

Application for a New Course v10.1

Course ID <i>Subject and Number</i>	PSYC 345
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Robert McKelvain
2	Course Teacher	Robert McKelvain
3	Course Title	Sexual Minorities: Identities and Communities
4	Course Abbreviation (if title is over 30 characters)	Sexual Minorities: Ident & Com
5	College	Arts and Sciences
6	Department	Psychology
7	Number of Credit Hours	3
8	Instructor Workload	3
9	Catalog Description (50 words or less)	A survey of the development of sexual minority identities and communities and their interaction with majority culture based on critical assessment of social/behavioral science research.
10	List any prerequisites (course/s, test scores, class standing, major, etc.)	CORE 110; COMS 211; ENGL 112
11	List any co-requisites	
12	How often will it be offered? Fall	X
13	How often will it be offered? Spring	
14	How often will it be offered? Summer	
15	How often will it be offered? Fall	
16	Frequency?	Every year
17	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Fall 2014
18	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i>	yes Sexual Minorities: Identities and Communities 6 enrolled; enrollment was by invitation

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	Elective in Psychology
2	Justification State the justification for adding this course to the current curriculum. Represent the need	Recent events have changed the nature of the discussion of sexual minorities from "if" or "when" to "how" they will play a more integrated role in our culture. Current social change regarding sexual minorities will require fully informed Christian leadership equipped with a "global, critical, and missional perspective."

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	The audience is ACU students with critical thinking skills from CORE 110, COMS 211 and ENGL 112
2	State the overarching course goal(s) in performance terms.	To understand the development of sexual minority identities and communities and their interaction with majority culture based on social/behavioral science research.

2. Competencies and Measurements

Goal / Question	Competency	Measure of Success
How do sexual minority identities and communities develop and how do they interact with the institutions of "mainstream" culture?	Explain the concept of culture and it's use in understanding behavior.	Exams
	Explain the relationship of minorities, in particular sexual minorities, to the institutions of majority	Exams Annotated bibliography

Goal / Question	Competency	Measure of Success
	culture.	
	Describe the components of the bio-psycho-socio-culture model of the gender-sexual system. Apply the model to clarify individual, group, and institutional case examples.	Exams Annotated bibliography
	Compare and contrast the contemporary models of sexual identity formation; develop a "synthesis" model of sexual identity formation.	Exams Annotated bibliography
	Explain the development and functions of sexual minority communities.	Exams Annotated bibliography
	Identify the claims and evaluate the evidence used in articles or other writings about sexual minorities.	Annotated bibliography Reflection/commentary
	Explain the history, issues, decisions, and significance of recent court cases involving sexual minorities.	Exams

Goal / Question	Competency	Measure of Success
How does the culture, particularly the political environment, affect social and behavioral science research agendas, funding, and the interpretation of data?	Identify the claims and evaluate the evidence used in articles or other writings about sexual minorities.	Annotated bibliography
	Write a case study of the historical, social, and political context and consequences of a selected journal article.	Group case study
By what intellectual pathways do persons of faith arrive at differing perspectives on sexual minorities? How may a person of faith "think theologically" about sexual minorities?	Compare and contrast the contemporary theological perspectives on sexual minorities.	Exams Annotated bibliography

3. Text and Resources

From the syllabus –

Textbooks and readings:

No single textbook is required for this course. The readings for this course are drawn from many sources. The reading schedule which is attached provides the details of each reading assignment. There are two types of readings. There are "core readings" which are required reading for every class member. The content from the core readings will be included on the major exams. The "elective readings" are readings from which you may choose (or be assigned) for class discussion. Readings for this course are drawn from book chapters and journal articles from behavioral, social, and biological sciences. One autobiographical source and three theological papers are also included. So that you are not taken by surprise you should know that the biological science readings are accompanied by line drawings and black & white photography to illustrate the anatomical conditions being described. Also, in

the autobiographical reading and in some quotations in other readings, the actual words of real persons describing their experiences may occasionally be strong or explicit.

