

Approval Chart for Curriculum Changes

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

Course Number AENV 381 or Degree Plan(s) _____

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

This study abroad experience is centered on Christian service through agriculture/environmental science. The students will learn through service. This will not only help meet the needs of the local people, but will also teach the important skills that they will be able to use in Christian service in a very different culture as well as cultures similar to ours. This 3 hour course will be an essential component of the experiential learning requirement in the revised Agricultural and Environmental Sciences degree plans.

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

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										
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	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	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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COUNCIL³

	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

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 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 _____ <i>Signature</i>	11/01/2021 _____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

College Academic Council(s)	
 _____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Dean(s)	
 _____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Teacher Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

General Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Undergraduate Academic Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Graduate Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Provost	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Faculty	
_____ <i>Chair of faculty senate</i>	_____ <i>Approval date</i>

President	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Application for a New Course v10.7

Instructions:

- Consult with the Registrar's Office to confirm a course number and ask any questions about effects on related degree plans.
- Complete the New Course Application.
- Create the course syllabus. Refer to the Syllabus Checklist and consult with the Adams Center Instructional Design team with any questions.
- Submit the application and syllabus to the Adams Center Instructional Design team by email to director Berlin Fang for review and recommendations.
- Submit the application and syllabus for library review to Associate Dean Mark McCallon.
- Compile the full application and attachments. This includes at a minimum the approval chart, new course application, syllabus, and letters reviewing the syllabus and library support.
- Conduct departmental vote to approve addition of the course.
- Submit to College Academic Council.
- Your college will route the application from this point. The department chair will be notified of necessary meetings with university councils.

The course developer completes this application with all relevant supporting documentation before the new course is reviewed by the department or any academic council.

Syllabus Checklist v10.7

NOTE: It is not necessary to submit this checklist with the New Course Application. 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 (if face-to-face)
- Prerequisite/corequisite

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.

Student Learning Outcomes/Measurements

- Specific outcomes stated in measurable terms
- Assignments or instruments that will be used to assess the outcomes

Assessment/Grading Criteria

- Complete and accurate details of factors and elements that will compose 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 and link
- Title IX policy

Course Policies

Expectations and consequences regarding:

- Attendance (if face-to-face)
- Tardiness (if face-to-face)
- Participation
- Course-specific academic integrity information
- Late assignment/exam policy

Course Calendar

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

- Exam dates
- Assignments
- Due dates and other deadlines
- Schedule of readings and topics
- Statement to reserve right to modify the calendar as necessary

Schedule Type definitions for Section I-13.

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.

Guidance for writing student learning outcomes in Section III-B.

	Student Learning Outcome	Measurement
	<i>Instructions:</i> Outcomes should be observable and measurable, and stated in terms of student performance. It can be helpful to complete the sentence “Students will be able to...” If the outcomes are primarily cognitive, consider using Bloom’s Taxonomy to evaluate whether the competencies are at an appropriate level for the course. In the rarer 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.
1	Defend dietary goals in light of current research.	Weekly Reading Journal, Research Paper
2	Examine personal values, attitudes and expectations to enhance self-awareness for greater effectiveness as a social work professional.	Field Instructor Evaluation
3	Integrate terminology from literary history into writing.	Research Paper

Application for a New Course v10.7

Discard instructional pages A-C before submitting application

Course ID (<i>Subject and Number</i>)	AENV 381
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Jim Carpenter, Kendra Jernigan
2	Course Instructor	Any full-time faculty within the department
3	Course Title	International Applications in Agricultural & Environmental Sciences
4	Course Abbreviation for Banner if title is more than 30 characters	International Appl in Ag & Env Sci
5	College	Arts and Sciences
6	Department or School	Agricultural & Environmental Sciences
7	Number of Credit Hours	3
8a.	Number of contact hours – lecture	1
8b.	Number of contact hours – lab/activity	3
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	3
13	What type of course is this? (Select one option. Please see Schedule Type definitions on Page C.)	☐ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☒ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation

14	Number of faculty workload hours	3
15	Grade Mode	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	12
17	Catalog Description (50 words or less)	An experiential learning course focusing on the application of agricultural and environmental technology in a developing nation. Students learn about local agricultural practices and environmental issues. They then <u>implement</u> specific projects designed to improve the quality of life for indigenous peoples.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Instructor approval. BMIS 391: Service in Global Contexts
19	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	None
20	If the course is cross-listed, specify the Course ID(s)	N/A
21	Does this course require any additional student course fees?	☒ No ☐ Yes If yes, attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-8.
22a	Will the course be offered in fall terms?	☐ No ☐ Yes If yes: all, even, or odd years? All
22b	Will the course be offered in spring terms?	☐ No ☐ Yes If yes: all, even, or odd years? All
22c	Will the course be offered in summer terms?	☐ No ☒ Yes If yes: all, even, or odd years? All
23	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Summer I, 2023
24	Is this course required for a degree/s?	☒ No ☐ Yes

		If yes, attach a revised degree plan(s) reflecting the placement of the new course.
25	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	<u>X</u> No __ Yes If yes, provide rationale:
26	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	__ No <u>X</u> Yes If yes, provide course ID, term, and enrollment: AENV 340.01, Summer I, 2021, 7
27	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>	None

II. Curriculum

- A. Explain effect on degree plans. If the addition of the course alters degree requirements, submit a separate Approval Chart for Curriculum Change to update the degree plan.

