

Approval Chart for Curriculum Changes

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

Course Number GLST 120 or Degree Plan(s) _____

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

Application to Gen Ed menu: Arts and Humanities.

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	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A				A	I
6.	Course number within the hundred	A	A	I	I				I	I
7.	Course number beyond the hundred	A	A	A	A				A	I
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	I
11.	Cross list with another department: U or G level	A	A	A	A				A	I
12.	Department of record	A	A	A	A				A	I
13.	Open or close a course	A	A	A	A				A	I
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	I

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 — Add 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

Approval Chart for Curriculum Changes

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COUNCIL³

	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

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.

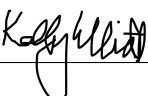
⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

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 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
	09/14/2022
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

General Education Council	
Chair's signature	Approval date

Undergraduate Academic Council	
Chair's signature	Approval date

Graduate Council	
Chair's signature	Approval date

Provost	
Signature	Approval date

Faculty	
Chair of faculty senate	Approval date

President	
Signature	Approval date

Application for Arts and Humanities 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).

Arts and Humanities Description

Courses within this domain will expose students to other cultures, time periods, and points of view through a wide variety of media. Emphasis will be placed on understanding the human condition, relevance and aesthetics of rhetorical claims, interrogating one's own personal worldviews, and drawing conclusions from analysis of artifacts.

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. See the last page of this document for explanation of disciplines that will be considered for the menu.

Subject code, course number, and title of course:	GLST 120 Introduction to Global Issues
Terms offered:	Fall or Spring
Catalog description:	Explores the nature of the contemporary world, with attention to key features and implications of globalization, as well as attention to major issues impacting global society in the twenty-first century.
Course prerequisites:	-
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	-

Other general education menus on which the course appears or you are applying for:	Cultural Literacy
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Description of Menu Fit

Please describe how your class fits into the Social and Behavioral Sciences Menu (200 words or less).

GLST 120 fulfills requirements for the A&H Menu both in terms of Knowledge (competent discourse in global, historical, and cultural experiences of diverse populations) and in terms of SKILLS (critical thinking, reading, and writing). In terms of the former, students will gain a multi-dimensional understanding of the nature and implications of globalization in the late 20th and 21st centuries. Beneath this wider umbrella category, students consider such phenomena as economic pressures facing women in the 21st century, pressures that spur patterns of worldwide migration. Readings on best practices in Christian study abroad pedagogy will make the conceptual more concrete. In terms of skill development, students will read a variety of historical and ideological texts, critically evaluating the rhetorical claims that the writers make. Through written products – e.g., an essay on Migrating Women – students weigh and evaluate evidence in order to make a reasoned argument. Please note that this course falls into the category of “Selected Interdisciplinary Studies” listed under “Disciplines to Consider,” below.

Prerequisites

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).

No prerequisite. This course provides a 100-level introduction to the discipline of Global Studies.

Relevant Outcomes

- A2: Listen to, understand, and critically evaluate rhetorical claims.
- B1: Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.
- B2: Understand the interconnectedness of the human experience with a posture of humility while celebrating difference.
- B3: Interrogate one’s internal and external views and values for greater self-awareness.
- C2: Analyze quantitative data, published writing, or observable phenomena to draw informed conclusions.

Describe how the course meets the A2 outcome (100 words or less).

A2. Listen to, understand, and critically evaluate rhetorical claims.

In a **series of discussion posts**, students critically analyze rhetorical claims from a variety of primary sources. E.g., *Evaluate how sociocultural location informs perspectives on female head coverings: Contrasting views from the UK and Afghanistan.*

Describe how the course meets at least one or more of the following outcomes: B1, B2, B3 (200 words or less).

Either/or/both

B2: Understand the interconnectedness of the human experience with a posture of humility while celebrating difference.

Example: In an essay on *Structural Factors of Global Migration*, explain the overlap between factors of push, pull, and aspiration that drive migration, reflecting on the common factors that operate universally, independent of historical and cultural context.

B3: Interrogate ones internal and external views and values for greater self-awareness.

