

**UCC/UGC/ECCC**

Proposal for New Course

***Please attach proposed Syllabus in*** [***approved university format***](http://www4.nau.edu/avpaa/UCCForms/syllabus.doc)***.***

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| --- | --- | --- | --- |
| 1. Course subject and number: | **PSY 215** | 2. Units: | **3** |

[**See upper and lower division undergraduate course definitions.**](http://www4.nau.edu/avpaa/UCCPolicy/Uplow.doc)

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| --- | --- | --- | --- |
| 3. College: | **Social and Behavioral Sciences** | 4. Academic Unit: | **Psychology** |

5**.** Student Learning Outcomes of the new course. *(*[*Resources & Examples for Developing Course Learning Outcomes*](http://www4.nau.edu/avpaa/Assessment/CourseLearningOutcomesPDF_090712.pdf)*)*

|  |  |  |
| --- | --- | --- |
| Department Learning Goal | Course Learning Goals | Evaluation Method |
| **Goal One: Knowledge Base in Psychology** | Students will demonstrate fundamental knowledge and comprehension of key concepts in abnormal psychology including: defining abnormal psychology, taking into account psychological, sociocultural, developmental, and cultural norms and influences; major models/paradigms of abnormal psychology and treatments for mental disorders based on each paradigm; the categorization of mental health disorders and associated symptoms based on the DSM-V; etiology (risk factors) for various mental health disorders; and research-supported treatments for these disorders. Students will also learn about the prevalence rates of various disorders in the general population. | * Exams * In-Class assignments * Therapy Papers * Motion Picture Paper |
|  |
| **Goal Two: Scientific Inquiry and Critical Thinking** | Students will appreciate the importance of the scientific process in the determination of classification of mental health disorders and symptoms, etiology, treatment, and prevalence of mental health disorders. Specifically, students will understand how the evolution of what we know about disorders and what treatments work for which disorders has been guided by scientific psychology. | * Exams * In-Class assignments * Therapy Papers |
| **Goal Three: Informational and Technological Literacy, Proficiency, and Efficacy** | Students will demonstrate information competence and the ability to use computers to hone their skills using word processing programs such as MS Word. | * Therapy Papers * Motion Picture Paper |
| **Goal Four: Ethical and Social Responsibility** | Students will develop a greater understanding of the ethical and social responsibilities in the field of abnormal psychology by understanding ethical issues regularly faced by mental health professions. They will also learn about overall issues of social responsibility in regards to welfare of members of the general society. | * Exams * In-Class assignments * Therapy Papers |
| **Goal Five: Effective Writing and Oral Communication Skills** | Written and oral communication skills are extremely important for mental health professions who study and treat abnormal behavior. These skills are also important for college students in general. Students will improve their written communications skills about issues in abnormal psychology through various writing opportunities. | * Exams * In-Class assignments * Therapy Papers * Motion Picture Paper |
| **Goal Six: Professional Development.** | Students will learn about the various mental health professions, the primary job duties associated with each profession, and the training and experiences that they need to gain in order to successfully apply to graduate school in these various professions. This information will be discussed in lectures and students will be tested on this information. | * Exams |

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. *(*[*Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes*](http://www4.nau.edu/avpaa/Assessment/ProgramLearningOutcomesPDF_090712.pdf)*).*

**The proposed 200-level course in abnormal psychology covers an important area in psychology. The American Psychological Association identifies abnormal psychology as a critical part of the knowledge base as well as the major curriculum. Moreover, many students are interested in taking courses in this area. The current 400-level course is only an option for majors. The proposed 200-level course will be available for both majors and minors.**

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| 7. Effective **BEGINNING** of what term and year? | **Fall 2014** |  |
| [**See effective dates calendar**](http://www4.nau.edu/avpaa/timelines/1314Effective.xls)**.** |  |  |

|  |  |
| --- | --- |
| 8.  Long course title: | **ABNORMAL PSYCHOLOGY** |
| *(max 100 characters including spaces)* | |

|  |  |
| --- | --- |
| 9. Short course title: | **ABNORMAL PSYCHOLOGY** |
| *(max. 30 characters including spaces)* | |

10. Catalog course description *(max. 60 words, excluding requisites):*

**Abnormal Psychology is the study of abnormal or dysfunctional emotions, thoughts, and behaviors. The course focuses on experiences (symptoms) that deviate from cultural norms and cause clinically significant distress as well as psychosocial dysfunction. We will focus on the classification of psychological disorders into various classes of disorders, the disorders themselves, and symptoms of each disorder. Other major components involve learning about the etiology (risk factors for) and research-supported treatments for psychological disorders.**

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?

