

Approval Chart for Curriculum Changes

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

Course Number ENVR 233 or Degree Plan(s) _____
 State the requested change and reason. A memo may be attached if more space is necessary.

Please see the attached memo for the old course outcomes and the revised course outcomes.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³					President	Provost
Change to a Course		Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD
1.	Title (description unchanged)	A	A	A		I		I
2.	Description (not affecting content)	A	A	A		I		I
3.	Course term(s)	A	I	A		I		I
4.	Content (substantive change)	A	A	A		I		A
5.	Number of hours (lecture, lab, contact)	A	A	A		A		A
6.	Course number within the hundred	A	A	I		I		I
7.	Course number beyond the hundred	A	A	A		A		A
8.	Prerequisites	A	A	A		I		I
9.	Course fee(s)	A	--	A		--		A
10.	From U to G or G to U	A	A	A		A		A
11.	Cross list with another department: U or G level	A	A	A		A		A
12.	Department of record	A	A	A		A		A
13.	Open or close a course	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

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

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COUNCIL ³										
	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEAC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A	A
2.	Admission requirements	--	--	--		A		A	A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A	A

¹ Councils may request additional information about “Information” items. These items are approved as “Consent Agenda.”

² The Dean and Department should respond to the Provost’s recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEAC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

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

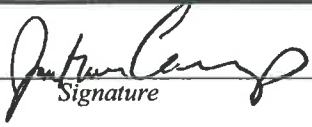
⁶ Courses that satisfy ACU’s University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and “not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession” (SACS 2.7.3). Departments may request exceptions to the first three criteria.

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

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Signature	09/10/2019 Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
 Signature	11-15-19 Approval date
_____ Signature	_____ Approval date

Dean(s)	
 Signature	12/5/19 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

Course Description (no changes made)

A basic course dealing with soil types and parent material, chemical, physical, and biological properties of soils. Laboratory graded and credited with course. May be used to satisfy University Requirements.

Old outcomes:

	Course Outcome
1.	Gain understanding of the concepts of soil physics, chemistry, nutrition, and ecology.
2.	Acquire skills to analyze graphical data presented in lecture or generated as part of the lab experience.
3.	Develop hypotheses, test them by conducting experiments in lab, interpret and draw conclusions from the data that may shed light on scientific explanations for phenomena.
4.	Explore current agro-ecological practices in comparison to historical practices and non-traditional practices.

Revised outcomes:

	Course Outcome	Measurement Instrument
1.	Describe the physical, chemical, and biological natures of soils.	Exams, lab reports, homework assignments
2.	Explain nutrient cycles, nutrient management and soil-plant relations.	Exams, writing assignments
3.	Describe methods to maintain soil health and prevent soil degradation.	Exams, writing assignments
4.	Explain soil classification and survey processes.	Exams, lab reports, writing assignments
5.	Create data using lab and field equipment, then display and interpret those data using tables, graphs, and statistics.	Lab exercises and reports

Spring 2020

SOIL SCIENCE (ENVR 233, 3 credit hours)

Class time & place: MW 10:00-10:50, OSC 233,
Lab W 2:00-4:50 McDaniel House or Rhodan Field Lab

Texts: David L. Lindbo, Deb A Kozloski, Clay Robinson, ed. Know Soil Know Life. Soil Science Society of America. 2012. ISBN (paperback): 978-0-89118-954-1
(eText): 978-0-89118-955-8

Magdoff, Fred, Van Es, Harold. Building Soils for Better Crops - Sustainable Soil Management, 3rd edition. SARE Outreach Publications, Brentwood, MD. 2010. ISBN: (paperback) 978-1-888626-13-1

Free pdf version on Canvas course page

Web-based text: [Link](#)

There is no lab text.

Course Pre-requisite: None

Instructor: Dr. James Carpenter
Office: Onstead Science Center 145A
Phone: 674-2277
Office Hrs: M 9-10, 12-2 TR 9:00-9:30, W 9-10, F 9-11. other times by appointment
email: jac16d@acu.edu

ACU Mission Statement

The mission of ACU is to educate students for Christian service and leadership throughout the world.

