

Approval Chart for Curriculum Changes

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

Course Number AENV 399 or Degree Plan(s) _____

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

Research is an important part of the education experience within the Agricultural & Environmental Sciences Department. Yet we do not have a research course allowing students to get credit for independent research. This course will be available for variable credit, from 1-3 hours, repeatable for up to 3 hours total.

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	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.

Approval Chart for Curriculum Changes

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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

Approval Chart for Curriculum Changes

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

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.

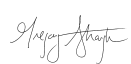
⁷ The UUAC approved the clarification that “general requirements for graduation” means the enumerated items in the “General Requirements for Bachelor’s Degrees” section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 _____ <i>Signature</i>	<u>11/01/2021</u> <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 399
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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	Research in Agricultural & Environmental Sciences
4	Course Abbreviation for Banner if title is more than 30 characters	Research in Ag & Env Sci
5	College	Arts and Sciences
6	Department or School	Agricultural & Environmental Sciences
7	Number of Credit Hours	1-3
8a.	Number of contact hours – lecture	0
8b.	Number of contact hours – lab/activity	1-3
9	Is the course for a fixed or variable number of credit hours?	Variable
10	Explanation for variable credit	Allows for variable intensity of research, as well as allowing for research over multiple semesters
11	Is the course repeatable for additional credit?	Yes
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	1
15	Grade Mode	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	5
17	Catalog Description (50 words or less)	Students perform agriculture or environmental research supervised by a faculty member for 1-3 credit hours. A paper, poster or presentation suitable for presentation at a scientific meeting, incorporating results of the research, is required for completion of the course. Course may be repeated until 3 credit hours are earned.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Instructor approval.
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>	Fall 2022
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>	☒ 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 ☐ Yes If yes, provide course ID, term, and enrollment:
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.

Research is an important part of the education experience within the Agricultural & Environmental Sciences Department. Yet we do not have a research course allowing students to get credit for independent research. This course will be available for variable credit, from 1-3 hours, repeatable for up to 3 hours total.

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 interested in developing research skills. Students are expected to have basic aptitude for independent research. Eligibility will be determined on a case by case basis by the instructor.
2	State the overarching course goal(s) in performance terms.	This course is an opportunity to formally incorporate original research as a fundamental component of the curriculum. Students must learn to think critically and develop ways to test their ideas by collecting new data and/or performing new analyses. Students must learn to clearly distinguish original research from the process of literature review.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Demonstrate scientific literacy and critical thinking skills in an experimental context.	Literature review
2	Develop skill in experimental design.	Research plan
3	Develop ability to collect, analyze, and critically evaluate data.	Written progress report
4	Develop skill in technical writing.	Written progress report
5	Demonstrate ability to present research in written or oral format.	Written research report or presentation

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**.

Fieldwork Ready: An Introductory Guide to Field Research for Agriculture, Environment, and Soil Scientists. Sara Vero. ISBN-13: 978-0891183754

Because each offering of this course covers original research in a rapidly changing field of science, text resources primarily come from the original literature and will be subject to change from year to year. Journal articles are assigned on a student-by-student basis according to the topics of their research, and students will be trained to search for additional references.

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.

RESEARCH IN AGRICULTURAL & ENVIRONMENTAL SCIENCES (AENV 399, 1-3 credit hours)
FALL 2022

Class time & place: TBD

Text: Fieldwork Ready: An Introductory Guide to Field Research for Agriculture, Environment, and Soil Scientists. Sara Vero. ISBN-13: 978-0891183754

Course Pre-requisite: Instructor Approval

Instructor: Dr. Kendra Jernigan, PhD

Office: Onstead Science Center 145C

Phone: 325-674-2101

Office Hrs: Monday: None

Tuesday: 8am-9am

Wednesday: 10am-11am & 1pm-3pm

Thursday: 8am-9am

Friday: 8am-10am

*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

Students perform agriculture or environmental research supervised by a faculty member for 1-3 credit hours. A paper, poster or presentation suitable for presentation at a scientific meeting, incorporating results of the research, is required for completion of the course. Course may be repeated until 3 credit hours are earned.

Christian Perspective

God created us with a creative mind that allows us to study and understand the natural world. Experimentation and research using the scientific method is one avenue that we use to study God's creation. The focus of this course is to provide students with experiential learning opportunities to conduct agricultural or environmental research projects. The students will also gain experience following appropriate and ethical procedures when experimenting with God's creation and to act faithfully and responsibility as scientists.

Intended Audience

This course is intended for agricultural and environmental science majors interested in developing research skills. Students are expected to have basic aptitude for independent research. Eligibility will be determined on a case by case basis by the instructor.

