

APPLICATION FOR CORE CURRICULUM STATUS

Please complete the following application, providing attachments as requested.

1. Program **Psychology**

2. Course **PSYC 2330 – Biological 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

_____ American History

_____ Governmental/Political
Science

X Social/Behavioral Science

_____ Creative Arts

_____ Mathematics

_____ Life and Physical Sciences

_____ Language, Philosophy, and Culture

5. Core Objectives

Required

Optional

Critical Thinking

X

Communication Skills

X

Empirical & Quantitative

X

Teamwork

Social Responsibility

X

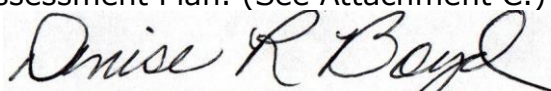
Personal Responsibility

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



2/19/2019

Program Coordinator

Date

**ATTACHMENT A
SYLLABUS TEMPLATE**



**Division of Social and Behavioral Sciences
Psychology Department**

<http://www.hccs.edu/programs/areas-of-study/social--behavioral-sciences/psychology/>

PSYC 2330: Biological Psychology | Lecture | [Enter CRN]
[Fall 2019 | Regular Term]

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.

What happens in the brain when we learn something new? Do hormones determine gender identity? Is intelligence inherited or learned? How do the brains of people with depression differ from those of people without depression? In this course, you'll become familiar with theories and research findings that help psychological scientists answer such questions. In other words, you'll learn about the biological foundations of everyday behaviors, thoughts, and feelings. You'll also examine the contributions of biological factors to psychological disorders, age-related changes in behavior, and much more. The information in this course will help you better understand the "why" and "how" of human behavior.]

My Personal Welcome

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

Welcome to Biological 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 2330 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 \(https://eagleonline.hccs.edu\)](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

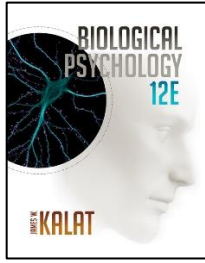
Although this is an in-person class, I encourage you to visit the HCC Online information pages. They contain a great deal of useful information about using Canvas. Here is the link to HCC Online: <http://www.hccs.edu/online/>.

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. *Biological Psychology (12th edition)*** by James W. Kalat (Cengage). ISBN: 9781305105409.

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 MindTap 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 [MindTap](#). 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 may 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 2330 is an introduction to the biological bases of behavior. Topics include evolution, genetics, research methods in behavioral neuroscience, motivation and emotion, sensation and perception, learning and memory, lifespan development, cognition, psychological disorders, and other complex behaviors. (PSYC 2330 is included in the Psychology Field of Study.)

Core Curriculum Objectives (CCOs)

PSYC 2301, PSYC 2314, PSYC 2316, PSYC 2317, 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 the course address the following core objectives:

- **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 2330, the student will be able to:

- Define and explain the biological foundations of behavior, including theories, history, and research methods.
- Describe the evolution and development of the nervous system – neuroanatomy, neurophysiology, neurotransmission, and neuroendocrinology.
- Identify the structures and function that underlie sensation, perception, and motor control.
- Identify and discuss the regulation of behavior, including motivation and emotion, sexual behavior, and biological rhythms.
- Articulate the biological components of learning, memory, and language.
- Describe the biological underpinnings of age-related changes in cognition and socioemotional functioning over the lifespan.
- Examine how biological processes impact health and well-being.

Learning Objectives

Learning Objectives for each CSLO can be found at [CSLOs and Learning Objectives for PSYC 2330](#).

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
- Attain a raw score of at least 50% on the departmental final exam
- 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

Much of what we know about the brain comes from case studies of individuals who have experienced some kind of trauma. The well-known cases of Phineas Gage, Louis Leborgne, and

Henry Molaison have been particularly influential in this regard. Over the past few decades, researchers have examined these cases in light of contemporary brain research. This assignment will familiarize you with the details of one of the cases and how modern-day researchers have interpreted it.

The first step to completing this assignment is to read the abstract, introduction, case studies, and discussion sections of the article below. A PowerPoint presentation based on the article is posted in Canvas to help you understand it.

From Phineas Gage and Monsieur Leborgne and H.M.: Revisiting Disconnection Syndromes. (2015). *Cerebral Cortex*, 25, 4812–4827. <https://doi.org/10.1093/cercor/bhv173>

After reading the article, begin working on the written assignment. The assignment should be organized in sections that correspond to items 1-4 with an appropriate heading for each section. See the grading rubric in Canvas for scoring criteria. The assignment will count **200 points**.