                                                                                                                                    Yes  No

If yes, include the appropriate plan proposal.

**Psychology BA/BS, Psychology Minor.**

12. Does this course duplicate content of existing courses? Yes  No

If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

**We plan to delete PSY 415 Abnormal Psychology. PSY 215 does duplicate content of PSY 415.**

13. Will this course impact any other academic unit’s enrollment or plan(s)?              Yes  No

      If yes, describe the impact. If applicable, include evidence of notification to and/or response from

each impacted academic unit

14. Grading option:      Letter grade Pass/Fail Both

|  |  |  |  |
| --- | --- | --- | --- |
| 15. Co-convened with: |  | 14a. UGC approval date\*: |  |
| (For example: ESE 450 and ESE 550) [See co-convening policy](http://www4.nau.edu/avpaa/UCCPolicy/crosslist.doc).  \*Must be approved by UGC before UCC submission, and both course syllabi must be presented. | | | |

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| 16. Cross-listed with: |  | | |  | | | | |
| (For example: ES 450 and DIS 450) [See cross listing policy](http://www4.nau.edu/avpaa/UCCPolicy/crosslist.doc).        Please submit a single cross-listed syllabus that will be used for all cross-listed courses. | | | | | | | | |
| 17. May course be repeated for additional units? | | |  | | | Yes     No | | |
| 16a. If yes, maximum units allowed? | |  | | |  | | | |
| 16b. If yes, may course be repeated for additional units in the same term? | | | | | | |  | Yes     No |

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| 18. Prerequisites: | **PSY 101** |  |

If prerequisites, include the rationale for the prerequisites.

**Introduction to Psychology is included as a prerequisite because it covers fundamental concepts necessary for more advanced topics in psychology. These topics include basic scientific methods, ethical behavior, and an introduction to the models/paradigms of abnormal psychology.**

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| 19. Co requisites: |  |  |

If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components?                   Yes  No

If yes, include the units specific to each component in the course description above.

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| 21. Names of the current faculty qualified to teach this course: | **Sumner Sydeman, Ph.D., Suzanne Daiss, Ph.D., Ann Collier, Ph.D., and Andy Walters, Ph.D** |

22. Classes scheduled before the regular term begins and/or after the regular term ends may require

additional action.  Review “see description” and “see impacts” for “Classes Starting/Ending

Outside Regular Term” under the heading “Forms”

<http://nau.edu/Registrar/Faculty-Resources/Schedule-of-Classes-Maintenance/>.

Do you anticipate this course will be scheduled outside the regular term?   Yes  No

**Answer 22-23 for UCC/ECCC only:**

23. Is this course being proposed for Liberal Studies designation?             Yes  No

       If yes, include a [Liberal Studies proposal](http://www2.nau.edu/~d-ugstdy/_source/docs/LS_Proposal_form.doc) and syllabus with this proposal.

24. Is this course being proposed for Diversity designation?Yes    No

       If yes, include a [Diversity proposal](http://www4.nau.edu/avpaa/EthDiv/Divform2010.doc) and syllabus with this proposal.

