course which is intended to fulfill the Minnesota Transfer Curriculum (MNTC) requirements.
- 9 – Continuing Education/Customized Training specialized credit course (not occurring in 0-5)

**Catalog Description:**

This course provides an overview of human development from conception through adolescence. Major theories and research are used to examine physical, perpetual, emotional, cognitive, linguistic, social and moral development.

**Prerequisites and/or recommended entry skills/knowledge:**

Course Prerequisite(s): PSYC 2551 (Or previous course PSYC 220)  
Reading Prerequisite: Reading Intensive  
Composition Prerequisite: Writing Intensive  
Mathematics Prerequisite: None

**Career Programs and Transfer Majors Accessing this Course:**

Recommended for Human Service students  
All transfer students

**Minnesota Transfer Curriculum Goal(s) partially met by this course if applicable:** Notes: No more than two goals may be met by any one course. (Curriculum Committee review and the Chief Academic Officer's approval are required).

- |   |  |
|---|--|
| 0. <input type="checkbox"/> None  | 6. <input type="checkbox"/> The Humanities and Fine Arts     |
| 1. <input type="checkbox"/> Communications  | 7. <input type="checkbox"/> Human Diversity                  |
| 2. <input type="checkbox"/> Critical Thinking   | 8. <input type="checkbox"/> Global Perspectives              |
| 3. <input type="checkbox"/> Natural Sciences  | 9. <input type="checkbox"/> Ethical and Civic Responsibility |
| 4. <input type="checkbox"/> Mathematical/Logical Reasoning                            | 10. <input type="checkbox"/> People and the Environment      |
| 5. <input checked="" type="checkbox"/> History and the Social and Behavioral Sciences |  |

**Learning outcomes, including any relevant competencies listed in the Minnesota Transfer Curriculum:**

The student will:

- Develop an understanding of the major concepts, theories, research methods and research findings in child adolescent psychology
- Understand the role of cultural, influences on early human development
- Understand the role of racism and discrimination on early human development
- Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
- Use and critique alternative explanatory systems or theories.

**Student assessment methods:**

- Multiple choice and essay exams
- Library research paper

**Use of instructional technology** (includes software, interactive video and other instructional technologies):

Videos

**Outline of the major course content:**

History and methodology; theories of development; genetics; prenatal development; physical perceptual development; cognitive development; language development; intelligence; emotional development; moral development; role of family, peers, and media; schools and early career development.

**Additional special information** (special fees, directives on hazardous materials, etc.)

**Transfer Information:** (Please list colleges/majors that accept this course in transfer.)

**Approvals:**

Body	Representative Signatures	Date
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Curriculum Committee		
Faculty Association		
Meet and Confer		
Chief Academic Officer		

Distribution: Original – Administrative Office, Library, Learning Center, Records, Student Services, Curriculum Committee Chair

MESABI RANGE COMMUNITY & TECHNICAL COLLEGE –  
VIRGINIA/EVELETH

Course Outline

<b>Course Title:</b>	<b>Lifespan Development</b>	<b>Submitted By:</b>	<b>P. Nelson</b>
<b>Semester Course Prefix and Number:</b>	<b>PSYC 2567</b>	<b>Approval Date:</b>	
<b>Old Quarter Course Prefix and Number:</b>	<b>PSYC 226</b>	<b>Revision Date:</b>	<b>Feb. 2002</b>
<b>Number of Credits:</b>	<b>4</b>	<b>Number of Lecture Credits:</b>	<b>4</b>
<b>Semester(s) Offered:</b>		<b>Number of Lab Credits:</b>	<b>Number of Lab</b>
<b>Negotiated Class Size:</b>		<b>Hours:</b>	
		<b>Number of Studio/Demonstration/Internship Credits:</b>	

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**Course Purpose Code:**

- 0 – Developmental Courses
- 1 – Non-transferable, General Education
- 2 – Technical course related to career programs
- 3 – College course which has the primary goal of applying certain concepts (e.g. vocal ensemble)
- 4 - Other college course not considered a part of general education (MNTC) e.g. computer science, health, physical education
- 5 – Course which is intended to fulfill the Minnesota Transfer Curriculum (MNTC) requirements.
- 9 – Continuing Education/Customized Training specialized credit course (not occurring in 0-5)

**Catalog Description:**

This course is a scientific and theoretical examination of the physical, social, cognitive, and psychological dimensions of development throughout the lifespan.

**Prerequisites and/or recommended entry skills/knowledge:**

Course Prerequisite(s): PSYC 2551 (Or previous course PSYC 220)  
Reading Prerequisite: Reading Intensive  
Composition Prerequisite: Writing Intensive  
Mathematics Prerequisite: None

**Career Programs and Transfer Majors Accessing this Course:**

Nursing and all transfer majors.

**Minnesota Transfer Curriculum Goal(s) partially met by this course if applicable:** Notes: No more than two goals may be met by any one course. (Curriculum Committee review and the Chief Academic Officer's approval are required).

- |   |  |
|---|--|
| 0. <input type="checkbox"/> None  | 6. <input type="checkbox"/> The Humanities and Fine Arts     |
| 1. <input type="checkbox"/> Communications  | 7. <input checked="" type="checkbox"/> Human Diversity       |
| 2. <input type="checkbox"/> Critical Thinking   | 8. <input type="checkbox"/> Global Perspectives              |
| 3. <input type="checkbox"/> Natural Sciences  | 9. <input type="checkbox"/> Ethical and Civic Responsibility |
| 4. <input type="checkbox"/> Mathematical/Logical Reasoning                            | 10. <input type="checkbox"/> People and the Environment      |
| 5. <input checked="" type="checkbox"/> History and the Social and Behavioral Sciences |  |

**Learning outcomes, including any relevant competencies listed in the Minnesota Transfer Curriculum:**

The student will:

- Develop an understanding of the basic concepts, theories, research methods, research findings, and implications of Lifespan development
- Learn the use of critique alternative explanatory systems on theories of Lifespan development
- Relevant to lifespan development, examine social institutions and processes across a range of historical periods and cultures
- Demonstrate an awareness of the individual institutional dynamics of unequal power relate between groups in contemporary society
- Describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.

