

Approval Chart for Curriculum Changes

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

Course Number ENGL 285 or Degree Plan(s) _____

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

See attached application to include ENGL 285 in the Cultural Literacy Menu.

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	UAC	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.

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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	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>Steven Moore</i>	9-15-22
_____ <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>

Application for Cultural Literacy Menu

Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

Cultural Literacy Description

Courses within this domain provide students opportunity to develop informed discourse and understand the interconnectedness of diverse peoples. Additionally, students will courageously interrogate their own internal processes about diversity and equity. Courses satisfying this menu will assist students to 1) explore global, historical, and cultural experiences of diverse populations, and 2) interrogate one's internal and external views and values for greater self-awareness.

Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be conducted with the rubric included in this course application.

Subject code, course number, and title of course:	ENGL285, Environmental Lit
Terms offered:	Summer, even years
Catalog description:	Focuses on texts in which place is not merely a setting, but instead a fundamental component of the text. The course is intended to instill in students a deeper understanding of their own and others' relationships with place.
Course prerequisites:	ENGL111, ENGL112
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	NA

Other general education menus on which the course appears or you are applying for:	Arts and Humanities
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Description of Menu Fit

Please describe how your class fits into the Cultural Literacy Menu (200 words or fewer). The course description, this statement, and the course syllabus together should demonstrate that a substantial portion of the course content (about half) is dedicated to issues involving the three relevant outcomes listed below.

When we study the environmental literature of our region, we do so with an eye to the diversity of the region. Understanding why people have the relationship they do with their environment is an essential part of this study. And in the process of studying that literature, students write their own environmental literature, pulling from their own lived experiences, thus seeing their own relationship with the natural world in the context of the literature we study in the course.

Prerequisites

If the course has prerequisites, provide evidence that the course contributes to a student's breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or fewer).

The ground covered in this course is in no way a treading of the content covered in 111 and 112, which are focused on research and writing. Instead, this content is aimed at helping people understand how they are part of their environment, and how that relationship has historically been conceived. Developing our understanding of that relationship is essential if we are to make strong environmental choices—essential not just for select jobs, but for all people.

Relevant Outcomes

At a minimum, a course applying to the Cultural Literacy menu must use at least one topic or activity listed below each of the mapped outcomes:

- B1: Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.
 - Account for and explain divergent perspectives on cultural phenomenon (e.g., female face-coverings in Islamic communities, “nepotism” in collectivistic contexts, aesthetic values in a certain historical period, etc.).
 - Demonstrate how social and historical contexts shape a community's worldview or cultural commitments.
 - Study or write a case study of inculturation, ritual, or morality that emerges from a specific cultural context.

- Identify underlying values, ideologies, perspectives, and attitudes that account for external cultural practices and products of a specific culture, particularly as these are expressed through its language.
- Through measurable assessments, compare the cultural perspectives of another culture with those of a student's own culture and reflect through adequate speech (oral or written) on how this knowledge prepares them to be culturally sensitive professionals.
- B2: Understand the interconnectedness of human experience with a posture of humility while celebrating difference.
 - Reflect on a specific issue(s) considering the notion of cultural humility or ethnorelativity.
 - Evaluate appreciatively the music, ritual, art, theatre, or religious expression of a different culture.
 - Engage in and reflect upon a special event or celebration that highlights a different cultural background.
 - Requires students to attend and actively participate in an event honoring or presenting one or more aspects of a racial/cultural group that they do not identify with and respond to that event by a writing assignment or another medium.
 - Study and evaluate an accepted institutional or association statement on culture, race, or diversity (e.g., [UN Declaration on Cultural Diversity](#), [American Anthropological Association Declaration on Anthropology and Human Rights](#), etc.) and reflect upon it from a discipline-specific and/or faith perspective.
 - Require students to both recognize and demonstrate their respect for differences along at least two of the following axes of difference: gender, class, religion, sexuality, disability, age, or a major cultural difference (e.g., race, ethnicity, individualism-collectivism, high-low power distance orientation, high-low uncertainty avoidance, etc.).
 - Analyze attitudes and practices of working with those of differing cultural perspectives (at the micro, mezzo, and macro levels) with a presence of humility while learning, communicating, offering help, and making decisions in professional practice and settings.
 - Create a rationale (moral, ethical, religious) for maintaining an interpersonal stance that is other-oriented (open to the other) in relation to aspects of cultural identity that are most important to a person or persons of a different cultural perspective.
 - Reflect upon the cultural dimensions of complex challenges of human interconnections (e.g., changing relations within and between human communities, changing relations with ecological and climatic conditions, shifts in technology, migration, environmental degradation, new technologies, etc.).
- B3: Interrogate one's internal and external views and values for greater self-awareness.

