

Approval Chart for Curriculum Changes

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

Course Number FAM 280 New Course or Degree Plan(s) _____
 State the requested change and reason. A memo may be attached if more space is necessary.

We are requesting that FAM 280 be added to the Child and Family Services degree plan. This addition of FAM 280 is connected to an additional proposal to also add FAM 275 to the degree plan to fulfill 2019 academic requirements by the Association of Child Life Professionals (ACLP). Students majoring in Child and Family Services who are pursuing a career as a Child Life Specialist, will be required to take 2 child development courses. As our department works to meet the upcoming 2019 undergraduate requirements by the ACLP and plans to build a Masters in Child Life, it is necessary to expand our child development course offerings. Thus adding FAM 280 will serve to meet one of the child development course requirements, with the addition of FAM 275 fulfilling the second course requirement.

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

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

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

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

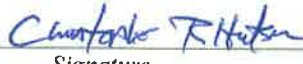
⁶ Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation 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>11/26/17</u>
Signature	Approval date
Signature	Approval date

College Academic Council(s)	
	<u>12-1-17</u>
Signature	Approval date
Signature	Approval date

Dean(s)	
	<u>12-1-17</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 v10.6

Course ID <i>Subject and Number</i>	FAM 280
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Heidi Morris
2	Course Teacher	Heidi Morris
3	Course Title	Child Development Ages 12-18
4	Course Abbreviation (if title is over 30 characters)	N/A
5	College	College of Biblical Studies
6	Department	Marriage and Family Studies
7	Number of Credit Hours	3
8a.	Number of contact hours - lecture	45
8b.	Number of contact hours – lab/activity	6 observation hours
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	N/A
11	Is the course repeatable for additional credit?	No
12	Maximum total number of credit hours a student can earn for this course	3
13	What type of course is this? (Select one. Please see Schedule Type definitions above.)	☒ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis

		___ Dissertation
14	Instructor Workload	3
15	Grade Mode (check all appropriate):	x ___ Standard ___ Credit/No Credit (undergrad only)
16	Maximum Enrollment	40
17	Catalog Description (50 words or less)	An introduction to the development, care, and guidance of the adolescent child (ages 12-18). A minimum of 6 hours of observation/interaction with adolescents is required.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	FAM 275
19	List any co-requisites	N/A
20	If the course is cross listed, specify the Course ID(s); MUST have signature in Section V from all Department Chairs	N/A
21	Does this course have any special student costs?	No
22a	How frequently will the course be offered in the Fall ? All, even or odd years?	Course will not be offered during the Fall semester (only Spring).
22b	How frequently will the course be offered in the Spring ? All, even or odd years?	Course will be offered each Spring semester.
22c	How frequently will the course be offered in the Summer ? All, even or odd years?	Course will not be offered during the Summer (only Spring).
23	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>	Spring 2019
24	List course/s that should be deleted, (Also, 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>	FAM 265 Fall 2018 last semester for course to be taught.

25	Is this course required for a degree/s? <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	Yes. See attached revised degree plan.
26	Should the addition of this course be retroactively applied to the degree plan it supports?	No. Majors who have already taken FAM 265, which this course replaces in our degree plan, will not be required to take FAM 275 or 280.
27	Has this course been offered as a Special Topics course?	Yes (Summer 2018) SP440.02 Child Development Ages 12-18 Expected enrollment: 24
28	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-D.</i>	There are no other child development courses that are taught from a family science perspective.

