

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond in Writing

Course Number ANSC 360 or Degree Plan(s) _____

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

We are requesting that ANSC 360: Horses and Horsemanship be included in the Life and Physical Sciences menu for general education courses. See attached LPS menu application and course syllabus.

Indicate the requested change.

	Change to a Course	Dept./School ¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	President
1.	Title (description unchanged)	A	A	A	I	–	I	I	I
2.	Description (not affecting content)	A	A	A	I	–	I	I	I
3.	Course term(s)	A	I	A	I	–	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	–	I	A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A	–	A	A	I
6.	Course number within the hundred	A	A	I	I	–	I	I	I
7.	Course number beyond the hundred	A	A	A	A	–	A	A	I
8.	Prerequisites	A	A	A	I	–	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	I
11.	Cross-list course	A	A	A	A	–	A	A	I
12.	Department of record	A	A	A	A	–	A	A	I
13.	Close a course	A	A	A	A	–	A	A	I
14.	New course (includes combining or splitting courses)	A	A	A	A	–	A	A	I

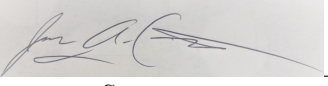
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	Change to the University Requirements (All Campuses)	Dept./School¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	Faculty	President	Trustees
1.	University Requirements — Change course outcomes of an included course ²	A	A	A	–	A	–	A	–	A	–
2.	University Requirements — Add or drop a required course from the University Requirements ²	A	A	A	–	A	–	A	A	A	–
3.	University Requirements — Add or drop a course from a menu within the University Requirements ²	A	–	–	–	A	–	A	–	A	–
4.	University Requirements — Change hours within a menu in the University Requirements ²	A	A	A	–	A	–	A	A	A	–
	Change to Catalog Information (for Campus)										
1.	General Requirements for Bachelor's Degrees and Associate's Degrees	–	–	–	–	–	A	A	A	A	–
2.	Policies governing academic probation and suspension	–	–	–	–	–	A	A	A	A	–
3.	Requirements for graduating with honors	–	–	–	–	–	A	A	A	A	–
	Change to a Degree Plan Proposed by Faculty or College										
5.	Educational Program — Revise ³	A	A	A	A	–	A	A	–	A	–
6.	Educational Program — Adopt/change admission requirements	A	A	A	A	–	A	A	–	A	–
7.	Educational Program — Add ³	A	A	A	A	–	A	A	A	A	I
8.	Educational Program — Discontinue	A	A	A	A	–	A	A	A	A	I
9.	GPA — Revise program-required GPAs	A	A	A	A	–	A	A	–	A	–
10.	Minor — Revise	A	A	A	I	–	I	I	–	I	–
11.	Minor — Add	A	A	A	A	–	A	A	–	A	–
12.	Minor — Discontinue	A	A	A	A	–	A	A	–	A	–
13.	Degree — Add	A	A	A	A	–	A	A	A	A	I
14.	Degree — Discontinue	A	A	A	A	–	A	A	A	A	I
	Change to a Degree Plan Proposed By Provost										
15.	Educational Program — Discontinue	R	–	R	A	–	A	A	A	A	I
16.	Minor — Discontinue	R	–	R	A	–	A	A	–	A	–
17.	Degree — Discontinue	R	–	R	A	–	A	A	A	A	I

¹ 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.

² Courses that satisfy ACU's University Requirements 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.

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible.

	Department/School Chair(s)	
	_____	09/13/22
Signature	_____	Approval date
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

University General Education Council	
Chair's signature	Approval date

Abilene 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 Life and Physical Sciences Menu

Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

Life and Physical Sciences Description

Courses within this domain use the methods and models of the natural sciences to describe, explain, and predict phenomena in the physical world; they employ empirical evidence, scientific principles, and interactions among natural phenomena to understand the world around us.

Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be conducted with the rubric included in this course application.

Subject code, course number, and title of course:	ANSC 360- Horses and Horsemanship
Terms offered:	Every semester
Catalog description:	Provides a basic introduction to equine management and production. All aspects of the equine industry will be discussed including history, breeds, uses, conformation, nutrition, reproduction, behavior, care, and management.
Course prerequisites:	None
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	None
Other general education menus on which the course appears or you are applying for:	

Prerequisites

The council understands that many of the courses on this menu will have corequisites and that the second course in a sequence may also have a prerequisite.