Sexual Minorities: Identities and Communities

Reading Calendar

Core readings are required for all class members and will be the basis of exam questions. Elective readings will be assigned for class discussion and annotated bibliography entries. Each student will usually have one elective reading in addition to the core reading for a weekly assignment.

Week 1 — Introduction to concepts, models, and Christian context

Core Reading

Peel, E. (2009). Intergroup relations in action: Questions asked about lesbian, gay and bisexual issues in diversity training. *Journal of Community & Applied Social Psychology*, 19(4), 271 - 285.
doi:10.1002/casp.997

Clarke, V., Ellis, S. J., Peel, E., & Riggs, D. W. (2013). *Lesbian gay bisexual trans & queer psychology: An introduction*. Cambridge, UK: The Cambridge University Press.

Week 2 — Bio-psycho-socio-cultural sexual system overview

Core Reading

Gender Spectrum (nd). A word about words. Oreinda, CA: author
(genderspectrum.org)

Markus, H., Crane, M., Bernstein, S., & Siladi, M. (1982). Self-schemas and gender. *Journal of Personality and Social Psychology*, 42(1), 38-50.

Elective Reading

Rieger, G., Chivers, M. L., & Bailey, J. M. (2005). Sexual arousal patterns of bisexual men. *Psychological Science*, 16(8), 579-584.

Week 3 — Culture and it's components: Locating sexual minorities

Core Reading

Van Hove, G., & Lievens, F. (2003). The effects of sexual orientation on hirability ratings: an experimental study. *Journal of Business and*

Psychology, 18(1), 15-31.

- Merritt, P. S., Cook, G. I., Wang, M., Schnarrs, P. W., & Jack, S. (2013). Can a gay man play it straight? How being "out" influences perceptions of masculinity and performance appraisal. *Psychology of Popular Media Culture*, 2(3), 150 - 160. doi:10.1037/a0030957
- Shen, M. J., Haggard, M. C., Strassburger, D. C., & Rowatt, W. C. (2013). Testing the love thy neighbor hypothesis: Religiosity's association with positive attitudes toward ethnic/racial and value-violating out-groups. *Psychology of Religion and Spirituality*, 5(4), 294 - 303. doi:10.1037/a0033648

Elective Reading

- Greene, B. (2005). Psychology, diversity and social justice: Beyond heterosexism and across the cultural divide. *Counselling Psychology Quarterly*, 18(4), 295 - 306. doi:10.1080/09515070500385770
- Hegarty, P., & Golden, A. M. (2008). Attributional beliefs about the controllability of stigmatized traits: Antecedents or justifications or prejudice? *Journal of Applied Social Psychology*, 38(4), 1023-1044.
- Epple, C. (1998). Coming to terms with Navajo nadleehi: A critique of berdache, "gay," "alternate gender," and "two-spirit." *American Ethnologist*, 25(2), 267-290.

Week 4 — Science and evidence in the midst of advocacy and social change

Core Reading

- Sleek, S. (2013). Inconvenient truth-tellers: What happens when research yields unpopular findings. *APS Observer*, 26 (9) November, 2013.
- Clarke, V. (2000). "Stereotype, Attack and Stigmatize those Who Disagree": Employing Scientific Rhetoric in Debates about Lesbian and Gay Parenting. *Feminism & Psychology*, 10(1), 152 - 159. doi:10.1177/0959353500010001018
- Harding, R., & Peel, E. (2007). VI. Surveying sexualities: Internet research with non-heterosexuals. *Feminism & Psychology*, 17(2), 277 - 285. doi:10.1177/0959353507076563

