

Approval Chart for Curriculum Changes

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

Course Number ENVR 420 or Degree Plan(s) _____

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

Current course description: A history and philosophy reading survey exploring the relationship between nature and man. Presents an environmental world-view through lectures, readings, research and reflection. Focus is on philosophy and environmental ethics such as anthropocentrism, biocentrism and ecocentrism, preservation, conservation, Christian stewardship, eco-feminism, deep ecology, and sustainability from an eastern, western and Native American perspective. Prerequisite: Senior standing. A capstone and writing-intensive course.

New course description: A literary, historical, and philosophical reading survey exploring the relationship between man, society, and nature. Presents various environmental worldviews through readings, lectures, research, and reflection. Focus is on nature writing, philosophy, environmental ethics, Christian stewardship, and sustainability. Prerequisite: Senior standing. A capstone and writing-intensive course.

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						
		Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD
Change to a Course								
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.

Approval Chart for Curriculum Changes

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

		COUNCIL ³										
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

COUNCIL ³										
	Provost-Proposed Change	Provost	Department	Dean	TEC	UAC	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

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

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.

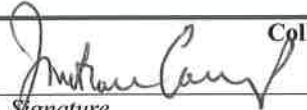
⁶ Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation 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

ENVR 420

Old outcomes:

	Course Outcome	Measurement Instrument
1.	Examine the history of the environmental movement.	Exams
2.	Organize important names and principles in the development of environmental thought.	Exams
3.	Evaluate philosophies and ethics that support environmental action.	Position papers
4.	Analyze the complexity of environmental issues.	Position papers Class presentations
5.	Value the role and diversity of non-governmental organizations.	NGOs Class presentations
6.	Justify ethical personal stance on complex issues.	Position papers
7.	Demonstrate responsibility for one's active learning.	Self-reported evaluation

Revised outcomes:

	Course Outcome	Measurement Instrument
1.	Summarize the history and development of environmental thought.	Exams In-class presentations
2.	Compare and contrast important authors and works in the development of environmental thought.	Exams In-class presentations
3.	Evaluate worldviews, philosophies, and ethics that support environmental action.	In-class presentations Writing assignment
4.	Formulate an ethical personal stance on environmental issues.	Writing assignment
5.	Articulate the importance of biophilia and place.	Writing assignment
6.	Evaluate and summarize a personal worldview and how it impacts one's perspective on environmental systems.	Writing assignment Project

Class time & place: T: 6:00-8:50PM, Onstead Science Center 261

Textbooks:

1. Taylor, David, ed. (2006). *Pride of Place; A contemporary anthology of Texas nature writing*. Denton, Texas: University of North Texas Press. (Primary source)
2. Finch, Robert & Elder, John, Eds. (2002). *The Norton Book of Nature Writing*. College edition. New York, NY: W.W. Norton & Company. (Primary source)
3. de Steiquer, J.E. (2006). *The Origins of Modern Environmental Thought*. Tucson: The University of Arizona Press. (Secondary source)

* [Click this link to see ACU Bookstore for these materials.](#) Search for the course, ENVR 420.01

Course Prerequisite: Senior standing

Instructor: Dr. Kendra Jernigan, PhD

Office: Onstead Science Center 145C

Phone: 325-674-2101

Office Hrs: Monday: 9am-10am

Tuesday: 1pm-4pm

Wednesday: 9am-10am

Thursday: None

Friday: 9am-10am & 1pm-2pm

*or other times by appointment via Canvas message. Priority use of Canvas messaging over email, thank you! (Email: kendra.jernigan@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 literary, historical, and philosophical reading survey exploring the relationship between man, society, and nature. Presents various environmental worldviews through readings, lectures, research, and reflection. Focus is on nature writing, philosophy, environmental ethics, Christian stewardship, and sustainability. Prerequisite: Senior standing. A capstone and writing-intensive course.

Course Format

Class meets for 2 hours and 50 minutes, once per week. Class time will involve lecture, discussion, presentations and learning activities designed to help make connections and discover interrelationships with the thoughts of others.