1. Is the course a lower-division (100- to 200-level) course in astronomy, biology, chemistry, physics, agricultural science, environmental science, or geology?
☐ Yes ☒ No

In this course, we take a look at every aspect of equine sciences to include breed specific characteristics, anatomy/physiology, nutrition, reproduction, social behaviors, health, and specific management practices. We also teach them how to ride a horse and the safety techniques associated with this skill. Our students gain not only knowledge about equine, but most of our students leave this course with a boost in their self-confidence. They are able to utilize what they learn in the classroom and apply it in lab in learning how to care and handle these God-given creatures. Watching their confidence grow throughout the semester is one of the best things about this class.

2. Does the course have more than one prerequisite and/or more than one corequisite?
☐ Yes ☒ No

3. If the course has prerequisites, provide evidence that the course contributes to a student's breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or less). **"All scripture is God-breathed and is useful for teaching, rebuking, correcting, and training in righteousness, so that the servant of God may be thoroughly equipped for every good work" (2 Timothy 3:16-17).** I aim for a class that teaches how to care for the beasts of the land in a manner that God called for us. Students who are not interested in agriculture professions are able to walk away from this class with an understanding of how to care for horses and the science behind the how/why we have certain management. Equines are unique when looking at other livestock and their specialized training is something we focus on a lot in our class. Students gain confidence by learning how to successfully handle a 1200 pound animal and have the opportunity to form a bond with a horse assigned to them for the semester. Many students will find a love for animals and explore other classes to learn about caring for other species, some will continue to ride horses by joining the riding club and representing the university, and a few will even purchase their own horse and competing at events that showcase what they have learned.

Relevant Outcomes

- C2: Analyze quantitative data, published writing, or observable phenomena to draw informed conclusions.
- C3: Interpret mathematical and/or logical models such as formulas, graphs, tables and schematics, and draw inferences from them; and
- C4: Integrate new data into their existing knowledge.

Describe how the course meets the C2 outcome (100 words or less).

We talk a lot about proper training of horses. If a horse is trained correctly, they provide a lot of opportunities that other animals do not. Students are assigned several articles over how to train horses such as the techniques, tools, and how to train for different events. The students will learn that you take a prey animal (horse), put the hide of another prey animal (cow) on its back (saddle), and then put a predator (human) on top and expect that horse to fight its natural instinct to fight/flight and listen to what the rider wants from the horse.

On a side note, I also use this to correlate in a spiritual aspect of how we often need to trust God blindly in situations that are hard for us as well. Horses are a great analogy when it comes to our spiritual walk

Describe how the course meets the C3 outcome (100 words or less).

In our nutrition and reproduction modules, we analyze graphs/charts that discuss growth, production requirements, hormones, gestation length, and when the ideal time is to breed and meet some organizational requirements. By analyzing these, the students will be able to recognize the nutritional demands for each stage of growth of horses for the nutrition lecture. For the reproduction module, students will be able to know what is driving the estrous cycle, how to manipulate it for production purposes, which will adjust the foaling time in order to meet racing requirements and improve a producers chances of winning races or events.

Describe how the course meets the C4 outcome (100 words or less).

Unless someone was raised around horses, not many people know how to properly care for them, train them, and get a horse to a level of trust that most people see. We will look at breeds, management techniques, reproduction practices, uses, and anything unique to that breed. This will improve the knowledge for someone who has not been exposed to agriculture, as well as ideally help someone with knowledge learn new ways to care and expand their mindset of how/why we do what we do.

Outcomes assessment should occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each outcome. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
Outcome C2	Current Event article paper
Outcome C3	Reproduction module exam
Outcome C4	Comprehensive final exam

Please use the following rubric to perform assessment each year.

Student Learning Outcome C2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Analyze data to draw conclusions	Lacks sufficient analysis of data or published writing.	Analyzes data and/or published writing in an effective manner.	Analyzes data and/or published writing in an exemplary manner.

Student Learning Outcome C3

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Interpret mathematical and/or logical models such as formulas.	Little to no demonstrated ability to interpret relationships and/or data in models.	Demonstrates ability to interpret relationships and/or data in models.	Exceptional ability to interpret relationships and/or data in models.