Example: Based on your reading of one of the assigned chapters from Morgan and Smedley Toms, *Transformations at the Edge of the World*, reflect on the essential role of cultural humility or ethnorelativity for deep global learning. How have the author's proposal(s) challenged you? Which proposals challenge you to shift your habitual views or praxis? Which proposals give you pause, and why?

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

C2: Analyze quantitative data, published writing, or observable phenomena to draw informed conclusions.

Example: To give historical context to the study of human migrations, assess a variety of statistics from the SlaveVoyages online database. As assigned, collect and collate numbers for a variety of categories. Account for those shifting numbers, aided by historical and social science readings that treat the Trans-Atlantic Slave Trade. Then reflect on what such statistics can show, but also what they can fail to explain.

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 A2	In a series of discussion posts , students critically analyze rhetorical claims from a variety of primary sources. E.g., <i>Evaluate how sociocultural locations shapes perspectives on female head coverings: Contrasting views from the UK and Afghanistan.</i>
Outcome B2	Example: In an essay on <i>Structural Factors of Global Migration</i> , explain the overlap between factors of push, pull, and human

	aspiration that drive migration, reflecting on those factors that operate universally, independent of historical and cultural context.
OR	OR
Outcome B3	Example: Based on your reading of one of the assigned chapters from Morgan and Smedley Toms, <i>Transformations at the Edge of the World</i> , reflect on the essential role of cultural humility or ethnorelativity for deep global learning.
Outcome C2	Example: To give historical context to the study of human migrations, assess a variety of statistics from the SlaveVoyages online database. As assigned, collect and collate numbers for a variety of categories. Account for those shifting numbers, aided by historical and social science readings that treat the Trans-Atlantic Slave Trade. Then reflect on what such statistics can show, but also what they can fail to explain.

Please use the following rubric to perform assessment each year.

Student Learning Outcome A2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Evaluate rhetorical claims	Fails to demonstrate understanding or recognition of rhetorical claims.	Demonstrates effective understanding of and ability to critique rhetorical claims.	Demonstrates keen analytical abilities and attention to detail in understanding and evaluating rhetorical claims.

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 B (evaluate the one or more selected above)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations (B1)	Little to no engagement in discourse in global, historical, and cultural experiences of diverse populations.	Effectively presents the capacity to engage in discourse in global, historical, and cultural experiences of diverse populations.	Excellently presents the capacity to engage in discourse in global, historical, and cultural experiences of diverse populations.

Understand the interconnectedness of the human experience with a posture of humility while celebrating difference (B2)	Little to no demonstration of understanding or humility in relation to the human experience and diversity.	Effective demonstration of understanding or humility in relation to the human experience and diversity.	Exemplary demonstration of understanding or humility in relation to the human experience and diversity.
Interrogate one's internal and external views and values for greater self-awareness (B3)	Little to no interrogation of personal views and little to no movement toward self-awareness.	Effective interrogation of personal views with some attention to self-awareness.	Exemplary interrogation of personal views with an eye toward self-awareness.

Disciplines to Consider

Proposed courses should fit commonly accepted practices across disciplines. As an external indicator of what constitutes Humanities disciplines, we have consulted the American Academy of Arts and Sciences definition, which lists the following disciplines as humanities:

- Art and music history, musicology, and the academic study of drama and cinema
- American Studies and Area Studies (e.g., Latin American Studies, Africana Studies, etc.)
- Archeology
- Communication, including media studies, but not professionalization-oriented coursework
- Cultural, Ethnic, & Gender Studies: Programs studying from an interdisciplinary perspective race, ethnic, gender, or cultural groups, such as Black studies, Hispanic studies, women's studies, gender studies.
- English Language and Literature: English, American, and Anglophone literature; general literature programs; creative writing; speech and rhetoric (does not include technical and business writing programs).
- History
- Languages & Literatures Other than English: Modern languages and literature; linguistics; classics and ancient languages; comparative literature.
- Jurisprudence: Includes philosophy of law.
- Philosophy
- Religion: Programs in the comparative, nonsectarian study of religion; studies of particular religions; history of religion; does not include programs in theology or ministry.
- Selected Interdisciplinary Studies: General humanities programs; programs in the study of a particular historical period (e.g., medieval and Renaissance studies, classical and ancient studies, holocaust studies, etc.).

