

Approval Chart for Curriculum Changes

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

Course Number PSYC 346 or Degree Plan(s) _____
 State the requested change and reason. A memo may be attached if more space is necessary.

The Psychology Department has needed a suite of elective classes to support our degree plan requirements. This class has supported that need, with good enrollment, as a special topics for three semesters. We now propose adding it as a new class: PSYC 346 Freud and Jung. The class is already factored into departmental teaching loads.

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	UUAC	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.

Approval Chart for Curriculum Changes

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

		COUNCIL ³							President	Faculty	Provost	GRAD	UUAC	UGEC	TEC	Deans	College Academic	Dept./School	Change to a Degree Plan	
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									
Board of Trustees	President	Faculty	Graduate	UUAC	TEC	Dean	Department	Provost	Provost-Proposed Change
I	A	A	A			R	R	A	1. Major/Graduate Program – Discontinue (proposed by the Provost)
--	A	--	A			R	R	A	2. Minor -- Discontinue (proposed by the Provost)
I	A	A	A			R	R	A	3. Degree – Discontinue (proposed by the Provost)

Approval Chart for Curriculum Changes

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

COUNCIL ³										
	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 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
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) 1/28/2021 Approval date
_____ Signature	_____ Approval date

 Jonathan Camp (Mar 23, 2021 11:13 CDT) Signature	College Academic Council(s) Approval date
_____ Signature	_____ Approval date

 Signature	Dean(s) 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>)	PSYC 346
---	----------

I. Systems and Catalog Information Complete each item.

1	Course Developer	John H. Casada
2	Course Instructor	John H. Casada
3	Course Title	Freud & Jung: Theories of the Mind
4	Course Abbreviation for Banner if title is more than 30 characters	Freud and Jung
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	
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? (Select one option. Please see Schedule Type definitions on Page C.)	☒ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation
14	Number of faculty workload hours	3

15	Grade Mode	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	40
17	Catalog Description (50 words or less)	"A survey of the work of Sigmund Freud and Carl Jung along with psychodynamic theories concerning psychological function and psychotherapy."
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?	☒ No ☐ Yes 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 fall terms?	☐ No ☒ Yes If yes: all, even, or odd years? All * The course may be offered in Spring or Summer in future years, but only once per academic year.
22b	Will the course be offered in spring terms?	☐ No ☐ Yes If yes: all, even, or odd years?
22c	Will the course be offered in summer terms?	☐ No ☐ Yes 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>	Fall 2021
24	Is this course required for a degree/s?	☒ No ☐ Yes 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	☒ No ☐ Yes

	plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	If yes, provide rationale:
26	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	☐ No ☒ Yes If yes, provide course ID, term, and enrollment: PSYC 340.04, 201820 -32 PSYC 340.01, 202010 -18; PSYC 340.01, 202110-29
27	List any courses in which the content overlaps the proposed course. (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>	

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.

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.

There is an acute need to help psychology majors fulfill the requirement of 21 elective hours.

III. Course Design

- A. Audience and Course Goal

- Describe the intended audience, including prerequisite skills.
Undergraduate students in Psychology
- State the overarching course goal(s) in performance terms.
 Students will learn basic elements of Freudian and Jungian psychodynamic models of the mind as seen in both health and illness.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Students will develop a broad fund of knowledge concerning the psychological structures and functions used to explain both healthy and disordered experience and behavior	Traditional testing will measure vocabulary and theoretical knowledge. Class participation will demonstrate a working knowledge of psychodynamic terms and ideas.
2	Students will apply psychodynamic theories to their own personal experience.	Classroom discussion will demonstrate ability to apply theoretical knowledge to personal subjective experience.
3	Students will be able to apply psychodynamic principles to the analysis of clinical and artistic depictions of behavior.	Oral and/or essay examinations requiring students to identify and discuss psychodynamic issues in case presentations and movies.

3. Text and Resources

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

IV. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
3	Instructional Design — The syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center letter.
4	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.
Attach if applicable	
5	Content Overlap — Include one document for each course you listed in Section I-27. Attach statement from instructor/dept chair of existing course justifying the new offering.
6	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
7	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
8	Expenses — List additional expenses needed to implement this course (full-time or

	part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
9	Justification — Attach any documents to which you refer in Section II-B.

