

Approval Chart for Curriculum Changes

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

Course Number FAM 262 or Degree Plan(s) _____

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

Add FAM 262, Intimate Relationships and Marriage, to the University Requirements Social Science menu. See the attached memo for our statement of how FAM 262 satisfies the UGEC criteria for the Social Science menu.

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

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

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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
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.

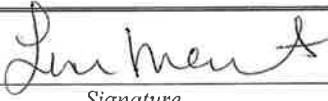
⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

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)
Signature	Approval date 1/15/20
Signature	Approval date

College Academic Council(s)	
Signature	Approval date
Signature	Approval date

Dean(s)	
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

Proposal: FAM 262, Intimate Relationships and Marriage: Add to Social Sciences menu.

UGEC Criteria for the Social Sciences Menu

Our responses to these criteria are underlined below.

A. Courses included in the general education menu of courses must meet these general criteria:

Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and corequisites, 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).

FAM 262 satisfies these criteria. With regard to its focus, FAM 262 provides "An introduction to the scientific study of intimate relationships," which is a topic of general interest and not narrowly focused on skills, techniques, or procedures specific to the field of Human Development and Family Studies.

B. Courses approved for inclusion in the Social Sciences menu should meet the following criteria:

1. Disciplines

For the university requirements, the social science menu includes the following disciplines: anthropology, economics, family studies, geography, history, international studies, philosophy, political science, psychology, and sociology. (The UGEC can consider requests from other disciplines.)

Although the name of the major was changed in 2015 to Child and Family Services, "family studies" is included in this list of disciplines. (As a side note, we recommend the UGEC consider updating this list to reflect this name change.)

2. Definition

A course in the social sciences will focus on human function include the basic assumptions about humans, their behaviors, and the dynamics of human interaction; the relationships between humans and their physical environment; the creation and interaction with institutions of power and governance, and/or the study of how people produce, distribute and consume goods and services. A course in the social sciences should involve the study of human functioning at the level of the individual, small group, institution, organization, community, or larger population. The course will address at least one of the following:

a. At the individual level, this course may involve the study of behavioral factors such as

cognition, memory, language, perception, personality, emotion, motivation, and others;

b. At higher levels of aggregation, this course may involve the study of social variables such as the structure and dynamics of small groups (e.g., couples, families, work groups, etc.); institutions and organizations (e.g. schools, religious organizations, etc.); communities (defined by geography or common interests); and larger demographic, political, economic, and cultural systems;

c. This course may involve the study of the interactions within and between these levels of aggregation, such as the influence of sociocultural factors on cognitive processes and emotional responses or the reciprocal influence between small groups and larger communities;

d. The course may focus on the interpretation of past practices or the history of human functioning over time.

FAM 262 satisfies this criterion. The course is an introduction to the scientific study of intimate relationships, surveying the structure and dynamics of intimate relationships as well as the methods of inquiry and theories which drive inquiry regarding those relationships.

3. Course Content

Courses that satisfy the requirements in Social Sciences should either:

a. Introduce students to a particular discipline within the social sciences, with an emphasis on its basic methods of inquiry, significant research findings, influential theories, key concepts and terminology, and the major topics common to the discipline;
or

b. Introduce students to a particular period of history with an emphasis on event timelines, historical biographies, and the critical debates associated with their interpretation.

FAM 262 satisfies this criterion. The course introduces students to the methods used in Human Development and Family Studies to study the dynamics of intimate relationships. The course also introduces students to foundational research findings about those relationships, on topics such as healthy and unhealthy relationship dynamics as well as the processes of relationship formation, maintenance, and dissolution.

