

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-004-189

PSY 2230-Positive Psychology: The Science of the Good Life

General Education Committee

Date: 11/28/2018

Executive Committee
Received and Forwarded

Date: 02/20/2019

Academic Senate

Date: 02/27/2019
First Reading
03/27/2019
Second Reading

TITLE OF REFERRAL: PSY 2230-Positive Psychology: The Science of the Good Life

BACKGROUND:

This is a new general education course proposed for Area E.

RESOURCES CONSULTED:

Office of Academic Programs

Robert Blumenfeld, Laura Chase

DISCUSSION:

This is a new GE course proposed for Area E. In its evaluation of the course, the GE Committee found that it meets the requirements of GE Area E SLO's.

RECOMMENDATION:

The GE Committee recommends approval of PSY 2230-Positive Psychology: The Science of the Good Life.

Curriculog™ information as of November 21, 2018. For most recent information please refer to Curriculog™ database (<https://cpp.curriculog.com>)

PSY - 2230 - Positive Psychology: The Science of the Good Life

C. Course - New/Modify General Education

Department*	Psychology
Proposal Type*	<input checked="" type="radio"/> New GE Course <input type="radio"/> Modify GE Course
Modification Summary	
Establish or Modify Articulation Agreement*	Yes No
Subject Area*	PSY
Catalog Number*	2230
Formal Course Title*	Positive Psychology: The Science of the Good Life
Abbreviated Course Title*	Positive Psy: Sci of Good Life
Unit(s)*	(3)
C/S Classification*	C-01 (Large Lecture)
To view C/S Classification Long Description click: http://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix_C_CS_Classification.pdf	
Component*	Lecture
Contact Hour(s)	
Instruction Mode(s)*	Face-to-Face
Grading Basis*	Graded Only
Repeat for Credit*	May be taken only once
Repeat for Credit Limit	
If course may be repeated for credit, total units applicable to degree and max units per semester.	
When Offered	
Cross Listed Course Subject Area and Catalog Nbr	

Dual Listed Course Subject Area and Catalog Nbr	
Course Category (select all that apply)*	<input checked="" type="checkbox"/> Major Course <input type="checkbox"/> Service Course (used in other programs) <input checked="" type="checkbox"/> GE Course <input type="checkbox"/> None of the above
GE Area/Subarea*	E

To view the General Education SubArea definitions, click <http://www.cpp.edu/~academic-programs/scheduling/Documents/Ch.3-GeneralEducationProposals.pdf>.

I. Catalog Description

Catalog Description* Positive Positive is a relatively new subfield of psychology that employs psychological science to form a scientific understanding of well-being and happiness and how we can actualize our highest potential. Topics cover psychological research and theory on character strengths, creativity, aesthetics, the good life, grit, excellence, flow, optimism, hope, mindfulness, search for meaning, authenticity, life enhancement strategies, positive emotions, love and positive relationships, prosocial behavior, positive education, work and communities.

II. Required Coursework and Background (i.e. Enrollment Requirements)

Prerequisite(s)
(leave blank if none)

Corequisite(s)
(leave blank if none)

Pre or Corequisite(s)
(leave blank if none)

Concurrent (leave blank if none)

III. Course Note(s) (OPTIONAL)

Note(s)

IV. Expected Outcomes

List the knowledge, skills, or abilities which students should possess upon completing the course.*

Students should be able to demonstrate a general knowledge and understanding of:

- A. Introduction to Positive Psychology and Research Methods
- B. Character Strengths and Virtues
- C. Happiness, Flourishing, and Wellness
- D. Positive Thinking
- E. Positive Emotions
- F. Individual Life Enhancement Strategies
- G. Positive Relationships and Families
- H. Prosocial Behavior
- I. Positive Work, Education and Communities
- J. Future of Positive Psychology