Degree plans within the A&E Department are being changed to include a 3 hours of experiential learning requirement. This course will be one of the options. See the degree plans for specific changes.

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

This study abroad experience is centered on Christian service through agriculture/environmental science. The students will learn through service. This will not only help meet the needs of the local people, but will also teach the important skills that they will be able to use in Christian service in a very different culture as well as cultures similar to ours. This 3 hour course will be an essential component of the experiential learning requirement in the revised Agricultural and Environmental Sciences degree plans.

III. Course Design

A. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	This course is intended for agricultural and environmental science majors. Students are expected to have taken the freshman level core courses in the department. Eligibility will be determined on a case by case basis by the instructor.
2	State the overarching course goal(s) in performance terms.	To help students in the agricultural and environmental sciences incorporate ACU's 21 st century vision of producing leaders who think "critically, globally, and missionally" with their own professional life through the application of specific techniques and technologies in the context of the developing world.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Students will demonstrate critical thinking skills and the ability to synthesize, analyze, interpret and summarize information.	Preparation and delivery of field project
2	Students will value and appreciate other cultures, while simultaneously incorporating the role of Christian service within their own specific professional vocations.	a. Field Journal b. Reflective Paper
3	Students will focus on the missional aspects of the trip with appropriate reflection.	Mission Journal
4	Student groups will be assigned a mission project. They will demonstrate an understanding of all aspects of its implementation and purpose as they carry out the project.	Mission Project

3. Text and Resources

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

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

- A. full publication information; label **Undergraduate**.
- B. full publication information; label **Graduate**.

No text required.

IV. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
3	Instructional Design — The syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center letter.
4	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.
Attach if applicable	
5	Content Overlap — Include one document for each course you listed in Section I-27. Attach statement from instructor/dept chair of existing course justifying the new offering.
6	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.
7	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.
8	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.
9	Justification — Attach any documents to which you refer in Section II-B.

May 2022 **International Applications in Agricultural & Environmental Sciences**
(AENV 381, 3 credit hours)

There is no text for this course.

Instructors:

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Dr. Kendra Jernigan

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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

An experiential learning course that focuses on the application of agricultural and environmental techniques and technology in a developing nation. Students will implement specific projects designed to improve the quality of life for indigenous peoples. Examples might include raised bed gardening, forage production, beef and dairy herd improvement, clean water and water catchments projects, and projects designed to provide clean renewable sources of energy.

Christian Perspective

“God blessed them and said to them ... fill the earth and subdue it. Rule over the fish of the sea and the birds of the air and over every living creature that moves on the ground”. Gen 1:28

“I am God, your God. ... for every animal of the forest is mine, and the cattle on a thousand hills. I know every bird in the mountains, and the insects in the fields are mine ... for the world is mine, and all that is in it.” Ps 50: 7-12.

God did give humanity the responsibility to rule over his creation. But He also claims the creation as His own. Therefore, the best interpretation might be that we are stewards. Stewards caring for a creation that belongs to our God. In this class we learn how to be better stewards of wildlife species that God has placed in our care.

Course Goal: To help students in the agricultural and environmental sciences incorporate ACU’s 21st century vision of producing leaders who think “critically, globally, and missionally” with their own professional life through the application of specific techniques and technologies in the context of the developing world.

Course Competencies and Evaluation Methods:

Competency	Measurement Instrument	Performance Indicator
Students will demonstrate critical thinking skills and the ability to synthesize, analyze, interrupt and summarize information.	a. Preparation and delivery of field project	Successful completion of an operational project that improves the lives of indigenous people.
Students will value and appreciate other cultures, while simultaneously incorporating the role of Christian service within their own specific professional vocations.	a. Field Journal b. Reflective Paper	1. A detailed record of the entire educational experience. High quality work is typified by daily records of observation, people, sights, smells, feelings, sounds, tastes, etc... and should include sketches, diagrams, and reflective writing entries. 2. Summation of the educational experience. High quality work is typified by a well organized paper that addresses not only the project delivery aspects of the course but more importantly the global and missional aspects of the course, Christian service and intercultural awareness.