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| **FLAGSTAFF MOUNTAIN CAMPUS** |  |
| **Scott Galland** | **10/29/2013** |
| Reviewed by Curriculum Process Associate | Date |
|  |  |
| **Approvals**: |  |
|  |  |
| Department Chair/Unit Head (if appropriate) | Date |
|  |  |
| Chair of college curriculum committee | Date |
|  |  |
| Dean of college | Date |
|  |  |
| **For Committee use only:** |  |
|  |  |
| UCC/UGC Approval | Date |

Approved as submitted: Yes  No

Approved as modified: Yes  No

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| **EXTENDED CAMPUSES** |  |
|  |  |
| Reviewed by Curriculum Process Associate | Date |
|  |  |
| **Approvals:** |  |
|  | |
| Academic Unit Head | Date |
|  | |
| Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning) | Date |
|  | |
| Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning) | Date |
|  | |
| Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning) | Date |
|  | |
| Chief Academic Officer; Extended Campuses (or Designee) | Date |
|  |  |

Approved as submitted: Yes  No

Approved as modified: Yes  No

# PSY 215: Abnormal Psychology

**Department of Psychology, College of Social and Behavioral Sciences, NAU**

Spring 2014 semester

Meeting time Tuesday/Thursday 9:35-10:50

Room TBD

Instructor: Sumner Sydeman, Ph.D.

Office: SBS 315

Office Hours: TBD

Email: [sumner.sydeman@nau.edu](mailto:sumner.sydeman@nau.edu)

Office Phone: (928) 523-9472

**Course Prerequisites:**

PSY 101 Introduction to Psychology is a prerequisite for this course.

**Email Contact**

Emails should be sent from your **NAU** account to **my** NAU email account and should include PSY 215 in the subject line. If you have not heard back from me within 72 hours, please resend your email.

**Teaching Assistant**

TBD

**Required Textbook and Readings**

Comer, R.J. (2014). *Fundamentals of Abnormal Psychology (7th Edition)*. New York: Worth.

*It is crucial that you have the 7th edition of the textbook as it reflects changes with the publication of*

*the DSM-V in 2013.*

Additional readings (journal articles, etc.) that are required for the course will be available on the Black Board shell for the course.

#### Course Description

Abnormal Psychology is the study of abnormal or dysfunctional emotions, thoughts, and behaviors. The course focuses on experiences (symptoms) that deviate from cultural norms and cause clinically significant distress as well as psychosocial dysfunction. We will focus on the classification of psychological disorders into various classes of disorders, the disorders themselves, and symptoms of each disorder. Other major components involve learning about the etiology (risk factors for) and research-supported treatments for psychological disorders.

**Course Objectives**

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| --- | --- | --- |
| Department Learning Goal | Course Learning Goals | Evaluation Method |
| **Goal One: Knowledge Base in Psychology** | Students will demonstrate fundamental knowledge and comprehension of key concepts in abnormal psychology including: defining abnormal psychology, taking into account psychological, sociocultural, developmental, and cultural norms and influences; major models/paradigms of abnormal psychology and treatments for mental disorders based on each paradigm; the categorization of mental health disorders and associated symptoms based on the DSM-V; etiology (risk factors) for various mental health disorders; and research-supported treatments for these disorders. Students will also learn about the prevalence rates of various disorders in the general population. | * Exams * In-Class assignments * Therapy Papers * Motion Picture Paper |
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**Assessment of Student Learning Outcomes**

**Exams**

Exams are designed to assess your understanding of facts, interpretation, and applied understanding in abnormal psychology. The course includes four exams, three of which are during the semester and a final examination. Exams will be primarily multiple choice, matching, fill in the blank, and short essay format. To excel on exams, you will need to master materials presented in class (lectures, etc.) as well as information from the textbook and any other provided readings. Study guides will be provided for each exam. Exams are not comprehensive.

In-Class Assignments/Experiences

Research in psychology indicates that student attendance is strongly associated with their performance in classes (grades). To encourage class attendance, the course is set up such that on five separate occasions over the semester, we will have “pop” assignments and exercises during class. These will not be announced in advance. If you are present during the class meeting where we have an in-class assignment to engage in that day’s exercise, you receive points toward your final grade.

**Therapy Session Papers**

Many students in psychology are interested in pursuing a career as a mental health professional but have not yet had the opportunity to observe psychotherapy to see what it “looks like.” In order to help students learn more about psychotherapy, there will be two Therapy Session Papers. For each paper, you will watch TWO (2) therapy sessions and write a brief paper (2 pages minimum). All sessions will be available in digitized format through the course BB Learn shell. Specific instructions for these assignments will be provided later.

