

Application for a New Course v10.1

Course ID 330	POLC
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Kelly Knight
2	Course Teacher	Staff
3	Course Title	Domestic Violence
4	Course Abbreviation (if title is over 30 characters)	Domestic Violence
5	College	Arts & Sciences
6	Department	Political Science
7	Number of Credit Hours	3
8	Instructor Workload	3 hour course
9	Catalog Description (50 words or less)	Examination of legal remedies for victims of intimate partner/domestic violence, including laws in the Penal Code, Code of Criminal Procedure, Family Code, Occupations Code, Insurance Code, U.S. Code, and Rules of Evidence.
10	List any prerequisites (course/s, test scores, class standing, major, etc.)	POLC 205, Junior standing
11	List any co-requisites	
12	How often will it be offered?	S, even
13	How often will it be offered?	
14	How often will it be offered?	
15	How often will it be offered?	
16	Frequency?	Once a year
17	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 2017
18	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>	No

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	The degree requirements are being updated and this course will be a required for the B.A. and B.S. in criminal justice.
2	Justification State the justification for adding this course to the current curriculum. Represent the need	The Criminal Justice degree is now housed in the Political Science Department but as an emphasis area in POLS. To create a new major, this course is being added.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	Students majoring in Criminal Justice, POLC 205 and sophomore standing.
2	State the overarching course goal(s) in performance terms.	To understand the laws and regulations to physically protect family members and provide remedies when needed.

2. Competencies and Measurements

	Competency	Measurement
1	Identify and differentiate five types of protective orders and their rules, identify each class of victims	Test 2
2	Identify and apply criminal code statutes and case law providing safety and removing barriers for victims leaving violent and dangerous relationships	Test 1
3	Identify and apply civil remedies providing safety and removing barriers for victims leaving violent and dangerous relationships	Test 2
4	Identify and apply effective ways to make remedies meaningful including investigation, arrest, and court case preparation	Test 1

3. Text and Resources

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

Texas District & County Attorneys Association: Criminal Laws of Texas 2013 - 2015

2. For **combined undergraduate/graduate** courses, make two lists:
 - a. full publication information; label **Undergraduate**. ~~Texas Penal Code, Texas Code of Criminal Procedure, Texas Family Code, Texas Council on Family Violence Annual Fatality Report, reported case law. Other materials provided by instructor.~~
 - b. full publication information; label **Graduate**. Indicate number of pages required.

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 Dean of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the Library 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	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.
4	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.
5	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.
6	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.
7	Justification — Attach all documents referred to in Section II-2
8	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
9	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.

Course Number and Name POLC 330 Domestic Violence

Primary Department

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

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: POLC 330

Course Title: Domestic Violence

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

Date

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:

ABILENE CHRISTIAN UNIVERSITY

DOMESTIC VIOLENCE

**POLC 330
SPRING: 2015**

3 Semester Hours Credit
T,Th 1:30p. – 2:50 pm
AD 219

Stuart Platt, Assistant Professor

Office: Administration Building Room 220
Telephone: (325) 674-4823
E-mail: stuart.platt@acu.edu

Office Hours
Monday/Wednesday ---8a- 10a & 2:00pm – 3:30 pm
Other times by appointment

Non-Discrimination Notice: As your instructor, I pledge to support a learning atmosphere that respects human diversity. Abilene Christian University complies with all applicable federal and state non-discrimination laws and does not engage in prohibited discrimination on the basis of race, color, nationality or ethnic origin, gender, age, or disability, including qualified disabled veterans and qualified veterans of the Vietnam Era. Inquiries concerning the University's notice of non-discrimination or the application of the laws should be referred to the Legal Services office.

Mission Statement: The mission of Abilene Christian University is to educate its students for Christian service and leadership throughout the world. The mission of the College of Arts and Sciences is to engage students with humanity's greatest ideas to create understanding, apply insights, and serve the world as Christian thinkers and problem solvers. The mission of the Department is to provide a program of study to help students understand domestic and international politics and law enforcement theory and practice, and to prepare students for informed and active participation in the political arena and in criminal justice careers.