Freud and Jung (PSYC 346.01)

Course Syllabus: Fall 2021 (3 hours)

Department of Psychology: Abilene Christian University

Instructor: John H. Casada, M.D., Ph.D.; Associate Professor
Class Location: TBD
Meeting Time: T/R 8:00 – 9:20 a.m.
Office: McKinzie 134
Office Hours: Mon. 8:00 a.m. – 9:00 a.m.; T/R 1:00 – 3:00 p.m.
E-mail: john.casada@acu.edu
Phone: 674-2471
Blogs: thealienist.wordpress.com
tv.msnbc.com (Group: Psychiatry/Psychology/SocialWork)

Mission and Audience:

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world. As part of this mission, the College of Arts and Sciences engages students with humanity's greatest ideas drawn from visual and performing arts, literature, and the natural sciences to create understanding, apply insights, and serve the world as Christian thinkers and problem solvers. The Department of Psychology at ACU advances the mission of the university and its college by interpreting the nature and needs of humankind through a biblical perspective and helping students develop practical skills and a distinctly Christian lens for understanding the fascinating complexity of human behavior.

In support of these overarching missions, this class provides interested undergraduate students a **broad overview of the psychodynamic model of mental functioning and its application in understanding the experience of, and emotional responses to, emotional trauma.** This model of the mind, which draws from and informs our understanding of religion, arts, and sciences, will enrich our understanding of human mental functioning and promote empathy and insight for individuals who differ in personal history, innate temperament, and social environment. As a result, students will be more comfortable and confident in ministering to and leading others regardless of our individual differences.

This course is an undergraduate elective. It is designed for students pursuing a major or minor in psychology and for those seeking to examine the psychodynamic aspects of the humanities. There are no prerequisite courses required.

Nature of the Course:

Sigmund Freud is the father of psychoanalytic thought. Carl G. Jung was a student of Freud who introduced a rival conception of psychoanalysis. While some of the ideas promoted by these pioneers in psychodynamic psychology have lost their influence in recent years, a psychodynamic understanding of human mental functioning continues to inform popular and effective forms of psychotherapy and a large portion of criticism in the humanities. This course will cover the basic mental structures and functions that psychoanalysts use to describe the thoughts, emotions, and behaviors of both healthy and ill humans. Students will be encouraged to apply their understanding of psychodynamics to their own experience as a means of increasing both academic knowledge and self-knowledge. This course is not intended to be sufficient training for students to diagnose or treat others; however, participation in and completion of the course will provide a broad fund of knowledge that will form the basis for continued psychological education and/or a richer understanding of the individuals and society surrounding them.

The course requires three hours per week of class time. Readings are supplemented by lectures and class discussions.

Objectives:

The goals of this course are to 1) **develop a broad fund of knowledge concerning the psychological structures and functions used to explain both healthy and disordered experience and behavior**, 2) **be able to recognize and describe examples of psychodynamic function in the student's personal life**, and 3) **be able to apply psychodynamic principles to the analysis of clinical and artistic depictions of behavior**. These goals will be met through the following activities:

1. Students will **recall and describe the basic elements of Freud's Topographic and Structural models of the mind, Object Relations theory, and Self Psychology**.
2. Students will **identify and describe from personal experience events which illustrate the basic elements** learned in Activity #1 above.
3. Students will **use the concepts from the first two activities to analyze the experience of and responses to case studies and movies**.

Materials and Educational Activities:

Textbooks: *The Psychoanalytic Model of the Mind* by Elizabeth Auchincloss and *The Inner World of Trauma: Archetypal Defenses of the Personal Spirit* by Donald Kalsched. Information from the texts will be **supplemented by lecture material and class discussion**.

Class preparation: Students should 1) read the assigned portion of the texts, 2) learn definitions of key terms (in italics in the texts and defined in the Auchincloss glossary), 3) identify one or more examples from their life which illustrate the phenomena described in the day's reading, and 4) be prepared with questions you would like to ask.