Student Outcomes: Expected student outcomes will be to:

	Outcome	Measurement Instrument
1.	Summarize the history and development of environmental thought.	Exams In-class presentations
2.	Compare and contrast important authors and works in the development of environmental thought.	Exams In-class presentations
3.	Evaluate worldviews, philosophies, and ethics that support environmental action.	In-class presentations Writing assignment
4.	Formulate an ethical personal stance on environmental issues.	Writing assignment
5.	Articulate the importance of biophilia and place.	Writing assignment
6.	Evaluate and summarize a personal worldview and how it impacts one's perspective on environmental systems.	Writing assignment Project

Writing-Intensive Course: This course has been designated as the writing intensive course in the Environmental Science major. This means that you will turn in the second position paper in duplicate. I will evaluate one copy and a group of professors from across the campus will evaluate the other. My evaluation will impact your grade in this class. The other evaluation is for our SACS (Southern Association of Colleges and Schools) accreditation process. ACU states in the official catalog that graduates are effective writers in English and this is our method of proving that statement. The University and I appreciate your willingness to submit an example of your writing for use in this process of validating our university's stated goal.

Capstone Course: This course has also been designated as the Capstone course for Environmental Science. Therefore, there will be two assessments required by the Provost; the Standard Assessment of Information Literacy Skills (SAILS) and the capstone assignment. The University and I appreciate your willingness to participate in these assessments to be used in the process of validating the Core Curriculum and the goals of your major.

Assessment and Grading

Tasks	Approx. %
Four papers (4@100)	40%
Adobe Rush Video Project	10%
Midterm and final exams (2@100)	30%
Assignments	10%
Attendance	10%
Total	100%

Grading Scale:	90.0-100	A
	80.0-89.9	B
	70.0- 79.9	C
	60.0-69.9	D
	0-59.9	F

Paper Due Dates: (4@100points)

1. Position Paper #1 due week 5 one paper copy
2. *Position Paper #2 due week 10 * Writing-Intensive paper. See special instructions.
3. Place Paper #3 due week 15 Electronic copy and paper copy
4. Christian worldview paper due week 15

Attendance: 50 points of your final grade.

Assumption: Class attendance (in Body and Mind) is expected, and will be recorded. This class only meets 15 times this semester. Each class represents one week of work.

Unexcused Absence: This is when you are *not* attending a funeral, representing ACU in an approved activity (i.e. sports, debate, professional conference, etc.) or are sick under a doctor's care.

Policy: Three unexcused tardies equal one unexcused absence. Two weeks (two classes) of unexcused absence will invoke a point penalty for attendance. Also, indirectly, it may negatively affect your presentations, discussions and assignments and therefore your final course grade. More than 4 weeks (four classes) unexcused absence may result in a W (withdraw). If you have a personal problem affecting attendance, please discuss it early with the facilitator.

Evaluation:

- 0 to 1 unexcused absences 50 points
- 2 unexcused absences 40 points
- 3 unexcused absences 20 points
- 4 unexcused absences 0 points

Examinations: (2@100 =200points)

Midterm and Final Exams will be comprehensive (over everything covered in class), objective (true/false, multiple choice, matching, fill-in the blank) and subjective (short answer and essay). Portions of each exam will be open book.

I. Objective Evaluation

Presentations-

- NGO Report- (non-governmental organizations)
- Norton Reports-(selection from The Norton Book of Nature Writing)
- Origins Reports- (selection from The Origins of Modern Environmental Thought)

Writing-

- In-class writing assignments will take the form of short essays, responses, opinions, positions, actions and /or reflection.
- Out-of-class writing assignments must be: on time, complete, electronic submission or word-processed (duplex printed on recycled paper) for full credit.

Evaluation:

- The final evaluation of your Presentations and other assignments will be objective and based on completeness and quality.
- Individual assignments will be recorded and returned.
- Approximately 20 assignments will be evaluated. Each assignment will be worth 1 point based on your completion. I will drop two of the lowest grades.

II. Subjective Evaluation

Reading- Works from the three textbooks will be assigned each week in class to be read for the next class. Approximately 75 pages a week (approx 1000 pages total). Read with a dictionary (<http://dictionary.oed.com/entrance.dtl>) and marker in hand. Be prepared to read and discuss in class. Make it obvious to all that you are reading the assignments.

Class Discussion- All students will be called upon to respond to lectures, readings and environmental issues and be asked to share their original composition. Be prepared to read some passages aloud in class. Historically, the story (literature) was spoken and heard rather than printed and read. These discussions will give you an opportunity to express orally your developing environmental thoughts. Make it obvious to all that you are thinking.

III. Learning Evaluation-

The evaluation of what you learned from your experience in this class will be based on Pre/Post Learning Assessment. Assumption: positive change from pre to post indicates learning.

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 College of Arts & Sciences policy, including how to appeal a decision, at <https://www.acu.edu/content/dam/community/documents/cas/cas-academic-integrity.pdf>.