COURSE DESCRIPTION: This is a lecture course regarding legal remedies for victims of intimate partner/domestic violence, with lectures designed as a springboard for discussion among class members. The students will explore legislation contained in the Penal Code, Code of Criminal Procedure, Family Code,

Occupations Code, Insurance Code, United States Code [18 U.S.C. Sec.922(g)] and the Rules of Evidence. Current state and federal caselaw is examined to better understand the rights, obligations, mandatory duties, discretionary obligations, due process demands, powers (and limitations thereof) of all the stakeholders in court cases adjudicating issues of family violence. In addition to the study of the law, we address safety planning and best practices for effectively intervening in these complex and potentially lethal cases. ***This course equips the future criminal justice professional, lawyer, social worker, sociologist, psychologist, family studies professional, therapist, child life specialist, medical professional, minister, advocate, teacher---indeed any community member-----with potentially lifesaving information to help those who suffer violence at the hands of someone who claims to love them.***

OFFENSIVE CONTENT: By its nature, the criminal justice field requires interaction with human beings engaged in deviant, criminal, and illicit behaviors. This course is for mature audiences only. Content is reality-based, often grim, harsh, and hard-hitting. This course is not “sanitized for your protection”. We use real terminology and the language of the streets in order to understand the code language of criminal justice clientele. We may on occasion view films, or portions of films, that have an “R” rating. We will view crime scene photos which are graphic and gruesome in their depiction of the realities of femicide, homicide, and family annihilation. Educating ourselves about the realities of criminal populations, their practices, and their language does not require the student to compromise his/her morals or integrity. Such knowledge is intended to expand understanding, raise awareness, and increase the student’s effectiveness in the field.

TEXT:

Texas District & County Attorneys Association: Criminal Laws of Texas 2013 -2015 (Legislative Notes by Shannon Edmonds, TDCAA Director of Community Relations); ISBN Number 918-1-934973; Library of Congress cataloguing in progress

Text includes: Texas Penal Code, Texas Code of Criminal Procedure, Texas Family Code, Texas Council on Family Violence Annual Fatality Report, reported case law. Other materials provided by instructor.

Digital Etiquette: The classroom should be a place apart from the outside world. The student will learn more if s/he concentrates exclusively on the course while being physically/emotionally/spiritually present in the course.

Cellphones and other electronic devices should be turned off before entering the classroom.

Laptops & Ipads: Students may use laptops and Ipads for note-taking in class. Such use is restricted to processing the material presented in class related to the course. The instructor recognizes that laptop use presents temptations to “multi-task”, check Facebook, work on unrelated material, respond to email, and IM. Such activities distract the student, distract fellow students, and are viewed by the instructor as a breach of etiquette and respect. It’s tacky. Violations will not go unrebuked. Should the student seem distracted by what is on her/his screen, the instructor will ask the student to put the device away. Repeated violation of the Digital Etiquette Policy will incur consequences which include (a) revocation of the privilege of in-class laptop use, (b) an entry of “absent” on the class roll for the day, (c) a face-to-face, in-office consultation with the instructor regarding the gravity of the policy, (d) and any other disciplinary action befitting the occasion.

Under no circumstances can class sessions be audio or video recorded, photographed, or skyped in any manner without the prior, express written consent of the instructor. Any violation of this policy may result in the student being dropped from the course with a grade of ‘F’.

OBJECTIVES & STUDENT LEARNING OUTCOMES:

Students will be tested via examinations, as indicated below, over the below subject matter:

