

# Psychology, BS

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## **GENERAL STANDARDS**

June 2022

The standards used in this program review come from the Council for the Advancement of Standards in Higher Education. (2019). *CAS self-assessment guide for Assessment Services*. Washington, DC.

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**Standard 1: Mission****Psychology Mission Statement**

**The mission of the Psychology degree program at Mid America Christian University is to produce students and graduates who are academically, intellectually, and spiritually equipped to contribute to the fields of psychology and the behavioral sciences.**

**Overview Questions:**

1. How does the program mission embrace student learning and development?
  - o **The program mission statement phrases, “produce students and graduates” and “equipped to contribute to the fields of psychology and the behavioral sciences” point to student learning and problem-solving as primary to the program’s direction.**
2. In what ways does the academic program mission complement the mission of the institution?

**MACU Mission Statement**

***“To prepare students through a Wesleyan perspective to create, collaborate, and innovate to solve local and global problems for the glory of God through Jesus Christ and the good of society”.***

**1.1 Psychology Mission Statement**

- o **Like the University mission statement, the Psychology program mission statement includes a current focus and future direction. The goal of the program is to meet the intellectual, academic, and spiritual needs of all Psychology students.**
3. To what extent is the program mission used to guide practice?
  - o **The program mission is like a compass: it provides direction as well as identity. If we are committed to the mission, it will enable us to stay true to the program’s purpose.**

**1.1 Mission Statement**

- Minimum requirement to meet substandard: A one sentence explaining why the program exists and how it supports the MACU Mission.
- Additional information about the substandard:
- The mission statement references student learning, development, and success.
- The program mission is consistent with the mission of the department, college, division, institution, and applicable professional standards.
- The program mission is appropriate for the institution's students and other constituents.

### 1.2 Summary Statement

- Minimum requirement to meet substandard:
- The School Chair will make a summary statement about the Program based on the data collected for the Program Review.
- The statement should cover the program's past three years and what the Chair's vision for the program is for the next three years.
- The statement should be no longer than two pages.

### Suggested Evidence and Documentation:

1. Current mission statement, brief description of how it was developed, and date of last review (**see Evidence section**)
2. Additional goals, values, and statements of purpose (*included with Mission statement*)
3. Description and copies (if applicable) of where mission statement is disseminated (e.g., included in operating and personnel policies, procedures and/or handbook, hanging in office common space, on website, in strategic plan, and other promotional materials)
4. Institutional/divisional mission statements (e.g., map program mission to broader mission statements) (**see Evidence page**)
5. Any additional professional standards aligned with program/service (e.g., standards promoted by academic program organizations) (*see Evidence section for APA-MACU-Prog Outcomes Alignment*)
6. Institutional demographics, description of student population served, and information about community setting (**see Evidence section**)
7. Chair Summary Statement (**see Evidence section**)

## Evidence and Documentation

## **Vision and Mission Statements with Explanation**

### **Vision Statement Psychology Degree Program**

**Psychologists and Behavioral Scientists embrace the practice to “do no harm” through their commitment to learn and apply professional knowledge of behavior to individuals, groups, and society. In like manner, the school of Psychology of Mid America Christian University is committed to cultivating an academic environment in which students are prepared to learn and apply new knowledge that will enable them to effectively serve, protect, and inform diverse people groups, through biblical compassion and respect.**

### **Mission Statement Psychology Degree Program**

**The mission of the Psychology degree program at Mid America Christian University is to produce students and graduates who are academically, intellectually, and spiritually equipped to contribute to the fields of psychology and the behavioral sciences.**

**(Additional purpose statements and goals of the Mission Statement)**

- ❖ **Our program will promote academic excellence through the presentation of relevant literature in the field, academic research, exploration of methods and techniques, and the application of information in multicultural settings with diverse people.**
- ❖ **Students are encouraged to be spiritually sensitive to the calling and work of Jesus Christ in their lives. This expression of spiritual sensitivity will be applicable through ethical and moral standards of personal and professional conduct, care, and decision-making through engagement with others.**
- **This Mission statement was crafted in June 2022. The co-chairs of the Program collaborated to create the statement based upon national standards, the university’s mission and vision statements, and program outcomes. Portions of the Mission Statement had already been used in university functions where the program was on display.**

<sup>1</sup> **Complementary Examinations of the Mission Statement**

Standard 1

MACU Mission Statement	Psychology Mission Statement
<p>“To prepare students through a Wesleyan perspective to create, collaborate, and innovate to solve local and global problems for the glory of God through Jesus Christ and the good of society”.</p>	<p>“To produce students and graduates who are academically, intellectually, and spiritually equipped to contribute to the fields of psychology and the behavioral sciences”.</p>

Both phrases denote a learning focus: both mission statements have a learning focus but also problem-solving as primarily goals.

## APA---Psychology---MACU Alignment of Outcomes

Outcomes Alignment			
APA	Psychology Outcomes	University Outcomes	Ends Policies
Communication	Disciplined Thinking and Proficient Communication: Demonstrate and communicate a skillful level of disciplined thinking utilizing concepts and principles of psychology for analytical and practical applications of the methods and tools of the discipline.	Effective Communication	Engagement with Learning
Knowledge base in Psychology	Practical Application: Demonstrate realistic and practical skills applied in varied settings utilizing case studies and performance exercises.	Local and Global Greater Problem-Solving and Entrepreneurial ship	Emphasis on Local and Global Problems
Scientific Inquiry and Critical Thinking	Research: Demonstrate accessing, comprehending, applying, and designing research within the discipline.	Engagement in Scholarship Examination and Adoption of Ideas	Engagement with Learning
Professional Development	Foundational Disposition: Character, Values, and Ethics: Demonstrate the internalization of the values, ethical principles, and	Expertise in the Discipline	Expression of Doing Good

	psychological dispositions to be a positive presence in the workforce and/or for graduate school.	Ethical Leadership and Values	
Ethical and Social Responsibility in a Diverse World	Dive rsity and Spirituality: Demonstrate the qualities of a positive presence in the world through responsiveness to diversity, multiculturalism, and a spiritual life lived in and with a collaborative personal relationship with God – empowered and sustained by the Spirit of God.	Spiritual Formation	Expression of Doing Good  Encounter with God

**Psychology Student Enrollment Demographics**

	CAS	CAGS	Total
2021-2022	99	199	265
2020-2021	58	303	361
2019-2020	55	343	398
2018-2019	58	337	395

**Chairs Summary Statement-Psychology Program Review****June 2022**

Although a very tedious task, the review of the Psychology program has been informative, interesting, and rewarding. I discovered there were areas of program oversight I had previously assumed was someone's responsibility but learned through my research the importance of leaders-team ownership and the collaborative efforts that make a strong and effective program. For example, I never thought about the physical aspects of program management, I just assumed space was allotted according to preference or "first come, first served", but I became keenly aware that there are several factors to consider as to what makes a classroom space adequate for teaching, learning, and safety.

Another point of discover was identifying the collaborators who help make the psychology program run effectively. Although the oversight of the Program has been managed by Program Directors, the role of other collaborators contributes to the welfare of our students' needs. Some of these collaborators are obvious, while others are more subtle.

One subtle collaborator is CAFE1412. What impact might CAFE1412 have on a Psychology student? With mental health issues at measurably high levels across our country, CAFÉ 1412 provides an opportunity for our students to eat healthy meals and be a place where loneliness and aloneness can be reduced through a meal shared with fellowship.

This review raised questions such as "what impact does the biblical/spiritual emphases in our courses make in students' lives, workplaces, homes, and relationships?" "How can a Psychology program in a Christian university do a better job integrating spiritual truths with the science of Psychology?" "What role did the Pandemic have in this year's student enrollment?" "What unique efforts need to be implemented to retain our Psychology students?" "How can the Program Directors do a better job connecting with our online students?" "How can we work more closely with other departments and services to implement new programming?"

One Program strength is the regular review and assessment of Student Learning Outcomes and Course Outcomes. Through faculty meetings, the Program Directors do a good job teaching instructors best teaching practices and how to implement good customer service to students. Based on observations, instructors appear to have good rapport with Program Directors and seek direction from them as needed.

This review produced a strong awareness for ongoing program development and future growth. Some areas of consideration include how to collect data from Psychology graduates as to our effectiveness of pre-graduate preparation. Researching and implementing the process toward becoming CACREP accredited, considering the creation of a co-curriculum program such as a Psychology club to enhance students' interest in the discipline, revising the Research Day to encourage research and discovery and becoming more aware of at-risks factors that warrant academic or mental health intervention to increase retention rates and improve academic performance are few of the discoveries we can implement to foster program growth and development.

Thoughtfully submitted,

Dr. Kimberly Thomas in consultation with Dr. Leon DeSeCottier—Co-chairs of the School of Behavior Science and Counseling (SBSC)/ Program Directors.

**Standard 2: Program and Services****Overview Questions:**

1. What are the goals and objectives of the academic program?  
(See Evidence section)
2. To what extent does the academic program structure allow it to be effective?
  - o **The academic program structure is effective because courses within the Program are standardized courses that align with course recommendations suggested by the American Psychological Association.**
3. What are the key programs, services, and resources offered by the academic program?
  - o **The Psychology degree program is a stand-alone program but offers a concentration in Criminal Justice for those who want the concentration.**
4. How does the academic program contribute to the student experience?
  - o **Overall, end of course responses from students indicate a positive learning experience in the Psychology program (see Evidence section)**

**2.1 Program and Services Goals**

- Minimum requirement to meet substandard: The program's Wildly Important Goals (WIGs) for the past three years.
  - 2022-2023**
    - o **WIG**  
**Faculty members of the School of Behavioral Science and Counseling will produce a monthly video clip entitled, "Mental Health Moment". This clip will be sent out through MACU social media outlets beginning July 2023 through May 2023.**
  - 2018-2019**
    - o **The Adult School of Counseling (undergrad and graduate programs) will work to create a learning environment responsive to students' learning needs through an increased frequency of a 3 or 4 on questions 1, 2, 3, 6 and 8 on the end of course survey. In Academic Yr 2017-2018, the percentage of scores meeting or exceeding expectations on each question were: Q1=90%, Q2=85%, Q3=79%, Q6=81%, and Q8=73%. The goal for academic year 2018-2019 is for all scores (Q1, 2, 3, 6 and 8) to be at or above 85% (increase Q3 by 6%, Q6 by 4%, Q8 by 12%, and maintain score on Q1 and Q2.**
  - 2015**
    - o **(Psychology): Increase students perceived helpfulness rating of the academic program and the courses from X to Y by 05/01/2015 as measured on the perceived course helpfulness assessment. (What behavioral changes will have to be made).**

- Additional information about the substandard:
  - The program's Wildly Important Goals (WIGs) are written, aligned with the program's mission statement, and support institutional priorities and expectations of the program. **(See Evidence section)**
  - The program regularly develops, reviews, evaluates, and revises its WIGs.
  - **WIGS Meetings are scheduled every two weeks from June 2022 through May 2022.**
  - The program communicates WIGs and progress toward achievement to appropriate constituents.
  - **Our WIG will only be accomplished through the SBSC faculty and the assistance of the MACU Informational Technology team.**
- **Program Design, Structure, and Framework**
  - Minimum requirement to meet substandard: The program has clearly stated, current, relevant, and documented policies and procedures
  - Additional information about the substandard:  
The program has clearly stated, current, relevant, and documented responsibilities and performance expectations for personnel, and organizational charts demonstrating clear channels of authority.
  - The program works in close consultation and collaboration with others with expertise and departments across the institution to meet the needs and interests of students.
  - **The Psychology Program personnel has ongoing communications with Student Services, Student Support, Student Life, Campus Ministries, Athletics, Information Technology, Curriculum Development, Admissions, Enrollment, and Café 1412. (see Evidence section)**
  - The program is intentionally designed to incorporate research and theories on student learning, achieve predetermined student learning, and development outcomes.
  - **Due to University entrance requirements, it is predetermined that students in the Psychology program can learn and comprehend information that is read and disseminated. Bloom's Taxonomy is used to create learning outcomes that are measurable, achievable, and demonstrable through assignments given.**

**2.3 Program Documentation**

- Minimum requirement to meet substandard: Show the program's documentation to MACU's internal and external constituencies.
- Additional information about the substandard:
  - Insert a copy of the Program Sheet from the latest version of the Academic Catalog. **(See Evidence section)**
  - Provide evidence of the Program's curriculum reviews in the last three years. **(See Evidence section)**
- Provide evidence of any MACU Faculty Senate decisions about the Program in the last three years.
  - **There has been no faculty or Senate action taken regarding the Psychology degree program within the past 3 years.**

**Suggested Evidence and Documentation:**

1. List of program goals and objectives **(See Evidence section)**
2. List of current collaborations across the institution **(See Evidence section)**
3. Map of program activities
4. Map or report of outcome assessment activities, including results
5. Strategic plans program design and enhancement (See Evidence Folder)
6. Specifications or requirements (not applicable)
7. Organization Chart **(See Evidence section)**
8. Program Sheet **(See Evidence section)**
9. Curriculum Reviews **(See Evidence section)**
10. Senate Documents (not applicable)

## Psychology Program Outcomes

<b>Psychology / BS Program Assessment Map</b>	
Program Outcomes	
1	Foundational Knowledge: Demonstrate and integrate a foundational level of knowledge for the discipline of psychology within the areas of development, performance, personality, abnormal behavior, group processes, behavioral modification, and positive psychology through constructive engagement in learning processes which enhance learning capacities.
2	Disciplined Thinking and Proficient Communication: Demonstrate and communicate a skillful level of disciplined thinking utilizing concepts and principles of psychology for analytical and practical applications of the methods and tools of the discipline.
3	Practical Application: Demonstrate realistic and practical skills applied in varied settings utilizing case studies and performance exercises.
4	Research: Demonstrate accessing, comprehending, applying, and designing research within the discipline.
5	Foundational Disposition: Character, Values, and Ethics: Demonstrate the internalization of the values, ethical principles, and psychological dispositions to be a positive presence in the workforce and/or for graduate school.
6	Diversity and Spirituality: Demonstrate the qualities of a positive presence in the world through responsiveness to diversity, multiculturalism, and a spiritual life lived in and with a collaborative personal relationship with God – empowered and sustained by the Spirit of God.

These Program Outcomes have been chosen for the Psychology degree program because they align with the national standards of the American Psychological Association and reflect the University's Ends Policies.

## Psychology WIGS

### 2022-2023

**Faculty members of the School of Behavioral Science and Counseling will produce out a monthly video clip entitled, “Mental Health Moment”. This clip will be sent out through MACU social media outlets beginning July 2023 through May 2023.**

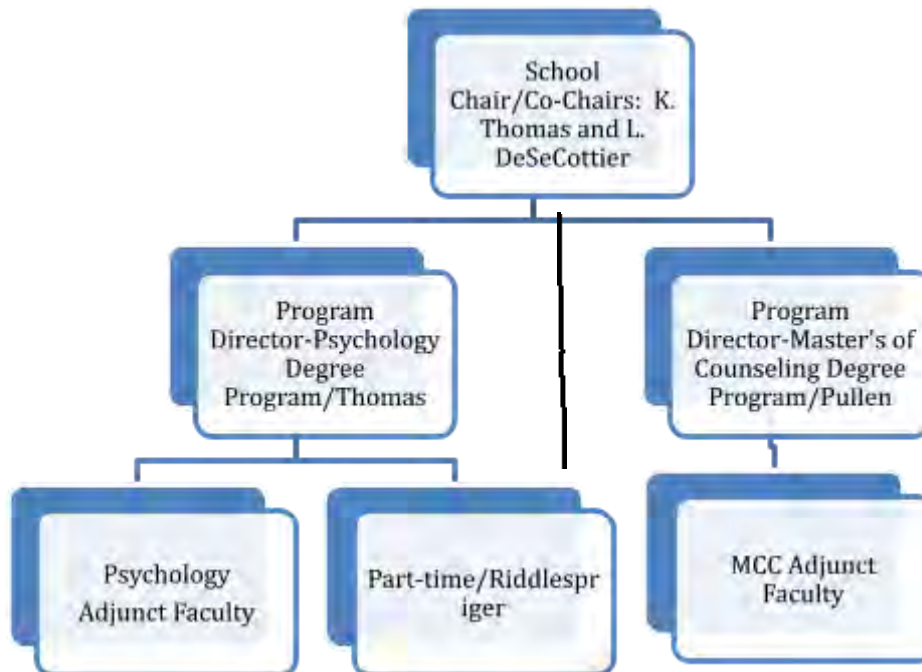
### 2018-2019

The Adult School of Counseling (undergrad and graduate programs) will work to create a learning environment responsive to students’ learning needs through an increased frequency of a 3 or 4 on questions 1, 2, 3, 6 and 8 on the end of course survey. In Academic Yr 2017-2018 the percentage of scores meeting or exceeding expectations on each question were: Q1=90%, Q2=85%, Q3=79%, Q6=81%, and Q8=73%. The goal for academic year 2018-2019 is for all scores (Q1, 2, 3, 6 and 8) to be at or above 85% (increase Q3 by 6%, Q6by 4%, Q8 by 12%, and maintain score on Q1 and Q2).

### 2015

(Psychology): Increase students perceived helpfulness rating of the academic program and the courses from X to Y by 05/01/2015 as measured on the perceived course helpfulness assessment. (What behavioral changes will have to take place?) (Increasing test quality: currently based on feedback provided by the students).

## School of Behavioral Sciences and Counseling Organizational Chart



## Psychology Program Curriculum Map



Psychology Program  
Curriculum Maps.xlsx

**B.S. PSYCHOLOGY PROGRAM**

The B.S. in Psychology program provides students with an in-depth perspective of human behavior, psychological principles, and an introduction to common psychological issues, synthesizing knowledge from the areas of family life studies, psychology, and sociology with biblical studies and general education coursework to provide a solid foundation for understanding human relations in our complex society. Designed to equip students to positively impact their communities through human service careers within the education, social, government, or medical sectors, this program also lays the groundwork for advanced study in the fields of counseling, clinical psychology, experimental psychology, or industrial/organizational psychology and the pursuit of counseling licensure.

**University Core**

**Specific courses within the University Core are listed on the first page of this catalog section.**

**University Core (46 Hrs)**

Bible/Theology (12 hrs)

Communication (9 hrs)

U.S. History and Government (6 hrs)

Science (6 hrs *plus 1 hr of lab*)

Math (3 hrs)

Social Sciences (3 hrs):

\*PSYC 1103 Introduction to Psychology

Humanities (6 hrs – 3 hrs *must be literature*)

\*These courses are required pre-requisites for the major. Upon completion of the above courses, corresponding University Core requirements will be satisfied. (These courses are required for this major regardless of previous degrees conferred). *See the Academic Program Requirements section of this Catalog for additional requirements.*

**Orientation Requirement****Orientation (1-3 Hrs)**

UNIV 1121 First Year Evangel

**OR** UNIV 1123 Success at MACU**Major Requirements****Psychology Major (36 Hrs)**

PSYC 3303 Development Across the Life Span

PSYC 3633 Psych of Addictions and Substance Abuse

PSYC 3713 Psychological Statistics **OR**

MATH 3703 Introduction to Statistics

PSYC 3803 Introduction to Research Methods

PSYC 3813 Cognitive Psychology

PSYC 4213 Physiological Psychology and Neuroscience

PSYC 4313 Multicultural Psychology

PSYC 4333 Positive Psychology

PSYC 4343 Psychology of Motivation and Emotions

PSYC 4703 Psychology of Abnormal Behavior

PSYC 4803 Personality Development

PSYC 4813 Professional Ethics and Conduct

**Electives (37-39 Hrs)**

Choose thirty-seven (37) to thirty-nine (39) hours from any area to meet the required minimum 122-hour requirement for your bachelor's degree. At least 4 hours should be from upper division hours. The following are not required but recommended:

PSYC 2303 Social Psychology

PSYC 2403 Child/Adolescent Psychology  
PSYC 3103 Psychology of Learning  
PSYC 3113 History and Systems of Psychology  
PSYC 3123 Industrial Organizational Psychology  
PSYC 3903 Stress Management  
PSYC 4233 Performance and Sports Psychology  
PSYC 4403 Small Groups: Principles/Practices  
PSYC 4603 Pastoral Counseling  
PSYC 4903 Internship: Field Experience

A student must have a minimum of 40 hours of 3000 and 4000 level courses in order to receive a bachelor's degree. Please note: This may require the student to take upper division elective hours in order to meet this graduation requirement.

