

## Approval Chart for Curriculum Changes

A = Approve    I= Information Item<sup>1</sup>    R= Advise & Respond<sup>2</sup>

Course Number PSYC 396 or Degree Plan(s) \_\_\_\_\_

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

see course packet

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

|                    |                                                                                                                   | COUNCIL <sup>3</sup> |                  |       |     |      |      |      |
|--------------------|-------------------------------------------------------------------------------------------------------------------|----------------------|------------------|-------|-----|------|------|------|
|                    |                                                                                                                   | Dept./School         | College Academic | Deans | TEC | UGEC | UUAC | GRAD |
| Change to a Course |                                                                                                                   |                      |                  |       |     |      |      |      |
| 1.                 | Title (description unchanged)                                                                                     | A                    | A                | A     |     | I    |      | I    |
| 2.                 | Description (not affecting content)                                                                               | A                    | A                | A     |     | I    |      | I    |
| 3.                 | Course term(s)                                                                                                    | A                    | I                | A     |     | I    |      | I    |
| 4.                 | Content (substantive change)                                                                                      | A                    | A                | A     |     | I    |      | A    |
| 5.                 | Number of hours (lecture, lab, contact)                                                                           | A                    | A                | A     |     | A    |      | A    |
| 6.                 | Course number within the hundred                                                                                  | A                    | A                | I     |     | I    |      | I    |
| 7.                 | Course number beyond the hundred                                                                                  | A                    | A                | A     |     | A    |      | A    |
| 8.                 | Prerequisites                                                                                                     | A                    | A                | A     |     | I    |      | I    |
| 9.                 | Course fee(s)                                                                                                     | A                    | --               | A     |     | --   |      | A    |
| 10.                | From U to G or G to U                                                                                             | A                    | A                | A     |     | A    |      | A    |
| 11.                | Cross list with another department: U or G level                                                                  | A                    | A                | A     |     | A    |      | A    |
| 12.                | Department of record                                                                                              | A                    | A                | A     |     | A    |      | A    |
| 13.                | Open or close a course                                                                                            | A                    | A                | A     |     | A    |      | A    |
| 14.                | New course — See website for application and process.<br>This change includes combining or splitting a course(s). | 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 <sup>3</sup> |                  |       |     |      |      |      | Board of Trustees |
|-------------------------|-------------------------------------------------------------------------------------------------------------|----------------------|------------------|-------|-----|------|------|------|-------------------|
| Change to a Degree Plan |                                                                                                             | Dept./School         | College Academic | Deans | TEC | UGEC | UUAC | GRAD |                   |
| 1.                      | University Requirements — Change in approved course content <sup>6</sup>                                    | A                    | A                | A     |     | A    |      | A    | --                |
| 2.                      | University Requirements — Add or drop a required course from the University Requirements chart <sup>6</sup> | A                    | A                | A     |     | A    |      | A    | --                |
| 3.                      | University Requirements — Add or drop a course from a menu within the University Requirements <sup>6</sup>  | A                    | --               | --    |     | A    |      | A    | --                |
| 4.                      | University Requirements — Change hours within a menu on the University Requirements chart <sup>6</sup>      | A                    | A                | A     |     | A    |      | A    | --                |
| 5.                      | Major — Revision of major <sup>4,5</sup>                                                                    | A                    | A                | A     |     | A    |      | A    | --                |
| 6.                      | Major — Adopt or change admission requirements                                                              | A                    | A                | A     |     | A    |      | A    | --                |
| 7.                      | Major — Add <sup>4,5</sup>                                                                                  | A                    | A                | A     |     | A    |      | A    | I                 |
| 8.                      | Major — Discontinue (proposed by the department or college)                                                 | 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    | --                |
| 11.                     | Minor — Revise course selection                                                                             | A                    | A                | A     |     | I    |      | I    | --                |
| 12.                     | Minor — Add                                                                                                 | A                    | A                | A     |     | A    |      | A    | --                |
| 13.                     | Minor — Discontinue (proposed by the department or college)                                                 | A                    | A                | A     |     | A    |      | A    | --                |
| 14.                     | Minor — Discontinue (proposed by the Provost)                                                               | See below.           |                  |       |     |      |      |      |                   |
| 15.                     | Degree — Add                                                                                                | A                    | A                | A     |     | A    |      | A    | I                 |
| 16.                     | Degree — Discontinue (proposed by the department or college)                                                | 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    | --                |