**Student assessment methods:**

- Multiple choice and essay exams
- Critiques of the film series Seasons of Life

**Use of instructional technology** (includes software, interactive video and other instructional technologies):

- Possible video disc presentations
- Video series Seasons of Life

**Outline of the major course content:**

Topics include introduction to human development, the scientific method, theories of human development, heredity, prenatal development, infancy, early and middle childhood, adolescence, young, middle, and late adulthood, death and bereavement.

**Additional special information** (special fees, directives on hazardous materials, etc.)

**Transfer Information:** (Please list colleges/majors that accept this course in transfer.)

**Approvals:**

Body	Representative Signatures	Date
------	---------------------------	------

Curriculum Committee		
Faculty Association		
Meet and Confer		
Chief Academic Officer		

Distribution: Original – Administrative Office, Library, Learning Center, Records, Student Services, Curriculum Committee Chair

MESABI RANGE COMMUNITY & TECHNICAL COLLEGE –  
VIRGINIA/EVELETH

Course Outline

<b>Course Title:</b>	<b>Group Dynamics</b>	<b>Submitted By:</b>	<b>J. Kastama</b>
<b>Semester Course Prefix and Number:</b>	<b>PSYC 2655</b>	<b>Approval Date:</b>	
<b>Old Quarter Course Prefix and Number:</b>	<b>PSYC 224</b>	<b>Revision Date:</b>	<b>Feb. 2002</b>
<b>Number of Credits:</b>	<b>3</b>	<b>Number of Lecture Credits:</b>	<b>3</b>
<b>Semester(s) Offered:</b>		<b>Number of Lab Credits:</b>	<b>Number of Lab</b>
<b>Negotiated Class Size:</b>		<b>Hours:</b>	
		<b>Number of Studio/Demonstration/Internship Credits:</b>	

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**Course Purpose Code:**

- 0 – Developmental Courses
- 1 – Non-transferable, General Education
- 2 – Technical course related to career programs
- 3 – College course which has the primary goal of applying certain concepts (e.g. vocal ensemble)
- 4 - Other college course not considered a part of general education (MNTC) e.g. computer science, health, physical education
- 5 – Course which is intended to fulfill the Minnesota Transfer Curriculum (MNTC) requirements.
- 9 – Continuing Education/Customized Training specialized credit course (not occurring in 0-5)

**Catalog Description:**

Through lectures and actual participation in facilitation of the small group process, students will become familiar with the skills and techniques common to working with groups. This includes: group dynamics, determining group purpose, basic group roles, states of group development, group member's roles, group leader roles and functions.

**Prerequisites and/or recommended entry skills/knowledge:**

Course Prerequisite(s): None for non-Human Service majors; HSER 1232 Helping Process for Human Service majors  
Reading Prerequisite: College level reading  
Composition Prerequisite: College level writing  
Mathematics Prerequisite: None

**Career Programs and Transfer Majors Accessing this Course:**

Human Service Program majors

**Minnesota Transfer Curriculum Goal(s) partially met by this course if applicable:** Notes: No more than two goals may be met by any one course. (Curriculum Committee review and the Chief Academic Officer's approval are required).

- |   |  |
|---|--|
| 0. <input type="checkbox"/> None  | 6. <input type="checkbox"/> The Humanities and Fine Arts     |
| 1. <input type="checkbox"/> Communications  | 7. <input type="checkbox"/> Human Diversity                  |
| 2. <input type="checkbox"/> Critical Thinking   | 8. <input type="checkbox"/> Global Perspectives              |
| 3. <input type="checkbox"/> Natural Sciences  | 9. <input type="checkbox"/> Ethical and Civic Responsibility |
| 4. <input type="checkbox"/> Mathematical/Logical Reasoning                            | 10. <input type="checkbox"/> People and the Environment      |
| 5. <input checked="" type="checkbox"/> History and the Social and Behavioral Sciences |  |

**Learning outcomes, including any relevant competencies listed in the Minnesota Transfer Curriculum:**

Students will be able to

- employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
- examine social institutions and processes across a range of historical periods and cultures.
- use and critique alternative explanatory systems or theories.
- develop and communicate alternative explanations or solutions for contemporary social issues.

The student will learn the manner in which individuals relate to others and others relate to the individual. It is planned that small group experiences will aid the individual to further his/her self-understanding; how one's values, standards, and behavior are intervened with the group to which he/she belongs; to further understand by understanding group associations that form the building blocks of society. Finally, the purpose is to learn how friendship networks develop, how group leaders come to be selected, how communication is structured, how power is exercised, and how social pressures are exerted to control group members.

**Student assessment methods:**

Journals, quizzes, final examination, attendance, group leadership

**Use of instructional technology** (includes software, interactive video and other instructional technologies):

N/A

**Outline of the major course content:**

- Introduction to group work
- Ethical and professional guidelines
- Initial stages of a group
- Transitional stages of a group
- Working stages of a group
- Separation stages of a group

**Additional special information** (special fees, directives on hazardous materials, etc.)

**Transfer Information:** (Please list colleges/majors that accept this course in transfer.)

**Approvals:**

Body	Representative Signatures	Date
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Curriculum Committee		
Faculty Association		
Meet and Confer		
Chief Academic Officer		

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