Week 5 — Intersex persons: Experience and identity

Core Reading

- Wisniewski, A. B., Chernausek, S. D., & Kropp, B. P. (2012). Disorders of sex development: A guide for parents and physicians. Baltimore, MD: The John Hopkins University Press. [Chapters 1-5]
- Fausto-Sterling, A. (2000) Sexing the Body: Gender Politics and the Construction of Sexuality, New York, NY: Basic Books. [Chapters 1 & 2]

Elective Reading

- Dessens, A. B., Slijper, F. M. E., & Drop, S. L. S. (2005). Gender dysphoria and gender change in chromosomal females with congenital adrenal hyperplasia. *Archives of Sexual Behavior*, 34(4), 389 - 397. doi:10.1007/s10508-005-4338-5
- Wiesemann, C., Ude-Koeller, S., Sinnecker, G. H. G., & Thyen, U. (2009). Ethical principles and recommendations for the medical management of differences of sex development (dsd)/intersex in children and adolescents. *European Journal of Pediatrics*, 169(6), 671 - 679. doi:10.1007/s00431-009-1086-x

Week 6 — Transgender persons: Experience and identity

Core Reading

- American Psychological Association, Task Force on Gender Identity and Gender Variance. (2009). *Report of the Task Force on Gender Identity and Gender Variance*. Washington, DC: Author [pages 25-56]
- If you are concerned about your child's gender behaviors [Brochure]. (n.d.) Washington, DC: Children's National Medical Center.

Elective Reading

- Wren, B. (2002). 'I can accept my child is transsexual but if I ever see him in a dress I'll hit him': Dilemmas in parenting a transgendered adolescent. *Clinical Child Psychology and Psychiatry*, 7(3), 377 - 397. doi:10.1177/1359104502007003006
- Dickey, L. M., Alie, L., & Meier, S. L. C. (2011). Bibliography of transgender literature: 2000-2010.

Week 7 — Lesbian, gay, and, bisexual persons: Experience and identity

Core Reading

- Yarhouse, M. A., & Tan, E. S. N. (2004) Sexual identity synthesis: Attributions, meaning-making, and the search for congruence. Lanham, MD: University Press of America. [Chapters 1-3]
- LeVay, S. A difference in hypothalamic structure between heterosexual and homosexual men. (1991). *Science*, 253(5023), 1034-1037
- Maguen, S., Floyd, F. J., Bakeman, R., & Armistead, L. (2002). Developmental milestones and disclosure of sexual orientation among gay, lesbian, and bisexual youths. *Applied Developmental Psychology*, 23(2), 219-233.
- Pew Research Center. (2013). A survey of LGBT Americans: Attitudes, experiences and values in changing times. Washington, D. C.: author. [Chapter 1 & 3]

Elective Reading

- Thompson, E. M., & Morgan, E. M. (2008). "Mostly straight" young women: Variations in sexual behavior and identity development. *Developmental Psychology*, 44(1), 15 - 21. doi:10.1037/0012-1649.44.1.15
- Peplau, L. A., & Garnets, L. D. (2000). A new paradigm for understanding women's sexuality and sexual orientation. *Journal of Social Issues*, 56(2), 329-350.
- Thomas, A. B., Ross, M. W., & Harris K. K. (2007). Coming out online: Interpretations of young men's stories. *Sexuality Research and Social Policy: Journal of NRSC*. 4(2), 5-17.
- Savin-Williams, R. C., & Ream, G. L. (2003). Sex variations in the disclosure to parents of same-sex attractions. *Journal of Family Psychology*, 17(3), 429 - 438. doi:10.1037/0893-3200.17.3.429
- Willoughby, B. L. B., Doty, N. D., & Malik, N. M. (2008). Parental reactions to their child's sexual orientation disclosure: A family stress perspective. *Parenting*, 8(1), 70 - 91. doi:10.1080/15295190701830680
- Rickards, T., & Wuest, J. (2006). The process of losing and regaining credibility when coming-out at midlife. *Health Care for Women International*, 27(6), 530 - 547. doi:10.1080/07399330600770254