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	FAM 280 will only fulfill half of the child development content requirement on the degree plan in Child and Family Services. Majors will need to first complete FAM 275, and then complete FAM 280 to fulfill the entire child development content requirement. Thus, 2 child development courses instead of 1 (as with current degree plan), will be required.
2	Justification State the justification for adding this course to the current curriculum. Represent the need.	Requiring 2 child development courses (FAM 275 and FAM 280) is based on 2019 academic requirements by the Association of Child Life Professionals (ACLP). Students majoring in Child and Family Services who are pursuing a career as a Child Life Specialist, will be required to take 2 child development courses. As our department works to meet the upcoming 2019 undergraduate requirements by the ACLP and plans to build a Masters in Child Life, it is necessary to expand our child development course offerings.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	Primary audience is Child and Family Services majors and minors, with any additional seats released to interested non-majors pursuing careers in child-related areas.
2	State the overarching course goal(s) in performance terms.	Students will be prepared for the following Certified Family Life Educator(CFLE) Practice Guidelines as defined by the National Council on Family Relations: 1. Demonstrate an ability to observe, describe and explain developmental stages and transitions for individuals and family systems across the life span. (This course specifically covers adolescent development; ages 12-18.) 2. Demonstrate an ability to identify developmentally appropriate principles & practices based on an understanding of the characteristics, transitions and processes of human developmental stages. (This course specifically covers adolescent development; ages 12-18.)

2. Competencies and Measurements

	Competency	Measurement
1	Observe the functioning of adolescent children with respect to their physical, cognitive, and psychosocial development.	Observation Hours; Written Observation Reports
2	Observe the handiwork of God in the development of adolescent children.	Class Participation; Observation Hours; Written Observation Reports
3	Observe and record the reciprocal and dynamic interaction of child and environment from a systems or ecological perspective.	Observation Hours; Written Observation Reports

4	Demonstrate knowledge of theories, research, and principles of adolescent development.	Class Participation; Quizzes; Lab Observation Hours; Written Observation Reports; Adolescent Interview; Final Exam
5	Identify factors that are supportive and detrimental to optimal physical, cognitive, and psychosocial development of adolescent children.	Class Participation; Quizzes; Final Exam
6	Identify various strategies for appropriate adolescent guidance and behavior management.	Quizzes; Final Exam

3.Text and Resources

Required Text:

Santrock, J. (2016). *Adolescence*. (16th 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 FAM 280: Child Development Ages 12-18

Primary Department

D. L. E. B. T.

Department Chair
Dean of the College

11/26/12

Date

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

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 ☐ _____
College Dean or Director Date 12-1-17

Approved ☒ Denied ☐ _____
College Dean or Director Date 12-1-17

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:

6. Expenses

The Department of Marriage and Family Studies will need to hire adjunct support starting in the Spring of 2019 to teach FAM 280 each spring. The cost for hiring an adjunct will be \$1680 per spring semester.

Abilene Christian University
Department of Marriage and Family Studies
FAM 280: Child Development Ages 12-18
Course Syllabus
Spring 2019
Location/Time TBA

Professor: Heidi Morris, Ph.D., LPC, Assistant Professor in the Department of Marriage and Family Studies

Office: 275 Onstead-Packer Biblical Studies Building

E-mail heidi.morris@acu.edu

Office Hours: 9am-11:50 Tues/Thurs and 2:50-4 Tues

Office Phone: 674-6964

Department Phone: 674-3778

Fax: 674-3779

***Other times by appointment. To make sure I am available to meet with you, it is best to email me and schedule an appointment.**

Mission Statements

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 intervention while cultivating Christian leadership and character in each student.

Course Description

An introduction to the physical, cognitive, and psychosocial development, care, and guidance of the adolescent child (ages 12-18). A minimum of 6 hours of observation/interaction with adolescents is required.

Course Goal

Whether one is a professional or parent working with children, a basic understanding of development is crucial to child care and guidance. Course content addresses the following significant ideas: the importance of early experience, the ability to predict future development, how the environment affects the adolescent, how the adolescent affects the environment, how different aspects of development affect each other, and how research findings can be applied to make a better world for adolescents. This course will give attention to the physical, cognitive, and psychosocial development of adolescent children.

Audience

This course is designed primarily for majors in the Department of Marriage and Family Studies and other majors who will work with adolescents (ages 12-18) in a variety of other settings such as hospitals, nurseries, daycare facilities, churches, adoption agencies, group homes, and other agencies and businesses.

Format

Instructional methods will include lecture, video presentations, class discussion, guest speakers, observations of adolescents, small group participation, and reading.

