

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond in Writing

Course Number AENV 201 or Degree Plan(s) _____

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

This request is to add a new course: AENV 201 (Current Issues in Agricultural and Environmental Sciences).

Our department wants to restructure AENV 110 (Introduction to Agricultural & Environmental Systems and Technology) from a 3-credit hour class into two 1-credit hour class: AENV 101 (Foundations of Agricultural and Environmental Sciences) and AENV 201 (Current Issues in Agricultural and Environmental Sciences). These changes will provide A&E majors with more flexibility and active learning in achieving the learning outcomes.

Indicate the requested change.

	Change to a Course	Dept./School ¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	President
1.	Title (description unchanged)	A	A	A	I	–	I	I	I
2.	Description (not affecting content)	A	A	A	I	–	I	I	I
3.	Course term(s)	A	I	A	I	–	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	–	I	A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A	–	A	A	I
6.	Course number within the hundred	A	A	I	I	–	I	I	I
7.	Course number beyond the hundred	A	A	A	A	–	A	A	I
8.	Prerequisites	A	A	A	I	–	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	A	I
11.	Cross-list course	A	A	A	A	–	A	A	I
12.	Department of record	A	A	A	A	–	A	A	I
13.	Close a course	A	A	A	A	–	A	A	I
14.	New course (includes combining or splitting courses)	A	A	A	A	–	A	A	I

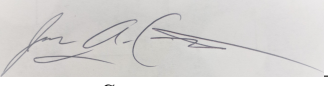
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	Change to the University Requirements (All Campuses)	Dept./School¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	Faculty	President	Trustees
1.	University Requirements — Change course outcomes of an included course ²	A	A	A	–	A	–	A	–	A	–
2.	University Requirements — Add or drop a required course from the University Requirements ²	A	A	A	–	A	–	A	A	A	–
3.	University Requirements — Add or drop a course from a menu within the University Requirements ²	A	–	–	–	A	–	A	–	A	–
4.	University Requirements — Change hours within a menu in the University Requirements ²	A	A	A	–	A	–	A	A	A	–
	Change to Catalog Information (for Campus)										
1.	General Requirements for Bachelor's Degrees and Associate's Degrees	–	–	–	–	–	A	A	A	A	–
2.	Policies governing academic probation and suspension	–	–	–	–	–	A	A	A	A	–
3.	Requirements for graduating with honors	–	–	–	–	–	A	A	A	A	–
	Change to a Degree Plan Proposed by Faculty or College										
5.	Educational Program — Revise ³	A	A	A	A	–	A	A	–	A	–
6.	Educational Program — Adopt/change admission requirements	A	A	A	A	–	A	A	–	A	–
7.	Educational Program — Add ³	A	A	A	A	–	A	A	A	A	I
8.	Educational Program — Discontinue	A	A	A	A	–	A	A	A	A	I
9.	GPA — Revise program-required GPAs	A	A	A	A	–	A	A	–	A	–
10.	Minor — Revise	A	A	A	I	–	I	I	–	I	–
11.	Minor — Add	A	A	A	A	–	A	A	–	A	–
12.	Minor — Discontinue	A	A	A	A	–	A	A	–	A	–
13.	Degree — Add	A	A	A	A	–	A	A	A	A	I
14.	Degree — Discontinue	A	A	A	A	–	A	A	A	A	I
	Change to a Degree Plan Proposed By Provost										
15.	Educational Program — Discontinue	R	–	R	A	–	A	A	A	A	I
16.	Minor — Discontinue	R	–	R	A	–	A	A	–	A	–
17.	Degree — Discontinue	R	–	R	A	–	A	A	A	A	I

¹ 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.

² Courses that satisfy ACU's University Requirements 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.

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible.

	Department/School Chair(s)	09/13/22
_____ <i>Signature</i>	_____	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____	_____ <i>Approval date</i>

	College Academic Council(s)	Sep 21, 2022
	_____ <i>Signature</i>	_____ <i>Approval date</i>
	_____ <i>Signature</i>	_____ <i>Approval date</i>

	Dean(s)	Sep 21, 2022
	_____ <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>

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

Abilene 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

Discard instructional pages A-C before submitting application

Course ID (<i>Subject and Number</i>)	AENV 201
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Kendra Jernigan
2	Course Instructor	Any full-time faculty within the department
3	Course Title	Current Issues in Agricultural & Environmental Sciences
4	Course Abbreviation for Banner if title is more than 30 characters	Current Issues in Ag & Env Sci
5	College	Arts & Sciences
6	Department or School	Agricultural & Environmental Sciences
7	Number of Credit Hours	1
8a.	Number of contact hours – lecture	1
8b.	Number of contact hours – lab/activity	0
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	N/A
11	Is the course repeatable for additional credit?	No
12	Maximum total number of credit hours a student can earn for this course	1
13	What type of course is this? (Select one 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	40
17	Catalog Description (50 words or less)	An exploration of agricultural and environmental sciences emphasizing Christian stewardship. Additional discussions will include application of the scientific method, current agricultural and environmental issues, professional development, and career opportunities.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Instructor approval or Major in A&E Dept
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?
22c	Will the course be offered in summer terms?	☒ No ☐ Yes If yes: all, even, or odd years?
23	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Fall 2024
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 this course AENV 101 and AENV 201, instead of the previously required AENV 110. See the degree plans for specific changes.

