APPLICATION FOR CORE CURRICULUM STATUS

Please complete the following application, providing attachments as requested.

1. Program   **Psychology**

2. Course   **PSYC 2320 – Abnormal Psychology**

3. Petition Type

   _____   New Course

   _____   Re-submitted THECB Rejected Course (New statement of Justification Attached)

   X   CAO Course moved to Component Area

4. Component Area

___	Communication	___	Creative Arts
___	American History		Mathematics
___	Governmental/Political Science	___	Life and Physical Sciences
__X__	Social/Behavioral Science	___	Language, Philosophy, and Culture

5. Core Objectives

	Required	Optional
Critical Thinking	X	_____
Communication Skills	X	_____
Empirical & Quantitative	X	_____
Teamwork	_____	_____
Social Responsibility	X	_____
Personal Responsibility	_____	_____

6. Attach the course syllabus. (See Attachment A.)

7. Statement of Justification (See Attachment B.)

8. Attach the Assessment Plan. (See Attachment C.)

Submitted by   _Denise R Boyd_   2/19/2019

        Program Coordinator   Date

HCC | HOUSTON COMMUNITY COLLEGE

Division of Social and Behavioral Sciences
Psychology Department
http://www.hccs.edu/programs/areas-of-study/social--behavioral-sciences/psychology/

PSYC 2320 Abnormal Psychology| Lecture | Enter CRN
Fall 2019 | Second Start
In-Person | Enter Campus/Room| Enter Day(s)/Start time/End time
3 Credit Hours | 48 hours per semester

Instructor Contact Information

Instructor:	Click or tap here to enter text.	Office Phone:	Click or tap here to enter text.
Office:	Click or tap here to enter text.	Office Hours:	Click or tap here to enter text.
HCC Email:	Click or tap here to enter text.	Office Location:	Click or tap here to enter text.

Please feel free to contact me concerning any problems that you are experiencing in this course. Your performance in my class is very important to me. I am available to hear your concerns and just to discuss course topics.

Instructor's Preferred Method of Contact

HCC Email address and preferred method of contact (e.g., email, Canvas email, phone) required. Include information about when you will respond to emails, such as "I will respond to emails within 24 hours Monday through Friday; I will reply to weekend messages on Monday mornings."

What's Exciting About This Course

Enter your own description of what's exciting about the course or use the department-provided statement below.

Have you ever encountered anyone who was always kind of nervous, or who usually seemed to be sad no matter what was going on around him or her, or one who was extremely up one day and extremely down the next? Have you ever wondered why some people say that they hear voices and others seem to always be battling one addition or another? What does a diagnosis of bipolar disorder, attention-deficit/hyperactivity disorder, or borderline personality disorder really mean? For that matter, what does it mean to be "normal"? In this course, you will learn how psychologists define "normal" and how they classify the various ways in which individuals deviate from that definition. We'll look at causes and treatments for these

conditions. By the end of the semester, you'll have a better understanding of yourself and others by studying the difference between typical and atypical mental processes and behavior. I'm excited to be your guide on this journey, so let's get started!

My Personal Welcome

Enter your personal welcome statement. Use the paragraph below as a model.

Welcome to Abnormal Psychology—I'm delighted that you have chosen this course. One of my passions is to know as much as I can about human behavior, and I can hardly wait to pass that on. I will present the information in the most exciting way I know, so that you can grasp the concepts and apply them now and hopefully throughout your life. As you read and wrestle with new ideas and facts that may challenge you, I am available to support you. The fastest way to reach me is by my HCC email. The best way to really discuss issues is in person and I'm available during posted office hours to tackle any questions you might have. My goal is for you to walk out of the course with a better understanding of yourself and of human behavior. So please visit me or contact me whenever you have a question.

Prerequisites and/or Co-Requisites

The minimum requirements for enrollment in PSYC 2320 are as follows: (1) completed and passed PSYC 2301; (2) and satisfied the requirements for college-level reading and writing skills (or take INRW 0420 or ESOL 0360 as a co-requisite). If you have enrolled in this course without having satisfied these prerequisites, you are at higher risk of failure or withdrawal than students who have done so, and you should carefully read and consider the repeater policy in the HCC Student Handbook.

