

Approval Chart for Curriculum Changes

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

Course Number FAM 443 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 443 be added as an elective course option within the Child and Family Services (CFS) curriculum. FAM 443 will not be a required course on the CFS degree plan, but will serve as a course that can fulfill elective course options for CFS majors. The CFS degree plan allows for 33 elective hours, and FAM 443 will be one, 3 hr elective course option. The significance of adding FAM 443 is to fulfill 2019 academic requirements for students pursuing careers as Child Life Specialists, as specified by the Association for Child Life Professionals.

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

		COUNCIL ³								
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	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							Board of Trustees
Change to a Degree Plan		Dept./School	College Academic	Deans	TEC	UGEC	UUAC	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	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	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	A
8.	Major – Discontinue (proposed by the department or college)	A	A	A		A		A	A
9.	Major – Discontinue (proposed by the Provost)	See below.							
10.	GPA — Revise major or cumulative requirement	A	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	A
16.	Degree – Discontinue (proposed by the department or college)	A	A	A		A		A	A
17.	Degree – Discontinue (proposed by the Provost)	See below.							
18.	Any change to a graduate degree program	A	A	A		A		A	--

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

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.

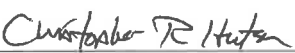
⁶ Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation 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)	
 _____ <i>Signature</i>	1/28/2019 _____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

College Academic Council(s)	
 _____ <i>Signature</i>	2-4-19 _____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Dean(s)	
 _____ <i>Signature</i>	2-4-19 _____ <i>Approval date</i>
 _____ <i>Signature</i>	_____ <i>Approval date</i>

Teacher Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

General Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Undergraduate Academic Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Graduate Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Provost	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Faculty	
_____ <i>Chair of faculty senate</i>	_____ <i>Approval date</i>

President	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Application for a New Course v10.6

Course ID <i>Subject and Number</i>	FAM 443
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Heidi Morris
2	Course Teacher	TBA
3	Course Title	Death and Bereavement
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	N/A
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	23
17	Catalog Description (50 words or less)	An exploration of the historical and contemporary realities of play, along with a focus on the importance of play in healthy growth and development, and the structuring of therapeutic play.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	N/A
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?	x__ 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 Summer).
22b	How frequently will the course be offered in the Spring ? All, even or odd years?	Course will not be offered during the Spring semester (only Summer).
22c	How frequently will the course be offered in the Summer ? All, even or odd years?	Course will be offered each Summer.
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, thus, no earlier than the coming fall.</i>	Summer 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>	N/A

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>	No, this course is not required to earn a degree, but it is a required course for students pursuing a career as a Child Life Specialist (as required by the Association of Child Life Professionals).
26	Should the addition of this course be retroactively applied to the degree plan it supports?	No
27	Has this course been offered as a Special Topics course?	Yes, Summer 2018 and Spring 2019
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>	N/A

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	FAM 443 will be not be a required course on the Child and Family Services (CFS) degree plan, but will serve as a course that can fulfill elective course options for CFS majors. The CFS degree plan allows for 33 elective hours, and FAM 443 will be one, 3 hr elective course option.
2	Justification State the justification for adding this course to the current curriculum. Represent the need.	The significance of adding FAM 443 is to fulfill 2019 academic requirements for students pursuing careers as Child Life Specialists, as specified by the Association for Child Life Professionals.

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 who are pursuing a career as a Child Life Specialist. Any additional seats released to interested majors and non-majors pursuing careers in child-related areas.
2	State the overarching course goal(s) in performance terms.	1. Demonstrate knowledge and skills that are needed to help children and families experiencing death, dying, and bereavement. 2. Engage in self-reflection and discovery related to personal reactions to death and dying issues.

2. Competencies and Measurements

	Competency	Measurement
1	Demonstrate a historical and cultural knowledge of death, dying, and bereavement.	Exams
2	Articulate how death and dying is experienced at different stages across the life cycle.	Movie Assessment; Exams
3	Identify from a family systems perspective the impact and personal perspectives of death and dying on the dying individual, family, friends, and those closely tied to the experience.	Movie Assessment; Exams
4	Reflect on one's personal reactions to death, dying, and bereavement.	Book Assessment; Personal Reflective Journals
5	Articulate how one's personal faith affects issues surrounding death, dying, and bereavement.	Book Assessment; Personal Reflective Journals

3. Text and Resources

Corr, C. A., Corr, D. M., & Doak, K. J. (2013). *Death & Dying, Life & Living: 8th Edition*. Boston, MA: Cengage.

Lewis, C. S. (1961). *A Grief Observed*. New York, NY: Harper Collins Publisher.

Wolfson, R. (2005). *A Time to Mourn, A Time to Comfort: A Guide to Jewish Bereavement: 2nd Edition*. Woostock, VT: Jewish Lights Publishing.