- Reflect upon one's social location regarding race and at least two of the following: gender, class, sexuality, disability, age.
- Create a framework to discuss and demonstrate critical reflection up cultural differences in the workplace
- Feature personal reflections which involves diverse cultural perspectives not typical of mainstream North American culture.
- Feature personal reflections on the intersection of biography (identifying the origins of the content of their reflections) and social inequality/injustice on race, gender, sexuality, social class, disability, and/or age
- Require students to read/listen/view content created by one or more persons whose work connects social inequality with personal experience.
- Examine systems of privilege and oppression that shape students' perspectives, values, and behavior, with a focus on race, gender, sexuality, social class, disability, and/or age.
- Require students to examine critically their social location regarding race as a system of inequality and at least two of the following: gender, sexuality, disability, age as systems of inequality.
- No less than 50% of course content focuses on one or more of the following: cultural difference, power, privilege, structural and institutional inequality.
- No less than 40% of course content features diverse sources of knowledge integrated throughout the semester, including but not limited to indigenous, spiritual, community-centered, or otherwise marginalized knowledges.
- No less than 40% of the course content focuses on structural and institutional social change in one or more of the following contexts: campus, community, state, nation, global region, or global system.
- Provide an account of why it is important not be neutral regarding power relations and cultural hegemony, especially white supremacy, and all forms of racism.

From the lists above, indicate which topic or activity fulfills this course's connection to each learning outcome.

Outcome	Topic or Activity
Outcome B1	Reading regionally centered literature.
Outcome B2	Interpreting ancient rock art with Indigenous elders.
Outcome B3	Writing reflections on personal relationship to place.

Assessment

Ideally, assessment will occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each outcome. These artifacts may be the same as the activities listed in the Relevant Outcomes section. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
Outcome B1	Poetry transcriptions and analysis.
Outcome B2	Participation in conversation with Indigenous elders.
Outcome B3	Journals reflections/poetry writing assignments.

Please use the following rubric to perform assessment each year.

Student Learning Outcome B1

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.	Shows little to no understanding of two or more of the areas of different experiences of diverse populations.	Conversant in experiences of diverse populations.	Demonstrates exceptional depth of understanding in discourse in all three areas of different experiences of diverse populations.

Student Learning Outcome B2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand the interconnectedness of the human experience with a posture of humility.	Shows little to no understanding about connections among people and/or expresses cultural superiority.	Able to express understanding about connections among people and express that one's own culture or experiences are not superior to others.	Clearly expresses understanding about a connected, shared human experience and clearly expresses humility of perspective on human experiences.
Celebrate difference among people.	Unable to express value in the differences among individuals and/or cultures.	Able to express value in the differences among individuals and/or cultures.	Expresses persuasive advocacy for valuing human difference.

Student Learning Outcome B3

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Interrogate one's internal and external views and values for greater self-awareness.	Unable to acknowledge having a unique cultural viewpoint and/or unable to analyze the factors that contribute to it.	Expresses self-examination of a cultural viewpoint and expresses a conclusion about any potential individual blind spots due to that perspective.	Clearly expresses a thorough self-examination of one or more cultural viewpoints, expresses a conclusion about any potential individual blind spots due to that perspective, and expresses a plan for growth.

ENGL285: Environmental Literature/3 credit hours

Summer A/2020

Admin 330, 9:00

Prerequisites: credit for ENG111

Jeremy Elliott, Associate Professor

Office: Admin 332A (office hours 8:30-1:00, Tuesdays and Thursdays)

Cell: 501-581-6983

Email: jeremy.elliott@acu.edu

Mission Statements:

ACU: The Mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

College of Arts and Sciences Mission: The College of Arts and Sciences at ACU educates 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.

Department Mission: ACU's mission is to educate students for Christian service and leadership throughout the world. The Department of Language and Literature empowers students to fulfill the "throughout the world" element of this mission, preparing them to connect with the languages, cultures and peoples of other nations.

Unique Christian Perspective:

Understanding our relationship with the physical world is not strictly an academic pursuit. Choosing to listen to a wide range of sources, choosing to listen to displaced people, and understanding that our own relationship with the physical places that we inhabit is not ahistorical are moral choices. Listening and understanding are fundamental aspects of empathetic living, and this course intends to cultivate these qualities.

Course Content:

Catalog Description: ENGL285: Environmental Literature is a three hours course that focuses on texts in which place is not merely a setting, but instead a fundamental component of the text. The course is intended to instill in students a deeper understanding of their own and others' relationships with place.

Intended Audience: Despite being an upper-level course, this course is intended for students of any major or level who have an interest in their environment. Similar courses at other universities tend to draw a cross-disciplinary group of students.

Outline of topics: Regional environmental history, regional histories of people, well known and lesser known writers of regional environmental literature.

Format of course: A few days a classroom instruction, focused on preparing the materials of the course. Subsequently, the course involves a 10 day trip around the region, primarily camping, visiting sites relevant to the literature of the course.

Teaching/Learning Methods and Format of Class Sessions:

This course is designed to force student to slow their reading down, to encourage them to allow the literature to steep in their minds, rather than rolling right off.

The first part of this is requiring students to use their bodies as they read—initially by creating a book in which they will transcribe the texts that we read for the course, then through the literal transcribing of the texts, and finally through putting themselves in the literal spaces of the texts.

Second, the reading word count of this course is significantly lower than comparable upper-level ENGL courses. Again, the intent here is to permit significantly greater attention to be paid to the words that they do read. On average, students will read two poems per day in the course.