C. Each course satisfying a University Requirement must be assessed to demonstrate how that course contributes to the overall student learning outcomes of the University as reflected through the relevant General Education Competency. For courses approved for inclusion in the Social

Sciences menu, their assessment should reflect how students demonstrate:

Overall Student Learning Outcome 2: Deep understanding of and hands-on experience with the inquiry practices of disciplines that explore the natural, socio-cultural, aesthetic, and religious (or theological or spiritual) realms - achieved and demonstrated through studies that build conceptual knowledge by engaging learners in concepts and modes of inquiry that are basic to the natural sciences, social sciences, humanities, arts, and Christian faith (or theology);

General Education Competency 2: Knowledge and inquiry practices of natural, socio-cultural, aesthetic, and religious disciplines.

A. Knowledge: Demonstrate an understanding of the basic knowledge, terminology, or elements appropriate to the discipline.

B. Inquiry: Demonstrate an understanding of the fundamental elements (methodology or theoretical framework) for sound inquiry and analysis appropriate to the discipline.

To be approved for inclusion in the Social Sciences menu, courses must designate the appropriate assessment method for the general education competency and the relevant goal level for the student achievement of that outcome in this format:

Course Name & Number	<u>FAM 262 Intimate Relationships and Marriage</u>
University Requirement menu	<u>Social Science</u>
General Education Competency	<u>General Education Competency 2: Knowledge and inquiry practices of natural, socio-cultural, aesthetic, and religious disciplines.</u>
Assessment Method	<u>Quizzes over each reading chapter will measure knowledge of intimate relationship dynamics and processes, as well as understanding of the foundational methods and theoretical perspectives that drive inquiry regarding intimate relationships in the field of Human Development and Family Studies.</u>
Acceptable Goal	<u>70% of students achieve 75% or higher average score on all chapter quizzes</u>

Ideal Goal	<u>85% of students achieve 75% or higher average score on all chapter quizzes</u>
Results for this year	

The first six rows must be completed in order for the course to be approved by the University General Education Council. Only the data for the final row needs to be reported annually. Adjustments to the appropriate competency, assessment method and goals can be made in consultation with the General Education Office as needed.

Abilene Christian University
Department of Marriage and Family Studies
FAM 262 Intimate Relationships and Marriage-Fall 2019
(Bible building 221; MWF 10:00-10:50; 3 credit hours)

Instructor: Greg Brooks, PhD, LMFT-S, Assistant Professor

Classroom and meeting times: Bible building 221; MWF 10:00-10:50

Prerequisites or corequisites: None

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

Instructor: Greg Brooks, PhD, LMFT-S, Assistant Professor

Office: BSB 276, 325-674-3774

E-mail: greg.brooks@acu.edu

Office Hours: Monday & Tuesday, 1:30-5 PM, and by appointment

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

Mission of Abilene Christian University

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

Mission of the Department of Marriage and Family Studies

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

Mission of the Child and Family Services Program

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

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

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

Faith and Learning

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

Course Audience and Format of Class Sessions

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

Certified Family Life Educator Content Areas

This course addresses the following [CFLE Content Areas](#):

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

Course Goals:

Students will be prepared for the following [CFLE Practice Guidelines](#):

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

MFS Departmental Student Learning Outcomes (SLOs) and Measurements

Student Learning Outcome	Measurement Instrument
SLO 1.2: Demonstrate an ability to recognize the reciprocal interaction and influence between individuals, families, and various social systems	Reflection prompts
SLO 5.2: Demonstrate an ability to identify factors that are predictive of marital health and distress	Chapter 10 quiz
SLO 5.4: Explain the process of divorce & remarriage	Chapter 13 quiz

Required Materials

Miller, R. S. (2017). Intimate relationships (8th ed.). New York: McGraw-Hill.

Assignments and Grading

Grading Plan

Grading and assessment in this class is based on a “specifications grading” model. You will create a personal learning plan that includes the grade you plan to pursue in this course. Your final grade will be determined by the work you complete.

I have created requirements for each letter grade in this course. I will provide clear specifications for what constitutes “Complete” work for each requirement.

Reflection Prompt Responses, Book Reviews, and the Learning Plan will be graded as either Complete or Incomplete. To be graded Complete, they must be submitted on time (according to the due dates listed on Canvas) and must satisfy all the instructions described in the syllabus and on Canvas.