1. Case summary (120 points; Minimum 500 words): Choose one case study and use appropriate terminology to summarize:

- Trauma
- Post-traumatic psychological, behavioral, and social changes in the individual
- Treatments
- Case outcome
- Contemporary researchers' conclusions

2. Study proposal (60 points; Minimum 250 words): Design a study with human subjects using invasive research methods that would support the conclusion that the post-trauma changes observed in the individual were caused by trauma to the specific brain area or structure. Your design must include:

- Description of participants and how they will be recruited
- Clearly identified independent and dependent variables
- Expected results

3. Ethical critique of study proposal (20 points; Minimum 100 words). Explain why the study would not be ethical according to the standards of the American Psychological Association. Your explanation must include

- References to specific items in the APA code of ethics
<https://www.apa.org/ethics/code/>

Exams

Canvas Chapter Quizzes

- Fourteen Canvas chapter quizzes
- 20 questions per quiz
- Each question counts 1 point
- 20 points total for each quiz
- Unlimited attempts
- Ten highest quiz scores count
- Quizzes count **200 points**

In-Class Unit Exams

- Five exams
 - Exam 1: Chapters 1-3

- Exam 2: Chapters 4-6
- Exam 3: Chapters 7-9
- Exam 4: Chapters 10-12
- Exam 5: Chapters 13-14
- 50 multiple-choice questions on each exam
- See the Exam Blueprint on Canvas to find out how many questions from each chapter will be on a particular exam
- Each question counts 2 points
- 100 points total for each exam
- Students must provide Scantron forms (FORM NUMBER 882-E-LOVAS)
- No makeup exams are allowed, but each student's lowest exam grade will be dropped.
- Exams count **400 points**

In-Class Activities

Pop Quizzes

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 they will also allow you the opportunity to earn up to **25 bonus points to apply toward unit exams**. Pop quizzes will be the only extra credit opportunities available in this course.

Other Assignments and Activities

[None]

Comprehensive Final Exam

All students will be required to take a comprehensive final exam consisting of 100 multiple-choice questions. An Exam Blueprint and other information students need to prepare for the exam is in the "Prepare for the Final Exam" module in the Canvas course. The exam will be administered in class on the date shown in the Course Calendar. Students must provide their own Scantron forms (FORM NUMBER 882-E-LOVAS). The exam will count **200 points**.

Students who are absent from the final exam must discuss their absence with the instructor in advance or within 24 hours afterward. Students who do not contact the instructor within 24 hours after missing the final exam will receive grades of zero.

Grading Formula

Grades will be determined using a total points system with a maximum of 1,000 points.

Written Assignment	200
Exams: Chapter Quizzes and Unit Exams	600
Other Assignments and Activities: None	0
Comprehensive Final Exam	200
Total	1,000
Maximum Extra Credit (In-Class Pop Quizzes)	25

Grade	Total Points
A	900+
B	800-899
C	700-799
D	600-699
F	<600

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

Regular Term		
Week	Dates	Topic/What's due
1	TBD	Course Introduction Chapter 1: Nerves and Nerve Impulses Chapter 1 Canvas Quiz
2	TBD	Chapter 2: Synapses Chapter 2 Canvas Quiz Chapter 3: Anatomy and Research Methods Chapter 3 Canvas Quiz
3	TBD	Unit 1 Exam Chapter 4: Genetics, Evolution, Development, and Plasticity Chapter 4 Canvas Quiz
4	TBD	Chapter 5: Vision Chapter 5 Canvas Quiz
5	TBD	Chapter 6: Other Sensory Systems Chapter 6 Canvas Quiz
6	TBD	Unit 2 Exam Chapter 7: Movement Chapter 7 Canvas Quiz
7	TBD	Chapter 8: Wakefulness and Sleep Chapter 8 Canvas Quiz
8	TBD	Chapter 9: Internal Regulation Chapter 9 Canvas Quiz
9	TBD	Unit 3 Exam Chapter 10: Reproductive Behaviors Chapter 10 Canvas Quiz
10	TBD	Chapter 11: Emotional Behaviors Chapter 11 Canvas Quiz
11	TBD	Chapter 12: The Biology of Learning and Memory Chapter 12 Canvas Quiz
12	TBD	Unit 4 Exam Chapter 13: Cognitive Functions Chapter 13 Canvas Quiz
13	TBD	Chapter 14: Psychological Disorders

		Chapter 14 Canvas Quiz
14	TBD	Unit 5 Exam Written Assignment due
15	TBD	Review for Final Exam
16	TBD	Final Exam

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

EGLS³

The EGLS³ ([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. EGLS³ 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 2330 – Biological Psychology

ACGM approval number: 42.0101.52 25

Slated for discontinuation? No

Course Description: (From the ACGM)

An introduction to the biological bases of behavior. Topics include evolution, genetics, research methods in behavioral neuroscience, motivation and emotion, sensation and perception, learning and memory, lifespan development, cognition, psychological disorders, and other complex behaviors. (PSYC 2330 is included in the Psychology Field of Study.) Prerequisite: PSYC 2301 General Psychology

Learning Outcomes

Students will be able to:

- Define and explain the biological foundations of behavior, including theories, history, and research methods.
- Describe the evolution and development of the nervous system – neuroanatomy, neurophysiology, neurotransmission, and neuroendocrinology.
- Identify the structures and function that underlie sensation, perception, and motor control.
- Identify and discuss the regulation of behavior, including motivation and emotion, sexual behavior, and biological rhythms.
- Articulate the biological components of learning, memory, and language.
- Describe the biological underpinnings of age-related changes in cognition and socioemotional functioning over the lifespan.
- Examine how biological processes impact health and well-being.

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.

ATTACHMENT C ASSESSMENT PLAN

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 written assignment that counts 15-20% of course grades. The written 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 written 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' assignments. Instructors will include the grading rubric in their syllabi or post it in Canvas. The second rubric will enable instructors to convert students' 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.