The criteria team anticipates some overlap with other menus, particularly cultural literacy.

In ACU's specific institutional context, the council recognizes religion as a humanities discipline but will not consider Bible courses for the Arts and Humanities menu because of the number of hours reserved in the Bible and Theology menu for these courses in the general education requirements.

Resources:

- [American Academy of Arts & Sciences — Scope of the Humanities](#)
- [4Humanities — Five Definitions of the Humanities](#)
- [Cambridge University Press — What Are the Humanities For?](#)

GLST 120: Introduction to Global Studies
Prof. Ronald J. Morgan – Spring 2015

Contacting Dr. Morgan

Email: rxm03c@acu.edu

Office: Ad Building 324

History Dept. Phone: 674-2370

Course Times and Places

MWF 1:00-1:50

Ad Building 310

Office Hours: by appointment

ACU Catalog Description

GLST120: Explores the nature of the contemporary world, with attention to key features and implications of globalization, as well as attention to major issues impacting global society in the twenty-first century. May be used to satisfy University Requirement.

Course Description

Those who pursue the emerging academic field of Global Studies do so because they are interested in connections, interactions, and interdependencies; they also desire to understand issues from multiple perspectives. This course provides an introduction to Global Studies, an area of analysis located at the intersection of the social sciences, natural sciences, and the humanities. Employing tools and insights from geography, economics, political science, environmental studies, and history, to name a few, we will raise questions about the nature of the contemporary world.

Among other things, Global Studies scholars want to make sense of the phenomenon known as “globalization.” In that regard, they ask questions of an historical nature: Is globalization an utterly new thing, or is it simply another stage in a long historical process? Is globalization an utterly good thing, a negative thing, or a mixed blessing? In order to answer such a question, one must first problematize “globalization,” recognizing the complexity of a set of processes that are economic, ecological, political, technological, and cultural in nature. In this course, therefore, we explore globalization in its various dimensions.

The student who successfully completes this course will be able to demonstrate an understanding of major themes and issues that result from global interactions. He or she will also be conversant with the scholarly literature and debates about the nature of “globalization.”

Required Readings

Robert M. Jackson, ed. *Annual Editions: Global Issues 13/14*. 29th ed. New York: McGraw-Hill, 2014. ISBN-10: 0078135982; ISBN-13: 978-0078135989.

Manfred Steger, *Globalization: A Very Short Introduction*. 2nd ed. New York: Oxford University Press, 2009. ISBN: 978-0-19-955226-6.

Binebine, Mahi. *Welcome to Paradise*. Tin House Books, 2012. ISBN-10: 9781935639275. ISBN-13: 978-1935639275

Transformations at the Edge of the World: Forming Global Christians through the Study Abroad Experience. Co-edited with Cynthia Toms Smedley. Abilene: ACU Press, 2010.

Earning the Grade

A student's *final grade* reflects his/her innate intellectual abilities, skill development, mastery of subject matter, and work ethic. In this course, final letter grade is calculated based on the following scale: A=90-100, B=80-89.99, C=70-79.99, D=65-69.99; F reflects a course average below 65%.

- I. Participation (40%)
 - A. Verbal contributions to the learning community in classroom discussion (10%).
 - B. Quizzes & reflective Discussion Posts based on assigned readings (20%).
 - C. Participant-observer reflection on cross-cultural event (10%).
- II. Midterm exam (15%)
- III. Essay: "Migrating Women" (15%). Details TBA.
- IV. Essay: "Global Migration: Structural Factors" (15%). Details TBA.
- V. Final Essay: Cultural humility for Global Learning (15%). Based on your reading of an assigned chapters from Morgan and Smedley Toms, *Transformations at the Edge of the World*, reflect on the essential role of cultural humility for deep global learning.