Required Text and Reading

Santrock, J. (2016). *Adolescence*. (16th Ed.). New York: McGraw-Hill.

Students are expected to follow the course calendar and read each assigned chapter by the assigned date/week of class given.

Evaluation Measures

- 1. Class Participation:** In addition to regular class attendance, you are expected to be attentive as well as openly participate in class discussions. You are responsible for signing the class roll documenting your attendance for each class period. Absences beyond the number of credit hours for this course (3 class periods) will reduce your course grade (excused or unexcused). I realize there are exceptional circumstances that may at times necessitate certain behaviors (i.e. being late and getting up during class to leave), so please see me about these matters. See page for of this syllabus for further information about how your attendance impacts your grade.
- 2. Quizzes:** Periodic quizzes will be scheduled to examine your retention of the course content (class discussions and assigned readings). Quizzes may include multiple choice, true/false, and short answer questions. Your grade will be determined by dividing the total points you earned by the total points possible for each quiz. All quizzes must be submitted by the assigned due date. No quizzes will be accepted late!! (The only exception for a late quiz is if the student has an excused absence on the day the quiz was due. In that case it must be turned in within 7 calendar days from the date the quiz was due.)
- 3. Final Exam:** A final exam will be given at the end of the semester. The date, time, location, and prep material for the final will be discussed later in the semester.
- 4. Observation Hours:** 6 hours of observing adolescents (ages 12-18) is required for this class. You will select 3 adolescents to observe and spend a minimum of 2 hours per adolescent. You need to seek to vary the ages observed with the span of 12-18 years of age. You are required to locate children to observe and you must receive permission from the parent/teacher/etc., in order to do the observation. Your observation hours requirement will extend throughout the semester as you learn about the developing adolescent, so you need to stagger your observations over the course of the semester and not try and complete your observations in the first few or last few weeks of the semester. You are to maintain and submit an observations hours log (see due date in course calendar) detailing the date, place, time in, time out, total hours of observing, and signature of supervisor (parent/teacher/etc.). Attached to this syllabus is a copy of the log you are to use. This assignment integrates with the Observation Reports you will be completing (see below).
- 5. Observation Reports:** As part of the 6 observation hours you will complete (as described above in assignment 4), you will write 3 observation reports of the 3 adolescents (ages 12-18) you observed at approved off-site facilities/settings. Each report must focus on a different adolescent, with effort demonstrated in varying the ages observed. The format for the report is at the end of the syllabus. All reports must be typed, double spaced, and should not exceed 1-2 pages. With each observation you will be looking for examples of physical, cognitive, and psychosocial development in the adolescent. You will need to identify concepts and/or theories with your observations and include that in your written report. Each concept and/or

theory must be underlined and bolded for each of the three areas of development. These reports will be graded for completeness and thoughtfulness of answers and how well you connect the observed child with class theories and concepts. The four reports will be due at assigned times throughout the semester that are listed on the syllabus.

* Please note that when you conduct observations and complete your reports, do not make any written observations about private areas of the adolescent’s body. While we will learn about the physical bodily changes that children experience during puberty (i.e. growth of breasts, pubic hair growth, etc.), these changes should not be commented on by the observer.

6. Adolescent Interview: Each student will interview one adolescent (ages 12-18) using the guided questions found on Canvas. The format for the paper will include an introduction where basic information about the adolescent is given (please use a pseudo name for the adolescent to protect identity), followed by section 1, where each question and summarized responses are typed. Section 2 will include an analysis of the responses by applying Erikson’s Theory of Psychosocial Development to the adolescent interviewed. A conclusion will then be written, followed by a reference page. This paper needs to be 5-6 pages in length and should adhere to APA guidelines. See Canvas Assignments for additional information about this assignment.

Grading Values:

Class Participation	5%	Final Exam	20%
Observation Hours	15%	Adolescent Interview	10%
Observation Reports	30%	Quizzes	20%

Grading Criteria:

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

Child and Family Services Program Outcomes and Assessments

As an approved program by the National Council for Family Relations, there are specific course objectives for each of our NCFR approved courses. From the list of NCFR course objectives, this course integrates objective 3. Objective 3: Demonstrate an understanding of the developmental changes of individuals in families throughout the life span based on knowledge of physical, emotional, cognitive, social, moral, and personality aspects.