Student Learning Outcome C4

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Integrate new data into their existing knowledge	Shows little to no grasp of new information and/or does not demonstrate adequate connection to previous learning.	Grasps new information and makes connections to previous learning.	Exceptional grasp of new information and/or demonstrates outstanding ability to connect to previous learning.

ANSC 360

Horses and Horsemanship

About the Course

This course is intended to introduce students to the equine world. During this class we will discuss types of horses, how to properly manage and care for horses as well as current issues that face the equine industry. During the lab period students will learn how to ride and properly care for riding horses.

Course number and title: ANSC 360 – Horses and Horsemanship

Credit hours: 3 hours

Semester and year: Fall 2022

Meeting time and place:

Lecture: Mon/Wed 8:00-8:50 a.m. Onstead Science Center (OSC) RM 265;

Lab: Mon 1:00 to 2:50 or 3:00 to 4:50 @ Rhoden Field Lab

Tues 1:30 to 3:20 or 3:30 to 5:20 @ Rhoden Field Lab

Recommended course materials:

- 1) Parker, R. O. Equine Science. 5th ed. Cengage Learning ISBN: 9781305949720
- 2) Additional materials will be provided to the class through Canvas.

Prerequisites/corequisites: None

About the Professor

Professor	Ms. Caleta Willis	Mr. Riley Morrow
Title	Assistant Professor of Animal Science	Rhoden Farm Manager
Office location	OSC 145B	Rhoden Farm
Phone number	325-674-2167	970-689-0603
Email address	cmw20d@acu.edu	rjm12a@acu.edu
Office hours**	M/T/W/R 10:00 – 11:00am Thursday 12:30 – 1:30pm Friday 9:00 – 11:00am	By Appt

**I also have an open-door policy, if I am in my office feel free to stop and talk.

Mission Statements

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

College of Arts and Sciences Mission: To educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a liberal arts education with professional and career education.

Agriculture and Environmental Sciences Mission Statement: To educate students for Christian stewardship of sustainable agricultural and environmental systems throughout the world.

Unique Christian Perspective: All scripture is God-breathed and is useful for teaching, rebuking, correcting, and training in righteousness, so that the servant of God may be thoroughly equipped for every good work (2 Timothy 3:16-17). One of Riley's favorite ways to describe a horse and the concept of riding one is "You take a prey animal. Then you take another prey animal that has been slaughtered, hide removed, made into a saddle, and then you put that saddle on the back of your prey animal. Then you as a predator get on its back and demand that it trusts you without a second thought". Working with horses and learning how to ride these beautiful creatures has many correlations for how God cares for us: in times of high anxiety, fear, anger, sadness, and joy. This class I hope to utilize scriptures in helping you learn about horses, how to care for them, and learn the joy of a bond that needs to be formed in order to ride.

Class Overview

Class Description: Provides a basic introduction to equine management and production. All aspects of the equine industry will be discussed including history, breeds, uses, conformation, nutrition, reproduction, behavior, care, and management.

Format of Class: This class will be divided into two sections. The lecture portion of the class will focus on information related to the equine industry and how to properly manage and care for horses. The lab portion of the class will focus on teaching students how to ride horses and proper care for riding horses.

Expectations

This semester we will have the opportunity to study and learn together. In order to ensure that everybody understands what is expected of them for this course I have included what I expect from you in my class as well as what you can expect from me.

Expectations of Students:

- **Be on time to class/lab and prepared to learn.** Being on time allows everybody to focus and avoids disruptions in learning.
- **Be respectful to both myself and your fellow classmates.** I expect you to be respectful of everyone in the class – fellow students as well as myself. We are all human, and therefore all make mistakes, but we are also created in God's image. Please extend grace to everyone in class when mistakes are made and be willing to consider viewpoints other than your own. We all approach agricultural sciences from different viewpoints as well as have varied experiences. Please be mindful that not everyone will have the same life experiences or approaches as you do. We can heartily disagree with others but still afford them respect and courtesy
- **Spend the time to complete your assignments and study for this class.** The assignments in this class are designed to help improve your understanding of the content and will help with your grades in this class
- **Dress appropriately for class and lab.** During lab, for safety reasons, I expect you to wear pants and closed toed shoe. During exams, no hats will be worn.