Arts-Humanities Menu: Learning outcomes and measures

Learning Outcomes (Area to be Assessed)	Measures (Assessment Artifact)
Outcome A2	In a series of discussion posts, students critically analyze rhetorical claims from a variety of primary sources.
Outcome B2	Example: In an essay on <i>Structural Factors of Global Migration</i> , explain the overlap between factors of push, pull, and human aspiration that drive migration, reflecting on those factors that operate universally, independent of historical and cultural context. Midterm Exam on Globalization and Interconnectedness
OR	
Outcome B3	Example: Based on your reading of one of the assigned chapters from Morgan and Smedley Toms, <i>Transformations at the Edge of the World</i> , reflect on the essential role of cultural humility or ethnorelativity for deep global learning. OR Participant-observer reflection on attendance of an approved cross-cultural event (10%)
Outcome C2	Example: To give historical context to the study of human migrations, assess a variety of statistics from the SlaveVoyages online database. As assigned, collect and collate numbers for a variety of categories. Account for those shifting numbers, aided by historical and social science readings that treat the Trans-Atlantic Slave Trade. Then reflect on what such statistics can show, but also what they can fail to explain.

General Course Calendar

Note: Assignment in right column is due on the corresponding date in the left column; accompanying symbols indicate when they are due. Dr. Morgan will periodically post additional readings in Canvas, accessible at acu.instructure.com. All quizzes, written responses to readings, and stages of tutorial work should be posted in the Canvas space.

Key to abbreviations on the calendar:

Jackson = *Annual Editions: Global Issues 13/14*

* Listed quiz or posted writing assignment due by midnight on this date

Φ Listed quiz or posted writing assignment due by 12:00 noon on this date

€ Listed assignment due by 5 p.m. on this date

This color highlights any activity or due date that falls on non-classroom days.

Date	Topic	Assignment
M 12 Jan	Introduction: A Christ-shaped Vocation to Global Studies	
W 14 Jan	Globalization as contested concept Discuss Poster Guidelines	Steger, Ch.1 Post: Contesting globalizationΦ
F 16 Jan	TBA	Steger, Ch.2
M 19 Jan	MLK Day – No classes	Quiz on Steger Ch.2*
W 21 Jan	Globalization: Economic Dimensions	Read Steger Ch.3 & complete quizΦ
M 26 Jan	Globalization: Political Dimensions	Steger Ch.4 & quizΦ
W 28 Jan	Economics, Ethics, and Law: When American companies move the jobs abroad	Steger 98-113; Jackson TBA
M 2 Feb	Economic Dimensions (cont'd) (Ted: Leslie T. Chang)	Heuertz & Pohl (excerpt TBA); Jackson TBA
W 4 Feb	Film: The global culture of work	
M 09 Feb	Globalization: Cultural Dimensions	Steger Ch.5 & quizΦ
W 11 Feb	Berlin Fang, Censorship in China	Essay: “Migrating Women” <i>NY Times</i> article (TBA)
M 16 Feb	Globalization: Environmental Dimensions	Steger Ch.6 & quizΦ
W 18 Feb	Environmental challenges (cont'd)	Team reading assignment in Canvas
F 20 Feb		
M 23 Feb	“Clash of Civilizations”	Huntington essay; Steger (2 nd ed. 121-35; 3 rd ed. 125-30); Jackson (article 31) + QuizΦ
W 25 Feb	Market & Justice Globalisms	Steger (3rd ed.) Ch.7
R 26 Feb	<u>Optional</u> : Livermore talk on Cultural intelligence (4-4:50 in Bible 114)	
Su 1 Mar		<u>Extra credit</u> : Post reflection on Livermore talk (by Sunday, midnight)*
M 2 Mar	Guest Speaker: Dan McVey	
W 4 Mar	Guest Speaker: The Work culture in Mexico	
9-13 Mar	<i>Spring Break</i>	
M 16 Mar	Team Work: Finalize Poster Projects	
W 18 Mar	Globalization Midterm Exam	

