

Approval Chart for Curriculum Changes

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

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

The application for a Certificate in Ministerial Training is attached

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

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

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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		COUNCIL ³										
	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 for Campus	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.

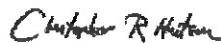
⁶ Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation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

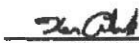
⁷ The UUAC approved the clarification that "general requirements for graduation" means the enumerated items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 8-1-21

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Tim Seranog (May 18, 2022 09:28 CDT)	May 18, 2022
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

College Academic Council(s)	
	May 18, 2022
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Dean(s)	
 Kurt Cukrowski (May 18, 2022 10:31 CDT)	May 18, 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>

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>

New Track, Minor, or Certificate Application

I. Program Identification

A. Title of track, certificate, or minor

Certificate in Ministerial Training / Certificado en Capacitación Ministerial

B. Identify as track, certificate, or minor

Certificate [18 credit hours]

C. Home department or unit (and associated degree program, if track)

Graduate School of Theology

D. Developer(s) and credentials

Mindi Thompson – Associate Professor, Director of Distance Education

E. Where program will be offered and delivery method

Online (program administered by the GST)

F. Proposed date of implementation

Admit first cohort fall 2022

II. Program Details

A. Description. Summarize this course of study in 50 to 200 words.

Certificate in ministerial training, taught wholly in Spanish, offering contextualized courses in Bible, church history, theology, and ministry.

B. Program mission statement. It should define what students will be equipped to do upon completion of the program.

Students will be equipped to engage theological resources and participate in the reflective practices which are useful to ministers in congregational settings.

C. Program outcomes. Define the competencies for graduates of your program. They should be specific and measurable. No specific number is required, but three to six is a reasonable target to consider. Program outcomes are to a program as student learning outcomes are to a course; each defines the scope of an experience and what students should be equipped to achieve upon completion.

Because this certificate is a precursor to the Master of Arts in Christian Ministry it shares the same GST program learning outcomes and MACM degree-specific outcomes:

Program Student Learning Outcomes for the GST

1 Christian Scriptures

- Graduates will have knowledge of the content and theological shape of the Christian Scriptures

Indicators:

- a) Comprehends the full range of biblical materials
- b) Exercises sound critical exegetical practices
- c) Critically evaluates scholarly views and traditional readings and applies them constructively in the interpretation of biblical texts
- d) Exhibits theological discernment in the identification, evaluation, and synthesis of fundamental biblical themes

2 Christian Tradition

- Graduates will have knowledge of the major theological content, structures, and procedures of the Christian tradition

Indicators:

- a) Analyzes and evaluates the key facts of the Christian tradition
- b) Synthesizes a coherent understanding of the Gospel and the church's mission
- c) Comprehends the major theological *loci* of the Christian tradition and their interconnectedness with Christian faith and practice
- d) Critically evaluates the fundamental theological differences among major Christian traditions
- e) Analyzes and evaluates theological claims, formulations, and expressions in terms of their biblical, historical, philosophical, scientific, moral, and experiential dimensions

3 Languages

- Graduates will demonstrate competency in languages appropriate for their degree

4 Identity

- Graduate will have clarity in professional identity

Indicators:

- a) Provides a discerning, coherent accounting of one's internal and external vocations and motivations to pursue ministry or other related fields
- b) Focuses one's attitudes, behaviors, and disciplines to live in accordance with one's professional identity
- c) Expresses a clear understanding of the relationship between one's professional identity and the life and mission of the church in the world
- d) Honestly and critically evaluates one's own functioning in a professional role

5 Communication

- Graduates will have facility in critical thinking, analysis, and in oral and written communication

Indicators:

- a) Skillfully gathers information, critically analyzing, synthesizing, and applying it

- b) Critically analyzes arguments and evaluates claims
- c) Applies appropriate methodology in formulating coherent theological proposals
- d) In written and oral communication makes clear, concise proposals and constructs coherent arguments
- e) In oral and written communication conveys ideas accurately and is consistently understandable in diverse settings and for various audiences

Student Learning Outcomes for the MACM

1 History

- Graduates will have a basic understanding of the history of the Christian faith

2 Practice

- Graduates will have knowledge and skills related to a particular aspect of ministerial practice

3 Integration

- Graduates will have ability to integrate theological and theoretical concepts with concrete ministry situations

D. Description of target audience.

Spanish-speaking ministers serving in Latino contexts.