Expectations of the Instructor:

- **I will respond to your emails, Canvas messages, and other forms of communication promptly – generally within 24 hours.** To allow for Sabbath rest and time with my family, I will not be checking emails in the evenings or as frequently on weekends.
- **I will respect you and your desire to learn.** My role is to provide you with the resources to succeed and facilitate your learning in this class. Please do not hesitate to ask if you do not understand something; I will do my best to reword or spend additional time on a subject to ensure that all content is understood.
- **I will be prepared and on time to class.** It is disrespectful to you if I am not prepared and on time for class, as such I will make every effort to be on time and prepared for class just as I expect you to be.
- **I will return assignments and tests to you within 2 weeks of the due date.** It is important for you to have assignments returned to you in a timely manner so that you can learn what areas you need to spend more time studying and what areas you have a good understanding of.

Learning Outcomes

Course goal: Students will have a basic understanding of the equine industry as well as a basic understanding of the needs and responsibilities of owning and caring for a horse.

Competencies: At the conclusion of the semester students will be able to:

	Competency	Measurement Instrument
1	Identify the various color patterns of the American Quarter Horse.	Exams
2	Identify and describe the uses of various horse breeds.	Exams, Project, Lab
3	Identify key anatomical parts of the horse.	Exams and Lab
4	Describe the health management practices associated with owning a horse.	Exams
5	Describe the nutritional requirements and the management practices required to own and maintain a horse.	Exams and Lab

Assessment and Grading

Assessment activities: This class will have several different forms of evaluation of your understanding.

- 3 exams throughout the semester
- 1 current event articles for you to read that relates to a particular topic that we are discussing. After reading the article you will be required to write a 2-page summary/opinion of the article.
- A project that will be your opportunity to fully outfit your horse with the tack it needs to accomplish how you want to utilize him/her. You will explain what type of activities you want it to accomplish and why you chose the different pieces of tack.
- A comprehensive final. Some questions will come from the exams and some will be new questions never seen
- Lab participation
- 3 quizzes in lab

Assessment Activities	Grades Possible
Class Attendance/Participation	Can reduce grade
Class Exam (3)	300
Horse Project	100
Current Event	75
Lab Attendance	Can reduce grade
Lab Participation (12)	240
Lab Quizzes (3)	240
Final	150
Total	1105

Final grade calculation: Grades will be assigned based on the standard grading format below.

Range of Points	Final Letter Grade
90%-100%	A
80%- 89%	B
70%-79%	C
60%-69%	D
Below 59%	F

Rules for discussing grades: If you have a question about grades on an assignment or your grade in the class please set up an appointment to discuss your grade. Setting an appointment allows me to be better prepared to discuss your grades and make the meeting more beneficial for both of us. Rather than waiting until the end of the semester, if you have questions about your grades please come and visit with me early in the semester while there is still time to improve before the end of the semester.

Course Policies

Attendance: Attendance will be recorded throughout the semester. Students who have documented absences for University events will be considered excused for the class. Absences for sickness will be considered excused with a doctor's note that covers the day(s) you missed classes. If you miss due to excused University events, you must get with me to make up your assignments before you leave. If you miss an assignment/quiz/exam with an otherwise excused absence, before our next assigned class time, you must make arrangements with me to make up that assignment. For reasons other than excused University events or doctor's notes, these will be considered unexcused absences. **For every 5 unexcused absences**, there will result in a reduction of a letter grade. Absences due to family emergencies will be evaluated on an individual basis.

Tardiness: I know that circumstances beyond your control can happen, so I will not take tardiness into account for your grade. *However*, 10 minutes is my limit. If you arrive more than 10 minutes late to class, I will ask you to leave and you will be considered absent for the class period.

Participation: Students are expected to be active participants in class. This includes taking notes, answering questions, and being involved in activities.

In my classroom **rude and inappropriate behavior will not be tolerated**. This class is a learning environment and as such, should be a place where students feel comfortable asking questions without being ridiculed. Students who continue these behaviors will be asked to leave and will forfeit any classroom grades/assignments/etc that will be missed. Additional information can be found in the [ACU student handbook](#).