Chapter Quizzes will be graded with traditional percentage grades.

You will receive three virtual Tokens at the beginning of the semester. You may spend a Token to purchase a resubmission for the Learning Plan, a Reflection Prompt Response, or a Book Review that was late or graded Incomplete. To spend a token, simply submit the relevant assignment on Canvas and leave a comment announcing that you wish to spend a token. You must spend the Token within 2 weeks of the assignment’s due date. I will not accept any Tokens after 11:59 pm on Dead Day. Tokens may not be used for Chapter Quizzes or class attendance.

You will receive an F if any of the following occur:

- Have 7 or more unexcused absences, OR:
- Fail to complete the Learning Plan, OR:
- Fail to complete the Academic Integrity Quiz, OR:
- Earn a total average of 74% or lower on the chapter quizzes

To earn a D you must:

- Have fewer than 7 unexcused absences
- Complete a learning plan for the semester
- Complete the Academic Integrity Quiz
- Earn a total average of 75% or higher on the chapter quizzes

To earn a C you must:

- Have fewer than 7 unexcused absences
- Complete a learning plan for the semester
- Complete the Academic Integrity Quiz
- Earn a total average of 80% or higher on the chapter quizzes
- Complete 8 Reflection Prompt Responses

To earn a B you must:

- Have fewer than 7 unexcused absences
- Complete a learning plan for the semester
- Complete the Academic Integrity Quiz
- Earn a total average of 85% or higher on the chapter quizzes

- Complete 10 Reflection Prompt Responses

To earn an A you must:

- Have fewer than 7 unexcused absences
- Complete a learning plan for the semester
- Complete the Academic Integrity Quiz
- Earn a total average of 90% or higher on the chapter quizzes
- Complete 12 Reflection Prompt Responses
- Complete 1 Book Review Assignment

All the relevant requirements must be met for you to receive a particular grade. If you do not meet all the requirements for an A, you will not receive an A. For example, if a student earns an average of 97% on the chapter quizzes but only completes 10 Reflection Prompt Responses, that student could not receive higher than a B in the class.

Attendance Policy

A sign in sheet or in-class activity will be used every class period to take attendance. **Each day's sign-in sheet or in-class activity will be the only and final proof of your attendance. *You are responsible for demonstrating your attendance for each class period.*** Under no circumstances are you to sign the class roll or hand in an activity for another student. A student will be counted absent who attends class but fails to sign the class attendance sheet or turn in an in-class activity that day. No student may sign the class attendance sheet more than 10 minutes after class starts.

Absences may be excused only for the following reasons:

- You are required to participate in an official University activity such as athletics or a research activity
- You are sick and require medical care
- You are experiencing circumstances that warrant a referral to the SOAR program (See www.acu.edu/about/offices/soar.html for details)
- You are granted a leave of absence from the University

In all cases, documentation is required before an absence will be excused. If you email me to request an excused absence, please include the course number (FAM 262) and the date(s) of your absence in your email. No excuses will be accepted after the final exam time assigned to this course.

Learning Plan:

On Canvas you will indicate the grade you plan to pursue in this class, and you will answer questions about the requirements of your chosen grade level. To receive a Complete grade your learning plan must:

- Be submitted on time and respond to all of the assignment questions

Academic Integrity Quiz

To complete this assignment you will view a video tutorial and complete a quiz online. You will receive a PDF Certificate of Completion, which you must submit on Canvas. Keep this certificate! You will use it in *all* of Dr. Brooks' classes, so it might come in handy later!

Chapter Quizzes:

There will be a quiz over each assigned chapter in the Miller (2017) textbook, for a total of 13 quizzes (notice that chapter 7 is not assigned). You will complete these quizzes on Canvas outside of class. Each quiz will be open-book: you may use the textbook, your lecture notes, and the lecture slides to complete the quiz. You should complete the quizzes alone without the help of classmates or anyone else. You should not use online resources such as Quizlet to complete the quizzes. You will have 20 minutes to complete each quiz, so if you have not read the chapter you will struggle to complete the quiz in the allowed time.