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

AENV 110 (Introduction to Agricultural and Environmental Systems and Technology) is an introductory course for all students within the Department of Agricultural and Environmental Sciences (A&E). To the best of our knowledge, this course has not been significantly altered or updated since the early 2000s. It used to be set up as a three-credit hour course with a mixture of lecture and laboratory sessions. We dropped the laboratory sessions last year in preparation for splitting the course into two 1-hour seminars.

To introduce more flexibility and active learning in achieving the stated learning outcomes, we propose to split AENV 110 into two seminar-style courses. First-year students will take one seminar course (AENV 101), and second-year students will take the second one (AENV 201). The seminar format would be more adaptable and conducive to student projects and experiential learning. Other departments at Abilene Christian University, such as the Department of Mathematics and the Department of Engineering and Physics, have similar courses for their majors. Breaking the learning objectives of AENV 110 into two seminar courses will provide A&E

faculty and students with more significant opportunities and flexibility in achieving those stated student learning outcomes.

It would be easier to facilitate guest speakers within the first-year seminar and discipline-specific group projects with the students. Within the second-year seminar, it would be easier to facilitate small-scale student research projects and the development of technical skills. The seminar-style formats may also lend themselves more easily to project-based learning by connecting with local agricultural and environmental professionals outside the ACU community.

III. Course Design

A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.
2. State the overarching course goal(s) in performance terms.

1	Describe the intended audience, including prerequisite skills.	This course is intended for agricultural and environmental science majors. Students are expected to be a major within the department or are actively considering a major within the department. They should predominately be second-year students at ACU. Students who are further along in their education yet are actively considering a major within the department should also be able to take the course.
2	State the overarching course goal(s) in performance terms.	To assist students earlier in their programs within the A&E Dept to establish knowledge of the scientific method, current agricultural and environmental issues, and professional development. This course will serve as they develop more competency in these various areas.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Apply the scientific method to agricultural and environmental sciences	Quizzes, Group Project
2	Evaluate current agricultural and environmental issues based on scientific research and develop a personal ethical stance on them	Quizzes, Group Project
3	Identify career and post-graduate opportunities	Portfolio Assignment
4	Develop a professional resume and other documents	Portfolio Assignment

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**.

Undergraduate

- H. G. Gauch. Scientific Method in Brief. Cambridge University Press. 2012. ISBN-13: 978-1107666726.

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.

Class time & place: Fridays 10:00 am-10:50 am Onstead Science Center (OSC) 265

Required course materials:

1. H. G. Gauch. Scientific Method in Brief. Cambridge University Press. 2012. ISBN-13: 978-1107666726.
2. Additional materials will be provided to the class through Canvas.

Course Prerequisite: None

Instructor: TBD

Email: TBD

Office: Onstead Science Center 145

Phone: 325-674-2101

Office Hrs: Monday: None

Tuesday: 9:30am-11am

Wednesday: 8am-10am

Thursday: 9:30am-11am & 1pm-3pm

Friday: None

* I am happy to meet with you in-person or virtually (Zoom or Google Meet), please let me know what you would prefer whenever you schedule a meeting with me. You are also welcome to send me an email or a Canvas message too.

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 exploration of agricultural and environmental sciences emphasizing Christian stewardship. Additional discussions will include application of the scientific method, current agricultural and environmental issues, professional development, and career opportunities.

Intended Audience

This course is intended for agricultural and environmental science majors. Students are expected to be a major within the department or are actively considering a major within the department. They should predominately be second-year students at ACU. Students who are further along in their education yet are actively considering a major within the department should also be able to take the course.

Course Format

This class will provide a thorough overview of Agricultural and Environmental Sciences. This course is a seminar that meets for an hour each week, which you are expected to attend. In class, we will spend time with class discussions, lectures, and small group activities. You will be working on assignments, projects, and other activities outside of class to further your learning.

Christian Perspective

We have been given the unique responsibility of providing for all animals and caring for the land (Genesis 1:26-30). This semester, we will explore the concept of Christian stewardship and its relation to resources under our management.

Course Goal and Specific Learning Objectives

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

	Competency	Measurement Instrument
1.	Apply the scientific method to agricultural and environmental sciences	Quizzes, Group project
2.	Evaluate current agricultural and environmental issues based on scientific research and develop a personal ethical stance on them	Quizzes, Group project
3.	Identify career and post-graduate opportunities	Portfolio Assignment
4.	Develop a professional resume and other documents	Portfolio assignment

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

- Critical thinking through reading and discussion of principle concepts of the course.
- Communication through writing and oral presentation.
- Collaboration through cooperation in group projects.