IV. Supporting Documentation

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

Expenses:

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

Lisa Merchant

Department Chair
Dean of the College

1/28/2019
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: FAM 443

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 ☐ Christopher R. Hyatt 2-4-19
College Dean or Director Date

Approved ☒ Denied ☐ [Signature] 2-4-19
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, co

Abilene Christian University
Department of Marriage and Family Studies
FAM 443: Death and Bereavement
Course Syllabus
Location/Time: TBA

Professor: TBA

E-mail:

Office Hours:

Department Phone: 325-674-3780

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

This course explores the experiences of death, dying and bereavement through a family systems perspective. Students will study the historical and cultural context of death, the experience of death along the life cycle stages, and the impact of death for families and involved individuals related to the death experience. A personal exploration of one's reactions to death, dying and bereavement will be integrated in the course, as well as an examination of death and dying from a faith based perspective.

Course Goal

People helping professions can involve issues of death, dying, and bereavement, making it necessary for students to be competent and caring in regards to these life and relational issues. Education in death, dying, and bereavement will facilitate the development of skills needed by family and service professionals who may assist children and families experiencing these life challenges. Students will also have the opportunity to reflect on their own reactions to death and dying issues.

Audience

This course is designed primarily for majors in the Department of Marriage and Family Studies and other related majors who will likely work with children and families experiencing death and dying.

Format

Instructional methods will include the following: lecture, video presentations, class discussion, reflection exercises, writing, small group participation, and reading.

Required Text and Reading

Corr, C. A., Corr, D. M., & Doak, K. J. (2013). *Death & Dying, Life & Living: 8th Edition*. Boston, MA: Cengage.

Lewis, C. S. (1961). *A Grief Observed*. New York, NY: Harper Collins Publisher.

Wolfson, R. (2005). *A Time to Mourn, A Time to Comfort: A Guide to Jewish Bereavement: 2nd Edition*. Woostock, VT: Jewish Lights Publishing.

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

Course Competencies

This course is designed to help you:

1. Demonstrate a historical and cultural knowledge of death, dying, and bereavement.
2. Articulate how death and dying is experienced at different stages across the life cycle.
3. Identify from a family systems perspective the impact and personal perspectives of death and dying on the dying individual, family, friends, and those closely tied to the experience.
4. Reflect on one's personal reactions to death, dying, and bereavement.
5. Articulate how one's personal faith affects issues surrounding death, dying, and bereavement.

Evaluation Measures

1. **Book Assessment (20%):** You are required to read the book, *A Grief Observed*, by C.S. Lewis, and then write a 6-8 page paper with an introduction, body and conclusion that addresses and fully answers the following questions/areas:
 - a. How does C.S. Lewis define and describe grief?
 - b. Compare and contrast C.S. Lewis' experience with death and grief with Kubler-Ross's stage-based model and Corr's task-based model.
 - c. How does C.S. Lewis' faith shape his experience with death and grief?
 - d. How does C.S. Lewis' experience and writing about death and grief impact your perspective of death and grief?

A grading rubric is on Canvas.

2. **Personal Reflective Journals (30%):** You will create a Google Doc this semester that includes 5 journal entries (6% per journal entry) that you will share with the instructor for this course. You are expected to write professionally, but personally, following correct grammar, punctuation, and syntax rules. You need to provide depth to your responses, while also integrating material from the assigned books for this course (cite in APA where relevant). Please demonstrate critical thought and analysis. The following 5 prompts are to be used in writing your entries. The due dates are listed with each prompt. A grading rubric is on Canvas.

Prompt 1) Up to this point in your life, what has been your personal experience with death and bereavement? What thoughts and emotions are stirred within you when you reflect on death and bereavement? Due: TBA

Prompt 2) What overt and covert messages do you think our western American society sends about death, dying, and bereavement? What are your reactions to these messages? Due: TBA

Prompt 3) In your future profession you may be faced with issues of death and bereavement with the

children and families you work with. What have you learned from this course that will be helpful in your professional role with these children and families? Due: TBA

Prompt 4) How does your faith influence your personal perspective of death, dying, and bereavement? What can you take from the books, *A Grief Observed* (C.S. Lewis) and *A Time to Mourn, A Time to Comfort* (Ron Wolfson) that can illustrate how faith can be integrated into the experiences of death, dying and bereavement? Due: TBA

Prompt 5) After going through this course on death and bereavement, what has impacted you the most this semester from what you have learned? Due: TBA

3. **Movie Assessment (20%):** In class we will watch the movie, *"The Fault in Our Stars"*. After viewing the movie you will be required to write a 6-8 page paper addressing the following: (1) Intro/Overview of movie and thesis of paper; (2) Application of family systems theory to the personal experience of death and dying for dying individuals, family, friends, and those closely tied to the experience. Meaning, when applying a family systems lens to each person's experience, what do you discover about how these various systems and subsystems respond to death and dying? You will need to apply systems theory to the following character's personal experiences: Hazel Lancaster, Augustus "Gus" Waters, Isaac, Hazel's mother, Hazel's father, Peter Van Houten, Lidewij Vliegenthart, Patrick (the Support Group leader), Dr. Maria, Augustus's mother, and Augustus's father. (3) Conclusion. Paper needs to follow APA 6th edition. A grading rubric is on Canvas.
4. **Exams (30 %):** There will be 2 exams and 1 final exam this semester (10 % per exam). The exams are intended to examine your retention of the course content. Exams may include multiple choice, true/false, and short answer and essay questions.

