Why A1 + Final?

Approval Chart for Curriculum Changes

A = Approve I= Information Item[1] R= Advise & Respond[2]

FAM

Course Number Child Life ~~CFS 3XX~~ 325 or Degree Plan(s) _____

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

This course has been taught twice as a Special Topics course. Many of our majors express an interest in working as Child Life Specialists after graduation and this is a course necessary for that career path. The syllabus has been strengthened and new SLOs have been added, some of which have been developed with a focus on Child Life. Additionally, this year's Visiting Committee focused on Child Life and we offer the course with their recommendations in mind. Please see the syllabus for more information.

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

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

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

Approval Chart for Curriculum Changes

A = Approve I= Information Item[1] R= Advise & Respond[2]

	Change to a Degree Plan	Dept./School	College Academic	Deans	COUNCIL[3]	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content[6]	A	A	A	A	A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart[6]	A	A	A	A	A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements[6]	A	A	A	A	A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart[6]	A	A	A	A	A	A	A	--
5.	Major — Revision of major [4,5]	A	A	A	A	A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A	A	--	A	--
7.	Major — Add [4,5]	A	A	A	A	A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A	A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.							
10.	GPA — Revise major or cumulative requirement	A	A	A	A	A	A	A	--
11.	Minor — Revise course selection	A	A	A	I	I	--	I	--
12.	Minor — Add	A	A	A	A	A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A	A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.							
15.	Degree — Add	A	A	A	A	A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A	A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.							
18.	Any change to a graduate degree program	A	A	A	A	A	--	A	--

	Provost-Proposed Change	Provost	Department	Dean	COUNCIL[3]	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A	A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A	--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A	A	A	I

Approval Chart for Curriculum Changes

A = Approve I= Information Item[1] R= Advise & Respond[2]

					COUNCIL[3]					
	Change to the Catalog Information	**Dept./School**	**College Academic**	**Deans**	**UGEC**	**UUAC**	**GRAD**	**Provost**	**Faculty**	**President**
1.	General requirements for graduation including course requirements that are common to all majors for all degrees[7]	--	--	--	A			A	A	A
2.	Admission requirements	--	--	--	A			A	A	A
3.	Policies governing academic probation and suspension	--	--	--	A			A	A	A
4.	Requirements for graduating with honors	--	--	--	A			A	A	A
5.	Other academic policy changes	--	--	--	A			A	--	A

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

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

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

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

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

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

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

Revised 10-16-13

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)

Signature	Approval date
[signature]	11/10/16

College Academic Council(s)

Signature	Approval date
[signature]	2-7-17

Dean(s)

Signature	Approval date
[signature]	2-9-17

Teacher Education Council

Chair's signature	Approval date

General Education Council

Chair's signature	Approval date

Undergraduate Academic Council

Chair's signature	Approval date

Graduate Council

Chair's signature	Approval date

Provost

Signature	Approval date

Faculty

Chair of faculty senate	Approval date

President

Signature	Approval date

Abilene Christian University

Application for a New Course v10.5

Course ID *Subject and Number*	FAM 325
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Greg Brooks
2	Course Teacher	Adjunct Certified Child Life Specialist
3	Course Title	Child Life
4	Course Abbreviation (if title is over 30 characters)	
5	College	CBS
6	Department	MFS
7	Number of Credit Hours	3
8	Is the course Fixed Credit or Variable Credit?	Fixed
9	Is the course repeatable?	No
10	Maximum number of times course may be repeated	
11	Maximum number of hours credit	
12	Explanation for variable credit	
13a	Course contact hours - LEC	
13b	Course contact hours - Lab	

13c	Course contact hours - Practicum	
13d	Course contact hours - Seminar	
13e	Course contact hours - Studio	
13f	Course contact hours - Online	45 Clock Hours, 3 Credit Hours Synchronous Live
13g	Course contact hours - Colloquium	
13h	Course contact hours – Field Experience	
13j	Course contact hours - Internship	
13k	Course contact hours - Research	
13 m	Course contact hours - Workshop	
13n	Course contact hours – Other (specify)	
14	Instructor Workload	Adjunct contract
15	Grade Mode (check all appropriate):	_X_ Standard ___ Credit/No Credit (undergrad only)
16	Maximum Enrollment	45
17	**Catalog Description** (50 words or less)	An introduction to the theory and practice of the Child Life profession. Students will gain a working knowledge of the following: scope of practice, impact of the health care experience in patients and families, therapeutic play, procedural preparation, family centered care and the Child Life Documents
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	None
19	List any co-requisites	None
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	n/a

