

Application for a New Course v9

Course ID <i>Subject and Number</i>	(HIST 408) Mesopotamia: Cradle of Civilization
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Dr. Mark Cullum
2	Course Teacher	Dr. Mark Cullum or other department peers as needed
3	Course Title	Mesopotamia: Cradle of Civilization
4	Course Abbreviation (if title is over 30 characters)	Mesopotamian Civilization
5	College	Arts & Sciences
6	Department	History
7	Number of Credit Hours	3
8	Is the course Fixed Credit or Variable Credit?	Fixed
9	Is the course repeatable?	No
10	Maximum number of times course may be repeated	
11	Maximum number of hours credit	3
12	Explanation for variable credit	
13a	Course contact hours - LEC	3
13b	Course contact hours - Lab	
13c	Course contact hours - Practicum	
13d	Course contact hours - Seminar	
13e	Course contact hours - Studio	
13f	Course contact hours - Online	3
13g	Course contact hours - Colloquium	
13h	Course contact hours - Field Experience	
13j	Course contact hours - Internship	
13k	Course contact hours - Research	
13m	Course contact hours - Workshop	
13n	Course contact hours - Other (specify)	
14	Instructor Workload	3
15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	30
17	Catalog Description (50 words or less)	Survey of cultural, economic, political, and military developments in the ancient Near East down to the Persian Empire

18	List any prerequisites (course/s, test scores, class standing, major, etc.)	None
19	List any co-requisites	None
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	No
21	Does this course have any special student costs? Yes/No <i>Attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	No
22	How often will it be offered? Fall	
23a	How often will it be offered? Spring	Biennially
23b	How often will it be offered? Summer	On demand
23c	How often will it be offered? Fall	
24	Frequency?	Odd years.
25	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Spring 2015
26	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	We wish to delete HIST 411 (last taught spring 2012) and 412 (last taught fall 2012) from the catalog.
27	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	This is not required for any degree, but fulfills upper-level "selections" requirements for the following degrees: HIST, HSTT, HSST
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i>	Yes – as Sp. Top. Ancient Near East Civilization, with 11 students in spring 2013 and 11 students in spring 2011
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	None.

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	For students in HSST and HSTT degree plans who are required to take upper-level courses from among European history selections, this course will fulfill that requirement. For HIST majors, this course will fulfill a 3-hour requirement in the category of upper-
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		level non-U.S. history.
2	Justification State the justification for adding this course to the current curriculum. Represent the need	I have been teaching the histories of the Ancient Near East and of Greek civilization as separate courses for a few years; those two subject areas are currently combined in the catalog as one course, HIST 411, which my dept. wishes to remove from the catalog.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	Open to all ACU students.
2	State the overarching course goal(s) in performance terms.	Students completing this course will be able to demonstrate understanding of the development of Mesopotamian civilization as outlined in competencies below.

2. Competencies and Measurements

	Competency	Measurement
1	Demonstrate knowledge and understanding of key features of the ancient Near East	In five written exams, identify and describe key persons, events, concepts, or movements, with analysis of their significance for a deeper understanding of the ancient Near East
2	Analyze causality, continuity and change, and periodization of world history	In five exams, analytical essays require students to compare and contrast developments in this period, distinguish between stages of its history, and argue for how each stage reflects elements of continuity and change from previous periods.
3	Evidence an awareness of how economic activity, technological innovation, political forms, and social ideologies relate to & influence each other	In the class presentations students use specific examples of material culture to show influence of trade, cultural artifacts, power hegemonies, ideological evolution, etc.
4	Evaluate the relative merits of Western Civilization	In presentations, classroom discussions, and exam questions students will engage debates over the rise of western civilization, trade networks, empires, military powers, etc.
5		
6		
7		
8		
9		

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.