Course Goals/Student Learning Outcomes	Competencies	Measurement	Performance Indicator
SLO 3.1: Demonstrate an ability to observe, describe and explain developmental stages and transitions for individuals and family systems across the life span. (This course specifically covers adolescent development; ages 12-18.)	1: Observe and describe the functioning of adolescent children with respect to their physical, cognitive, and psychosocial development.	Observation Hours; Written Observation Reports	Score of 80% or higher
	2: Observe the handiwork of God in the development of adolescent children.	Class Participation; Observation Hours; Written Observation Reports	Score of 80% or higher
SLO 3.2: Demonstrate an ability to identify developmentally appropriate principles & practices based on an understanding of the characteristics, transitions and processes of human developmental stages. (This course specifically covers adolescent development; ages 12-18.)	3: Observe and record the reciprocal and dynamic interaction of child and environment from a systems or ecological perspective.	Observation Hours; Written Observation Reports	Score of 80% or higher
	4: Demonstrate a knowledge of theories, research, and principles of adolescent development.	Class Participation; Quizzes; Observation Hours; Written Observation Reports; Adolescent Interview; Final Exam	Score of 80% or higher
	5: Identify factors that are supportive and detrimental to optimal physical, cognitive, and psychosocial development of adolescent children.	Class Participation; Quizzes; Final Exam	Score of 80% or higher
	6: Identify various strategies for appropriate child guidance and behavior management.	Quizzes; Final Exam	Score of 80% or higher

Classroom Management and Other Policies

Attendance

Class Attendance/Participation: +/-

You are responsible for signing the class roll documenting your attendance for each class period. Under no circumstances are you to sign the class roll for anyone other than yourself, doing so is considered a violation of the academic integrity policies of the class and University. With respect to your class attendance/participation grade, no distinction will be made between excused and unexcused absences (excluding recognized religious holidays, approved university functions, and extreme illness with a doctor/parent signed note) as absenteeism affects your learning experience in the class. Only excused absences will qualify a student to make-up quizzes/examinations. Any exceptions to the attendance policy are made solely at my discretion. See the additional attendance policies section of the syllabus for a further explanation of class attendance policies. The class attendance portion of your grade will be determined based on the time you are absent from class as follows:

# of Absences	Actions
0	1 point added to final course average
1-3	no change to grade
4	1 point deducted from final course average for the 1 absence beyond the allowed 3 absences.
5-6	2 points deducted from final course average for the 2 or 3 absences beyond the allowed 3 absences.
7	If you reach this number of absences for any reason (excused or unexcused) you will be dropped from the course.
# Tardies	Actions
3	This number of tardies will equal 1 absence. Above this number will require a meeting with the instructor regarding your interruption of class time.

Additional Attendance Policies/ Excused and Unexcused Absences/Make-up Quizzes and Exams

If you are late, it is your responsibility to sign the class roll documenting attendance. If you are significantly late you may receive only partial credit for that class period. If you leave class early you should so indicate on the class roll.

- a) An excused absence will only be granted on the following conditions, and must be verified: verifiable extreme illness, death of a near relative, or participation in University sponsored and approved activity. I will make the final decision if the absence is deemed excused. To be considered for an approved/excused absence, the following must be completed:
 - 1) For an extreme illness, a doctor note documenting the illness or medical event must be submitted to the professor within 7 calendar days of missing class.
 - 2) For the death of a near relative, a parent note with contact information must be submitted to the professor within 7 calendar days of missing class.
 - 3) An absence may be excused due to the student's participation as a representative of the University in an official school function or during attendance on a field trip when: approved by the Provost and verified by a printed list of participants that has been prepared by the Dean and presented to the professor in advance.
- b) It is the student's responsibility to be in contact with the professor about any of the issues above. Also, students are responsible for making up any missed work and must sign in if late to class.
- c) Only excused absences (as indicated above) will qualify a student to make-up examinations. Make-up exams must be taken within seven calendar days of the original exam date. Being absent does not excuse a student from assignment due dates.
- d) You are responsible for discovering all assignments, materials, or work missed due to an absence or tardy. Ignorance of an assignment will not excuse late work.
- g) If you are absent, please get the notes you missed from a classmate.