*Students may choose to replace above electives with the concentration (below) or a Multidisciplinary option (see Multidisciplinary option at the beginning of the Academic Program Requirements Section of this catalog.*

**Total University Core 46**

**Total Orientation 1-3**

**Total Psychology Major 36**

**Total Electives 37-39**

**Total Required Hours 122**

### **Psychology Optional Concentration**

#### **CRIMINAL JUSTICE CONCENTRATION (37-39 HRS)**

CRJS 3003 Victimology  
CRJS 3103 Introduction to Criminal Justice  
CRJS 3503 Criminal Law I  
CRJS 3703 Criminal Procedures  
CRJS 3813 Community Relations  
CRJS 4513 Interview and Interrogation Techniques  
CRJS 4533 Anti-Terrorism and Homeland Security  
***Choose sixteen to eighteen (16-18) hours of any***

## Psychology Program Curriculum Review Sheet

		Rewrites	Revisions/Modifications
PSYC1103 -Intro to PSYC		June 2020	
PSYC2303 - Soc PSYC		June 2020	
PSYC4803 - Personality Development		May 2020	
PSYC4333 -Positive PSYC		July 2019	
PSYC2403 -Child and Adolescent PSYC		Sept 2021	
PSYC2203 - Marriage and Family		December 2021	
PSYC3903-Stress Management			September 2021
PSYC4343-PSYC of Motivation			November 2021

### **Standard 3: Student Learning, Development, and Success**

#### **Overview Questions:**

1. What are the most significant student learning, developmental, and success outcomes of the academic program?
  - o **One of the most significant learning outcomes of the Psychology program is that several of our graduates have gone into our university's Master of Counseling program and do well.**
2. What is the demonstrated impact of the academic program on student learning, development, and success?
  - o **The majority of our Psychology students graduate with a grade point average that meets the entrance requirements of different graduate programs.**

#### **3.1 Program Curriculum Map**

- Minimum requirement to meet substandard: Provide a copy of the program's Curriculum Map. The Curriculum Map shows what student learning outcomes (SLOs) or Operational Outcomes (OOs) could be measured in each course within the program to support the program's outcomes (POs). **(See Evidence section)**
- Additional information about the substandard: If a major change to the program's curriculum or POs occurred in the last three years, provide evidence and explanations of why those changes were made
  - o **Major curriculum changes that have occurred over the past three years are attributed to out-of-date textbooks. One of the Program's aims is to keep abreast of textbook edition changes. I have included a document that list courses that have been rewritten or modified in some form.**
  - o **The Program Outcomes have not changed due to their relevance.**
- 

#### **3.2 Assessment of Student Learning and Development**

- Minimum requirement to meet substandard: The program uses evidence to create strategies for improving student learning, development, and success through Learning Reports.
- Additional information about the substandard:
  - The program has POs that guide what program graduates should know and/or do. **(See Evidence section)**
  - The program provides evidence of the extent to which SLOs are achieved, through measurement, ensuring POs are met. **(See Evidence section)**
  - The program aligns predetermined student learning and development outcomes with recognized models and institutional framework.

**3.3 Program Contribution to Student Learning, Development, and Success**

- Minimum requirement to meet substandard: Demonstrate how program graduates have used the degree in the past three years.
- Additional information about the substandard:
  - The program helps students and designated clients prepare for their careers and meaningful contributions to society.
  - Provide numbers, graduate feedback, and other quantifiable data.

**Suggested Evidence and Documentation:**

1. Program student learning and development outcomes, and brief description of how they were developed). **(See Evidence section)**
2. Program student learning, development, and success outcomes and related assessment data
3. List of current collaborations across the institution that facilitate student learning, development, and success. **(See Evidence section)**
4. Map of program activities and ways they connect to student learning, development, and success outcomes
5. Curriculum Map ). **(See Evidence section)**
6. Student Learning Outcome Measurements). **(See Evidence section)**
7. Student Learning Reports **(See Evidence section)**
8. Information about Program Graduates

## Psychology Program Curriculum Map



Psychology Program  
Curriculum Maps.xlsx

### Psychology Program Outcomes

Psychology / BS Program Assessment Map	
Program Outcomes	
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2	Disciplined Thinking and Proficient Communication: Demonstrate and communicate a skillful level of disciplined thinking utilizing concepts and principles of psychology for analytical and practical applications of the methods and tools of the discipline.
3	Practical Application: Demonstrate realistic and practical skills applied in varied settings utilizing case studies and performance exercises.
4	Research: Demonstrate accessing, comprehending, applying, and designing research within the discipline.
5	Foundational Disposition: Character, Values, and Ethics: Demonstrate the internalization of the values, ethical principles, and psychological dispositions to be a positive presence in the workforce and/or for graduate school.
6	Diversity and Spirituality: Demonstrate the qualities of a positive presence in the world through responsiveness to diversity, multiculturalism, and a spiritual life lived in and with a collaborative personal relationship with God – empowered and sustained by the Spirit of God.

These Program Outcomes have been chosen for the Psychology degree program because they align with the national standards of the American Psychological Association, and reflect the University's Ends Policies.

### **Psychology Student Learning Outcomes**

Student Learning Outcome 1.1. **Students will acquire and demonstrate the capacity to comprehend psychological concepts and compose principles to utilize to explain essential course content material and employ in appropriate applications.**

Student Learning Outcome 1.2 **Students will acquire and demonstrate the capacity to perform projects requiring increasingly complex learning capacities, abilities, and study strategies.**

Student Learning Outcome 1.3. **Students will acquire and demonstrate a foundational level capacity to effectively, independently, and interdependently increase their learning capability, instill a lifelong love of learning, and engage in ongoing inquiry and intellectual curiosity.**

Student Learning Outcome 2.1. **Students will acquire and demonstrate the capacity to perform the processes of analysis, evaluation, planning, creative thinking, and decision-making.**

Student Learning Outcome 2.2. **Students will acquire and demonstrate the capacity for expressing high-quality thinking through skillful written and oral communication, addressing differences in a supportive and non-judgmental manner, and engaging others in meaningful interactions.**

Student Learning Outcome 2.3 Students will acquire and demonstrate the capacity to effectively perform formal writing, apply correct APA style, and utilizing correct grammar and writing style.

Student Learning Outcome 2.4 Students will acquire and demonstrate the capacity to effectively perform oral presentations that demonstrate knowledge and expertise.

Student Learning Outcome 2.5. Students will acquire and demonstrate the capacity to integrate and personalize learning through active involvement with instructors in order to internalize, personalize, and synthesize academic knowledge and practical application of knowledge.

Student Learning Outcome 2.6 Students, in collaboration with instructors, will demonstrate the capacity to engage in active and participative learning processes to value and apply knowledge and skills pervasively within career and personal lives.

Student Learning Outcome 3.1 Students will acquire and demonstrate the capacity to comprehensively explain the application of psychological knowledge to real-world problems.

Student Learning Outcome 3.2 Students will acquire and demonstrate the capacity to design proposed solutions to real-world problems.

Student Learning Outcome 4.1. Students will acquire and demonstrate the capacity to comprehend research studies, reports, and articles.

Student Learning Outcome 4.2. Students will acquire and demonstrate the capacity to evaluate the proper design, statistical methods, analysis, and conclusions of research articles.

Student Learning Outcome 4.3 Students will acquire and demonstrate the capacity to properly apply research in case analysis and practical local and global problems.

Student Learning Outcome 5.1 Students will acquire and demonstrate the capacity to exhibit the personal application of behavioral and positive psychology principles to promote self-change.

Student Learning Outcome 5.2 Students will acquire and demonstrate the capacity to explain, assess and exhibit professional and personal ethical principles and dispositions integrated as a personal code of conduct.

Student Learning Outcome 6.1. Students will acquire and demonstrate the capacity to identify spiritual principles to personalize as one's disposition for living in the world.

Student Learning Outcome 6.2. Students will acquire and demonstrate the capacity to compare and contrast psychological ideas, theories, and principles with spiritual criteria.

Student Learning Outcome 6.3. Students will acquire and demonstrate the capacity to compare and contrast individuals regarding cultural and social differences and explain the significance of these differences in understanding psychological ideas.

Rev. June 2022

### **Course Learning Outcome Revisions to PSYC3903 Stress Management (as of 5 27 2022)**

After reviewing this course, it appears that the course learning outcomes need to be updated due to the text materials being used, course activities, and assessment of spiritual development. Also, the recommended assessment language aligns with Bloom's Taxonomy.

The recommended course learning outcomes are listed below along with current or former course learning outcomes with strikeouts and highlights. I have also included a question that I suggest could help us assess the influence of spiritual development in all our courses.

#### **PSYC3903 Stress Management (new revisions of Course Learning Outcomes)**

- Students will articulate main theories of stress management.
- Students will identify pioneers in the field of stress management.

Students will utilize research skills to locate academic sources that address current literature on stress and the application of stress management techniques.

- Students will describe how stress impacts the body and one's overall well-being.
- Students will evaluate their responses to a stress management scale.
- Students will apply different stress management techniques to one's life.
- Students will be introduced to methods that address stress management from a biblical and/or spiritual perspective.
- Students will lead the class through a stress management exercise or technique.

**\*New end of course question:** The course instruction and information encouraged my spiritual growth and development.

Assessment **Summary of Program Outcome 6.0 – Diversity and Spirituality.**

**This Program Outcome is stated to demonstrate the qualities of a positive presence in the world through responsiveness to diversity, multiculturalism, and a spiritual life lived in and with a collaborative personal relationship with God – empowered and sustained by the Spirit of God.** Because Psychology is a discipline not usually associated with being religious in nature, it is important to MACU that spiritual and biblical principles are incorporated as part of student learning. Therefore, in order to assess this Program Outcome, words and phrases that include “prayer, Bible reading/studies, meditation/meditating, spending time with God” were used as modifiers of this Outcome’s indicators. These words are ‘yellow’ highlighted in the students’ statements included in this report.

This Program Outcome was assessed in two sections of PSYC3003-Stress Management taught by 2 different instructors. The January section was composed of 21 students. All students’ responses were recorded; 10 out of the 21 (50%) responses met the criteria of Program Outcome 6.0. The March section was composed of 26 students. All students’ responses were reported; 11 out of the 26 (48%) students’ responses met the criteria of Program Outcome 6.0.

The results of this assessment reveal that students’ spiritual relationship with God is being positively impacted through this course. Some students’ responses stated that the spiritual disciplines practiced during the course is helping them experience a better quality of daily life. These outcomes meet the criteria of

**Student Learning Outcome 6.1: Students will acquire and demonstrate the capacity to identify spiritual principles to personalize as one's disposition for living in the world.**

The results of this assessment also indicates that students distinguished their spiritual growth from other forms of personal growth and development gained in the course. Students specifically identified changes in their perception, attitude, mental health, relationships with others, and the inclusion and application of activities and techniques learned that was distinguished from spiritual criteria. This meets the criteria of

**Student Learning Outcome 6.2: Students will acquire and demonstrate the capacity to compare and contrast psychological ideas, theories, and principles with spiritual criteria.**

**The overall results of this assessment indicates that students are gaining spiritual knowledge that is being applied to their lives.** The Program Director will use this information to consider if there are other ways to assess and/or measure Program Outcome 6.0 in this course.

Learning Report  
Reported Statements from Students

February 2022 Responses

The biggest change for me in the last 5 weeks has been incorporating meditation more routinely than I was before and trying to exercise every day, even if it is just a short walk. I have really come to see during this class that my stress levels affect every other area of my life and not only that but my family as well. If I choose to take the time to prioritize stress management it makes me a better mother, wife, student, worker, and person. I am less angry and more healthy and grateful. I have learned that if people do not take time to prioritize their mental and physical health, they will pay for it in other ways and the choice will ultimately be made for them. The mind is such an amazing faculty and if we want to be the best we can be for others, we must take good care of it.

This week on Wednesday, I picked my daughter up a little early from school. The weather was nice so i decided to load her up in the stroller and walk the neighborhood. I woke up the next morning and began to journal on my previous day. It wasn't until that moment I noticed how much joy I got from hat moment. I had forgotten my phone at home when we went on our walk. My daughter and I smiled, laughed, and i talked to her as she stared at me (she is almost 4 months) we were both in our happy place. Outside, no distraction and just time together. I have found this so relaxing that we have been walking every night since. Even though its only about a 30 min walk, my heart is happiest. I watched the rest of the week as my journal notes were more positive. so my biggest change was actually finding something that was good for my little family. Moments full of smiles ad happy hearts, not much can get better than that.

Throughout this class I have made the greatest change in my stress load by being intentional each day on combatting the inevitable stress I will encounter during the day. It gave me permission to take control of working through my stress instead of just letting my stress happen to me. Learning new strategies and tactics in this course has allowed me to try different things to reduce my stress and feel empowered when taking action. I have even been able to teach a co-worker about the relaxation techniques we learned in the reading a few weeks ago. She was having a lot of

stress lately and I shared with her what I learned about breathing. My co-worker came back and told me that the breathing techniques have actually been helping her. I have learned that I need an accountability partner to keep me on track with my workouts and quiet time with the Lord. My best friend and I have made a commitment to one another to keep each other track with our fitness and spiritual goals. Each week we must check in with each other and share the status of how we are doing, just as we did in this class. I felt it was powerful to have to admit to someone else if you were failing in a certain area or excelling. I think this positive edification and encouragement on stress reduction will help keep me on track in the future

Looking back over the last 5 weeks, I have learned that sometimes my mind believes I have given my stress to the Lord. However, my body may still be feeling stressed. The biggest change for me in reducing my stress is to recognize the tension building in my neck and shoulder. The tension from bracing that I feel in my neck and shoulders is a warning sign that something is bothering me before my mind catches on. Recognizing the warning sign allows me an earlier opportunity to evaluate what is causing the tension and take action to reduce or eliminate the tension before I get too stress. I now have a collection of options if stretching is not enough to relieve the tension in my body.

The past five weeks has been a blessing and my mind has been refreshed. My daily guide to relieve stress is accepting the things I cannot change and taking control. I will probably have trouble because I have been a pessimistic person. The thing I need to do is keep the faith and make a daily commitment.

The biggest change for me has to be my attitude when it comes to stress. I no longer get upset if im stressed, instead I work on becoming un stressed and create ways to block that stress from ever coming back around. I started meditating during week 2 and I feel that was huge for me as well. It taught me a few things I didn't know about myself, also it taught me to relax! ive been stressed for so long and after taking this course I really thing meditating will be the thing I take with me. This course has really taught me a life lesson and that's to always make sure that

YOU are okay, stressing can defiantly alter that and this course showed me I stress way to much over things I have no control over. Now I won't, and plan on never letting that happen again.

Over the past few weeks my perception of stress has been renovated. How? Well, up until gaining knowledge through this class I felt that stress was something that was incapable of being reduced or mitigated. I was and am relieved to know that stress can be reduced in spite of the fact that it is an inescapable part of life. I have felt a renewal of hope due to my new practice of writing down three things I am blessed with every morning! Focusing on what is right in my life versus what is wrong has proven effective for me. Meditation has been rough going, but I do have confidence that as I refine my daily meditation my state of relaxation will improve. I feel committed to continue my stress reduction practices because I have seen positive results in the short time I have been implementing them. Another incentive is the fact that my health will be better off and my interactions within family should improve as well.

I have learn a lot of helpful techniques on how to manage my stress. I have lived a pretty stressful life the last few weeks. The best thing I have learned is to walk away, take a deep breath, and pray. I will continue on with my random showers to get away from everyone and breath alone. I was already doing that prior to this class. Walking away or taking a break from whatever, I'm stressed about then praying has been a great change in my life. I will continue to use all these helpful techniques and I will also share them with my family to help them as well.

In a review of my journey over this course, I feel that the biggest stress relief was from changing my perspective. I really enjoyed the section about how our view of the world has a direct correlation to our interactions. I worked hard over the past few weeks to always enter my workplace on a positive note and I feel that this has a positive effect on my day. I believe maintaining a positive attitude, even when life gets tough or even mundane can take work, but I am committed to growing my momentum. Additionally, spending more time out of doors and increasing communication between my coworkers has definitely been beneficial to my business. I have started sending employees outside to walk around the building when they are particularly stressed and have found that this has done wonders to reset them.

The biggest thing I have done in this last 5 weeks to help reduce my stress is going to bed at an appropriate time and at the least getting 8 hours of sleep a night. I have had my good and bad days with doing this. I do notice a difference with my stress when I do get the sleep I should be getting. I hope to add on more to this not only for my stress but also for my overall health. For me to continue to work on my stress I need to stay committed to living a less stressful and healthy life.

Looking back, I would say the most significant change in reducing my stress is praying, journaling, and meditating. Lately, I have been feeling frustrated and pressured at work, and my stress level has risen to a 3-3.5, which feels high for me. It felt like I was put in the middle of a conflict at work and experienced some anxiety and stress about it. After praying, journaling, and meditating, I realized I needed to state my feelings without beating around the bush. I had to tell my supervisor I did not want to be involved in the conflict between her and our team lead. Once I clearly stated this, I felt like the world's weight was lifted off my shoulders and began to feel like my usual self. To continue working for me, I would need to journal what I think, pray, and meditate to figure out the best solution and follow it.

The best thing I have learned is to walk away, take a deep breath, and pray. I will continue with my random showers to get away from everyone and breath alone. I was already doing that prior to this class. Walking away or taking a break from whatever I'm stressed about then praying has been a great change in my life. I will continue to use all these helpful techniques and I will also share them with my family to help them as well

In the last five weeks, what has helped the most was adding time for myself where I can walk or have a mini reset during my busy days, taking a few minutes to reset my brain and decompress. During this course, I have learned several ways to relax and acknowledge techniques for stress management that I will continue to use daily or weekly. Also, focusing on hydration and eating healthy was another way that I have helped with my stress levels. When I feel better physically, my mental stress tends to be better

The curriculum of the past five weeks has renewed my practice of prayer and meditation. I had started slacking somewhat with the meditation. There are many positive benefits to getting back on track with this discipline. I am grateful to have this restored to my days. Having been quarantined for illness and then the days I spent housesitting during the winter storm gave me time to look at and get into these practices on a deeper level. Now that the days are beginning to get longer, I have recommitted myself to take some additional time to practice meditation at a deeper level and be back into my daily routine of going to the gym. I am already feeling better. Several people my age have approached me about having covid and reported they are still tired. I was only sick for one day and slept for about 36 hours, but other than that, I have no residual effects from the new variant. I write to say this; I attribute this quick recovery to healthy eating (including the occasional dark chocolate), moderate exercise, and daily meditation. I intend to take a great deal of what was learned from this course into the rest of my studies and life outside of school.

The most effective stress management technique that I have been able to implement and stick to each week would probably be my prayer time. This is a time that I can truly just speak my hearts hurts, desires, and most crippling times of stress to God himself. Being able to get those things off my chest lifts a weight off of me and gives me energy to continue throughout the day. New bible studies have been a way to understand that others are going through the same like situations as I am and having some common ground to speak on can build relationships. Thereafter, I have been relying on family so much as well. My mom is going through chemo treatments on top of a very hectic schedule in my life at the moment is just an added stressor that comes with so much anger and hurt as to why this was allowed to affect her body. It will take intentionality on my part to continue de-stressing my life. Time set aside to have moments alone that I can pray and listen to God. Moments that I can sit and have meaningful conversations with friends going through similar circumstances will help in keeping me accountable.

The most significant change for me in reducing my stress over the last five weeks has been exercising and being more attentive to the different situations and how I react to them. I have had a few days throughout this past five weeks that have been stressful at work and home. I have made it a priority to make time to go to the gym and have also tried to focus on eating healthier meals. When I have accomplished this, I feel much better than I have in the past. I will continue to make my physical and mental health a priority from now on after this class has concluded. I am starting to see results from going to the gym and want to keep that momentum going.

The last five weeks have been really helpful for me as I have been more intentional about my stress levels and how to manage them. The major change I made was doing the relaxation techniques at night as I went to bed. I have found that this has made the most significant change to my stress levels. After the first week I realized I was bracing a lot especially at night. I would often wake up in the middle of the night with some sort of migraine, or neck and back pain. I was always tense in my muscles. After using the relaxation technique I was able to release tension in my muscles and I have begun to sleep better. I will continue this.

Looking back over the last few weeks, I can say I really enjoyed this class because it a bunch of helpful reminders about dealing with stress that I either forgot or have not been practicing. At times I think I know all there is to know about stress given my experiences and education. However, applying the mechanisms that help alleviate negative stress, or at least neutralize it, is not the same as knowing it. That part takes a more deliberate effort that includes action, which of course, is easier said than done. Since the class started, I have initiated a gym membership and gotten myself back on my mountain bike. My first ride let me know rather quickly that I need to be out there more. After a few surgeries last year, some time has certainly accumulated where I was not physically active like I had been otherwise my whole life. I appreciate and value all of the things I learned in this class as well as the extra motivation it provided to help me get back to refining the healthiest version of myself. Thank you!