Eagle Online Canvas Learning Management System

This course will use Eagle Online Canvas (https://eagleonline.hccs.edu) to supplement in-class assignments, exams, and activities. Insert specific information about how you expect students to use Eagle Online Canvas here. Include information about resources that you have posted in Canvas such as the *Final Exam Handbook*, scoring rubrics for assignments, and other information to assist students in the course.

HCCS Open Lab locations may be used to access the Internet and Eagle Online Canvas. It is recommended that you **USE FIREFOX OR CHROME AS YOUR BROWSER**.

HCC Online Information and Policies
Although this is an in-person class, I encourage you to visit the HCC Online information pages. They contain a great deal of useful information about using Canvas. Here is the link to HCC Online: http://www.hccs.edu/online/.

Scoring Rubrics, Assignment Instructions, etc.
Look in Eagle Online Canvas for the scoring rubrics for assignments, assignment instructions, exam instructions, and other information to assist you in the course.
https://eagleonline.hccs.edu/login/ldap

Instructional Materials

Textbook Information
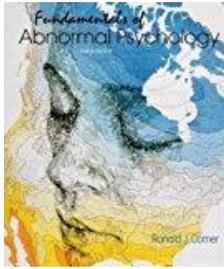
The textbook listed below is **required** for this course.
Fundamentals of Abnormal Psychology (8th edition) by Ronald Comer (Macmillan). ISBN: 978-1-319-09198-9.

It is included in a package that contains the text as well as an access code that may be purchased at the HCC Bookstore. You may either use a print copy of the book or rent the e-book from the publisher. Order your book here: HCC Bookstore

Temporary Free Access to E-Book

Here is the link to get temporary free access to a digital version of the text for a limited period of time. [Insert LaunchPad invitation link or instruct students to look on Canvas for detailed instructions for activating temporary free access to the e-book.]

Other Instructional Resources

Publisher's Digital Workbook
A "digital workbook" is a premium website that includes an e-book as well as practice quizzes, videos, and other useful study tools. The digital workbook that accompanies the required text in this class is LaunchPad. Insert information about how you will be using the publisher's digital workbook in your course. If you do not require a digital workbook, you can delete this section.]

Tutoring
HCC provides free, confidential, and convenient academic support, including writing critiques, to HCC students in an online environment and on campus. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate. Visit the HCC Tutoring Services website for services provided.

Libraries
The HCC Library System consists of 9 libraries and 6 Electronic Resource Centers (ERCs) that are inviting places to study and collaborate on projects. Librarians are available both at the libraries and online to show you how to locate and use the resources you need. The libraries maintain a large selection of electronic resources as well as collections of books, magazines, newspapers, and audiovisual materials. The portal to all libraries' resources and services is the HCCS library web page at http://library.hccs.edu.

Supplementary Instruction
Supplemental Instruction is an academic enrichment and support program that uses peer-assisted study sessions to improve student retention and success in historically difficult courses. Peer support is provided by students who have already succeeded in completion of the specified course, and who earned a grade of A or B. Find details at http://www.hccs.edu/resources-for/current-students/supplemental-instruction/.

Course Overview

PSYC 2320 provides an introduction to the psychological, biological, and socio-cultural factors involved in the development, diagnosis, and treatment of psychological disorders. It includes a review of the historical understanding of abnormal behavior and the development of modern diagnostic systems. It includes discussion of psychological research and practice as it

relates to mental health and psychological functioning, as well as legal and ethical issues. (PSYC 2320 is included in the Psychology Field of Study.)

Core Curriculum Objectives (CCOs)

PSYC 2301, PSYC 2314, PSYC 2316, PSYC 2319, PSYC 2320*, and PSYC 2330* satisfy the social science requirement in the HCCS core curriculum. The HCC Psychology Program Committee has specified that these courses address the core objectives as follows:
- *Critical Thinking*: Students will demonstrate the ability to engage in inquiry and analysis, evaluation and synthesis of information, and creative thinking by completing a written assignment such as a book report, research paper, or essay.
- *Communication Skills*: Students will demonstrate effective development, interpretation and expression of ideas through written, oral, and visual communication by completing a written assignment such as a book report, research paper, or essay.
- *Quantitative and Empirical Literacy*: Students will demonstrate the ability to draw conclusions based on the systematic analysis of topics using observation, experiment, and/or numerical skills by completing textbook reading assignments, completing assignments, and answering questions on quizzes and exams.
- *Social Responsibility*: Students will demonstrate cultural self-awareness, intercultural competency, civil knowledge, and the ability to engage effectively in regional, national, and global communities by completing textbook reading assignments, completing assignments, and answering questions on quizzes and exams.