21	Does this course have any special student costs? Yes/ No *Attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-F.*	No
22a	How often will it be offered? **Fall**	Yes
22b	How often will it be offered? **Spring**	no
22c	How often will it be offered? **Summer**	no
23	Frequency? All, odd, or even years?	All
24	First semester this course will be offered *New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.*	Fall 2017
25	List course/s that should be deleted, include the last semester for course/s being deleted *A course cannot be deleted when it is a requirement in a degree plan in any department.*	none
26	Is this course required for a degree/s? Yes/No *If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.*	no
27	Should the addition of this course be retroactively applied to the degree plan it supports? Yes/no and explain	No
28	Has this course been offered as a Special Topics course?	Yes. FAM 440 Fall 2013: 18 enrolled FAM 440 Fall 2015: 26 enrolled

	Yes/No *If "Yes," specify the Course ID and enrollment for each term it was taught.* *(Note: New courses are NOT required to be taught as Special Topics courses prior to being approved. However, courses may be taught once as Special Topics before it is proposed. See the Course Descriptions section of the Catalog for details.)*	
29	List any courses in which content overlaps the proposed course. (Course ID and Name) *Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.*	n/a

II. Curriculum

1	**Degree Plan** Explanation of how this course affects degree requirements.	The course is not required for the CFS major, however those who wish to pursue certification as Child Life Specialists will need to take the course
2	**Justification** State the justification for adding this course to the current curriculum. Represent the need.	Graduates who wish to pursue certification as Child Life Specialists must have this course on their transcript.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	Undergraduates who wish to pursue post-graduate certification as Child Life Specialists
2	State the overarching course goal(s) in performance terms.	Students will master the competencies necessary to pursue certification as Child Life Specialists after graduation

2. Competencies and Measurements

	Competency	Measurement
1	Demonstrate the ability to provide teaching, specific to the population served, including psychosocial preparation for potentially stressful experiences, with infants, children, youth, and families	Mid Term Project
2	Demonstrate the ability to engage in self-reflective child life practice	Assignment 3
3	Demonstrate an ability to identify developmentally appropriate principles and practices based on an understanding of the characteristics, transitions and processes of human developmental stages	Assignment 2
4	Demonstrate an ability to read and understand Child Life Documents	Final Project
5	Scope of Practice, Demonstrate the ability to articulate the scope of practice for CLS	Midterm Project, Assginment 3 Final Project , Assignment 1
6	Family Center Care, Demonstrate familiarity with Family Centered Care	Midterm Project, Final Project
7	Demonstrate the ability to describe the impact of illness, injury and healthcare on patients & families as a CLS	Assignment 2, Final Project
8	Therapeutic Play, Demonstrate how therapeutic play is used by a CLS	Assignment 2, Final Project
9	Preparation, Demonstrate preparation in the key areas of Child Life	Assignment 3, Final Project

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.
2. For **combined undergraduate/graduate** courses, make two lists:
   a. full publication information; label **Undergraduate**.
   b. full publication information; label **Graduate**. Indicate number of pages required.

Rollins, Bolig, & Mahan (2005). Meeting children's psychosocial needs across the health-care continuum. Austin, TX: Pro-Ed

Thompson, R. (2009). The handbook of child Life. Springfield, MO: Charles C. Thomas Publisher, LTD.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

	1	**Library** — Submit new course application and syllabus to the Dean of the Library. Consult with the director and establish a deadline for completion of the library report. **Attach** the signed copy of the Library report.
	2	**Instructional Design** — The application and syllabus must be reviewed by the Adams Center. **Attach** a copy of the Adams Center Review Letter.