After losing my Aunt, who basically raised me, in August I have struggled with my mental health. I have become short tempered and since I no longer have her to talk about my stress with I have resorted to just holding everything in and damaging my mental health. At the beginning of this class I started to drink water more to help with my stress, while it did for a couple days I started falling back into my "dark place." A place where I feel like I'm drowning and I have no one or nothing to help me. Dr. Thomas called me one night and prayed over me, and one of the things she said has really stuck with me. She talked about all the positive things that my Aunt Terri brought into my life. After we got off the phone I sat in my car realizing how negative I have been in my life lately. So I've started to pray and ask God to help me through the stressful things in my life. I have started to reflect back on the positives that she brought into my life, and look at all the positive things going on in the world around me. I have spent more time this past week with my daughter, cuddled with our puppies so they are friendly when they go to

their new homes, and have been more upbeat. My family has seen the impact this has had and say that I seem more relaxed and happy. I know there will be times where I want to reflect on the negatives, but I'm going to try my hardest to continue to rely on God instead of myself.

Over the last five weeks, I found getting the alone time my mind needs every day is done myself wonders. Getting up a little early to get some alone time with God and myself doing simply breathing either sitting in a chair or at the foot of the bed. Sitting in a dark quiet room for about fifteen to twenty minutes seems to be the sweet spot for me. After work, I go for a drive for about an hour then come home to study and do homework. The clock on the quiz is not fun but learning how to destress has been fun and interesting

### March 2022 Responses

Over the past five weeks I have implemented a few different forms of stress relief. I have found that autogenic training, self talk, bracing, and starting slow on an exercise program have shown the biggest difference in stress relief so far. I have not done the rowing machine in the last few days with Easter and family keeping me busy, but to counter that I have planted some flowers outside and that has kept me active. I did not plant any roses to stop and smell, but I did plant some flowers that I really like. I am taking a weekend trip with a friend to have a relaxing spa weekend, so big stress reliever there

The biggest change for me in reducing my stress has been fortifying my relationship with God. Specifically doing Bible readings in the morning, and Prayer at night. What will take for me is to continue to work on my stress is consistency. Continue to do the actions I have been conducting. Also, I will continue to increase my water intake, walks to the park, and meditate. Overall, it will require shaping and time management to complete my tasks and positively mold my life.

Over the last five weeks, the one thing I have changed is how and when I spend time with God. I have made sure to do it first thing in the morning and I've made sure that I am not distracted or rushed whenever I do it. This has given me an overall better mentality throughout my days the past few weeks and I plan to continue

this new habit to the best of my ability. It has been very effective in reducing my stress and I know it will continue to be effective as long as I am able to continue.

Before this class I allowed stress to take full control over me. Now I am able to control my stressful situation when they come. I meditate each day and I also journal. My stress level remains low. I have had some really stressful situations come forth since and I can started this class. I can say that I am better equip to handle those stressful situation because of this class.

Perhaps the greatest contributor/change to reducing my overall stress levels during this course has been the inclusion of daily physical activity beyond the status quo that includes time spent playing with my children and daily walks with my dogs. Interacting with my children and my pets has provided benefits that include being too exhausted to be anxious and tense at the end of the day, likely from the depletion of the stress response chemicals, and I feel happier overall, likely a result from excess dopamine production!. Psychologically, I was quite surprised by how much our lack of communication was affecting the relationship between my spouse and I. While we both felt that our relationship was solid before this course, we have noticed that our arguing has decreased and my memory has improved as I take the time to listen rather than assume that I heard what she was saying. We have more positive interactions which provides benefits felt throughout our home and not just for my stress. Happy wife, happy life? While these are effective and beneficial coping skills, they will take continued effort to maintain. Thankfully, there has been enough progress that I am motivated to continue to develop them and possibly explore additional methods as time allows.

Over the last five weeks my stress management has pretty much stayed the same. The class has just reenforced the practices I have used for decades. I have found what works best me is alone time in the shop working on firearms and or my 47 Jeep. I enjoy being able concentrate on that task and pushing out the daily stress. I really don't want anyone thinking I didn't get anything out of the class, I am just an old dog and what works I don't

try to change too much. The class has given me the theory and how to apply it more effectively. My next project awaits.

This week brought to my attention some stress-relieving techniques that I had used years ago but had forgotten somewhere along the way. I also learned some new techniques that I have begun using have helped reduce my stress levels too. I will continue with making better food and drink choices as well as taking time to myself at the end of the day, with either a hobby or just to catch up on a television show that I enjoy. Meditating and getting in some exercise will be what I add to my day when time allows. The more stress-relieving things I can do the better my days will be in the future. The biggest challenge has been and will continue being a single parent. My youngest child's father is around but not planning to move closer to us and I am not a big city girl so I can not see myself picking us and moving away from my older two children to be somewhere that will only add to my stress levels. It is a trying situation, but we are trying to make due. This is the final week of my final class before I graduate with my Bachelors, and what a blessing it has been! I have enjoyed all the posts and comments that I have been able to read!!

The one thing that changed for me during the five weeks was taking time for myself. Even if it is a ten-minute break from everyone, I feel refreshed and ready to continue the rest of my task once I come back. Taking the time to do things I enjoy, the diaphragmatic breathing, and even spending time with my pets have helped my anxiety decrease during this course. This class has taught me many different techniques that I have and will continue in my life. I look forward to continuing these techniques to help cope with stressful situations.

Looking back over the last 5 weeks, the biggest change I've made in regard to reducing my stress, was the decision to practice meditating. This ancient technique has helped me face the negatives that life has to offer; speaking of situations that arise, that God is using to build my character and situations that come before me that may stem from someone else's toxic behavior, either way I believe the meditations

that I have been doing is helping me in the areas of facing stressors head on without becoming overwhelmed and stressed out.

What I plan to do to work on my stress is to continue to practice meditating, yet also being consistent at doing so. I have been missing the mark by skipping days and not doing it twice daily as recommended. So, the goal of meditating has been applied, but my plan of recommendation has not been fully applied (twice a day). There are some days where I have meditated twice but the consistency of twice daily is what it will take for me to continue to work on my stress. Immediately upon rising and right before dinner tend to be good times to meditate (Greenwood, 2021).

Over the past five weeks my stress level has been from a 9 to a 2. At first, I thought this course was going to be like all the others; man was I wrong. I think this course has been one of my favorites because it helped me immensely. I have tried new stress management techniques most have worked some did not. The biggest change that helped me was adding prayer into my life. I think prayer has been a great tool for me; not only am I bettering my relationship with God I am also helping in reducing my stress levels. The other is physical activity and nutrition. Being active has helped me reduce the physical stress and gives me an out as well as keeps me healthy and increases my confidence. I will continue to implement these in my day-to-day life and use the knowledge in from this course to help coworkers, friends, and family.

Over the past couple weeks, I have tried many things to help reduce my stress. I have tried walking, alone time, hobbies and meditation. The one thing that has seemed to help was walking. I forgot how much I loved being outside and hearing nature all around me! We would walk around the neighborhood, through the woods or even on trails at a park. Sometimes we did not even walk, we would just sit in peace together and it was a nice way for me to gather my thoughts! Even though I was unable to get away from my kids, we all found love in being outdoors. It has seemed to calm all of us down and less mood swings! I think this is something that I will stick with for a while until we find more things to help with stress.

These past five weeks have taught me a lot regarding how I can use different techniques in order to reduce my stress. One of the main things I focused on throughout the class has been getting my sleep on a better schedule. Before this class, I had the habit of switching up the times in which I would go to sleep because I would always find myself doing random things. This is something I will continue to work on as I have noticed that getting on a better schedule has really helped me out a lot in multiple ways. I feel more energized whenever I do wake up and I do not find myself getting as tired as quickly. All in all, I learned so much and will continue to work on these things to reduce my stress.

Over the last five weeks, I experienced a real-life case study in stress management, or for me, lack thereof. There were several instances in my personal and professional lives that caused me to take my focus off my schoolwork. The stress of not getting everything done to the standard I expected for myself was really frustrating and produced a lot of anxiety. When I was finally able to take a breath and get back on track I exercised several tactics to reduce stress. Firstly, I got organized and took an account of what needed to be done where. Knowing where I stand is so helpful in managing stress, I can then create plans to tackle things one part at a time. Breaking a large project into smaller tasks is so helpful for me. I also reduced my stress by focusing on the day I had in front of me, not worrying too much about what I had done or what I needed to do. When I stay present in the moment I can focus and remain levelheaded. Going forward, I want to recognize quicker when I need to rest, take that time, then get back to what needs to be done. Too often, I wait until I am about to break then completely disengage. I will be more proactive in stress management moving forward.

My experience throughout the last five weeks has been beneficial to my wellbeing. My focuses are on Benson's relaxation response. I have implemented Autogenic training and have found doing this technique rite before bed helps me to relax and drift off to sleep. This class has given me the tools to better myself. Thank you.

Looking back over the last five weeks, I can honestly say that this class has been less stressful than any other class. Learning about and practicing these stress management techniques has been a blessing. I started meditating daily two years ago at the beginning of my recovery. The meditation I was practicing was first thing in the morning while doing my devotion, it was used as a tool to listen to God after my prayer time. This was helpful for decision making, and my mind was still busy thinking. In week two I decided to practice another form of meditation along with autogenic training. Before work and at lunch I meditate to clear my mind of any stress before work and to release any stress of the morning. Sitting in silence and being tension free has reduced my overall stress level by around 30% at the end of the day. The only downside to this is now I must set an alarm, so I do not go overtime. I will continue to incorporate these stress management techniques into my everyday life.

The most significant change that I implemented over the past five weeks was to find time for myself/to practice different hobbies. I was able to do things that I had not felt the want to do for a while due to prioritizing other things. Often, I put off doing hobbies that I enjoy or significantly limit my time on them. I usually did this so that I had time to do many things (including hobbies) instead of enjoying just a few. I suppose I wanted to do everything all at once. Finding time to draw, write, practice music, bake, and even play a game or two allowed me to focus on that moment and helped me to destress. I did not have time to think about the what-ifs, and I could enjoy the moment. Plus, I got to practice some different skills.

I think the thing that I can do to continue to work on stress is to ensure time each week to dedicate to different hobbies without allowing myself to think of what else I could be doing, be it another hobby or some sort of task.

For me, the biggest change for me in reducing my stress level was spending time in God's word. I will say that I plan to change the time of my quiet time. I have been getting up a little earlier to do it, but I have found that I am still sleepy in the mornings. I plan to start doing my quiet time after I put my kids to bed in the evening. I am a night owl and I feel like this will suit my life a bit better. After my last college class ends next month, I

plan to try to work more sleep into my schedule so maybe eventually I can go back to getting up early and starting my day off with God.

Adding walks with my wife in the evenings really made a difference in keeping both of our stress levels down throughout the weeks. Just something about taking those walks really helped us put our minds more at ease. It gave us chances to talk and laugh. This class has helped me to realize that managing my stress levels using some of the strategies we have learned about work and are worth using. Walks may not be as effective at some point, but I know the rest of the strategies to try to see what work.

Over the last year and a half, I have several things that I have applied whether it be in my personal or professional life. I am being intentional in a few specific areas. Stress management is one of the areas that I have struggled with. The biggest change for me is applying things that I have learned about my personality and about how to manage stress. I have struggled with anxiety and stress for a while. Enough that I have anxiety about having anxiety. I got to the point that I would avoid social gatherings or any outings. Before this class I just on my own made the commitment to be intentional and desensitize myself to the stress through exposure. In addition to that, through this class, I have learned and personally applied breathing techniques as well as meditation techniques. I have already, just in the short 5 weeks, seen an improvement in my anxiety and stress levels since applying these two things. One final thing that I have applied and been intentional with is prayer each morning during my morning drive. The combination of these things has already given reprieve from the stress that I have personally struggled with.

I have thought long and hard about this over the last several days trying to pinpoint exactly what the biggest change for me was. The only thing that has kept me going and that has helped me reduce stress over this course and over the last several months of my life is trusting God. Without a doubt I would not be where I am or who I am without God. Learning to fully rely upon him has been a challenge because I want to take control and fix everything. The truth and the reality is that everything cannot be fixed or controlled here on earth.

There are so many things that we are surrounded by daily that is out of our control and out of our hands. It takes me back to the serenity prayer I'm sure everyone has read it or heard it; where it talks about changing the things that we can change and accepting the things that we can't and then the wisdom to know the difference, The things that we can't control God can but, we have to have the wisdom and discernment to know the difference. Being able to give my broken life to God and having Him fix it has been a struggle of wanting to take it back and then breaking it more and giving it back to Him. God will forever take my brokenness and my struggles and my stress then turning them around for good as long as I allow Him to. Trusting God is what has reduced my stress.

Looking back over the last five weeks, the most significant change that I have incorporated into my day-to-day living is no longer looking for numbing factors to help my internal pain. Instead, with daily prayer, I have begun to seek professional help in managing my emotions and stress. It will take a lot of prayer and support from those closest to me to help me stay on top of managing my anxiety.

Throughout this class I have decided to go to bed early and wake up early. This one change has lowered my stress level by a lot. When I first started this class, my most stressful time of day was the morning time. My mornings felt so hectic and stressful. I think it felt this way because I was staying up way too late and getting up early was difficult. After about a week of early bedtimes, my stress level was cut in half. I know going to bed may seem simple to others but for me it was difficult because I was in the habit of being on social media, watching tv, reading books all at night which kept me up past midnight. Now that I have dropped that habit, my sleep has been much better.

Looking back over the past weeks I feel like my biggest change and was effective for me was to just sit and take a moment to myself. I feel like this will continue to help me in the future as well. As I age I feel like I will make changes as needed. I hope everyone has loved this class as much as I have. God Bless you all!

Over the last few weeks, I feel like the biggest change for me is being self-aware when I am stressed out. I am always dealing with stress. Being aware of my stress levels and the factors that are causing my stress to enable me to plan and intervene to reduce stress. Taking things one step at a time, one day at a time, one skill, one test at a time. I am only a person, and I can do so much. I have my limitations too. Being aware takes a lot of stress off my shoulders.

## List of Program Collaborators

The Executive Vice-President of the College of Adult and Graduate Students

The Vice-President of Academic Affairs

The Registrar's Office

The Dean of the College of Arts and Sciences

Curriculum Development and Services

Information Technology

Enrollment

Student Services

Student Support

Student Life

The University Library

**Standard 4: Assessment****Overview Questions:**

1. What is the comprehensive assessment strategy for the academic program?

The comprehensive assessment strategy for the Psychology program is to continuously review outcomes measured by student learning performance throughout their program as evidence by grades in their courses, end of course evaluations, syllabi review and meeting the goals aligned to the American Psychological Association standards for undergraduate psychology programs which are as follows:

Goal 1: Knowledge Base in Psychology

Goal 2: Scientific Inquiry and Critical Thinking

Goal 3: Ethical and Social Responsibility in a Diverse World

Goal 4: Communication

Goal 5: Professional Development

Therefore, each course and teaching practice is geared towards one or more the above goals

2. What are priorities for assessment of the academic program and how are those developed?

**Priorities for assessment are #1-to ensure students are learning the basis of psychology and psychological inquiry throughout their program. Courses are evaluated to match the goals of the American Psychological Association:**

- **Goal 1-Knowledge base in psychology is acquired in introduction to Psychology and throughout each course.**
- **Goal 2-Scientific Inquiry and Critical Thinking is presented in Research Methods as well as incorporated throughout each course**
- **Goal 3-Ethics and Social Responsibility in a Diverse Word. Students are required to take an ethic course as well as a course in multicultural education**

- **Goal 4-Communication-Students have assignments in each course which allows them to present their own views and how they are evidence based.**

**Goal 5-Students assess their own professional development through an internship course which allows them to work along side practitioners directly with the community.**

3. How are tangible, measurable learning, development, success, and program outcomes determined to ensure achievement of mission and goals?

**Measurable learning goals are determined by grades from both written and objective assessments.**

**A future goal is to have all seniors take the National Exam for Psychology majors. This will be incorporated in Spring 2023.**

4. How does the academic program use assessment results to inform improvement? What changes, adjustments, or improvements have been made because of assessment activities?

- A. End of course evaluations and grade reports as well as faculty evaluations are used to determine if student learning has been met and if effective teaching practices are being used.**
- B. As a result of those assessments, syllabi review is conducted, and syllabi are adjusted in response to end of course evaluations and assessments. Adjunct professors are assigned according to student achievement outcomes.**

5. How does the academic program share assessment results with relevant constituencies?

**The psychology program leadership teams meet twice a month to examine academic and assessment results and needs. Communication between chair, program directors and faculty are done on a regular basis.**

6. How does the academic program support ongoing development of assessment competencies for personnel?

**Annual faculty evaluations are done to select the most effective instructor for courses which align with their area of expertise. Ongoing professional development is done by all**



#### **4.1 Establishing a Culture of Assessment**

- Minimum requirement to meet substandard: Display assessment plans that work towards the achievement of the program's mission, goals, outcomes, and objectives.

- **Additional information about the substandard: Display the past three** years of evidence for:

- Faculty evaluations
- WIGs
- End of Course (EoC) results
- Course Reports
- Retention Reports

#### **4.2 Assessment Plan and Process**

- Minimum requirement to meet substandard: Show how the program reviews, interprets, and monitors changes based on findings of assessment from multiple measures of data collection.

- Additional information about the substandard:
- The program identifies goals, outcomes, and objectives to guide its work.
- The program engages students, faculty, staff, administrators, and other relevant constituents in assessment activities.

#### **4.3 Reporting Results and Implementing Improvement**

- Minimum requirement to meet substandard: The program uses evidence from assessment activities to inform decision-making and planning for continuous improvement.

- Additional information about the substandard:
- The program uses assessment results to demonstrate learning, development,

effectiveness and continuous improvement.

- The program informs constituents of assessment results and how data have been used for continuous improvement.

Suggested Evidence and Documentation:

1. Academic program goals, key indicators, outcomes, and related assessment data
2. Assessment data related to student learning, development, and success outcomes
3. Assessment plans and annual reports
4. Minutes of meetings at which assessment activities and results are discussed.

## Evidence and Documents

## APA---Psychology---MACU Outcomes

Outcomes Alignment			
APA	Psychology Outcomes	University Outcomes	Ends Policies
Communication	<p>1. <b>Disciplined Thinking and Proficient Communication:</b> Demonstrate and communicate a skillful level of disciplined thinking utilizing concepts and principles of psychology for analytical and practical applications of the methods and tools of the discipline.</p>	Effective Communication	Engagement with Learning
Knowledge base in Psychology	<p>2. <b>Practical Application:</b> Demonstrate realistic and practical skills applied in varied settings utilizing case studies and performance exercises.</p>	<p>Collaboration Local and Global</p> <p>Greater Problem-Solving and Entrepreneurialship</p>	Emphasis on Local and Global Problems
Scientific Inquiry and Critical Thinking	<p>3. <b>Research:</b> Demonstrate accessing, comprehending, applying, and designing research within the discipline.</p>	<p>Engagement in Scholarship</p> <p>Examination and Adoption of Ideas</p>	Engagement with Learning
Professional Development	<p>4. <b>Foundational Disposition:</b> Character, Values, and</p>	Expertise in the	

	Ethics: Demonstrate the internalization of the values, ethical principles, and psychological dispositions to be a positive presence in the workforce and/or for graduate school.	Discipline  Ethical Leadership and Values	Expression of Doing Good
Ethical and Social Responsibility in a Diverse World	5. <b>Diversity and Spirituality:</b> Demonstrate the qualities of a positive presence in the world through responsiveness to diversity, multiculturalism, and a spiritual life lived in and with a collaborative personal relationship with God – empowered and sustained by the Spirit of God.	Spiritual Formation	Expression of Doing Good  Encounter with God

**Course Learning Outcome Revisions to  
PSYC3903 Stress Management (as of 5 27 2022)**

A recent review of this course's learning outcomes demonstrated a need for the language of the course learning outcomes be updated due to the change in text materials, course activities, and an assessment of spiritual influence. The change in language was also needed to align with the action processes recommended by Bloom's Taxonomy.

The recommended course learning outcomes are listed below along with current or former course learning outcomes with strikeouts and highlights. I have also included a question that I suggest could help us assess the influence of spiritual development in all our courses.

**PSYC3903 Stress Management (new revisions of Course Learning Outcomes)**

- Students will articulate main theories of stress management.
- Students will identify pioneers in the field of stress management.

Students will utilize research skills to locate academic sources that address current literature on stress and the application of stress management techniques.

- Students will describe how stress impacts the body and one's overall well-being.
- Students will evaluate their responses to a stress management scale.
- Students will apply different stress management techniques to one's life.
- Students will be introduced to methods that address stress management from a biblical and/or spiritual perspective.
- Students will lead the class through a stress management exercise or technique.

**\*New end of course question:** The course instruction and information encouraged my spiritual growth and development.

**Current or former course learning outcomes (as of 5 27 2022)**

--Students will articulate main theories of stress management.

- Students will identify ~~pioneers~~ in the field of stress management.

skills to locate academic sources that address current literature on stress and the application of stress management techniques.

- Students will describe how stress impacts the body and one's overall well-being.

Students will utilize research.

- Students will evaluate their responses to a stress management scale.