If this is a course for the major, describe how these outcomes relate to the mission, goals and objectives of the major program.	Program															
	Objectives	P1a	P1b	P1c	P1d	P2a	P2b	P2c	P2d	P3a	P3b	P4a	P4b	P4c	P4d	
	>															
Course Objectives	A	B	C	D	E	F	G	H	I	J						
	I			I	I		I	I			I	P	P	I		
	I			I	I		I	I			P	P	P	I		
	I			I	I		I	I			P	P	P	I		
	I			I	I		I	I			P	P	P	I		
	I			I	I		I	I			P	P	P	I		
	I			I	I		I	I			P	P	P	I		
	I			I	I		I	I			P	P	P	I		
	I			I	I		I	I			P	P	P	I		
	I			I	I		I	I			P	P	P	I		
	I			I	I		I	I			P	P	P	I		

The Psychology (P) major's specific student learning outcomes and objectives are the following:
Learning Objective P1: Understand science. Students will understand and participate in the generation of knowledge through the scientific process.

Student learning outcomes associated with this objective include:

P1a. Understand the basic facts and concepts related to research design in psychology.

P1b. Independently design and conduct a simple theoretically based or practical psychological research study, including generating their own research questions.

P1c. Accurately analyze and interpret data generated through their own studies or those of others, in order to come to an appropriate conclusion.

P1d. Respect and appreciate the need for scientific data to inform the practices of psychologists.

Learning Objective P2: Knowledge. Students will understand traditional and contemporary discipline-based knowledge, and will be able to access future knowledge.

Student learning outcomes associated with this objective include:

P2a. Identify, describe, and classify the major theoretical perspectives and key concepts used in psychology (e.g., those included in most introductory psychology texts).

P2b. Understand basic anatomy and functions of the brain and nervous system.

P2c. Identify and describe the major specialties in psychology.

P2d. Identify and describe the major historical trends in psychology.

Learning Objective P3: Communication. Students will be able to communicate empirical and theoretical information effectively when generating knowledge or when using knowledge in applied settings.

Student learning outcomes associated with this objective include:

P3a. Conduct and write a review that summarizes part of the psychological literature. Such a review will be understandable by those with a B.A. in psychology.

P3b. Explain the rationale, procedures, results, and conclusions of a research project by writing a paper in APA format.

Learning Objective P4: Application. Students will be able to use the knowledge base provided by the discipline to foster their own wellbeing and life-long intellectual pursuits.

Student learning outcomes associated with this objective include:

P4a. Draw upon current theories to explain the nature of behavior, emotion, and mental processes.

P4b. Use the elements of effective communication and interpersonal skills in classroom exercises.

P4c. Apply psychological theories, concepts, and methods to real-life situations and practical problems (for example, using mnemonics to improve memory).

P4d. Understand the influence that variables such as race, class, sexuality, and gender may have on mental constructs and behaviors.

LEGEND

I: Students are introduced to the outcome.

D: Students have the opportunity to further develop this outcome; some use P (practice) or R (reinforced) to represent this level

M: Students can demonstrate basic mastery at the exit level

M+: Students go beyond basic mastery and develop advanced skills and knowledge (typical only in elective courses).

A: Evidence is collected and evaluated for program-level assessment

<p>Explain how the course meets the description of the GE SubArea(s). Please select appropriate outcomes according to the GE Area/SLO mapping. *</p>	<p>General education outcomes will be covered. Student will gain knowledge and learn about the positive side of human behavior, physical and mental health, and relationship with others, community and the environment. They will learn the latest techniques and exercises (e.g., gratitude journal, mindfulness meditation) to facilitate flourishing and write about their personal and civic experiences.</p>
<p>Describe how these outcomes relate to the associated GE Learning Outcomes listed below. *</p>	<p>The course requires students to be able to explain psychological theories and ideas in written form (1a). The course requires students to analyze factors that contribute to psychological health and well being across the lifespan (4a). The course requires students to be able to explain and apply psychological strategies for improved mental health such as stress reduction (4b). The course requires students to participate in campus events and activities, such as volunteering for the human subject pool. Students are encouraged to volunteer in the community (4c).</p>
<p>General Education Outcomes*</p>	
<p>Ia. Write effectively for various audiences</p>	
<p>IVa. Analyze the factors that contribute to individual well-being (such as physical, mental, nutritional, emotional, intellectual, spiritual, financial, social, or environmental)</p>	
<p>IVb. Demonstrate activities, techniques, or behaviors that promote intellectual or cultural growth.</p>	
<p>IVc. Engage in communities (campus, regional, etc.) or participate in civic activities for the betterment of personal and public life.</p>	

To view the mapping, click <https://www.cpp.edu/~academic-programs/Documents/GE%20SLO%20Mapping.pdf>

V. Instructional Materials

Provide bibliography that includes texts that may be used as the primary source for instruction, and other appropriate reference materials to be used in instruction. The reference list should be current, arranged alphabetically by author and the materials should be listed in accepted bibliographic form.