Outline of topics

This course will cover the development of an appropriate agricultural or environmental research project. Students will be expected to learn and apply the scientific method and experimental designs within their project framework. Over the course of the semester, students will collect their data, analyze them, and synthesize them into a poster, presentation, or paper suitable for presentation at a scientific meeting or for publication in a scientific journal. The instructor will serve as a guide or mentor throughout the duration of the research project.

Learning Methods & Course Format

The class is an experiential learning opportunity for the student. Therefore, the class format will be focused on project development, experiment implementation, data collection, statistical analyses, and synthesis of results. Students will be expected to meet with the instructor at least once a week. However, a significant amount of time, outside of those meetings, will be required of the students as they manage their research projects. Students should expect to spend a minimum of three field/lab hours per week for each hour of credit for which she or he has registered.

Course Goal and Specific Learning Objectives

By the end of the course, students will be able to:

	Course Outcome	Measurement Instrument
1.	Demonstrate scientific literacy and critical thinking skills in an experimental context.	Literature review
2.	Develop skill in experimental design	Research plan
3.	Develop ability to collect, analyze and critically evaluate data	Written progress report
4.	Develop skill in technical writing	Written progress report
5.	Demonstrate ability to present research in written or oral format	Written research report or presentation

Assessment and Grading

Literature review	100 pts
Experimental protocol	100 pts
Written progress reports	200 pts
Scientific artifact (poster, presentation, or paper)	200 pts
Class engagement & professionalism	<u>100 pts</u>
	700 pts

Grading Scale:	630-700	A
	560-629	B
	490-559	C
	420-489	D
	0-419	F

Extra Credit: These will be no 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, 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>.

Title IX: As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. When I am not able to keep your information confidential, I will only share it with responsible administrators on campus who can provide you with services and resources. I am required to

share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence or stalking that you report to me. If you would prefer to share information in a confidential setting, I encourage you to speak with someone in the [ACU Counseling Center](#). All of your options are available for review by clicking on the link to ACU's [policy](#).

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

Class engagement & professionalism: It is the responsibility of the student to make sure to engage with our learning community in a professional manner, especially relating to attendance and punctuality. Students are expected to make sure that any missed work is made up and to stay current with covered material. Please be in communication with the professor if an issue arises such as an unexpected illness, family emergency, or university approved absences. Students should attend all scheduled meetings with the instructor and communicate promptly if any issues arise. Students are expected to engage with their research project and manage all aspects of it.

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 (i.e., a 50 point report would be docked 5 pts. per day). No late assignments will be accepted after the Friday of finals week.

Makeups: It is the student’s responsibility to make up all missed work. Any make-up work must be completed **within one week of the original due date**. Work missed due to an unexcused absence cannot be made up.

Expectations

This semester, we have the opportunity to explore various aspects of agricultural and environmental research together. 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.
- I expect you to be respectful of everyone in the 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. We all approach these topics from different viewpoints as well as have varied experiences. 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 video lectures, assignments, discussion forums, group assignments, and quizzes 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. To allow for Sabbath rest and time with my family, I do not check my email past 7 pm on weekdays nor do I check my email on Sundays.
- 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 timely with course materials. It is disrespectful to you if I am not prepared with the course materials; as such, I will make every effort to be prepared just as I expect you to be.
- I will return assignments and quizzes to you within two weeks of the due date. To assist your learning, you need to have assignments returned to you promptly. Then you can assess what areas you need to spend more time studying and what areas you already have successfully mastered.

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 399 – Research in Agricultural & Environmental Sciences

After reviewing the course application and syllabus, the Library can adequately support the proposed course with the help of the faculty member to guide the students in their research projects. Please include links to the ACU Library in the course syllabus, including the Library homepage (<http://www.acu.edu/library>) and the Agricultural and Environmental Sciences Library Guide (<https://guides.acu.edu/agenvironmentsci>). Thank you for letting us review the course application and syllabus.

Dr. Kendra Jernigan
Onstead Science Center 145C
kendra.jernigan@acu.edu

October 8, 2021

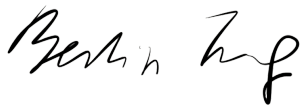
Re: Review of AENV 399

Dear Dr. Jernigan,

Thank you for submitting the application for the course *AENV399 Research in Agricultural and Environmental Sciences*. I have reviewed it based on the [ACU New Course Application Guidelines](#). I find the syllabus to be meeting all requirements. Congratulations on your excellent work.

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 "Beth Ingh". The signature is fluid and cursive, with the first name "Beth" and the last name "Ingh" clearly distinguishable.

Director of Instructional Design, Adams Center