- Students will apply different stress management techniques to his or her life
- Students will be introduced to methods that address stress from a biblical and/or spiritual perspective
- Students will lead the class through a stress management exercise or technique.

Students will assess personal, relational, and spiritual development and growth in response to information gained from the course.



CAGS ASPC Fa  
2018-2020.xlsx

**PSCY and MCC Assessment Goals 2021-2022****School of Behavioral Sciences and Counseling****CAS and CAGS Psychology Program****2021-2022**

CAS-increase overall student retention by 2% over the next 2 years (from 57 to 59%).

CAGS –increase overall student retention by 2% over the next 2 years (from 73 to 75%).

Action steps:

Program Directors will continue to attend scheduled Open House receptions and New Student Orientations, both online and on ground.

Solicit buy-in from part-time faculty.

Program directors will ask instructors to send a list of names of students who finish the course with a “C” or less. Program Director will contact these students for encouragement and retention purposes.

Have a social gathering for CAS PSYC students per semester.

School of Behavioral Sciences and Counseling (SBSC)

Retention Report 2021-2022



SBSC Retention  
Report 2021-2022.xls

**Standard 5: Access, Diversity, and Inclusion****Overview Questions:**

1. How does the academic program ensure constituents experience a welcoming, accessible, and inclusive environment that is equitable and free from harassment?
  - o **Upon enrollment, students are given Alpha Point's Resilience Training (Title IX training) for all students. This training covers diversity, civility, harassment, and mental health.**
2. How does the academic program identify barriers to and advocate for access, diversity, and inclusion?
  - o **The courses in the Program are written with diverse learning styles in mind. Core and supplement materials include written assignments, reading materials, and videos that address different learning styles. Instructors are encouraged to create instruction videos and utilize grading tools that allow audio and visual feedback.**
  - o **When a student is identified as having a handicapping condition that might interfere with learning, instructors are notified of accommodations that are available.**
3. How does the academic program address imbalances in participation among selected populations of students?
  - o **Instructors are encouraged to make pre-course contact with students to begin early engagement. Once a course begins, instructors gauge student attendance and provide warnings to support services if there is a potential for at-risk behavior.**
4. How does the academic program address imbalances in staffing patterns among selected populations of program personnel?
  - o **There is not an imbalance of staffing personnel.**
5. How does the academic program ensure cultural competence of its personnel to foster inclusion in the program?
  - o **Regular faculty meetings provide ongoing opportunities to discuss diverse situations or concerns that students demonstrate.**
  - o **Program Directors facilitate training to instructors on the university's Operational Values. These values help define and encourage an environment that supports the university's mission.**

**5.1 Inclusive Educational and Work Environments.**

- Minimum requirement to meet substandard: Provide evidence of the program's goal of inclusiveness to all MACU constituencies.
- Additional information about the substandard:
  - The program creates and maintains educational and work environments that are welcoming, accessible, inclusive, and free from bias or harassment.

- o **The Program Directors of the Psychology programs (CAS and CAGS) are an African American female and a Caucasian male. It is hoped that this leadership representation communicates a message of diversity and inclusion (gender, people group).**
- The program does not discriminate based on race, color, national origin, sex, disability, age, or veteran status; or any other basis included in codes, laws, and institutional policies.
  - o **The part-time faculty is composed of instructors who are veterans, of different ages, from different people groups and with various experiences of provider services (religious, private, community, etc.).**

## 5.2 Implementing Aspects of Access, Diversity, and Inclusion

- Minimum requirement to meet substandard: Provide evidence of the program's inclusiveness to all MACU constituencies.
- Additional information about the substandard:
  - The program provides equitable access to facilities and resources for all constituents.
    - o **Physical classroom space and online access are available to all students.**

The program addresses the characteristics and needs of diverse constituents when establishing and implementing services, policies, procedures, and practices.

### -- CAS Psychology student--

- o **For the CAS Psychology student (face-to-face), the full-time instructors/Chairpersons (DeSeCottier and Thomas) practice an open-door policy which provides a safe place where students can be heard and concerns addressed.**
- o **Classroom presentations seek to meet the needs of visual, auditory, hands-on learners; individual and group collaboration activities are practiced.**
- o **Classroom policies and procedures are presented and feedback from students are welcomed and addressed.**

### --CAGS Psychology student--

- o **For the CAGS Psychology student, face-to-face and online instructors post office hours of their available in the News section of the course.**
- o **Instructors include meeting opportunities over the 5-week course to encourage instructor-student and student-to-student interactions that discuss course content.**
- o **Policies, procedures, and expectations are posted in the course News section at the beginning of the course. Weekly and/or unplanned adjustments are also posted in the News section.**

- o **Emails are sent out to assure that students receive announced information through email and the News section.**
- The program responds to the needs of all constituents when establishing hours of operation and developing methods for delivering programs, services, and resources.
  - o **Instructors list hours of availability to meet with students, but because student care is core to our Program, instructors model flexibility in their availability as needed.**
- Personnel within the program promote respect for commonalities and differences among people within their historical and cultural contexts.
  - o **Psychologists, counselors, and other health professionals are taught in their degree training programs the importance of working with diverse populations and providing multicultural services. 98 percent of our instructors are counseling practitioners, therefore, how to address and provide services in multicultural settings is talked about and encouraged.**

**Suggested Evidence and Documentation:**

1. Vision statements, goals, and objectives related to access, diversity, and inclusion (**See Evidence section**)
2. Training plans and agendas for personnel and/or students (**See Evidence section**)
3. Lists of programs and curriculums related to access, diversity, and inclusion (**See Evidence section**)
4. Policies, procedures, and/or handbooks (specifically statements against harassment or discrimination) (**Student Handbook, Employee handbook**)
5. Facilities accessibility audit (Not applicable)
6. Assessment results such as participation rates, demographics, campus climate, and student needs
7. Recruitment Efforts for Future Students (**See Evidence section**)

## Evidence and Documentation

### **Vision Statement Psychology Degree Program**

Psychologists and Behavioral Scientists embrace the practice to “do no harm” through their commitment to learn and apply professional knowledge of behavior to individuals, groups, and society. In like manner, the school of Psychology of Mid America Christian University is committed to cultivating an academic environment in which students are prepared to learn and apply new knowledge that will enable them to effectively serve, protect, and inform diverse people groups, through biblical compassion and respect.

### **Mission Statement Psychology Degree Program**

The mission of the Psychology degree program at Mid America Christian University is to produce students and graduates who are academically, intellectually, and spiritually equipped to contribute to the fields of psychology and the behavioral sciences.

(Additional purpose statements and goals of the Mission Statement)

- ❖ Our program will promote academic excellence through the presentation of relevant literature in the field, academic research, exploration of methods and techniques, and the application of information in multicultural settings with diverse people.
- ❖ Students are encouraged to be spiritually sensitive to the calling and work of Jesus Christ in their lives. This expression of spiritual sensitivity will be applicable through ethical and moral standards of personal and professional conduct, care, and decision-making through engagement with others.

\*The Mission stated is freshly crafted (June 2022). Components of it has been used in Open House settings over a couple of years.

**Mid America Christian University  
Psychology Program  
New Instructor Guide**

**(Rev. 2022)**

### **Teaching Online for the First Time**

Welcome to Mid America Christian University and to the School of Behavioral Sciences and Counseling.

Teaching online or on ground for the first time might feel like you're exploring new and unfamiliar, yet wonderful territory.

One primary difference between the online/virtual classroom and the on-ground classroom is how students and faculty communicate and the range of tools they use to communicate. Within the online classroom, the key communication areas are the News section and the Discussion Forum. The discussion forum is the platform where the student responds to the weekly discussion question(s) and the exchange of ideas, thoughts, and experiences occur. The News section is where the instructor demonstrates instructor presence through weekly updates, guidance, and encouragement to help the student be successful.

Our students come from diverse backgrounds, so it is our goal to engage them through different teaching-learning modalities (visual aids, written documents, and audio feedback (as chosen) by you, the instructor).

The information expressed in this guide includes 'best practices' that have been recognized by other educational specialists as well as those practiced within the online MACU teaching community (faculty and students).

### **Getting Ready to Teach**

#### **Navigating Through D2L**

##### **The Course Home Page**

MACU uses the online teaching platform called Desire 2 Learn (D2L) as the tool through which online teaching occurs. Signing into one's course requires a password through the MACU One Login. Upon entering the course site, the course home page is in view. This page includes several tabs that take instructors and students to important places within the course.

The **Content tab** provides a table of content that identifies instructor resources and course resources. The **'instructor only'** link may include instructions on how to use the rubrics or other grading matters.

The **Course Resources tab** includes the syllabus and other policy information. The syllabus includes textbook information, general course information, netiquette, and a summary of assignments for each week. The Policy link leads to the latest edition of policies related to academic standards, grading standards, attendance requirements, disability services, and library resources.

Each week's assignments are located within the **weekly sections**. Goals, objectives, and student learning outcomes for the week's assignments are listed. Each week is assigned a scripture that aligns with the School of Behavioral Science and Counseling

weekly assignments. Instructions within the weekly sections explain what students are expected to do to fulfill each assignment.

### **Getting Ready to Teach**

#### **Pre-course Set-up**

Instructors are given access to their course at least 7 days before the course begins. The course homepage is where set-up begins. To get started click on the Communications tab and scroll down and click on the ‘**News**’ link. You can begin creating different ‘*new items*’ of news (announcements) that include the following: a video introduction of yourself, your virtual office hours, attendance expectations, late assignment penalties, APA resources, and other videos, pictures, and animations that invite students to an engaging and fun learning experience.

Once your announcements are in place, you are to send a friendly email to your students just to say, ‘hi’. You may want to ask a fun question or share a meaningful story to establish rapport.

To send a class email, click on the Course Admin tab and scroll down to ‘Class List’. You will see the word ‘Email’ next to a blue envelope. Underneath that, there is an empty box next to nothing. ‘Click’ that box and checks will appear by your students’ names as well as yours. Then click on the blue word, ‘Email’ and an email box will open. Fill out the email form and then, ‘send’.

Establishing pre-course contact has proven to increase student retention.

At the beginning of the following weeks, you are to make a summary video of what to expect for the new week.

For additional support, please contact the Program Director or School Chair.

Attendance. The attendance link is located under the Course Admin tab of the Course Homepage.

#### **Creating a positive classroom atmosphere**

As the instructor, you can custom design (add video greetings, interesting video clips, colorize) the homepage of your course to reflect your personality and to create an environment where students feel at ease.

The “News” section on the course home page is the first-place students will come to when they sign in to the course. This is where students will see your welcome announcement. In this welcome announcement, you should share your office hours, at least two ways students can contact you, faculty/course expectations, your personal late policy, and where other course resources are located. And, please add information about yourself: a picture, describe ministry/faith journey, and talk about your profession, ministry, and work experiences. Providing a summary statement about the course will get them excited and “on board”.

Please aim to respond to all questions within 24 hours. You can reserve Sundays as your day off, but please communicate that to your students.

Please set up the course calendar to record assignments due, beginning of weekly discussions, and when quizzes are offered.

## Grading

One of the most important tools you will need to assist in your grading is an updated *APA manual*. The new students to the Program purchase the *APA Pocket Guide* in the Program Orientation course where they are taught to use the APA format. Please request one when your course texts are sent to you.

It is important that *the instructor insist and expect* the students to demonstrate correct APA style writing standards. This is helpful not only for the immediate course, but we want to keep in mind that we are preparing students to graduate with a working knowledge of the APA format and good overall writing skills to assist in their pursuit of graduate studies.

The MACU CAGS has adopted the 10-point grading scale (see College handbook).

Grading of assignments involve both subjective and objective components. The Adult School of Christian Ministries is in the process of developing rubrics for major assignments. Rubrics are important to the explaining grading criteria and performance expectations to the student and must be used when offered in a course. Rubrics help take the “guesswork” out of how assignments will be graded and help guard against some levels of subjectivity. If an assignment does not have a rubric, and you are doubtful as to how to grade an assignment, please contact your instructor-mentor, Program Director or Chair for assistance.

### Grading Assignments

\*To grade assignment, go to the Course Home page, click on the Assignment tab at the top, and click the “Dropbox”. The weekly assignment title will appear, and another click will allow you to view all students’ submissions. The students’ assignments can be downloaded for grading as a Word document. As you read the assignment, you can highlight and add comments. Those comments will appear in the margin. After reviewing the paper, write a summary paragraph regarding the student’s overall performance at the end of the paper. These comments should reference strengths and weaknesses, as well as positive ideas or thoughts that stood out in the student’s assignment. These comments should be personalized to the student, encouraging, and instructive. When available, rubrics should be used to grade and provide feedback. Copy and paste the summary paragraph into the D2L Dropbox comment box to return with the graded assignment. Upload and attach the graded assignment and return it to the student. After grading the assignment, “save as” the document under the student’s name in an electronic folder. This electronic folder should be on your computer desktop or flash drive with the course name.

**Please grade and return assignments promptly within a five day period.** Adult students are very concerned about their academic performance; therefore, **prompt feedback of assignment performance is mandatory.**

Some instructors have found it helpful to also keep a manual grade book. A manual grade book allows for the instructor to make notes on various points and is also a great backup in case of an electronic or technical failure.

**Attendance.** Attendance rosters should be set up prior to the course start date and accurately taken by day one in weeks 2 and 3. Please mark the student as ‘present’ or ‘absent’ in the course Attendance section for the week. A student is counted ‘present’/P when he or she submits an assignment or participates in the discussion thread. If the student does not demonstrate any of the above, he/she should be marked as absent, ‘A’.

**Mid-term Grades.** In the middle of week 3, instructors should submit an average grade for each student in

the 'My.MACU. Portal'. This grade should be an average of the student's first two week's assignment points.

**End of Course Grading.** To finalize your course, you will need to post all final grades in the My.MACU Portal within seven days of the course ending. This will initiate your instructor pay.

### **Best Practices for Online Teaching**

#### **Best Practice #1: "Be Present in the Course Site".**

*Imagine yourself standing at the front of a traditional classroom. As the instructor, you have given time and deliberation to your subject matter, so as you carefully deliver the significant points of the topic through your lecture, you are keenly aware of the attentiveness and participation levels of each student and eagerly address questions or inquiries they present. **Your presence is important.***

In a similar way, online instructors must "be present" in their classroom. The online instructor demonstrates their "presence" using *announcements in the News section, comments in assignments, and discussion board postings*. All these tools communicate to the student that the faculty member cares about who they are, is interested in their questions and concerns, and is "present" to facilitate, guide, and mentor them through the online course experience.

#### **Announcements**

The 'news' section on the Homepage of the D2L course site, allows the instructor to post, weekly, various points of information.

This is the place to post a summary of the week, a fresh welcome for the new week, notes of encouragement, address changes in assignments, clarify information, answer questions students may have that may be beneficial to the entire class, and announce upcoming events. It is important that the instructor inform the student early in the course to *check the 'news' section daily*.

#### **Emails**

Good customer service is important to overall student satisfaction. How readily instructors respond to emails are important and helpful in addressing student needs. Please respond to emails as promptly as possible. Email should not be used to discuss details of course assignments or grades. Course assignment information should be recorded in assignments and the D2L Dropbox comment box

#### **Discussion Threads/Boards**

The discussion board is the place where the heart and mind of the student is expressed. The anonymity of the online classroom tends to give students a greater freedom to express their thoughts. This is where you, as the instructor, become the facilitator in the course. There are times when a direct response is the best response and at other times, asking just the "right" question will spur thought and discussion. It is a good practice that *the instructor responds to every original response of the student*.

In general, instructors are expected to provide the following:

1. Discussion comments are to be posted on at least 3 days of the unit.
2. All postings should reflect instructional value (this may include: directing students to course material, asking probing questions or creating an atmosphere of critical thinking). Comments, such as, "good job", "I like that", "way to go" and other similar 2 to 3 word phrases, when used alone, are not considered to be substantial or instructional and should be used, sparingly.

3. At least 1/2 of the posts are to include a direct reference to the text or reading.
4. At least 1 post is to refer to a biblical concept or truth.
5. The number of posts are to be at least equal to 1/3 the number of students – for example, 21 students at least 7 posts, 15 students at least 5 posts, with no fewer than 4 posts.\*

Your instructor agreement will also list these expectations along with others.

*Your presence is significant to the students and to the discussion.*

There may be occasions when a student makes a statement(s) that is obviously erroneous or controversial, and your responsibility will be to redirect the statement(s) through examples, ask clarifying questions, or take the point and rework it by providing supportive materials or information.

In situations where students are forcing doctrinal or Biblical interpretations that are erroneous, controversial, or offensive (i.e., to be “saved” you must speak in tongues or go to a certain church), you will take the suggested approaches and contact the student privately and discuss this with them.

In cases of differences that might be a matter of preference (student doesn’t feel he/she should have to go to church to be a Christian), once again, you may consider the previous suggestions of intervention or gently share the importance of Christian leaders being examples within the local congregation and broader community. Perhaps a personal testimony or story you heard on a subject can provide encouragement or positive direction on a particular matter.

**The discussion board should never become a place where students are “brow beat” or insulted. In situations like this, direct intervention must take place.**

A sample guide on discussion participation and how to grade discussions is attached as an addendum to this document.

### **Best Practice #2: “Create a Supportive Online Course Community”.**

A balanced course has three types of dialogue to help build course community: faculty-to-student, student-to-student, and student-to-resources. Our students come from diverse backgrounds, so it is our goal to engage them through different teaching-learning modalities (visual aids, written documents, and audio feedback (as chosen) by you, the instructor.

The **faculty-to-student** dialogue is achieved through lectures, announcements, emails, and explanations/interactions with the students through grading.

The following suggestions can help create and maintain **student-to-student** engagement:

- Most of our courses have an introductory discussion forum where students are encouraged to introduce themselves to each other. Encourage the students to ask questions of each other and share fun information.
- Perhaps in weeks 3 or 4, invite students to post what they enjoy about the course up to that point and encourage them to share creative ideas to enhance the course.

### **Best Practice #3: “Share Clear Expectations Of Your Students and Of Yourself”.**

Be sure that you clearly state in the ‘news’ section of the course site how you will communicate with students and how they are to communicate with you. For example, tell them *when they can expect a response from you, or when you will be available for phone/Skype call/Google Hangout communication.*

Early in the course, explain to them *how much time they are expected to give per week throughout the* School of Behavioral Science and Counseling

course.

*Be sure that you clearly explain your grading criteria, timelines for assignments to be submitted, late assignment penalties, and when grades will be posted.*

One important component of good **instructor-to-student** engagement is to *clearly communicate any changes in your time, schedule or personal emergencies that may arise. Inform the students as early as possible of what modifications will be made and keep them abreast on what to expect.*

**Be sure to explain your Late Policy standards.** The CAGS Late Policy is posted under course resources and should be referred to in your “news”. Students need to be clear about your late work policy and penalties associated with it.

### **Instructor Monitoring**

The Program Director or Chair will do an observation of your teaching at least twice during a five-week course. With each observation, you will be sent observational notes identifying strengths and needs. Please accept these comments as helpful criticism to encourage your teaching. Feel free to call or email any questions or concerns you might have. If for any reason there is a decline in teaching performance, an instructor might be asked to review an area of training or may not be asked to teach again.

## **FAQs (Frequently Asked Questions)**

### **What should I do when...?**

- **Students are not participating.**

When students do not show up or respond to course activities/assignments within the first three days of the course, please attempt a personal contact with the student by email or phone call and copy the CHM or MMIN Program Director in your correspondence. This communicates to the student that you/we care about their wellbeing.

- **Students are struggling.**

Occasionally, we have a student or two who demonstrates significant deficits in their academic performance. Some of these deficits might appear in their written language skills or comprehension skills. Sometimes students need a little more time and can grow toward an expected performance level with some encouragement and supplemental curriculum (basic writing skills text), while at other times, serious intervention must take place. When a student is demonstrating serious writing deficits, please encourage the student to utilize assistance from the MACU Writing Center *and* assist students with the support they need.

- **Students post controversial, disruptive, and condescending messages?**

(See the discussion under Best Practice #1).

- **Students differ with you in how you grade an assignment.**

Students will occasionally differ with you on how an assignment was graded.

In those cases, carefully review your grading criteria, review the student’s work, and then contact the student and discuss with them why you made the grade determination or if you can reconsider the matter.

Always try to maintain an open and willing attitude to listen to students; we can learn from them as well. We want to establish and maintain good rapport with our students as much as possible.

- A student is requesting an “Incomplete”- “I”.

On an occasion, a student will request an “Incomplete” due to some sort of disruption in their life. To be considered for an “Incomplete” a student should have finished at least 70% of their coursework. If that be the case, you will arrange with the student an appropriate amount of time to complete the course assignments (one additional week, two weeks, 30 days). Please explain to the student, that if for any reason additional time is needed, they must contact you in advance of the due date. Keep in mind that students cannot make up discussion thread questions. There is an “Incomplete” form that should be completed by you and the student specifying the arrangements of the “Incomplete”. A copy of the completed form should be forwarded to the Chair for a record. You will then post an “I” for the student at the end of the course in the gradebook. Once the student has completed their assignments, you are to grade them, go back into the ‘My.MACU.Portal’.

