Abilene Approval Chart for Curriculum Changes

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

Course Number GEOL 111 or Degree Plan(s) _____

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

This request is to add GEOL 111, Introduction to Geology, to the Life and Physical Sciences Menu

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 *or* 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./School[1]	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.

Revised 8-29-22

Department/School Chair(s)	
	9/6/2022
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:	GEOL 111 - Introduction to Geology
Terms offered:	On Demand
Catalog description:	Study of the physical processes involved in earth's development. Identification of minerals and rocks, and introduction to plate tectonics and structural features of the earth.
Course prerequisites:	None
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	N/A
Other general education menus on which the course appears or you are applying for:	N/A

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?
   _X_ Yes ___ No

   If yes, continue to 2. If no, please explain how this course meets the description of life or physical sciences above. Applications for courses originating in other disciplines will be considered.

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

   If no, continue to 3. If yes, please explain why an exception should be made to include this course in the Life and Physical Sciences menu.

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).

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).

In this course, students learn the basics of the scientific method. This involves learning how data are generated, analyzed, and reported. Once students have a basic understanding of scientific data, they learn how to draw general conclusions from and about research.

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

Students are exposed to many tables and diagrams in this course. They are asked to interpret and make inferences from these tables and diagrams.

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

In this course, students are taught that science is a tool for understanding the natural world. Scientific data and conclusions are never 'set in stone,' but are ever-evolving as more information is gained. Therefore, students learn that science is a constant process of integrating new information into their existing knowledge.

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	Final comprehensive exam
Outcome C3	Final comprehensive exam
Outcome C4	Final comprehensive 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.

Abilene Christian University
Department of Chemistry
GEOL 111.W1 – Introduction to Geology
3 credit hours
Meeting Time: Online
Meeting Place: Online

Fall 2022

Instructor: Zachary Hoover, PhD
E-mail: zlh99a@acu.edu

Emails are always welcome and will generally be answered the same day.

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

College of Arts & Sciences Mission Statement: The mission of the College of Arts and Sciences is 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.

Recommended text (not required): Lutgens, F.K. & Tarbuck, E.J. (2015). *Essentials of geology*. 12th Ed. Boston: Pearson. ISBN: 9780321947734.

Synopsis, Anticipated Outcomes, and Competency Measures: Outcomes of this course include:

1. Understanding types of matter including minerals and their composition
2. Rock classification and methods of formation
3. Knowledge of geologic formations
4. Understanding the structure of Earth's interior
5. The theory and evidence of plate tectonics
6. Geologic time and evolution

Course Schedule: (all course components/instructions provided in Canvas)

Week		Activity
August	29	Introductions Discussion / Module 0: Orientation to Canvas Module 1: An Introduction to Geology
September	5	Module 2: Plate Tectonics: A Scientific Revolution Unfolds
	12	Module 3: Matter and Minerals
	19	Module 4: Igneous Rocks and Intrusive Activity Module 5: Volcanoes and Volcanic Hazards **Assignment 1 Due**
	26	**Exam 1 (Modules 1-5)** Module 6: Weathering and Soils
October	3	Module 7: Sedimentary Rocks
	10	Module 8: Metamorphism and Metamorphic Rocks Module 9: Earthquakes and Earth's Interior
	17	Module 10: Origin and Evolution of the Ocean Floor **Exam 2 (Modules 6-10)**
	24	Module 11: Crustal Deformation and Mountain Building Module 12: Mass Wasting: The Work of Gravity
	31	Module 13: Running Water Module 14: Groundwater
November	7	Module 15: Glaciers and Glaciation **Exam 3 (Modules 11-15)**
	14	Module 16: Deserts and Wind Module 17: Shorelines
	21	Module 18: Geologic Time
	28	Module 19: Earth's Evolution Through Geologic Time
December	5	Module 20: Global Climate Change **Assignment 2 Due**
	12	**Final Exam (Comprehensive), To be completed by December 16th, 11:59 p.m.**

Assessments and Grading:

Assessment	% of grade
Quizzes	20
Exam 1	15
Exam 2	15
Exam 3	15
Final exam	25
Assignments	5
Participation	5

Quizzes: There will be 21 quizzes over the course of the semester. The first quiz will cover Module 0 (Orientation to Canvas). The following 20 quizzes, one for each lecture module, will be available on the week listed in the syllabus. Each of these 20 quizzes will consist of 10 questions, and will have a 10-minute time limit. I will drop your three lowest quiz scores.
Please note the due date for each quiz. Quizzes cannot be taken late.

