

Approval Chart for Curriculum Changes

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

Course Number FAM 262 or Degree Plan(s)

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

Add new course FAM 262, Intimate Relationships and Marriage

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

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

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

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

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

Approval Chart for Curriculum Changes

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

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

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

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

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

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

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

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

Revised 3-8-17

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
<u>Olga B. A.</u>	<u>8/22/17</u>
Signature	Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
<u>Christopher R. Hutton</u>	<u>10-6-17</u>
Signature	Approval date
_____ Signature	_____ Approval date

Dean(s)	
<u>[Signature]</u>	<u>10-11-17</u>
Signature	Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

Application for a New Course v10.5

Instructions:

Sequence:

- o Consult with the Registrar's Office to discuss the degree plan and course number.
- o Complete the New Course Application
- o Create the course Syllabus – *See the associated Syllabus Checklist*
- o Submit both paper and electronic versions of the Application and Syllabus to the Adams Center
- o *Adams Center schedules review appointment within ten days of receipt of all items*
- o Meet with Adams Center Instructional Design team
- o Make any necessary changes to application / syllabus
- o Obtain the Library Review
- o Obtain Preliminary Approval Signatures (Department Chair, Deans)
- o Gather all attachments to application
- o Submit to College Academic Council
- o Submit to Teacher Education Council (if applicable)
- o Submit to UGEC/UUAC/Grad Council (as required)

The course developer completes this application with supporting documentation (Section IV) and approval signatures of department chair and college dean (Section V) before the new course is reviewed by any academic council. **If the course is to be cross-listed, be certain to obtain signatures from all participating departments.**

Syllabus Checklist v10.5

CourseID _____ Developer: Greg Brooks _____

NOTE: It is not necessary to submit this checklist with the New Course Application. It is provided to assist the course developer in ensuring that all essential syllabus elements are addressed. The checklist is used by the Adams Center in syllabus review. All items below are required unless otherwise marked.

About the Course ☐ Course number and title ☐ Credit hours ☐ Semester and year ☐ Meeting time and place ☐ Pre-requisite/co-requisite About the Instructor(s) ☐ Name and title or rank ☐ Office location ☐ Phone number(s) ☐ Email address ☐ Office hours / contact expectations Mission Statements ☐ ACU mission statement ☐ College mission statement ☐ Departmental mission statement ☐ Personal mission statement (optional) Unique Christian Perspective ☐ Description of how learning and Christian faith are integrated in the course Course Content ☐ Catalog description ☐ Intended audience ☐ Outline of topics ☐ Format of course/types of activities student should expect in the course Teaching/Learning Methods and Format of Class Sessions ☐ Description of the types of activities students should expect in the course Materials ☐ Required and optional materials, including textbooks, etc.	Learning Objectives/Competencies ☐ Specific competencies stated in measurable terms ☐ Assignments or instruments that will be used to assess the competencies. Assessment/Grading Criteria ☐ Complete and accurate details of factors and elements that will comprise the final grade. ☐ Weight or point value of all graded elements ☐ Grading scale with expectations for letter grades ☐ Extra credit opportunities (optional) University Policies ☐ Special needs policy - ADA ☐ Academic integrity policy (recommended) ☐ Title IX policy (recommended) Course Policies ☐ Expectations and consequences regarding: ☐ Attendance and Tardiness ☐ Participation ☐ Course specific academic integrity policy (optional) Course Calendar (Note: Calendar is not required for Course Application, but it must be included in all syllabi distributed to students.) ☐ Exam dates ☐ Assignments ☐ Due dates and other deadlines ☐ Late assignment/exam policy ☐ Schedule of readings and topics ☐ Statement to reserve right to modify the calendar as necessary
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Writing Course Competencies

	Competency	Measurement Instrument
	<i>Instructions:</i> Competencies should be observable and measurable, and stated in terms of student performance. In some cases it might be valuable to complete the sentence “Students will be able to. .” If the competencies are primarily cognitive, consider using Bloom’s Taxonomy to evaluate whether the competencies are at an appropriate level for the course. In the more rare instances where affective or psychomotor competencies are used, give careful attention to measurement techniques.	<i>Instructions:</i> Detail the instrument that will be used to gather the measurement. Examples might include: written papers, quizzes, tests, verbal presentations, video, audio, portfolio artifacts, demonstrations, performances, etc. This column should indicate where you will look for evidence of the type of student work that you expect. <i>Note that this is distinct from the Measurement Standard which provides some detail about what constitutes valid and acceptable student performance.</i>
Ex. 1	Defend dietary goals in light of current research.	Weekly Reading Journal, Research Paper
Ex. 2	Examine personal values, attitudes and expectations to enhance self-awareness for greater effectiveness as a social work professional. . .	Field Instructor Evaluation
Ex. 3	Integrate terminology from literary history into writing	Research Paper