	3	**Content Overlap** — Include one document for each course you listed in Section I-I. **Attach** statement from instructor/dept chair of existing course justifying the new offering.
	4	**Departmental Resources** — List the resources that support the course and are available only through the department, if applicable. **Attach** the list of the holdings and the location/s.
	5	**Resources** — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). **Attach** a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
	6	**Expenses** — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). **Attach** a complete list of all items, the estimated cost of each and the source of the funds.
	7	**Justification** — **Attach** all documents referred to in Section II-2
	8	Syllabus — **Attach** the syllabus for the course based upon the anticipated first-semester offering.
	9	Provide documentation for all additional attachments here

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Course Number and Name FAM 325 Child Life

Primary Department

Department Chair Dean
~~of the College~~

11/2/16
Date

Assoc Dean for Academics, CHS

2-7-17
Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair Dean
of the College

Date

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair Dean
of the College

Date

Date

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: February 13, 2017

TO: Dr. Dale Bertram

CC: Dr. Greg Brooks

FROM: Mark McCallon, Library Assistant Director

RE: Course Application for Child Life

After reviewing the course application and course syllabus, the Library can adequately support the proposed course. If additional resources are needed for support of the course, please contact Craig Churchill, Librarian Liaison to Marriage and Family Studies. Thank you for letting us review the course proposal.

February 16, 2017

Dr. Greg Brooks
Onstead-Packer Biblical Studies Building Rm276
Tel: (325)674 3774
Email: maxwellj@acu.edu

Dear Dr. Brooks,
Thank you for submitting FAM325: Child Life. I have reviewed it based on the ACU Syllabus Guidelines and found it to be meeting all the requirements except that instructor information is missing. Please add it when it becomes available. Other than this, the syllabus communicates course information and expectations very clearly.

I am attaching a checklist I used for your reference only. There is no need to bring your syllabus back for further review. However, please note that this letter is used during the review process as a reference. It is not meant to be final approval. Others in the review process may have recommendations too.

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

Director of Instructional Design, Adams Center

FAM325: Child Life
Abilene Christian University
Department of Child and Family Services

Semester and Year: Fall 2017
This course will be offered every year in the Fall semester
Credit hours: three
Meeting Time and Location: TBD

Instructor: TBD. Class will be taught by a Certified Child Life Specialist.
Office Location: TBD
Phone: TBD
Email: TBD
Office Hours/contact expectations: TBD

Mission of Abilene Christian University

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world. The mission of the Department of Marriage and Family Studies is to equip students to strengthen family relationships and solve personal and relational problems through child and family services or therapeutic interventions, while cultivating Christian leadership and character in each student. The undergraduate program in Family Studies achieves this mission by:

- Emphasizing the formation of healthy relationships and the promotion of optimal human development;
- Examining current research and theory regarding the normal issues with which individuals and families must contend as they grow and evolve;
- Creating opportunities for students to design, implement, and evaluate family life education programs;
- Providing diverse practicum experiences that prepare students for future employment.

Courses are designed to provide the knowledge and skills needed for employment in family service careers, the establishment of Christian homes, and for graduate study.

Mission of the College of Biblical Studies

The College of Biblical Studies exists for the purpose of educating students for Christian leadership throughout the world. From this central purpose of training Christian leaders, two emphases emerge: (1) training ministers of the Gospel of Christ and (2) training students who will become active church leaders and servants in the Lord's Kingdom.

The study of the Bible as God's Word is at the heart of the curriculum of Abilene Christian University and is the reason for the existence of the university. An education without a

knowledge of the spiritual dimension is sadly lacking, since only the information and strength derived from the Word of God can furnish the world view, meaning, and purpose so necessary to the happy and useful life.

Course Description: An introduction to the theory and practice of the Child Life profession. Students will gain a working knowledge of the following: scope of practice, impact of the health care experience in patients and families, therapeutic play, procedural preparation, family centered care and the Child Life Documents.

Intended Audience: The course is intended for CFS majors who wish to pursue certification as Child Life Specialists following graduation.

DEPARTMENT OF MARRIAGE AND FAMILY STUDIES MISSION STATEMENT

The mission of the Department of Marriage and Family Studies is to equip students to strengthen family relationships and solve personal and relational problems through child and family services or therapeutic intervention while cultivating Christian leadership and character in each student.

The undergraduate program in Family Studies accomplishes this mission through:

- emphasizing the formation of healthy relationships and the promotion of optimal human development;
- examining current research and theory regarding the normal issues with which individuals and families must contend as they grow and evolve;
- creating opportunities for students to design, implement, and evaluate family life education programs; and
- providing diverse practicum experiences that prepare students for future employment.

