

**ARMSTRONG ATLANTIC
STATE UNIVERSITY**
UNIVERSITY CURRICULUM COMMITTEE
University Hall 282
Minutes December 1, 2010 - amended

PRESENT: Lee Braswell, James Brawner, José da Cruz, Catherine Gilbert, Leon Jaynes, David Lake, Michael Mahan, Rick McGrath (Vice Chair), Glenda Ogletree (Chair), Jennifer Zettler, Phyllis Panhorst (Catalog Editor)

ABSENT: Randall Reese, Teresa Winterhalter

GUESTS: Laura Barrett, Mirari Elcoro, Judy Ginter, Will Lynch, Delana Nivens, Jane Wong

CALL TO ORDER. The special meeting of the University Curriculum Committee was called to order at 3:00 p.m. by Dr. Glenda Ogletree.

APPROVAL OF MINUTES. The minutes of November 17, 2010 were approved as presented.

ITEMS

- I. College of Education (no items)
- II. College of Health Professions (no items)
- III. College of Liberal Arts (no items)

IV. College of Science and Technology

- A. Biology (no items)
- B. Chemistry & Physics (no items)
- C. Computer Science and Information Technology (no items)
- D. Engineering Studies (no items)
- E. Mathematics (no items)

F. Psychology

- 1. The following items have been remanded by the Senate. Charge: The UCC is asked to either 1) remove this course from the submission process, 2) resubmit with an explanation about why this course fits in Core Area D (and not E, for instance), or 3) change the Core Area for which this course is intended.

It was moved and seconded to approve items a and b, below.

Points of Discussion:

- A summary was given of the Department of Psychology's rationale regarding placement of PSYC 1200 in Area D, and two additional questions asked during the Senate meeting. See Attachment 1.
- There was discussion of whether a department may offer courses in more than one area among Core Areas C, D, and E. There is no USG or Armstrong policy that forbids this. The lines that have been drawn between the Core Areas are lines of convenience. While it would not be desirable for students to take all of the Core classes in a single department, the addition of this course to Area D would not cause this to be possible. The committee was in agreement that there is no reason why a department should not offer courses in more than one area among Core Areas C, D, and E.
- It was mentioned that since the Department of Psychology offers both a B.S. degree and a B.A. degree, it makes the department particularly qualified to offer courses in different areas of the Core.
- There was discussion of whether PSYC 1200 is too specific a topic for Area D. It was pointed out that several courses in Area D are on specific topics. Argument was made that the important aspect is whether or not the course teaches scientific reasoning as opposed to memorization of facts. The approach in PSYC 1200 is one emphasizing scientific reasoning, critical thinking and decision-making.
- This meeting was called outside of the normally scheduled meetings and was publicized in order to give all interested parties an opportunity to participate. There was no one in attendance with any argument as to why PSYC 1200 should not be offered in Core Area D.

The question was called. The motion to approve items a and b, below, passed. The rationale given in Attachment 1, in addition to the points discussed, was deemed sufficient explanation as to why PSYC 1200 should be in Core Area D.

a. Create the Following Course:

PSYC 1200 – Drugs and Behavior

3-0-3

Prerequisite: eligibility for ENGL 1101

Description: Introduction to the use of drugs and their influence on brain and behavior. The course is for non-science majors and does not count towards a degree in Psychology.

Rationale: The course will focus primarily on the physiological mechanisms through which various illicit and licit drugs impact behavior. These topics are important in the contemporary study of psychology. There are no similar lower division courses on this campus.

Effective Term: Pending BOR approval

CURCAT:

Major Department: Psychology

Can Course be repeated for additional credit? No

Maximum Number of Credit Hours: 3

Grading Mode: Normal
Instruction Type: Lecture
Course Equivalent: None

- b. Place the course created above, PSYC 1200 – Drugs and Behavior, as an option in Core Area D, Option I for non-science majors, in sections 2 &3. (See Attachments 1 and 2).**

Rationale: Several institutions in the USG, including GA State University, offer a psychology course as an option in Core Area D. AASU does not. The course will focus primarily on the physiological mechanisms through which various illicit and licit drugs impact behavior. These topics are important in the contemporary study of psychology. There are no similar lower division courses on this campus. The course is for non-science majors and does not count towards a degree in Psychology. We have attached the course syllabus (USG Question 14; See Attachment 3) and the answers to the questions asked by the USG Council on General Education (See Attachment 2). For question 16, we have referred to both the current core General Education Outcomes (page 69 of the 2010-2011 AASU catalog) and the proposed new core SLO's.