Participation: Participation will be evaluated based on responses to graded discussions over the course of the term. Additionally, there is a very easy one-question quiz over the Respondus Lockdown Browser which contributes to your participation grade.
Please note the due date for each component. Components cannot be submitted late.

Assignments: There will be two outside-of-Canvas assignments. Topics and requirements will be announced on Canvas. These will be relatively small assignments, likely taking less than two hours to complete.
Please note the due date for each assignment. Assignments will not be accepted late.

Exams: There will be three exams and one comprehensive final. You are required to use Respondus Lockdown Browser with webcam monitoring for all exams. *Webcam monitoring requires a PC or Mac, iPads and Chromebooks will not work*. Exams 1-3 will contain approximately 50 questions, and will have a one-hour time limit. The final exam will be comprehensive, and will contain approximately 100 questions with a two-hour time limit.
Please keep in mind that I can hear and see everything you do while taking your exams. Cheating students will receive a zero for their exam grade and may be dropped from the class. Students must take exams on a computer with a working webcam and microphone (not an iPad).
Please note the due date for each exam. Exams cannot be taken late.

A successful student in this course will:

- Check Canvas regularly be mindful of due dates.
- Participate in discussions.
- Carefully review lecture powerpoints and ask questions when the material is unclear.
- Be familiar with the syllabus and class expectations.
- Know the date of the upcoming exam and prepare for it in advance.
- Understand that exam questions can be taken from anything that is said in discussions or in the lecture powerpoints.
- Study the lecture powerpoints.
- If, after reading and studying, you do not understand any topic discussed, please feel free to contact me via email or through Canvas discussions/chat.

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 [the Alpha Scholars Program] office directly at (325) 674-2667."

Academic Integrity and Honesty Policy: All forms of academic dishonesty will not be tolerated. For a full explanation of the definitions of academic dishonesty and of consequences of academic integrity violations, see
http://www.acu.edu/academics/provost/documents/AcademicIntegrityPolicy.pdf

Rationale for Policy
The most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. As a community of Christian students and scholars, we are each responsible to expect behaviors from each other consistent with the nature of God, to respect the community, and to respect ourselves.

Expectations of academic honesty and integrity extend to both university employees and students. Every member of the community is responsible for protecting the integrity of learning, scholarship, and research. Being responsible requires action against violations in spite of peer pressure, loyalty, or compassion. Individuals must take responsibility for their own conduct and discourage misconduct by others.

Definition of Academic Integrity
Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes but is not

limited to reading assignments, homework assignments, assessments, examinations and tests, attendance at required out-of-class activities, written or oral presentations, and laboratory experiments and research.

Violations of academic integrity and other forms of cheating involve the intention to deceive or mislead or misrepresent and therefore, are a form of lying. Specific examples of academic dishonesty in this course include, but are not limited to, the following:

- Submitting for credit, in whole or in part, the work of others.
- Receiving, giving, or using unauthorized aid on an examination.
- Failure to give credit to sources used in a work in an attempt to present the work as one's own.
- Submission of paper(s) or project(s) obtained from any source, such as a friend, research service, or club paper file, as one's own.
- Allowing other members of a group to provide a disproportionate fraction of a required group project or activity.
- Claiming credit for an attendance or service activity without attending or performing the activity.
- Written or oral presentation of falsified materials and facts, including but not limited to the results of interviews, laboratory experiments, and field-based research.

Consequences of Breach

Academic dishonesty may result in, but is not limited to, the following:

- A first offense will result in a grade reduction (lowering the grade on the assignment in which academic dishonesty occurred and/or assigning an F for the final course grade).
- Should you be permitted to remain in the class after being found in violation of the academic integrity policy, you may also be required to retake the exam or an alternate exam, resubmit the course work, or complete an alternate assignment. Any such makeup work may be graded independently or averaged with the penalized grade for the original dishonest work. Failure to comply with such requirements constitutes a second violation.
- A second violation in a class will result in an automatic F in the course.
- All instances of academic dishonesty will be reported to Dean of the College of Arts and Sciences and the Dean of Students in the Student Life Office.

Appeal Process

If you would like to appeal a decision, then please follow this link to learn about how to file an appeal:
http://www.acu.edu/campusoffices/studentlife/judicialDocuments/AcademicIntegrityPolicy.pdf