Student Learning Outcomes (SLOs) and Measurements

Student Learning Outcome	Measurement Instrument
Demonstrate the ability to provide teaching, specific to the population served, including psychosocial preparation for potentially stressful experiences, with infants, children, youth, and families	Mid Term Project
Demonstrate the ability to engage in self-reflective child life practice	Assignment 3
3.2 Demonstrate an ability to identify developmentally appropriate principles and practices based on an	Assignment 2

understanding of the characteristics, transitions and processes of human developmental stages	
Demonstrate an ability to read and understand Child Life Documents	Final Project
Scope of Practice, Demonstrate the ability to articulate the scope of practice for	Midterm Project, Assignment 3 Final Project , Assignment 1
Family Center Care, Demonstrate familiarity with Family Centered Care	Midterm Project, Final Project
Demonstrate the ability to describe the impact of illness, injury and healthcare on patients & families as a CLS	Assignment 2, Final Project
Therapeutic Play, Demonstrate how therapeutic play is used by a CLS	Assignment 2, Final Project
Preparation, Demonstrate preparation in the key areas of Child Life	Assignment 3, Final Project

Texts:

Rollins, Bolig, & Mahan (2005). *Meeting children's psychosocial needs across the health-care continuum.* Austin, TX: Pro-Ed

Thompson, R. (2009). *The handbook of child Life.* Springfield, MO: Charles C. Thomas Publisher, LTD.

Other readings as assigned.

Format: Instructional methods will include lecture, video presentations, class discussions, student presentations and guest speakers.

Course Objectives: This course is designed to help you:

- Be familiar with and understand the Official Documents of the Child Life Council, including the Code of Ethical Responsibility, Child Life Competencies, Standards of Clinical Practice, the Child Life Mission, Values and Vision Statements, and the Code of Professional Practice
- Demonstrate an understanding of the history and scope of practice of the child life profession
- Describe effects of illness, injury, health care, and hospitalization on families and children by developmental stage
- Explain the principles of family-centered care

- Identify the elements, benefits and therapeutic modalities of play
- Define historical and current perspectives on the rationale, techniques and outcomes of psychosocial preparation, as well as accepted preparation methods
- Define key elements of assessment and documentation for child life specialists
- Explore personal experiences and the professional role in bereavement

Course Schedule

Week	Topic	Reading Assignment
Week 1	Introduction, Overview of Course, History of Child Life Profession(*Assignment 1 due)	Ch. 1, Handbook of Child Life
Week 2	Child Development Review & Scope of Practice	Ch. 1 Meeting Children's Psychosocial Needs
Week 3	Impact of Illness and Injury on Patients and Families (*Assignment 2)	Ch. 2 Handbook of Child Life
Week 4	Family Centered Care	Ch. 6 Handbook of Child Life
Week 5	Child Life Documents/Medical Terminology	Official Documents of the CLC Ch. 5 Handbook of Child Life
Week 6	Therapeutic Play	Ch. 8, Handbook of Child Life Ch. 3, Meeting Children's Psychosocial Needs
Week 7	Pain	Addition material to be provided
Week 8	Preparation and Coping	Ch. 2 Meeting Children's Psychosocial Needs Ch. 9 Handbook of Child Life
Week 9	Mid Term Presentations	
Week 10	Assessment and Documentation	Ch. 7 Handbook of Child Life
Week 11	Death and Dying (*Assignment 3 due)	Ch. 6 Meeting Children's Psychosocial Needs Ch. 11 Handbook of Child Life
Week 12	Cultural & Spiritual Issues	Ch. 10 Meeting Children's Psychosocial Needs

Week 13	Professional Issues (Practicums, Internships, Certification Requirements)	Ch. 16 Handbook of Child Life
Week 14	Possible visit to Hendrick Children's Hospital	Ch. 8 Meeting Children's Psychosocial Needs
Week 15	Therapeutic Relationships	Ch. 4 Handbook of Child Life Ch. 12 Meeting Children's Psychosocial Needs
Finals Week	Final project due in class on assigned exam date	

Evaluation Measures: The following measures will be used to assess the student's mastery of course curriculum:

- Class Participation and Attendance – 10%
- Assignments – 30%
- Midterm Project - 30%
- Final Project – 30%

Grading Criteria:

