

Approval Chart for Curriculum Changes

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

Course Number PHYS 204 or Degree Plan(s) _____

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

| See Attached

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

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							President	Faculty	Provost	GRAD	UUAC	UGEC	TEC	Deans	College Academic	Dept./School	Change to a Degree Plan	
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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COUNCIL ³										
	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
5.	Other academic policy changes	--	--	--		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.

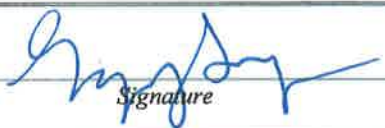
⁷ The UUAC approved the clarification that "general requirements for graduation" means the enumerated items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 3-8-17

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Signature	10/29/18 Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
 Signature	12-7-2018 Approval date
_____ Signature	_____ Approval date

Dean(s)	
 Signature	12/12/18 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

Approval Chart Memo

The request for this class largely stems from a request from teacher education, along with the desire to incorporate a laboratory experience with PHYS 203. While PHYS 203 is used as a general education science selection, the developer of this class (lab) sees no need to include this class in the general education selection list. However, this class will need approval and support from the Teacher Education Council and Education Department so that it may be incorporated into catalog changes in that area.

Application for a New Course v10.6

Instructions:

Sequence:

- o Consult with the Registrar's Office to discuss the degree plan and course number.
- o Complete the New Course Application
- o Create the course Syllabus – *See the associated Syllabus Checklist*
- o Submit both paper and electronic versions of the Application and Syllabus to Instructional Design Director, Berlin Fang
- o *Adams Center schedules review appointment within ten days of receipt of all items*
- o Meet with Adams Center Instructional Design team
- o Make any necessary changes to application / syllabus
- o Obtain the Library Review
- o Obtain Preliminary Approval Signatures (Department Chair, Deans)
- o Gather all attachments to application
- o Submit to College Academic Council
- o Submit to Teacher Education Council (if applicable)
- o Submit to UGEC/UUAC/Grad Council (as required)

The course developer completes this application with supporting documentation (Section IV) and approval signatures of department chair and college dean (Section V) before the new course is reviewed by any academic council. **If the course is to be cross-listed, be certain to obtain signatures from all participating departments.**

Syllabus Checklist v10.6

Course ID PHYS 204 Developer Jess Dowdy

NOTE: It is not necessary to submit this checklist with the New Course Application. It is provided to assist the course developer in ensuring that all essential syllabus elements are addressed. The checklist is used by the Adams Center in syllabus review. All items below are required unless otherwise marked.

About the Course " Course number and title " Credit hours " Semester and year " Meeting time and place " Pre-requisite/co-requisite About the Instructor(s) " Name and title or rank " Office location " Phone number(s) " Email address " Office hours / contact expectations Mission Statements " ACU mission statement " College mission statement " Departmental 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 " Format of course/types of activities student should expect in the course 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 expectations for letter 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: - o Attendance and Tardiness - o Participation - o Course specific academic integrity policy (optional) Course 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 - o Late assignment/exam policy " Schedule of readings and topics " Statement to reserve right to modify the calendar as necessary
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Writing Course Competencies

	Competency	Measurement Instrument
	<i>Instructions:</i> Competencies should be observable and measurable, and stated in terms of student performance. In some cases it might be valuable to complete the sentence “Students will be able to . . .” If the competencies are primarily cognitive, consider using Bloom’s Taxonomy to evaluate whether the competencies are at an appropriate level for the course. In the more rare instances where affective or psychomotor competencies are used, give careful attention to measurement techniques.	<i>Instructions:</i> Detail the instrument that will be used to gather the measurement. Examples might include: written papers, quizzes, tests, verbal presentations, video, audio, portfolio artifacts, demonstrations, performances, etc. This column should indicate where you will look for evidence of the type of student work that you expect. <i>Note that this is distinct from the Measurement Standard which provides some detail about what constitutes valid and acceptable student performance.</i>
Ex. 1	Defend dietary goals in light of current research.	Weekly Reading Journal, Research Paper
Ex. 2	Examine personal values, attitudes and expectations to enhance self-awareness for greater effectiveness as a social work professional. . .	Field Instructor Evaluation
Ex. 3	Integrate terminology from literary history into writing	Research Paper