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 at <https://www.acu.edu/titleix>.

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.

Expectations

This semester, we have the opportunity to explore various aspects of plant science together. In order for us to work together and learn from one another, I want to delineate what is expected of students and what you can expect from me.

Expectations of Students:

- I expect you to put forth your best efforts and be prepared to learn. As such, I expect you to be on time to class and be prepared to learn.
- I expect you to be respectful of everyone in class – fellow students as well as the professor. We are all human and therefore all make mistakes, but we are also created in God's image. Please extend grace to everyone in our class when mistakes are made and be willing to consider viewpoints other than your own. Please be mindful that not everyone will have the same life experiences or approaches as you do. We can heartily disagree with others, but still afford them respect and courtesy.
- I expect you to spend the necessary time to complete your assignments and study for this class. The assignments, group assignments, quizzes, and exams are designed to further your understanding of course topics and help you earn your final class grade.
- I expect you to do your own work for this class and to not engage in any form of academic dishonesty or plagiarism.

Expectations of the Instructor:

- I will respond to your Canvas messages, emails, and other forms of communication promptly – generally within 24 hours. In order to allow for Sabbath rest and time with my family, I will not be checking emails as often in the evenings or on weekends.
- I will respect you and your desire to learn. My role is to provide you with the resources to succeed and facilitate your learning in this class. Please do not hesitate to ask if you do not understand something; I will do my best to reword or spend additional time on a subject to ensure that all content is understood. You are enrolled in this class to learn. I am happy to provide you with resources and opportunities to be successful.
- I will be prepared and on time to class. It is disrespectful to you if I am not prepared and on time for class, as such I will make every effort to be prepared for class just as I expect you to be.
- I will return assignments, quizzes, and tests to you within 2 weeks of the due date. It is important for you to have assignments returned to you in a timely manner, so that you can assess what areas you need to spend more time studying and what areas you already have successfully mastered.

Technology Use:

Appropriate use of electronic devices for classroom purposes is permitted. 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.

Canvas Messaging. Have a question about anything? Shoot me a message in Canvas. I will respond happily within 24-36 hours.

These messages are expected to be professional and respectful. Texting shorthand and abbreviations are not appropriate for messages. Confirmation of message replies (i.e such as ‘Thank you!’) is expected, professional, and is the standard in professional workplace environments.

If you have a problem with Canvas Messaging, you are welcome to email me: kendra.jernigan@acu.edu.

Week 1 Introductions- no lecture

Week 2 Environmental Thought- What is it?

Week 3 Critical Thinking- (Ways of Knowing)

Week 4 Ethics, Morals, and Values

Week 5 Environmental Principles & Precautionary Principle

Week 6 Worldview

Week 7 Transcendentalism

Week 8 Midterm Exam

Week 9 Population and Consumption

Week 10 Limits

Week 11 Sustainability... (Tragedy of the Commons-No formal lecture)

Week 12 Risk

Week 13 Global Climate Change

Week 14 Creation Care

Week 15 Catch up/Review

Week 16 Final Exam

*Note: 15 class meetings plus final, 12 lectures.

(Assignments due the following week)

1. Week 1- Position Paper #1- Topic
2. Week 2- Position Paper #1- Position Statement
3. Week 3- Position Paper #1-Add ethical terms to support position
4. Place Paper- Choose place (name and location)
5. Week 4- Position Paper #1- Due date week 5
6. Place Paper- List Items (10) Anthro (human), Bio (animal and plant) and Eco (natural phenomenon)
7. Week 5- Position Paper #1- Due Tonight
8. Place Paper- Draft #1 Anthro (one person)
9. Week 6- Place Paper- Draft #1 Bio (one animal)
10. Week 7- Position Paper #2- Topic and Position Statement
11. Place Paper- Draft #1 Bio (one plant)
12. Week 8- Position Paper #2-Add ethical terms to support position
13. Place Paper- Draft #1 Eco (one element)
14. Week 9- Position Paper #2- Due date week 10
15. Week 10- Position Paper #2- Due Tonight
16. Place Paper- Draft #2 Anthro, Bio (animal), Bio (plant) and Eco
17. (Include #1 drafts with comments for comparison.)
18. Week 11- Place Paper- Introduction, Theme, Conclusion
19. Week 12- Place Paper- Author Biography
20. Week 13- List of other elements to be included in Place Paper.
21. Week 14-Completed Place Paper (minimum-2 anthro, 3 animal, 3 plant & 2 eco elements)- Due date wk 15
22. Week 15- Place Paper- Due Tonight