- A – 90-100
- B – 80-89
- C – 70-79
- D – 65-69
- F – 0-64

Participation & Attendance

You and I share the responsibility of achieving your learning goals. Although I will assume the role of integrator and facilitator, I expect that you will come to class having read all assigned materials and prepared to engage in class activities and discussion, which is the backbone of the success of this course. Participation will be measured by in-class assignments such as quizzes, role-plays, writing, and other activities. Review the assignment descriptions to determine if excused absences are accepted in this course. If excused absences are accepted in this course valid excuses include:

- University sponsored activities approved by the professor prior to the missed day
- Professional or academic activities such as conference attendance
- Illness of the student or immediate family member
- Death of a family member

Assignments:

Assignment 1: Child Life Professional Timeline – Create a timeline of the development of the child life profession. Include dates, persons of interest, geographic locations etc…

Assignment 2: Developmental Chart – Create a chart outlining each developmental stage, hospital stressors and appropriate child life interventions.

Assignment 3: Personal Thoughts on Death and Dying – After completion of readings, reflect on your personal thoughts on death and dying. These may include past experiences, your opinion on working with this population of patients, concerns etc…

Mid Term Project:

Working in assigned teams, choose one of the following projects and present to the class.

- Create a game to be used for use in the medical setting. Please include developmental age range, therapeutic properties, and optimal setting for use.
- Create a preparation kit to be used for teaching. Please include medical procedure and developmental guidelines for use.

Final Project: Develop a study guide for the Child Life Professional Certification Exam. Make sure to include relevant information from all six main topic areas: Scope of Practice, Child Life Documents, Impact of Illness and Injury on Patients and Families, Therapeutic Play and Preparation.

Course Policies and Procedures

APA Style

All writing in this class should follow *The Publication Manual of the American Psychological Association, 6th edition*, with the exception that you are not required to write abstracts for your papers. A portion of the available points for each written assignment is devoted to correct style, grammar, proofreading, organization, and presentation. I urge every student to buy a copy of the APA publication manual. For tutorials about APA style, visit:

http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx
https://owl.english.purdue.edu/owl/section/2/10/

Academic Dishonesty

Academic dishonesty is any act that is intended to produce an academic assessment that is not commensurate with an individual's performance, or any act that is intended to unfairly assist or hinder an individual's academic efforts (e.g., plagiarism, receiving help on quizzes, etc.) Any action that involves plagiarism or other dishonest acts (see http://www.acu.edu/legacy/academics/provost/policies/academic-integrity.html for a fuller discussion) will result in a grade of zero on the assignment, will be reported to the department Chair, and may result in disciplinary action by the University including possible dismissal. If the student has questions regarding academic dishonesty, it is vital to ask early.

Late Assignments, Make-Up Exams, & Extra Credit

Penalty for late assignments is a 10% reduction in the assignment grade, plus 10% off per additional calendar day late. Assignments are considered late immediately after the due date & time listed on the course Canvas site.

Make up exams, if available, will only be offered for excused absences. Absence from class, whether excused or not, does not excuse the student from assignment due dates.

Extra credit will not be available in this course. If your grade is not at the level you would like, please talk with me as soon as possible to discuss ways in which you might improve your performance in the course.

Students with Disabilities

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

Use of Technology/E-Communication

Laptops and tablets are allowed in class solely for use with notes and class activities. They are not to be used for any other purpose. Any other use will result in the loss of privilege of further use for the semester and might result in a reduced grade. Please silence your cell phones and pagers during class time. I will make every effort to respond to your emails within 48 hours. Please do not send text messages to me with questions about class assignments.

Recording Lectures

In this class, students may make audio or video recordings of course activity unless specifically prohibited by the faculty member or instructor. However, the redistribution of audio or video recordings of statements or comments from the course to individuals who are not students in the course is prohibited without the express permission of the faculty member or instructor and of any students who are recorded.

Content Warning, Respect, & Civility

We will discuss some issues that are very personal and about which some people have strong values. I am sure you will disagree with me and with other students during the semester about issues of values or opinion. I am committed to creating a learning environment characterized by safety, respect and civility. Safety means that my classroom is a safe place to discuss topics that

might be disturbing or frightening; it does not mean those topics won't be discussed. Respect means that I acknowledge your capacity to form your own values and opinions; it does not mean that I will always agree with you. Civility means that all students, and the instructor, are free to express their views in a supportive environment. Personal attacks or rude communications will not be tolerated and may result in a lower grade and further academic discipline.