

Abilene Approval Chart for Curriculum Changes

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

Course Number: ENGL620 or Degree Plan(s):

*See attached pages with explanation of course changes and also the new syllabus.

		Dept./School	College	Dean	TEC	AUAC/Grad	Provost
	Campus-Level Academic Review¹						
	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

		Dept./School	College	Dean	TBC	AUAC/Grad	Provost	Campus Faculty	Senior VPAA	President
	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 ²³	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

		Dept./School	College	Dean	AUAC	Provost	UGEC	University Faculty	Senior VPAA	President
	Change to General Education Requirements for Undergraduates (System)									
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.

Updated 8/1/2023

Department/School(s)



Chair Signature

2/02/26

Date

Chair/Program Director Signature

Date

College Academic Council(s)



Chair Signature

2-6-26

Date

Chair Signature

Date

Dean(s)



Signature

2-6-26

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

Explanation of Course Changes – ENGL620

The MA English graduate faculty have voted to make changes to one of our Core Course offerings.

Current course: ENGL620: Literary Research Methods and Publication

We voted to make changes for three reasons:

- 1) Many of our MA students choose to focus on composition and rhetoric rather than literature for their thesis projects or comprehensive exams. In other words, requiring a class specifically on literary research—rather than research in our discipline—does not fit with our students.
- 2) Many pedagogical challenges associated with teaching the current form of ENGL620.
- 3) Years of confusion associated with our unstated but understood “faith comps” requirement for every MA English student.

Based on these reasons, we propose the following changes to ENGL620, which will remain a Core Course requirement:

- 1) Change of course title

New course title: ENGL620: Introduction to English Graduate Studies

Reasoning: This new title provides an opportunity to be more inclusive in the course and to focus on a range of materials fundamental to graduate-level work in English studies. This new title also fits much better with a Core Course for our program, and fits much better into every single student’s experience in the program.

- 2) Change of course description:

Current course description: “An intense, step-by-step guided research experience introducing students to advanced literary research methods, presentation, and publication.”

New course description: “Focus on the following foundational elements of graduate-level English studies: Research methods; Abstracts, Conferences, and Publication; Professional Development; and Integration of Faith and Learning.”

Reasoning: This new description is in-line with the new focus of the course, which includes research methods and publication, but also gives room for various elements of scholarship professional development. Finally, the new description includes language on faith and

learning, which is a new part of 620 that was previously embodied in our “faith comps” component.

3) Change of course content and outcomes

Current content and outcomes: I do not have access to the current outcomes for 620, but the content of the current course is exclusively focused on literary research and scholarship.

New course outcomes and measures:

- 1) Engage in fundamental elements of research and scholarship in English studies.
 - a. Measure: Abstract assignment; Term paper; Conference submission
- 2) Introduce and discuss standard professional and vocational opportunities in English studies.
 - a. Measure: Reflection papers; Interview assignment.
- 3) Join ongoing conversations related to the implication of faith and belief in the work we do in English studies.
 - a. Measure: Reflection papers; Final portfolio
- 4) Demonstrate proficiency in graduate-level discourse, research, and writing.
 - a. Measure: Term paper; in-class discussions.

Reasoning: These new outcomes align with the three core elements of this new version of 620.

*Clarification on the term “faith comps,” which was mentioned above: Previously, in our degree plan, we had a note at the end that said “Comprehensive Examination” as a requirement for every student. This note was meant to represent our “Faith Comps,” which is an additional comprehensive exam required of every student in our program. This “faith comps” element has produced many good conversations among students and faculty in the past, but the actual requirement has been confusing and unclear for students and faculty. We’ve eliminated this element from the degree plan, but we do not want to eliminate this element of the program. Thus, one element of this new version of 620 are these “faith comps” discussions. In other words, the previous requirement is now folded into 620, which remains a Core Course required of every student in the program.

Introduction to English Graduate Studies

ENGL620: Womble, Fall 2026

Course Details: Tuesdays 1:30-2:30

Location: LALI Conference Room

Instructor: Dr. Todd Womble

Email: todd.womble@acu.edu

Office: ADM 220D

Office hours: By appointment

Abilene Christian University's Mission:

To educate students for Christian service and leadership throughout the world.

