

Approval Chart for Curriculum Changes

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

Course Number PSYC 351 or Degree Plan(s) _____

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

Currently PSYC 351 is a 4 Credit class, 3 Lecture Hours and 2 Lab hours.

We request to reduce the Lab Hours from two to one. The class will remain a 4 Credit Class (3 Lecture Hours and 1 Lab Hour).

The reason for the change is that, after a review of the syllabus and learning outcomes, the department has determined that the learning outcomes for the lab can be effectively and more efficiently accomplished in a one hour lab.

The change in lab hours also alleviates complicated scheduling conflicts the two hour labs create.

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	A
5.	Number of hours (lecture, lab, contact)	A	A	A	A				A	A
6.	Course number within the hundred	A	A	I	I				I	I
7.	Course number beyond the hundred	A	A	A	A				A	A
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	A
11.	Cross list with another department: U or G level	A	A	A	A				A	A
12.	Department of record	A	A	A	A				A	A
13.	Open or close a course	A	A	A	A				A	A
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	A

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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		COUNCIL ³										
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
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	--

COUNCIL ³										
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
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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COUNCIL ³									
	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A
2.	Admission requirements	--	--	--		A		A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A
5.	Other academic policy changes	--	--	--		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.

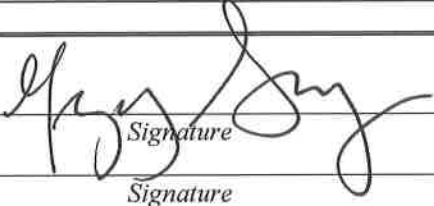
⁷ The UUAC approved the clarification that “general requirements for graduation” means the enumerated items in the “General Requirements for Bachelor’s Degrees” section of the catalog.

Revised 3-8-17

Curriculum/Catalog Changes Signature Page

 Signature	Department/School Chair(s) 2/19/2018 Approval date
_____ Signature	_____ Approval date

 Signature	College Academic Council(s) 3.2.18 Approval date
_____ Signature	_____ Approval date

 Signature	Dean(s) 3/6/18 Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

P SYC 35101
(3 Credit Hours)
Spring 2018
10:00 am- 10:50 am (MCK 42)
M&W&F

1. Teacher Information:

- A. Name: Billy Van Jones, PhD (professor of Psychology)
- B. Office: McKenzie 129
- C. Telephone #: Ext 2281
- D. E-Mail: jonesb@acu.edu
- E. Office Hours:
 - M: 2:00 pm – 3:30 pm
 - T: 1:00 pm – 3:00 pm
 - F: 11:30 a.m. -12:00 p.m.

2. Mission: To educate students for Christian service and leadership throughout the world

3. Integration of Faith and Religion: A class will be devoted to religion as a way of acquiring knowledge

4. Prerequisite: PSYC 368

5. Course Rationale:

A methods course has several benefits. It is the first step to learning the necessary skills to conduct research in Psychology. It improves your understanding of content areas of Psychology (Clinical, Developmental, Social, etc.). Also, if you (a) do well in undergraduate research methods and statistics courses, and (b) are involved in conducting research, your chances of acceptance into a graduate program are increased. After completion of a graduate program you will be aware of the latest research in your area of expertise and capable of reading research critically. Also, if you work for a social service agency, you may deal with accreditation boards or funding sources who will want to know if the psychological services you provide are effective. Evaluation of effectiveness requires research. Even if you never collect a single piece of data after completing this course, knowledge of research methods will make you a more informed and critical consumer of information.

6. Description of the course:

This course will expose you to research methods in psychology at the undergraduate level. You will engage in problem-solving during each stage of research in PSYC 35101, from choosing the problem to “publishing” the results. Problem-solving is a demanding task. It requires work: a high level of mental activity and time. While some of the work can occur during class sessions, you must also work outside the classroom. You will need to read the assignments before we discuss them in the classroom. Some of you might need to arrange one-on-one meetings with me during my office hours.

I will not attempt to cover all areas of Experimental Psychology. During discussions, I will emphasize basic concepts and procedures that newcomers to research should learn. After we discuss concepts and procedures I will give you a quiz. The quiz will be open-book. You can use your book, notes, and PowerPoint presentations as you take the quiz. You must not consult with anyone when taking the quiz: a classmate, teacher, etc. After you take a quiz, I will answer any questions you have

about quiz items. Next, you will participate in a Small Group Activity (SGA). During the SGA, you will form groups and complete an assignment and submit a group report. I will not answer questions during the SGA because the SGA is designed to be a critical thinking exercise in which you learn from each other as you apply concepts and procedures. After the quiz and the SGA, you will take a major test.