Effective Term: Pending BOR approval

ADJOURNMENT. The meeting was adjourned at 3:30 p.m.

Respectfully submitted,

Phyllis L. Panhorst
Catalog Editor and Secretary to the Committee

Request for approval of PSYC 1200 Drugs and Behavior 3-0-3 in Area D of the Core

Rationale:

1. The **content** of the course will focus primarily on the physiological (or biological) mechanisms through which various illicit and licit drugs (psychoactive substances) impact behavior. The physiological or biological focus places the content of the course in the natural science (Area D) realm, rather than the social science (Area E) realm.
2. The **method** through which the knowledge (content) of the course is obtained is the scientific method, including laboratory experiments with non-human animal subjects and human participants. These are the methods used by the natural sciences (Area D of the core).
3. The appropriate **learning outcomes** for the proposed course are the new and old student learning outcomes for Area D of the Core:
 - a. Students will demonstrate understanding of the method by which scientific study is conducted (new core SLO for Area D);
 - b. Students will appropriately evaluate data in scientific reasoning problems (new core SLO for Area D);
 - c. Students will exhibit a basic understanding of the sciences and their applications (current core general education outcome);
 - d. Students will exhibit critical thinking skills and apply problem solving skills in a variety of situations (current core general education outcome).

What is psychology as an academic discipline on this campus?

Psychology is defined as “the science of behavior and mental processes” in human and non-human animal subjects. Most psychologists would agree that the most complete understanding of the issues in the field comes through a **biopsychosocial** perspective, or one where biological, individual psychological, and social (or socio-cultural) variables are taken into account. Biological variables include genes and neurotransmitters (to name just two), individual psychological variables include a person’s childhood experiences and current modes of thinking, and social variables include phenomenon like social class and prejudice. The “bio” and some “psycho” variables, at least in terms of content, fit best in Area D of the USG core, whereas the content of other “psycho” variables and the “social” variables would fit best in Area E of the core.

For further information: table of contents of any Introduction to Psychology textbook, description of the GRE subject test in psychology

Why is PSYC 1101, Introduction to Psychology, in Area of E of the core, and not D?

This is a decision made by the USG for all USG institutions. We could discuss this at length, but PSYC 1101 was not presented to the UCC for discussion.

Do any other USG institutions offer PSYC courses in both Area D and E?

Yes. At least GA State University and GA Southwestern University. However, we were the first program in the state of Georgia to offer a pre-approved sequence of courses for certification in applied behavior analysis, so if a proposal is justified, one could choose to be the first one to do it. That is, however, not the case with the issue before us.



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Core Curriculum Course Proposal Form

Submitted to the USG Council on General Education

Requirements for submission of a core course proposal:

- Courses that have not gone through the institutional review process will **not** be reviewed by the [Council on General Education](#).
- The course **must be reviewed** by the relevant [Regents' Academic Advisory Committee](#).

Note: Refer to the following information on the Board of Regents web site: [Core Curriculum: Principles and Framework](#); [Guidelines: Areas A-F](#); [Goals A-E and Goals I-III](#); and [Common Course Prefixes, Numbers, and Descriptions](#).

NOTE: You cannot start the form and save it – If you exit this web page before submitting, all data will be lost. Please have all required information ready prior to beginning.

Institutional Information

1. Institution (required)

Armstrong Atlantic State University

2. This is a proposal for (check one)

- A new course
- A change in an existing course (If this is a change, please provide information on the current course, complete information on the new course, and a rationale for the change.)
- Placement of an existing Area F course into the Core Curriculum
- Placement of an existing course other than from Area F into the Core Curriculum

3. Course approval by institution – required

Attach documentation (in PDF format) that this course been reviewed and approved by the institution's appropriate campus committees that oversee the core curriculum.