Grading Values:

Book Assessment	20%
Personal Reflective Journals	30%
Movie Assessment	20%
Exams	30%

Grading Criteria:

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

Classroom Management and Other Policies

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 your email daily through the Canvas inbox for this course, and to regularly view Canvas for this class as many messages and updates may be posted. **Only use the Canvas inbox tool to email me. This way all emails for this course are filed together.** 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.

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. I am also happy to help you connect with any counseling services if at any point you feel the need to explore this resource.

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 through 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 special permission is given. 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.

Anti-Harassment Policy

At ACU, we strive to comply with all applicable legal requirements prohibiting, preventing and responding to harassment against any member of the ACU community (e.g., Title VI, VII, and IX). Moreover, as a Christian community, ACU has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected.

Our Anti-Harassment Policy outlines specific definitions and procedures related discriminatory and sexual harassment, sexual misconduct, assault, stalking and relationship violence. If you experience harassment in any of these forms, we encourage you to report it so that we can help maintain a work and academic environment free of unlawful harassment.

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.

Syllabus adapted in part from the University of Connecticut course, HDFS 3252: Death, Dying and Bereavement.

Course Calendar

This calendar is subject to change, and any changes will be communicated to students in a timely manner.

Module One

Syllabus and Overview of Course/Introduction

Corr Ch. 1: Education about Death, Dying and Bereavement

Due: Journal 1 (Date TBA)

Module Two

Corr Ch. 2: Changing Encounters with Death

Corr Ch. 3: Changing Attitudes toward Death

Module Three

Corr Ch. 4: Death-Related Practices and the American Death System

Corr Ch. 5: Cultural Patterns and Death

Due: Journal 2 (Date TBA)

Module Four

Review of Family Systems Theory

Developmental Perspectives

Corr Chs. 12-13 (Children, Adolescents)

Module Five

Developmental Perspectives

Corr Chs. 14-15 (Young and Middle-Aged Adults, Older Adults)

Exam 1 Review

Module Six

Exam 1 (Date TBA)

Corr Ch. 6: Coping with Dying

Module Seven

Corr Ch. 7: Coping with Dying – How Individuals can Help

Corr Ch. 8: Coping with Dying – How Communities can Help

Module Eight

Movie: The Fault in Our Stars

Movie Assessment Discussion

Module Nine

Corr Ch. 9: Coping with Loss and Grief

C.S. Lewis Discussion: A Grief Observed

Module Ten

Corr Ch. 10: Coping with Loss and Grief: How Individuals can Help

Corr Ch. 11: Coping with Loss and Grief: Funeral Practices and Other Ways Communities can Help

Exam 2 Review

Due: Journal 3 (Date TBA)

Module Eleven

Exam 2 (Date TBA)

Corr Ch. 16: Legal Issues

Module Twelve

Due: Movie Assessment (Date TBA)

Corr Ch. 19: The Meaning and Place of Death in Life

Integration of Faith and Death

Due: Journal 4 (Date TBA)

Module Thirteen

Case Studies

Final Exam Review

Module Fourteen

Personal Reflections

Due: Journal 5 (Date TBA)

Module Fifteen

Course Evaluation

Final Exam (Date TBA)

Due: Book Assessment (Date TBA)

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: _____

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: February 4, 2019
TO: Dr. Heidi Morris
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for FAM 443 – Death and Bereavement

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.

1/25/2019

Professor Heidi Morris
Box 29451
325-674-6964

Re: FAM 443: Death and Bereavement

Dear Dr. Morris,

Thank you for the submission of FAM 443: Death and Bereavement. I reviewed the syllabus based on the ACU Syllabus Guidelines. Please check the attached list, which indicates whether items have been addressed.

In addition, I also reviewed the syllabus from an instructional design perspective and here are changes that I suggest you make:

- Add specifics about the course itself and the instructor when this information becomes available (see attached form)
- Consider adding the recommended Title IX information provided by the university
- Consider including how learning and Christian faith are included in this course

This letter is not meant to be a final approval in the course application process. Instead it is intended as a reference which will be read by your department chair and members of the council, who may also have questions or comments of their own. We would appreciate it if you could modify the syllabus items based on our suggestions, or prepare to justify keeping the items as they are.

We would like to thank you for allowing the Adams Center team to review your course application. The instructional design team would love to work with you on your syllabus, as well as the design, development or revision of this and other courses. If there is anything else we can do to help you, please feel free to let me know.

Sincerely yours,

A handwritten signature in cursive script that reads "Amy Boone".