Schedule Type definitions

Traditional Lecture	Traditionally formatted course that may include a variety of teaching methods.
Traditional Lab	Usually affiliated with lecture course. Provides application of knowledge and learning experiences related to lecture content.
Traditional Lecture/Lab	Traditionally formatted course that may include a variety of teaching methods, and for which a lab experience is included and graded with the lecture portion of the course. One grade for both.
Experiential Learning	Application of knowledge or a learning experience not typically connected to a lecture course, examples include PEAC, theatre workshop, field experience, practicum, internship and active research courses.
Seminar	Course in which a topic is discussed by a teacher and a small group of students. Examples include colloquia and workshops.
Studio	Application of knowledge or a learning experience that combines lecture, active learning and discussion among the teacher and students in a studio environment. Examples include art, design and music.
Thesis	Required course for students working on graduate thesis.
Dissertation	Required course for students working on doctoral dissertation.

Application for a New Course v10.6

Course ID <i>Subject and Number</i>	PHYS 204
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Jess Dowdy
2	Course Teacher	E&P Faculty
3	Course Title	Physical Science for Teachers Laboratory
4	Course Abbreviation (if title is over 30 characters)	Phys Sci for Teachers Lab
5	College	CAS
6	Department	Engineering and Physics
7	Number of Credit Hours	1
8a.	Number of contact hours - lecture	
8b.	Number of contact hours – lab/activity	2
9	Is the course for a fixed or variable number of credit hours?	fixed
10	Explanation for variable credit	
11	Is the course repeatable for additional credit?	No
12	Maximum total number of credit hours a student can earn for this course	1
13	What type of course is this? (Select one. Please see Schedule Type definitions above.)	☐ Traditional lecture ☒ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation

14	Instructor Workload	2
15	Grade Mode (check all appropriate):	☒ <u>X</u> Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	18 per section
17	Catalog Description (50 words or less)	Provides application of knowledge and learning experiences related to PHYS 203.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	none
19	List any co-requisites	PHYS 203
20	If the course is cross listed, specify the Course ID(s); MUST have signature in Section V from all Department Chairs	
21	Does this course have any special student costs?	☐ No ☒ <u>X</u> Yes (Student Lab Fee per CAS Policies) (If yes, must attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.)
22a	How frequently will the course be offered in the Fall ? All, even or odd years?	Every Semester, Every Year
22b	How frequently will the course be offered in the Spring ? All, even or odd years?	Every Year
22c	How frequently will the course be offered in the Summer ? All, even or odd years?	Not Typically
23	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>	Fall 2019
24	List course/s that should be deleted, (Also, 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>	

25	Is this course required for a degree/s? <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	☐ No ☒ Yes <i>Education Dept. is working on this.</i>
26	Should the addition of this course be retroactively applied to the degree plan it supports?	☐ No ☒ Yes Explanation: Course has been taught as special topics PHYS 240
27	Has this course been offered as a Special Topics course?	☐ No ☒ Yes PHYS 240 <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i> <i>(Note: New courses are NOT required to be taught as Special Topics courses prior to being approved. However, a course may be taught once as Special Topics before it is proposed. See the Course Descriptions section of the Catalog for details.)</i>
28	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-D.</i>	

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	This is an additional hour for education majors.
2	Justification State the justification for adding this course to the current curriculum. Represent the need.	The lab supports the class in applying knowledge and learning experiences that relate to lecture. Specifically, the curriculum used brings with it a national effort to help teachers understand the concepts of physical science.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	Pre-service K-8 teachers
2	State the overarching course goal(s) in performance terms.	To develop the understanding of physical science concepts by applying knowledge and experiences with physical science content that pre-service K-8 teachers will be tested on for certification.

2. Competencies and Measurements

	Competency	Measurement
1	Apply multiple laboratory sensors to measure the speed, distance, and acceleration of objects.	Lab exercise handout.
2	Apply methods to measure physical properties of matter.	Lab exercise handout and post lab exercises.
3	Apply Analytical methods to quantify physical properties of matter.	Lab exercise handout and post lab exercises.
4	Apply engineering design summative exercises at the end of each lab section.	Lab exercise designed to apply content to engineering design. (K-12 is embracing engineering into its curriculum with new national standards.)
5	Apply technology to physical concepts.	Lab exercise handout and post lab exercises.