Week 8 — Sexual minority communities

Core Reading

- Pew Research Center. (2013). A survey of LGBT Americans: Attitudes,

experiences and values in changing times. Washington, D. C.:
author. [Chapter 5]

Week 9 — History of sexual minority communities

Core Reading

Crompton, L. (2003) *Homosexuality and Civilization*. Cambridge, MA:
The Belknap Press of Harvard University Press. [Chapters 2 & 5]
Carpenter, D. (2012) *Flagrant Conduct: The Story of Lawrence v Texas*,
New York, NY: W. W. Norton & Company. [Chapters 1-2]

Elective Reading

Brennan, T., & Hegarty, P. (2007). Who was Magnus Hirschfeld and why
do we need to know? *History & Philosophy of Psychology*, 9(1), 12
- 18.

History timelines

<http://www.pbs.org/wgbh/americanexperience/features/timeline/stonewall/>

http://en.wikipedia.org/wiki/Timeline_of_LGBT_history

Week 10 — Sexual minorities: Law and public policy

Core Reading

John Geddes Lawrence and Tyron Garner v Texas. 539 U.S. 558 (2003)
[selected pages]
Brief of the American Psychological Association et al., in John Geddes
Lawrence and Tyron Garner v Texas. 539 U.S. 558 (2003) [selected
pages]
Brief of the Cato Institute in John Geddes Lawrence and Tyron Garner v
Texas. 539 U.S. 558 (2003) [selected pages]
Brief of the Family Research Council and Focus on the Family in John
Geddes Lawrence and Tyron Garner v Texas. 539 U.S. 558 (2003)
Roy Romer, Governor of Colorado, et al. v. Richard G. Evans, et al. 517
U.S. 620 (1996) [selected pages]

Week 11 — Sexual minorities: Health and health care

Core Reading

Mays, V. M., & Cochran, S. D. (2001). Mental health correlates of
perceived discrimination among lesbian, gay, and bisexual adults

in the United States. *American Journal of Public Health*, 91(11), 1869-1876.

Meyer, I. H. (2003). Prejudice, social stress, and mental health in lesbian, gay, and bisexual populations: Conceptual issues and research evidence. *Psychological Bulletin*, 129(5), 674 - 697.
doi:10.1037/0033-2909.129.5.674

Hinchliff, S., Gott, M., & Galena, E. (2005). 'I daresay I might find it embarrassing': General practitioners' perspectives on discussing sexual health issues with lesbian and gay patients. *Health & Social Care in the Community*, 13(4), 345-353.

Spitzer, R. L. (2003). Can some gay men and lesbians change their sexual orientation? 200 participants reporting a change from homosexual to heterosexual orientation. *Archives of Sexual Behavior*, 32(5), 403-417.

Elective Reading

Frankis, J., & Flowers, P. (2005). Men who have sex with men (MSM) in public sex environments (PSEs): A systematic review of quantitative literature. *AIDS Care*, 17(3), 273 - 288.
doi:10.1080/09540120412331299799

Warner, J. (2004). Rates and predictors of mental illness in gay men, lesbians and bisexual men and women: Results from a survey based in England and Wales. *The British Journal of Psychiatry*, 185(6), 479 - 485. doi:10.1192/bjp.185.6.479

Week 12 — Sexual minorities and religion

Core Reading

Goldinjay, J. E., LeMarquand, G. R., Sumner, G. R., & Westberg, D. A. (2011). Same-Sex Marriage and Anglican Theology: A view from the traditionalists. *The Anglican Theological Review*, 93(1), 1-51.

Wilson, M. (2014). From Sherwin Bailey to gay marriage in Some significant developments in Christian thought since 1955, 201-212.