|                         |                                                                | COUNCIL <sup>3</sup> |            |      |     |      |          |         | Board of Trustees |
|-------------------------|----------------------------------------------------------------|----------------------|------------|------|-----|------|----------|---------|-------------------|
| Provost-Proposed Change |                                                                | Provost              | Department | Dean | TEC | UUAC | Graduate | Faculty |                   |
| 1.                      | Major/Graduate Program — Discontinue (proposed by the Provost) | A                    | R          | R    |     | A    |          | A       | I                 |
| 2.                      | Minor — Discontinue (proposed by the Provost)                  | A                    | R          | R    |     | A    |          | --      | --                |
| 3.                      | Degree — Discontinue (proposed by the Provost)                 | A                    | R          | R    |     | A    |          | A       | I                 |

## Approval Chart for Curriculum Changes

A = Approve      I= Information Item<sup>1</sup>      R= Advise & Respond<sup>2</sup>

### COUNCIL<sup>3</sup>

|    | Change to the Catalog Information                                                                                            | Dept./School | College Academic | Deans | UGEC | UUAC | GRAD | Provost | Faculty | President |
|----|------------------------------------------------------------------------------------------------------------------------------|--------------|------------------|-------|------|------|------|---------|---------|-----------|
| 1. | General requirements for graduation including course requirements that are common to all majors for all degrees <sup>7</sup> | --           | --               | --    |      | 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         |

<sup>1</sup> Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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.

<sup>5</sup> 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.

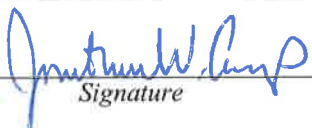
<sup>6</sup> Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular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

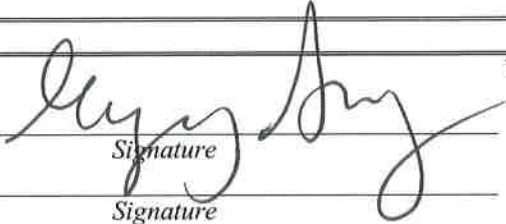
<sup>7</sup> The UUAC approved the clarification that "general requirements for graduation" means the enumerated items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 8-26-19

## Curriculum/Catalog Changes Signature Page

| Department/School Chair(s)                                                                     |               |
|------------------------------------------------------------------------------------------------|---------------|
| <br>Signature | Approval date |
| Signature                                                                                      | Approval date |

| College Academic Council(s)                                                                    |                          |
|------------------------------------------------------------------------------------------------|--------------------------|
| <br>Signature | 12-6-19<br>Approval date |
| Signature                                                                                      | Approval date            |

| Dean(s)                                                                                        |                           |
|------------------------------------------------------------------------------------------------|---------------------------|
| <br>Signature | 1/7/2020<br>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 |

# Application for a New Course v10.7

Discard instructional pages A-C before submitting application

|                                         |         |
|-----------------------------------------|---------|
| Course ID ( <i>Subject and Number</i> ) | PSYC396 |
|-----------------------------------------|---------|

## I. Systems and Catalog Information Complete each item.

|     |                                                                         |                                                       |
|-----|-------------------------------------------------------------------------|-------------------------------------------------------|
| 1   | Course Developer                                                        | Rachel Riley                                          |
| 2   | Course Instructor                                                       | Rachel Riley                                          |
| 3   | Course Title                                                            | Social and Psychological Issues of Emerging Adulthood |
| 4   | Course Abbreviation for Banner if title is more than 30 characters      | Soc & Psy Issues of Emerging Adult                    |
| 5   | College                                                                 | College of Arts and Sciences                          |
| 6   | Department or School                                                    | Psychology                                            |
| 7   | Number of Credit Hours                                                  | 3                                                     |
| 8a. | Number of contact hours – lecture                                       | 45                                                    |
| 8b. | Number of contact hours – lab/activity                                  | 0                                                     |
| 9   | Is the course for a fixed or variable number of credit hours?           | fixed                                                 |
| 10  | Explanation for variable credit                                         | -                                                     |
| 11  | Is the course repeatable for additional credit?                         | No                                                    |
| 12  | Maximum total number of credit hours a student can earn for this course | 3                                                     |