The Department of Language and Literature's Mission:

The Department of Language and Literature cultivates the effective use of language--through extensive reading and writing in English and mastery in other languages--as a powerful tool for communication, collaboration, creativity, and critical thinking in Christian service and leadership throughout the world.

Description and Goals:

This Core Course of the MA English program at Abilene Christian University is built to give graduate students intense exposure to and engagement with the three following elements of English studies:

- 1) Research methods and scholarship;
- 2) Professional standards and outcomes; and
- 3) The integration of faith and learning.

All three of these elements are foundational to graduate studies in English, as well as to work in higher education for believers. Thus, this course is designed to provide foundational knowledge, a setting for deep and thoughtful discussion, and the chance to engage in scholarly research.

Course Outcomes and Measures:

- 1) Engage in fundamental elements of research and scholarship in English studies.
Measures: Abstract + Conference; Interview; Term Paper
- 2) Introduce and discuss standard professional and vocational opportunities in English studies.
Measures: Reflection Papers; Final Portfolio
- 3) Join ongoing conversations related to the implication of faith and belief in the work we do in English studies.
Measures: Reflection Papers; Final Portfolio
- 4) Demonstrate proficiency in graduate-level discourse, research, and writing.
Measures: Abstract + Conference; Interview; Term Paper

To be as clear as possible: ENGL620 is a class for first-year MA students focused on the work we do in English studies, how this work is done, and why this work matters.

Course Materials:

On Reading Well by Karen Swallow Prior

Graduate Study for the 21st Century by Gregory Colón Semenza

The Great Gatsby by F. Scott Fitzgerald

*All other course materials will be provided in Canvas.

Course Assignments and Grade Weight:

1) Abstract Assignment + Conference Submission	10%
2) Reflection Papers	25%
3) Interview Assignment	15%
4) Term Paper	25%
5) Final Portfolio	25%

Course Policies:

Attendance

- Since this a graduate course, attendance and participation should not be an issue. If for some reason these becomes a problem, we will immediately have a conversation related to the matter.

Late Work

- The only assignment in this class that could potentially be turned in *late* is the term paper, which will accrue an automatic 10% penalty for every day late.
- All other assignments are due by the published deadline. If the deadline is missed, the grade will be a 0.

Academic Integrity

Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the Policy. While the university enforces the Policy, the most powerful motive for integrity and truthfulness comes from our desire to imitate God's nature in our lives. Every member of the faculty, staff and student body is responsible for protecting the integrity of learning, scholarship, and research. The full Policy is available for review at this link: <http://www.acu.edu/community/offices/administrative/office-of-the-provost/academic-integrity-policy.html>

AI Policy

I am aware of the growing power of AI and the various ways in which it can be used—for good or bad—as a student. For this class, if any sort of AI is used as you work on one of your assignments, it is incumbent on you to make this clear to me and, if necessary, to even cite these sources appropriately in your document. MLA has specific standards when it comes to these citations, which you can find on their website.

Ultimately, though, I want to emphasize that while AI can be a tool to help you get started, **it should not do your writing for you, nor should it be used as a representative of your own work. Whatever you turn into me for a grade needs to be work you've produced yourself, no exceptions.** Failure to abide by this policy may result in a reduced grade on an assignment, a 0 on an assignment, or potentially an F.

To be clear: My hope is that you do not use AI (Large Language Models such as ChatGPT, OpenAI, Gemini, and others) to assist in any aspect of your work for this class. If you do use these in any way, I expect you to make this known to me within your submission. Disregard of this policy may result in significant penalties on your submissions.

Accommodations for Students with Special Needs

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 our office directly at [\(325\) 674-2667](tel:3256742667)

Course Schedule

Week 1 – Foundations

Syllabus / Policies

Weeks 2-4 – Fundamentals of Research

Research questions / Abstracts / Submission process

Library resources

GUEST SPEAKER: TBA

Reflection Paper #1

Weeks 5-8 – Faith and Learning

On Reading Well

The integration of faith and learning

GUEST SPEAKER: TBA

Reflection Paper #2

Weeks 9-11 – The Profession

Vocation?

Adams Center

GUEST SPEAKER: TBA

Reflection Paper #3
Interview

Weeks 12-15 – Term Paper

Library

Peer Review / Workshops

GUEST SPEAKER: TBA

Reflection Paper #4
Term Paper

Week 16 – Finals

Roundtable Discussion

Final Portfolio