*Approval pending

Program Student Learning Outcomes (PSLOs)

Can be found at:
http://www.hccs.edu/programs/areas-of-study/social--behavioral-sciences/psychology/

Course Student Learning Outcomes (CSLOs)

Upon completion of PSYC 2320, students will be able to
- Discuss the historical antecedents to modern understandings of abnormal behavior.
- Identify and describe the major classes and characteristics of psychological disorders as presented in the Diagnostic and Statistical Manual (DSM).
- Describe the factors and theoretical perspectives related to the development and maintenance of different types of abnormal behavior.
- List the primary treatments for psychological disorders and discuss their effectiveness.
- Discuss the current research and methodological issues in the study of abnormal behavior.
- Discuss the legal and ethical issues associated with the treatment of and research related to abnormal behavior.
- Develop an understanding of how social and cultural factors impact the expression of psychological disorders.
- Examine the impact of biological factors on the development of psychological disorders.

Learning Objectives

Learning Objectives for each CSLO can be found at [PSYC 2320 CSLOs and Learning Objectives.](#)

Student Success

Expect to spend at least twice as many hours per week outside of class as you do in class studying the course content. Additional time will be required for written assignments. The assignments provided will help you use your study hours wisely. Successful completion of this course requires a combination of the following:
- Reading the textbook
- Attending class in person and/or online
- Completing assignments
- Participating in class activities

There is no short cut for success in this course; it requires reading (and probably re-reading) and studying the material using the course objectives as your guide.

Instructor and Student Responsibilities

As your Instructor, it is my responsibility to:
- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through learner-centered instructional techniques
- Provide a description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness, and make ups
- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

As a student, it is your responsibility to:
- Attend class in person and/or online
- Participate actively by reviewing course material, interacting with classmates, and responding promptly in your communication with me
- Read and comprehend the textbook
- Complete the required assignments and exams
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts, and all assignments
- Be aware of and comply with academic honesty policies in the [HCCS Student Handbook](#)

Assignments, Exams, and Activities

Please carefully review all of the information in this section and don't hesitate to ask questions if anything is unclear to you. Be assured that I have thoughtfully designed all of the assignments, exams, and activities in this course to enable you to learn the material and to be successful. By providing due dates, I am helping you stay on track and accomplish your goal of getting the best grade you can in this course.

Written Assignment(s)

You will complete two written assignments for this course. The first assignment, "What is Normal Anyway?" is designed to increase your awareness of the behavior around you as well as attune you to the complexities involved in assessing such behavior. Your task is to go about your daily activities (driving, working, school, leisure, etc.) and be aware of any behavior that seems abnormal. Describe the behavior that caught your attention, the particulars of the behavior, and assess that behavior according to the 4D's. Address how that behavior made you feel. Did you observe or respond to the behavior? Why or why not? Submit your assignment (400-word limit) to www.turnitin.com. This assignment counts for 10% of your course grade.

Your second writing assignment will be to complete a case study. A case study provides an opportunity for students to understand and analyze abnormal behavior. For this assignment, you will select one character from a television series or movie who exhibits a mental disorder. Your task will be to assess the selected character's behavior according to criteria in the following sections:

1. **Description**: A detailed description of the symptomatic behavior
2. **Diagnosis**: A diagnostic label from the DSM-5 with justification for selection of that label; justification should include supporting evidence that the behavior
   a. Deviates from the norms of the character's culture
   b. Is statistically rare in the character's culture
   c. Causes emotional distress to the character and/or other characters
   d. Interferes with the character's social, educational, and work-related functioning
3. **Perspective**: An explanation from three perspectives of your choice (psychodynamic, behavioral, humanistic, cognitive, biological, and sociocultural) explaining the causes of the symptomatic behavior
4. **Prognosis**: A treatment protocol suggested from chosen perspectives listed in Item III (psychodynamic, behavioral, humanistic, cognitive, biological, sociocultural)

This assignment must be at least 2 pages in length and also submitted to www.turnitin.com. . It will count 10% of your course grade.