**Motion Picture Paper**

In order to practice application of psychodiagnostic skills, this paper provides an opportunity for informal, practice diagnosis of a character from a Hollywood motion picture. For this assignment, you will watch one motion picture (from an assigned list) and answer specific questions about one character in the movie. You will diagnose the psychological disorder(s) that this character appears to experience including a description of the symptoms you observe leading you to this conclusion. You will then write a brief (2 page minimum) paper for this assignment. Specific instructions for these assignments will be provided later.

**Grades**

Grades will be based upon student performance on the exams and assignments as described. Course grades are based on the following scale:   
900-1000 points= A; 800-899 = B; 700-799 = C; 600-699 = D; < 599 = F.

100 points (10%) In-Class Assignments (5 in class assignment exercises @ 20 points each) 100 points (10%) Therapy Session Paper 1

100 points (10%) Therapy Session Paper 2

100 points (10%) Motion Picture Paper: Diagnose a character from a movie

150 points (15%) Exam #1

150 points (15%) Exam #2

150 points (15%) Exam #3

150 points (15%) Final Exam

**1000 points 100% Total points for course**

**Paper Due Dates and Late Penalties**

All papers are due *at the beginning of the class meeting* on the assigned due date. Papers may only be turned in during class meetings. Assignments turned in after that class period on the due date may lose up to one letter grade. Papers turned in after the due date are allowed (though discouraged) but will only receive partial credit, losing one letter grade per class period late.

Papers will need to be turned in as *hard copies* to the instructor during our class meeting (no sliding under the door or email attachments, please) and must be typed using double-spacing, standard 12-point font (e.g., Times New Roman) and 1-inch margins.

Attendance and Make Up Policy for Exams and In-Class Assignments

In order to succeed in this class you will need to attend regularly. Although I will not be taking attendance, I expect you to be here every day. If you miss a class, it is your responsibility to get notes from a fellow student. I do not repeat lectures during my office hours; however, once you have obtained notes from a fellow student, I will help you interpret those notes during office hours.

Missing regularly scheduled exams is **strongly discouraged** and you will only be allowed to make up a missed exam or in-class assignment if: 1) **you notified me PRIOR TO the class period with the exam/assignment (email, voice mail)**; and 2) if your absence can be excused for legitimate reasons. Please note: I am the arbiter (or as eloquently stated by a past president of the United States: *I am the decider*) of what constitutes an excused absence. Such legitimate reasons for excused absences/late papers/missing exams will normally be limited to the following: serious illness; serious illness or death of a family member; official release from the university such as athletic or academic commitment; personal emergencies/situations; and religious holidays/ceremonies. In the case I allow makeup exams for excused absences, you need to see me in person as soon as possible to reschedule.

Just to reiterate: For any instances cases where you will miss assignment due date or an exam, you MUST contact me PRIOR to that class meeting.

Studying for Exams, Graduate School/Career Consultation, and Getting Help

To excel in this class you will need to attend class, read the textbook and any assigned readings, and complete assignments. If you are having difficulty mastering course material, or if you would like to discuss anything about the field of psychology, such as graduate school or a career in the mental health professions, I encourage you to schedule an appointment with me during office hours to meet.

If you make a D or F on any exam or assignment and you are unclear why your study/preparation strategy did not result in a stronger grade, I **strongly** urge you to see me or the course TA within a week after the paper or exam is returned.

Abnormal Psychology is an academic survey course of psychological disorders. Please note that it is a survey course based in academic psychology and is neither a therapeutic experience to learn more about your issues nor a group therapy experience. If you need assistance with personal adjustment issues, substance use problems, test anxiety, etc. that could be helped with therapeutic counseling (especially if they are interfering with your functioning in classes), I encourage you to contact the NAU Counseling Center (523-2261) to learn more about available therapy options that can help.

**Academic Integrity Policy**

Students are expected to be familiar with NAU’s policies regarding academic integrity. Violations of academic integrity (including, but not limited to plagiarism and cheating) will not be tolerated and will result in a grade of zero for the assignment/exam, if not a grade of zero (F) for the course. Violations may be reported to the chair of the Department of Psychology and the Dean of the College of Social and Behavioral Sciences.