Application for a New Course v10.5

Course ID <i>Subject and Number</i>	FAM 262
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Greg Brooks
2	Course Teacher	Greg Brooks
3	Course Title	Intimate Relationships and Marriage
4	Course Abbreviation (if title is over 30 characters)	Intimate Relationships
5	College	College of Biblical Studies
6	Department	Marriage and Family Studies
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	n/a
11	Maximum number of hours credit	n/a
12	Explanation for variable credit	n/a
13a	Course contact hours - LEC	45 contact hours
13b	Course contact hours - Lab	n/a
13c	Course contact hours - Practicum	n/a
13d	Course contact hours - Seminar	n/a
13e	Course contact hours - Studio	n/a
13f	Course contact hours - Online	n/a
13g	Course contact hours - Colloquium	n/a
13h	Course contact hours – Field Experience	n/a
13j	Course contact hours - Internship	n/a
13k	Course contact hours - Research	n/a
13m	Course contact hours - Workshop	n/a
13n	Course contact hours – Other (specify)	n/a
14	Instructor Workload	3
15	Grade Mode (check all appropriate):	☒ X Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	150
17	Catalog Description (50 words or less)	Introduction to the scientific study of intimate relationships, including theory, research methods, healthy and unhealthy relationship dynamics, and processes such as relationship formation, maintenance, and dissolution. Explores diversity in the context of intimate relationships. Discussions of Biblical principles related to intimate relationships will take place throughout the

		course.
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 <i>Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	No
22a	How often will it be offered? Fall	Fall
22b	How often will it be offered? Spring	n/a
22c	How often will it be offered? Summer	n/a
23	Frequency? All, odd, or even years?	All
24	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Fall 2018
25	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	None
26	Is course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	Yes
27	Should the addition of this course be retroactively applied to the degree plan it supports? Yes/no and explain	No. Majors who have already taken FAM 455, which this course replaces in our degree plan, will not be required to take this course
28	Has this course been offered as a Special Topics course? Yes/No <i>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.)</i>	No
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the</i>	FAM 251 Introduction to Family Studies: FAM 262 represents a more targeted study of the specific dynamics present in intimate relationships, a topic that is only a brief part of FAM 251 FAM 356 Human Intimacy: The similarity of names is

	<i>new offering in Section IV-D.</i>	unfortunate. FAM 356 is a study of human sexuality and its expression in relationships. Sexual relationships are one facet of intimacy, but FAM 262 will cover a much broader overview of intimate relationships, including those (such as friendships) without an explicitly sexual component.
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II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	Replaces 455; leaves total required hours unchanged
2	Justification State the justification for adding this course to the current curriculum. Represent the need.	The addition of this course will strengthen our department's coverage of essential topics in the field of family science. Currently students are introduced to the scientific study of families in FAM 251 (Introduction to Family Studies) and then engage more targeted study of specific family dynamics in courses such as FAM 265 (Child Development), FAM 356 (Human Intimacy and Sexuality), and FAM 452 (Parenting and Family Skills). The addition of FAM 262 in that sequence will provide our students with a similarly in-depth study of the specific dynamics that take place in intimate relationships and marriage. Furthermore, the addition of a course on intimate relationships will strengthen our student's preparation as Family Life Educators. The National Council on Family Relations (NCFR) is responsible for publishing essential areas of content and practice for Family Life Educators. NCFR has identified several essential topics relevant to intimate relationships, and these are reflected in the course goals for this proposed course.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	The course is required for majors in Child and Family Services and is open to other students with a personal or professional interest in intimate relationships.
2	State the overarching course goal(s) in performance terms.	Students will be prepared for the following Certified Family Life Educator(CFLE) Practice Guidelines: 1.d. Identify social and cultural influences affecting dating, courtship, partner/marital choice and relationships, family composition, and family life 1.f. Assess the impact of demographics (e.g., class, race, ethnicity, religion, generation, gender, sexual orientation) on contemporary families 2.a. Recognize and define healthy and unhealthy characteristics pertaining to family relationships and family development

		5.a. Recognize the impact of personality and communication styles 5.b. Recognize the developmental stages of relationships 5.f. Recognize the impact of violence and coercion in interpersonal relationships 5.g. Recognize the influence of unhealthy coping strategies on interpersonal relationships
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2. Competencies and Measurements

	Competency	Measurement
1	Demonstrate an ability to recognize the reciprocal interaction and influence between individuals, families, and various social systems	Weekly Journal post
2	Demonstrate an ability to identify factors that are predictive of marital health and distress	Exam questions
3	Explain the process of divorce & remarriage	Exam questions
4		
5		
6		
7		
8		
9		

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.