|    |                                                                                                         |                                                                                                                                                                                                                                                                                                                                                              |
|----|---------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 13 | What type of course is this?<br>(Select one option. Please see<br>Schedule Type definitions on Page C.) | <input checked="" type="checkbox"/> Traditional lecture<br><input type="checkbox"/> Traditional lab<br><input type="checkbox"/> Traditional lecture/lab<br><input type="checkbox"/> Experiential Learning<br><input type="checkbox"/> Seminar<br><input type="checkbox"/> Studio<br><input type="checkbox"/> Thesis<br><input type="checkbox"/> Dissertation |
|----|---------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|     |                                                                                                                                                            |                                                                                                                                                                                                                       |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 14  | Number of faculty workload hours                                                                                                                           | 3                                                                                                                                                                                                                     |
| 15  | Grade Mode                                                                                                                                                 | <input checked="" type="checkbox"/> Standard<br><input type="checkbox"/> Credit/No Credit (undergrad only)                                                                                                            |
| 16  | Maximum Enrollment                                                                                                                                         | 40                                                                                                                                                                                                                    |
| 17  | <b>Catalog Description</b><br>(50 words or less)                                                                                                           | This course focuses on developing an understanding of the specific issues that are facing the young/emerging adulthood stage of development(20s), specifically in the areas of prevention, intervention and advocacy. |
| 18  | List any prerequisites (course/s, test scores, class standing, major, etc.)                                                                                | none                                                                                                                                                                                                                  |
| 19  | List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite) | None                                                                                                                                                                                                                  |
| 20  | If the course is cross-listed, specify the Course ID(s)                                                                                                    | -                                                                                                                                                                                                                     |
| 21  | Does this course require any additional student course fees?                                                                                               | <input checked="" type="checkbox"/> No<br><input type="checkbox"/> Yes<br>If yes, attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-8.                                           |
| 22a | Will the course be offered in <b>fall</b> terms?                                                                                                           | <input checked="" type="checkbox"/> No<br><input type="checkbox"/> Yes<br>If yes: all, even, or odd years?                                                                                                            |

|     |                                                                                                                                                                                                                          |                                                                                                                                                                                                                            |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 22b | Will the course be offered in <b>spring</b> terms?                                                                                                                                                                       | <input type="checkbox"/> No<br><input checked="" type="checkbox"/> Yes<br>If yes: all, even, or odd years? All years                                                                                                       |
| 22c | Will the course be offered in <b>summer</b> terms?                                                                                                                                                                       | <input checked="" type="checkbox"/> No<br><input type="checkbox"/> Yes<br>If yes: all, even, or odd years?                                                                                                                 |
| 23  | First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>                                                                                                 | Spring 2021                                                                                                                                                                                                                |
| 24  | Is this course required for a degree/s?                                                                                                                                                                                  | <input checked="" type="checkbox"/> No<br><input type="checkbox"/> Yes<br>If yes, attach a revised degree plan(s) reflecting the placement of the new course.                                                              |
| 25  | Should the addition of this course be retroactively applied to the degree plan it supports?<br><i>This is rare, and rationale should explain compelling extenuating circumstances.</i>                                   | <input checked="" type="checkbox"/> No<br><input type="checkbox"/> Yes<br>If yes, provide rationale:                                                                                                                       |
| 26  | Has this course been offered as a Special Topics course?<br><i>New courses are not required to be taught as Special Topics courses prior to approval.</i>                                                                | <input type="checkbox"/> No<br><input checked="" type="checkbox"/> Yes<br>If yes, provide course ID, term, and enrollment:<br>Spring 2018- 40 students, offered as PSYC340<br>Spring 2019- 39 students, offered as PSYC340 |
| 27  | List any courses in which the content overlaps the proposed course.<br>(Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-D.</i> | none                                                                                                                                                                                                                       |