William H. Stiebing, Jr., *Ancient Near East History and Culture (Second Ed.)*

ISBN-10: 032142297X | ISBN-13: 978-0321422972

James B. Pritchard, ed., *The Ancient Near East: An Anthology of Texts and Pictures*

ISBN-10: 0691002002; ISBN-13: 978-0691002002

The Epic of Gilgamesh (tr. Benjamin R. Foster)

ISBN-10: 0393975169 | ISBN-13: 978-0393975161 0

Herodotus, *The Histories* (ed. Marincola, tr. Selincourt) (also available on internet)

ISBN-10: 0140449086 | ISBN-13: 978-0140449082 0

2. For **combined undergraduate/graduate** courses, make two lists: NA

IV. Supporting Documentation

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

1	Library — Submit new course application and syllabus to the Director of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the library director's report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Degree Plan — The impact of the course must be reviewed by the Director of Curriculum. Attach degree plan signed by the Director of Curriculum.
4	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
5	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
6	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
7	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
8	Justification — Attach all documents referred to in Section II-2
9	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
10	Provide documentation for all additional attachments here

V. Preliminary Approvals

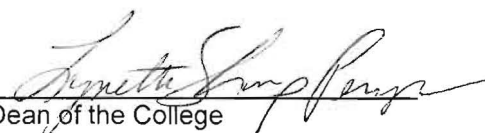
All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Primary Department



Department Chair
2/3/14

Date



Dean of the College
2-21-14

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

VI. Actions Place all actions on one page.

Course ID: HIST 408

Course Title: Mesopotamia: Cradle of Civilization

1. College Academic Council: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved X Denied _____
College Dean or Director [Signature] Date 2-21-14

Approved _____ Denied _____
College Dean or Director _____ Date _____

2. Graduate Council: (for graduate level courses)

Approved _____ Denied _____
Dean of Graduate School _____ Date _____

3. Teacher Education Council: (when applicable)

Approved _____ Denied _____
TEC Chair _____ Date _____

4. University General Education Council: (when applicable)

Approved _____ Denied _____
Provost's designee _____ Date _____

5. University Undergraduate Academic Council: (undergraduate level courses)

Approved _____ Denied _____
Vice Provost _____ Date _____

6. Academic Provost: (for all courses)

Approved _____ Denied _____
Provost _____ Date _____

7. President of the University Action: (for all courses)

Approved _____ Denied _____
President _____ Date _____

Attach notes, comments, or conditions from appropriate councils:

Mesopotamia: Cradle of Civilization

Spring 2013

HIST 408 3 hours credit

MWF 10:00-10:50

AD321

Abilene Christian University

Instructor: Dr. Mark Cullum

Assistant Professor of History

Office: AD 324B

Office Hours: MWF: 3-5; T/Th: 3-4:30 and by appointment

Telephone: (W) 674-2845

(H) 670-9859

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University Mission

Educating students for Christian service and leadership throughout the world.

Departmental Mission The mission of the Department of History is to provide a strong academic program designed to prepare students for Christian service through a knowledge of and appreciation for their own heritage and the heritage of peoples throughout the world.

Audience

This course can be used to fulfill a requirement for an upper level history, upper level social science, or upper level elective credit depending on one's degree plan.

Textbooks

William H. Stiebing, Jr., *Ancient Near East History and Culture (Second Ed.)*

ISBN-10: 032142297X | ISBN-13: 978-0321422972

James B. Pritchard, ed., *The Ancient Near East: An Anthology of Texts and Pictures*

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Herodotus, *The Histories* (ed. Marincola, tr. Selincourt) (also available on internet)

ISBN-10: 0140449086 | ISBN-13: 978-0140449082 0

Other Resources

Other texts will be announced and handouts made available during the semester.

Scripture

Acts 17:26-28 "[God] hath made of one blood all nations of men for to dwell on the face of the earth, and hath determined the times before appointed, and the bounds of their habitation; That should seek the Lord, if haply they might feel after him, and find him, though he be not far from every one of us: For in him we live and move, and have our being; as certain also of your own poets have said, For we are also his offspring."