Pew Research Center. (2013). A survey of LGBT Americans: Attitudes, experiences and values in changing times. Washington, D. C.: author. [Chapter 6]

Elective Reading

Rodriguez, E. M., & Ouellette, S. C. (2000). Gay and lesbian Christians: Homosexual and religious identity integration in the members of

- participants of a gay-positive church. *Journal for the Scientific Study of Religion*, 39(2), 333-348.
- Hays, R. B. (1996). *The Moral Vision of the New Testament: Community, Cross, New Creation: A Contemporary Introduction to New Testament Ethics*. New York, NY: HarperCollins. [Chapter 16]
- Sherkat, D. E. (2002). Sexuality and religious commitment in the United States: An empirical examination. *Journal for the Scientific Study of Religion*, 41(2), 313-323
- Jones, S. L. & Yarhouse, M. (2007) *Ex-Gays?: A Longitudinal Study of Religiously Mediated Change in Sexual Orientation*, Downers Grove, IL: IVP Academic

Week 13 — Sexual minorities: Growing up different

Core Reading

- Cohler, B. J., & Hammack, P. L. (2006). The psychological world of the gay teenager: Social change, narrative, and "normality." *Journal of Youth and Adolescence*, 36(1), 47 - 59. doi:10.1007/s10964-006-9110-1
- Carragher, D. J., & Rivers, I. (2002). Trying to hide: A cross-national study of growing up for non-identified gay and bisexual male youth. *Clinical Child Psychology and Psychiatry*, 7(3), 457 - 474. doi:10.1177/1359104502007003011

Elective Reading

- Reid, J. (1973). *The best little boy in the world: The true and moving story of coming to terms with being gay*. New York: G. P. Putnam's Sons. [selected chapters]
- Jeong, S., & Lee, B. H. (2013). A multilevel examination of peer victimization and bullying preventions in schools. *Journal of Criminology*, 2013(4), 1 - 10. doi:10.1155/2013/735397
- Cochran, B. N., Stewart, A. J., Ginzler, J. A., & Cauce, A. M. (2002). Challenges faced by homeless sexual minorities: Comparisons of gay, lesbian, bisexual, and transgender homeless adolescents with their heterosexual counterparts. *American Journal of Public Health*, 92(5), 773-777.

Week 14 — Sexual minorities: Courtship and marriage

Core Reading

- Peplau, L. A., & Fingerhut, A. W. (2007). The close relationships of lesbians and gay men. *Annu. Rev. Psychol.*, 58(1), 405 - 424. doi:10.1146/annurev.psych.58.110405.085701
- United States, Petitioner v. Edith Schlain Windsor, in Her Capacity as Executor of the Estate of Thea Clara Spyer, et al. 570 U.S. ____ (2013) 133 S.Ct. 2675 (2013) [selected pages]
- Derek Kitchen, Moudi Sbeity, Karen Archer, Kate Call, Laurie Wood, and Kody Partridge vs. Gary R. Herbert, John Swallow, and Sherrie Swensen. --- F.Supp.2d ---, 2013 WL 6697874 (D.Utah) December 20, 2013 [selected pages]
- Brief of the Family Research Council in Dennis Hollingsworth, et al., Petitioners v. Kristin M. Perry, et al. 570 U.S. ____ (2013) 133 S.Ct. 2652 (2013) [selected pages]
- Brief of the American Psychological Association et al., in Dennis Hollingsworth, et al., Petitioners v. Kristin M. Perry, et al. 570 U.S. ____ (2013) 133 S.Ct. 2652 (2013) [selected pages]
- Pew Research Center. (2013). A survey of LGBT Americans: Attitudes, experiences and values in changing times. Washington, D. C.: author [Chapter 4]