## II. Curriculum

- A. Explain effect on degree plans. If the addition of the course alters degree requirements, submit a separate Approval Chart for Curriculum Change to update the degree plan.
  - a. There is no direct effect on the degree plan.
- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

- a. There is an acute need to help psychology majors fulfil the requirement of 21 elective hours. 4

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### III. Course Design

#### A. Audience and Course Goal

##### 1. Describe the intended audience, including prerequisite skills.

1. This course is designed for students pursuing a career serving clientele in the following categories: late adolescence, early/emerging adulthood, families in crises, youth and campus ministry, university/higher education settings.
2. State the overarching course goal(s) in performance terms.

#### B. Student Learning Outcomes and Measurements

|   |                                                                                                                                                                                                                                                             |                                                                                 |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| 1 | Students will have developed competency in using various techniques to provide or contribute to prevention and intervention programs that promote academic achievement, mental health and physical well-being of emerging adults and their support systems. | Participation, Reading Assignments, Daily Quizzes, Website/App Project          |
| 2 | To identify, examine, and critically evaluate healthy dynamics associated with growth in the developmental stage of emerging adulthood.                                                                                                                     | Participation, Reading Assignments, Reflection paper                            |
| 3 | To apply psychological insights to promote spiritual, social, and emotional well-being.                                                                                                                                                                     | Website/App Project, Participation, Reading Assignments, Guest speaker lectures |
| 4 |                                                                                                                                                                                                                                                             |                                                                                 |
| 5 |                                                                                                                                                                                                                                                             |                                                                                 |

### 3. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings.

For **combined undergraduate/graduate** courses, make two lists:

- A. full publication information; label **Undergraduate**.

**Required Textbooks:**

Arnett, J.J.(2015). *Emerging Adulthood: The Winding Road from the Late Teen through the Twenties*, 2<sup>nd</sup>. Ed. Oxford.

Jay, M. *The Defining Decade*. Twelve, 2013, New York.

#### IV. Supporting Documentation

| Required of all applications |                                                                                |
|------------------------------|--------------------------------------------------------------------------------|
| 1                            | <b>Approval Chart for Curriculum Changes</b>                                   |
| 2                            | <b>Syllabus</b> — Spring 2021 syllabus attached                                |
| 3                            | <b>Instructional Design</b> — Submitted and approved 9/30/2019. Memo attached. |
| 4                            | <b>Library</b> — Submitted and approved 10/22/2019. Memo attached.             |
| Attach if applicable         |                                                                                |
| 5                            | <b>Content Overlap</b> — N/A                                                   |
| 6                            | <b>Departmental Resources</b> — N/A                                            |
| 7                            | <b>Resources</b> — None                                                        |
| 8                            | <b>Expenses</b> — None                                                         |
| 9                            | <b>Justification</b> — N/A                                                     |

## **PSYC 396**

### **Social & Psychological Issues in Emerging Adulthood**

#### **Course Information:**

**Course number and title:** PSYC 396: Social & Psychological Issues in Emerging Adulthood

**Credit Hours:** 3 Hours

**Semester and Year:** Spring(Jan short course) 2021

**Meeting Time and Place:** TBA

**Prerequisites/corequisites:** N/A

#### **Professor Information:**

**Professor's name, title, rank:** Rachel Riley, M.S., Associate College Professor

**Office location:** McK 122

**Phone number:** 674.2310

**E-mail:** Rachel.riley@acu.edu

**Office hours/Contact expectations:** MWF 8:00- 10:00; I am also available by appointment(email is the best way to reach me).

#### **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.

#### **Unique Christian Perspective**

PSYC340 is an exploration of the physical, emotional and spiritual development in the emerging adulthood stage of growth. Students enrolled in this class can expect prayer, scripture, and voices from the faith community to inform their integration of faith and learning.