Catalog Description

HIST 408 Mesopotamia: Cradle of Civilization (3-0-3), spring, odd years. Survey of cultural, economic, political, and military developments in the ancient Near East down to the Persian Empire

Grade Composition

Exams	40 %
Final Exam	20 %
Class Presentation	20 %
Quizzes and Class Participation	20 %

Grade scale

A	92-100
B	84-91
C	76-83
D	68-75
F	0-67

Weekly Topics and Readings

Week One

Mon: Introduction to course

Wed: Archaeology in Mesopotamia

Fri: Prehistory of Mesopotamia

Reading: Stiebing, Chapter One

Week Two

Mon: Dawn of Civilization

Wed: Prehistoric religion

Fri: Sumerian city-states

Reading: Stiebing, Chapter Two; Pritchard, 330-337

Week Three

Mon: Early Empires: Akkadian, Third Dynasty of Ur

Wed: The Epic of Gilgamesh

Fri: Exam One

Reading: Stiebing, Chapter Three; Pritchard, 25-39, 337-342; Epic of Gilgamesh

Week Four

Mon: Old Babylonian Empire

Wed: War in the Ancient Near East

Fri: Ancient Near East Culture: Math, Science, Medicine, Art, Literature
Reading: Stiebing, Chapter Four; Pritchard, 155-179, 352-374

Week Five

Mon: Mesopotamia in the Early Second Millenium
Wed: Egyptian Prehistory
Fri: Old Kingdom Egypt
Reading: Stiebing, Chapter Five; Pritchard, 1-24; 343-352

Week Six

Mon: Egyptian religion
Wed: Egyptian Middle Kingdom, First Intermediate Period
Fri: Exam Two
Reading: Stiebing, Chapter Six; Pritchard, 226-235

Week Seven

Mon: Egyptian Middle Kingdom, Second Intermediate Period
Wed: New Kingdom Egypt
Fri: Egyptian culture
Reading: TBA

Week Eight

Mon: New Kingdom Egypt
Wed: New Kingdom Pharaohs (cont.)
Fri: The Hittites
Reading: Stiebing, Chapter Seven; Pritchard, 237-239, 324-329

Week Nine

Mon: Ancient Near East in Late Bronze Age
Wed: Collapse of Bronze Age Cultures, Decline of Egypt
Fri: Exam Three
Reading: Stiebing, Chapter Eight; Pritchard, 101-106, 205-207

Week Ten

Mon: Mesopotamia and Egypt in Early First Millenium
Wed: Old Assyria
Fri: Early Israel
Reading: Stiebing, Chapter Nine; Pritchard, 250-259 on Hittites

Week Eleven

Mon: Rise of Neo-Assyrian power
Wed: Assyrian warfare
Fri: Israel and Biblical Monotheism
Reading: Stiebing, Chapter Ten; Pritchard, 264-271 on Assyrians; on siege of Jerusalem, also read II Kings 18-19; cf. Is. 36-37