Elective Reading

- Rosenberger, J. G., Herbenick, D., Novak, D. S., & Reece, M. (2013). What's love got to do with it? Examinations of emotional perceptions and sexual behaviors among gay and bisexual men in the United States. *Archives of Sexual Behavior*, 43(1), 119 - 128. doi:10.1007/s10508-013-0223-9
- Suter, E. A., Daas, K. L., & Bergen, K. M. (2007). Negotiating lesbian family identity via symbols and rituals. *Journal of Family Issues*, 29(1), 26 - 47. doi:10.1177/0192513X07305752
- Wight, R. G., LeBlanc, A. J., & Badgett, L. (2013). Same-sex legal marriage and psychological well-being: Findings from the California health interview survey. *American Journal of Public Health*, 103(2), 339-346. doi:10.2105/AJPH
- Blando, J. A. (2001). Twice hidden: Older gay and lesbian couples, friends, and intimacy. *Generations*, 25(2), 87-89.
- Price, E. (2005). All but invisible: Older gay men and lesbians. *Nursing Older People*, 17(4), 16-18.
- Kurdek, L. A. (2005). What do we know about gay and lesbian couples?

Current Directions in Psychological Science, 14(5), 251-254.
Patterson, C. J. (2000). Family relationships of lesbians and gay men.
Journal of Marriage and the Family, 62(4), 1052-1069.

Week 15 — Parenting

Core Reading

Patterson, C. J. (2009). Children of lesbian and gay parents: Psychology, law, and policy. *American Psychologist*, 64(8), 727-736.
Brief of the American Psychological Association et al., in *Howard v. Arkansas*, 367 Ark. 55, 238 S.W.3d 1 (2006)
Mark Regnerus, "How different are the adult children of parents who have same-sex relationships? Findings from the New Family Structures Study," *Social Science Research* Vol 41, Issue 4 (July 2012), pp. 752-770; online at:
<http://www.sciencedirect.com/science/article/pii/S0049089X12000610>
2
Sprigg, P. (June, 2012). New study on homosexual parents tops all previous research. Washington, D. C. Family Research Council 1–6. Issue Brief IF12F08

Elective Reading

Hicks, S. (2008). Gender role models . . . who needs 'em?! *Qualitative Social Work*, 7(1), 43 - 59. doi:10.1177/1473325007086415
Tasker, F. (1999). Children in lesbian-led families: A review. *Clinical Child Psychology and Psychiatry*, 4(2), 153 - 166.
doi:10.1177/1359104599004002003
Armesto, J. C. (2002). Developmental and contextual factors that influence gay fathers' parental competence: A review of the literature. *Psychology of Men & Masculinity*, 3(2), 67 - 78.
doi:10.1037//1524-9220.3.2.67
Goldberg, A. E., & Smith, J. Z. (2013). Predictors of psychological adjustment in early placed adopted children with lesbian, gay, and heterosexual parents. *Journal of Family Psychology*, 27(3), 431 - 442. doi:10.1037/a0032911
Goldberg, A. E. (2007). Talking about family: Disclosure practices of adults raised by lesbian, gay, and bisexual parents. *Journal of Family Issues*, 28(1), 100 - 131. doi:10.1177/0192513X06293606
Bailey, J. M., Bobrow, D., Wolfe, M., & Mikach, S. (1995). Sexual

orientation of adult sons of gay fathers. *Developmental Psychology*, 31(1), 124-129.

Stacey, J., & Biblarz, T. J. (2001). (How) does the sexual orientation of parents matter? *American Sociological Review*, 66(2), 159-183.

Perrin, E. C. et al., (2002). Technical report: Coparent or second-parent adoption by same-sex parents. *Pediatrics*, 109(2), 341-344.

Loren Marks, "Same-sex parenting and children's outcomes: A closer examination of the American Psychological Association's brief on lesbian and gay parenting," *Social Science Research* Vol 41, Issue 4 (July 2012), pp. 735-751; online at:

<http://www.sciencedirect.com/science/article/pii/S0049089X12000580>

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Dean of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the Library report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
4	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
5	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
6	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
7	Justification — Attach all documents referred to in Section II-2
8	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
9	Provide documentation for all additional attachments here

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: February 18, 2014
TO: Dr. Robert McKelvain
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application – Sexual Minorities : Identities and Communities

After reviewing the course application, the library should be able to support the proposed course. If the library needs to purchase any additional resources, please let Karen Hendrick (hendrick@acu.edu), librarian liaison to the University Core and Department of Psychology, know. Thank you for letting the library review the course application.