E. Admission requirements. Describe prerequisites, which may include items such as application to the major, test scores, GPA, courses, skills, academic standing, etc.

The certificate utilizes the same admission criteria as our English-language ministry programs:

1. A completed application for admission with a nonrefundable application fee;
2. An official transcript(s) of all previous colleges attended. The transcript must indicate an earned bachelor's degree from a regionally accredited college or university or equivalent;
3. A cumulative undergraduate GPA of at least 3.0 on a 4.0 scale.
4. Two letters of recommendation; and
5. A reflective essay, three to five pages in length (typed, double-spaced) following the guidelines on the GST website, www.acu.edu/gst.
6. An academic writing sample following the guidelines on the GST website, www.acu.edu/gst.

F. Projected total enrollment for each of the first five years.

Anticipating annual cohorts of 7-10 students. The certificate can be completed in one year, though some students may choose to spread out their courses over two years. The most students we would ever have in any given year would be 20, though the number is more likely to be 10-12.

- G. CIP code. Identify the 6-digit CIP code for the program. This is the system by which the government classifies all postsecondary educational programs.

Same CIP as MACM: 390799

III. Rationale and Need for Program

- A. Mission fit. How does the course of study fit with the university's mission to educate students for Christian service and leadership throughout the world? How does the course of study fit with the university's current strategic plan or emphases?

- a. Educational Innovation – the online delivery format provides a world-class theological education to students who wouldn't be able to relocate to Abilene. Classes in Spanish reach students who aren't able to participate in existing English-language programs.
- b. Experiential Learning – students complete the program while serving in Latino ministry contexts, putting what they're learning into immediate practice.
- c. Diversity – growing ACU's Latino student population contributes to the university's commitment to racial inclusion. Offering classes in Spanish, designed with appropriate cultural considerations, contributes to the university's commitment to cultural competence.
- d. Spiritual Formation – classes are designed with spiritual development and ministerial competence throughout, contributing to the university's commitments to scripture, community, and vocation.
- e. Academic Programs – this certificate is a first step in developing an online degree program (likely the MA in Christian Ministry) completely in Spanish.

- B. Societal need. What gaps does this program fill? You can consider needs of an informed citizenry, practical needs of society, vocational connections of potential students, or other factors.

The GST has offered ministry programs for many years, yet students are limited to those who are able to take classes in English. There are many prospective students who are hungry for ministry training but not able to read/write at the graduate level in a second language. Given the exponential growth of Christianity in Latin America and the increasing number of Hispanic congregations in our region, it makes sense for the GST to fill the gap between the theological education we offer and the language barriers these students face. Another consideration are the many cultural differences between American church leadership theories and the needs of Hispanic congregations. Even if students have the requisite language skills to do well in our existing programs, the training they receive is not always culturally appropriate. Instead of expecting individual students to "translate" our classes for their cultural differences, we want to design contextually sensitive classes for these students.

- C. Prospective student interest. Share any data from your discipline that shows student demand for the program. Is the program likely to draw students who are already at ACU, or will it draw new students to the university? Whom should we recruit, and with whom will we compete for students?

The program will draw new students to ACU, both current and called ministers in Hispanic contexts. Recruiting should take place through existing partnerships with schools like TIBI (Texas International Bible Institute) and the *Comunidad Hispana en ACU*, as well as with missionary connections in Latin America. While TIBI does offer master's level training in Spanish, Steve Austin (TIBI's founder) agrees that some of their students would be better served by working with us. He is willing to refer some of their graduates to our program.

- D. Disciplinary benchmarking. How does this program curriculum compare to other programs in your discipline? Which Texas universities already offer this program? You may also note other peer institutions that offer the program.