Week Twelve

Mon: Neo-Assyrian Empire

Wed: Neo-Babylonians

Fri: Exam Four

Reading: TBA

Week Thirteen

Mon: Later Egypt

Wed: Achaemenid Persian Empire

Fri: Ancient near East influence on Greeks

Reading: Stiebing, Chapter Eleven; Pritchard, 281-284

Week Fourteen

Mon: Philosophical and religious developments

Wed: Persian Wars

Fri: Alexander the Great

Reading: Herodotus, 7.1-40; 7.139-147; 7.201-239; 8.40-107; 9.28-65

Week Fifteen

Mon: Hellenistic Egypt

Wed: End of Ancient Egypt

Fri: Exam Five

Reading: Stiebing, Chapter Twelve

Competencies and Assignments providing Measurements

	Competency	Assignments and Measurements
1	Demonstrate knowledge and understanding of key features of the ancient Near East	In five written exams, identify and describe key persons, events, concepts, or movements, with analysis of their significance for a deeper understanding of the ancient Near East
2	Analyze causality, continuity and change, and periodization of world history	In five exams, analytical essays require students to compare and contrast developments in this period, distinguish between stages of its history, and argue for how each stage reflects elements of continuity and change from previous periods.
3	Evidence an awareness of how economic activity, technological innovation, political forms, and social ideologies relate to & influence each other	In the class presentations students use specific examples of material culture to show influence of trade, cultural artifacts, power hegemonies, ideological evolution, etc.
4	Evaluate the relative merits of Western Civilization	In presentations, classroom discussions, and exam questions students will engage debates

	over the rise of western civilization, trade networks, empires, military powers, etc.
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Classroom Lectures

This course is intended to help students develop an understanding of the ancient Near East civilizations. The majority of the classroom meetings will be lecture-based, albeit with some opportunities for classroom discussion. The five scheduled exams, as well as the final exam will be made up mostly of material from these lectures, along with some material from assigned readings and discussions.

Exams

Exams will be given every third Friday, and they will be based primarily on material from lectures, but information from readings and discussion groups will also sometimes be included. Students will be told before each exam what the questions will cover. Exams will have both multiple choice questions and discussion questions. These tri-weekly exams will count for 40% of the students' final grade. A comprehensive final exam will be given, as well, of the same basic type. It will count for 20% of the student's final grade.

Class Presentations

The final two or three weeks (depending on class size) will be devoted to student classroom presentations on various topics. These presentations will provide an opportunity for students to explore in greater depth issues upon which the class has touched. These presentations will be expected to demonstrate a considerable degree of research and effort, as it will comprise 20% of the student's overall grade. An exam in week 15 will cover material from the various student presentations.

Reading Assignments, Quizzes, and Class Participation

Students will be assigned regular readings in class texts and other material made available by the instructor. Regular reading quizzes will be given – especially over the Stiebing assignments - with two bonus questions per quiz. A few other quizzes may be given relating to other reading assignments. The average quiz grade will make up 20% each student's final grade.

Regular and timely attendance, civil behavior and a reasonable degree of attention and participation in class (where appropriate) are all expected as a matter of course. If there is a problem in this area, points will be deducted from the student's "Homework and Class Participation" grade. (Other disciplinary measures may be taken, as well.) Absent such problems (and they are rare among ACU students), this 20% segment of each student's grade will be determined strictly by quizzes.

Make-up Work

Make-up exams will be offered only with a 50-point penalty, unless the exam was missed because of a university-sponsored event, illness (a note from your doctor will be required), or a serious personal problem.

The Role of Faith in Education

This class is based on the beliefs that intellectual development is valuable in and of itself, and that, for those of us called to a university education, it is a matter of faithful stewardship of gifts. Christian faith should influence our academic strivings not by making them less intellectual – mingling a Sunday school atmosphere with that of a university classroom – but by inspiring us to ever greater intellectual achievements, to the glory and service of God.

Professor's Open Door

Serious thought about historical issues and Christian principles should prompt reflection about the nature of one's personal faith and standing before God. Faith-related issues will be discussed in class, of course, but you are more than welcome to visit me in my office (during office hours or by appointment) if you would rather discuss such things privately.

Americans with Disabilities Act 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 our office directly at 325-674-2667."

Abilene Christian University

Academic Integrity and Honesty

Abilene Christian University is a community of learners that supports the quest for knowledge and truth through intellectual and personal integrity and honesty in learning, instruction, research and service. Its educational programs, faculty and staff, administration, and student environment all exist to educate students for Christian service and leadership throughout the world.

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. As Christians, the norms for our behavior flow from the nature of God (Deuteronomy 6:4-5). God does not lie (1 Samuel 15:29, Titus 1:2); therefore, those who claim His name should not lie. God is described as the one whose Son is "*the way, the truth, and the life*" (John 14:6) and as one whose Spirit is "*the Spirit of truth*" who guides "*into all truth*" (John 16:13). If we, as people of God, strive to be like Him, then we will be about truth and truthfulness (Ephesians 4:20-25).

