

Approval Chart for Curriculum Changes

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

Course Number _____ or Degree Plan(s) _____

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

See the attached memo about revision of the **undergraduate Student Learning Outcomes**.

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

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

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>	_____ <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>

memo

To: University academic councils
From: Jessica Smith
Date: April 3, 2020
Re: Undergraduate Student Learning Outcomes

The current Student Learning Outcomes were launched in 2010-11. These outcomes provide admirable goals for our students but do not map well to the University Requirements in the curriculum and are therefore difficult to assess.

Therefore, a team of faculty members worked in Fall 2019 to develop new outcomes. The committee represented members of UGEC, UUAC, Faculty Senate, each college (except CGPS, which was just beginning its first unique undergraduate program), and the perspective of a dean and chair. The members included:

- **Rodney Ashlock**, assistant professor and chair of the Department of Bible, Missions and Ministry
- **Brad Crisp**, associate professor of information systems and dean of the College of Business Administration
- **Robert Green**, professor of art and design
- **Stephanie Hamm**, associate professor of social work and chief diversity officer
- **Tim Kennedy**, assistant professor of engineering and physics
- **Suzie Macaluso**, associate professor of sociology
- **Libby McCurley**, assistant professor of kinesiology
- **Jessica Smith**, associate professor of journalism and mass communication and assistant provost for curriculum and assessment

The committee examined outcomes from other institutions, reviewed the prominent external models proposed by national groups for collegiate outcomes, discussed their observations and experiences with students, and ranked the many potential outcomes that could be included. The group observed the growing practice of other universities to explain the purpose of the outcomes and to make them clear and easy to communicate. The university's mission and strategic plan were guiding documents.

The work proceeded with the understanding that the committee was revising the outcomes, not the curriculum, but the work was not constrained by the present University Requirements. The goals were outcomes that applied to every student, regardless of modality, through our general education offerings and could be infused into all disciplines. All outcomes had to be measurable, although the measurements themselves would not be embedded in the outcomes themselves.

The provost's office commends the dedicated, expansive work that the committee engaged.

The result is the four outcomes attached. The committee believed strongly that in addition to measurable outcomes, we communicate both the individual and community good of each student's education and chose to present that in an introduction to the four outcomes.

The four outcomes would replace the five outcomes currently presented in the catalog. Students will be introduced to these outcomes; faculty will consider them in their ongoing work with program outcomes; they will guide the work of the University General Education Council.

The next steps are for me to work with the faculty of courses within the University Requirements to map the outcomes and identify appropriate assignments we can use to measure them. UGEC would review an assessment plan in the fall to be measured for the first time in 2020-21.

To replace the [Student Learning Outcomes section](#) of the catalog published under Accreditation and Outcomes.

Undergraduate Student Learning Outcomes

ACU's mission to educate students for Christian service and leadership throughout the world creates an environment where you aren't just acquiring knowledge. You are learning for a purpose.

Your learning prepares you for individual achievements in your jobs and career, research, and chosen pursuits. It also prepares you to contribute to the well-being of others in the organizations with which you work, serve, worship, play, and support. Your learning prepares you to join in your culture and understand others, and most importantly, it shapes your identity.

ACU's aim through learning in the classroom, hands-on engagement, co-curricular opportunities, and community with students, faculty, and staff is to help you strengthen your perspective on the world in order to help you prepare to choose the paths before you wisely and live with purpose.

Several learning outcomes provide a foundation to equip you. Students who complete an undergraduate degree at ACU will:

1. Communicate clearly.
2. Examine diverse perspectives.
3. Gather and use information to address problems.
4. Engage Christian approaches to community and the Bible.

For discussion and later development with faculty:

Potential SLO Measures and Tools

(based on 2019-20 University Requirements)

Outcome	Measures	Available Tools
Communicate clearly.	COMM 211 artifact ENGL 111 or 112 artifact WAC assessment	VALUE – Oral Communication VALUE – Written Communication
Examine diverse perspectives.	Cultural Awareness artifact Soph Lit artifact (?) Soc Sci artifact (?)	VALUE – Global Learning VALUE – Intercultural Knowledge and Competency
Gather and use information to address problems.	MATH 120 artifact Cornerstone annotated bibliography Capstone paper	VALUE – Creative Thinking VALUE – Information Literacy VALUE – Problem Solving
Engage Christian approaches to community and the Bible.	BIBL 101 exam BIBL 102 artifact (?) BIBL 211 exam	

The assessment plan will not be published in the catalog; the potential measures and tools serve as reference for discussion of the proposed outcomes.

Specific measures will be developed after approval of the outcomes in consultation with the menu owners. UGEC will receive an updated assessment plan in Fall 2020.