You will automatically be allowed to retake each quiz one time to try to achieve a higher score if you wish. Tokens may not be used for chapter quizzes.

Due dates for chapter quizzes are listed on Canvas. Late quizzes will not be accepted under any circumstances, including excused absences.

Reflection Prompt Responses:

Each week a Reflection Prompt will be provided for you on Canvas. Your responses are due each Friday at 11:59 PM. To receive a Complete grade your response to each prompt must:

- Be submitted on time and respond to the appropriate Reflection Prompt question or statement
- Be professionally written with no more than two errors of spelling, punctuation, or grammar
- Be no fewer than 200 words

Book Review Assignment:

To complete this assignment you will read an advice book about intimate relationships from the list provided in the assignment instructions on Canvas. You will make a 5 to 15 minute video in which you review the book. To receive a Complete grade your video must:

- Be submitted on time and be more than 5 minutes long and less than 15 minutes long
- Be logically organized and professionally presented without errors of grammar
- Include the title of the book and the author's name
- Include a brief and accurate summary of the book's main points
- Include a discussion of at least one example of something said in the book that agrees with a concept or advice we've discussed in class
- Include a discussion of at least one example of something in the book that you disagree with or have questions about
- Include a discussion of whether you would recommend the book, answering the following questions: If so, who would you recommend it to? If not, why not?

Fall 2019 FAM 262 Course Calendar of Class Periods and Assignments

Reflection Prompt Responses are due Fridays at 11:59 PM.

	Monday	Wednesday	Friday
Week 1	Introduction, syllabus	No reading	No reading

Aug. 25-31		Theology of Intimacy	Theology of Intimacy
Week 2 Sept. 1-7	Ch. 1 Building Blocks	Ch. 1 Building Blocks	Ch. 2 Research Methods
Week 3 Sept. 8-14	Ch. 3 Attraction	Ch. 3 Attraction	Ch. 3 Attraction Quizzes 1-3 Due
Week 4 Sept. 15-21	NO CLASS Summit	NO CLASS Summit	No reading Discuss Summit
Week 5 Sept. 21-28	Ch. 4 Social Cognition	Ch. 4 Social Cognition	Ch. 4 Social Cognition
Week 6 Sept. 29-Oct. 5	Ch. 5 Communication	Ch. 5 Communication	Ch. 5 Communication
Week 7 Oct. 6-12	Ch. 6 Interdependency	Ch. 6 Interdependency	Ch. 6 Interdependency Quizzes 4-6 Due
Week 8 Oct. 13-19	Ch. 8 Love	Ch. 8 Love	Ch. 8 Love Ch. 9 Sexuality
Week 9 Oct. 20-26	Ch. 9 Sexuality	Ch. 9 Sexuality	NO CLASS Fall Break
Week 10 Oct. 27-Nov. 2	Ch. 10 Stress	Ch. 10 Stress Ch. 11 Conflict	Ch. 10 Stress Ch. 11 Conflict
Week 11 Nov. 3-9	Ch. 11 Conflict	Ch. 12 Power & Violence	Ch. 12 Power & Violence Quizzes 8-11 Due
Week 12 Nov. 10-16	Ch. 12 Power & Violence	Ch. 13 Dissolution	Ch. 13 Dissolution
Week 13 Nov. 17-23	No reading Theology of Intimacy	NO CLASS NCFR Conference	NO CLASS NCFR Conference Book Review Assignment Due
Week 14 Nov. 24-30	Ch. 13 Dissolution	NO CLASS Thanksgiving	NO CLASS Thanksgiving
Week 15	Ch. 14 Maintenance	Ch. 14 Maintenance	Ch. 14 Maintenance

Dec. 1-7			
Week 16, Finals Dec. 8-14	NO Tokens will be accepted after 11:59 PM on Dead Day	Quizzes 12-14 Due at 11:45 AM, Tuesday Dec. 10	

Classroom Policies

Reality Check

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

Participation & Attendance

You and I share the responsibility of achieving your learning goals. Although I will assume the role of integrator and facilitator, I expect that you will come to class having read all assigned materials and prepared to engage in class activities and discussion, which is the backbone of the success of this course.