Class activities: **Lectures** will be used to amplify, review, and explain important concepts. **Class discussions** will be an **important** means of integrating knowledge and improving understanding and mastery of key concepts.

Attendance:

The information covered in this class is complex and challenging. Because of this, the pace of the course will be determined by the feedback I receive from the class. Therefore, **participation in class discussions will be an essential component of this class**.

An **attendance sheet** will be passed through class at each session. It is your responsibility to sign this sheet to record your presence in class each day. If you arrive late for class, it remains your responsibility to locate the attendance sheet and sign in before leaving class. If your name is not on the attendance sheet when it is collected, you will be counted absent for that day. Please note that signing another student's name on the attendance sheet is considered a violation of the university's academic integrity policy and may be seen as cause to assign a student a failing grade and drop them from the course.

Absences may be excused for school approved functions, for personal medical necessity, or for extreme personal circumstances (e.g. death or serious illness in the family). If you have an excused absence, you **must provide a written note** (not simply an e-mail) explaining the reason for the absence and noting the dates of the absences. You will not get credit for attendance at that class period, but your absence will not count against you in your point totals.

An **attendance grade** will be part of each student's final grade average for the class. Students will be given 5 points for each day of class that they attend.

If a student **misses a test** for an **unexcused absence**, the test may **not** be made up. A zero will be recorded and may not be removed. If the student misses a test due to an **excused absence**, the test must be made up within one week of the date of the original test.

Grades:

Points will be awarded for class participation and test performance as follows:

1. Five points for each day of class attendance (150 points total).
2. Two cumulative exams (Exam 1 and Midterm exam, 150 points each).
3. One cumulative final exam (225 points)

Final course grades will be averaged based on the weights listed above, **not according to Canvas Gradebook**. Based on percent of points awarded, letter grades will be assigned as follows:

A = 89.5-100%
B = 79.5-89.49%
C = 69.5-79.49%
D = 64.5-69.49%
F = < 64.5%

Disability Statement:

If you have a documented disability and wish to discuss academic accommodations, please feel free to contact me. The **ACU Student Disability Services Office** (a part of Alpha Academic Services) facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, **you must be registered** with Disability Services and **you must complete a specific request for each class** in which you need accommodations. Call extension 2667 for an appointment with the Director of Disability Services.

Behavioral Expectations:

As mature adults in a class designed for future professionals, you are expected to show polite behavior and display respectful manners. In order to maintain an effective learning environment, I ask you to observe the following class rules:

1. Students are expected to arrive on time for class. If you are to be late, please enter class quietly, take your seat, and cause as little interruption as possible.
2. Students are expected to remain in class for the scheduled duration of the class. If you must leave early, please notify me in advance.
3. Please be courteous to your neighbors and classmates.
 - a. No telephone calls during class.
 - b. Do not use distracting electronic devices during class. No earphones/ear buds.
 - c. No distracting conversations during class.
 - d. If you **must** engage in some distracting activity such as those above, please leave the classroom to do it.
4. Please do not bring food to class. You may bring a drink to class if you desire.
5. Please do not wear hats or hoods in class.

Any student found to be distracting class or being noncompliant with the above expectations will be asked to leave class. He will be counted absent for the day.

Academic Honesty:

Academic dishonesty can take many forms including, but not limited to, the following:

1. Giving or receiving answers during an examination;
2. Viewing the exam answers of nearby classmates;
3. Possessing or accessing test items before a test is given;
4. Using deception to get an excused absence;
5. Plagiarism or any other means of presenting another's work as one's own;
6. Deception or sabotage that puts another student at a disadvantage; or
7. Any method that improves one's grades outside of study and skilled academic performance.

Despite my assumption that the vast majority of students are honest, efforts will be made to guard against academic dishonesty. These measures will assure that each student receives the grade he has earned and is not placed at a disadvantage due to dishonestly inflated grades.

Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive, mislead, or misrepresent. Therefore, they are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the [Academic Integrity Policy](#). While the university enforces the policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff, and student body is responsible for protecting the integrity of learning, scholarship, and research.

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 academic 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 that you report to me regarding sexual misconduct or harassment, dating or domestic violence or stalking. 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 at <https://www.acu.edu/community/offices/hr-finance/hr/title-ix/anti-harassment-policy.html>.

