

Approval Chart for Curriculum Changes

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

Course Number PSYC211 or Degree Plan(s) _____

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

Week are seeking approval to create a new PSYC course "Human Development and Leadership in Residential Communities". This 200-level class is a partnership between the Department of Psychology and Student Life. The intended audience for this course will be students who have applied to work in residence life as an SRA, RA, or CA. Although interdisciplinary in nature, the Department of Psychology was deemed to be the best location for the course given learning outcomes focused on mental health, crisis intervention, personality assessment, interpersonal relationships and group dynamics.

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

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

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

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

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

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

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

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

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

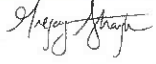
⁷ The UUAC approved the clarification that "general requirements for graduation" means the enumerated items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
	3/12/21
Signature	Approval date
Signature	Approval date

College Academic Council(s)	
 Jonathan Camp (Apr 12, 2021 14:08 CDT)	
Signature	Approval date
Signature	Approval date

Dean(s)	
	
Signature	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 211
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Shannon Kaczmarek
2	Course Instructor	Shannon Kaczmarek
3	Course Title	Human Development and Leadership in Residential Communities
4	Course Abbreviation for Banner if title is more than 30 characters	Human Dev. & Leadership in Community
5	College	Arts and Sciences
6	Department or School	Psychology
7	Number of Credit Hours	3 credits
8a.	Number of contact hours – lecture	45 hours
8b.	Number of contact hours – lab/activity	n/a
9	Is the course for a fixed or variable number of credit hours?	fixed
10	Explanation for variable credit	n/a
11	Is the course repeatable for additional credit?	No
12	Maximum total number of credit hours a student can earn for this course	3 credits
13	What type of course is this? (Select one option. Please see Schedule Type definitions on Page C.)	<u>x</u> Traditional lecture (The course meetings on Tuesdays will be set up like a traditional lecture course) __ Traditional lab __ Traditional lecture/lab __ Experiential Learning <u>x</u> Seminar (The course meetings taking place on Thursdays will be small group and will reflect a

		Seminar style course) ☐ Studio ☐ Thesis ☐ Dissertation
14	Number of faculty workload hours	3 hours
15	Grade Mode	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	115
17	Catalog Description (50 words or less)	Introduction to Christian leadership and human development in college students and how it can be used to develop and benefit residential communities. Focusing on aspects of human development, including: community facilitation and engagement; diversity, inclusion, and equity; mental health and crisis response; and leadership and self-discovery.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Prerequisite for course enrollment is dependent on students going through the hiring process for Residence Life and being invited to the course, or approval by the department chair.
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)	No
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?
22b	Will the course be offered in spring terms?	☐ No ☒ Yes If yes: all, even, or odd years? All Spring semesters
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 a new Course ID. <i>May not be earlier than the coming fall semester.</i>	Spring Semester 2022
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 plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	☒ No ☐ Yes 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:
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>	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. This course will serve as a Psychology elective and a general elective course for all degrees. This course will not alter degree requirements
- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.
 - a. This course offers a unique leadership development opportunity to our students through an academic context. The focus on human development for college aged individuals, community engagement and facilitation, diversity, and mental health and crisis response gives students an opportunity to pair a class with a hands on experience within an ACU Student Employee role.

III. Course Design

A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.
 1. The intended audience for this course involves students who have applied to work in residence life as an SRA, RA, or CA. Students who have gone through the hiring process and been provisionally offered the student employee position will be invited to enroll in the course. There will be approximately 100 students invited to enroll and completing the course with a grade of 75 or above is required for entering into the leadership role and job in the Fall semester following the Spring course.
2. State the overarching course goal(s) in performance terms.
 1. Explore components of human development as it relates to young adulthood and college students.
 2. Identify Christian leadership principles in residential communities
 3. Explore diversity, inclusion, and equity.
 4. Create strategies to facilitate healthy community engagement.
 5. Recall the impact of mental health issues in residential communities and identify policy and protocol for crisis response.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Explore components of human development as it relates to young adulthood and college students.	Measured through quizzes, written reflection, and group discussion
2	Identify Christian leadership principles in residential communities	Measured through quizzes, Personal mission statement and Core values assignment, written reflection, and group discussions
3	Explore diversity, inclusion, and equity.	Measured through quizzes, projects, written reflection, and group discussions
4	Create strategies to facilitate healthy community engagement.	Measured through quizzes, projects, role play activities, and group discussions
5	Recall the impact of mental health issues in residential communities and Identify policy and protocol for crisis response.	Measured through quizzes, projects, role play activities, written reflections, and group discussions

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**.