Approval date:

Upload Institution approval document (PDF format)

No file chosen

4. This course is requested to satisfy Core Area(s) (select all that apply)

- Area A (English, Mathematics)
- Area B (Institutional Options)
- Area C (Humanities, Fine Arts, Ethics)
- Area D (Natural Sciences, Mathematics, Technology)

If Area D, Specify D.I, and/or D.II.a, and/or D.II.b:

Area E (Social Sciences)

Course Information

5. Course Subject

Psychology, PSYC

6. Course Prefix and Number

1200

7. Course Title

Drugs and Behavior

8. Lecture Hours-Laboratory Hours-Credit Hours

3-0-3

9. Learning Support Prerequisites**10. Other Prerequisites (if any)**

Eligibility for ENGL 1101

11. Course Co-requisites (if any)**12. The institution has reviewed the list of common course prefixes, numbers and descriptions, and this course is in compliance. [Academic Affairs Handbook, section 2.4.10]** Yes No

Comment (Additional information about your review of course names/numbers)

13. Provide a catalog description of the course

Introduction to the use of drugs and their influence on brain and behavior.

14. Attach a Syllabus (generic, rather than one from a specific instructor) or a Common Course Outline with detailed information regarding the content of the course (and laboratory, if applicable), required reading, grading requirements, course objectives, and learning outcomes and assessment.

Upload Syllabus document

 No file chosen**15. Explain how this specific course fits within the context of the institution's mission and general education program and advances the University System and the institution's general education learning outcomes.**

If this is a course proposal for Area B, explain how the course addresses the institution's philosophy, goals, and objectives for courses offered in Area B. Also note that courses specific to the major, skills-based courses and orientation courses are not appropriate for Area B of the Core.

This course fits in Area D (Natural Sciences, Math & Technology) and specifically it is a natural science course. This course is in line with the liberal arts tradition, and will contribute to students' education within the sciences; it will also provide intellectual challenges that concern scientific knowledge applied to issues of societal relevance, specifically dealing with licit and illicit drugs. The course is designed to teach students about the effects of drugs on the central nervous system, focusing on the brain and on behavior. In studying such effects, the use of the scientific method is emphasized in the process of data collection relevant for research on drug effects, development of drug treatments of psychological disorders and also in the design of prevention and education programs.

Goals A-E

16. Indicate the approved institutional Core Area learning outcome that this course supports (e.g., The course is proposed in support of Learning Goal A1 Communication Outcomes and the learning outcome is: *Students have the ability to adapt communication to circumstances and audience*).

New Core SLO for area D:

- A. Students will demonstrate understanding of the method by which scientific study is conducted
- B. Students will appropriately evaluate data in scientific reasoning problems

Current Core General Education Outcome:

- E. Exhibit a basic understanding of the sciences and their applications
- F. Exhibit critical thinking skills and apply problem solving skills in a variety of situations

Goals I-III

17. Does this course fulfill an overlay requirement for Learning Goal I - US Perspectives in the institution's General Education Program?

- No
- Yes

If "Yes," What is the proposed or approved learning outcome?

Explain how the course fulfills this goal:

18. Does this course fulfill an overlay requirement for Learning Goal II - Global Perspectives in the institution's General Education Program?

- No
- Yes

If "Yes," What is the proposed or approved learning outcome?

Explain how the course fulfills this goal:

19. Does this course fulfill an overlay requirement for Learning Goal III - Critical Thinking in the institution's General Education Program?

- No
- Yes

If "Yes," What is the proposed or approved learning outcome?

Explain how the course fulfills this goal:

Review Process

20. Regents Academic Advisory Committee Course Approval (required)

The course must be reviewed by the relevant Academic Advisory Committee.

Approval date:

Upload Advisory committee review document

No file chosen

21. Institutions may apply for permission to specify that students in one or more of their degree programs are required to take particular courses within Areas A-E. Applications will be considered first by the relevant Regents Academic Advisory

Committees (the committee for the degree program and the advisory committee for course), then by the Administrative Committee on Academic Affairs (RACAA).

Are you requesting a pre-requisite exception?

Yes No

If Yes, please enter the Approval dates:

Regents Academic Advisory Committee Approval date:

Administrative Committee on Academic Affairs (RACAA) Approval date:

Upload RACAA approval document

No file chosen

22. Is this a Resubmission? (select one)

Yes No

23. Please provide the following contact information

VPAA Name:	Anne Thompson
VPAA Email Address:	anne.thompson@armstrong.edu
VPAA Phone Number:	912-344-2737
VPAA Mailing Address:	AASU, Office of the VPAA 11935 Abercorn Street Savannah, GA 31419

SUBMIT PROPOSAL

The upload of large files may take a few moments. Please Do Not click the Submit button more than once.