While statistics and research are inseparable, success in this course does not depend upon prior understanding of statistics. When it is appropriate, I will provide an intuitive explanation of required statistical tests, along with the reason for selecting them. We will perform statistical tests with SPSS. Use of SPSS will be explained during lab sessions.

7. Objectives

Consistent with information in the textbook and the lectures, students

- A. Recognize research concepts or terminology
- B. Apply research processes & indicate their consequences

8. Measurement of Objectives A and B

- A. Tests: Multiple-Choice (Approximately 50 items per test)
- B. Quizzes: Multiple-Choice (Approximately 20 items per quiz)
 - a) Required method of submission: Canvas
A student who takes a quiz on a non-ACU computer accepts responsibility for its compatibility and reliability with the ACU network.
 - b) Alternative submission **only if Canvas crashes**: Typed, emailed prior to deadline
Although several quizzes are listed on the tentative schedule, a quiz can occur on any day.
- C. SGA = Short Essay
An SGA must be uploaded to Canvas as a pdf file by the deadline to obtain credit.
Several SGAs will occur throughout the semester on any day. Come to every class day.
- D. Final: Multiple choice (Comprehensive)

9. Requirement for a Makeup:

- A. Quiz or SGA: Three or more consecutive absences and Physician's/Nurse's note
- B. Test: Absence on day of Test and Physician's/Nurse's note
If your failure to complete an assignment meets the requirement for a Makeup, you must notify me the first time you come to class after the assignment was due, not later.

10. Required Text: Jackson, S. (2016). Research Methods and Statistics: A Critical Thinking Approach, Fifth Addition. Cengage Learning.

11. Course Evaluation:

Test 1: 15%
Test 2: 15%
Test 3: 15%
Test 4: 15%
Final: 25%
Quiz: 5%
SGA: 10%

Letter Grade	Range
A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	≤59

12. Tentative Schedule

Jan 17	Introduction
19	Pp 1-14
22	Pp 14-28
24	Pp 14-28
26	Pp 29-52
29	Pp 29-52
31	Quiz #1
Feb 2	Test #1
5	Pp 235-242
7	Pp 235-242
9	Pp 243-244
12	Pp 243-244
14	Pp 147-170
16	Pp 147-170
19	Quiz #2
	Test #2
23	Pp 230-235
26	Pp 230-235
28	Pp 190-194
Mar 2	Pp 244-252, 258-259
5	Pp 244-252
7	Pp 260-266
9	Pp 260-266
19	Pp 266-273, 279-280
21	Pp 266-273
23	Quiz #3
26	Test #3
28	Pp 281-299, 316-318
Apr 2	Pp 281-299
4	Pp 300-308
6	Pp 300-308
9	Pp 320-328
11	Pp 320-328
13	Pp 329-340, 349-352
16	Pp 329-340
18	Quiz #4
20	Test #4
23	Pp 353-358
25	Pp 353-358
27	Pp 358-362
30	Pp 358-362
May 2	Quiz #5
4	TBA
7	Dead-Day
8	Final (10-11:45 a.m.)

13. Attendance

Come to class to take advantage of the points you can earn.

If you come to class while attendance is being checked or after attendance is checked, it is your responsibility to notify me of your attendance at the end of the class period, not days or weeks later.

If you decide to "drop" the class, you must go through the formal process of "dropping" the class (obtain a "drop form" and submit the form to the Registrar's Office by the deadline set by the Registrar's Office). If you only quit attending class, you will receive an "F" at the end of the semester. You cannot "drop" the class and remain enrolled in PSYC 351L1/L2.

14. Special Accommodations:

The Disability Service Office (a function of Alpha Service) facilitates disability accommodations. You must be registered with the Disability Service Office and you must complete a specific request for accommodations. To register with the Disability Services Office, you must provide current and complete documentation of your disability.

To request accommodations, you should obtain separate Disability Accommodations. Request forms for each class in which you will need accommodations at the beginning of each semester from the

Disability Accommodations Coordinator. You must discuss your need with each professor, obtain his or her signature on the form, and return a copy of the form to the Disability Accommodations Coordinator. You will then be given specific directions as to how accommodations will be facilitated.

15. Academic Integrity Policy

Rationale for Policy

The most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. As a community of Christians and scholars we are each responsible to expect behaviors from each other consistent with the nature of God, to respect the community, and to respect ourselves.

Expectations of academic honesty and integrity extend to both university employees and students. Every member of the community is responsible for protecting the integrity of learning, scholarship, and research. Being responsible requires action against violations in spite of peer pressure, loyalty, or compassion. Individuals must take responsibility for their own conduct and discourage misconduct by others.