- **A course ends.**

At the end of a course, please be sure to submit your grades on the ‘My.MACU. Portal’ within 7 days of your course completion. Please do not email letter grades to students; encourage them to review their grades in the student portal.

- **Attending Faculty Meetings.**

Instructors are required to attend 4 Faculty meetings a year: 2 in the Fall, 2 in the Spring. These meetings will be held via Zoom. There will be optional meeting days and times for you to choose from. These meetings are designed to keep you informed of Best Practices and current training. Your attendance demonstrates your interest in developing and participating as an instructor in our Program. Failure to attend at least of 90% of the faculty meetings will forfeit your opportunity to teach.

- **How often should I expect to teach?**

Due to the recent Health Care Act, higher education institutions across the country are having to adjust in the frequency of courses adjunct instructors can teach within a calendar year. Therefore, instructors will be only able to teach as opportunity arises.

- **I need to email MACU personnel.**

Most MACU email addresses include the person’s first name followed by a (.) and then the person’s last name: (kimberly.thomas@macu.edu)

- **My paycheck is delayed?**

Please check the ‘My.MACU.Portal’, and then email the Program Coordinator for assistance.

### Meet the Psychology Program Personnel

Dr. Kimberly Thomas, Co-chair, School of Behavioral Sciences and Counseling (CAGS); Psychology Program Director, [Kimberly.Thomas@macu.edu](mailto:Kimberly.Thomas@macu.edu).

Dr. Leon DeScottier, Co-chair, School of Behavioral Sciences and Counseling (CAS)

## Faculty Handbook



Faculty\_Handbook\_20  
20-2021.pdf

## Course Start Letter to Faculty Member

Dear (instructor) Greetings! Thank you for your ongoing dedication to the work of teaching students.

As you begin your course, here are a few reminders:

- 1) **Let's work together to navigate change.** As with other life transitions, you are having to adjust to new leadership and expectations. Transition is not always easy, however, if we work together, the transition can be fresh with new possibilities and opportunities for growth. We are looking forward to growing our School and preparing our students to perform at the highest levels of academic achievement and practical learning.
- 2) **I am available to assist you in whatever way possible.** I have an open-door policy, so if you are ever in the vicinity of the University, you are free to stop by or arrange a time to visit. You can also call or email me for any questions or concerns you may have.
- 3) **I am open to suggestions or conversations concerning curricula and instructional needs.** I realize that there are some needed and necessary updates for some of our courses, so if you have ideas, please feel free to share them.
- 4) **I will do my best to support you as an instructor.** There are times when questions or conflicts might arise with students, but I am here to walk with you, support you, and advise you when and where possible. All I ask is that you communicate as early as possible when "red flags" are on the horizon.

In a similar fashion, I have expectations of you:

- 1) **I expect clear and regular communication.** We can best work together when there is clear and regular communication
- 2) **I expect you to attend all faculty meetings and the annual Faculty Gathering.** I realize that there might be occasions when you be unable to attend one of the scheduled meetings but when you are aware of that, **please contact me, directly. Instructors who do not attend faculty meetings/trainings will not be offered the opportunity to teach on a regular basis.**

**3) Establishing and maintain accountability.** In our efforts to enhance the quality of our Programs,

I will provide reminders of Best Practices, in our faculty meetings, that are necessary for our students' academic experience, so I ask that you be open and ready to implement these practices in courses as they appear. Also, please expect your course to be monitored on a regular basis to ensure that these practices are occurring and being maintained.

**4) APA and Grading of Assignments.**

A) APA and formatting would account for 5% of the grade for each assignment if APA applied to that assignment. The percentage may vary in rubrics.

b) Assignments should be monitored through turn-it-in, however, color variations for plagiarism will trigger the need to return a paper or warn a student. Should you return a paper, please explain to the student the concern, and offer a reasonable timeline for the return of the paper. Some assignments have embedded questions or frames which could cause a paper to have a high rate through turn-it-in.

Again, thank you for all that you do, and we look forward to our journey together

In Christian service,

Kimberly S. Thomas

# Open House Psychology Degree Program (Recruitment Tool)



Open House for  
Psychology Degree Pr

**Standard 6: Leadership, Management, and Supervision****Overview Questions:**

1. To what extent are academic program leader(s) viewed as and held responsible for advancing the departmental mission?
2.
  - o **Like many leaders, the academic program leader is the vision-caster of the Program and has the responsibility to create an effective academic program. The vision and mission of the Program must align with the University's vision, mission, and purpose which legitimizes the Program's existence. After casting the vision, the leader must then work with the leaders and members within the program and encourage them to see the professional, relational, financial, social, and spiritual benefits that can come through the program vision. Information presentations must be done strategically and systematically; listening to others is crucial. Helping workers believe they are important and valuable contributors to a greater purpose can ignite a program's mission.**
3. What opportunities and barriers are present for academic program leader(s) as they seek to fulfill the academic program mission?
  - o **An academic program's mission is expansive. Opportunities such as relationship-building, empowering leadership, student develop, innovation, change, growth, and collaboration come through a mission's purpose.**
4. How do academic program leaders advance the organization?
  - o **Academic program leaders advance the organization through sacrificial service and keeping the organization's purpose in front of those they lead. When leaders get buy-in from their members, the organization will move forward.**
5. How do academic program leaders encourage collaboration across the institution?
  - o **There must be intentional efforts to create times and opportunities for collaboration to occur. Collaborators must see how they are connected to the academic program and how they benefit from the collaboration. Consistent, clear, and open communication can build trust between the program leaders and collaborators.**

6. How are academic program leaders accountable for their performance?
  - o **Academic leaders are held accountable by university leaders (the President, vice-presidents, deans, other chairpersons, and students.**
7. How have academic program leaders empowered personnel and engaged stakeholders?  
**Academic leaders can empower personnel by giving them opportunities to make decision, provide verbal feedback to what they do well or the strengths they display, and take interest in the things that matter to stakeholders.**

#### 6.1 Leadership and Supervision

- Minimum requirement to meet substandard: Display how the program's director incorporates data and information in decision-making.
- **Data is the proof of what is working well and what is not. Evidence cannot be denied, therefore integrating proof with truth, if handled wisely, can help leaders make informed decision(s).**
- Additional information about the substandard:
  - The program's leaders provide management and supervision, lead strategic planning and program advancement; incorporate sustainable practices in the design of programs, services, and facilities; advocate for representation in strategic planning processes at departmental, divisional, and institutional levels.
  - Program supervisors incorporate institutional policies and procedures in the development of strategies for recruitment, selection, professional development, supervision, performance planning, succession planning, evaluation, recognition, and reward of personnel.
  - The program's supervisors consult with institutional HR personnel to access and receive education and training that influence successful performance of personnel.
  - The program's supervisors work with personnel to develop plans for scholarship, leadership, and service to the profession and institution.

## 6.2 Strategic Planning

- Minimum requirement to meet substandard: Provide the strategic plans for the past three years.
- Additional information about the substandard:
  - Strategic planning processes support ongoing assessment activities that improve student learning, development, and success.
  - **This year, the Psychology program will initiate a new strategic plan. This is important because of program growth and leadership restructuring within the program.**
  - Strategic planning processes develop, adapt, and improve programs and services in response to the needs of changing environments, populations served, and evolving institutional priorities.
  - **While academic teaching and learning are primary to an institution of higher learning, the influence of the pandemic has created a shift in how people think about themselves and their loved ones, and their future. Depression is being reported at alarming rates, and mental health professionals cannot keep up the demand for services. Therefore, those who make up the School of Behavior Sciences and Counseling think it's important to take care of our students, staff and faculty, and constituents by encouraging them with a 'mental health moment' that goes out on a monthly basis. This mental health moment will be blasted through MACU social media platforms. The intent of the 'mental health moment' is to offer words of hope to the reader, and then be shared with others.**
  - Strategic planning processes result in a vision and mission that drive short- and long-term planning.
  - **The WIG that the School of Behavioral Science and Counseling (SBSC) has chosen is short-term (June/July to May), but the long-term hope of this WIG is to bring awareness to those who are experiencing mentally unhealthy thoughts and need encouragement. Addressing the psychological and social needs of others are significant to the discipline of Psychology, therefore, this WIG meets the Psychology Program Outcomes 2, 3, 5 and 6, as well as the University Outcomes: 2) Effective communication; 3) Examination and adaptation of ideas; 5) Collaboration; 6) Ethical Leadership and Values; 7)**

**Expertise in the discipline; 8) Engagement in scholarship; and 9) providing solutions to local and global issues.**

- o Strategic planning goals include long-term and short-term goals that will focus on student retention and training to prepare students for taking national examinations.**

**Suggested Evidence and Documentation:**

1. Periodic reports, contracts, and personnel memos. **(see Evidence section)**
2. Annual reports by program leaders **(see Evidence section)**
3. Program leader resumes, including additional professional involvement **(see Evidence section)**
4. Strategic and operating plans **(see Evidence section)**
5. Needs assessment of program constituents
6. Professional Development of Faculty **(see Evidence section)**

## Evidence and Documentation

## Course Start Letter to Faculty Member

Dear (instructor) Greetings! Thank you for your ongoing dedication to the work of teaching students.

As you begin your course, here are a few reminders:

- 1) **Let's work together to navigate change.** As with other life transitions, you are having to adjust to new leadership and expectations. Transition is not always easy, however, if we work together, the transition can be fresh with new possibilities and opportunities for growth. We are looking forward to growing our School and preparing our students to perform at the highest levels of academic achievement and practical learning.
- 2) **Your Program Director is available to assist you in whatever way possible.** Program Directors have an open-door policy, so if you are ever in the vicinity of the University, you are free to stop by or arrange a time to visit. You can also call or email directors for any questions or concerns you may have.
- 3) **Program Directors are open to suggestions or conversations concerning curricula and instructional needs.** Program Directors realize that there are some needed and necessary updates for some of our courses, so if you have ideas, please feel free to share them with us.
- 4) **Program Directors seek to provide support to instructors.** There are times when questions or conflicts might arise with students, but Directors are available to walk with you, support you, and advise you when and where possible. We ask that you communicate as early as possible when student or personal “red flags” are on the horizon.

In a similar fashion, Program Directors have expectations of you:

**1) We expect clear and regular communication.** We can best work together when there is clear and regular communication

**2) We expect you to attend all faculty meetings and the annual Faculty Gathering.**

There might be occasions when you are unable to attend one of the scheduled faculty meetings but when you are aware of that **please inform Directors directly.**

**Instructors who do not attend faculty meetings/training will not be offered the opportunity to teach on a regular basis.**

**3) Establishing and maintain accountability.** In our efforts to enhance the quality of our Programs, Program Directors will present to faculty best practices in teaching. Also, please expect your course to be monitored on a regular basis to ensure that these practices are being demonstrated.

**4) APA and Grading of Assignments.**

a) APA and formatting would account for 5% of the grade for each assignment if APA applied to that assignment. The percentage may vary in rubrics.

b) Assignments should be monitored through turn-it-in, however, color variations for plagiarism will trigger the need to return a paper or warn a student. Should you return a paper, please explain to the student the concern, and offer a reasonable timeline for the return of the paper. Some assignments have embedded questions or frames which could cause a paper to have a high rate through turn-it-in.

Again, thank you for all that you do, and we look forward to our journey together

In Christian service,

*Kimberly S. Thomas, D. Min.*, Co-chair/Program Director, Bachelors- Psychology (CAGS)

Leon DeSeCottier, Co-chair/Program Director, Bachelors- Psychology (CAS)

## Strategic Plans

### Psychology Program WIG Alignment Chart



WIGS Alignment  
Chart.docx

W.I.G.S. ALIGNMENT TO UNIVERSITY AND PSYCHOLOGY PROGRAM MISSION			
	<b>WIG 1</b>  The School of Behavior Sciences and Counseling will create and send out a 'mental health moment' on a monthly bases through MACU social media platforms. The intent of the 'mental health moment' is to encourage the reader, and then be shared with others.	<b>WIG 2</b>  Increase student retention through increased teacher-student contact.	
MACU Mission Statement  <i><b>Mid-America Christian University prepares students through a Wesleyan perspective to create, collaborate, and innovate to solve local and global problems for the glory of God through Jesus Christ</b></i>	+	+	

<b><i>and the good of society.</i></b>			
<p>Psychology Program Mission Statement</p> <p><b><i>The mission of the Psychology degree program at Mid America Christian University is to produce students and graduates who are academically, intellectually, and spiritually equipped to contribute to the fields of psychology and the behavioral sciences.</i></b></p> <p>(support statements follow)</p> <p>Our program will promote academic excellence and wellness through the presentation of relevant literature in the field, academic research, exploration of methods and techniques, and the application of information in multicultural settings with diverse people.</p>	<p>+</p> <p>+</p>	<p>+</p> <p>+</p>	

<p>Students are encouraged to be spiritually sensitive to the calling and work of Jesus Christ in their lives. This expression of spiritual sensitivity will be applicable through ethical and moral standards of personal and professional conduct, care, and decision-making through engagement with others.</p>	<p>+</p>	<p>+</p>	
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## Resumes of Program Directors

Dr. Kimberly S. Carter Thomas, M.A., D. Min.  
12701 Steve Drive  
Oklahoma City, Oklahoma 73165-7801

A favorite scripture:

*“The Lord gave another message to Jeremiah. He said, 2 “Go down to the potter’s shop, and I will speak to you there.” 3 So I did as he told me and found the potter working at his wheel. 4 But the jar he was making did not turn out as he had hoped, so he crushed it into a lump of clay again and started over. 5 Then the Lord gave me this message: 6 “O Israel, can I not do to you as this potter has done to his clay? As the clay is in the potter’s hand, so are you in my hand” (Jeremiah 18: 1-6).*

### Personal

1985, Married to Curtis L. Thomas, Sr.  
Mother to Curtis L. Thomas, II  
Grandmother to Jaiden L. Thomas

### Education

- 1984, Bachelors of Science, Behavioral Science, Gulf Coast Bible College, Houston, Texas
- 1988, Masters of Arts, Psychology (School Psychology), Texas Southern University, Houston, Texas
- 1998, Doctorate of Ministry, Houston Graduate School of Theology, Houston, Texas

### Ministry

- 1995, Ordained to the Christian ministry, Church of God (Anderson, IN)

### Employment

- 1988-1998, Evaluation Specialist (Associate School Psychologist), Houston Independent School District
- 1999-2000, Psychological Associate, Fort Bend Independent School District
- 2002-current, Professor, Mid America Christian University

### Professional Work (the Academy)

#### Academic Rank

- 1995, Adjunct Instructor, Bay Ridge Christian College, Kendleton, Texas
- 1996-2000, Vice President of Academic Affairs, Bay Ridge Christian College, Kendleton, Texas
- 2000-2003, Assistant Professor, Mid America Christian University, OKC, OK
- 2004-2014, Associate Professor, Mid America Christian University, OKC, OK

- 2015-current, Full Professor, Mid America Christian University, OKC, OK

**Academic Roles**

- 2009-2012, 2014-2019, Chair, Adult School of Christian Ministries, Mid America Christian University, OKC, OK
- 2013, Director of Spiritual Formation-CAGS, Mid America Christian University, OKC, OK
- 2019-current, Program Director, School of Psychology, Mid America Christian University, OKC, OK

**University Committees**

- 2000-2005, Religious Life Committee
- 2008-2010, Teacher Education Committee
- 2009-2010, Search Committee, VPAA
- 2011-2013, Criterion 2 Subcommittee, HLC
- 2009-2010, 2013-2014, 2014-2015; University Senate
- 2013-2019, Admissions Committee
- 2013-current, Academic Appeals Committee
- 2015-2018, Diversity Committee
- 2018-2020, URX Committee
- 2017-2021, Women of Valor
- 2019-2021, Faculty Affairs
- 2019-current, Criterion 2 Subcommittee, HLC
- 2021, Psychology Faculty Representative to the Regens Course Equivalency Project (CEP) Committee (State of OK)
- 2021, Regens Subcommittee for Student Learning Outcomes –Developmental Psychology (State of OK)
- 2021-2022, Presidential Search Committee

**Ministerial Service-Leadership**

- 1992-2000, Associate Minister, South Park Church of God, Houston, Texas
- 2001-2004, Women in Ministry Taskforce (National Committee)
- 2003-2009, 2014-2016, 2019-2021; *Interim* Lead Pastor, Community of Faith Church, Oklahoma City, OK
- 2004-current, Assistant Pastor, Community of Faith Church, Oklahoma City, Oklahoma
- 2007-2010, Oklahoma Board of Church Service (State Committee)
- 2012-2013, Clinical Pastoral Education (CPE) Intern, OU Medical Center, Oklahoma City, OK
- 2013-2019, Dean, School of Ministry, Southern Interstate Ministries Conference (Regional Leadership)
- 2015, Leadership Initiative, Coach (National)
- 2016, National Association of the Church of God, Centennial Committee- member (National Committee)
- 2016-2017, Clinical Pastoral Education (CPE) Intern, OU Medical Center, Oklahoma City, Oklahoma

- 2020-2021, Business, Leadership and Resource Committee (BLRC)-member, National Committee
- Chapel Speaker, Conference Speaker, Conference Facilitator, Panelist, Presenter (local, state, national)

**Past and Present Professional Membership**

- 2011-2016, Member, Christian Education International Association
- 2004-2015, (2014-President), Oklahoma Sociological Association (OSA)
- 2014-2017, Member, Society of Pentecostal Studies
- 2019-current, American Association of Christians in Counseling (AACC)
- 2020-current, Oklahoma Counseling Association (OCA)

**Volunteer**

- **2013-2019, Dean, School of Ministry. Southern Interstate Ministries Conference (Regional Leadership)**
- **2016-2017.** Chaplain (in training). The University of Oklahoma Medical Center, Oklahoma City, OK.
- **2017-2020, Community of Faith Church.** Server, Friday Luncheon to the Homeless and Hungry. Oklahoma City, OK.

**Personal Interest**

- CEO, Exceeding Expectations Coaching and Consulting, LLC  
Certified Life Coach, Certified Empowerment Coach, Certified Forgiveness Coach, Certified Executive Coach, Certified Christian DISC Facilitator, Certified Behavioral Analyst
- Travels: 30 U.S. States, Canada, Jamaica, Nanning, China
- Reading (biographies, historical fiction and non-fiction, murder mysteries, self-help)
- Shopping

**Awards**

- 2013, Outstanding Instructor-College of Adult and Graduate Studies (CAGS), Mid America Christian University
- 2020. ReMarkable Winner (Student Nominated)

**DR. LEON RENAULT DESECOTTIER, Ph.D. Ed. D. LPC, LACD, NBCC,  
ICRC, Certified Public Educator**

3500 S. W. 119<sup>th</sup> Street  
Oklahoma City, Oklahoma 73170  
(405) 301-2423

**CURRICULUM VITAE**

**NAME:** Leon R. DeSecottier

**UNIVERSITY- Present Position:**

**Mid-America Christian University, Professor/Chair Psychology  
Oklahoma City, Oklahoma 405-692-3162**

**Professor Emeritus: Oklahoma State Board of Regents**

**Kaplan University: Adjunct Professor**

**Purdue University Global: Professor**

**Northwestern Oklahoma State University: Professor**

**South Plains College: Reese Air Force Base Professor**

**Public School Systems: Teacher**

**OFFICE PHONE:** (405) 301-2423

**E-MAIL:** [lrdesecottier@yahoo.com](mailto:lrdesecottier@yahoo.com)

**HOME PHONE:** (405) 692-3162

[leon.desecottier@macu.edu](mailto:leon.desecottier@macu.edu)

**HOME ADDRESS:** 3500 S. W. 119<sup>th</sup> Street

Oklahoma City, Oklahoma 73170

**CITIZEN:** United States

**DEGREES:** B.S. Psychology Aug.1988-Aug. 1992

M.S. Human Development June1993-May 1995

M.S. Educational Leadership October 2020

Doctorate Educational Psychology Aug1995-Aug 1998

Doctorate Christian Counseling December 15, 2019

**HONORS, AWARDS, AND LICENSES:**

Licensed Professional Counselor – Texas

National Certified Counselor-NCC

Licensed Alcohol and Drug Abuse Counselor-Oklahoma

Mental Health Professional

Licensed Alcohol and Drug Counselor: Supervisor  
Licensed Supervisor-LPC Texas

Certified Case Manager

Advanced Addiction Specialist  
Internationally Certified Advanced Addiction Counselor  
Substance Abuse Professional  
Instructor: Red Cross First Aid and CPR  
Licensed and Certified: Public School Teacher  
k-12 School Counselor  
Psychology/Sociology  
Middle Level English  
Elementary Principal  
Middle School Principal  
Certified Examiner Oral Review Board: State of Oklahoma Licensed Alcohol and Drug Counselors  
Oklahoma State Board of Regents: Faculty Advisory Board  
Oklahoma State Board of Regents: Professor Emeritus

#### **MEMBERSHIPS:**

CADAC – Texas Certification of Alcoholism and Drug Abuse Counselors  
TAAP – Texas Association of Addiction Professionals  
NADAC – Nat'l. Assoc. of Alcoholism and Drug Abuse Counselors  
APA-American Psychological Association

#### **CIVIC AND FRATERNAL SOCIETIES:**

Delta Sigma Phi Fraternity  
Chi Sigma Iota: Zeta Zeta Chapter

#### **EARLY EMPLOYMENT:**

1975-1990 – Public Business Operations covering all aspects of business operations-Holbrook, Arizona Lubbock, Texas

#### **SCHOOL, COLLEGE AND UNIVERSITY EMPLOYMENT:**

1990-1992 - Teaching experience: Lubbock Independent School District as a substitute teacher.  
1994-1996 - Instructor of Psychology – South Plains College, Levelland, Texas.  
1997-2000 - Instructor: Strategies for Learning (Developmental Courses) Texas Tech University, Lubbock, Texas.  
2000-2001 - Member of Graduate Faculty – Texas Tech University, Teaching courses in Education, Ed. Psy. And Counselor Education.

2001-2012 – Retired Professor Emeritus of Psychology – Northwestern Oklahoma State University, Undergraduate and Graduate Psychology and Counselor Education Courses.

2001-Present-Independent Practice of Counseling

2006-2011-Solutions for Life Counseling Agency Supervisor

2011-Present-Adjunct Professor Kaplan University

2017-Purdue Global University

2019-2021-Teacher Epic Charter Schools

2012-Present-Professor/Chair of Psychology and Behavioral Science

Mid America Christian University

## **PROFESSIONAL ACTIVITIES:**

**XL Strategies for Learning Program:** Aided in the curriculum development of a program to assist students who were experiencing problems socially and academically in college placing them at risk for dropping or failing out of school. Served on the panel to interview, hire and train instructors in this department. TTU.

**Retention Program Development:** Served on the committees to develop a retention program for students admitted provisionally to a program or college or students who were at risk academically. TTU

**PSYCHOLOGY CLUB:** Served as an advisor for the Psychology Club at NWOSU.

**CHI SIGMA IOTA:** Served as an advisor for the Chi Sigma Iota Zeta Zeta Chapter at NWOSU.

### **INTERIM PRESIDENT UNIVERSITY FACULTY SENATE:**

Serving the faculty and administration as advisor on University Practices as they effect and impact faculty

### **PRESIDENT'S COMMITTEE ON STRATEGIC PLANNING**

Mid America Christian University Oklahoma City, Oklahoma

## **COUNCILS, COMMITTEES, AND RELATED DUTIES AT THE UNIVERSITY LEVEL:**

**Development Committee:** Texas Tech University: Retention Programs.

**Career Seminars Advising Committee:** NWOSU

**Delta Sigma Phi:** Educational Advisor: Texas Tech University

**Graduate Committee:** NWOSU

**Faculty Senate:** NWOSU- President

**Academic Affairs Committee: NWOSU**

**Teacher's Education Committee: Mid-America Christian University**

**Committee for Academic Affairs: Mid-America Christian Univ.**

**Course Development Committee: Mid-America Christian Univ.**

**Chair Sociological Committee Strategic Planning: Mid-America Christian University**

## **PUBLICATIONS AND RESEARCH PRESENTATIONS:**

Munsch, J., DeSecottier, L. & Liang, S. (1995). Adolescent relationships with adult relatives: A comparison of Anglo American and Mexican American adolescents.

Paper presentation at the 1995 Meeting of the Texas Council on Family Relations, Houston, Texas.

Munsch, J., Liang, S. & DeSecottier, L. (1996). Kin as mentors in the lives of Mexican-American adolescents. Paper presented at the 1996 Meeting of the National Council on Family Relations, Portland, Oregon.

DeSecottier, L. (1995). Mentors in the lives of adolescents. Masters Thesis. Texas Tech Library, Lubbock, Texas.

DeSecottier, L. (1998). Non parental adults in the lives of Mexican American and Anglo American adolescents: A Comparative study. Dissertation abstracts. Texas Tech University

DeSecottier, L. (2003). Research in Counseling. Research Seminar presentation Northwestern Oklahoma State University, Fall 2003.

DeSecottier, L. (2005). The impact of Research on Counseling. Seminar presentation Northwestern Oklahoma State University, Fall 2005.

DeSecottier, L (2011). Ethical Considerations in Research. Research Seminar Presentation Northwestern Oklahoma State University. Fall, 2011.

DeSecottier, L (2012). Topics in Research in Counseling Psychology. Research Seminar Presentation Mid America Christian University, Fall 2012,

## Faculty Meetings for Professional Development



Psychology Faculty  
Meeting 3 22 2022.pp

**Standard 7: Human Resources****Overview Questions:**

1. In what ways are personnel qualifications examined, performance evaluated, and recognition provided for exemplary performance?

**Full-time Instructors**

- o The qualifications for faculty are examined before hiring. The instructor candidate's school transcripts are ordered and examined, an academic vita is requested, and an interview is conducted. Beside the instructor candidate, the interview includes the School Chair, the Program Director, the Vice President of Academic Affairs (VPAA), the Executive Vice-President of the College of Adults and Graduate Studies (CAGS), and full-time faculty. The teacher candidate, who is applying to teach as a full-time instructor, is asked to teach a lesson to full-time faculty. The faculty then completes a survey assessing the teaching performance of the candidate. The final step in the hiring process is an interview with the University President. This detailed process gives the candidate an opportunity to demonstrate his or her teaching qualifications and understanding of a key topical component unique to that discipline.
- o Once hired as an instructor, he or she is expected to attend regularly scheduled faculty meetings which are designed to share University and School updates, give discussion to problematic areas, and provide continuous training of best practices. The Program Director or School Chair does regular classroom observations of the instructor's teaching. A check-list of expectations is given in advance of the observation, so the instructor is aware of the teaching skills being observed. The observer evaluates the instructor's performance and shares the outcomes (strengths, needs) with the instructor.
- o Full-time instructors are also required to complete an annual Performance Review. This review allows the instructor to create a record of their work that targets teaching, scholarship, and service. This record is discussed with the School Chair, and/or Program Director, Vice President of Academic Affairs, and the Executive Vice-President of the College of Adult and Graduate Studies (CAGS).
- o Some instructors have been recognized by students for outstanding teaching qualifications and nominated for the Remarkable recognition; Remarkable is a university initiative that recognizes employees who go above and beyond expectations.
- o When a full-time faculty member exemplifies exceptional work, the instructor may be encouraged to seek a rank promotion which includes a salary increase.

**Part-time Faculty**

- o The qualifications for part-time faculty are examined before hiring.

**The instructor candidate's school transcripts are ordered and examined, an academic vita is requested, and an interview is conducted. Beside the instructor candidate, the interview includes the School Chair, the Program Director, or one or two full-time faculty members.**

- o **Once hired as a part-time instructor, he or she is expected to attend regularly scheduled faculty meetings which are designed to share University and School updates, give discussion to problematic areas, and provide continuous training of best practices. The Program Director or School Chair does classroom observations of the instructor's teaching. A checklist of expectations is given in advance of the observation, so the instructor is aware of the teaching skills expectations. The observer evaluates the instructor's performance and shares the outcomes (strengths, needs) with the instructor.**
- o **Part-time instructors are also eligible to be nominated by students or School administrators for demonstrating a remarkable teaching experience.**
- o **The part-time instructor might be recognized in front of his colleagues for having done exemplary work. Also, those who do exemplary work are asked to teach more often.**

#### **Student Personnel**

- o **Federal government work study programs allow for a student to work minimal hours to help supplement educational expenses. Within our Program the student works closely with the School Chair and/or Program Director. Students are trained to keep confidential matters discussed by School administrators and students.**
  - o **Student workers are given tasks which involves filing, typing, making office runs, and other office duties. Students do not grade assignments.**
  - o **At the end of the semester, student workers across the university are invited to a reception in which they are recognized and celebrated by peers, instructors, and administrators.**
2. How are professional development efforts designed, how do they support achievement of the academic program mission, and how do they prepare and educate staff on relevant information?
- o **The Colleges of Arts and Science (CAS) and the College of Adult and Graduate Studies (CAGS) hold monthly faculty meetings and business meetings for full time faculty. These meetings are structured to allow academic chairs to share what's going on in their schools, and their strategic planning initiatives where are linked to the University's Outcomes and Ends Policy. In this way, other schools and departments learn how each school is working toward their school mission and the University mission.**
  - o **Within the CAGS Psychology program, professional development topics are presented and discussed in faculty meetings that are held 4 times within an**

- academic calendar year (August – June). **The Program Director and/or Chair discusses best practices in teaching and how they are carried out in the classroom. Instructors are encouraged to ask questions in those meetings.**
- o **The fulltime instructors that make-up the School of Behavior Sciences and Counseling meet twice a month throughout the calendar year. These regular meetings allow faculty and administrators to address procedures, processes, curriculum needs, faculty needs, and program developments with the goal of meeting the mission of the university.**
3. How has the staffing model been developed to ensure successful academic program operations?
- o **The Chair and/or Program Director are the primary staff persons who assign instructors, provide faculty development, and ensure that instructors follow standard expectations when working with students. Email communications is a regular tool used to maintain communication.**
4. How does the academic program engage graduate interns and assistants, student employees, and volunteers?
- o **Our Program does not provide placements for graduate interns and assistants or volunteers. As an undergraduate degree, one student worker is sufficient for the support services needed.**

### 7.1 Staffing and Support

- Minimum requirement to meet substandard: Show evidence of the program having the personnel necessary to achieve its mission and goals.
  - Additional information about the substandard:
    - The program identifies and hires the qualified level of staffing necessary to achieve its mission and goals.  
**All instructors, full-time and part-time, have Master's degree and Doctorate degrees in the field of psychology, counseling, or an area of Behavioral Science. (see Evidence section)**
    - **The program's professional personnel either hold an earned graduate or professional degree in a field relevant to their position or possess an appropriate combination of educational credentials and related work experience.(see Evidence section)**
    - **The program's personnel receive training, including specific training on policies, procedures, and laws related to the programs and services they support, when hired and professional development throughout their employment.**
    -
- Employment Practices
- Minimum requirement to meet substandard: **The program's leaders maintain copies of up-to-date resumes/curriculum vitae for all currently employed personnel and ensure personnel have written position descriptions.**
  - Additional information about the substandard:
    - **The program's leaders implement recruitment and selection/hiring strategies that demonstrate a deliberate effort to diversify the workforce.**

**Personnel have written performance goals, objectives, and outcomes for each performance cycle and are used to plan, review, and evaluate work and performance.**

### **7.2 Paraprofessional Personnel / Student Workers**

- Minimum requirement to meet substandard: If program uses paraprofessional personnel and/or student workers, show documentation of performance reviews.
- Additional information about the substandard:
  - **Paraprofessionals working in the program are carefully selected, trained, supervised, and evaluated by personnel who possess applicable educational credentials, work experience, and have supervisory experience.**
  - **The program's leaders accommodate the dual roles paraprofessionals may have as both student and employee.**
  - **The program's leaders offer flexible scheduling options as needed by the student employee.**

**Suggested Evidence and Documentation:**

1. Operating policy and procedure manuals/statements for program and institution (**see Evidence section**)
2. Organizational chart(s) (**see Evidence section**)
3. Personnel handbook, position descriptions (including student employees, volunteers, and graduate students), expectations, and performance review templates
4. Annual reports, including data on student utilization and staff-to-student ratios (locate\_
5. Association or benchmark reports on operations and staffing
6. Student and staff personnel profiles or resumes, including demographic characteristics, educational background, and previous experience
7. Reports on personnel, including student employees and volunteers, employment experiences
8. Training agendas and schedules (**see Evidence section**)
9. Statement of staffing philosophy
10. Professional development activities
11. Minutes from staff meetings at which human resources related standards were discussed and addressed

## Evidence and Documentation

## Instructor Credentials

Carr, Rachel, "Nicole"	BS Psychology Ph.D Psychology
------------------------	----------------------------------

Conner, Blake	B.S. Psychology M.S. Counseling, Applied Behavioral Science
---------------	--

Davidson, Stephanie	BA MS Counseling, Pastoral and Spiritual Direction
---------------------	---

Drew, Joseph	B.S. Specialized Ministries MA Community Counseling
--------------	---

Epperson, Michelle	BS Elementary Education MS Counseling
-----------------------	--

Harrington, Melody	BA Psychology M.Ed. Counseling Psychology
--------------------	--

Herron, Dwight	BA Biblical Studies MS Counseling, Pastoral & Spiritual Direction
----------------	--

Higgins, Barbara	BS Psychology MS counseling
---------------------	-----------------------------------

Kastl, Christina	AA Child Development B.S. General Studies M.S. Psychology Ed.D. Education Leadership - In progress
------------------	---

Kerlin, Susan	BS Business Administration M.Ed Guidance and Counseling
------------------	--

Marlett, Brian	BA MA Counseling
-------------------	---------------------

Mayfield, Patrick	BA Psychology MA General Psychology
-------------------	--

Mensah, Ashanti	B.S. Family Life Ed M.S. Rehab Counseling
--------------------	--

Milton, Tyrone	AA Psychology
	B.S. Fam Studies and Gerontology
	M.A. Marriage and Family Therapy

Thomas, Kimberly      B.S. Behavioral Sciences  
                                 M.A. Psychology (School)  
                                 M.S. Counseling (in progress)

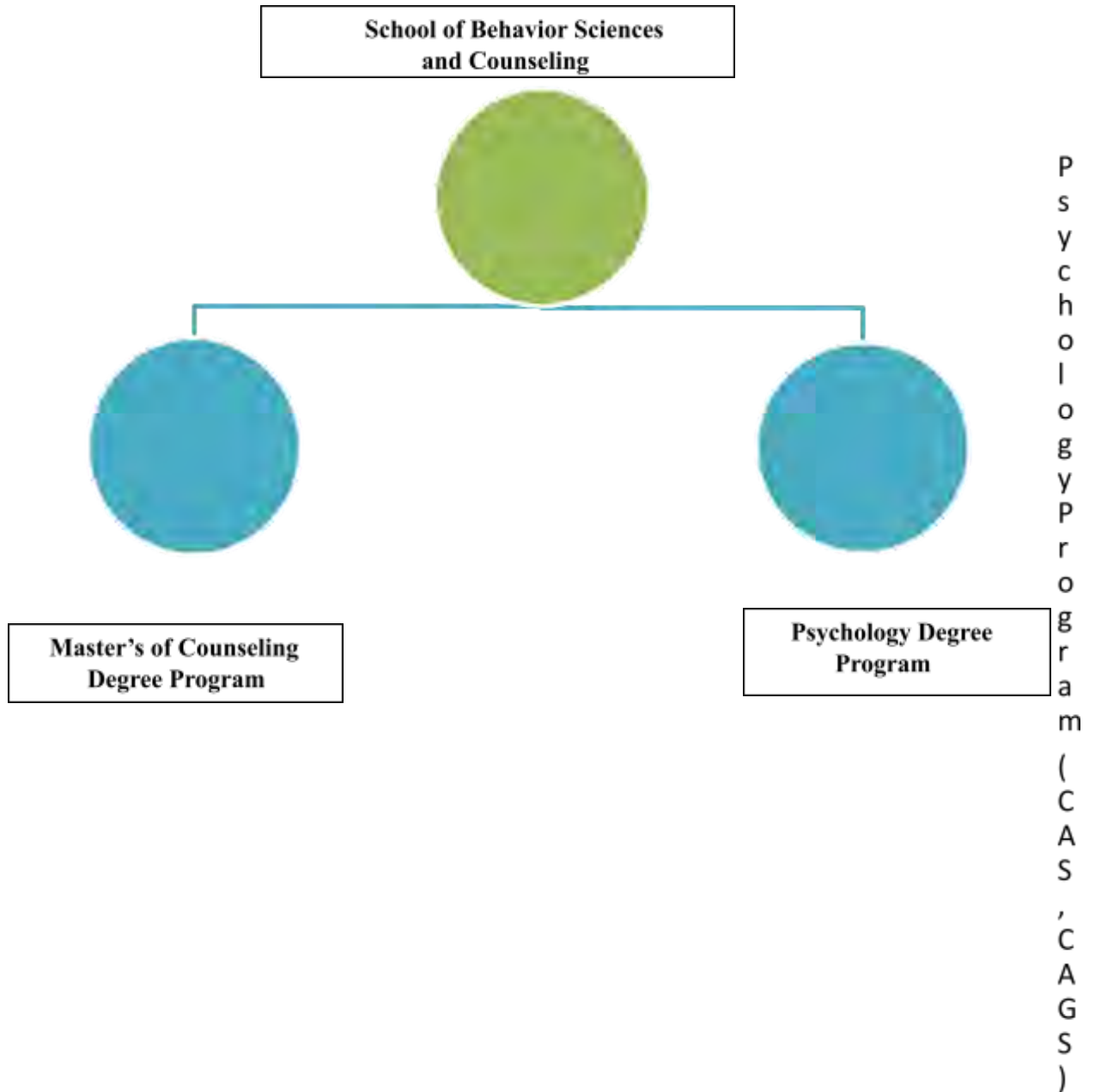
Windsor, Melissa	BA Substance Abuse
	MCP

## Employee Handbook (Operations Manual)



Employee Handbook  
- Revised July 2021.pc

## Organizational Chart



## Employee Performance Appraisal Template



Employee  
Performance Apprais

## Student Worker



# RUSHELL MARIE HERRERA

## PSYCHOLOGY STUDENT

### ABOUT ME

Dedicated worker with excellent communication, time management and computer skills. Aiming to leverage my abilities to successfully fill the vacancy at your company. Frequently praised as hardworking by my peers, I can be relied upon to help your company achieve its goals.

### EDUCATION

- **2019–Present**  
**Bachelor of Science in Psychology**  
**Mid-America Christian University**

### EXPERIENCE WORK

#### Library Circulation Assistant

Mid-American Christian University | 2020–2022

- Sorted books, publications and other items according to established procedure and returned to shelves, files, or designated storage areas.
- Entered and updated patrons' records on computers.

#### Student Success Psychology Tutor

Mid-American Christian University | 2022–Present

- Taught students study skills, note-taking skills and test-taking strategies.
- Provided private instruction to individual and small groups of students improved academic performance, improved occupational skills and prepared for academic and occupational tests.

#### Behavior Science Teaching Assistant

Mid-American Christian University | 2020–Present

- Prepared exams and assessments to support teachers in evaluating individual student needs.
- Helped to explain assignments and test instructions to boost student comprehension.
- Documented updated student data related to grades and attendance.
- Proctored tests and exams, remaining vigilant for potential cheating.

### CONTACT PERSON

#### ADDRESS :

3500 SW 119th St, Oklahoma City, OK  
73170

#### EMAIL :

rherrera@my.macu.edu

#### PHONE NUMBER :

(918) 599-8103

### SKILL

- Collaborative and Team-Oriented
- Computer and Microsoft Office Skills
- Experience with Diverse Student Populations
- Creating Visual Displays
- Artistic Creativity
- Multicultural Awareness
- De-Escalating and Resolving Conflicts

**School of Behavioral Science and Counseling Meeting**

**Agenda**

**May 25, 2021**

**1:00 pm**

**Zoom Conference**

- A. Opening prayer
- B. WIGS for past year – analysis
- C. WIGS for next year
- D. Course Revisions – progress
- E. Tevera discussion
- F. Other items
- G. Dr. Silvestri – last required faculty meeting
- H. Adjourn

**Standard 8: Collaboration and Communication****Overview Questions:**

1. With which relevant individuals, campus offices, and external agencies must the academic program maintain effective relationships? Why are these relationships important, and how are they mutually beneficial?
2. How does the academic program maintain effective relationships with program constituents?
3. How does the academic program assess the effectiveness of its relations with individuals, campus offices, and external agencies?

**8.1 Collaboration**

- Minimum requirement to meet substandard: Show evidence of collaboration with other MACU programs/departments to improve student experience.
- Additional information about the substandard:
  - The program's personnel collaborate and consult with institutional leaders, faculty, individuals, and departments essential to the success of the program.
  - The program collaborates to meet the needs of students and other constituents and disseminates information about programs and services.
  - The program refers students and other constituents to appropriate resources when assistance is needed beyond the program's scope.

**8.2 Communication**

- Minimum requirement to meet substandard: Show evidence of the program communication to attract students.
- Additional information about the substandard:
  - Provide evidence from the past three years of what the School or Program has done to attract future students in outreach and promotional activities.
  - The program's promotional and descriptive information is accurate and free of deception and misrepresentation.
- The program has and follows procedures and guidelines consistent with institutional policy for dissemination of relevant information in a timely manner to all constituents.

**Suggested Evidence and Documentation:**

1. Promotional material (brochures/sources of information about the program, catalogs, brochures, staff and student handbooks) (**see Evidence section**)
2. Media procedures and guidelines
3. List and description of relationships with internal and external partners
4. Minutes from meetings/interactions with key constituents

## Evidence and Documents

## Open House Video for Potential Students



Open House for  
Psychology Degree Pr

**Constituents of the Psychology Degree Program**

Within the Institution, several departments serve as collaborators in helping build student success within the Psychology Program:

- Student Support Services
- Student Success
- Student Life
- The Registrar's Office
- Financial Aid
- Athletics
- Practicum students who provide counseling
- Cafe1412

## Communication with Athletics (student concern)

Jane Doe

Inbox



Mon, Dec 6, 2021, 10:45 AM

**Kimberly Thomas** <kimberly.thomas@macu.edu>

to Hannah

Greetings Coach Moehler, it's been such a long time since I've seen you.

I've decided to extend some time to allow Jane Doe to do some more work to earn points toward her GPA in my class. She will have assignments to do over the holidays with her final grade being posted upon our return in January.

I'm hoping this will be the last time she finds herself in this situation.

Thank you, KST

"Have a lovely day."

Kimberly S. Thomas, D.Min.  
Professor and Program Director, Psychology, B.S.  
Mid America Christian University  
3500 SW 119th Street  
Oklahoma City, OK 73170  
Office Number: 405-692-3189; Fax 405-692-3165



Mon, Dec 6, 2021, 4:12 PM

**Hannah Moeller** <hannah.moeller@macu.edu>

to me

Dr. Thomas,

I miss seeing you!!!

I hope you are doing well. I appreciate your grace with Jane D. Thank you for letting me know as well.

I will find out from her how many assignments she needs to focus on over the break and follow up with her that they are done.

Thanks again.

**Hannah Moeller**

**Head Women's Basketball Coach**

Mid-America Christian University

3500 SW 119<sup>th</sup> Street, Oklahoma City, OK 73170

(405) 692-3209 | [hannah.moeller@macu.edu](mailto:hannah.moeller@macu.edu)

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Mon, Dec 6, 2021, 4:31 PM

**Kimberly Thomas** <[kimberly.thomas@macu.edu](mailto:kimberly.thomas@macu.edu)>

to Hannah

I will be creating new assignments for Jane Doe but will inform you of them once I've created them.

--



ReplyForward

# Student Success Handbook



SSC\_SSC in Student  
Handbook pp79-81\_2

## Communication with Student Success (student concern)

Tue, Feb 15, 10:58 AM

**Jayme Crowley** <jayme.crowley@macu.edu>

to me

Goodmorning!

I am working with Jay and he is extremely behind in your class. He indicates that he enjoys your class in person but is having a difficult time motivating himself to read. He says that he feels so far behind and does not know where to start.

I have set up a meeting to work with him today from 2-3pm in a study hall session. He plans to bring one of his books. If you have any advice for me as I begin work with him today, please feel free to share. I want to get him started in the right direction if it is not too late.

Thanks so much,

**Jayme Crowley**

**Coordinator of Student Success**

Mid-America Christian University

3500 SW 119th Street, Oklahoma City, OK 73170

(405) 691-3800 | [jayme.crowley@macu.edu](mailto:jayme.crowley@macu.edu)

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Tue, Feb 15, 12:21 PM

**Kimberly Thomas** <kimberly.thomas@macu.edu>

to Jayme

Hi Jayme, thank you for reaching out to me. One of Jay's problems, early on in the class, was his constant use of his mobile phone until I asked him to put it up.

I believe he's bright and can contribute uniquely to the class, however, I'm looking for him to show greater interest and initiate participation. The class is composed of only 11 students, so it's small enough for him to get involved.

I'm wondering if his lack of concentration is due to personal or family concerns.

I don't have a history with Jay, so I'm hoping to get to know him better.

Thank you.

--

Kimberly S. Thomas, D.Min.

Professor and Program Director, Psychology, B.S.

Mid America Christian University

3500 SW 119th Street

Oklahoma City, OK 73170

Office Number: 405-692-3189; Fax 405-692-3165



Tue, Feb 15, 1:01 PM

Jayme Crowley <jayme.crowley@macu.edu>

to me

Thank you for sharing. I will talk to him about his cell phone usage. Can he still turn late assignments in for some type of credit or should I just focus on what is due for Feb. 10?

**Jayme Crowley**

**Coordinator of Student Success**

Mid-America Christian University

3500 SW 119th Street, Oklahoma City, OK 73170

(405) 691-3800 | [jayme.crowley@macu.edu](mailto:jayme.crowley@macu.edu)

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Tue, Feb 15, 1:07 PM

Kimberly Thomas <[kimberly.thomas@macu.edu](mailto:kimberly.thomas@macu.edu)>

to Jayme

Jayme, my policy is not to take late work after 3 days. I would encourage him to begin with this week's work, and if he remains consistent moving forward, I may offer him a makeup assignment at midterm.

Thank you.



Tue, Feb 15, 1:10 PM

Jayme Crowley <[jayme.crowley@macu.edu](mailto:jayme.crowley@macu.edu)>

to me

Thank you for this information. I appreciate it.

**Jayme Crowley**

**Coordinator of Student Success**

Mid-America Christian University

3500 SW 119th Street, Oklahoma City, OK 73170

(405) 691-3800 | [jayme.crowley@macu.edu](mailto:jayme.crowley@macu.edu)

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ReplyForward

**Standard 9: Ethics, Law, and Policy****Overview Questions:**

1. What is the academic program's strategy for managing student and personnel confidentiality and privacy issues?
  - o **The Program carries out the confidentiality and privacy issues of students and personnel as suggested by the American Psychological Association (APA).**
2. How are ethical dilemmas and conflicts of interest identified and addressed?
  - o **Ethical dilemmas and conflicts of interests are handled by private conversations with the Chair or Program Director, along with an administrator if needed.**
3. How are ethics incorporated into the daily management and decision-making processes of the academic program?
  - o **As Christian leaders within a Christian university, we hold ourselves accountable to scripture as an ethical standard, but we also recognize the standards upheld by APA and ACA. We also practice invoking of God's help to guide and help us as we begin various meetings.**
4. What are the crucial legal, policy, and governance issues faced by the academic program, and how are they addressed?
  - o **As our Program moves toward the process of CACREP accreditation, we will need to make sure class sizes meet appropriate teacher -student ratio.**
5. How are personnel instructed, advised, or assisted with legal, policy, and governance concerns?
  - o **Personnel legal, policy, and governance concerns are first addressed with the School Chair who if unable to resolve the issue refers the employee to Human Resources or goes with the person to Human Resources.**
6. How are personnel informed about internal and external governance systems?
  - o **Governance systems and policies are addressed in the Employee Handbook, the Faculty Handbook, and the Staff Handbook. The governance system is also Posted on the Evangel.net.**

**9.1 Ethical Statements and Practice**

- Minimum requirement to meet substandard: Show evidence of the program using and applying ethical statements.
- Additional information about the substandard:
  - The program reviews and adopts appropriate standards of ethical practice

including those of applicable professional associations.

- The program has clearly defined and documented ethical statements addressing conflicts of interest, or appearance thereof, by personnel in the performance of their work, and management of institutional funds, operations, or tasks that have legal implications.
- The program reviews internal policies and procedures at least every three years. The creation and revision of policies and procedures are informed by available evidence, and policies and procedures that inform the management of higher education.
- The program addresses issues surrounding scholarly integrity including purchasing or obtaining permission to use copyrighted materials and instruments. References to copyrighted materials and instruments include appropriate citations. **(See Evidence section)**
- The program and the program's personnel perform duties within the scope of their position, training, expertise, and competence. **(see Evidence section)**
- The program and the program's personnel comply with ethics, laws, regulations, policies, and procedures that relate to its respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution.

## 9.2 Communication of Ethical and Legal Obligations

- Minimum requirement to meet substandard: Show evidence of the program communicating ethical and legal obligations to constituents.
- Additional information about the substandard:
  - The program educates new personnel to relevant ethical standards, statements of ethical practice, and related institutional policies and procedures.
  - The program's personnel provide students and constituents with information about student privacy rights and personnel's disclosure obligations.**(See Evidence section)**

- The program adheres to institutional policies and procedures regarding sexual misconduct, harassment or activity that demeans persons, and workplace violence or an intimidating, hostile, or offensive environment.

**Suggested Evidence and Documentation:**

1. Program code or statement of ethics (**see Evidence section**)
2. Ethics statements from relevant academic program professional associations (**See Evidence section**)
3. Personnel policies, procedures, and/or handbooks (**see Evidence section**)
4. Codes of conduct (**Sse Evidence section**)
5. Operating policies and procedures
6. Operating policies and procedures related to human subjects research (i.e., Institutional Review Board) (**See IRB statements**)
7. Minutes from meetings during which staff reviewed and discussed ethics (none)
8. Emergency procedures (**See Evidence section**)
9. Contracts and memoranda of understanding (MOUs)
10. Copies of related laws and legal obligations

## Evidence and Documents

## CAGS Policy and Resource

### Student Code of Conduct



CAGS Policy and  
Resource Information

#### Code of Conduct Policy (Approved 8/20/2013)

1. Introduction: Mid-America Christian University (MACU) is committed to creating and maintaining a productive living and learning community, which fosters the intellectual, personal, cultural, spiritual and ethical development of its students. As an institution rooted in the Wesleyan-Arminian tradition, we value the biblical principle that our response to loving God is expressed through loving others. Self-discipline and respect for others are essential to the educational process and to good citizenship in and outside of the classroom. By attending MACU, students agree to observe standards consistent with our academic community.
2. MACU students aspire to follow and promote these behavioral standards. a. Citizenship: Be civically responsible and engaged to improve our campus and/or local, national, and international communities. b. Academics: Respect Mid-America Christian University's commitment to upholding the University's academic integrity and honesty policy to preserve our academic community. c. Responsibility: Accept responsibility for your learning, personal behavior, and future success, appropriately encouraging others to do the same. d. Diversity: Behave in a manner that recognizes and respects individual differences. e. Safety: Do no harm and help maintain the safety and welfare of the campus community, online and on-ground, by immediately reporting unusual, dangerous, or inappropriate behavior to the MACU Police or other appropriate university personnel. 9
3. Expectations Regarding Conduct a. Philosophical Position: The fundamental expectation is for students and faculty to remember that the Golden Rule applies. These guidelines are important for courteous and valuable discussion; violating them can result in sanctions: Disciplinary warning, suspension, dismissal (expulsion). These sanctions are further explained in the University Catalog and under "Consequences" within this policy. b. On-Ground Class Conduct: All students are expected to conduct themselves in a professional and courteous manner both in and out of the classroom. This conduct includes being prompt to all class sessions, being prepared for class, and remaining for the entirety of the class session. Classroom discipline is the responsibility of the instructor and/or appropriate administrator. c. Online Class Conduct: All students are expected to conduct themselves in a professional and courteous manner regarding aspects of online instruction. This conduct includes promptness in response to discussion boards, assignments, and exams. The Virtual Office is for students to ask questions of the instructor regarding course content and should not include personal or confidential information. Disciplinary problems may be referred to the appropriate administrator. Classroom discipline is the responsibility of the instructor and/or appropriate administrator.
4. Student Behavior One of the basic rights of an individual attending or teaching at a Christian educational institution is that they feel safe and free from discrimination, derogatory or insulting language, or verbal assault, inside, outside of the classroom, and online. The following basic ground rules should be followed School of Behavioral Science and Counseling

June 2022

by all students and faculty: a. Content of Conversation: The content of all in class and online conversation should provide valuable information that offers something new to think about and add to the learning interaction. b. Resolving Disagreements i. Prohibited Behavior: To respond to another student or the instructor about any issue or disagreement, you must not:

1. Use language, conversation, emails, etc. that is offensive and disrespectful (Examples: profanity, slurs, insults, affronts, put-downs, verbal personal attacks or abuse, threats, accusations, bullying, harassing comment or behavior such as repeated telephone calls, emails, etc.), implying personal condemnation, or other conduct which threatens or endangers the mental or physical health/safety of any person or causes reasonable apprehension of such harm.

2. Use intimidation such as raising the volume of your voice, 10 taking threatening postures, or using intense emphasis in emails, online postings (e.g. typing in all caps) or other forms of electronic communication.

3. Make inflammatory statements with the intent of provoking others to include: Racist, sexist, inappropriate, offensive, or other pejorative comments against an individual or group.

4. Label anyone in the class, your instructors, or the authors of texts and articles with derogatory terms or names. ii. Appropriate Behavior: To respond to another student or the instructor about any issue or disagreement, you must:

1. Clearly state the nature of the disagreement: What, specifically, do you disagree with? Facts, something left out, conclusions, etc.

2. Appropriately address another student's or an instructor's actions, comments, etc. you find objectionable or offensive should be addressed to the individuals involved or reported to the Program Director or School Chair. The communication must not be posted in a way that the entire class has access to the communication, either by the online learning platform, email, or in classroom discussions while other students are present.

3. Address offensive student comments to the instructor, the Program Director, the School Chair, or the College Dean.

5. Consequences a. Apparent Inappropriate or Offensive Conduct: If there is apparent inappropriate or offensive conduct in the classroom or online, the student(s) involved will be told by the instructor or other university personnel to cease such actions immediately. An incident report will be completed through the central reporting system. Further disciplinary consequences may be assessed by university officials. b. Disciplinary Measures: The following measures may be used to assist the Administration to the College of Adult and Graduate Studies with disciplinary actions as deemed necessary. This list is not a hierarchy of discipline; therefore, a student could be subject to any of the following actions at any time. i. Remediation Meeting: If the student has an issue the first step is for the student to contact the instructor regarding any grievances. If the instructor observes misconduct, the instructor is to contact the student regarding the nature of the violation with the requested correction of behavior. If the student is not satisfied, then the Program Director can be contacted. Typically, the Program Director will investigate by reviewing the class, talking with the instructor, and then contacting the student which can take up to 72 hours. The Program Director will seek to speak to the student 11 regarding the student's concerns and issues to help resolve the concerns. If the difficulty warrants it the Program Director can contact the School Chair to address the issue. If the student is not satisfied, then the College Dean can be contacted to review the matter. Further meetings can be scheduled in order to achieve resolution. ii. Disciplinary Warning: If the behavior is deemed inappropriate, a warning will be administered to include: A statement of the standard of conduct that has been violated, an explanation of the possible results of further misconduct. A student not responding to a warning will be subject to further disciplinary actions. Severity of the misconduct could result in additional disciplinary actions. iii. Suspension: Suspension is involuntary separation from the University for a specified period. Suspended students shall not participate in any University-sponsored activities and may be barred from university premises or from access to online capabilities. Suspension may also include involuntary separation from MACU under advisement of university officials without the privilege of re-admittance for a specified period of time. Other sanctions or conditions may be required before re-admittance is granted. iv. Dismissal (Expulsion): Dismissal is the immediate separation from the

University with appropriate notation on student's behavioral file. No refunds are made and the student will suffer disciplinary consequences. MACU reserves the right to restrict a dismissed student's access to, or bar his or her presence from, the University premises or activities. c. The University Catalog presents procedures for grievances, complaints, and concerns.

6. Threatening Behavior: Any perceived threatening behavior or language by an on-ground student is to be reported to the Campus Police.

## Emergency Procedure



Safezone-2021.08.2M  
obile App and DPS Co

To: MACU Campus Cc: EvangelNet  
From: Dr. Alicia M. McCullar & Chief Tim Gibson  
Date: August 22, 2021  
RE: SafeZone: Mobile App and DPS Communication

MACU Community,

On August 18, you should have received an email inviting you to download the SafeZone app. You can search for Safezone in the Google Play or Apple App Store or go to the following link that will take you there: <https://www.safezoneapp.com/#footerBlocksMiddle>

This is an upgraded tool to better serve the MACU community. It is imperative you download it to your mobile device. DPS (Department Public Safety) will contact you via the app with updates including but not limited to: campus emergencies, lock downs, weather alerts, or school closure. Furthermore, SafeZone is now the direct method to contact police at the touch of a button. Simply press the HELP button and it will automatically allow you to call the MACU police to request assistance.

If you have not received the email inviting you to download the SafeZone app with a temporary password, please contact Chief Tim at [tim.gibson@macu.edu](mailto:tim.gibson@macu.edu). We look forward to utilizing this upgraded technology to better serve you.

## American Psychological Association (APA) Ethical Code of Conduct



Ethical Principles  
(APA).pdf

## Notification of Student Rights-FERPA

## Notification of Student Rights

## FERPA Annual Notification of Student Rights

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An “eligible student” under FERPA is a student who is 18 years of age or older or who is attends a postsecondary institution.) Here is a quick video summarizing the following rights (<https://youtu.be/hm82nRxi0yg>).

These rights include:

**1. The right to review and inspect his or her own education records.** An eligible student has the right to inspect and review the student’s education records within 45 days after the day Mid-America Christian University (the “university”) receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate university records custodian a written request that identifies the record(s) the student wishes to inspect. The appropriate records custodian will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the records custodian to whom the request was submitted, that person shall advise the student of the correct records custodian to whom the request should be addressed.

**2. The right to request an amendment of the education record.** An eligible student has the right to seek amendment of the student’s education records that the student believes to be inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

- A student who wishes to ask the university to amend a record should write the records custodian responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.
- The university will, within a reasonable time after receiving the request, decide whether to amend the record as requested.
- If the university decides not to amend the record as requested, the university will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information will be provided to the student when notified of the right to a hearing.

**3. The right to provide written consent before personally identifiable information is disclosed, except when FERPA authorizes disclosure without consent.** An eligible student has the right to provide written consent before the university discloses personally identifiable information (PII) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

The university may, and from time to time does, disclose education records without a student’s prior written consent when authorized by FERPA, including to university officials whom the university has determined to have legitimate educational interests. Mid-America Christian University defines “university officials” and “legitimate educational interests” as follows:

- “University officials” include (a) persons employed by Mid-America Christian University in an administrative, supervisory, academic, research, or clerical or support staff position (including but not limited to law enforcement unit personnel,

attorneys, counselors, and health staff); (b) persons serving on the board of trustees; or (c) persons (including students) serving on an official university committee, such as a disciplinary or grievance committee.

- A university official also may include a volunteer, contractor, consultant or other party outside of Mid-America Christian University (i) who performs an institutional service or function for which the university would otherwise use its own employees, (ii) who is under the direct control of the university with respect to the use and maintenance of education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another university official in performing his or her tasks, and (iii) who is subject to the obligation not to disclose PII from any education record without the prior written consent of the student.
- “Legitimate educational interests” include performing a task or engaging in an activity related to (i) one’s regular duties or professional responsibilities, (ii) a student’s education, (iii) the discipline of a student, (iv) a service to or benefit for a student, (v) measures to support student success, and (vi) the safety and security of the campus.

**4. The right to file a complaint.** An eligible student has the right to file a complaint with the U.S. Department of Education concerning alleged failures by Mid-America Christian University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

**When does FERPA permit disclosure of personally identifiable information (PII) without student consent?**

FERPA permits the disclosure of PII from students’ education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to university officials (as defined above), disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. The university may disclose PII from the education records without obtaining prior written consent of an eligible student —

- To other university officials whom the university has determined to have legitimate educational interests, as described above under paragraph 3. This includes contractors, consultants, volunteers, or other parties to whom the university has outsourced institutional services or functions, provided that certain conditions are met. (§99.31(a)(1))
- To officials of another university where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student’s enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university’s State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that

are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To certain state and local officials or authorities when authorized by state statute in certain cases. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the university, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- When it is information, the university has designated as “directory information” under §99.37. (§99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the university determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the university’s rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))
- To parents of a student regarding the student’s violation of any Federal, State, or local law, or of any rule or policy of the university, governing the use or possession of alcohol or a controlled substance if the university determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))
- The disclosure concerns sex offenders and other individuals required to register under section 17010 of the Violent Crime Control and Law Enforcement Act of 1994.

### Directory Information

Institutions may disclose a student’s “Directory Information” without their consent, and without violating FERPA if the student has not restricted their personal information. Mid-America Christian University considers the following to be “Directory Information”:

- student’s name
- date and place of birth
- email address
- address (local & home)
- telephone number (any listed)
- college/school & curriculum
- enrollment status & credit hours
- dates of attendance

- classification
- receipt or non-receipt of degree
- educational institutions previously attended
- academic awards received (dean's list, honors students)
- participation in officially recognized activities
- photograph(s) including student ID photographs and

sports

- position, weight, height in athletics

#### **Request to Restrict Directory Information**

While attending Mid-America Christian University, students may request to restrict the release of their Directory Information except to university officials with a legitimate educational interest, as outlined in item 3 above. In order to restrict all information, a signed and dated request must be made in writing to the Office of the Registrar, 3500 SW 119th Street, Oklahoma City, OK, 73170. A form is also available in Kennedy Hall, room 243 of the Registrar's Office, 3500 SW 119th Street, Oklahoma City, OK, 73170. Should the student graduate or otherwise leave the university, this restriction will remain in place until the student requests for it to be removed.