This is a highly interactive class that benefits from your participation in group discussions and sharing of different perspectives. In addition to regular class attendance, you are expected to be attentive and openly participate in class discussions. To enhance your learning experience and performance on exams it is highly recommended that you take notes!! Diversions, such as text messaging, playing on the computer, personal notes, visiting, working on day planners, or studying for other exams is not considered appropriate and you **will be called out in class.**

Your course average may be reduced by up to 5% due to a lack of class participation as indicated by repeated actions such as:

- a. working on assignments or studying for another class (i.e., multi-tasking),
- b. excessive talking/visiting with other students in class,
- c. otherwise being distracting to myself or your class mates.
- d. failure to participate in class discussions

- e. failure to bring your course packet to class
- f. texting or any unauthorized use of a mobile device

Computers, Cell Phones, Etc.

Please assure that all cell phones, iPhones, iPads and other portable devices are turned off for the duration of class unless we engage in a mobile learning activity and/or there is a specific need for you to be “on call.” Please alert me before class if there are extreme or unusual circumstances that would require you to be “on call.” Otherwise, all electronic devices should be stored away while in class! Absolutely no texting or other forms of electronic correspondence are allowed during class as this behavior is distracting to me and your fellow classmates.

The only exceptions to this policy are laptop computers and electronic devices that are used for note taking purposes, access to an e-book for course text reading, and a class activity given by the professor. If a student is found to be using an electronic device for anything other than note taking, e-book reading, or an in class activity given by the professor, he/she will be asked to leave class that day, and will be assigned an absence. Also, inappropriate use of technology during class will negatively impact your class participation grade. Please be responsible and know your computer usage is being seen by those around you and you are also being held accountable by your peers. No portable technological devices may be used or placed on your work area during a quiz or exam (unless an on-line in-class quiz/exam is given by the professor). All such devices must be stored away; failure to comply will result in a failing grade for that quiz or exam.

Canvas and Email Communication

All students are expected to have access to computers and ACU email. You are expected to check ACU email daily and to regularly view the Canvas site for this class as messages and updates may be posted on Canvas. In addition, if an emergency arises and we are unable to meet at our regularly scheduled class date and time, students must check Canvas and email for updates, announcements and alternate assignments. Every attempt will be made to respond to emails within 24-48 hours, usually sooner. I receive a large number of emails daily and must organize my inbox; therefore, emails which are not formatted may be subject to delayed response times or no response. Emails must include a subject line using the following format:

FAM 280 First Name Last Name Subject

Example: FAM 280 Jane Doe Group Project Questions

Instructor Availability

If you wish to discuss any issue related to the class, particularly pertaining to your performance in this class, please do not hesitate to make an appointment with me. Please do not wait until it is too late to help make this course a successful and rewarding learning experience for you. More specifically, do not wait until the end

of the semester to discuss extreme or unusual circumstances affecting your grades, it is too late at that point. Your suggestions and ideas are always welcome!

Testing Services

If you are enrolled in programs offered by Alpha Academic Services, then you must have a counselor inform me of your testing needs. All tests must be taken the same day and time on which it is regularly scheduled.

Retention Policy

You should retain an electronic or hard copy of all work submitted for grading including the graded copy of all assignments returned to you. This policy is designed to resolve any potential questions regarding whether assignments have been submitted or graded. It is very unusual for me or departmental personnel to misplace items submitted by students for grading, however, occasionally it happens. Therefore, you should always be able to produce a copy of any assignments you have submitted for grading!