- a. Barden, N. & Caleb, R. (2019). *Student Mental Health and Wellbeing in Higher Education: A practical guide 1st Edition*. Los Angeles, CA: SAGE Publications Ltd. **Undergraduate**.

- b. Nouwen, H. (1993). *In the name of Jesus: Reflections on Christian leadership*. Spring Valley, NY: Crossroad. **Undergraduate**.
- c. Parker, P. (2018). *The art of gathering : how we meet and why it matters*. New York, NY: Riverhead Books. **Undergraduate**.
- d. Banaji, M. R., & Greenwald, A. G. (2013). *Blindspot: Hidden biases of good people*. New York, NY: Delacorte Press. **Undergraduate**.

B. full publication information; label **Graduate**.

a. n/a

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.

PSYC 211: Human Development and Leadership in Residential Communities

Spring Semester 2022

This course is a prerequisite for the Community Assistant, Resident Advisor, and Senior Resident Advisor roles. Eligibility for course enrollment is contingent upon an offer of employment with Residence Life for the subsequent academic year.

Course content and purpose: The purpose of this 3 hour course is to explore how Christian leadership and human development in college students can be used to develop and benefit residential communities. Specifically, we will focus on aspects of human development, including: community facilitation and engagement; diversity, inclusion, and equity; mental health and crisis response; leadership and self-discovery. Utilizing residence life student staff positions (Community Assistant (CA), Resident Advisor (RA), and Senior Resident Advisor (SRA) at ACU as an experiential framework, this class will focus on philosophical approaches and consider practical application opportunities to develop the student's ability to be a Christ-led leader in residential communities.

Catalog description: Introduction to Christian leadership and human development in college students and how it can be used to develop and benefit residential communities. Focusing on aspects of human development, including: community facilitation and engagement; diversity, inclusion, and equity; mental health and crisis response; and leadership and self-discovery.

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.

Residence Life Mission: The mission of Residence Life at ACU is to provide students with opportunities to grow in a safe, inclusive, and relational home.

Instructor

Name: Shannon Kaczmarek, MS, LPC Supervisor
Title: Director of Residence Life and Student Advocacy Services
Office: McGlothlin Campus Center Rm 43N
Office Hours: Available upon appointment
Phone: 325-513-5297
Email: shannon.kaczmarek@acu.edu

Class Format

- **Large Group Lecture:** The large group lectures will have students from all small group cohorts present (approximately 100 students total). The large group lectures will last 80 minutes and meet weekly on Tuesdays. Each week a guest lecturer will lead a presentation related to the content for that week. These lectures will feature the instructor of this course, Residence Life Assistant Directors, Residence Hall Directors, as well as guest speakers from across campus.

- **Small Group Cohort Session:** The small group session lasts 80 minutes each week, meeting on Thursdays, and will be 6-15 students in size. This time is devoted to reviewing homework, readings, answering questions about the previous large group lecture, class discussions, and helping ensure that students connect the class material to their life as leaders within a residential community.
- **3 credit hours** - class meets 2 times a week for 80 min on Tuesday and 80 min on Thursday
- **Meeting time and place** - This course will take place from 4:30pm-5:50pm each Tuesday and Thursday. Meeting location is TBD.

* To complete the class, students must attend both Large Group Lecture and Small Group Cohort Sessions.

Learning Objective and Competencies

	Student Learning Outcome	Measurement
1	Explore components of human development as it relates to young adulthood and college students.	Measured through quizzes, written reflection, and group discussion
2	Identify Christian leadership principles in residential communities	Measured through quizzes, Personal mission statement and Core values assignment, written reflection, and group discussions
3	Explore diversity, inclusion, and equity.	Measured through quizzes, projects, written reflection, and group discussions
4	Create strategies to facilitate healthy community engagement.	Measured through quizzes, projects, role play activities, and group discussions
5	Recall the impact of mental health issues in residential communities and Identify policy and protocol for crisis response.	Measured through quizzes, projects, role play activities, written reflections, and group discussions

Required Texts:

- Barden, N. & Caleb, R. (2019). *Student Mental Health and Wellbeing in Higher Education: A practical guide 1st Edition*. Los Angeles, CA: SAGE Publications Ltd.
- Nouwen, H. (1993). *In the name of Jesus: Reflections on Christian leadership*. Spring Valley, NY: Crossroad.
- Parker, P. (2018). *The art of gathering : how we meet and why it matters*. New York, NY: Riverhead Books.
- Banaji, M. R., & Greenwald, A. G. (2013). *Blindspot: Hidden biases of good people*. New York, NY: Delacorte Press.