This certificate complements the ministry training already offered by the GST and builds on it in important, culturally sensitive ways. In Texas, the Seminary of the Southwest offers an MDiv concentration in Latinx Studies along with lay pastor training in Spanish. Several other schools offer Hispanic-focused ministry courses. Outside of Texas, programs at Asbury Theological Seminary, Fuller Theological Seminary, and Calvin Seminary (among others) offer similar programs in Spanish. The GST's program is unique in its focus on Hispanic ministers in churches of Christ.

IV. Curriculum

- A. Course of study. For tracks, this will include the list of courses required in addition to the existing degree core. For certificates and minors, it includes all courses included in the program. For minors, please see [catalog requirements](#).

See table of courses below.

- B. Courses. Create a table that shows for each course:
1. Rotation and frequency (e.g., fall odd years)
 2. Whether the course is required or on a menu
 3. Which track(s) the course serves, if applicable
 4. Program outcomes that the course serves
 5. Current faculty credentialed to teach

Fall Semester	Spring Semester	Summer Semester
BIBM607 Effective Practice of Ministry – introduction to the certificate, minister self-care, spiritual disciplines for effective	BIBD661 Theological Explorations – in-depth study of a major Christian doctrine from a specifically Latino perspective	BIBH658 Latin American Church History – review of Reformation to modern church history focused on Hispanic contexts.

ministry [Steve Austin]	[Omar Palafox]	[Ron Morgan]
BIBL627 Biblical Exegesis – theory and practice of biblical interpretation [adjunct or co-taught]	BIBL684 New Testament Hermeneutics – history and principles of New Testament interpretation [adjunct or co-taught]	BIBH633 Readings in Christian Spirituality – historical development of Christian formation, focused on Latino authors. [Omar Palafox]

Students completing the certificate in one year would take both classes each semester. Students completing the certificate in two years would take the top row of courses in the first year, with the second row of courses in the second year.

C. New courses. For new courses included in the program/major requirements, list:

1. Course title and description

BIBH658 Latin American Church History – review of Reformation to modern church history focused on Hispanic contexts.

2. Existing programs in which the courses will also be used, if applicable

This course could be used as a history elective in other GST degrees.

3. Curriculum approval schedule will be negotiated with the provost's office during initial review

BIBH 658 Latin American Church History should be submitted to the college council no later than March 2022 in order to be included in the 2022-23 Catalog and available to the first cohort of students. [Ron Morgan is working on this new course development for his Faculty Renewal Leave in the fall. Jessica Smith in the Provost's Office is aware of this timetable for course development.]

V. Assessment Plan

A. Curriculum map. Prepare a table that lists all required courses in the degree plan and program outcomes. Identify the program outcomes that each course supports and mark whether the course addresses the program outcome at an introductory, reinforcing, or advanced level.

Course	Program/Degree Outcomes	Level
BIBM607 Effective Practice of Ministry	Prog 4 Identity Prog 5 Communication MACM 3 Integration	Prog 4 - introductory Prog 5 - introductory MACM 3 - introductory

BIBD661 Theological Explorations	Prog 2 Christian Tradition Prog 5 Communication MACM 3 Integration	Prog 2 - introductory Prog 5 - reinforcing MACM 3 - reinforcing
BIBH658 Latin American Church History	Prog 2 Christian Tradition MACM 1 History	Prog 2 - reinforcing MACM 1 - introductory
BIBL627 Biblical Exegesis	Prog 1 Christian Scriptures Prog 5 Communication MACM 2 Practice	Prog 1 - introductory Prog 5 - reinforcing MACM 2 - introductory
BIBL684 New Testament Hermeneutics	Prog 1 Christian Scriptures Prog 5 Communication MACM 2 Practice	Prog 1 - reinforcing Prog 5 - advanced MACM 2 - reinforcing
BIBH633 Readings in Christian Spirituality	Prog 2 Christian Tradition Prog 5 Communication MACM 1 History MACM 3 Integration	Prog 2 - advanced Prog 5 - advanced MACM 1 - advanced MACM 3 - advanced

B. Outcome assessment measures. For each program outcome in I.L.C., identify *at least* two methods of assessment. These may be course-embedded components (e.g., assignments, projects, exams) or other measures, such as pre- and post-tests, external certification or licensure, portfolio assessment, standardized exams, research presentation, juries, etc. Each measure will include:

1. Description of the artifact to be assessed.

Each program outcome will be assessed through multiple course-embedded assignments such as papers, projects, and exams. See the individual syllabi for more details.