Incompletes

Under extreme and very unusual circumstances, you may receive a grade of "I" (Incomplete) for this course. You are responsible for requesting an "I" in writing no later than the last day of classes prior to the week of final exams. Your correspondence should clearly describe the extreme and unusual circumstances that precluded your completion of the required coursework. Your correspondence should also identify any assignments you have not submitted and your plan (i.e., expected date) for completion of each assignment. The approval of your request and the submission of a grade of an "I" is solely at my discretion. You are responsible for completing an "I" by the end of the next long term (i.e., semester); otherwise, it becomes an "F" on your academic record. It should be noted that a grade of "I" is calculated in your GPA as an "F" until it is removed.

Self-Disclosure

Although you may be asked to disclose thoughts and feelings that are personal in nature in class, please remember that you are in charge of what you choose to disclose in front of classmates. You should not feel compelled to reveal any information that you choose not to share. You may have an emotional reaction to some of our class discussions; please consult with me along the way if you need further clarification or to process your experiences.

Confidentiality

In order to provide a safe environment for all students and guests in the class and to protect confidentiality, students will refrain from discussing shared information outside of class. By attending this class, you agree to respect one another's vulnerabilities and to avoid discussing specific classmates' disclosures outside of class especially with people not in the class unless you are talking directly with that person.

Respect for Individual Differences

The Department of Marriage and Family Studies endorses a learning environment which respects individual differences and encourages the open-minded exploration of ideas among individuals. We do not expect all graduates of our program to think the same way, but we do expect that while you are students you will be respectful of differences and strive to understand other peoples' perspectives, behaviors, and world views.

Grade Related Policies and Procedures

Work submission

Assignments will be submitted via turnitin.com. All submissions must be typed in 12 point Times New Roman font with 1-inch margins and double-spaced. Grading of written work will be influenced by following all instructions, as well as neatness, organization, and command of the English language. **Please do not email me your assignment unless explicitly requested.** Partial responses or incomplete assignments or drafts pending revisions, etc., will only receive partial credit or no credit depending on expectations for the assignment. For example, if you turn in 2 pages for a 4 page minimum paper that is worth 100 points, you can only earn a maximum of 50 points.

Any indication or evidence that a student has submitted work for this class that was submitted for a previous course will result in significant grade deductions and/or dropped from the course. Likewise, any assignment submission made in this course that is not the work of the student who submitted it (e.g. plagiarism or submitting another student's work as your own) will result in being dropped from the course. These scenarios are considered unethical behavior.

Policy Pertaining to Late Work

It is your responsibility to remit course assignments by the required due date as stated in the course syllabus or otherwise designated. You should plan and coordinate your schedule to allow sufficient time to complete assignments by the scheduled due date allowing for unexpected events (e.g., printer problems) and other demands (e.g., assignments due in other classes, employment schedules). Technology problems, unless acknowledge by campus officials, is not an excuse for turning in an assignment late. It is my responsibility to help you foster effective time management skills and to hold you accountable for establishing and maintaining priorities. These skills reflect expectations and demands of most employers and are essential to performing effectively in the workplace and other settings. For example, there are serious consequences for being late for a job interview or failing to deliver a client's work on time.

Late work (other than work associated with excused absences or extreme and unusual circumstances) will lower your grade on class assignments by 3 points per day (including weekends) until submitted. **You will receive a zero on any assignment that is not remitted within ten days of the due date.** Unless otherwise indicated, all assignments are to be submitted at the start of class on the assigned due date. Failure to do so will result in late points being subtracted. All assignments that are not submitted by the assigned due date must be submitted with a Late/Early Submission of Work Form (see end of syllabus for form). If you turn in assignments early or late to my box, please make sure you have a student worker/assistant in our office initial and date the assignment. Otherwise, I will count it as received on the day I get it out of my box. No

assignments will be accepted for credit after 4:30 p.m. on the last day this class meets this semester, without you having made prior arrangements with me. As previously noted, the only exceptions to this policy will be excused absences or extreme and unusual circumstances (e.g., death in the family, extended illnesses) and will be at the sole discretion of your professor.