Instructional Materials***POSSIBLE TEXTS:**

- A. Haidt, J. (2006). The Happiness Hypothesis. BasicBooks.
- B. Gilbert, D. (2006) Stumbling on Happiness. Knopf Press.
- C. Seligman, M. (2011). Flourish: A visionary new understanding of happiness and wellbeing. New York: Free Press.
- D. Peterson, C. (2006). A primer in positive psychology. New York: Oxford University.
- E. Ben-Shahar, T. (2007). Happier: Learn the Secrets to Daily Joy and Lasting Fulfillment. New York: McGraw-Hill.
- F. Harvard Health Publications, Siegal, R.D., & Leighton, S. (2016). Positive Psychology: Harnessing the Power of Happiness, Mindfulness, and Inner Strength (Harvard Medical School Special Health Reports).
- G. Compton, W.C., & Hoffman, E. (2013). Positive Psychology: The Science of Happiness and Flourishing.

Faculty are encouraged to make all materials accessible. Indicate with an asterisk those items that have had accessibility (ATI/Section 508) reviewed. For more information, <http://www.cpp.edu/~accessibility>

VI. Minimum Student Materials

List any materials, supplies, equipment, etc., which students must provide, such as notebooks, computers, internet access, special clothing or uniforms, safety equipment, lockers, sports equipment, etc. Note that materials that require the assessment of a fee may not be included unless the fee has been approved according to University procedures.

Minimum Student Materials*

Readings and note-taking materials

VII. Minimum College Facilities

List the university facilities/equipment that will be required in order to offer this class, such as gymnastic equipment, special classroom, technological equipment, laboratories, etc.

Minimum College Facilities*

Classroom with multimedia presentation equipment; Internet access, PowerPoint capability, DVD, screen, and board.

VIII. Course Outline

Describe specifically what will be included in the course content. This should not be a repetition of the course description but an expansion that provides information on specific material to be included in the class, e.g. lecture topics, skills to be taught, etc. This should not be a week-by-week guide unless all instructors are expected to follow that schedule.

The Field**A. Introduction to Positive Psychology**

1. History of Psychology: Going from Negative to Positive
2. Western versus Eastern Perspectives on Positive Psychology

B. Research methods in Positive Psychology**The Individual****C. Character Strengths and Virtues**

1. Classification and measures of human strengths
2. Aesthetics and the good life
3. Excellence and grit

D. Happiness and Wellness

1. What is Happiness – theories of happiness
2. Who has it
3. Consequences of happiness
4. How to boost happiness
5. Mind-Body wellness
6. Well-being theory
7. Flourishing

E. Positive Thinking

1. Selective attention to the negative
2. A focus on strengths (strengths theory)
3. Optimism
4. Hope
5. Mindfulness
6. Flow
7. Search for meaning

F. Positive Emotions

1. Defining emotions and emotion theories (broaden and build)
2. Positive emotions
3. Resilience
4. Emotional intelligence

G. Individual Life Enhancement Strategies

1. Gratitude
2. Meditation
3. Humor
4. Post-traumatic growth
5. Life Purpose
6. Meaningfulness
7. Spirituality/Religion

Interpersonal and Community

H. Positive Relationships

1. Attachment
2. Typologies of love
3. Romance
4. Relationship satisfaction and minding relationships
5. Friendships
6. Positive families

I. Prosocial Behavior

1. Altruism and empathy
2. Helping others
3. Forgiveness
4. Self-compassion

J. A focus on Positive Environments and Communities

1. Positive education, work, leisure
2. Positive communities: The Psychology of WE

K. Future of Positive Psychology

1. Critiques, feedback and growth for the field of positive psychology
2. Future directions for research and inquiry

IX. Instructional Methods

Describe the type(s) of method(s) that are required or recommended for the instruction of this course (lectures, demonstrations, etc.). Include any method that is essential to the course, such as the use of particular tools or software.

