

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number **PSYC 120** _____ or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

Request that PSYC 120 *Introduction to Psychology* be included in the General Education Social and Behavioral Sciences Menu.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³								
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Course term(s)	A	I	A	I				I	I
4.	Content (substantive change)	A	A	A	I				A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A				A	I
6.	Course number within the hundred	A	A	I	I				I	I
7.	Course number beyond the hundred	A	A	A	A				A	I
8.	Prerequisites	A	A	A	I				I	I
9.	Course fee(s)	A	--	A	--				A	I
10.	From U to G <i>or</i> G to U	A	A	A	A				A	I
11.	Cross list with another department: U or G level	A	A	A	A				A	I
12.	Department of record	A	A	A	A				A	I
13.	Open or close a course	A	A	A	A				A	I
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	I

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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	Change to a Degree Plan	Dept./School	College Academic	Deans	COUNCIL ³				Provost	Faculty	President	Board of Trustees
					TEC	JGEC	JUAC	GRAD				
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

	Provost-Proposed Change	Provost	Department	Dean	COUNCIL ³			Faculty	President	Board of Trustees
					TEC	JUAC	Graduate			
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

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COUNCIL³

	Change to the Catalog Information	Dept./School	College Academic	Deans	UGE C	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A	A
2.	Admission requirements	--	--	--		A		A	A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A	A

¹ Councils may request additional information about “Information” items. These items are approved as “Consent Agenda.”

² The Dean and Department should respond to the Provost’s recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

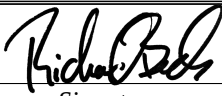
⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU’s University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and “not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession” (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that “general requirements for graduation” means the enumerated items in the “General Requirements for Bachelor’s Degrees” section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

	Department/School Chair(s)
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

College Academic Council(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Dean(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Teacher Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

General Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Undergraduate Academic Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Graduate Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Provost	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Faculty	
_____ <i>Chair of faculty senate</i>	_____ <i>Approval date</i>

President	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Application for Social and Behavioral Science Menu

Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

Social and Behavioral Science Description

Courses within this domain help students examine behavior and interactions among individuals, groups, institutions, and events to understand the complexities of social systems.

Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be based on the rubric submitted as part of this course application.

Subject code, course number, and title of course:	PSYC 120 Introduction to Psychology
Terms offered:	Fall and Spring
Catalog description:	A comprehensive survey of the science of psychology emphasizing human behavior.
Course prerequisites:	None
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	PSYO 120
Other general education menus on which the course appears or you are applying for:	NA

Description of Menu Fit

Please describe how your class fits into the Social and Behavioral Sciences Menu (200 words or less).

As a comprehensive survey of the major empirical findings and theories of psychology, PSYC 120 "helps students examine behavior and interactions among individuals, groups, institutions, and events to understand the complexities of social systems." Course content includes neuroscience, cognition, learning theory, lifespan development, social relations, multiculturalism, mental illness, and personality development. As a comprehensive and introductory survey course, PSYC 120 is focused upon "breadth of knowledge" within the field of psychology, surveying major empirical findings and theoretical perspectives, and does not focus on applied skills, techniques or procedures related to the counseling professions. In addition to "breadth of knowledge," PSYC 120 also introduces students to critical thinking and research methodologies related to psychological science.

Course Content

Using your syllabus as evidence, demonstrate that either the majority of course content or the majority of graded student work adheres to the Social and Behavioral Sciences description above (200 words or less).

As described by the American Psychological Association's Introductory to Psychology Initiative, introduction to psychology classes cover five "pillars" of content within the field of psychology¹:

Pillar 1: Biological Content

Neuroscience, Sensation, Consciousness

Pillar 2: Cognitive Content

Cognition, Memory, Perception, Intelligence

Pillar 3: Developmental Content

Learning, Life Span Development, Language

Pillar 4: Social and Personality Content

Social, Personality, Emotion, Multicultural, Motivation

Pillar 5: Mental and Physical Health Content

Abnormal, Health, Therapies

As seen in the PSYC 120 syllabus, the APA content pillars create the content of PSYC 120 meeting and assessing the Gen Ed SBS subject matter outcome.

Beyond the APA "five pillars" of content, PSYC 120 also includes a unit (textbook Chapter 2 "Psychological Science") focused on critical thinking and the role of research methods in making, evaluating, and supporting psychological claims. This unit meets and assesses (in Exam 1) the Gen Ed outcomes A2 (Listen to, understand, and critically evaluate rhetorical claims), C1 (Evaluate widely disparate sources of information and competing evidence to form their own reasoned positions) and C2 (Analyze quantitative data, published writing, or observable phenomena to draw informed conclusions).

Prerequisites

If the course has prerequisites, provide evidence that the course contributes to a student's breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or less).

There are no prerequisites for PSYC 120. The goal of PSYC 120 is to highlight how psychology applies to everyday life, across social and vocational contexts, in order to inform and enrich every ACU student, no matter their major or vocational pursuits.