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.

Academic integrity is essential to the most effective development of a person's intellectual skills and abilities. In its work to prepare students for the future, ACU must introduce students to the kind of professional censure they will encounter in the workforce. The university's enforcement of standards of academic integrity and academic consequences are set as a way of drawing students' attention to the greater consequences they will find in the professional world.

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

The following examples of **academic dishonesty** include:

- Acquiring answers for any assigned work or examination from any source not authorized by the instructor for the specific assignment, such as opening the book on a closed book test or using notes on a test when not authorized.

- Observing the work of other students during any examination or other assignments where inappropriate.

- Claiming credit for an attendance or service activity without attending or performing the activity.

- Gaining access to the content of any examination prior to its being given.

- Receiving, giving, or using unauthorized aid on an examination.

- Informing any person(s) of the contents of any examination prior to its being given.

- Providing answers for any examination or assigned work when not specifically authorized to do so by the instructor(s).

- Offering to sell or buy unauthorized aids or information for an assignment or examination.

- Allowing other members of a group to provide a disproportionate fraction of a required group project or activity.

- Collusion with (an)other person(s) on an assignment for which the instructor has specified independent work.

- Using the work of (an)other person(s) in place of independent work.

- Permitting formal or informal tutors or editors to provide more than tutoring or editing, such as completing or rewriting work assigned by the instructor for the individual student to complete or write, or telling the student the steps in solving a problem rather than guiding the student to discover the proper steps.

- Altering, misrepresenting, or falsifying a transcript, course record or graded work to gain unearned academic credit.

- Agreeing to change or have changed academic records, including arranging for a grade or credit not earned.

Offering or accepting a bribe related to academic work or records.

Written or oral presentation of falsified materials and facts, including but not limited to the results of interviews, laboratory experiments, and field-based research.

Written or oral presentation of the results of research or laboratory experiments without the research or experiment having been performed.

Plagiarism includes, but is not limited to, the following:

Intentional or unintentional failure to give credit to sources used in a work in an attempt to present the work as one's own.

Submitting for credit in whole or in part the work of others.

Submission of paper(s) or project(s) obtained from any source, such as a research service or a club paper file, as one's own.

NON-ACADEMIC INTEGRITY VIOLATIONS

Integrity violations that occur beyond the context of a particular course and in other campus offices are typically investigated and processed within the Office of Student Life. When a member of the university community suspects a violation of integrity beyond the context of a course, he or she should contact the Dean of Students, who may consult with other faculty and staff to determine whether the incident should be pursued under the Student Conduct section of the Student Handbook. The decision of the Dean of Students regarding the choice of process is final, and may not be appealed.

1. If the Dean of Students or designee determines that the incident is best pursued in the context of a class-related incident, then the faculty member teaching that class will be responsible for pursuing the matter as outlined below.

2. If the Dean of Students or designee determines that the incident is best pursued in the context of a non class-related incident, then the Director of Judicial Affairs will be responsible for pursuing the matter as outlined in the Student Conduct section of the Student Handbook.

PROCESS FOR ACADEMIC INTEGRITY VIOLATIONS

All alleged violations of academic integrity trigger a three-phase university response. The first phase – the investigation phase – involves determining whether an academic integrity violation occurred within the department. The second phase – deliberation and notification of consequences – outlines the determination of the consequences and processes for notifying the student(s) involved. The third phase – reporting an academic integrity violation – outlines how the department will report the violation to Student Life, the examination of the student's record for evidence of previous violations of integrity and/or student conduct, and, if necessary, assessing penalty for any recurring problems. The Dean of each college, the Dean of Students and the Provost may designate a person within his/her office to represent the respective office in the process.

Investigation of an Academic Integrity Violation

If faculty, staff or a student suspects a violation of integrity related to a specific class, he or she should contact the faculty member teaching that class as soon as possible, and the faculty member will be responsible for following up on the matter.

With consultation from the department chair, the faculty member will ask at least two colleagues in the department to review the situation without, in so far as is possible, revealing the names of the student(s) involved.

Deliberation and Notification of Consequences

If the colleagues give a mixed response, some believing that an integrity violation occurred, and others believing it did not occur, the faculty member will, in the presence of the department chair or a second faculty member, visit with the student(s) involved to gather additional information. The

faculty members must, in a timely manner, conclude that the student did or did not violate the academic integrity policy.

If the colleagues respond unanimously that an integrity violation did not occur, the faculty member should visit with the student about the behavior or other evidence that led to the perception of academic dishonesty in order to educate the student about conduct and practices that clearly establish one's integrity rather than creating suspicion. The matter is closed and appropriately documented.

If the colleagues respond unanimously that an integrity violation did occur, the faculty member will meet with the student in the presence of the department chair or a second faculty member. If the student admits guilt or if the student denies guilt but the evidence indicates otherwise, then the faculty member will convey orally and in writing the consequence determined in accordance with university policy, departmental policy and/or the class syllabus. The faculty member is responsible for forwarding paperwork describing the incident and penalty to the department Chair who will forward the paperwork to the Dean of the college. The Dean will then forward the paperwork to the Office of the Dean of Student Life as an informational record of discipline. If the student accepts the incident phase penalty, then the university response is concluded.

Examples of consequences determined by the faculty member may include, but are not limited to:

Lowering the grade on the assignment up to and including an F in the course for a first offense, based on policies included in the syllabus;

Should the student be permitted to remain in the class after being found in violation of the academic integrity policy, the instructor may also require the student 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 F in the course and immediate referral to the Dean of Student Life.

Reporting an Academic Integrity Violation to Student Life

It is recommended that the Dean of each college and/or designees report academic integrity violations to the Dean of Students at the conclusion of the department's process and after all appeals have been exhausted. It is important to note that while the department may consider the consequences to be final, faculty may not be aware of previous integrity violations in other departments.

THE ROLE OF STUDENT LIFE IN RESPONDING TO ACADEMIC INTEGRITY VIOLATIONS

In many cases, Student Life may have a more holistic picture of the student's conduct and behavior throughout the campus. Incidents of academic integrity violations in other departments, chapel integrity violations, disrespectful behavior towards others, and providing misleading information to other university authorities are typically located in the discipline file and document a pattern of behavior not otherwise expected from an ACU student. Once a department has forwarded the academic integrity violation to Student Life, the Dean of Students and/or designee reserves the right to further investigate, deliberate, and sanction a student if it is determined the student has a documented pattern of misconduct.

Multiple Violations of Academic Integrity

Once the written findings are forwarded to the Dean of Student Life, he/she or designee will review the records of each student found in violation of the academic integrity policy and determine if previous integrity violations or related student conduct violations have occurred. As is the case with

all university disciplinary responses, a student's entire disciplinary record will be considered when making decisions regarding appropriate sanctions.

The Dean of Students or designee will, in consultation with the Dean of the college, determine an appropriate consequence. The Dean or designee may choose to meet with the student to convey orally and in writing the disciplinary action.

Disciplinary actions sanctioned by Student Life may include, but are not limited to: a formal warning, conduct probation, suspension or dismissal. Refer to the Student Conduct section of the Student Handbook for a full description of each sanction.

Disciplinary Records

Any sanction given to a student may be documented in the student's discipline file in the Office of Student Life. It is recommended that each Dean of the college, department chair and/or faculty members maintain copies of the violations for their own records as well. Matters involving testing organizations or local, state, or national legal issues may be reported to the appropriate authorities. According to the Student Handbook, "The Dean of Students retains responsibility for the maintenance, storage and release of student records related to disciplinary proceedings in keeping with FERPA. In most cases, student disciplinary records may be kept for a period of five years upon separation from the university, at which time minimal statistics may be retained and the full document may be destroyed." For a full description of FERPA policy, refer to the University Catalog.

