The meeting began with the chair summarizing his meeting with Bill Kelly and the other discipline committee chairs. Following this update, members reported on the feedback received from colleagues at the campuses regarding the three proposals formulated by the psychology discipline committee. Although it was generally agreed that “proposal B” is favored, numerous caveats were mentioned and concerns were raised as follows.

- There needs to be the forging or updating of articulation agreements ensuring smooth transition between and among campuses, especially from the community colleges to the senior colleges.
- It needs to be emphasized that the best use of the recommendation is as an advisement tool so advisors understand how best to counsel students in light of the recommendations as related to choosing the psychology major.
- It must be communicated that a student can take all of the recommended courses as well as others not listed in the recommendation; but not all campuses will accept all of the courses toward the completion of the psychology major.
- The recommendation put forward should not change current practices for existing psychology programs, but should guarantee course transfer within the recommendation framework.
- The recommendation put forward should be the least disruptive for students.
- The recommendation must include a stated rationale.

There was agreement that the less complexity involved in the recommendation the better given that whatever is put forward will end up being interpreted and potentially misinterpreted by faculty, advisors, and students. The implementation of the recommendation will need to state that these are starter courses, that the list is not a complete one of what students may take, and that upon transfer from a two year to a four year program students will be required to take further coursework to complete the psychology major. In light if these provisos, there was a modification made to the original proposal B.

The recommendation would be for students to take:

1. Introductory Psychology
2. Either Abnormal or Personality Psychology
   (Students must take at least one, students may take both; not all campuses will apply both courses to the psychology major.)
3. Either a Child Development or Lifespan Development course.
   (But not both.)

Although committee members liked the idea of recommending a math course preliminary to taking statistics in psychology, there is not enough data to support the value of such a recommendation.

The remaining discussion focused upon the learning objectives formulated by the subgroups assigned the courses being considered for the recommendation. These
were largely agreed upon as written with some attention to similarity of language and style across the courses.

The chair stated that he would write out the proposal together with the course learning objectives for a final vetting. Committee members were asked to get any further questions or concerns to him at the start of January with an eye toward the committee’s next meeting tentatively planned for the third week of January.

It was suggested that committee members also consider potential courses for the 30-credit core proposal.