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Armstrong Atlantic State University
Drugs and Behavior (PSYC 1200): Proposed Syllabus

Lecture times and location: MWF or TR, time TBD, Science Center 271

Required Text: Levinthal, C. F. (2010). *Drugs, Behavior, and Modern Society* (6th ed.). Boston: Pearson Education.

Lecture slides and other reading materials will be available on Blackboard Learning System (Vista).

Description: This is a three-credit hour course that examines the influence of drugs on the brain and behavior. Topics covered include: the influence of drugs on brain functioning, recreational drug use, and the use of drugs to treat psychological abnormalities (e.g., schizophrenia, depression). The course is design to teach students about the effects of drugs on the central nervous system, focusing on the brain and on behavior. In studying such effects, the use of the scientific method is emphasized in the process of data collection relevant for research on drug effects, development of drug treatments of psychological disorders and also in the design of prevention and education programs.

Goals: Students will gain a familiarity with the interaction between drugs and behavior from a psychological perspective. Students will learn to distinguish between instrumental and recreational drug use and become familiar with various categories of drugs, their routes of administration, their common uses, and their effects on the body and behavior. Students will also learn about the use of drugs in the treatment of psychological disorders and the design of prevention programs for schools, families and the community.

Academic Integrity. Refer to the AASU Honor Code and Student Code of Conduct (<http://www.sa.armstrong.edu/Activities/hccoc.html>) to find the definitions plagiarism, cheating, fabrication, or facilitating academic dishonesty and possible consequences of these honor offenses. The procedures outlined in this code will be followed if I discover that any of these offenses has occurred. You are required to complete the plagiarism tutorial available through: <http://www.library.armstrong.edu/plagiarismtutorial.html>. After completing this tutorial, email the proof of completion to me by TBA Depending on semester.

By taking this course, you are consenting to documentation of your performance, above and beyond grade assignments, for departmental evaluation purposes. Any student in this class may request that a Professional Development Evaluation (PDE) form be completed by this instructor at the end of the semester. The instructor reserves the right to complete an optional PDE on any student taking this course. Completed PDEs are maintained in a locked file within the department and information therein is shared with other faculty in the department in order to track exemplary and problematic performance, as well as readiness for internship placement.

Disability Services. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please let me know and make appropriate arrangements with Disability Services (344-2744).

Attendance. Class roll will be called the first week of class for attendance-verification purposes. To be counted as present, you must be in class at the starting time and you must stay for the entire meeting. A sign-in sheet will be the distributed at the start of class and collected by the instructor to keep track of your attendance. Tardiness will be an unexcused absence if excessive. Additionally, late arrivals disrupt the class. Please contact me for all absences or late arrivals either before or after class. Students are responsible for all class content regardless of attendance. An attendance adjustment factor is described below.

To encourage and reinforce your participation in lecture, your record of attendance will be included as an "adjustment factor" in calculating your course grade. Up to 10 bonus points will be *added* to your grade for very good attendance; as many as 10 points will be *subtracted* for poor attendance.

Attendance Adjustment Factor

Number of Absences	Points
0	+ 10 <i>bonus</i>
1	+ 5 <i>bonus</i>
2	+ 2 <i>bonus</i>
3	<i>no change</i>
4	- 2 <i>penalty</i>
5	- 5 <i>penalty</i>
6	- 10 <i>penalty</i>

Acceptable Classroom Behavior. While the university is a place for the exchange of ideas in an atmosphere that allows for debate and disagreement, all classroom behavior and discourse should reflect the values of respect and civility. Students share the responsibility to maintain an appropriate learning environment. Please turn off cell phones during class. Participation in class is defined as asking questions, answering questions, raising important points, and giving pertinent examples of classroom material staying within relevance to the current topic area. Do not monopolize discussion, sleep in class, engage in side conversations, bring guests without asking me first, or make verbal/physical threats to students or faculty.

Course Requirements, Evaluations and Grades:

Readings: Readings will be chapters in the textbook. Assigned chapters correspond to the lecture

topics and are listed on the course schedule at the end of this syllabus. You are expected to know the material in the book as well as from the lecture. Additional articles for writing assignments will be made available by the instructor.

Writing Assignments: Four writing assignments will be given. The topics will be announced in class and involve debates within the legal and/or medical community regarding issues such as the legalization of drugs and theories of addiction. Students will be required to read articles expressing opposing viewpoints and write a typed 2-3 page summary and a response to the corresponding article. The articles and topics will be provided. Each writing assignment will be worth 20 points. Additional instructions will be provided later in the semester. Due dates for the assignments are listed on the course schedule at the end of this syllabus. Late penalties. If assignments are turned in late (that includes if you come in late to class or if you turned it in to me after class) a late penalty will apply. Five percent of the total points will be deducted from your grade for each day that the assignment is late. Assignments will not be accepted after feedback is provided to the class.