Assignments received late will be assessed a penalty, the severity of which will depend on the degree to which the assignment is late. Typically, 10% of the total possible grade will be deducted for each day the assignment is late (i.e. a 50 point report would be docked 5 pts. per day). After 5 days, no assignment will be accepted.

Technology use: While technology can be a very useful tool for many tasks, it can also be very distracting both to you and to those students around you. Those of you who prefer to take notes on a laptop or tablet are free to do so, however, if it becomes disruptive to the class you will be asked to put it away for the remainder of the class.

University Policies

ADA compliance:

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 our office directly at (325) 674-2667 or email our compliance coordinator, Scott Self, at jss00c@acu.edu.

Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failure to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one's own, and 3) Falsifying information orally or in writing. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of your school, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following [this link](#).

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 or 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](#)

Title IX: As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. When I am not able to keep your information confidential, I will only share it with responsible administrators on campus who can provide you with services and resources. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence, or stalking that you report to me. If you would prefer to share information in a confidential setting, I encourage you to speak with someone in the [ACU Counseling Center](#). All of your options are available for review by clicking on the link to ACU's [policy](#).

FERPA: "The Family Educational Rights and Privacy Act" affords the student certain rights concerning student records." Refer to the ACU course catalog for a more thorough discussion.

Calendar

Below is a tentative calendar of topics and testing schedule for this class

Lecture Calendar

Date	Week	Topic	Quizzes and Exams
8/29/22	1	Introduction/ Parts of the saddle and bridle	
9/5/22	2	Intro to Horse Anatomy	
9/12/22	3	Breeds	
9/19/22	4	Colors, Patterns, and Markings	
9/26/22	5	Behaviors	Exam 1
10/3/22	6	Equitation	
10/10/22	7	Gaits and Leads/Anatomy	
10/17/22	8	Anatomy and Conformation, Hoof Diseases	
10/24/22	9	Hoof care	Exam 2
10/31/22	10	Horse Diseases	
11/7/22	11	Horse Health Management	
11/14/22	12	Management Practices	
11/21/22	13	Exam/Thanksgiving Break	Exam 3
11/28/22	14	Reproduction	
12/5/22	15	Nutrition	
	Finals	Final Exam Friday (12/16) 10:00 – 11:45am	

Lab

The lab will only meet from Week 1 (8/29/22) to Week 14 (11/28/22).
There will be no labs during the week before finals

Dress code: Due to the activities involved with lab you are expected to wear closed toed shoes (boots recommended) and long pants to lab. You will be working outside for each lab so please dress accordingly, cap, coats and gloves are highly recommended during cool weather. **Do Not Wear Sandals. You Will Be Sent Home.**

Technology use: Texting or calling during lab is not allowed. During lab, you will be riding, and it is very dangerous to be texting and calling during this time. You can take pictures during lab as long as it does not distract from the lab.

Grading: To be successful in this class, you need to actively participate both in the lecture and lab. Points will be assigned for participation in the lab. Quizzes will also be given during the lab. Attendance is part of your lab grade. After the 1st unexcused absence, 5% will be deducted from your final grade.

LEGAL REGARD:

CIVIL PRACTICE AND REMEDIES CODE TITLE 4. LIABILITY IN TORT
CHAPTER 87. LIABILITY ARISING FROM FARM ANIMAL
ACTIVITIES OR LIVESTOCK SHOWS

“UNDER TEXAS LAW (CHAPTER [87](#), CIVIL PRACTICE AND REMEDIES CODE), A FARM ANIMAL PROFESSIONAL OR FARM OWNER OR LESSEE IS NOT LIABLE FOR AN INJURY TO OR THE DEATH OF A PARTICIPANT IN FARM ANIMAL ACTIVITIES, INCLUDING AN EMPLOYEE OR INDEPENDENT CONTRACTOR, RESULTING FROM THE INHERENT RISKS OF FARM ANIMAL ACTIVITIES..”