2. Competency target. This is the minimum acceptable target (e.g., 80% of students will demonstrate competency; 75% of students will earn a C or higher) that defines success.

This target is difficult to set, since it is a new certificate aimed at a totally new student audience. As a beginning goal, we would like to see 80% of students maintain good academic standing to complete the full certificate.

3. Ideal target. This may be a slightly higher standard or a greater percentage of student success (e.g., 90% of students will demonstrate competency; 75% of students will earn a B or higher). Be realistic; universal success is unlikely.

Again, it is difficult to determine an ideal target at the outset of a new program. Ideally, 90% of students will finish the certificate with a cumulative GPA of 3.0 or higher.

4. Name of the person responsible for measuring the outcome.

Dr. Wes Crawford is currently serving as the GST's Director of Assessment.

5. Timeline. When will you measure the outcome? This may happen every time the class is taught, during a particular semester (e.g. annually in fall), or on a regular basis (e.g., every other year).

Because the assessments are tied to specific courses, outcomes will be measured each semester as students complete the course along with the course evaluation.

- C. Description of assessment cycle. Explain when you will evaluate performance on each program outcome and implement changes based on findings.

See section 5.B.5 above - these courses will be included in the same assessment cycle utilized for other GST programs.

Memo: Hispanic Ministry Certificate (HMC)

Dean's Office

May 17, 2022

The College of Biblical Studies is committed to the items in Required Institutional Support for the Hispanic Ministry Certificate. The GST will provide the required instructional and financial support for the program as listed in Section VI of the application.

The numbers in the HMC are capped by our current scholarship budget.

Thank you,

Ken Cukrowski

Dean, College of Biblical Studies

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

MEMORANDUM

DATE: October 11, 2021
TO: Dr. Omar Palafox, Dr. Mindi Thompson, Dr. Tim Sensing
FROM: Mark McCallon, Library Associate Dean for Library Information Services
RE: New Program Application for GST Certificate in Ministerial Training
(Spanish)

Thank you for the opportunity to review the new program application for the proposed GST Certificate in Ministerial Training/Certificado en Capacitación Ministerial

The Brown Library can provide very limited support and provisional endorsement of the new program. The library is not equipped with bilingual staff to provide point-of-need research or technological assistance to online students who do not have some English language proficiency. We will need to jointly assist students on a scheduled consultation basis with the professor or bilingual representative working with students in the course to provide a level of service equivalent to that provided for students in our online programs. Spanish-language tutorials about library resources will provide some basic troubleshooting information, but more collaboration will be required for specific student requests and issues regarding access to the library's online journals and ebooks.

The library's collection of Spanish-language journals and ebooks is currently limited and cannot support Spanish language versions of current courses that have the same readings and content. Our current content providers (EBSCO, Proquest, etc.) do not provide Spanish-language versions of all, or even most, of the ebooks that we purchase in English. We hope that students know how to use machine translation services for reading articles and other resources that are retrieved from library databases. Alternatively, the library recommends that courses be taught with assignments that use a common set of reusable Spanish-language texts and resources that will not require extensive searching of the English language databases used by many of our online users.

We want to work closely with the program directors and faculty to strengthen the library's collection of Spanish-language theology ebooks and journals by adding resources that are most useful to students and faculty. To that end, we want to partner with the GST re: the identification of additional funds for purchasing future resources as plans for an M.A. program are developed. Similarly, we want to advocate with the GST on hiring bilingual staff for the GST and the library that can assist students and faculty in ways that our current online graduate and undergraduate students are supported.