Assessment and Grading

Class engagement & professionalism	150 pts
12 weekly quizzes (25 points each)	300 pts
Group experiment	150 pts
Current event debates (50 points each)	150 pts
Portfolio assignment	150 pts
Total	900 pts

Grading Scale in points:	810-900	A
	720-809	B
	630-719	C
	540-629	D
	0-539	F

No assignments will be received late unless there are extenuating circumstances that the student discusses with the professors.

Extra Credit: There may be random extra credit points available throughout the semester. **These will be the only opportunities for extra credit in this course.**

Details about course assessments:

Class engagement & professionalism: It is the student's responsibility to make sure to engage with our learning community in a professional manner. Students are expected to make sure that any missed work is made up and stay current with covered material. Please communicate with the professors if an issue arises, such as an unexpected illness, family emergency, or university-approved absence.

Quizzes: Quizzes will be given approximately once per week. They will consist of a mixture of questions such as multiple choice and true/false, and they will be completed outside of class using Lockdown Browser.

Group experiment: For part of the semester, we will be dividing into groups to work on small research projects at the Rhoden Field Laboratory or other appropriate locations. Much of the work on these experiments will mostly likely take place outside of the regularly scheduled class meeting times. We will collect data, analyze it, and then present it together to help us understand the scientific method more thoroughly.

Current events debates: In our learning community, students will participate in three debates regarding current issues in animal science, agribusiness, and environmental science. These debates will allow us to explore these topics in greater depth and will enable us to appreciate multiple viewpoints on complex current events.

Portfolio Assignment: Throughout the semester, students will develop a professional portfolio of documents, including a resume, an example application to an internship, and a synthesis report covering several career paths.

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. 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>.

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 **F**amily **E**ducational **R**ights and **P**rivacy **A**ct" affords the student certain rights concerning student records." [Refer to the ACU course catalog for a more thorough discussion.](#)

Course Policies

Professionalism

You should conduct yourself professionally, similar to what will be expected of you in the workplace, using professional communication skills, proper grammar and capitalization, and demonstrating respect towards your classmates, your professors, and yourself.

Technology Use

While technology can be a useful tool for many tasks, it can also distract you and those students around you. Those who prefer to take notes on a laptop or tablet are free to do so; however, if it becomes disruptive to the class, you will be asked to put it away for the remainder of the class.

Expectations

This semester, we have the opportunity to explore various aspects of agricultural and environmental sciences 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 professors. 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 agricultural and environmental sciences 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 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.
- I expect you to be dressed appropriately for class.

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 will not be checking emails in the evenings or as frequently 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 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.

Calendar

Below is a tentative calendar of topics and test dates for this class. This is only a tentative schedule and will be modified throughout the semester. When significant changes are made, i.e., moving of tests, we will let you know at least 1 class period in advance.

Lecture Calendar

Date	Week	Topic	Assignments
8/28	1	Syllabus Biblical Worldview & Stewardship	Syllabus quiz
9/4	2	Intro to the Scientific Method	Week 2 quiz
9/11	3	Research & Basic Statistics	Week 3 quiz
9/18	4	Current Issues in Agribusiness	Week 4 quiz Group Experiments Begin
9/25	5	Current Issues in Agribusiness	Week 5 quiz Agribusiness Debate
10/2	6	Current Issues in Animal Science	Week 6 quiz
10/9	7	Current Issues in Animal Science	Week 7 quiz Animal Science Debate
10/16	8	Current Issues in Environmental Science	Week 8 quiz
10/23	9	Current Issues in Environmental Science	Week 9 quiz Environmental Science Debate
10/30	10	Future in Agriculture	Week 10 quiz Group Experiments End
11/6	11	Future in Environmental Science	Week 11 quiz
11/13	12	Group Experiment Presentations	No quiz
11/20	13	Professional Development	No quiz
11/27	14	Internships	Week 14 quiz
12/4	15	Career Options	
12/11	Finals	Finals Week	Portfolio Assignment Due

9-12-22

Dr. Jim Carpenter
OSC 145
325-674-2101

Re: AENV 201: Current Issues in Agriculture and Environmental Sciences

Dear Dr. Carpenter,

Thank you for the submission of (AENV 201: Current Issues in Agriculture and Environmental Sciences). I reviewed the syllabus based on the [ACU Syllabus Guidelines](#). The syllabus meets the guidelines outlined for the university.

When you know the professor of the course, please add that information to the syllabus. In addition, you might consider adding the intended audience of the course.

This letter is not meant to be a final approval in the course application process. Instead it is intended as a reference which will be read by your department chair and members of the council, who may also have questions or comments of their own. We would appreciate it if you could modify the syllabus items based on our suggestions, or prepare to justify keeping the items as they are.

We would like to thank you for allowing the Adams Center team to review your course application. The instructional design team would love to work with you on your syllabus, as well as the design, development or revision of this and other courses. If there is anything else we can do to help you, please feel free to let me know.

Sincerely,

A handwritten signature in cursive script that reads "Amy Boone".

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: September 9, 2022

TO: Jim Carpenter

FROM: Mark McCallon, Associate Dean for Library Services

RE: Course Application for AENV 201 – Current Issues in Agricultural and Environmental Sciences

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