Exams

You will complete a total of 15 online chapter quizzes (in Canvas). This course is divided into four units and each unit will include three to four quizzes to test your understanding of the unit content. For example, **Unit 1 contains 3 chapter quizzes** (Chapters 1,2,3); **Unit 2 contains 4 chapter quizzes** (Chapters 4,5,6,7); **Unit 3 has 4 quizzes** (Chapters 8,9,10,11), and **Unit 4 includes 4 quizzes** (Chapters 12,13,14,16). Each chapter quiz will include answering 25 multiple-choice questions. You will have unlimited time and attempts to complete each chapter quiz. Upon completion of each quiz, you will receive immediate feedback. Each chapter quiz will count 2% for a total of 30% of your course grade. You can find the chapter quizzes under the "Assignments" tab in Canvas.

There will be four unit exams during the semester. Each unit exam will contain 100 multiple-choice questions with each question worth 1 point. You lowest unit exam grade will be dropped. Each unit exam will count 10% toward your course grade. Unit exams are designed to prepare you for the comprehensive final exam. Questions will be drawn from material covered in lecture, the textbook, and from the PowerPoint slides. Exams will be administered in Canvas and available for a 24-hour period (See Course Calendar for Exam dates). All unit

exams will have to be completed within a 2 hour time limit. Questions will be presented one at a time and locked after answering with no backtracking permitted. You will receive immediate grade feedback upon completion of each exam. You may discuss test results with me at a later scheduled time.

In-Class Activities

There will be unannounced pop quizzes given during the semester. These quizzes will be short (5 multiple-choice questions) and taken at the beginning of lecture. Material on the quizzes will come from concepts covered in previous lectures. Not only will these pop quizzes provide an incentive for you to stay current with the assigned chapters, but also allow you the opportunity to earn bonus points to apply toward unit exams.

Other Assignments and Activities

None.

Comprehensive Final Exam

There will be a comprehensive final exam in this course. The final exam will consist of 100 multiple-choice questions (1 point each) administered on Canvas on the date shown in the Course Calendar (per the HCC Final Exam Schedule. The final exam will count 20% toward your course grade.

Students who are absent from the final exam must discuss their absence with the instructor in advance or within 24 hours afterward. Students who fail to contact me within this time frame will receive an Incomplete for a course grade.

Grading Formula

Grades will be calculated based on the formula below.

15 Chapter Quizzes (2% each)	30%
3 Unit Exams (10% each)	30%
2 Written Assignments What is Normal? (10%) Case Study (10%)	20%
Comprehensive Final Exam	20%
Total	100%
Maximum Extra Credit	5 points added to Final Exam for attending a Psi Beta/Psi Kappa function; up to 2 points added to Unit exam from performance on pop quizzes

Grade	Average
A	90%+
B	80%-89%
C	70%-79%
D	60%-69%
F	<60%

Incomplete Policy

In order to receive a grade of Incomplete ("I"), a student must have completed at least 85% of the work in the course. In all cases, the instructor reserves the right to decline a student's request to receive a grade of Incomplete.

HCC Grading Scale can be found on this site under Academic Information: http://www.hccs.edu/resources-for/current-students/student-handbook/

