

Syllabus
PSYC 1810
Introduction to Psychology
2026

Committee Members:

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Facilitator: Courtney Johnston

The Institution agrees to the contents in this syllabus including course prefix, number, course description and other contents of this syllabus.

 Chief Academic Officer, Central Community College	02/12/2026	Adopt
 Chief Academic Officer, Little Priest Tribal College	02/11/2026	Adopt
 Chief Academic Officer, Metropolitan Community College	02/16/2026	Decline
 Chief Academic Officer, Mid-Plains Community College	02/11/2026	Adopt
 Chief Academic Officer, Nebraska Indian Community College	02/16/2026	Adopt
 Chief Academic Officer, Northeast Community College	02/11/2026	Adopt
 Chief Academic Officer, Southeast Community College	02/20/2026	Adopt
 Chief Academic Officer, Western Nebraska Community College	02/18/2026	Adopt



I. CATALOG DESCRIPTION

PSYC 1810

Introduction to Psychology

Prerequisite: None

Catalog Description: An introduction to the science of behavior and mental processes including the application of critical thinking to the study of learning theory, memory, personality, growth and development, biological and neurological aspects, abnormal behavior, therapies, intelligence, motivation, emotion, sensation, perception, and theoretical perspectives.

3.0 semester hours/4.5 quarter hours

Contact hours per semester: 45

II. COURSE OBJECTIVES/COMPETENCIES

The course will:

1. Explore psychological terminology and concepts and identify the various disciplines within the field.
2. Introduce scientific research methods and ethical principles.
3. Illustrate the scientific application of psychology and how the major psychological principles and theories can be applied to real life situations.
4. Provide for the critical examination and evaluation of psychological concepts, methods, and theories.
5. Examine the interaction of bio-psycho-social processes as related to behavior and mental processes.
6. Offer opportunities for the examination of the impact of multicultural factors on the self and others.

III. STUDENT LEARNING OUTCOMES:

Students will be able to:

1. Compare theoretical perspectives of psychology.
2. Summarize the goals, methods, and ethics of psychological research.
3. Explain how physiology affects behavior and mental processes including stress.
4. Differentiate physical, cognitive, and social development over the lifespan.
5. Analyze aspects of sensation and perception.
6. Apply examples of learning theories.
7. Differentiate between at least two models of memory.
8. Describe how intelligence is defined, measured, and interpreted.
9. Explain the theories and processes associated with motivation and emotion.
10. Explain aspects of personality.
11. Identify therapies and symptoms of major psychological disorders.
12. Differentiate among the states of consciousness.
13. Examine how social situations influence human behavior and mental processes.

IV. COURSE CONTENT/TOPICAL OUTLINE

1. Learning Theory
2. Memory
3. Personality
4. Growth and Development
5. Biological and Neurological Aspects
6. Abnormal Behavior & Therapies
7. Intelligence
8. Motivation
9. Emotion
10. Sensation and Perception
11. Theoretical Perspectives
12. Research Methods
13. States of Consciousness
14. Health and Stress
15. Social Psychology

V. INSTRUCTIONAL MATERIALS

Suggested Required Texts: (The final selection of one of the following textbooks is at the discretion of the instructor.)

Psychology, Rathus

Essentials of Psychology Concepts and Application, Nevid

Essentials of Psychology, Bernstein

Mastering the World of Psychology, Wood, Wood, and Boyd

Psychology (current edition), Openstax, Rice University, Spielman, Jenkins, and Lovett

Psychology for Everyday Life, Myers and DeWall

VI. METHODS OF PRESENTATION

Instructors should make use of varied pedagogical techniques including several of the following: lectures, small and large discussion groups, collaborative projects, research, essays, technology-based instruction, multimedia and/or field trips.

VII. METHODS OF EVALUATION

Course grades, at the determination of the instructor, will be based on class and group participation, daily work, exams, presentations, projects, papers, and/or a portfolio. Written assignments following the APA format are suggested. The instructor will distribute and discuss evaluation and her/his grading policies with students at the beginning of each term.

VIII. SPECIFIC COURSE REQUIREMENTS

Content and schedule determined by instructor.