CIVIL PRACTICE AND REMEDIES CODE
TITLE 4. LIABILITY IN TORT
CHAPTER 75A. LIMITED LIABILITY FOR AGRITOURISM ACTIVITIES

“UNDER TEXAS LAW, AN AGRITOURISM ENTITY IS NOT LIABLE FOR ANY INJURY TO OR DEATH OF AN AGRITOURISM PARTICIPANT RESULTING FROM AN AGRITOURISM ACTIVITY

Rhoden Farm

Address: 352 County Road 153 Abilene, TX 79601

Directions:

[https://www.google.com/maps/dir/Abilene+Christian+University,+Campus+Court,+Abilene,+TX/352+Co+Rd+153,+Abilene,+TX+79601/@32.5062775,-99.6953183,13z/am=t/data=!4m13!4m12!1m5!1m1!1s0x865691ceda68f989:0x3b6a74b2bc08b96b!2m2!1d-](https://www.google.com/maps/dir/Abilene+Christian+University,+Campus+Court,+Abilene,+TX/352+Co+Rd+153,+Abilene,+TX+79601/@32.5062775,-99.6953183,13z/am=t/data=!4m13!4m12!1m5!1m1!1s0x865691ceda68f989:0x3b6a74b2bc08b96b!2m2!1d-99.708098!2d32.469732!1m5!1m1!1s0x865699c3bf90c1f1:0x7c04d9a4fdbb2032!2m2!1d-99.6092771!2d32.5466134)

[99.6953183,13z/am=t/data=!4m13!4m12!1m5!1m1!1s0x865691ceda68f989:0x3b6a74b2bc08b96b!2m2!1d-](https://www.google.com/maps/dir/Abilene+Christian+University,+Campus+Court,+Abilene,+TX/352+Co+Rd+153,+Abilene,+TX+79601/@32.5062775,-99.6953183,13z/am=t/data=!4m13!4m12!1m5!1m1!1s0x865691ceda68f989:0x3b6a74b2bc08b96b!2m2!1d-99.708098!2d32.469732!1m5!1m1!1s0x865699c3bf90c1f1:0x7c04d9a4fdbb2032!2m2!1d-99.6092771!2d32.5466134)

[2bc08b96b!2m2!1d-](https://www.google.com/maps/dir/Abilene+Christian+University,+Campus+Court,+Abilene,+TX/352+Co+Rd+153,+Abilene,+TX+79601/@32.5062775,-99.6953183,13z/am=t/data=!4m13!4m12!1m5!1m1!1s0x865691ceda68f989:0x3b6a74b2bc08b96b!2m2!1d-99.708098!2d32.469732!1m5!1m1!1s0x865699c3bf90c1f1:0x7c04d9a4fdbb2032!2m2!1d-99.6092771!2d32.5466134)

[99.708098!2d32.469732!1m5!1m1!1s0x865699c3bf90c1f1:0x7c04d9a4fdbb2032!2m2!1d-](https://www.google.com/maps/dir/Abilene+Christian+University,+Campus+Court,+Abilene,+TX/352+Co+Rd+153,+Abilene,+TX+79601/@32.5062775,-99.6953183,13z/am=t/data=!4m13!4m12!1m5!1m1!1s0x865691ceda68f989:0x3b6a74b2bc08b96b!2m2!1d-99.708098!2d32.469732!1m5!1m1!1s0x865699c3bf90c1f1:0x7c04d9a4fdbb2032!2m2!1d-99.6092771!2d32.5466134)

[99.6092771!2d32.5466134](https://www.google.com/maps/dir/Abilene+Christian+University,+Campus+Court,+Abilene,+TX/352+Co+Rd+153,+Abilene,+TX+79601/@32.5062775,-99.6953183,13z/am=t/data=!4m13!4m12!1m5!1m1!1s0x865691ceda68f989:0x3b6a74b2bc08b96b!2m2!1d-99.708098!2d32.469732!1m5!1m1!1s0x865699c3bf90c1f1:0x7c04d9a4fdbb2032!2m2!1d-99.6092771!2d32.5466134)



Abilene Christian University

1600 Campus Ct, Abilene, TX 79601

1. Head east on E North 16th St 0.4 mi
 2. Turn left onto N Judge Ely Blvd 0.7 mi
 3. Turn right onto E Ambler Ave 0.4 mi
 4. Continue onto TX-351 E 5.3 mi
 5. Turn left onto Co Rd 309 1.4 mi
 6. Turn right onto Co Rd 308 1.2 mi
 7. Turn right onto Co Rd 153 0.2 mi
- Destination will be on the left