M 23 Mar	Global Christians: Introduction	Read/Post: <i>Transformations</i> (15-46)Φ
W 25 Mar	Global Christians: Pilgrim postures	Read/Post: <i>Transformations</i> Ch.2Φ
T 31 Mar	Undergrad Research Festival)	
W 1 Apr	Guest: Susanna Lubanga (global refugees)	
M 6 Apr	Global Christians: Engaging Otherness	Read/Post: <i>Transformations</i> Ch.8Φ
W 8 Apr	Global Christians: Engaging the Muslim “Other”	Read/Post: <i>Transformations</i> Ch.9Φ
M 13 Apr	Global Christians: Learning from the Slum-dweller “Other”	Read/Post: <i>Transformations</i> Ch.10Φ
W 15 Apr	Global Christians: Cultural understanding & empathy	Read/Post: <i>Transformations</i> Ch.7Φ

M 20 Apr	Discuss Essay	Cultural humility for Global Learning
W 22 Apr	Discuss <i>Welcome to Paradise</i>	Post: Summarize readings for today’s discussion
M 27 Apr	Discuss <i>Welcome to Paradise</i>	
W 29 Apr	Push & Pull in Global Migration	Presentation: “Global Migration: Structural Factors”
R 9 May	Final Presentations	Participant-observation of a cross-cultural event.

General Policies

Attendance policy: Attendance will affect the student’s final course average as follows: 0 absences = +2%; 1 = +1%; 2-3 = no impact; 4 = -1%; 5=-3.5%; 6=-7.5%; 7=-12%; 8=-15%; 9-10=-20; >10 = fail the course. (Note: I do not distinguish between “excused” and “unexcused” absences; any and all misses are included in one’s attendance record. Also, 3 late arrivals will be counted as an absence; after that, each two subsequent late arrivals will count as a miss.)

Late Work: Unless I approve an extension prior to an assignment’s due date, a late project will be penalized 5% for the first day and 2.5% per day for each additional day *up to one week*. After that, the assignment, if completed to a satisfactory standard, will receive either a D (68%, 7-14 days late) or an F (55%, more than 14 days).

Missing quizzes or exams: The purpose of periodic online quizzes is to reward daily reading, as well as to help the student understand concepts being developed in the course. Each online quiz will cover the assigned reading.

Note: I will drop the lowest of quiz score; if you miss one, I simply drop that score. There are no make-ups for quizzes.

Regarding the midterm exam, one may request a make-up for the following *excusable* reasons: (1) Absence on exam day due to participation in an official ACU-related activity; you must request a make-up exam **in advance of the date**; (2) Illness or family crisis; you may bring written medical (or otherwise appropriate) proof and arrange to make up the exam within one week of the original exam date. **Be on notice!** No make-up is offered for reasons of personal preference (travel, non-emergency medical, etc. – Before you arrange such things, check the syllabus to avoid exam dates).

If you **miss an exam** for an unexcused reason, you will receive a grade of zero. If for one of the above excusable reasons, be sure to document the reason, preferably before the exam date.

Academic Integrity: It is expected that all students will adhere to the University's Academic Integrity Policy. Violations will be addressed as described in the Policy. While the University enforces the Policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in their life. Every member of the faculty, staff, and student body is responsible for protecting the integrity of learning, scholarship, and research. The full policy is available for review at the Provost's office web site (www.acu.edu/campusoffices/provost) and these offices: Provost, college deans, dean of campus life, director of student judicial affairs, director of residential life, and academic departments. **Consequences for violations** include a score of 0 on the assignment in question and immediate referral to the Dean of Students. A second violation will result in the student being dropped from the course with a grade of F.

Special Needs Policy

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 office directly at (325) 674-2667.

ACU is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am required by law to provide “reasonable accommodation” to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

Technology policy

Please set cell phones to “silent” during class; do not consult phones for text messages. Students may find laptops or ipads useful for in-class work. I expect such technology to serve *exclusively* our classroom purposes – no facebook or other surfing, please. Students who violate this policy will be advised after class and counted absent for that class period. *Under no circumstances may class sessions be audio or video recorded without the express written consent of the professor.*

Contacting Dr. Morgan

To visit with me about the course, an assignment, or life in general, speak to me in class or send me an email. I do not keep specific office hours, but am always available on fairly short notice.