APA 6th edition

APA is the adopted writing style of the Department of Marriage and Family Studies. All written assignments are expected to be formatted in accordance with the APA (6th edition) and you may lose points for noncompliance with APA requirements. See <http://www.apastyle.org> for additional help. You may also want to purchase one of the following texts:

American Psychological Association. (2009). *Publication manual of the American psychological association* (6th ed.). Washington, DC: Author.

Perrin, R. (2009). *Pocket guide to APA style 2009* (3rd ed.). Belmont, CA: Wadsworth.

Professionalism

Your role as a student and performance on academic assignments is preparatory for the responsibilities you will eventually assume in your role as an employee in your chosen profession. Your academic experience is an opportunity to cultivate habits that will serve you well in the workplace. Your class work should exhibit an attention to detail and level of professionalism that an employer will expect of you one day. For example, you would not submit an important document to your boss with the corner turned over because you did not have a stapler. Therefore, there will be a 5 point penalty on any assignment for each of the following violations that exhibit a lack of professionalism and attention to detail:

- 1) the assignment does not have your name on the first page or on a required cover page,
- 2) the assignment does not have the course number and title on the first page or required cover page,
- 3) the assignment does not have the date submitted or has an erroneous date submitted,
- 4) the assignment does not have the title of the assignment on the first page or required cover page,
- 5) multiple pages are not properly stapled (includes having to borrow the department's stapler),
- 6) failure to comply with typing, margin, font, or spacing requirements on written assignments,
- 7) violation of page length standards (note: penalty may exceed five points),
- 8) failure to attach an Early/Late Submission of Work Form when required, and
- 9) violation of professional appearance standards.

Course, Department and ACU Policies

Academic Integrity

Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying that represent

actions contrary to the values of a Christian. The most powerful motive for honesty and truthfulness comes from our personal sense of integrity and desire to reflect God's will in our lives. The full Policy is available for review at the Provost's office web site (<http://www.acu.edu/campusoffices/provost>); violations will be addressed as described in the Policy. Consequences for violations of academic integrity may include, but are not limited to (1) a lowered grade on the exam/assignment, (2) an "F" on the exam/assignment, (3) an F in the course, and (4) possible expulsion from the University. Plagiarism and cheating will not be tolerated under any circumstances. The American College Dictionary defines plagiarism as "copying or imitating the language, ideas, and thoughts of another and passing off the same as one's original work." Cheating refers to the unauthorized use of books, notes, or otherwise securing help on a test; copying tests, assignments, and papers; representing the work of another person as one's own; collaborating without authorization with another student during an examination or in preparing academic work; signing another student's name on an attendance sheet; or otherwise practicing scholastic dishonesty. Cheating also involves knowingly allowing your work to be copied in whole or in part by another student. If you are ever in doubt about the legitimate use of sources for assignments, ask the instructor.

Plagiarism: This includes, but not limited to, the use of quotations without citation and extensive paraphrasing of others' ideas without citation. This also includes copying word for word from an author, citing the author, but not placing quotations around the quoted material.

Statement on Cooperation with Americans with Disabilities Act (ADA)

Abilene Christian University and The College of Arts and Sciences comply with the ADA in making reasonable accommodation for qualified students with disability. If you have an established disability as defined in the Americans with Disabilities Act and would like to request accommodation, please see me as soon as possible.

Course Calendar

The professor reserves the right to modify the course calendar as necessary, and will communicate any changes to students.