College of Arts and Sciences Mission

To educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a liberal arts education with professional and career education.

Agricultural & Environmental Sciences Mission Statement

To educate students for Christian stewardship of sustainable agricultural and environmental systems throughout the world.

Course Description

A basic course dealing with soil types and parent material, chemical, physical, and biological properties of soils. Laboratory graded and credited with course. May be used to satisfy University Requirements.

Christian Perspective

"Then he took the seed of the land and planted it in fertile soil." Ezekiel 17:5a. Soil is the foundation of agriculture, and provides all terrestrial beings with life. Understanding soil and knowing how to care for it is an essential aspect of Christian stewardship of the world.

Course Format

Class meets for 50 minutes, 2 times per week. Format in class will be a mixture of traditional lecture, multimedia presentations, and discussion. Lab time will be used for more direct, hands-on learning. Labs will be at both the McDaniel House and Rhoden Farm.

Course Goal

Students in the agriculture and the environmental sciences should have a working knowledge of soil processes, formation, composition, taxonomy, and geographic location, as this knowledge is integral to understanding both production agriculture and environmental protection and remediation.

	Course Outcome	Measurement Instrument
1	Describe the physical, chemical, and biological natures of soils.	Exams, lab reports, homework assignments
2	Explain nutrient cycles, nutrient management and soil-plant relations.	Exams, writing assignments
3	Describe methods to maintain soil health and prevent soil degradation.	Exams, writing assignments
4	Explain soil classification and survey processes.	Exams, lab reports, writing assignments
5	Create data using lab and field equipment, then display and interpret those data using tables, graphs, and statistics.	Lab exercises and reports

Other Learning Outcomes: Several learning outcomes and transferable skills are incorporated into this course. By the end of the course, students will have improved skills in:

Critical thinking through:

the collection and analysis of data in labs

reading and discussion of principle concepts of the course

Communication through:

writing lab reports in professional journal style

Assessment and Grading

Lecture

3 major exams (100 points each)	300 pts
1 cumulative final exam (150 points)	150 pts
10 quizzes (10 points each)	100 pts
2 writing assignments (25 points each)	50 pts

Lab

10 worksheets/lab reports (20 points each)	200 pts
1 Group project (50 points)	50

Both

50 activity points based on class/lab participation	50 pts
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Total = 900 pts

Assignments received late will be assessed a penalty, the severity of which will depend on the degree to which the assignment is late. Typically, 10% of the total possible grade will be deducted for each day the assignment is late (a 50 pt report would be docked 5 pts per day).

Makeups: It is the student's responsibility to make up all missed work. Due to setup time and space considerations, lab make-ups are sometimes difficult to arrange. Any make-up work must be completed **within one week of the original due date**. Make up exams will be similar to the original in content and format, but will have no extra credit component. Labs, exams, or in-class work missed due to an unexcused absence cannot be made up. Missed quizzes cannot be made up.

	<u>Percentage</u>	<u>Points</u>	<u>Letter Grade</u>
Grading Scale:	90.0-100	810+	A
	80.0-89.9	720-809	B
	70.0- 79.9	630-720	C
	60.0-69.9	540-629	D
	0-59.9	<540	F

Exams and Quizzes: Exams will consist of a mixture of multiple choice, true/false, matching, and short answer questions. Each exam is worth 100 points. The final exam is cumulative and is worth 150 points. Makeup exams are given (within 1 week of actual exam date) at the discretion of the instructor only when accompanied by a valid written note. Quizzes will be given approximately once/week. Only the top 10 scores will apply to the final grade. Quiz format will be similar to that of the exams.

Extra Credit: There may be random extra credit quizzes throughout the semester. These quizzes will be 5 points or less each. In addition, each exam will include an extra credit short answer question. These will be the only opportunities for extra credit in this course.