###### **TENTATIVE\* SCHEDULE**

Timing (such as lecture topics) is subject to change. You are expected to attend all classes to stay current on announcements about topics to be covered, instructions for assignments, and deadlines. However, I do my best to keep the exams on their scheduled dates (barring blizzards, instructor illness, etc.). Any changes in exam dates will be emailed to students.

Dates Chapter Topics/due dates/exam dates

1/14 **Chapter 1** Introduction; Course logistics

1/16 **Chapter 1** Abnormal Psychology: Introduction to the Mental Health Professions

1/21 **Chapter 2** Models of Abnormality; Preparation for graduate study in Mental Health Professions

1/23 **Chapter 2** Models of Abnormality

1/28 **Chapter 3** Assessment, Diagnosis, and Treatment

1/30  **Chapter 3** Assessment, Diagnosis, and Treatment

2/4 **Exam #1**

2/6 **Chapter 4** Anxiety, Obsessive-Compulsive, and Related Disorders

2/11 **Chapter 4**Anxiety, Obsessive-Compulsive, and Related Disorders

2/13 **Chapter 4** Anxiety, Obsessive-Compulsive, and Related Disorders

2/18 **Chapter 5** Disorders of Trauma and Stress **Therapy session** **Assignment 1 due**

2/20 **Chapter 5** Disorders of Trauma and Stress

2/25 **Chapter 6** Disorders of Mood

2/27 **Chapter 6** Disorders of Mood

3/4 **Chapter 6** Disorders of Mood

3/6  **Chapter 7** Suicide

3/11 **Exam #2**

3/13 **Chapter 9** Eating Disorders

**3/17-3/21 Spring Break**

3/25 **Chapter 9** Eating Disorders **Therapy session Assignment 2 due**

3/27 **Chapter 10** Substance Use and Addictive Disorders

4/1 **Chapter 10** Substance Use and Addictive Disorders

4/3 **Chapter 12** Schizophrenia

4/8 **Chapter 12** Schizophrenia

4/10 **Chapter 12** Schizophrenia

4/15 **Exam #3**

4/17 **Chapter 13** Personality Disorders

4/22 **Chapter 13** Personality Disorders **Motion Picture Paper due**

4/24 **Chapter 14** Disorders of Childhood and Adolescence

4/29 **Chapter 14** Disorders of Childhood and Adolescence

5/1 **Chapter 15** Disorders of Aging and Cognition

5/5 – 5/8 (TBD) **Final Exam**

Religious Observances

Students who anticipate being absent from class due to the observation of a religious observance should provide notice of the date(s) to the instructor, in writing, in advance of their absence from class. We can then work together to stay on track with materials/assignments.

Sensitive Subject Material

Please see NAU Policy Statement. The topics covered in this class are of a mature and adult nature.

Northern Arizona University

**Policy Statements**

**http://www4.nau.edu/avpaa/UCCPolicy/plcystmt.htmlSafe Environment Policy**

NAU’s Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean’s office or from the NAU’s Affirmative Action website [http://home.nau.edu/diversity/.](http://home.nau.edu/diversity/) If you have concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (928-523-5181), or NAU’s Office of Affirmative Action (928-523-3312).

**Students with Disabilities**

If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice) or 523-6906 (TTY), [dr@nau.edu](mailto:dr@nau.edu) (e-mail) or 928-523-8747 (fax). Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation ([www.nau.edu/dr](http://www.nau.edu/dr)) 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

**Institutional Review Board**

Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets monthly. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB Policy and Procedures Manual is available in each department’s administrative office and each college dean’s office or on their website: <http://www.research.nau.edu/vpr/IRB/index.htm>. If you have questions, contact the IRB Coordinator in the Office of the Vice President for Research at 928-523-8288 or 523-4340.

**Academic Integrity**

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU’s administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix G of NAU’s Student Handbook <http://www4.nau.edu/stulife/handbookdishonesty.htm>**.**

**Academic Contact Hour Policy**

The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: “an hour of work is the equivalent of 50 minutes of class time…at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit.”

The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.

**SENSITIVE COURSE MATERIALS**

“University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In the course of college studies, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.”