Quizzes: Five quizzes will be given. Quizzes will cover recent lecture and text material and will consist of multiple choice and short answer questions. Quizzes will be worth 20 points each. Quiz dates are listed on the course schedule. Make-up quizzes are highly discouraged. If you know you will miss a scheduled quiz, you must notify the instructor at least two weeks before the quiz date.

Exams: Five exams will be given. Exams will cover approximately three to four chapters each. All exams will be worth 100 points. Exams will consist of multiple choice, short answer, and

essay questions and will be based on material from lecture and the assigned readings. Exam dates are listed on the course schedule. There will be no make-up exams.

Extra credit. Up to 20 points (5 points for one hour of participation) of extra credit will be added to your final grade if you participate in a research project (please visit http://www.armstrong.edu/Science_and_Technology/psychology/psych_student_participation_in_research

for more information on how to sign in for research participation).

Grades. will be computed using the points from the four writing assignments, five quizzes and the five exams. Attendance bonus points and extra credit points will also be included in the computation of the final grade. The grading scale is listed below.

A = 630-700

B = 560-629

C = 490-559

D = 420-489

F = 0 - 419

Course Schedule

Week	Day	Date	Topic	Reading
1	M		Syllabus & Introduction	
	W		History of Drug Use	Ch 1
	F		Patterns of Drug Use	Ch 1
2	M		Patterns of Drug Use	Ch 1
	W		Concerns of Drug Use	Ch 2
	F		Concerns of Drug Use	Ch 2
3	M		Effects of Drugs	Ch 3
	W		Effects of Drugs, Quiz 1	Ch 3
	F		Stimulants, Assignment 1 due	Ch 4
4	M		Stimulants	Ch 4
	W		Exam 1 - Chapters 1 - 4	
	F		Narcotics	Ch 5
5	M		Narcotics	Ch 5
	W		Hallucinogens	Ch 6
	F		Hallucinogens	Ch 6
6	M		Marijuana	Ch 7
	W		Marijuana, Quiz 2	Ch 7
	F		Steroids, Assignment 2 due	Ch 8
7	Tue		Steroids	Ch 8
	W		Exam 2 - Chapters 5 - 8	
	F		Alcohol	Ch 9
8	M		Alcohol	Ch 9
	W		Chronic Alcohol Abuse	Ch 10
	F		Chronic Alcohol Abuse	Ch 10
9	M		Nicotine and Tobacco, Assignment 3 due	Ch 11
	W		Nicotine and Tobacco, Quiz 3	Ch 11
	F		Caffeine	Ch 12
10	M		Caffeine	Ch 12
	W		Glues, Solvents, and Inhalents	Ch 13

	F	Exam 3 - Chapters 9 - 12	
11	M	Glues, Solvents, and Inhalents	Ch 13
	W	Prescription Drugs, OTC, Supplements	Ch 14
	F	Prescription Drugs, OTC, Supplements	Ch 14
12	M	Sedative-Hypnotics, Antianxiety Drugs, Quiz 4	Ch 15
	W	Sedative-Hypnotics, Antianxiety Drugs	Ch 15
	F	Antipsychotics and Mood Stabilizers	Ch 16
13	M	Exam 4 - Chapters 13-15	
14	M	Antipsychotics and Mood Stabilizers	Ch 16
	W	Antipsychotics and Mood Stabilizers	Ch 17
	F	Intervention and Treatment, Quiz 5	Ch 17
15	M	Intervention and Treatment, Assignment 4 due	Ch 17
	W	Prevention and Education	Ch 18
	F	Drug Policy	
Finals	M	Exam 5 - Chapters 16-18	

Fall Holidays to plan: Labor Day, Fall Break, Thanksgiving

Spring Holidays to plan: MLK Day, Spring Break

Although every effort will be made to adhere to the schedule, policies and assignments described above, adjustments may be necessary depending on the progress of the lectures or other extenuating circumstances. If any of the components of the syllabus require revision, due notice will be given and rest assured that you will have at least one full week to prepare the written assignment. Students are responsible for keeping apprised of any changes in the course syllabus or schedule