- a) **Protective Orders**: The student will be able to identify and differentiate five (5) types of protective orders: Magistrate's Emergency Protective Orders, Temporary Ex Parte Protective Orders, Family Violence Protective Orders, Sexual Assault Protective Orders, and Hate Crimes Protective Orders. The student will identify each class of victims with standing to apply for protection, how the Order is obtained, how long the Order lasts, strategic planning in choice of court forum, and the powers of each Order. The student will examine and categorize the criminal and civil penalties for violation of Court Orders, including warrantless arrest powers for police and the powers of the Court to punish such violations.
- b) **Legislation Affecting Victims of Family Violence**: The student will be able to cite current laws enacted to provide safety and remove barriers for victims leaving violent and dangerous relationships, to-wit: Kickout Orders, Address Confidentiality Program, Unemployment Compensation for domestic violence victims, Right to Terminate Lease without Penalty, right to a Free Police Report, right to Crime Victim Compensation, prohibition against Insurance Discrimination, Anonymous "Jane Doe" Rape Kits, Strangulation (new class of assault enacted in 2009), enhanced penalties for Serial Domestic Violence, 1st Offense Stalking, Interference With Emergency Call, Judicial Bypass, and Criminal Interference With Child Custody.
- c) **Civil Remedies Affecting Victims of Intimate Partner Violence**: Using statutes, published/reported case law, and current "real life cases", the student will examine and apply current family code statutes enacted to provide safety and remove barriers for victims leaving violent and dangerous relationships, to-wit: Chapter 91 Texas Family Code (which obligates medical professionals to take certain steps when treating patients who are victims of family violence), Disproportionate Award of Community Property to non-violent spouse, award of spousal support to non-violent spouse (regardless of length of marriage or existence of "disability"), exclusion of respondent from shared home, court-mandated safety plans for child exchange and visitation, court-mandated BIPP (Batterers Intervention & Prevention Program) for partner found to have committed family violence, right to sue the batterer for damages in civil court, removal of presumption that joint custody is in the best interests of children from violent homes, and other remedies for kidnapped children such as habeas and writs of attachment.
- d) **Enforcement of Laws**: Students will identify and apply effective ways to invoke and enforce the laws and make these remedies meaningful and effective pieces of legislation. We explore mandatory arrest laws, firearm/ammunition surrender protocols (for forfeiture/impoundment under state/federal laws either upon conviction or upon issuance of a protective order), use of TCIC and NCIC (Texas & National Crime Information Centers) to enhance officer safety, use of Cease & Desist letters, networking with parole/probation officers, bondsmen, prison wardens, and mental health workers to ensure defendant/respondent compliance with court orders, use of court motions such as Motions to Revoke Bond, Motions to Compel Issuance of Emergency Protective Order, and Motions for Contempt; use of GPS device (on defendant) as a condition of release from jail, and Motion to Deny Bail for a protective order violator (per Texas Constitutional Amendment in 2007 permitting judge to deny bail in these cases).

	Competency	Measurement
1	Identify and differentiate five types of protective orders and their rules, identify each class of victims	Test 2
2	Identify and apply criminal code statutes and case law providing safety and removing barriers for victims leaving violent and dangerous relationships	Test 1
3	Identify and apply civil remedies providing safety and removing barriers for victims leaving violent and dangerous relationships	Test 2
4	Identify and apply effective ways to make remedies meaningful including investigation, arrest, and court case preparation	Test 1

Prerequisites: POLC 205 or permission of the instructor, sophomore standing.

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

GRADING AND EXAMINATIONS:

Grades in the course will be determined by exams.

90-100%	A
80-89%	B
70-79%	C

60-69% D
BELOW 60% F

EXAMS: Exams will be administered throughout the course. Exams are comprised of short answer questions, written by hand without utilizing electronic devices. The exams measure your understanding and application of the material covered in the statutes, handouts, and during live classroom lecture and debate. **Be advised that students will be tested on material covered exclusively in live class discussion which is not available in the handouts.**

MAKE-UP EXAMS: Students are expected to take exams at the time and place scheduled. The instructor looks with great disfavor upon “make-up exams”. Absent compelling reasons preventing timely test-taking (i.e. verifiable illness or emergency) makeup exams will not be permitted. If a justifiable reason exists to permit late testing, the exam must be completed no later than one week after the original test date. **NO MAKE-UP EXAMS WILL BE PERMITTED BEYOND ONE WEEK AFTER THE ORIGINAL TEST DATE** except by the rare, special approval of the instructor. If a student anticipates an absence on test date due to a university trip or other legitimate conflict, see the instructor about taking the test in advance. It is the student’s obligation to schedule with the Department Administrator a mutually convenient time to make up an exam.

SPELLING: Never forget: Your written word can reflect to the world your intellectual acumen. Incorrect spelling seriously undermines your ability to effectively communicate in the written form. Criminal Justice Professionals, indeed ALL professionals, are often required to submit reports to authorities and superiors (judges, lieutenants, juries) who will evaluate your competence. Correct spelling is critically fundamental to effective written communication. The instructor insists on correct spelling. Students are required to obtain and use an English language dictionary during exams. The instructor will likewise provide dictionaries at the podium. **Penalty for misspellings: One point will be deducted for each misspelled word, up to a maximum of 10 points---an entire letter grade.** No student need ever lose a letter grade due to bad spelling. This is entirely preventable through the use of a dictionary and thorough review/editing of responses. If any student has a verifiable learning disability which prevents or impedes proper spelling, please see the instructor privately for a referral to ALPHA for assistance.

ATTENDANCE: Attendance is mandatory. Students are expected to attend class as if reporting to an employer. All absences will be counted. A student incurring six unexcused absences will be dropped from the course with a failing grade. A student incurring nine absences, regardless of cause, will be dropped from the course with a failing grade. In the event of a major catastrophe, it is my commitment to you to be as reasonable and compassionate as is appropriate under the circumstances. I want you to succeed. Be advised that poor attendance will incur natural negative consequences to your grade. This occurs because exams are materially comprised of topics not available in texts or articles. Top-scoring students are invariably those with excellent class attendance.