Definition of Academic Integrity

Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes but is not limited to reading assignments, homework assignments, assessments, examinations and tests, attendance at required out-of-class activities, written or oral presentations, and laboratory experiments and research.

Violations of academic integrity and other forms of cheating involve the intention to deceive or mislead or misrepresent and therefore, are a form of lying. Specific examples of academic dishonesty in this course include, but are not limited to, the following:

- Submitting for credit, in whole or in part, the work of others.

- Receiving, giving, or using unauthorized aid on an examination.

- Failure to give credit to sources used in a work in an attempt to present the work as one's own.

- Submission of paper(s) or project(s) obtained from any service, such as a friend, research service, or club paper file, as one's own.

- Allowing other members of a group to provide a disproportionate fraction of a required group project or activity.

- Claiming credit for an attendance or service activity without attending or performing the activity

Written or oral presentation of falsified materials and facts, including but not limited to the results of interviews, laboratory experiments, and field-based research.

Consequences of Breach

Academic dishonesty may result in, but is not limited to the following:

A first offence will result in a grade reduction (lowering the grade on the assignment in which academic dishonesty occurred and/or assigning an *F* for the final course grade).

Should you be permitted to remain in the class after being found in violation of the academic integrity policy, may also be required to retake the exam or an alternate exam, resubmit the course work, or complete an alternate assignment. Any such makeup work may be graded independently or averaged with the penalized grade for the original dishonest work. Failure to comply with such requirements constitutes a second violation.

A second violation in a class will result in an automatic *F* in the course.

All instances of academic dishonesty will be reported to Dean of the College of Arts and Sciences and the Dean of Students in the Student Life Office.

Appeal Process

If you would like to appeal a decision, then please follow this link to learn about how to file an appeal:

<http://www.acu.edu/campusoffices/studentlife/judicialDocuments/AcademicIntegrity.pdf>.

PSYC 351L1
 (1 Credit Hour)
 Spring 2018
 Tuesday
 3:00 p.m. – 4:50 p.m.
 MCK 42

General Information:

1. Teacher: Billy Van Jones, PhD (Professor of Psychology)
2. Office: McKenzie 129
3. Tel#: 674-2281
4. E-Mail: jonesb@acu.edu
5. Office Hours:

Mon	2:00 pm – 3:30 pm
Tuesday	1:00 pm – 3:00 pm
Friday	11:30 am - 12:00 pm

For your convenience, please make an appointment to insure I am in the office when you arrive. Many times I must go to committee meetings or faculty meetings. Also, you can avoid having to wait outside the office while I talk to another student. An appointment is not required.

Rationale for the Lab:

Nearly all university psychology departments provide undergraduates with "hands on" experience designing, conducting, and reporting psychological research. This experience usually occurs in a lower division laboratory course. Also, the need for early exposure to "hands on" research is indicated by the increasing emphasis upon research in psychology courses and by graduate school admission committees inquiring about an applicant's involvement in research.

Context:

The Lab is designed for the junior/senior level. It is for undergraduates only. The focus is on experiments and non-experiments. The lab will parallel the material covered in PSYC 35101/02. A student must be enrolled in the lab and in PSYC 35101/02 during the same semester.

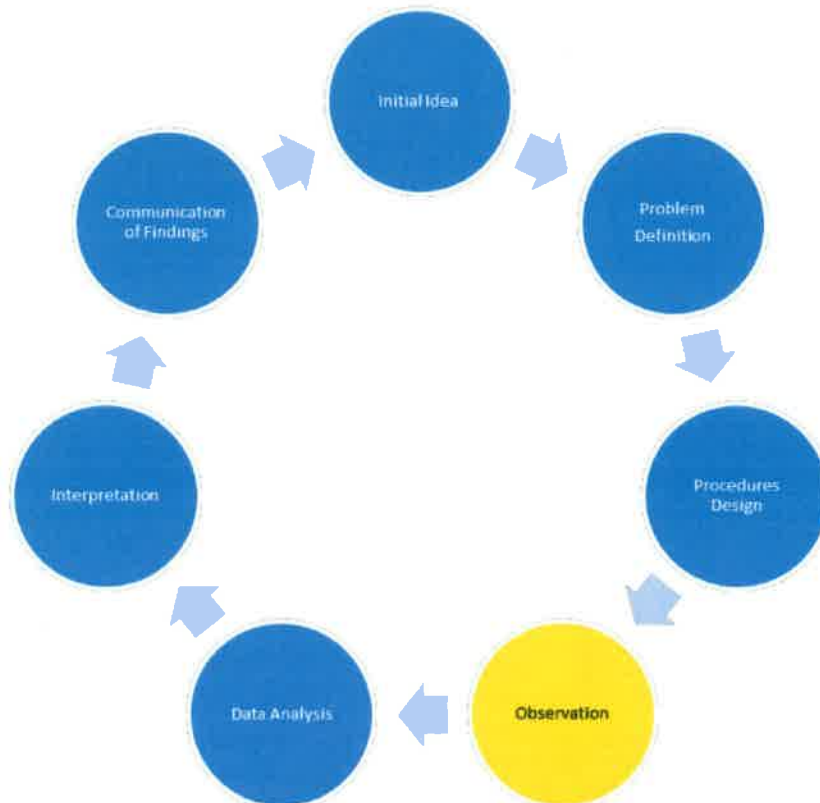
Entry Characteristics. Some students come to PSYC 351L1 with a thorough knowledge of psychology while others do not. As a minimum, you should be familiar with the content of Introductory Psychology. It would also be wonderful, if you were familiar with the content of Elementary Statistics. Since you probably will not have taken Elementary Statistics before enrolling in PSYC 351L1, I will introduce you to Elementary Statistics through an intuitive approach, as you complete exercises. Statistical sophistication is not a requirement for success in the lab.