APA Style

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

<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

<https://owl.english.purdue.edu/owl/section/2/10/>

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

Late Assignments, Make-Up Quizzes/Exams, & Extra Credit

Late quizzes will receive a grade of zero (0%). Other late assignments will receive a grade of Incomplete. Assignments and quizzes are considered late immediately after the due date & time listed on the course Canvas site.

Make up quizzes or exams are not available. Absence from class, whether excused or not, does not excuse the student from assignment due dates.

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

Academic Integrity

According to ACU's Academic Integrity Policy, "Academic integrity is demonstrated by behavior that honors the learning environment -- regardless of setting, context, location or

modality. Academic dishonesty, or failure to practice academic integrity, negatively affects the learning environment and other members of the ACU community. Academic dishonesty includes -- but is not limited to -- plagiarism, collusion, cheating, fabrication, facilitating academic dishonesty, failure to contribute to a collaborative project, and sabotage of another student's work. Academic dishonesty detracts from a student's personal learning, which will affect her or his academic grade, standing in a course or program, and/or standing in the university. Academic dishonesty also has a chilling effect on the ACU community creating an air of suspicion in the learning environment". See

<https://www.acu.edu/community/offices/administrative/office-of-the-provost/academic-integrity-policy/overview.html> for more details.

Suspected academic integrity violations will be investigated according to the process described at

<https://www.acu.edu/community/offices/administrative/office-of-the-provost/academic-integrity-policy/overview.html> and

<https://www.acu.edu/content/dam/community/documents/admin/provost/academic-integrity-2.pdf>. Academic integrity violations in this class will be reported to the department chair, the college dean, the Dean of Student Life, and the Associate Athletic Director if the student is an athlete. A single academic integrity violation will result in an incomplete or zero grade on the relevant assignment and the student's final course grade will be reduced by one letter. The assignment may not be resubmitted for re-grading. The instructor may impose additional consequences or require additional work from the student. A second academic integrity violation will result in an F in the class.

You may have the right to appeal a finding that you violated academic integrity. Details about the appeals process are described at

<https://www.acu.edu/community/offices/administrative/office-of-the-provost/academic-integrity-policy/overview.html>.

ADA Compliance Statement

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

Use of Technology/E-Communication

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

Recording Lectures

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

Content Warning, Respect, & Civility

We will discuss some issues that are very personal and about which some people hold strong beliefs. I am sure you will disagree with me and with other students during the semester about issues of values or opinion. I am committed to creating a learning environment characterized by safety, respect and civility. Safety means that my classroom is a safe place to discuss topics that might be disturbing or frightening; it does not mean those topics won't be discussed. Respect means that I acknowledge your capacity to form your own values and opinions; it does not mean that I or others students will always agree with you. Civility means that all students, and the instructor, are free to express their views in a supportive environment. Personal attacks or rude communications will not be tolerated and may result in a lower grade and further academic discipline.

Please do not do things that disrupt class, including but not limited to: carrying on side conversations during class time; using your cell phone; sleeping; and arriving late or leaving early, or leaving/reentering during class time. These behaviors keep you from paying attention, distract others around you and the professor, and are considered inappropriate.

Harassment Policy

As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Harassment is defined as unwelcome behavior or conduct based on sex, religion, race, age, color, national origin, veteran's status, disability, or any other characteristic protected by law when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in University programs or activities, (2) submission to, or rejection of, such conduct by an individual is used as the basis for a decision affecting an individual's employment, education, or participation in University programs of activities, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for work, education, or participation in a University program or activity. See the full university policy by following [this link](#).