University Policies

ADA compliance: 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 325-674-2667.

Academic integrity: 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 your school, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following [this link](#).

Harassment policy: 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](#).

FERPA: "The Family Educational Rights and Privacy Act" affords the student certain rights with respect to student records." Refer to the ACU course catalog for a more thorough discussion (p. 9 in the 2015-2016 catalog).

Course Policies

Professionalism: You should conduct yourself in a professional manner, similar to what will be expected of you in the workplace.

Class Attendance and Conduct

Attendance: Attendance of class is expected. It is the responsibility of the student to make sure that any missed work is made up, and to stay current with the covered material.

Participation and Tardiness: Discussion is an integral part of this class. Worthwhile discussion can only happen if people are prepared. If students have done the requested readings before class, this shouldn't be a problem. But you need to be willing to contribute to the discussions. Your participation grade will be based on your level of interactions in the class. Being late to class is unprofessional and disruptive. Chronic or severe tardiness (e.g. being more than 10 minutes late) will result in loss of participation points.

Conduct: Students are expected to conduct themselves in accordance with the standards given in the Student Handbook. I shall treat you with the same level of respect I expect from you. No electronic devices shall be turned on during class, except for those specifically being used for the class. The textbook is **required** for the course, and **readings** should be completed before the material is covered in class.

Technology Use:

Inappropriate use of any electronic devices in a learning environment is disruptive and disrespectful of others. Unless the devices are approved as accommodations for persons with disabilities or have been designated for use in the classroom by the instructor, all such devices should be turned off and put away during class. Students violating this policy may be asked to leave the classroom immediately.

e-mail. I regularly check and answer e-mail (which is the best way to contact me with questions, comments, and concerns). Consider e-mails to be 'memos' and treat them as you would any communication in a professional, workplace environment. Texting shorthand and abbreviations are not appropriate for e-mails. Confirmation of e-mail replies is expected, professional, and is the standard in professional workplace environments.

Soil Science Tentative Class Schedule Spring 2020

KSKL = Know Soil Know Life

BSBC = Building Soils for Better Crops

<u>Dates</u>	<u>Week</u>	<u>Subject</u>	<u>Chapter(s)</u> <u>KSKL</u>	<u>BSBC</u>
1/13 - 1/15 Fri 1/17	1	Introduction Last day to add a class	1	pp. xi-xiv, Ch. 1
Mon 1/20 1/22	2	MLKJ Day, no class Soil Physical Properties	2	5
1/27 - 1/29	3	Physical Properties	2	5
2/3 - 2/5	4	Soil Formation	2	
Mon 2/10 2/12	5	Exam 1 Soil Biology	3	4
2/17 - 2/19	6	Soil Organic Matter		2, 3
2/24 - 2/26	7	Nutrient Cycles, Flows	4	7
Mon 3/3 3/6	8	Exam 2 Soil Classification	5	
3/9 - 3/11		SPRING BREAK, NO CLASSES		
3/16 - 3/18	9	Soil Classification, Biomes	5, 7	
3/23 - 3/25	10	Soil Classification, Biomes	5, 7	
3/30 - 4/1	11	Soil Degradation	6	6
Mon 4/6		Exam 3		
4/8	12	Ecological Soil Management		8-17
Fri 4/10		GOOD FRIDAY, NO CLASSES		
Mon 4/13		Last day to withdraw		
4/13 - 4/15	13	Ecological Soil Management		8-17
4/20 - 4/22	14	Ecological Soil Management		8-17
4/27 - 4/29	15	Ecological Soil Management		8-17
Mon 5/4		Dead Day		
Tues 5/5		COMPREHENSIVE FINAL EXAM (2:00-3:45)		

Be sure to check the ACU exam schedule webpage: <http://www.acu.edu/campusoffices/registrar/finalexams/scheduleC.html>, since the date and time may be changed by the registrar during the semester.