Course Calendar

		Second Start
Week	**Dates**	**Topic/What's due**
1	9-24 9-26	Introduction Ch 1 Abnormal Psychology: Past and Present
2	10-1 10-2 10-3	Ch 2 Models of Abnormality OE Day (Official Date of Enrollment) **Written Assignment "What Is Normal" due to www.turnitin.com by 11:59 pm**
3	10-8 10-10	Ch 3 Clinical Assessment, Diagnosis, Treatment (cont'd) **Exam 1 (Chapters 1,2,3)** **Online Quizzes (Ch 1,2,3) due by 11:59 pm**
4	10-15 10-17	Ch 4 Anxiety, Obsessive-Compulsive and Related Disorders Ch 5 Disorders of Trauma and Stress
5	10-22 10-24	Ch 6 Disorders of Mood Ch 7 Suicide
6	10-29 10-30	**Exam 2 (Chapters 4,5,6,7)** **Online Quizzes (Ch 4,5,6,7) due by 11:59 pm** Ch 8 Disorders Featuring Somatic Symptoms
7	11-5 11-7	Ch 9 Eating Disorders Ch 10 Substance Use and Addictive Disorders **Written Assignment Case Study due by 11:59 pm to www.turnitin.com**
8	11-11 11-12 11-14	Last Day to Withdraw Ch 11 Disorders of Sex and Gender **Exam 3 (Chapters 8,9,10,11)** **Online Quizzes (Ch 8,9,10,11) due by 11:59 pm**
9	11-19 11-21-11/24	Ch 12 Schizophrenia No Class-Thanksgiving Holiday
10	11-26 11-28	Ch 13 Personality Disorders Ch 14 Disorders of Childhood and Adolescence
11	12-3 12-5	Ch 16 Law, Society, and the Mental Health Profession **Exam 4 (Chapters 12-14, 16)** **Online Quizzes (Ch 12, 13, 14, 16) due by 11:59 pm**
12	12-12	**Final Exam** 2:00-4:00 pm

Syllabus and Calendar Modifications

The instructor reserves the right to modify the syllabus and/or course calendar at any time during the semester and will promptly notify students in writing, typically by e-mail, of any such changes.

Instructor's Practices and Procedures

Missed Assignments
Insert your make-up policy for course work other than the departmental final exam. It is acceptable to have a "no makeups" for exams if you drop the lowest exam. You may also allow makeups accompanied by a late-work penalty. Another option is to state that you may allow makeups on a case-by-case basis. Please also clearly state that a make-up exam is not a retake. That is, make-up exams are allowed only for missed exams. You are responsible for proctoring make-up exams if you allow them.

Academic Integrity
Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by college district officials against a student accused of scholastic dishonesty. "Scholastic Dishonesty" includes, but is not limited to, cheating on a test, plagiarism and collusion. Any instance of scholastic dishonesty may be reported to the Maxiant system. Possible punishments for scholastic dishonesty include a grade of "0" or "F" on the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the college district. A recommendation for suspension or expulsion will be referred to the college Dean of Students for disciplinary disposition. Students have the right to appeal the decision.

Insert a specific description of your expectations for academic integrity. Specify the consequences for cheating, plagiarism, collusion, etc. You may impose consequences for first, second, and subsequent infractions.

Here's the link to the HCC information about academic integrity (Scholastic Dishonesty and Violation of Academic Scholastic Dishonesty and Grievance):
http://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/

Attendance Policy
Insert a specific description of your expectations for attendance. Be specific about In-Person, Hybrid, and Online classes. Include your practice regarding withdrawals, never attending, etc.

Student Conduct
Insert a specific description of your expectations for student conduct. Be specific about In-Person, Hybrid, and Online classes and the consequences that will be implemented for disruptive behavior.

Instructor's Course-Specific Information
Enter your preferred mode of address (e.g., "Dr. Smith" or "Professor Smith" or "Ms. Smith" etc.). Insert additional information on how you manage your course. For example, let students know when they can expect grades and feedback after they submit coursework.

Electronic Devices
Insert a specific description of your expectations regarding electronic devices. For example, you may state that students are not allowed to take phone calls during class, students' cell phones must be set to silent mode, and so on.

Psychology Program Information

Majoring in Psychology
Visit the Psychology Program Pages on the Learning Web for information about our faculty and courses. You will also find information about majoring in psychology.

Student Organizations

Psi Kappa
All students are invited to join Psi Kappa, an organization that can help students learn about psychology outside the classroom, serve the community, meet students in other PSYC classes, interact with PSYC faculty, and learn leadership skills. For more information, visit the Psi Kappa page on the HCC Learning Web, the Psi Kappa blog, and the Psi Kappa Facebook page.