Required text:

Miller, R. S. (2014). *Intimate relationships* (7th ed.). New York: McGraw-Hill.

IV. Supporting Documentation

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

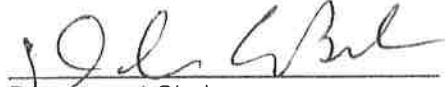
1	Library — Submit new course application and syllabus to the Dean of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the Library report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams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

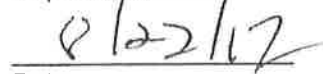
All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Course Number and Name _____

Primary Department



Department Chair



Date

Dean of the College

Date

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

Department Chair

Date

Dean of the College

Date

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

Department Chair

Date

Dean of the College

Date

VI. Actions *Place all actions on one page.*

Course ID: _____

Course Title: _____

1. College Academic Council: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ☒ Denied ☐ Charles R. Hutsen 10-6-17
College Dean or Director Date

Approved ☒ Denied ☐ [Signature] 10-11-17
College Dean or Director Date

2. Graduate Council: (for graduate level courses)

Approved ☐ Denied ☐ _____
Dean of Graduate School Date

3. Teacher Education Council: (when applicable)

Approved ☐ Denied ☐ _____
TEC Chair Date

4. University General Education Council: (when applicable)

Approved ☐ Denied ☐ _____
Provost's designee Date

5. University Undergraduate Academic Council: (*undergraduate level courses*)

Approved ☐ Denied ☐ _____
Vice Provost Date

6. Academic Provost: (for all courses)

Approved ☐ Denied ☐ _____
Provost Date

7. President of the University: (for all courses)

Approved ☐ Denied ☐ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

FAM 262 Intimate Relationships and Marriage
Fall 2018
Instructor: Greg Brooks, PhD
Classroom and Class meeting times: TBD
3 credit hours

Professor: Greg Brooks, PhD, LMFT-S, Assistant Professor
Office: BSB 276, 325-674-3774
E-mail: greg.brooks@acu.edu
Office Hours: M: 9-11 & 1-4; W: 9:00-11:00; Other: by appointment

Course Canvas site: Log in at acu.instructure.com

Mission of Abilene Christian University

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

Mission of the Department of Marriage and Family Studies

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.

Mission of the Child and Family Services Program

The undergraduate program in Family Studies achieves the missions of ACU and the Department of Marriage and Family Studies 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.

Faith and Learning

Courses in the Child and Family Services Program are designed to provide students with the opportunity to discover how Christian faith influences marriage and family life.

Course Description

Introduction to the scientific study of intimate relationships, including theory, research methods, healthy and unhealthy relationship dynamics, and processes such as relationship formation, maintenance, and dissolution. Explores diversity in the context of intimate relationships. Discussions of Biblical principles related to intimate relationships will take place throughout the course.

Course Audience and Format of Class Sessions

The course is required for majors in Child and Family Services and is open to other students with a personal or professional interest in intimate relationships. The format of the course includes group discussion and lecture.

Certified Family Life Educator Content Areas

This course addresses the following [CFLE Content Areas](https://www.ncfr.org/sites/default/files/fle_content_areas_2014_0.pdf)

(https://www.ncfr.org/sites/default/files/fle_content_areas_2014_0.pdf):

- 1 Families and Individuals in Societal Contexts
- 2 Internal Dynamics of Families
- 5 Interpersonal Relationships

Course Goals:

Students will be prepared to:

1. Identify social and cultural influences affecting dating, courtship, partner/marital choice and relationships, family composition, and family life
2. Assess the impact of demographics (e.g., class, race, ethnicity, religion, generation, gender, sexual orientation) on contemporary families
3. Recognize and define healthy and unhealthy characteristics pertaining to family relationships and family development
4. Recognize the impact of personality and communication styles
5. Recognize the developmental stages of relationships
6. Recognize the impact of violence and coercion in interpersonal relationships
7. Recognize the influence of unhealthy coping strategies on interpersonal relationships