3. Text and Resources

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

NEXT GEN Physical Science and Everyday Thinking. Activate Learning, 44 Amogerone Crossway #7862, Greenwich, CT 06836

<https://nextgenpet.activatelearning.com/>

From the Publisher - The *Next Gen PET* set of materials includes ten content units, organized into five modules focusing on developing models for magnetism and static electricity, energy, forces, waves (including sound and light), and chemistry. The units include *engineering design activities* that require application of the unit's physical science content. There are also two sets of optional materials: Teaching and Learning

07/01/2016

and Planning and Conducting Investigations. The *teaching and learning* activities are designed to help students make explicit connections between their own learning; the learning and teaching of children in elementary school; and the core ideas, science and engineering practices, and crosscutting concepts of the NGSS. The *planning and conducting investigations* activities help students plan and conduct experimental investigations.

2. For **combined undergraduate/graduate** courses, make two lists:
 - a. full publication information; label **Undergraduate**.
 - 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.

V. Preliminary Approvals

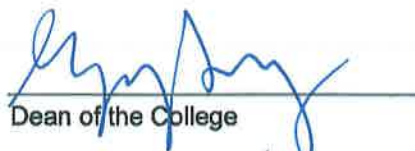
All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Course Number and Name PHYS 204

Primary Department


Department Chair

10/26/18
Date


Dean of the College

12/12/18
Date

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

Department Chair
Dean of the College

Date

Date

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

Department Chair
Dean of the College

Date

Date

VI. Actions *Place all actions on one page.*

Course ID: _____

Course Title: _____

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 _____ 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: (for all courses)

Approved _____ Denied _____
President Date _____

Attach notes, comments, or conditions from appropriate councils:

October 16, 2018

Dr. Jess T. Dowdy
OSC113
Jess.dowdy@acu.edu
325-674-4825

Re: Review of PHYS204

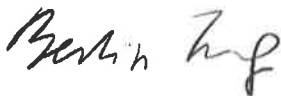
Dear Dr. Dowdy,

Thank you for submitting PHYS204: Physical Science for Teachers Lab. I have reviewed it based on the ACU Syllabus Guidelines and find the syllabus meeting the requirements. Here are a few suggestions I would make for further improvement:

- For proximity, you might want to move university policies together, such as Academic integrity and ADA compliance policy. Though Title IX policy is optional, it is a good idea to include it. Sample text and link can be found here: <https://tinyurl.com/acusyllabus>
- Please add a section on competencies and measurements.
- Add Departmental mission statement.
- You have a section on "final grades" focused on the grade that lab is worth. It might help to provide more detail for each week, such as readings, activities or assessments. The course review guideline requires detailed description of topics you cover, description of activities, and assessments or assignments. You can see an example from the link above.

These are changes you can make yourself. There is no need for further review at the Adams Center. However, please note that this letter is not meant to be a final approval in the course application process. Instead it is intended as a reference, which will be read by your department chair and members of the council, who may also have questions or comments of their own.

If you have any questions, please feel free to let me know. Please also let me know if we can be of any help in the design and facilitation of this course.



Director of Instructional Design
Adams Center

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

MEMORANDUM

DATE: October 30, 2018
TO: Dr. Jess Dowdy
FROM: Mark McCallon, Associate Dean for Library Information Services
RE: Course Application for PHYS 204 - Physical Science for Teachers Lab

After reviewing the course application and syllabus, the library can support the proposed course. Please contact Erica Pye (exp10a@acu.edu), Librarian Liaison to the Department of Engineering and Physics, if you will require additional library resources in the future for supporting the course. Thank you for letting us review the course application.

Abilene Christian University

Course Syllabus

COURSE DESCRIPTION:

Catalog Description: A science course of primary interest to pre-service teachers. The course uses inquiry-based and other "best-practice techniques" to apply physical science concepts to situations within the world and at the same time applicable to the future teacher's classroom.