Relevant Outcomes

At a minimum, a course applying to the Social and Behavioral Science menu must address at least one performance indicator from each of the following areas:

- Social and Behavioral Sciences Subject Matter
- A2: Listen to, understand, and critically evaluate rhetorical claims.
- C1: Evaluate widely disparate sources of information and competing evidence to form their own reasoned positions.
- C2: Analyze quantitative data, published writing, or observable phenomena to draw informed conclusions.

¹ <https://www.apa.org/ed/precollege/undergrad/introductory-psychology-initiative/including-integrative-themes>

Ideally, assessment will occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each performance indicator. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
SBS subject matter	Comprehensive Exam (assessing mastery of the five pillars of content)
Outcome A2	Exam #1 questions, content from Chapter 2 ("Psychological Research"), evaluating ability to critically evaluate rhetorical claims regarding human psychology.
Outcome C1	Exam #1 questions, content from Chapter 2 ("Psychological Research"), assessing ability to evaluate widely disparate sources of information and competing evidence concerning psychological claims.
Outcome C2	Exam #1 questions, content from Chapter 2 ("Psychological Research"), assessing ability to interpret data appropriate for psychological research.

Please use the following rubric to perform assessment each year. If a performance indicator is not assessed, please write "Not Assessed" in the "Meets Expectations" section. The last two pages have rubric examples for your reference; these pages may be deleted before submitting your application.

Social and Behavioral Science Subject Matter

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand and/or investigate behavior and interactions among individuals, groups, institutions, events, and social systems	Students correctly answer fewer than 75% of PSYC 120 comprehensive exam questions.	Students correctly answer 75% or more of PSYC 120 comprehensive exam questions correctly.	Students correctly answer 90% or more of PSYC 120 comprehensive exam questions.

Student Learning Outcome A2 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand intent of source	Students correctly answer fewer than 75% of PSYC 120 Exam 1 questions assessing A2 outcome.	Students correctly answer 75% or more of PSYC 120 Exam 1 questions assessing A2 outcome.	Students correctly answer 90% or more of PSYC 120 Exam 1 questions assessing A2 outcome.

Interpret source within rhetorical context		Not Assessed	
Evaluate relevance of source within multiple contexts		Not Assessed	

Student Learning Outcome C1 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Compare and contrast multiple viewpoints on a topic	Students correctly answer fewer than 75% of PSYC 120 Exam 1 questions assessing C1 outcome.	Students correctly answer 75% or more of PSYC 120 Exam 1 questions assessing C1 outcome.	Students correctly answer 90% or more of PSYC 120 Exam 1 questions assessing C1 outcome.
Develop and express an evidence-based viewpoint on a topic		Not Assessed	
Synthesize information from multiple sources		Not Assessed	

Student Learning Outcome C2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Read and interpret data in a form that is appropriate for the discipline	Students correctly answer fewer than 75% of PSYC 120 Exam 1 questions assessing C2 outcome.	Students correctly answer 75% or more of PSYC 120 Exam 1 questions assessing C2 outcome.	Students correctly answer 90% or more of PSYC 120 Exam 1 questions assessing C2 outcome.

PSYC 120 Introduction to Psychology

Course number and title:

PSYC 120 Introduction to Psychology

Credit hours:

3 Credit Hours

Semester and year:

Fall/Spring

Meeting time and place:

Bible 100

Prerequisites/corequisites:

There are no prerequisites for PSYC 120

Catalog description:

A comprehensive survey of the science of psychology emphasizing human behavior.

About Me

Professor:

Professor Rachel Riley, M.S

Office location:

McKenzie 122

Email address:

rachel.riley@acu.edu

Office hours:

Wed 11:00- 3:00; also by request

A Little About Me:

I grew up in Beaumont, TX. I received my Bachelor's degree in Psychology and Master's degree in Counseling Psychology from ACU. After graduating from ACU, I lived for three years in Lubbock where I worked as an LPC-I/LPC for Buckner Children and Family Services. I also taught Introduction to Psychology at Lubbock Christian University. My counseling practice and ministry began by serving abused children that were placed in the Texas Foster Care System.

I met my husband Chris when we were in our hometown high school youth group. We decided to date after I graduated high school. We dated on and off for a few years while at ACU and had two engagements. That's a long story. We don't have time for that right now. We have two awesome kids, Jackson and Alice Anne. We also have a very famous dog, Mister. I'm hopeful you'll be over at our house and meet all of these people- they mean the world to me.

My family worships at Highland church of Christ where we are actively involved in the university ministry. Community through a local church is so very important while you're starting your adult life. We'd love to see you there!

Mission Statements

ACU Mission: The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

College Mission: The mission of the College of Arts and Sciences is to engage students with humanity's greatest ideas to create understanding, apply insights, and serve the world as Christian thinkers and problem solvers.

Department Mission: The mission of the Abilene Christian University Psychology Department is equipping students with psychological science and practice for Christian service and leadership throughout the world.