Feb 18, 2014

Dr. Robert McKelvain
Office Phone: (325) 480 4825
Chambers Hall 216
Email: Robert.mckelvain@acu.edu

Re: Review of Psyc 345: Sexual Minorities: Identities and Communities

Dear Dr. McKelvain,

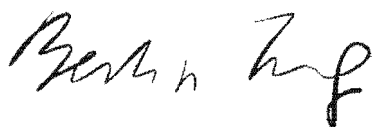
Thank you for the submission of the application for the new Psyc 343: Sexual Minorities: Identities and Communities. I reviewed the syllabus based on the [ACU Syllabus Guidelines](#). The syllabus is very effective in communicating your requirements to students. I especially like your quote at the beginning of the syllabus, as well as the way you tie questions with competencies and measurements.

Here are some minor suggestions:

- In some sections, such as in the policies, you might want to separate subsections (between "attendance" and "technology use" for instance), with line breaks to make it easier to read.
- I did not see how many points each exam/assignment is worth, except there is a weight assigned for each one of them. I see that you use letter grades for the papers, while such letter grades will be weighted in the end. Is there a way you translate the letter grade to a raw score so that it can be weighted? Or would be easier for you to use scores and translate that to weighted grade later on?

These are just my impressions after reading it. If you choose to make any changes to them, you can do so yourself. You do not need to bring it back to us for review.

Please let us at the Adams Center serve you in any aspect of your course development, implementation, and/or ongoing teaching of the course. Again, thank you for allowing the Adams Center team to review your course application and if there is any way we can serve you, please know we are here to serve you.



Director, Instructional Design, Adams Center

V. Preliminary Approvals

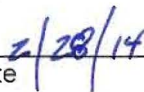
All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Course Number and Name: PSYC 345 Sexual Minorities: Identities and Communities

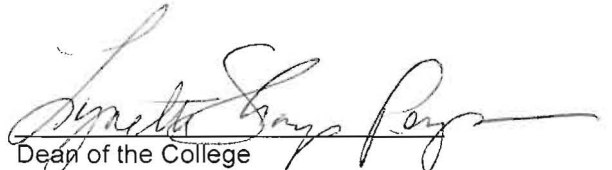
Primary Department



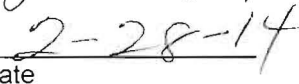
Department Chair



Date



Dean of the College



Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

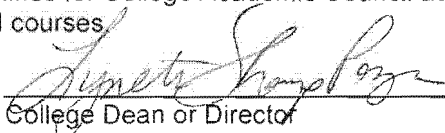
VI. Actions *Place all actions on one page.*

Course ID: PSYC 345

Course Title: Sexual Minorities: Identities + Communities

1. College Academic Council: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ☒ Denied ☐  3-4-14
College Dean or Director Date

Approved ☐ Denied ☐ _____
College Dean or Director Date

2. Graduate Council: (for graduate level courses)

Approved ☐ Denied ☐ _____
Dean of Graduate School Date

3. Teacher Education Council: (when applicable)

Approved ☐ Denied ☐ _____
TEC Chair Date

4. University General Education Council: (when applicable)

Approved ☐ Denied ☐ _____
Provost's designee Date

5. University Undergraduate Academic Council: (*undergraduate level courses*)

Approved ☐ Denied ☐ _____
Vice Provost Date

6. Academic Provost: (for all courses)

Approved ☐ Denied ☐ _____
Provost Date

7. President of the University Action: (for all courses)

Approved ☐ Denied ☐ _____
President Date

Attach notes, comments, or conditions from appropriate councils: