

Abilene Approval Chart for Curriculum Changes

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

Course Number: BHEB 686 or Degree Plan(s):

	Campus-Level Academic Review ¹	1	2	3	4	5	6
	Change to a Course Include signatures from all chairs/program directors for cross-listed courses. ¹						
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 (change of course outcomes)	A	A	A	I	I	A
5.	Number of credit hours	A	A	A	A	A	A
6.	Course number within the hundred	A	A	I	I	I	I
7.	Course number beyond the hundred	A	A	A	A	A	A
8.	Prerequisites	A	A	A	I	I	I
9.	Course restriction (e.g., majors only, junior standing)	A	A	A	A	A	A
10.	Level change (U to G or G to U)	A	A	A	A	A	A
11.	Cross list course	A	A	A	A	A	A
12.	Department of record	A	A	A	A	A	A
13.	Open or close a course	A	A	A	A	A	A
	Change to a Degree Plan						
14.	Educational Program — Revise	A	A	A	A	A	A
15.	Educational Program — Adopt/revise admission requirements	A	A	A	A	A	A
16.	GPA — Revise program-required GPA	A	A	A	A	A	A
17.	Minor — Revise	A	A	A	A	A	A

		Chair	Assoc. Chair	Assoc. Prof.	Asst. Prof.	Asst. Prof.	Asst. Prof.	Asst. Prof.	Asst. Prof.	Asst. Prof.
	Full Review									
	Change to Catalog Information (for Campus)									
18.	General requirements for Bachelor's and Associate Degrees	-	-	-	-	A	A	A	A	I
19.	Policies governing academic probation and suspension	-	-	-	-	A	A	A	A	I
20.	Requirements for graduating with honors	-	-	-	-	A	A	A	A	I
	Change to a Degree Plan									
21.	Educational Program — Add or Discontinue ^{2 3}	A	A	A	A	A	A	A	A	I
22.	Educational Program — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	A	A	-	A	I
24.	Minor — Discontinue (Provost-proposed)	R	-	R	A	A	A	-	A	I
25.	Degree — Add or Discontinue	A	A	A	A	A	A	A	A	I
26.	Degree — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I

	Change to General Education Requirements for Undergraduates (System)	Chair	Assoc. Chair	Assoc. Prof.	Asst. Prof.	Asst. Prof.	Asst. Prof.	Asst. Prof.	Asst. Prof.	Asst. Prof.
27.	Change course outcomes of an included course	A	A	A	A	A	A	-	A	I
28.	Add or drop a required course from the General Education Requirements	A	-	A	-	A	A	A	A	I
29.	Add or drop a course from a menu within the General Education Requirements	A	-	A	-	A	A	-	A	I
30.	Comprehensive revision of General Education Requirements	-	-	-	-	A	A	A	A	I

Notes

² Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

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. Master's programs must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours beyond the master's.

⁴ When a department/school or dean proposes closing a program, approval routing follows the typical process beginning with the department/school. An administrative proposal by the provost or senior vice president for academic affairs would follow the "provost-proposed" routing on the chart.

Department/School(s)
Wes Crawford (Nov 16, 2023 14:05 CST)

Nov 16, 2023

Chair Signature

Date

Chair/Program Director Signature

Date

College Academic Council(s)

Jan 28, 2024

Chair Signature

Date

Chair Signature

Date

Dean(s)
Ken Cukrowski (Jan 28, 2024 17:21 CST)

Jan 28, 2024

Signature

Date

Signature

Date

Teacher Education Council

Signature

Date

**Campus Academic Council:
Abilene Undergraduate or Abilene Graduate**

Signature

Date

Provost

Signature

Date

University General Education Council

Signature

Date

University Faculty

Abilene Faculty Senate Chair signature

Date

Dallas Faculty Council Chair signature

Date

Senior Vice President for Academic Affairs

Signature

Date

President

Signature

Date

Abilene New Course Application

You may delete the preceding instructional pages before submitting application.

Course ID (<i>Subject Code and Number</i>)	BHEB 686: Hebrew Readings A
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1. Systems and Catalog Information Complete each item.

A	Course Developer	Mark W. Hamilton
B	Course Instructor	Mark W. Hamilton
C	Course Title	Hebrew Readings A
D	Course Abbreviation for Banner if title is more than 30 characters	
E		CBS - Biblical Studies
F		GST - Graduate School of Theology
G		1
G1		1
G2		0
H	Is the course for a fixed or variable number of credit hours?	Fixed If variable, explain rationale:
I	Is the course repeatable for additional credit?	No
J	Maximum total number of credit hours a student can earn for this course	1
K		Seminar (SEM) See Schedule Type definitions in the Reference section.

L		1
M		Standard
N	Maximum Enrollment	Not limited
O	Catalog Description (50 words or less)	Translate an appropriate amount of Hebrew text designated by the professor and thereby consider the literary, historical, and theological shape and flow of the texts in question through their grammar and syntax.
P	List any prerequisites (course/s, test scores, class standing, major, etc.)	BHEB 671 and BHEB 672 or the equivalent
Q	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)	
R	If the course is cross-listed, specify the subject code and course number of the other course	NA
S	Does this course require any additional student course fees?	No If yes, attach a completed course fee form .
T1	Will the course be offered in fall terms?	Yes, every year
T2	Will the course be offered in spring terms?	Yes, every year
T3	Will the course be offered in summer terms?	No
U	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Fall 2024

V	Is this course required for a program(s)?	No If yes, attach a completed curriculum proposal to change the program(s).
W	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 If yes, provide rationale:
X	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 If yes, provide course ID, term, and enrollment:
Y	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.</i>	NA

2. Curriculum

- A. Explain any effects of this course on any degree plans. If the addition of the course alters program requirements, submit a separate [Approval Chart for Curriculum Change](#) to update the program.
- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

3. 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.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Increase reading facility in biblical Hebrew	A grade of B or above in reading assigned texts

2	Understand the literary techniques of Hebrew prose or poetry texts	A grade of B or above in in-class discussions
3	Integrate Hebrew texts into a broader theological understanding and the student's own work as a theologian	A grade of B or above on the three-page essay
4		
5		

C. 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**.

Required Textbooks

Biblia Hebraica Stuttgartensia (Stuttgart: Deutsche Bibelgesellschaft, 1997).

A major Hebrew lexicon (HALOT, BDB, or other)

A major commentary on the biblical corpus studied

Recommended Books

Arnold, Bill T. and John H. Choi, *A Guide to Biblical Hebrew Syntax*, 2nd ed. (Cambridge: Cambridge University Press, 2018).

Joüon, Paul and T. Muraoka, *A Grammar of Biblical Hebrew* (2 vols.) (Rome: Pontifical Biblical Institute, 1993).

Waltke, Bruce K. and M. O'Connor, *An Introduction to Biblical Hebrew Syntax* (Winona Lake, IN: Eisenbrauns, 2010).

4. 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.

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 1Y. 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 2B.

BHEB 686: Hebrew Readings A

Taught on Demand

Dr. Mark W. Hamilton
Onstead Professor Old Testament
Biblical Studies Building, 319
mark.hamilton@acu.edu
Phone: (325) 674-3765

Office Hours

Tuesdays 1:00-5:00; Thursdays 8:00-11:00

Mission of the GST: to equip men and women for effective leadership in ministry in all its forms and to provide strong academic foundations for theological inquiry.

Course Mission: to translate an appropriate amount of Hebrew text designated by the professor and thereby to consider the literary, historical, and theological shape and flow of the texts in question through their grammar and syntax.

Policies, Assignments, and Grading

Assignments for the course shall be completed on time. Assignments turned in late, without prior discussion with the professor, will receive significant deductions in grade, except when a medical or family emergency intervenes. In the event of an emergency, please contact the professor as promptly as possible.

Academic honesty is taken for granted. Plagiarism, or the claiming of someone else's work as one's own, has no part in an institution of higher learning, particularly one that seeks to be Christian. Plagiarism will result in a zero for the assignment and notification to the dean's office. A subsequent case results in dismissal from the course and notification to the university administration.

- **Special Needs Policy:** ACU complies with the Americans with Disabilities Act in making reasonable accommodation for qualified students with a disability. If you have a documented disability and wish to discuss academic accommodation, please contact the ACU Student Disability Services Office (a part of the Alpha Scholars Program). In order to receive accommodation, you must be registered with Disability Services and you must complete a specific request for each class in which you need accommodation. Call (325) 674-2667 for an appointment with the Director of Disability Services.
- **Academic Integrity Policy:** Definitions and consequences are posted at <https://acu.edu/office-of-the-provost/academic-integrity-process/>.
- **Subject to Change Clause:** This syllabus, course calendar, and other attending documents are subject to change during the course. Every attempt will be made to notify students promptly when changes are made.

- **Ethics Statement:** Course materials prepared by the instructor (including PowerPoint presentations, study guides, and handouts), together with the content of all lectures and review sessions presented by the instructor, are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person.

The course assignments include

- (1) Meeting one hour weekly (or its equivalent, as arranged between the professor and student) with the professor to review translations the student has prepared since the previous meeting.
- (2) Weekly readings in Hebrew (see schedule below).
- (3) A three-page essay, due at the end of the semester, on this question: In reflecting on your study of Hebrew during this semester, what did you learn about the biblical text and yourself as a student of it that will have an impact on your own self-understanding as a teacher of Scripture in whatever context you find yourself?

The homework and discussion with the professor count for 80 percent of the entire course grade, while the final essay counts for 20 percent of the final grade. Each homework assignment is equally weighted. There will be no midterm or final examination.