APPEAL PROCESS

ACU gives each student the right to a single appeal to the next highest level. Under normal circumstances, imposition of disciplinary responses will be deferred pending the review of the appeal.

Appealing the Consequence Determined by the Faculty Member

A student may appeal the faculty member's consequence for a class-related incident to the Dean of the college by filing a written appeal within five business days of receiving the written disciplinary action from the faculty member. Appeals will not be accepted after this deadline. These forms are available in the Office of the Dean of the college and will be filed along with the student's response, including his or her statement of the facts, reasons for the appeal and such other statements and documents he or she believes are relevant to the appeal. Faculty and other appropriate university personnel will be notified of the appeal and will have five business days from notification to prepare statements to be included in the student's record.

Within five business days after receiving the appeal, the Dean of the college will review the appeal notice and may decide to meet with the student to further discuss his or her grounds for appeal. The Dean of the college may meet with only the student. No one else may represent the student during the appeal process. Prior to this meeting and in order to reach a decision, the Dean of the college will, in consultation with the involved faculty member, review the appeal and support materials (for example, plagiarized sources, tests from which answers were copied, etc.). The Dean of the college may also confer with the student in the process of coming to a final decision. The Dean of the college will consider the appeal and uphold, reverse or otherwise modify the previous decision. The decision of the Dean of the college may not be appealed. The Dean of the college will convey orally and/or in writing the final decision to the student and the faculty member involved. The Dean of the college is responsible for forwarding paperwork describing the result of the appeal to the Dean of Students.

Appealing a Student Life Decision

Should a decision be made by Student Life as a result of multiple academic integrity violations, the student has the right to appeal the decision to the Provost. A written appeal within five business days of receiving the written disciplinary action from the Dean of Students or designee is required.

Appeals will not be accepted after this deadline. Appeal forms are available in the Office of the Dean of Students and should be submitted to the Office of the Provost.

Within five business days after receiving the appeal, the Provost or designee will review the appeal notice and may decide to meet with the student to further discuss his or her grounds for appeal.

The Provost or designee may meet with only the student. No one else may represent the student during the appeal process. Prior to this meeting and in order to reach a decision, the Provost will, in consultation with the involved faculty member and/or the Dean of Students, review the appeal, the student's discipline file, and support materials (for example, plagiarized sources, tests from which answers were copied, etc.). The Provost may also confer with the student in the process of coming to a final decision. The Provost will consider the appeal and uphold, reverse or otherwise modify the previous decision. The appeal decision of the Provost may not be appealed. The Provost will convey orally and/or in writing the final decision to the student, the faculty member involved, and the Dean of Students.

RIGHTS AND RESPONSIBILITIES

Faculty rights and responsibilities

- Actively educate toward and encourage academic honesty and integrity.

- Consciously avoid conditions that encourage or excuse academic dishonesty and fraud.

- Faculty may require that a student present his or her ACU-issued photo ID in order to accept an examination or other item for evaluation.

- Determine whether the act is a violation of academic integrity or failure to understand the standards for academic integrity.

- Faculty must report and pursue all alleged violations of academic integrity.

- If it is determined that an instructor provided unfair advantage to a student by failing to report a violation of the academic integrity policy, this act may be reported to the Dean of the instructor's college.

Student rights and responsibilities

Abilene Christian University provides each student the following rights for a hearing conducted at the departmental, college, or university level.

- Right to meet with the faculty member or other university official responsible for investigating and making decisions with regard to violations of academic integrity.

- Right to admit guilt and seek reparation.

- Right to reasonable access to the information in the case file.

- Right to review evidence.

- Right to present counter evidence and/or witnesses on student's own behalf.

- Right to have a non-representative and non-witnessing observer present during all meetings.

A student may not be represented by an attorney at a departmental, college, or university hearing.