Psi Beta
HCC has an active chapter of Psi Beta: National Honor Society in Psychology for Community and Junior Colleges. To learn more about this organization visit the Psi Beta website. For information about the HCC chapter, visit the Psi Beta page on the HCC Learning Web.

HCC Foundation: Psychology Achievers Scholarship
To be eligible for the $125 per semester Psychology Achievers Scholarship, a student must (1) meet all HCC Foundation criteria for scholarship eligibility, and (2) make an A in either PSYC 2301 or PSYC 2314.

HCC Policies
Here's the link to the HCC Student Handbook http://www.hccs.edu/resources-for/current-students/student-handbook/   In it you will find information about the following:

Academic Information	Incomplete Grades
Academic Support	International Student Services
Attendance, Repeating Courses, and Withdrawal	Health Awareness
Career Planning and Job Search	Libraries/Bookstore
Childcare	Police Services & Campus Safety
disAbility Support Services	Student Life at HCC
Electronic Devices	Student Rights and Responsibilities
Equal Educational Opportunity	Student Services
Financial Aid TV (FATV)	Testing
General Student Complaints	Transfer Planning
Grade of FX	Veteran Services

EGLS[3]
The EGLS[3] (Evaluation for Greater Learning Student Survey System) will be available for most courses near the end of the term until finals start. This brief survey will give invaluable information to your faculty about their teaching. Results are anonymous and will be available to faculty and division chairs after the end of the term. EGLS[3] surveys are only available for the Fall and Fall semesters. –EGLS3 surveys are not offered during the Summer semester due to logistical constraints.
http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/

Campus Carry Link

Here's the link to the HCC information about Campus Carry:
http://www.hccs.edu/departments/police/campus-carry/

HCC Email Policy

When communicating via email, HCC requires students to communicate only through the HCC email system to protect your privacy. If you have not activated your HCC student email account, you can go to HCC Eagle ID and activate it now. You may also use Canvas Inbox to communicate.

Housing and Food Assistance for Students

Any student who faces challenges securing their foods or housing and believes this may affect their performance in the course is urged to contact the Dean of Students at their college for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable HCC to provide any resources that HCC may possess.

Office of Institutional Equity

Use the link below to access the HCC Office of Institutional Equity, Inclusion, and Engagement (http://www.hccs.edu/departments/institutional-equity/)

disAbility Services

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to http://www.hccs.edu/support-services/disability-services/

Title IX

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status in educational programs and activities. If you require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

David Cross
Director EEO/Compliance
Office of Institutional Equity & Diversity
3100 Main
(713) 718-8271
Houston, TX 77266-7517 or Institutional.Equity@hccs.edu
http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/

Department Chair Contact Information
Dr. Karen Saenz
Karen.Saenz@hccs.edu
713-718-7034

ATTACHMENT B
STATEMENT OF JUSTIFICATION

PSYC 2320 – Abnormal Psychology

ACGM approval number: 42.0101.52 25
Slated for discontinuation? No

Course Description: (From the ACGM)
This course provides an introduction to the psychological, biological, and socio-cultural factors involved in the development, diagnosis, and treatment of psychological disorders. It includes a review of the historical understanding of abnormal behavior and the development of modern diagnostic systems. It includes discussion of psychological research and practice as it relates to mental health and psychological functioning, as well as legal and ethical issues. (PSYC 2320 is included in the Psychology Field of Study.) Prerequisite: PSYC 2301 General Psychology

Learning Outcomes
Students will be able to:
- Discuss the historical antecedents to modern understandings of abnormal behavior.
- Identify and describe the major classes and characteristics of psychological disorders as presented in the Diagnostic and Statistical Manual (DSM).
- Describe the factors and theoretical perspectives related to the development and maintenance of different types of abnormal behavior.
- List the primary treatments for psychological disorders and discuss their effectiveness.
- Discuss the current research and methodological issues in the study of abnormal behavior.
- Discuss the legal and ethical issues associated with the treatment of and research related to abnormal behavior.
- Develop an understanding of how social and cultural factors impact the expression of psychological disorders.
- Examine the impact of biological factors on the development of psychological disorders.

This course belongs in the Social and Behavioral Foundational Component Area (FCA) because it focuses on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

Like other courses in this FCA, it targets critical thinking, communication, empirical and quantitative reasoning skill, and social responsibility.

Critical Thinking: The course requires creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

Communication: The course requires effective development, interpretation, and expression of ideas through written, oral, and visual communication.

Empirical & Quantitative: The course requires the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

Social Responsibility: The course requires intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Core objectives are explicit in the syllabus template.

Core objectives are targeted and assessed in all course sections, regardless of instructional format, population, or setting.

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ATTACHMENT C
ASSESSMENT PLAN

</div>

Required Core Objectives:
Critical Thinking, Communication, Empirical & Quantitative Skill, & Social Responsibility

I. Methodology for Assessment:
  A. How will each of the core objectives be covered in the course?
  - ***Critical Thinking***: Students will demonstrate the ability to engage in inquiry and analysis, evaluation and synthesis of information, and creative thinking by completing a written assignment such as a book report, research paper, or essay.
  - ***Communication Skills***: Students will demonstrate effective development, interpretation and expression of ideas through written, oral, and visual communication by completing a written assignment such as a book report, research paper, or essay.
  - ***Quantitative and Empirical Literacy***: Students will demonstrate the ability to draw conclusions based on the systematic analysis of topics using observation, experiment, and/or numerical skills by completing textbook reading assignments, completing assignments, and answering questions on quizzes and exams.
  - ***Social Responsibility***: Students will demonstrate cultural self-awareness, intercultural competency, civil knowledge, and the ability to engage effectively in regional, national, and global communities by completing textbook reading assignments, completing assignments, and answering questions on quizzes and exams.
  B. Provide the specific assessment methodology.
  - The Program Coordinator will randomly select sections to assess students' attainment of the core curriculum objectives (CCOs). Selections will be made at the beginning of the semester in which core assessment will take place.
  - The PSYC 2330 Curriculum Guide specifies that each instructor require students to submit a case study that counts 10% of course grades. The case study assignment included in the Syllabus Template in Attachment A will be used for CCO assessment.
  - Instructors whose sections are selected will score each student's case study assignment using rubrics provided by the Program Coordinator. They will enter the scores into a spreadsheet in which students are identified by number.
  - Instructors will submit spreadsheets to the Program Coordinator who will aggregate and analyze data at the program level.
  C. How will the assessment count within the course?
  - The assessment plan employs a graded assignment that is required by the course curriculum guide. The curriculum guide includes a weight for the assignment that must be employed by all instructors.
  D. Explain how your plan includes a representative sample of HCC faculty and students.
  - Randomly selecting sections for core assessment will yield a representative sample of faculty, students, instructional modalities, and locations.

II. Rubric: How will the appropriate rubric(s) be incorporated in the course?
  A. The Program Coordinator will provide participating instructors with two rubrics at the beginning of the semester in which core assessment will take place. One rubric will be for grading students' case study assignments. Instructors will include the grading rubric in their syllabi or post it in Canvas. The second rubric will enable instructors to convert students' case study assignment scores into CCO scores on a 1-100 percentage scale.

III. Benchmark/Target: What will be the benchmark the program will use to determine success?
   A. Success on each CCO will be defined as a mean of 70% for all instructor types, locations, instructional modalities, etc.
IV. Results: Describe the process of evaluating the results.
   A. Results will be presented to a faculty core assessment committee charged with the responsibility of outlining the instructional implications of the results and make recommendations to the faculty.
   B. The Program Coordinator will use the committee's outline to produce a report to present at a meeting of program faculty.
V. Analysis:
   A. How will the results will be documented and archived?
      - The results will be documented in the Program Coordinator's report and supporting documents (e.g., spreadsheets submitted by instructors).
      - The report and supporting documents will be posted in a folder on the Sharepoint site of the Social and Behavioral Sciences Division.
      - Participating instructors will be responsible for archiving students' original assignments and grading rubrics.
   B. Describe how the results will be used to improve student learning.
      - Following the presentation of the report, faculty will submit suggestions for using the results to improve student learning.
      - Faculty will vote on which of the suggestions to adopt and designate as required, if any, and which to adopt and designate as recommended.
      - The Program Coordinator will prepare a final list of requirements and recommendations to incorporate into the course curriculum guide.