Week One

Syllabus and Overview of Course

Week Two

Quiz 1: TBA

Chapter 1: Introduction

Theories

Week Three

Quiz 2: TBA

Chapter 2: Puberty, Health, and Biological Foundations

Week Four

Quiz 3: TBA

Chapter 3: The Brain and Cognitive Development

Chapter 4: The Self, Identity, Emotion, and Personality

Week Five

Quiz 4: TBA

Due TBA: Observation Report 1

Chapter 4: The Self, Identity, Emotion, and Personality

Chapter 5: Gender

Week Six

Quiz 5: TBA

Chapter 5: Gender

Chapter 6: Sexuality

Week Seven

Quiz 6: TBA

Chapter 6: Sexuality

Chapter 7: Moral Development

Week Eight

Chapter 7: Moral Development

Chapter 8: Families

Week Nine

Quiz 7: TBA

Chapter 8: Families

Chapter 9: Peers, Romantic Relationships, and Lifestyles

Week Ten

Chapter 9: Peers, Romantic Relationships, and Lifestyles

Week Eleven

Quiz 8: TBA

Due TBA: Observation Report 2

Chapter 10: Schools

Week Twelve

Chapter 11: Achievement, Work, and Careers

Week Thirteen

Quiz 9: TBA

Chapter 12: Culture

Chapter 13: Problems in Adolescence and Emerging Adulthood

Week Fourteen

Quiz 10: TBA

Chapter 13: Problems in Adolescence and Emerging Adulthood

Due TBA: Adolescent Interview

Week Fifteen

Special topic: Teens and Technology

Due TBA: Observation Report 3

Observations Hours

Final Exam: TBA

Name:

Date:

Observation Hours

Eight hours of observing/interacting with children/adolescents are required for this class. There are four stages of development we are studying this semester, and you need to complete 2 hours for each of these four stages. Your observation hours will extend throughout the semester, meaning that you are not allowed to complete your observations in the first few or last few weeks of the semester. This requirement is important so you can observe what stage of child development we are covering in class at that time. You are to maintain and submit a log detailing the date, place, time in, time out, total hours of observing, and signature of supervisor. This assignment fits nicely with the Observation Reports you will be completing.

Developmental Stage and Age of Child	Date of Observation	Location of Observation	Time In/Time Out	Total Hours	Signature

(This the format you are to use for each typed report. Remember to **bold** and underline each concept and/or theory for each question. Remove these instructions on your copy before submitting.)

Name:

Date:

Report # :

Age:

Location of observations:

1. What did you observe about the physical development of this adolescent? Connect any theory or concepts with your observations and comments.
2. What did you observe about the cognitive development of this adolescent? Connect any theory or concepts with your observations and comments.
3. What did you observe about the psychosocial development of this adolescent? Connect any theory or concepts with your observations and comments.

LATE/EARLY SUBMISSION OF WORK FORM

STUDENT NAME: _____

COURSE NAME _____

ASSIGNMENT: _____

DUE DATE: _____

DATE SUBMITTED: _____

DAYS LATE: _____

IS A DOCTOR'S EXCUSE ATTACHED? _____

COMMENTS: PLEASE DESCRIBE ANY EXTREME OR UNUSUAL CIRCUMSTANCES THAT ARE THE PRIMARY CAUSE OF YOUR WORK BEING SUBMITTED LATE:

STUDENT SIGNATURE

DATE SIGNED

FOR OFFICE USE ONLY:

RECEIVED BY

DATE RECEIVED

COMPUTATION OF LATE WORK PENALTY: _____

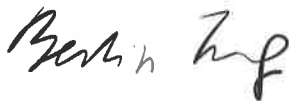
November 3, 2017

Heidi Morris
Onstead-Packer Biblical Studies Building 274
Tel: (325)674 6964
Email: hwm97t@acu.edu

Dear Professor Morris,
Thank you for submitting FAM280 Child Development Age 12-18, and I have reviewed them based on the ACU Syllabus Guidelines and found it to be very thorough in explaining your expectations and requirements. However, there are a few items that seem to be missing based on the guidelines. I will attach a review checklist for each of the syllabi for you to check. Some information may be marked as optional (e.g., calendar items), which you can add to the course at a later time. For those required, please add the information if possible (such as teacher information), or add them when available (such as meeting time and place). In the latter case, it would help to place some placeholders to add such information when it becomes available. If some details do not have to be changed, you may need to explain to CAS and the council why to keep these items as they are. Please also consider changing FAM440 in your description about email subject line to "FAM280" to make them consistent.

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 "Berni Huff". The signature is fluid and cursive, with the first name "Berni" 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: January 3, 2018
TO: Dr. Heidi Morris
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for Child Development Ages 12-18

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.