Course Content

Outline of topics:

PSYC 120 will introduce you to the major findings and theories across five “pillars” of content within the field of psychology:

Pillar 1: Biological Content

Neuroscience, Sensation, Consciousness

Pillar 2: Cognitive Content

Cognition, Memory, Perception, Intelligence

Pillar 3: Developmental Content

Learning, Life Span Development, Language

Pillar 4: Social and Personality Content

Social Psychology, Personality, Emotion, Multicultural Psychology, Motivation

Pillar 5: Mental and Physical Health Content

Abnormal Psychology, Health Psychology, Therapies

Format of Class

Format of Class:

The format of PSYC 120 is a discussion-focused lecture class, with grades determined across four tests and a comprehensive final exam.

Instructional Materials

Textbook:

Psychology 2e.

Online textbook at OpenStax: <https://openstax.org/details/books/psychology-2e>

Learning Outcomes

Competencies:

Five Content Pillars:	Students will...	Measurement
Biological	Demonstrate mastery of key terms, research findings and theoretical concepts concerning neuroscience, sensation, consciousness.	Exam 1
Cognitive	Demonstrate mastery of key terms, research findings and theoretical concepts concerning cognition, memory, perception, intelligence.	Exam 2
Developmental	Demonstrate mastery of key terms, research findings and theoretical concepts concerning learning, life span development, language.	Exam 3
Social and Personality	Demonstrate mastery of key terms, research findings and theoretical concepts concerning social psychology, personality, emotion, multicultural psychology, motivation.	Exam 3 (Personality) Exam 4 (Social)
Mental and Physical Health	Demonstrate mastery of key terms, research findings and theoretical concepts concerning abnormal psychology, health psychology, therapies.	Exam 4
Comprehensive Assessment	Demonstrate comprehensive mastery of key terms, research findings and theoretical concepts concerning the five content domains: 1) biological, 2) cognitive, 3) developmental, 4) social and personality, and 5) mental and physical health.	Comprehensive Final Exam

Assessment and Grading

Assessment activities:

There will be five multiple choice tests during the semester, the fifth test being a comprehensive final exam. Each test is worth 100 points (as a grade of 0% to 100%). The five test grades will be averaged to create your final grade. After that averaging, final letter grades will be assigned as follows: A = 100%-90%, B = 89%-80%, C = 79%-70%, D = 69%-60%, F = 59%-0%

University Policies

ADA Compliance Policy:

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please email alpha@acu.edu call their office directly at 325-674-2667.

Academic Integrity Policy:

Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failure to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submission of papers or projects obtained

from another source (e.g., research service or club paper file) as one's own, and 3) Falsifying information orally or in writing. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of your school, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following [this link](#).

Anti-Harassment Policy:

As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. When I am not able to keep your information confidential, I will only share it with responsible administrators on campus who can provide you with services and resources. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence or stalking that you report to me. If you would prefer to share information in a confidential setting, I encourage you to speak with someone in the [ACU Counseling Center](#). All of your options are available for review by clicking on the link to ACU's [policy](#).

Course Policies

Attendance:

You have 6 "personal days" to use during the semester, days when you don't come to class. These are to be used as sick days, for family crises, or school sports/trips. Please use your days wisely and save them for later in the semester. You might become ill late in the semester or your family might experience a crisis the last week of school. Should you exceed 6 absences during the semester your final grade will be dropped one letter grade. (Note that school sponsored trips/athletic events are counted as personal days.)

If a student accrues more than **6 absences** (20% of the class), that student will receive an "F" as a final grade.

Extra Credit:

In the ACU Psychology Department, we're engaged in ongoing research. If you would like to participate in some research that our graduate students are doing, I'll make extra credit available to you if it is available. I'll give you more details as the semester progresses.

Technology in the Classroom:

In order to have face-to-face conversation, sustained attention and to eliminate distractions for those sitting directly behind you the use of laptops and tablets should be limited during lectures. Smartphones are prohibited- turn those things off and put them away for the hour and twenty minutes were together. After the first warning additional warnings will result in a 10% reduction of your final grade for each warning.

Note: Each exam will require a laptop or tablet.

Semester Calendar

Dates (TBD)	Class Content
	Course Overview and Syllabus
	Chapter 1: Introduction to Psychology (Part 1)
	Chapter 1: Introduction to Psychology (Part 2)
	Chapter 2: Psychological Research
	Chapter 3: Biopsychology (Part 1)
	Chapter 3: Biopsychology (Part 2)
	Exam #1
	Chapter 4: States of Consciousness
	Chapter 6: Learning (Part 1)
	Chapter 6: Learning (Part 2)
	Chapter 7: Thinking and Intelligence (Part 1)
	Chapter 8: Memory
	Exam #2
	Chapter 9: Life Span Development (Part 1)
	Chapter 9: Life Span Development (Part 2)
	Chapter 10: Emotion and Motivation (Part 1)
	Chapter 10: Emotion and Motivation (Part 2)
	Chapter 11: Personality (Part 1)
	Chapter 11: Personality (Part 2)
	Exam #3
	Chapter 12: Social Psychology (Part 1)
	Chapter 12: Social Psychology (Part 2)
	Chapter 15: Psychological Disorders (Part 1)
	Chapter 15: Psychological Disorders (Part 2)
	Chapter 16: Therapy and Treatment
	Exam #4
	Exam #5 Comprehensive Final Exam