Course Schedule

August 24:	Introduction and Syllabus
August 26:	Chapter 1: "Modeling the Life of the Mind" (Auchincloss)
August 31:	Chapter 2: "Origins of the Psychoanalytic Model of the Mind" (Auchincloss)
September 2:	Chapter 3: "Evolution of the Dynamic Unconscious" (Auchincloss)
September 7:	Chapter 4: "Core Dimensions of the Psychoanalytic Models of the Mind" (Auchincloss)
September 9:	Chapter 5: "The Mind's Topography" (Auchincloss)
September 14:	Chapter 6: "The World of Dreams" (Auchincloss)
September 16:	Chapter 7: "The Oedipus Complex" (Auchincloss)
September 21:	Exam #1 (covering chapters 1-7 of Auchincloss)
September 23:	Chapter 8: "A New Configuration and a New Concept: The Ego" (Auchincloss)
September 28:	Chapter 9: "The Id and the Superego" (Auchincloss)
September 30:	Chapter 10: "Conflict and Compromise" (Auchincloss)
October 5:	Chapter 11: "Object Relations Theory" (Auchincloss)
October 7:	Chapter 12: "Self Psychology" (Auchincloss)
October 12:	Chapter 13: "Toward and Integrated Psychoanalytic Model of the Mind" (Auchincloss)
October 14:	Midterm Exam (Examination #2)
October 19:	Lecture: Jung Expands and Modifies Freud's Model of the Mind (no reading)
October 21:	Chapter 1: "The Inner World of Trauma in its Diabolical Form" (Kalsched)
October 26:	Chapter 2: "Further Clinical Illustrations of the Self-Care System" (Kalsched)
October 28:	Chapter 3: "Freud and Jung's Dialogue about Trauma's Inner World" (Kalsched)
November 2:	Chapter 4: "Jung's Contribution to a Theory of the Self-Care System" (Kalsched)
November 4:	Chapter 5: "Additional Jungian Contributions" (Kalsched)
November 9:	Chapter 6: "Psychoanalytic Theory about the Self-Care System" (Kalsched)
November 11:	Chapter 7: "Introduction to Part II" and "Rapunzel and the Self-Care System" (Kalsched)
November 16:	Chapter 8: "Psyche and Her Daimon-Lover" (Kalsched)
November 18:	Chapter 9: "Fitcher's Bird and the Dark Side of the Self" (Kalsched)
November 23:	Chapter 10: "Prince Lindworm and the Transformation of the Daimonic Through Sacrifice and Choice" (Kalsched)
November 25:	Thanksgiving Holiday
November 30:	Additional lectures on topics to be determined
December 2:	Additional lectures on topics to be determined
December 7:	Comprehensive Final Exam (10:00 to 11:45 a.m.)

Dr. John H. Casada, M.D., Ph.D.
Money Student/Rec/Wellness Center Rm 260
325-672-2471
John.casada@acu.edu

March 5, 2021

Re: Review of PSYC346: Freud and Jung

Dear Dr. Casada,

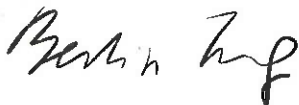
Thank you for submitting the application for course PSYC346: Freud and Jung. I have reviewed it based on the [ACU New Course Application Guidelines](#). I find the syllabus to be meeting all the requirements except the following items for your attention:

- This syllabus was written for Fall 2020. You might want to check which future semester it will be taught.
- You might also want to change the course number into 346 that was given by the Registrar's office.
- The guidelines require college and department mission statements.
- It is not clear whether the course needs prerequisites/co-requisites.
- Title IX policy is also required in the syllabus. For a template, please check here: <https://tinyurl.com/acusyllabus>.

You can make the change yourself. There is no need to bring the syllabus back for another review.

Please note that this letter is not meant to be a final approval in the course application process. Your department chair and members of the council may have questions or comments of their own.

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



Director of Instructional Design
Adams Center

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: March 18, 2021
TO: Dr. John Casada
FROM: Mark McCallon, Associate Dean for Library Information Resource
RE: Course Application for PSYC 346 – Freud and Jung

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