Outcomes and Indicators

Students in this course will be able to	As measured by
Read Hebrew prose or poetry with facility	A grade of B or above on weekly translation assignments
Understand the literary techniques of Hebrew prose or poetry texts	A grade of B or above in in-class discussions
Integrate Hebrew texts into a broader theological understanding and the student's own work as a theologian	A grade of B or above on the three-page essay

Required Textbooks

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A major commentary on the biblical corpus studied

Recommended Books

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Waltke, Bruce K. and M. O'Connor, *An Introduction to Biblical Hebrew Syntax*

A sample schedule of readings

Date	Assignment
August 29	Organize course and review Hebrew
September 5	1 Samuel 1:1-20
September 12	1 Samuel 2:27-3:10
September 19	1 Samuel 6:1-20
September 26	1 Samuel 8:1-22
October 3	1 Samuel 11:1-12:5
October 10	1 Samuel 14:17-36
October 17	1 Samuel 16:1-23
October 24	1 Samuel 17:1-17
October 31	1 Samuel 18:17-19:7
November 7	1 Samuel 20:1-23
November 14	1 Samuel 23:1-18
November 21	Thanksgiving Holiday
November 28	1 Samuel 25:1-20
December 5	1 Samuel 29:1-30:12; final essay also due

Classroom Virtues

The GST invites students to participate in a process of theological and spiritual formation. Knowing how to think theologically comes by habit and by imitation, not simply by acquiring isolated facts. The assumption here is that books alone are insufficient for addressing difficulties of life and forming people into the image and likeness of God. Ultimately, we strive to form communities of inquiry, inviting you to inhabit a shared world of learning. Within such an environment, the goal is to cultivate critical skills of reflection, spiritual disciplines, interact authentically with one another, and learn to function as a community of inquiry. A large part of this involves connecting areas of life rather than pitting them against one another. Prayer, study, and other dimensions of life are all integral to the process of formation. Consequently, we invite you to participate in a set of practices; nurtured within this context, you pursue “intellectual, moral, spiritual excellence” the result of which is the formation of the whole person.

- I. Desire for truth in the context of love**—the aptitude to discern whether belief-forming processes, practices, and people yield true beliefs over false ones. People motivated by this desire will be more likely to conduct thorough inquiries, scrutinize evidence carefully, investigate numerous fields of study, consider alternative explanations, while respecting and caring for others.
- II. Humility**—the capacity to recognize reliable sources of informed judgment while recognizing the limits of our knowledge and the fallibility of our judgments. This is not created in isolation but takes into account feedback and correction from other sources of informed judgment.
- III. Honesty**—the capacity to tackle difficult questions without seeking simple answers. Ignoring complex and difficult questions only solidifies vices such as intellectual dishonesty, close-mindedness, and rash judgments. These vices preclude the possibility of refining our thinking and of participating in conversations with others.

- IV. Openness**—the desire to engage in an open-ended search for knowledge of God, including receptivity to different ideas, experiences, and people. Listening becomes a discipline that acknowledges the other and respects diversity. The art of being a student and a teacher is an ongoing process that necessitates hospitality, patience, and love.
- V. Courage**—the ability to articulate one’s position while considering other perspectives. The aptitude to express convictions involves risk yet fosters opportunities for meaningful dialog. Responding to objections entails tenacity but should not be confused with close-mindedness.
- VI. Wisdom**—the capacity to offer a synthetic discernment of knowledge on behalf of the community. The aim is not merely the dissemination of information but a pastoral implementation of faith for the building up of the community. It solidifies various pieces of data, practices, and experiences and aptly applies knowledge and faith to particular situations.
- VII. Stewardship**—the commitment to one’s accountability to the gifts and responsibilities that one brings to the classroom. Classroom engagement includes proactively participating in the course goals, seeking mastery of course competencies, and collaborating with faculty and fellow students in the developing of a learning environment. Committing oneself to spiritual and intellectual well-being and growth is a faithful response to the opportunities graduate education affords.
- VIII. Hopefulness**—the receptivity to the future possibilities of God. The cultivation of thankfulness for our heritages and expectation for our future ministries engenders a guard against cynicism and a spirit of perseverance during times of stress and disorientation.
- IX. Prayerfulness**—the making of space to commune with God. The task of learning and teaching so that we are formed into the image of Christ through the Spirit involves our consistent reliance on God’s sanctifying work.

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: January 29, 2024
TO: Dr. Wes Crawford
FROM: Mark McCallon, Associate Dean for Library Information Services
RE: Course Application for BHEB 686 – Hebrew Readings A

After reviewing the course syllabus, the library does have adequate resources to support the proposed course. Please contact Craig Churchill, Theological Librarian, if additional resources are needed for the course. Thank you for letting us review the course syllabus.

January 24, 2024

Dr. Wes Crawford
twc99a@acu.edu
(325) 674-3748

Re: Review of BHEB 686

Dear Dr. Crawford,

Thank you for submitting BHEB 686: Hebrew Readings A to me for a review. I have reviewed it based on the [ACU Syllabus Guidelines](#). I found the syllabus to meet all requirements.

Please note that this letter is intended as a reference, which will be read by the department chair and members of the council, who may also 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.

Sincerely,

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

Amy Boone