* Supplemental required and optional readings will be provided throughout the course of the semester.

Assignments & Grading (100 Points Possible)

ASSIGNMENT:	POINT VALUE and WEIGHT VALUE	DUE DATE:
Quizzes	10 points cum or 10%	Throughout the course
Class Participation	30 points cum or 30%	Throughout the course
Online Discussion Posts	20 points cum or 20%	Throughout the course

Homework Assignments	15 points cum or 15%	Throughout the course
CA/RA/SRA Portfolio	25 points or 25%	Week of Finals
TOTAL	100 points	

- Please note as stated in the CA, RA, and SRA contract, a 75 or above in this course is a prerequisite to serving in the role.
- cum = cumulative
- Extra credit: There will be 2 extra credit opportunities throughout the course to allow students to “make up” a missed class and earn 1 point for “class participation”. Details about the extra credit opportunities will be correlated to the specific missed lecture or small group.

A	90-100 points (4.00)
B	80-89 points (3.00)
C	70-79 points (2.00)
D	60-69 points (1.00)
F	59 and below (0.00)

Assignment Format

All assignments should be written in APA format (unless stated otherwise by the instructor) and must be double spaced, using 1-inch margins. Please include your name, your course instructors' name, and the due date of the assignment in the top right header of each paper.

Class Participation

The class participation assignment requires 1) attending the lecture and cohort, 2) engaging the material in class, and 3) actively listening in class. Weekly participation points will not be awarded for students who are not present, engaged, and participating in the lecture and cohort classes.

Class Attendance and Tardiness Policy

In order to acquire Class participation points, a student must be in attendance. If a student is more than 5 minutes late to a lecture or a small group they will be counted tardy. 4 tardies will count for 1 absence. If a student is more than 15 minutes late to a lecture or small group, they will be counted absent for the day. After 6 absences, a student will be dropped from the course.

Late Assignment Policy

Late assignments will have the opportunity to be turned in within a 2 week period of the due date with a reduction of 10 points off the assignment per week. Late assignments turned in past two weeks of the due date will not be accepted and will result in a grade of zero.

University Policies

Mask Requirement (If still applicable):

“Abilene Christian University is committed to providing a safe educational environment for all students, faculty, and staff. In order to create the healthiest environment possible, students and instructors must properly wear face coverings over their mouths and noses while in ACU buildings and while in the classroom. In addition, social distancing should be maintained within all classroom environments. Eating is not allowed in any classroom.

Any student who does not bring a face covering or refuses to wear one will be dismissed from class and be considered absent. If a student who is not wearing a face covering refuses to leave class, the instructor may dismiss in-person class for that day.

A student who refuses to wear a face covering will be subject to disciplinary action through the Student Handbook.”

ADA Compliance Policy:

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

Academic Integrity Policy:

“Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failure to give credit to sources used in a work in an attempt to present the work as one’s own, 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one’s own, and 3) Falsifying information orally or in writing. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of your school, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following [this link](#).”

Anti-Harassment Policy:

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

Support

SOAR

ACU’s SOAR (Student Opportunities, Advocacy, and Resources) program is a resource to students who are seeking guidance or assistance with academic, personal, financial, or emotional concerns as they navigate through their college years. Learn more about accessing support [here](#).

Small Group Facilitator

The courses Small group leaders are present for both the purpose of facilitating learning objectives and competencies as well as serving as a supportive and encouraging presence throughout the semester. Students are encouraged to turn to their small group leader for questions and support as they have needs.

Course Outline

Note: Supplemental reading assignments may be added throughout the semester. The course syllabus and schedule are a general plan for the course; deviations announced to the class by the instructor may be necessary.