Teacher-Student Roles. I will present or make available guidelines and examples to the class. You are to ask questions at any time. After you indicate that you do not have a question to ask, I will give an assignment. At that point I expect you to complete the assignment independent of me. Think of the assignment as a mini-test. It is not a time for you to ask questions or to ask for help. It is a time for you to demonstrate what you have learned.

You are expected to work on assignments during the time scheduled for the Lab. Be prepared to stay the entire time. **To receive credit for an assignment you must attend class the day the assignment is given and submit the assignment when it is due.** If you do not meet the requirements in “red”, it is your responsibility to notify me the first time you attend the lab after the assignment was due. Typically, the only acceptable excuse is several days of documented illness that prevent class attendance.

Objectives:

1. Given exercises, a computer, and software, you will create data files, perform a statistical analysis and make tables and figures. You will perform a statistical analysis of your lab project data, including tables/figures
2. Given suggestions for selecting a research topic, you will submit the name of your topic and the reasons for selecting the topic. **The topic cannot be a student’s previous class assignment or research project, SWPA project, teacher-assisted activity, etc**
3. Given access to PsycInfo & an abstract of a journal article, you will find the journal article during a lab session.
4. Given an example of critiquing a journal article, you will submit an evaluation of a journal article.
5. You will submit the full-text of 15 empirical journal articles that are relevant to your topic.
6. Given guidelines for writing a journal article, you will write the sections of a journal article.
 - A. Format: Typed, APA format
 - B. Deadline of each section: Noon of the next lab following the giving of the assignment
Late: Zero, unless ***extremely unusual*** circumstances
(not “one-day sick” because each student has the lab time and a week to complete each section)



Writing the sections of a journal article allows the completion of the research process illustrated above.

7. Given directions in creating a PowerPoint presentation, you will make a PowerPoint presentation of your research and present it during the last lab day. The PowerPoint presentation must incorporate any changes suggested by the feedback that you receive after submitting sections of the journal article. During the PowerPoint presentation, you should show that you can explain orally your Project without reading from notes.

You cannot receive credit for PSYC 35101/02, if you do not make and present a PowerPoint presentation.

Textbook: None

Contributors to Grade:		Grade Scale:
Homework (Objectives 3, 6):	60%	A: $\geq 90\%$
Data Files (Objective 1)	10%	B: 80-89%
Reports (Objectives 2, 4, 5):	10%	C: 70-79%
PowerPoint Presentation (Objective 7):	20%	D: 60-69%
		F: $\leq 59\%$

Schedule

Jan	16	Introduction
	23	Database search*; [Article search] **
	30	Illustration of Evaluation of journal article; [Evaluation by student]
Feb	6	Introduction [Five full-text articles]
	13	Student reading of journal articles for project [Five full-text journal articles]
	20	Participants [Introduction]
	27	Apparatus [Participants]
Mar	6	Design [Apparatus]
	20	Procedure & Selection of statistical test [Design]
	27	<u>Demo of Statistical test by student → In lab</u> [Procedure]
Apr	3	Student SPSS of Project Data; Results
	10	Discussion [Results]
	17	Abstract and References [Discussion]
	24	PowerPoint [Abstract and References]
May	1	PowerPoint

*Note- Topic of the lab session

**Note- Brackets indicate assignment that is due

Data file creation and manipulation sessions will occur as needed, no set schedule).

Read Attendance and Accommodation Policy on PSYC 35101/02 syllabus

Read the Academic Integrity Policy on PSYC 35101/02 syllabus