Instructional Methods*	<ul style="list-style-type: none"> A. Lecture B. Videos C. In-class discussions D. Small group exercises E. Demonstrations F. Activities
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X. Evaluation of Outcomes

Describe the methods to be used to evaluate students' learning, i.e. written exams, term papers, projects, participation, quizzes, attendance, etc.	<ul style="list-style-type: none"> A. Objective tests (multiple choice, true and false) that require students to demonstrate a grasp of factual information B. Writing assignments (e.g., thought papers, journals) that demonstrate application and integration of course material. C. Class participation D. Experiential activities (e.g., random act of kindness, gratitude journal).
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Evaluation Tool	Outcomes
Objective Tests	Students will be able to (a) define and describe psychological theories and principles of human behavior, and (b) apply these theories and principles to objective questions, some of which will contain examples of behaviors students will recognize as representing studied concepts.
Writing Assignments	Students will be able to identify positive psychological principles and theories of human behavior in everyday life examples, as well apply them to their past and current personal experiences.
Out of Class Experiential Activities	At the conclusion of these out-of class activities, students will be able to describe the psychological benefits or drawbacks of these activities and how they related to course material.
In class activities and participation	At the conclusion of these in-class activities, students will be able to immediately integrate course materials and sampled behavior, especially as they relate to their own behaviors.

Describe the required writing assignments to be included. *

Assignment will consist of a short response essay/post. Specifically, students will complete and write about their experience with different scientifically-verified exercises designed to augment well-being and flourishing and share and discuss in class. For example, in line with research showing the beneficial impacts of meditation (e.g., Rao & Kemper, 2016), students will be exposed to different types of meditation via online training modules (e.g., mindfulness meditation, gratitude focused mediation, sacred word meditation, and loving kindness meditation) and will journal about their experiences. In the positive psychology literature, gratitude is strongly associated with flourishing and happiness (e.g., Grant et al, 2010). Students may be asked to keep a gratitude journal tracking events and people in their lives that inspire appreciation and gratitude. This assignment will help students to gain exposure to techniques that will deepen their understanding of methods that augment happiness and flourishing. Students will also reflect upon the ideas, concepts and relationships in each other's work by pairing up with another student in class and providing each other with meaningful written feedback during the semester.

Discuss how these methods may be used to address the course and program outcomes, as appropriate. Include or attach a matrix to align the evaluation methods to the outcomes.		Exams	Papers	Activities	Participation
	P1 Understand Science	X	x	x	x
	P2 Knowledge	X	x	x	x
	P3 Communication	x	x	x	x
	P4 Application	x	x	x	x
	A	x	x	x	x
	b	x	x	x	x
	C	x	x	x	x
	D	x	x	x	x
	E	x	x	x	x
	F	x	x	x	x
	G	x	x	x	x
H	x	x	x	x	
I	x	x	x	x	
J	x	x	x	x	

If this is a general education course, discuss how these methods may be used to address the associated GE Learning Outcomes listed below. Include or attach a matrix to align the evaluation methods to the outcomes.*

	1a	4a	4b	4c
Exams		x		
Papers	x	x	x	
Experiential Activities		x	x	x
In class participation and activities		x	x	x

XI. Course/Department/College Specific Requirements (OPTIONAL)

Department/
College Required
ECO Information
(Optional)

FOR OFFICE OF ACADEMIC PROGRAMS USE ONLY

AY Proposal Submitted **2018-2019**

AY Proposal Implemented

PS Academic Group **24-CLASS**

PS Academic Organization **142-BEHSCI**

Course Type **Psychology**

Impact Report (for modified courses only) Attached

FOR ACADEMIC SENATE OFFICE USE ONLY

Senate Referral Number **GE-004-189**

Senate Report Number