(Goals from this course are drawn from the National Council on Family Relations' Certified Family Life Educator practice guidelines. For a full description of all CFLE Practice Guidelines see https://www.ncfr.org/sites/default/files/2017-01/fle_content_and_practice_guidelines_2015_0.pdf)

MFS Departmental Student Learning Outcomes (SLOs) and Measurements

The Marriage and Family Studies department uses some assignments in each class to track the progress our majors make toward certain learning outcomes. These learning outcomes represent goals that apply across our entire curriculum. In this class, the following learning outcomes are measured:

Student Learning Outcome	Measurement Instrument
SLO 1.2: Demonstrate an ability to recognize the reciprocal interaction and influence between individuals, families, and various social systems	Weekly Journal post
SLO 5.2: Demonstrate an ability to identify factors that are predictive of marital health and distress	Exam questions
SLO 5.4: Explain the process of divorce & remarriage	Exam questions

Required Materials

Miller, R. S. (2014). Intimate relationships (7th ed.). New York: McGraw-Hill.

Course Outline of Class Periods, Assignments, and Examinations

	Tuesday	Thursday		Tuesday	Thursday
Week 1	Ch. 1 Building Blocks	Ch. 2 Research Methods	Week 9	Ch. 9 Sexuality	Ch. 9 Sexuality
Week 2	Ch. 3 Attraction	Ch. 3 Attraction	Week 10	Ch. 10 Stress	Ch. 10 Stress
Week 3	Ch. 4 Social Cognition	Ch. 4 Social Cognition	Week 11	Exam 3	Ch. 11 Conflict
Week 4	Exam 1	Ch. 5 Communication	Week 12	Ch. 11 Conflict	Ch. 12 Power & Violence
Week 5	Ch. 5 Communication	Ch. 6 Interdependency	Week 13	Ch. 12 Power & Violence	Thanksgiving NO CLASS
Week 6	Ch. 6 Interdependency	Ch. 7 Friendship	Week 14	Ch. 13 Dissolution	Ch. 13 Dissolution
Week 7	Ch. 8 Love	Ch. 8 Love	Week 15	Exam 4	Ch. 14 Maintenance
Week 8	Exam 2	Marriage	Week 16 (FINALS WEEK)	Final Exam TBA	

The instructor reserves the right to make changes to the course schedule as needed.

Assignments

Class Attendance (10 points)

A sign in sheet or in-class activity will be used every class period to take attendance, except on test days. Attending all class sessions is both an expectation and a requirement for successful completion of this class.

No excused absences will be accepted in this course. Instead, if you are absent 6 or fewer days, you will keep all 10 attendance points. If you are absent 7 or more days, you will lose all 10 attendance points from your course grade. For example, if you earned 94% in all the other grade categories, but you were absent 7 or more days, your final course grade would be 84%.

Each day's sign-in sheet or in-class activity will be the only and final proof of your attendance. You are responsible for documenting your attendance for each class period.

Under no circumstances are you to sign the class roll or hand in an activity for anyone other than yourself. Doing so is considered a violation of the academic integrity policies of the class and University. Missed attendance cannot be made up. Exam days do not count against your attendance grade.

Any student who misses more than 10 class days for any reason will be dropped from the course and will be assigned an F grade. If you miss several class periods and need to discuss withdrawing from the class or requesting a grade of Incomplete, please contact me as soon as possible.

(Note: Canvas might display your attendance grade as a percentage. *Ignore this.* What matters is the number of days you have been absent. If you are absent seven or more days you will lose 10 points from your course grade.)

Weekly Journal post, due by noon on Friday each week (20% of total grade):

Each week you will write a response to a topic or question I will present to you. Your response should be at least 200 words and may represent your own opinion, although of course what you write must be relevant to that week's topic. This is due by noon on Friday each week. Late Journal entries will have 1 point deducted. NO Journal entries will be accepted after noon on Dead Day.

Journal Grading Rubric (3 possible points each week)

Writing Quality & Content	2 point	Formal and correctly edited writing; relevant response to the week's topic
Timeliness	1 point	Posted by the proper time

Exams (80% of total grade):

Your HIGHEST 4 EXAM SCORES out of the five tests will be used to calculate the exams portion of your grade. Your lowest exam grade will automatically be dropped at the end of the semester. **There will be NO MAKE-UP exams for any reason.** Instead, a missed exam would count as the student's dropped exam score.