DATE:	Session topic and Learning Activities	ASSIGNMENTS DUE:
Section I: Human Development and Leadership		
Lecture 1/18/22	Course Overview: Syllabus review, Residence Life Core Beliefs and Mission, Intro of Human Development and Leadership	No assignment Due
Small Group Week 1	Class and Cohort Expectations Introductions, Assessments. Discuss identity (Core beliefs and personal mission statement)	Due: Personal Mission Statement & Vision Board
Lecture 1/25/22	Self-discovery: Strengths quest and Enneagram	Due: Identifying Strengths Quest & Enneagram
Small Group Week 2	Share personal core beliefs and mission statements. Enneagram and Strengths	Due: Discussion Post
Lecture 2/1/22	Leadership - Henry Nowen's <i>In the Name of Jesus</i>	Due: Henry Nowen Quiz
Small Group Week 3	Discussion: <i>In the Name of Jesus</i> Peer leadership Self-Care while in a leadership position	Due: Discussion Post
Section II: Diversity, Inclusion & Equity		
Lecture 2/8/22	Jamar Tisby: Christianity and racism Diversity overview and ground rules	Due: Self Care Plan
Small Group Week 4	Activities in partnership with OMA Discussion about hidden biases Group conversation about chapter 1-2 of <i>Blindspot</i>	Due: Implicit Association Test Due: Read Chapters 1-2 of <i>Blindspot</i>
Lecture 2/15/22	Being a minority on ACU's campus. Equality vs. Equity (ted talk) Creating a place of belonging in our halls and on our campus	*Portfolio Reflection
Small Group Week 5	Campus organizations/support/and resources available to students Group discussion: <i>Blindspot</i> Programing that promotes belonging	Due: Discussion Post Due: Creating Belonging through Hall Decor
Lecture 2/22/22	Cultural Intelligence: Stephanie Hamm	Due: Hall Event & Engagement Plan Due: CQ Assessment
Small Group Week 6	Cultural Intelligence	Due Discussion Post *Portfolio Reflection
Section III: Community Facilitation & Engagement		
Lecture 3/1/22	Student engagement and campus culture Life together Relational programing model	
Small Group Week 7	<i>The Art of Gathering</i> discussion 3 levels of connections	Due: Discussion Post Due: The Art of Gathering Readings
Lecture 3/8/22	Student groups and campus involvement	Due: Community Vision, Ideas for Engagement
Small Group Week 8	Homesickness and transition to college Advocacy and why we need it at ACU	Due: Discussion Post
Spring Break: March 14 – March 18, 2022		
Lecture 3/22/22	When community gets hard: Roommate conflicts Injustice and discrimination Title XI	

Small Group Week 9	Conflict Mediation, Team trust and healthy communication, Vulnerability (B. Brown)	Due: Discussion Post
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Section IV: Mental Health and Crisis Response

Lecture 3/29/22	Mental Health on a college campus	
Small Group Week 10	Discussion on <i>Student Mental Health and Wellbeing</i> Ted talk: Mental Health for College Students: <i>Learning to Speak Up!</i>	Due: Mental Health Quiz
Lecture 4/5/22	Suicide and Self-harm	
Small Group Week 11	Suicide and Self-harm Self-care	Due: Discussion Post
Lecture 4/12/22	Alcohol, Drugs, and Title XI	
Small Group Week 12	Discussion: <i>Demons: Our changing attitudes to alcohol, tobacco, and drugs</i> Ted talk on addiction: Johann Hari	Due: Title IX Quiz Due: Demon's Readings

Section V: Leadership in Action

Lecture 4/19/22	Crisis Response: Mental health, drugs and alcohol, and facilities	
Small Group Week 13	On call policy and protocol	
Lecture 4/26/22	BCD: live action role play	Due: Crisis Response & Oncall Quiz
Small Group Week 14	BCD: live action role play	
Lecture 5/3/22	Being on mission together: Christ's calling	Due: *Portfolio Reflection
Small Group Week 15	CA/RA/SRA portfolio presentations	
Finals Week	CA/RA/SRA portfolio presentations	

Shannon Kaczmarek
McGlothlin Campus Center Rm 43N
325-513-5297
shannon.kaczmarek@acu.edu

March 26, 2021

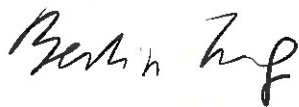
Re: Review of PSYC 2??

Dear Shannon,

Thank you for submitting the application for course PSYC 2??: Human Development and Leadership in Residential Communities. I have reviewed it based on the [ACU New Course Application Guidelines](#). I find the syllabus to be meeting all the requirements. Please add the course number when it becomes available. Thank you for incorporating my earlier suggestions.

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 27, 2021
TO: Shannon Kaczmarek
FROM: Mark McCallon, Associate Dean for Library Information Resource
RE: Course Application for PSYC 2XX – Human Development and Leadership in Residential Communities

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