Course Number:	PHYS 204
Course Title:	Physical Science for Teachers Lab
Semester/Year:	Spring 2019
Credit Hours:	1
Class Meeting Times:	Tuesday 3:00-5:00 PM
Class Location:	Onstead Science Center 361
Prerequisites:	None

COURSE INSTRUCTOR:

Professor:	Dr. Jess T. Dowdy
Office:	Onstead Science Center (OSC) 113
Office hours:	Wednesday 1:00 – 5 Tuesday 9:30 – 11:00 AM Thursday 9:30 – 11:00 AM

Other office hours gladly by appointment, or feel free to just come in if I am in my office.

Phone:	674-4825 (office) 325-269-1965 (phone/text)
Email:	<u>jess.dowdy@acu.edu</u>

TEXT:

Next Generation Physical Science and Everyday Thinking, is a low cost photocopied lab book available in the bookstore. Information about this National Science Foundation supported curriculum can be viewed at:

<https://nextgenpet.activatelearning.com/>

CLASS ATTENDANCE:

Attendance is not taken, but each class period contains work that counts in your overall grade. There is no makeup work for any work that occurs during your absence. If you are absent, you get a zero for any work given that day, with no exceptions other than those that gain Provost approval¹ in advance. If you miss an assignment, there are no makeup labs without the Provost approval in advance. Because the Provost approves these in advance, any work missed can be made up in advance of the absence. For cases of hospitalization or other prolonged serious illness, arrangements possibly may be made on a case-by-case arrangement for makeup work.

¹Prearranged absences, such as for example, a typical of sports or academic out of class activity, require a form signed by the Provost. A student who is required to be absent from a class to participate in a university activity approved by the academic administration will not be penalized by professors for missing class provided that the procedures noted on the Advance Approval for Absence form are followed. However, the student should not be permitted to participate if he or she has absences of more than nine MWF meetings, or six TR meetings, or three meetings of a one-day-per-week class. These include "approved absences" under this policy as well as other absences.

(<http://www.acu.edu/academics/provost/forms.html>).

CLASS DEMEANOR:

Questions or observations are encouraged during the class period. Severe cases, as decided by the professor, of disruptive behavior will not be tolerated, and will result in dismissal from class, with a grade of F (for the entire semester), if exhibited. Example: Threatening someone in the class with a weapon.

ACADEMIC INTEGRITY:

Given the unlikely event that anyone becomes involved in academic integrity issues, that person, and any collaborators, will receive a grade of "F" in the course. For this case, no withdraw grades are allowed.

Rationale for Policy

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

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

Definition of Academic Integrity

Academic Integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes but is not limited to reading assignments, assessments, examinations and tests, attendance at required out-of-class activities, written or oral presentations, and laboratory experiments and research.

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

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

ADA Compliance Statement

"Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at 325-674-2667."

Anti-Harassment Policy:

Consider adding the following text from the harassment policy of ACU:

"As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Harassment is defined as unwelcome behavior or conduct based on sex, religion, race, age, color, national origin, veteran's status, disability, or any other characteristic protected by law when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in University programs or activities, (2) submission to, or rejection of, such conduct by an individual is used as the basis for a decision affecting an individual's employment, education, or participation in University programs or activities, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for work, education, or participation in a University program or activity. See the full university policy by following [this link](#).

LAB CLASS PARTICIPATION:

During almost every lab there will be multiple activities that have a variety of requirements. These projects consist of worksheets, presentations, and homework that will be turned in for a portion of your grade. The number of projects will be approximately 15. This portion of your lab grade is worth 100% of your grade.

FINAL GRADES:

Each lab below corresponds to the week of the semester. Your final grade will be calculated by using the highest 18 scores from the following 20 assignments worth 100 points each.