#### **Course Content:**

**Catalog and course description:** This course focuses on developing an understanding of the specific issues that are facing the young/emerging adulthood stage of development, specifically in the areas of prevention, intervention and advocacy. Students will acquire familiarity with a broad range of techniques and gain competency in those techniques of particular relevance to their career goals.

**Intended audience:** This course is designed for students pursuing a career serving clientele in the following categories: late adolescence, early/emerging adulthood, families in crises, youth and campus ministry, university/higher education settings.

**Format of Class:** This class meets from Monday to Friday, 9:00- 5:00, as a January short course.

**Outline of Topics/Format:**

The format of this class is that of an interactive learning environment. Extensive preparation and participation is required of both the instructor and the students as we work together to expand our knowledge in the area of study. Classes consist of both instructor and student led discussions based on assigned readings, pre-practicum experiences, and presentations. A wide variety of experiences are used to enhance the learning process, such as group work, guest speakers, writing, and student presentation. Supplemental materials will be provided as handouts or reserved books. Students will be graded on discussion leading, prevention and intervention workshops, and case study write up and presentation.

**Required Textbooks:**

Arnett, J.J.(2015). *Emerging Adulthood: The Winding Road from the Late Teen through the Twenties*, 2<sup>nd</sup>. Ed. Oxford.

Jay, M. *The Defining Decade*. Twelve, 2013, New York.

Additional readings will be posted in Canvas as assigned/provided by the professor.

**Learning Outcomes:**

| Competencies:                                                                                                                                                                                                                                               | Measurements:                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| Students will have developed competency in using various techniques to provide or contribute to prevention and intervention programs that promote academic achievement, mental health and physical well-being of emerging adults and their support systems. | Participation, Reading Assignments, Daily Quizzes, App Presentation |
| To identify, examine, and critically evaluate healthy dynamics associated                                                                                                                                                                                   | Participation, Reading Assignments, Reflection paper                |

|                                                                                         |                                                                                 |
|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| with growth in the developmental stage of emerging adulthood.                           |                                                                                 |
| To apply psychological insights to promote spiritual, social, and emotional well-being. | Website/App project, Participation, Reading Assignments, Guest speaker lectures |

## **Grading and Assessment of Course Competencies:**

### Class participation

- Assigned readings from the required texts as well as those from outside sources provided by the instructor will be discussed in a combination of lecture and seminar format. Students are expected to remain current with reading assignments and to be prepared to discuss them in class. Students are expected to participate and be engaged during student presentations. I view presentations as an important part of learning for both the presenter and audience, points will be deducted if you are not engaged in the other students' presentations. Regular attendance is expected. Class participation is worth 50 points.

### Website/App Project

Each student will be assigned one website or app related to emerging adulthood. You will visit the website and prepare a 10-15 minute oral presentation to class about the website. Also, you will prepare a 1-2 page summary of the information found on the site for your professor and classmates including:

- web address/app info
- relevance and usefulness
- primary prevention activities or information
- secondary prevention activities or information
- tertiary prevention activities or information
- how the information contained at the website relates to or enhances the content of this class
- whether materials on the site are copyrighted or available for use
- links to other relevant or helpful sites

### Reflection Paper –

Students will write a 3-5 page paper describing what they have learned through this class and how they feel prepared to work through the issues facing emerging adults. Use of the supplemental texts, *The Defining Decade*(Jay) and *Emerging Adulthood*(Arnett) is required. Specific examples are welcomed and encouraged.

### Quizzes-

Students can expect a daily quiz over the assigned reading material.

Grades will be weighted according to the following schedule:

|                          |                                    |
|--------------------------|------------------------------------|
| Class Participation      | =50 points                         |
| Reflection Paper         | =200 points                        |
| Website/App Project      | =100 points                        |
| <u>Quizzes (5 total)</u> | <u>=250 points(50 points each)</u> |
| Total Possible Points    | =600 points                        |

Grades will be assigned according to the following scale:

A= 90% or more of the total points possible

B= 80-89% of the total points possible

C= 70-79% of the total points possible

D= 60-69% of the total points possible

F= less than 60% of the total points possible

### **University Policies:**

#### **ADA compliance:**

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 call 325-674-2667.

#### **Academic integrity:**

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](#).