COURSE CALENDAR MODIFICATIONS: The instructor reserves the right to revise, recalibrate, add, subtract, and otherwise modify the tentative course calendar. Students will be continually advised of such modifications as they are made. This allows flexibility to feature guest speakers, add quality content, and sift out material that is irrelevant in the instructor’s view. The goal is to follow the proposed guidelines, but only to the extent that they yield quality learning experiences.

CLASS CALENDAR & CONTENT

WEEK ONE: 2014 TEXAS FATALITY REPORT

WEEK TWO: BASIC AWARENESS TRAINING: Identifying, intervening, and responding to Intimate Partner Violence

WEEK THREE & FOUR: CRIMINAL LAWS (Penal Code) regarding offenses involving Intimate Partner Violence; elements of crimes, defenses, and penalties; legislative update regarding Strangulation (new class of assault enacted in 2009) Serial Domestic Violence, 1st Offense Stalking (newly enhance penalties) , Interference With Emergency Call , Criminal Interference With Child Custody regarding

WEEK FIVE: GUN LAWS: State and Federal Statutes regarding 2d Amendment Rights of IPV defendants/respondents in criminal cases and protective order cases; best practices protocols for forfeiture, surrender and impoundment of defendant's firearms, ammunition; suspension of concealed carry permits.

WEEK SIX: CRIMINAL INVESTIGATION OF IPV CASES;

- Avoiding dual arrests
- Witness interviews, background checks
- Tips for identifying primary aggressor, the truth about "mutual combat"
- Intervening with child witnesses
- Enforcement of laws: effective ways to enforce the laws and make these remedies meaningful and effective pieces of legislation
- Mandatory arrest laws
- TCIC and NCIC (Texas & National Crime Information Centers) used to enhance officer safety
- Use of Cease & Desist letters
- Networking with parole/probation officers, bondsmen, prison wardens, and mental health workers to ensure defendant/respondent compliance with court orders
- Motions to Revoke Bond, Motions to Compel Issuance of Emergency Protective Order, and Motions for Contempt

WEEK SEVEN: ARREST, ARRAIGNMENT & CONDITIONS OF RELEASE of defendants in criminal IPV cases; Bail, GPS devices, MEPOs, Orders for Further Detention, and Victim Notification Orders

WEEK EIGHT: Exam Review & **Midterm Exam**

WEEKS NINE & TEN:

1. **Protective Orders:** The student will be able to identify and differentiate between five (5) types of protective orders and apply the proper protective orders as best practices for real-life cases:

- Magistrate's Emergency Protective Orders
- Temporary Ex Parte Protective Orders
- Family Violence Protective Orders
- Sexual Assault Protective Orders
- Hate Crimes Protective Orders

The student will identify and distinguish (applying statutory law) which victims have standing to apply for protection, how the Order is obtained, how long the Order lasts, strategic planning in choice of court forum, and the powers of each Order. The student will know the penalties for violation of each type of Order, including warrantless arrest powers for police and the powers of the Court to punish such violations.

WEEKS TEN & ELEVEN: Miscellaneous Legislation Affecting (and Empowering) Victims of Family

Violence: The student will study current laws enacted to provide safety and remove barriers for victims leaving violent and dangerous relationships, to-wit:

- Kickout Orders
- Address Confidentiality Program
- Unemployment Compensation for DV victims
- Right to Terminate Lease without Penalty
- Right to a Free Police Report
- Crime Victim Compensation
- Prohibition against Insurance Discrimination
- Anonymous "Jane Doe" Rape Kits

WEEKS ELEVEN & TWELVE: Civil Remedies Affecting Victims of Intimate Partner Violence: The student will study current family code statutes enacted to provide safety and remove barriers for victims leaving violent and dangerous relationships, to-wit:

- Chapter 91 Texas Family Code (which obligates medical professionals to take certain steps when treating patients who are victims of family violence)
- Disproportionate Award of Community Property to non-violent spouse, award of spousal support to non-violent spouse (regardless of length of marriage or existence of "disability")
- exclusion of respondent from shared home
- court-mandated safety plans for child exchange and visitation
- court-mandated BIPP (Batterers Intervention & Prevention Program) for partner found to have committed family violence
- right to sue the batterer for damages in civil court