Missional Outcomes:

Outcome	Measurement Instrument	Performance Indicator
Students will focus on the missional aspects of the trip with appropriate reflection.	Mission Journal	Part of the field journal will be dedicated to focusing on the missional aspect of the trip, with appropriate reflection. The reflection paper required at course end will contain a section on the student's spiritual growth during the course.
Student groups will be assigned a mission project. They will demonstrate an understanding of all aspects of its implementation and purpose as they carry out the project.	Mission Project	Student groups will be assigned a project. They will understand all aspects of its implementation and purpose as they carry out the project.

Class Format: The class will be conducted both in Abilene and on site in Nicaragua. On campus components will include 2 hour blocks of instruction that combine both lecture formats and trip preparation. The main part of the course will consist of an 18 day on site experience in Jinotega Department, Nicaragua. In country format will include daily "hands on" activities and nightly review sessions designed to reinforce day time events, tours, and projects.

Assignments and Grading:

1. Journal: students will be required to keep a travel/missional journal.

FORMAT FOR JOURNAL ENTRIES: Begin each day with a new page in the journal. It may be wise to leave a page or two blank at the end of the previous day's entries in case you wish to make additional notes while reviewing. You may also use your journal for taking notes throughout the day on the educational parts of the trip. If so, start these notes at the spine, using the back half of the composition book. We want you to keep these notes separate from your journal entries.

Each day's entry should follow the outline below:

1. Day and date.
2. General locality visited (see itinerary).
3. Specific stops and observations along the way.
4. Environmental characteristics noted.
5. General notes and comments.
6. Any personal observations and feelings.
7. A daily summary and reflection.

Daily summaries should include your personal thoughts and reflections on each day's activities. For example, what you liked and disliked, a personal achievement, what was new or scary, how you saw God at work that day. Personal reflections should include a spiritual or missional component.

Students are further encouraged to....

Focus on concrete sensory images. We want you to write with your senses, writing from what you see and experience, rather than just writing from the mind. So make sure to focus on sights, sounds, smells, textures, tastes, culture, and people.

Make metaphors. Cycles and events in both agriculture and in nature are mirrored in the daily lives of people and human interaction. What do the things you engage in each day remind you of?

Be willing to learn. It may seem silly, but the object of this journal is to help you learn; to learn about yourself and about God, how you see other cultures and how others see you as North Americans. As you write, ask yourself what life lessons you can carry away from your experiences and observations.

2. Daily Quizzes: Each evening we will have a short quiz over the that day's activities. Each quiz will be worth 10 points.

3. Reflective paper: As a final exam, students will write a reflective paper on their experience, focusing on three areas: critical analysis of their project performance and educational experience, Christian service, and intercultural awareness.

4. Participation: To be successful, this course requires active participation by everyone in all its components. Therefore, your participation will be evaluated each day.

Course Grade:

Journal	100 points
Quizzes	100 points
Participation	50 points
Reflective Paper	50 points

Additional Course Policies:

1. Late work will not be accepted!
2. No “extra credit” will be offered, do not ask.
3. Students are expected to adhere to the Mision para Cristo dress code as outlined in the short term mission trip checklist.
4. Although the class will not be physically taught on the ACU campus, students are expected to adhere to the university code of conduct outlined in the student guide, most specifically no tobacco or alcohol will be permitted. Actions unbecoming a Christian reflects badly on the mission point with which we are partnering and will not be tolerated!

	<u>Percentage</u>	<u>Points</u>	<u>Letter Grade</u>
Grading Scale:	90.0-100	270+	A
	80.0-89.9	240-269	B
	70.0- 79.9	210-239	C
	60.0-69.9	180-209	D
	0-59.9	<180	F

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 of 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. We shall treat you with the same level of respect We 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. Instructors regularly check and answer e-mail (which is the best way to contact us 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.

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: November 15, 2021
TO: Agricultural and Environmental Sciences Faculty
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for AENV 381 – International Applications in
Agricultural & Environmental Sciences

After reviewing the course application, the library can adequately support the proposed course. Thank you for letting us review the course application.

Dr. Carpenter & Dr. [Kendra Jernigan](#)
Onstead Science Center 145A, C,
kendra.jernigan@acu.edu, jac16d@acu.edu

November 2, 2021

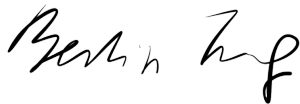
Re: Review of AENV 381

Dear Dr. Jernigan and Dr. Carpenter,

Thank you for submitting the application for the course *AENV 381 International Applications in Agricultural & Environmental Sciences*. I have reviewed it based on the [ACU New Course Application Guidelines](#). I find the syllabus to be meeting all requirements. Thank you for incorporating my earlier suggestions.

Please note that this letter is not meant to be a final approval in the course application process. Your department chair and members of the council may 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.

A handwritten signature in black ink, appearing to read "Berni Huff". The signature is fluid and cursive, with the first name "Berni" and the last name "Huff" clearly distinguishable.

Director of Instructional Design, Adams Center