Note: Once a student's record has been made confidential, no information can be shared about the individual without the student's written consent. In such a case, problems may occur thereafter when potential employers or other parties make inquiries about the student.

## IRB Action (Student Proposal)



IRB Meeting\_August  
5, 2020\_Agenda.pdf

**MACU - Institutional Review Board Meeting**  
**Meeting Agenda**  
Wednesday, August 5, 2020  
10:00 - 11:00 am, Zoom

**Prayer:**

**Action Items:**

1. Review of D. Welch Proposal
  - a. Discussion on Proposal
  - b. Approval, Disapproval, or Approval with Conditions
2. Review of CAS Research Day Requirements
  - a. CAS Students who will present findings during the SP 21 Research Day will have an approval letter from the MACU IRB attached to their findings.
  - b. Is there a tentative date for the SP 21 Research Day?
  - c. Why make students obtain an approval letter?
    - i. MACU shows administrative oversight on its students' research activity.
    - ii. Students learn how to follow an approved policy for collecting data on human subjects, and hopefully the reason why there is a policy.
  - d. Steps for CAS Students' obtaining a MACU IRB Approval Letter
    - i. The student, in collaboration with his/her advising faculty member, determines his/her research project.
    - ii. The student proposes the research project to the MACU IRB.
    - iii. The student and the advising faculty member can expect to receive one of the following notifications:
      1. Expedited approval - proposals that are complete and pose no harm to human subjects will immediately be approved. The student can immediately begin his/her research. The student will receive an approval letter.

2. Contingent approval - a proposal that would normally be expedited but is missing information. The contingent approval allows the student to begin work on his/her project while knowing that s/he must update the submission with missing information, e.g. missing instrumentation such as a survey's questions, or a blank field in the submission. The student will receive an approval letter once missing information is provided.
  3. Awaiting IRB approval - due to potential harm to human subjects, the student's proposal needs to be reviewed by the IRB before approval is granted. The student will receive the approval letter once the IRB has reviewed and accepted the proposal.
  4. Approval denied - if the proposal poses probable harm to human subjects, the IRB Chair will determine this notification without bringing the proposal before the IRB Committee. The IRB Committee can also deny a proposal that is brought before them. Denied approvals will state the reasons for the denial so students can fix those issues and resubmit an updated proposal.
- e. Faculty should review filling out a proposal with students and PT faculty prior to students attempting to submit their proposals.
  - f. How quickly should a student receive notification from the IRB after proposal submission?
3. What modifications, if any, are needed to the steps outlined above?

**Additional Items:** Does the IRB need to cover any other additional information?

**Adjourn:**

Ray Dillman (Chair),  
Dr. Bobbie Spurgeon-Harris (CAGS Dean),  
Esther Rehbein (CAS Dean)  
Dr. Leon Descottier (Faculty Rep)  
Dr. Kimberly S. Thomas (Faculty Rep)  
Dr. Deshani Fernando (Faculty Rep)  
Chaplain Danny Cavett (External IRB Member)  
Dr. Sharon Lease (Advisory Member)  
Julie Shatswell (Secretary)  
Triston Herron (Back-up Secretary and IRB Site Admin)

## Job Description of All Teaching Faculty



Instructor Agreement  
- 2022 06 21 (1).pdf

## Course Teaching Expectations

### Instructor Course Checklist

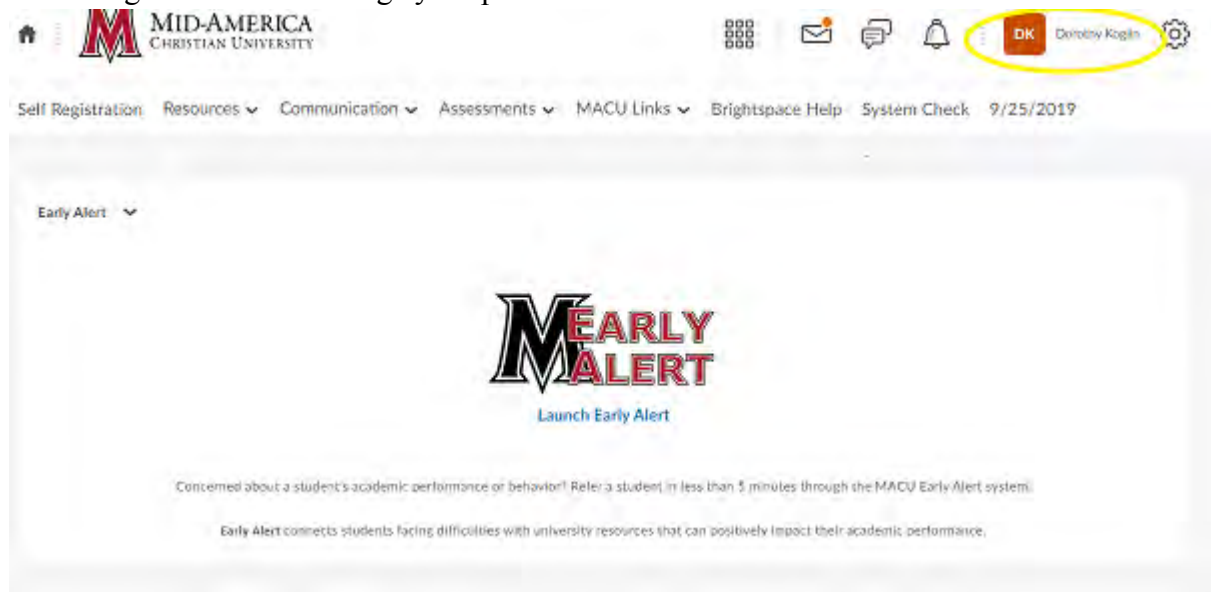
Mid-America Christian University is committed to providing our students with an excellent learning experience and preparing them to make a difference in the world as well as any organization they work with. As an instructor for MACU, you play a pivotal role in accomplishing these goals. The following Checklist is provided to help ensure both the student and instructor have a great learning experience together; as such, please read the entire Checklist, and complete each of the steps prior to the start of your course.

#### Prior to the Course Start:

As an instructor, you should have access to your course in D2L one to two weeks prior to the course start date. Once you have access to your course in D2L, please complete the following tasks:

#### 1. Instructor Profile

Make sure your Profile is up to date in the course. Please look at the screenshot below to see where to go to create or change your profile.



By clicking on the arrow by your name (see yellow circle) a drop down menu will appear. Click on the link entitled “Profile” and you will be taken directly to the Profile page, where you can either create a profile or modify an existing one.

#### 2. Create a Welcome Message

Go into the “News” section of your course and post a Welcome message to your students that

School of Behavioral Science and Counseling

June 2022

includes your contact information, Office Hours, and the best method available for students to contact you during those Office Hours. Please remember that Office Hours are for a minimum of 2 hours per week. To view a tutorial video on how to create a “News” item, click on the following link and you will be taken directly to it: <http://youtu.be/j9DZ5wMUXe4>

### **3. Set Up Attendance Register**

An Attendance Register is provided in your D2L course. Please DO NOT create a new roster or edit the titles for each week in the provided roster.

### **4. Set Quiz Dates**

Please make sure you check the dates for your quizzes. When quizzes are uploaded into your course, they are set up to be available to students at all times. To eliminate potential issues for both students and instructors, go into each quiz and change the dates for the actual dates they will be available to the students. To view a PDF tutorial on how to set quiz dates, click on the following link and you will be taken directly to a tutorial:

<https://drive.google.com/file/d/0B5fg9l96RJfY1MySC1uNVRfdHM/edit?usp=sharing>

### **5. Create a Course Calendar**

Please be sure to set up your course Calendar which will supply your students with the appropriate dates for Quizzes and Assignments. To view a tutorial video on how to create a course calendar, click on the following link and you will be taken directly to it: <http://youtu.be/ZDOt3WnD5O4>

### **6. Mid-Term Grades**

By the fifth day following the close of Week 2, you will need to report your Mid-Term grades in the Portal. You can find the Portal by going to [my.macu.edu](http://my.macu.edu) and logging in. The following video tutorial will show you how to enter your final course grades in the Portal. To enter Mid-Term Grades you will follow the same steps. Click on the following link and you will be taken directly to the tutorial video: <http://youtu.be/yYg4GUyvTxU>

### **7. Review the Course Syllabus and D2L Content for Accuracy**

One of our primary goals is to increase student satisfaction. We have discovered that errors in D2L course content, syllabi, and textbooks play a major role in decreasing student satisfaction. You can enhance student experience and satisfaction by:

- Checking the course Syllabus to make sure the textbook listed is the same as the one you currently have. If they do not match, contact your Program Director immediately.
- Reviewing the weekly assignments and discussion board questions to make certain you have a good understanding of what is being asked of the students. If you have any questions about the instructions or the assignments, contact your Program Director immediately.

## **After the Completion of Your Course**

### **1. Final Course Grades**

-

- Final grades must also be released in D2L. To view a tutorial video on how to release your final course grades in D2L, click on the following link and you will be taken directly to the video: <http://youtu.be/yYg4GUyvTxU>
- Instructors have 7 days from the completion of the course to submit student's final course grades into the portal.macu.edu. To view a tutorial video on how to enter your final course grades into the Portal.
- MACU pays all instructors by direct deposit to the account you specified on your New Hire paperwork.
- The date you submit your grades determines when your pay will be processed in the MACU payroll. Payroll date information is included in the monthly newsletter.

**Standard 10: Financial Resources****Overview Questions:**

1. What is the funding strategy for the academic program, and why is this the most appropriate approach?
  - o **The University sets aside professional development money by each faculty. This money is to aid with travel, food, and means of transportation to a professional conference or training. These funds are managed by the University's Executive Vice- President and CFO.**  
**This approach seems to work for our Program because the University operating budget can fluctuate yearly depending on enrollment numbers and general financial contributions to the University.**
  - o **Program personnel can solicit funding for projects through Strategic Planning.**
2. How does the academic program ensure fiscal responsibility, responsible stewardship, and cost-effectiveness?
  - o **One way our Program maintains fiscal responsibility is by showing evidence of the costs of events (conferences, travel, food, purchases) and by submitting receipts and requisitions of money spent.**

If applicable, how does the academic program go about increasing financial resources?

- o **This is not applicable to our Program.**
3. What structures exist to ensure compliance and responsible stewardship, management, and use of fiscal resources? How are limitations or gaps in these structures mitigated?
  - o **When a faculty member request money for training or professional development, they complete a form that is found on the university intranet. The form is forwarded to the Program Chair for approval. The Chair then submits the request to the Office of the VPAA who then gets it to the Bursar's office.**

**10.1 Funding**

- Minimum requirement to meet substandard: Show evidence of program determining with administrative leadership what funding is necessary.
- Additional information about the substandard: The program has the funding that is necessary to accomplish its mission and goals.

**10.2 Financial Planning and Management**

- Minimum requirement to meet substandard: Provide the budget submissions for the past three years.
- Additional information about the substandard:
  - In establishing and prioritizing funding resources, the program conducts comprehensive analyses to determine unmet needs of the unit; relevant

expenditures; external and internal resources; and impact on students and the institution. **(See Evidence section)**

- The program uses the budget as a planning tool to reflect commitment to the mission and goals of the program and of the institution **(See Evidence folder)**.
- The program manages funds in accordance with established governmental laws and institutional policies, procedures, and guidelines.
- The program demonstrates responsible stewardship and use of fiscal resources.
- Provide the last three years of strategic planning and budgetary evidence related to the program.

**Suggested Evidence and Documentation:**

1. Budgets and the budget process **(see Evidence section)**
2. Financial policies and procedures
3. Financial statements and audit reports.
4. Student fee administration and allocation process
5. Financial statements for grants, gifts, and other external resources
6. Program Strategic Plans and Budgets **(see Evidence section)**

## Psychology Budget Sheet 2022-2023

<b>520 - Behavioral Science</b>							
Salaries - General	80200	80200520 000 1 OK10	\$44,770.29	\$21,329.68	\$138,094.53	\$148,879.56	\$131,140.00
Salaries - Adjunct	80210	80210520 000 1 OK10	\$108,200.00	\$31,300.00	\$95,383.12	\$104,028.56	\$124,700.00
Hospitality	80550	80550520 000 1 OK10	\$ -	\$ -	\$ -	\$750.00	
Instructional Supplies	80700	80700520 000 1 OK10	\$2,438.96	\$961.26	\$1,800.00	\$1,800.00	\$1,800.00
Copier Supplies	80710	80710520 000 1 OK10	\$134.60	\$21.75	\$212.90	\$200.00	\$42.00
Office Supplies	80720	80720520 000 1 OK10	\$26.49	\$ -	\$80.00	\$150.00	\$180.00
Book Expense	80725	80725520 000 1 OK10	\$759.98	\$ -	\$ -		
Commercial Printing	80730	80730520 000 1 OK10	\$402.43	\$ -	\$ -	\$950.00	
Postage	80740	80740520 000 1 OK10	\$105.50	\$ -	\$100.00	\$200.00	\$180.00
Contract Services	80980	80980520 000 1 OK10	\$ -	\$ -	\$ -	\$ -	
Bad Debt Expense	81430	81430520 000 1 OK10	\$30,085.74	-\$7,855.18	\$ -	\$ -	
Scholarships - Unfunded	84135	84135520 023 1 OK10	\$ -	\$ -	\$ -	\$ -	
<b>Totals</b>	<b>520</b>		<b>\$186,923.99</b>	<b>\$45,757.51</b>	<b>\$235,670.55</b>	<b>\$256,958.12</b>	<b>\$258,400.00</b>

## Psychology Budget Sheet 2022-2023 (continued)

\$77,410.00
\$114,500.00
\$ -
\$1,800.00
\$420.00
\$ -
\$ -
\$ -
\$120.00
\$ -
\$ -
\$ -
<b>\$194,250.00</b>

## Psychology -Strategic Planning Unit

(see as email attachment)

**Standard 11: Technology****Overview Questions:**

1. How is technology inventoried, maintained, and updated?
  - o **Classroom technology is inventoried, maintained, and updated by the University's Information Technology (I.T.) services.**
2. How is information security maintained?
  - o **Information Technology protects information by using firewalls and a two-step verification processes.**
3. How does the academic program ensure that relevant technology is available for all who are served by the program?
  - o **The Chair or Program Director will make a request to Information Technology for the appropriate software, access, and/or programs needed by our faculty (Zoom, classroom computers). Students might be encouraged to utilize computer lab and/or public libraries if one does not have relevant technology equipment or internet access.**
4. How does the academic program use technology to enhance the delivery of programs, resources, services, and overall operations?
  - o **The Psychology Programs utilizes technology in the face-to-face classroom setting almost equal to technology in the online classroom setting. Technology enhances the opportunity to address questions in different ways by using creative means. Inviting virtual guests, showing movies, connecting with students through Zoom or other delivery platforms, presenting slide shows, displaying lecture notes, accessing the learning platform, D2L, doing research, join with others to meet, emailing information to students and colleagues, and worship together (Chapel).**
5. How does the academic program utilize technology to foster its learning, development, and success outcomes?
  - o **The purpose of using technology in the Program is to ensure that students learn, develop and experience success. Different technology devices can meet different learning styles, learning preferences, and teaching preferences.**

**11.1 Systems Management**

- Minimum requirement to meet substandard: Provide evidence of the program's technology.
- Additional information about the substandard:
  - **The program has current technology to support the achievement of its**

**mission and goals. (IT supports these efforts.**

- The program ensures that personnel and constituents have access to training and support for technology use.
  - **Before coming into the Psychology program, new teaching faculty and new students are provided with D2L training videos. These videos remain assessable.**
  - **A Helpdesk system is available for technology support and help.**
- The program backs up data on a cycle established in partnership with the institution's information technology department.

### 11.2 User Engagement

- Minimum requirement to meet substandard: Provide evidence of the program using its technology to accomplish its mission.
- Additional information about the substandard:
  - The program uses technology to enhance the delivery of programs and services for all constituents.
    - **As soon as students enter the Program, they are given access to technology which also includes online library sources.**
    - **Instructors have 24-hour access to services as needed.**
- The program ensures that technology addresses constituent needs.
  - **Technology tools are designed to meet the learning needs of constituents (quiz set-ups, clickable rubrics, puzzles, information downloads, etc.).**

### 11.3

### 11.4 Compliance and Information Security

- Minimum requirement to meet substandard: Provide evidence of the program's compliance with MACU standards on information security.
- Additional information about the substandard:
  - The program has policies on the appropriate use of technology that are clear and easily accessible.
  - The program has updated websites and techniques of communication that provide information, including sensitive information, to meet the needs of all constituents in secure, accessible formats.

### Suggested Evidence and Documentation:

1. Information technology policies and procedures
2. Equipment and hardware inventory and replacement cycle
3. Software inventory and update cycle
4. Back-up plan and systems failure emergency protocol(s)
5. Contracts, manuals, and user guides for internet, telephone, database, application, and other systems vendors

6. Technology needs assessment; usage and access data.

## Evidence and Documentation

## Technology Policy Sources



Employee Handbook  
- Revised July 2021.pdf



Student-handbook-2  
021-2022-.pdf



Faculty\_Handbook\_20  
20-2021.docx

**Standard 12: Facilities and Infrastructure****Overview Questions:**

1. How are facilities inventoried and maintained?
  - o **Facilities are inventoried and maintained by the University's maintenance services.**
2. How does the academic program integrate sustainable practices?
3. How does the academic program ensure that facilities, workspaces, and equipment are considered in decision-making?
4.
  - o **The Psychology class student count impacts where students meet. Many psychology instructors utilize slides, video clips, and some teach a combination of both online and face-to-face groups which demand equipment for Zoom access.**
5. How is the academic program intentional about space allocation and usage?
  - o **When the student count is large, instructor space should also be considered. Seating configuration is important for Psychology classes that will utilize group activities for learning and collaboration.**

**12.1 Design and Use of Facilities and Equipment**

- Minimum requirement to meet substandard: Display the program's facilities, its workspace.
- Additional information about the substandard:
  - The program's facilities are intentionally designed to engage various constituents, promote learning, provide accessible and safe spaces, and protect the security and privacy of records.
  - o **The office of the Psychology Chair is currently in a space that provides space and privacy for students who are seeking counseling. This arrangement demonstrates value for privacy and confidentiality. Records of clients are under lock and key.**
  - The program's facilities and equipment are inspected on an established cycle and are in compliance with codes, laws, and established practices for accessibility, health, safety, and security.
  - The program develops sustainable practices for facilities use.

(The Psychology program is not involved in sustainable practices for facilities use.)

**12.2 Work Space**

- Minimum requirement to meet substandard: Show how the program's personnel are able to safeguard the privacy of their work.

- o **Many full-time faculty are provided a desk in which the drawers can be locked. The door to the instructor's office can be locked.**
- Additional information about the substandard: The program's personnel have equipped and well-maintained workspaces designed to support their work and responsibilities.
- o **The Program's full-time faculty are given offices of average size that allows them to work privately and carry out their responsibilities and duties.**

### 12.3 Equipment Acquisition

- Minimum requirement to meet substandard: Show how capital acquisitions are part of the program's normal budgeting process.
- Additional information about the substandard:
  - When acquiring capital equipment, the program takes into account expenses related to regular maintenance and life cycle costs.
  - The program incorporates sustainable practices when purchasing equipment.

#### **Suggested Evidence and Documentation:**

1. Facilities and equipment inventory and usage data
2. Facilities audit and plans for renovations, additions, and enhancements.
3. Facilities use agreements or memoranda of understanding (MOUs).
4. Capital projects, if applicable.
5. Images of the space

## Evidence and Documents

## Facilities/Equipment

- 2, Desks (faculty)
- 2, Desk Chairs (faculty)
- 1, student desk
- 1, student chair
- 1, table
- 3, computer (2 faculty computers, 1 student computer)
- 3, monitors (3 faculty monitors, 1 student monitor)
- 2, office chairs
- 2, desk phones (faculty)

**Program Reviewers Signature Page**  
**Psychology, BS, June 2022**

Program Director: Kim Thomas, D.Min.

Signature 

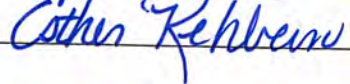
date signed 6.16.2022

Director of Institutional Effectiveness: Ray Dillman, Ph.D.

Signature 


date signed 6.16.2022

CAS Program Dean: Esther Rehbein, M.Ed.

Signature 

date signed 6-16-22

CAGS Program Dean: Bobbie Spurgeon-Harris, Ed.D.

Signature 

date signed 6-16-22

Vice-President of Academic Affairs, Sharon Lease, Ed.D.

Signature 

date signed 6-16-22