- Removal of the presumption that joint custody is in the best interests of children of violent homes
- Habeas and Writs of Attachment for return of kidnapped children
- Laws regarding the role (and limitations thereof) of Child Protective Service workers in addressing the effects on children of adult-on-adult IPV

WEEKS THIRTEEN & FOURTEEN: FAITH INTEGRATION: WHAT THE CHURCH & FAITH COMMUNITY CAN DO TO RESPOND EFFECTIVELY TO THE EPIDEMIC OF FAMILY VIOLENCE

WEEK FIFTEEN: SPECIAL VICTIM POPULATIONS: Unique issues in intervention for LBGTQ and other insular and discrete populations, plus:

- FINAL EXAM REVIEW
- FINAL EXAM

OTHER: Guest lecturers from criminal justice, medical, and crime victim advocacy professions.

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

MEMORANDUM

DATE: February 26, 2016
TO: Dr. Neal Coates
FROM: Mark McCallon, Associate Dean for Library Resources
RE: Course Application for POLC 330 – Domestic Violence

After reviewing the course application and syllabus, the library can adequately support the proposed course. Please let assigned faculty know that they can contact the library's Political Science Liaison Laura Baker (bakerl@acu.edu) for specific resources that the library needs to purchase for the course. Thank you for letting us examine the course proposal.

ACU Syllabus Checklist

Revised on July 15, 2014 based on ACU New Course Application v10.5.

Course Title and Number

POLC 330

Reviewer

David Christianson 

Developer

Kelly Knight

About the course

- ☒ Course number and title
- ☒ Credit hours
- ☒ Semester and year
- ☒ Meeting time and place
- ☒ Prerequisites/co-requisites

About the instructor(s)

- ☒ Name and title or rank
- ☒ Office location
- ☒ Contact information
- ☒ Office hours/contact expectations

Mission statements

- ☒ ACU mission statement
- ☐ College mission statement
- ☐ Department mission statement
- ☐ Personal mission statement (optional)

Unique Christian Perspective

- ☐ Description of how learning and Christian faith are integrated in the course

Course Content

- ☒ Catalog description

☒ Intended audience

☐ Outline of topics

Teaching/Learning Methods and Format of Class Sessions

☒ Description of the types of activities students should expect in the course

Materials

☒ Required and optional materials, including textbooks, etc.

Learning Objectives/Competencies

☒ Specific competencies stated in measurable terms

☒ Assignments or instruments that will be used to assess the competencies.

Assessment/Grading Criteria

☒ Complete and accurate details of factors and elements that will comprise the final grade

☒ Weight or point value of all graded elements

☒ Grading scale with clear expectations for grades

☐ Extra credit opportunities (optional)

University Policies

☒ Special needs policy -ADA

☒ Academic integrity policy (recommended)

☐ Title IX policy (recommended)

Course Policies

Expectations and consequences regarding:

☒ Participation

☒ Attendance and tardiness

☒ Course specific academic integrity policy (optional)

Calendar

(Note: Calendar is not required for Course Application, but it must be included in all syllabi distributed to students.)

☐ Exam dates

☐ Assignments

☐ Due dates and other deadlines (and late assignment/exam policy)

☐ Schedule of readings and topics

☒ Statement to reserve the right to modify the calendar as necessary

Any comments?

You may want to consider including the College of Arts and Sciences mission statement.

You may want to consider including your departmental mission statement.

Please be sure to provide an outline of course topics and course calendar including exam dates and all other deadlines, as well as a schedule of readings and topics.

Submit

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Friday, April 24, 2015

Abilene Christian University

Re: POLC 330 Application

Dear Kelly,

The Adams Center has completed the review POLC 330: Intimate Partner Violence. The syllabus was reviewed based on the ACU Syllabus Guidelines. The syllabus proposed meets or exceeds most of the expectations described in these guidelines.

Please give special attention to these items before submitting the syllabus to the Council.

- Please list the course code as listed in the catalog.
- You may want to consider including the College of Arts and Sciences mission statement.
- You may want to consider including your departmental mission statement.
- Please be sure to provide an outline of course topics and course calendar including exam dates and all other deadlines, as well as a schedule of readings and topics.

There is no need to return the syllabus to the Adams Center for further review. Of course, if you would like to discuss these suggestions or any other aspect of your syllabus or instructional strategies, please contact me and we will schedule a time as soon as possible. We are here to serve you as you help prepare students for Christian service and leadership throughout the world.

Grace and Peace,

A handwritten signature in black ink, appearing to read "David Christianson".

David Christianson
Instructional Designer
Adams Center for Teaching and Learning
Abilene Christian University