Lab #1 Class Syllabus / Pre-Assessment	_____ / 100
Lab #2 Interactions and Motion	_____ / 100
Lab #3 Motion and Energy	_____ / 100
Lab #4 Slowing and Stopping	_____ / 100
Lab #5 Warming and Cooling	
Lab #6 Keeping Track of Energy in Electric Circuit Interactions	_____ / 100
Lab #7 Conservation of Energy	_____ / 100
The Solar Shower	_____ / 100
Lab #8 Interactions and Force	_____ / 100
Motion with a Continuous Force	_____ / 100
Lab #9 Pushes and Slowing Down	_____ / 100
Friction and Slowing	_____ / 100
Lab #10 Changing Force Strength and Mass	_____ / 100
Building a Better Bumper	_____ / 100
Lab #11 How do rocks tell us about Earth processes?	_____ / 100
Lab #12 Why does the Earth have such varied topography?	_____ / 100
Lab #13 How do we know about Earth's tectonic plates?	_____ / 100
Lab #14 How does heat from inside the Earth affect the Earth's surface?	_____ / 100
Lab #15 How do we know about Earth's history?	_____ / 100
Lab #16 Astronomical Observations	_____ / 100
Post-Assessment	_____ / 100
Total ...highest 18.....	_____ / 1800

You will earn a grade according to the scale below:

90 to 100%	A
80 to 89.99%	B
70 to 79.99%	C
60 to 69.99%	D
Less than 60%	F

LEARNING OBJECTIVES

- 1) An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use scientific judgment to draw conclusions.
- 2) An ability to acquire and apply new knowledge as needed, using appropriate learning strategies

Competencies and Measurements

	Competency	Measurement
1	Apply multiple laboratory sensors to measure the speed, distance, and acceleration of objects.	Lab exercise handout.
2	Apply methods to measure physical properties of matter.	Lab exercise handout and post lab exercises.
3	Apply Analytical methods to quantify physical properties of matter.	Lab exercise handout and post lab exercises.
4	Apply engineering design summative exercises at the end of each lab section.	Lab exercise designed to apply content to engineering design. (K-12 is embracing engineering into its curriculum with new national standards.)
5	Apply technology to physical concepts.	Lab exercise handout and post lab exercises.

KEYS TO SUCCESS:

- Keys to success:
 - Be here.
 - Be prepared.
 - "Work" in class.
 - Communicate with me. Do this, if at all possible, before a problem arises. Most problems have simple solutions ahead of time, but often can't be corrected after the fact. If you were unable to contact me ahead of time, you should contact me ASAP afterwards.

The mission of ACU:

To educate students for Christian service and leadership throughout the world.

The mission of the College of Arts and Sciences:

To engage students with humanity's greatest ideas to create understanding, apply insights, and serve the world as Christian thinkers and problem solvers.

Re: PHYS 204

Inbox

Dana Pemberton

to me

Jess,

Of course this goes through CAS Council first and then through Teacher Ed Council. I will put together a council item to accompany it to add the hours to the Elementary and Middle School Science degree plans.

Dana

Dana Kenamer Pemberton, Ph.D.

Associate Dean, College of Education and Human Services

Professor and Chair of Teacher Education

Abilene Christian University

Abilene, TX 79699

(325) 674-2112

PHYS 204 -- Teacher Education Support

1 message

Dana Pemberton <dlp94a@acu.edu>

Mon, Nov 12, 2018 at 9:41 AM

To: Jessica Smith <jes98k@acu.edu>

Dr. Smith,

I would like to add my support for PHYS 204. This course will add a much needed lab experience for the following degrees:

- Early Childhood/Elementary (EC-6)
- Special Education with Early Childhood and Elementary (Special Ed/EC-6)

The lab will also be included with PHYS 203 in the Middle School Science degree plan.

PHYS 203 was developed initially to provide a course in physical science aligned with the content for which EC-6 and 4-8 teacher candidates will be accountable in the classroom. This course is of particular importance for the two EC-6 degree plans. While these students are not science majors, they are preparing to teach science in grades Pre-K through 6. As such, we have worked to provide science courses that are more focused than the typical general education science courses. CHEM 203 includes a lab experience within the 4-hour course. We have not been able to consistently offer a course with a lab in Biology that is aligned with the EC-6 science standards. An additional science course with a lab (PHYS 204) is a critical need so that our EC-6 teacher candidates.

Thank you for your consideration.

Dana Kennamer Pemberton, Ph.D.
Associate Dean, College of Education and Human Services
Professor and Chair of Teacher Education
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