Exam Policies:

1. All Exams will be administered on Canvas. You are responsible to bring a Canvas-compatible device to class on exam days. Other electronic devices such as cell phones, tablets, etc. are to be turned OFF and stored out of sight. The use of electronic devices for purposes other than taking the exam will result in the student receiving a zero on that exam.
2. During exams all notebooks, backpacks, purses, etc. must be closed and stored out of sight. No hats will be allowed on exam days.
3. On exam days, students who arrive late are eligible to begin the exam until the first exam has been turned in. After the first finished exam has been turned in any student who comes in late will NOT be permitted to take the exam.
4. Each exam will be comprehensive, covering all the material presented in lectures, outside readings, handouts, and the textbook.

Assignment Category	Percent of Total Grade
Class Attendance/Participation	**
Exams (Highest 4 exam scores)	80%
Weekly Journal	20%

** Students who are absent more than 6 class periods will receive a 10-point reduction on their final course grade.

Your final grade will be calculated as the percent of available points. I will use WHOLE NUMBERS to calculate your final grade. Any decimals will be rounded up to whole points. For example, if you earn 79.2% of the available points your final grade will be an 80 (B).

Grading Criteria

- A (90-100)
- B (80-89)
- C (70-79)
- D (65-69)
- F (<65)

Classroom Policies

Reality Check

Material in this course might seem like common sense and I hope the class meetings will be interesting and entertaining, but exams and other assignments will test your knowledge of concepts, terms and processes and your ability to synthesize and apply them. Without careful reading and reflection the ideas we cover in class will blend together and the exams and other assignments will be very difficult. You must study to do well in this course!

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.

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/>

<http://www.vanguard.edu/psychology/wp-content/uploads/2014/07/apastyleessentials.pdf>

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.

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/community/offices/administrative/office-of-the-provost/academic-integrity-policy.html> for a fuller discussion) will result in a grade of -5 (below a zero) for the assignment and will be reported to the department Chair. If the student has questions regarding academic dishonesty, it is vital to ask early.

Students with Disabilities

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

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.

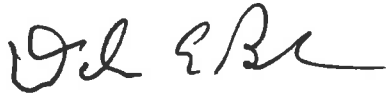
As a rule I will not tolerate activities that disrupt class, including but not limited to: carrying on side conversations during class time; using your cell phone; sleeping; using your cell phone; arriving late or leaving early, or leaving/reentering during class time; and using your cell phone. These behaviors keep you from paying attention, distract others around you and the professor, and are considered inappropriate. And don't use your cell phone.

October 4, 2018

The course description for FAM 251, Introduction to Family Studies, is:

“The study of relationships, marriages and families as a social science. Examines interpersonal relationships and the dynamics of marriage and family life with an emphasis on the formation of healthy relationships and the maintenance of marital and family strengths.”

The purpose of FAM 251 is to serve as a general introduction to the field of Human Development and Family Studies. As such, the content covered is much more broad than is proposed in the new course, FAM 262. The addition of FAM 262 to our course offerings will strengthen the scaffolding of our program, as students will proceed from the general introduction in FAM 251 towards more targeted study of the specific dynamics of intimate relationships.

A handwritten signature in black ink, appearing to read 'Dale Bertram', with a stylized, flowing script.

Dale Bertram, PhD, LMFT-S
Chair
Department of Marriage and Family Studies

September 12, 2017

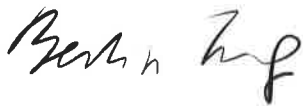
Dr. Greg Brooks
BSB 276
Tel: (325)674 3774
Email: greg.brooks@acu.edu

Dear Dr. Brooks,

Thank you for submitting FAM262 Intimate Relationships and Marriage. I have reviewed it based on the ACU Syllabus Guidelines and found it to be meeting all the requirements in an exemplary way, except that I could not find information about the required credit hours and prerequisites. Please add it when the course becomes available. I have also added a few comments or suggestions in the document that you shared.

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.

A handwritten signature in black ink, appearing to read "Bernice Huff". The signature is fluid and cursive, with the first name "Bernice" and the last name "Huff" clearly distinguishable.

Director of Instructional Design, Adams Center

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: October 6, 2017
TO: Dr. Greg Brooks
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for FAM 262 – Intimate Relationships

After reviewing the course application, the library is able to support the proposed course. Please contact your Librarian Liaison, Craig Churchill (churchillc@acu.edu), if additional library resources are needed for the course. Thank you for the opportunity to evaluate the syllabus and course proposal.