**Harassment policy:**

As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Harassment is defined as unwelcome behavior or conduct based on sex, religion, race, age, color, national origin, veteran's status, disability, or any other characteristic protected by law when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in University programs or activities, (2) submission to, or rejection of, such conduct by an individual is used as the basis for a decision affecting an individual's employment, education, or participation in University programs or activities, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for work, education, or participation in a University program or activity. See the full university policy by following [this link](#).

**Course policies:****Attendance and tardiness:**

Attendance in this course is required. If you are absent for 20% or more of the course, you will automatically receive an "F."

**Participation:**

You are expected to be active participants each class period, taking notes, participating in class discussions, and completing assigned tasks. If off-task behavior becomes a distraction to other students or the professor, you may be marked absent despite being in attendance that day.

## PSYC 340 Course Calender

| Day              | Topics:                                                              | Required Textbook Reading for Unit:                                                                                                                                    | Assignment                                                        |
|------------------|----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| Prior to meeting | Read syllabus and complete pre-class reading assignments via Canvas, | <i>Emerging Adulthood*</i><br><br><i>Defining Decade*</i><br><br><i>*Students will read ahead of the class schedule. Schedule reflects readings we'll use that day</i> |                                                                   |
| 1                | Intro to course;<br>WORK                                             | <i>Emerging Adulthood(EA):</i><br><i>ch 1,7</i><br><br><i>Defining Decade(DD):</i><br><i>pp. xiii- 65</i><br><br><i>Guest speakers:</i>                                | 1. Daily Quiz                                                     |
| 2                | LOVE                                                                 | <i>EA: ch. 3, 4, 5</i><br><i>DD: 68- 129</i><br><br><i>Guest speakers:</i>                                                                                             | 1. Community App presentation(assigned students)<br>2. Daily Quiz |
| 3                | BODY/BRAIN                                                           | <i>EA: ch 2</i><br><i>DD: 133- 198</i><br><br><i>Guest speakers:</i>                                                                                                   | 1. Health App presentation(assigned students)<br>2. Daily Quiz    |
| 4                | FINANCES                                                             | <i>EA: ch. 6, 10</i><br><i>Other readings as assigned</i><br><br><i>Guest speakers:</i>                                                                                | 1. Finances App presentation(assigned students)<br>2. Daily Quiz  |

|   |       |                                                                                    |                                                                                                                             |
|---|-------|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| 5 | FAITH | <i>EA: ch 9</i><br><i>Other readings as assigned</i><br><br><i>Guest speakers:</i> | 1. Faith App presentation(assigned students)<br>2. Daily Quiz<br>3. Reflection Paper(due Friday before Spring Break begins) |
|---|-------|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|

September 28, 2019

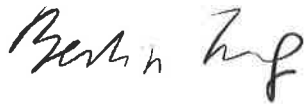
Professor Rachel Riley  
McK122  
325-674-2310  
Rachel.riley@acu.edu

Re: Review of PSYC340 (396)

Dear Professor Riley,  
Thank you for submitting Review of PSYC340: Social and Psychological Issues in Emerging Adulthood, and I have reviewed them based on the ACU Syllabus Guidelines from the Provost's office and found it to be meeting all requirements.

Please note that this letter is used during the review process as a reference. It is not meant to be final approval. Others in the review process may have recommendations too.

If you have any questions, please feel free to let me know. Please also let us at the Adams Center know if we can be of any help in the design and facilitation of this course.

A handwritten signature in black ink, appearing to read "Bern H. Inf". The signature is fluid and cursive, with the first name "Bern" and the last name "Inf" being the most prominent parts.

Director of Instructional Design  
Adams Center

# ABILENE CHRISTIAN UNIVERSITY

## LIBRARY

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### M E M O R A N D U M

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**DATE:** November 13, 2019  
**TO:** Rachel Riley  
**FROM:** Mark McCallon, Library Associate Dean  
**RE:** Course Application for PSYC 340 – Social and Psychological Issues in Emerging Adulthood

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After reviewing the course application and syllabus, the Library can support the proposed course. Thank you for letting us review the course proposal.