- Right to continue in affected classes until all appeals have been exhausted.

Departmental responsibilities

Departments may adopt specific departmental academic integrity policies in consultation with their Dean of the college.

Department chair responsibilities

- Ensure that faculty are aware of departmental policies, with particular attention given to new and adjunct faculty.

- Ensure that statements of appropriate departmental policies are included in course syllabi.

Consult with faculty who suspect a violation of academic integrity.

Student Life responsibilities

Determine if an incident is processed through the academic department or through the Office of Student Life if the alleged violation occurred outside of a course context.

Further investigate, deliberate and sanction a student if the student has a documented history of multiple integrity violations and/or a pattern of misconduct.

Consult with appropriate faculty and staff as needed.

Ensure each student's discipline file is accurate and up-to-date.

Works Cited

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Cole, Sally, and Elizabeth Kiss. "What Can We Do About Student Cheating?" *About Student*. May-June 2000, 5-12.

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Laird, Ellen. "Internet Plagiarism: We all Pay the Price." *The Chronicle of Higher Education*. July 13, 2001. 13.

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Gary Pavela, "Cheating and Social Darwinism." *ASJA Law and Policy Report*, April 10, 2002. No. 55.

Young, Jeffrey R. "The Cat-and-Mouse Game of Plagiarism Detection." *The Chronicle of Higher Education*. July 6, 2001. A26-27.

University Policies Consulted

Oakton Community College.

Oregon State

"Seaver College Code Academic Ethics," Pepperdine University

Texas A&M University

University of Pittsburgh

Handouts Consulted

Donald L. McCabe and Sally Cole, "Student Collaboration: Not Always What the Instructor Wants."

Donald L. McCabe and Gary Pavela, "The Principled Pursuit of Academic Integrity" w/ "Ten Principles of Academic Integrity for Faculty."

Bill Taylor, "Integrity: Academic and Political, A Letter to My Students."

Web Sites

Center for Academic Integrity (<http://www.academicintegrity.org/>)

turnitin.com (<http://www.turnitin.com/>)



November 5, 2013

Mark Cullum, DPhil.
Associate Professor of History
Hardin Admin 321
Abilene Christian University
325-674-2845

Re: HIST 408 application

Dear Dr. Cullum,

Thank you for submitting a new course application. The course evaluation team in the Adams Center has had the pleasure of reviewing History 408: Mesopotamia: Cradle of Civilization.

We reviewed the syllabus based on the ACU Syllabus Guidelines and found the syllabus to meet the guidelines. The following items will align your syllabus fully with these standards: Adding a catalog description, connecting assignments to course competencies, and inclusion of some missing policies (ADA, etc.).

In the course application under "Systems and Catalog Information," you may want to fill in items 3, 4, & 10 and under II "Curriculum" items 1 & 2. Sometimes this information is listed in other parts of the application, but it is always helpful to have the information in all areas of the application.

Please consider revising these items if you believe they benefit your students and/or your application process. If there are reasons that would justify not making the recommended changes, please prepare them for council when your course is reviewed. You do not need to resubmit the syllabus and application again.

If there is any aspect of the syllabus or course application that you would like to discuss further, please let me now and we can schedule a time. The Adams Center team is here to serve you in any aspect of the course development, implementation, and/or ongoing teaching of the course. Again, thank you for allowing the Adams Center team to review your course application and if there is any way we can serve you, please know we are here to serve you.

Sincerely,

Scott E. Hamm, DEdMIN
Adams Center for Teaching & Learning
Abilene Christian University
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(325) 674-4944

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: November 1, 2013
TO: Dr. Mark Cullum, Dr. Ron Morgan
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for HIST 408 – Mesopotamia : Cradle of Civilization

After reviewing the course proposal and syllabus, the library can support the proposed course. Your library liaison Karen Hendrick (hendrick@acu.edu) is available to do instructional sessions for your students or provide additional resources in support of the class. Thank you for letting us review the course application.