Third, students are required to respond to the course texts through reflections on them in their books. Schedule permitting, this will be done in the specific places described by the texts.

Finally, students will create their own original creative compositions relevant to the places that we are in. That is, they will invoke their own experiences in these places as they become environmental writers in their own right. Ideally, this experience serves to help them process their own relationship with place.

Materials:

On the first day of class, students will stitch the book that they'll write in for the rest of the course. Other than that, students will need a sleeping bag. All other camping materials will be provided.

Student Learning Outcomes

Competency	Measurement
<i>Students will successfully</i>	... through the following exercises.
Gain a focused knowledge of regional writers.	By transcribing their work in student journals.
Establish and develop personal poetry writing practices.	By daily recording their original compositions in their journal.
Understand the relationships between ecological history and human meaning.	Through class discussions and reflective journal writing.

Assessment and Grading Criteria

The course is graded on a 1000 point scale, distributed as described below:

Poetry transcriptions—250

Original poems in journal—250

Participation in discussions—250

Journal Reflections—250

The journal, containing all of your assignments, is due at the dinner following our travel.

Grade scale expectations for assignments:

-Poetry transcriptions:

This is fairly straightforward. Transcribe the assigned poems into your journal. This will be graded based on percentage of assigned poems transcribed.

-Original poems:

Poet Naomi Shihab Nye has made a rule of writing at least three poems a day since she was twelve, and while she has published a number of excellent, they represent a dramatic minority of the poems she must have written during that time. One doesn't get to be a better writer by not writing. And so, the first criteria for grading original poems

is based on number—we need to see at least one poem a day while we travel. **I don't expect them all to be excellent poems. Rather, I want to see ambition.** Try new things, whether through theme, meter, language, or inspiration. Finally, specific poetry assignments will be given throughout the course (referring to a specific prompt, or metrical goal), and these assignments should be reflected in the original poems.

Thus...

A: This work will have the complete number of required poems, show ambition in composition, and reflect specific poetry prompts given throughout the course.

B: This work will have the complete number of poems, but may not reflect the desired level of ambition, and may fail to respond to some of the specific prompts.

C: This work may not have the complete number of poems, will not reflect ambition, and will not respond to some of the specific prompts.

D: This work will not have the complete number of poems, broadly will not reflect ambition, and will not respond to some of the specific prompts.

F: This work will not have the complete number of poems, broadly will not reflect ambition, and will not respond to any of the specific prompts.

-Participation in discussion

Discussions of course content is a valuable part of this course, and is an essential way in which we create the intellectual structures in which we understand and write poetry in this course. Participation, both through contributing comments and paying attention to what your fellow students say, is fundamental to the course working well. That said, I recognize that you won't always have something you want to contribute. Nevertheless, contributing on a regular basis is essential.

A: Regular contributions to discussion, and always paying attention to others' contributions.

B: Less frequent contributions to discussion, and always paying attention to others' contributions.

C: Less frequent contributions to discussion, and usually paying attention to others' contributions.

D: Infrequent contributions to discussion, and sometimes paying attention to others' contributions.

F: Infrequent contributions to discussion, and infrequently paying attention to others' contributions.

Journal Reflections:

This assignment falls between our discussions and the original poetry in its intent. Reflection is an expectation in this class, and also something that's not easily done on demand. Accordingly, as per the poetry assignments, I don't expect consistent profundity, but I do expect regular attempts. As with poems, I want at least as many reflections as we have travelling days in the course. As with discussion, thinking about the course content is fundamental to the goals of the course.

A: At least as many reflections as travelling days in the course, with clear attempts to engage with the themes of the course.

B: At least 80% as many reflections as travelling days in the course, with clear attempts to engage with the themes of the course.

C: At least 80% as many reflections as travelling days in the course, with limited attempts to engage with the themes of the course.

D: Fewer than 80% as many reflections as travelling days in the course, with limited attempts to engage with the themes of the course.

F: Fewer than 60% as many reflections as travelling days in the course, with limited attempts to engage with the themes of the course.

ADA Compliance Policy:

"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 email alpha@acu.edu call their office directly at 325-674-2667.

Academic Integrity Policy

“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 full university policy, including how to appeal a decision, by following [this link](#).”

Anti-Harassment Policy:

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](#).

Course Policies:

Attendance: Given the compressed and travelling nature of this course, your attendance is absolutely essential. Allowances can be made for medical emergencies, but the cohesion of the course really requires that everyone be there all the time. Do not

expect that you can pass the course if you are not physically present for the duration of the course.

Tardiness: While we'll be together as a group for the duration of the course, it will still be important that you not delay group events for personal reasons. If this is consistently a problem, it will be addressed, and if not corrected, can result in the drop of a letter grade from your final grade in the course.

Participation: The bulk of this is described in the portion of the syllabus that pertains to grading. That said, while we will hike some as a class, if you aren't feeling up to it, feel welcome to sit some of these out. We don't need dehydrated people in the desert.

Course Calendar:*

Monday, May 11 th	Meet at 9:00 to discuss course content, begin journals
Tuesday, May 12 th	Meet at 9:00 for watercolor instruction, leave at 12 for Ft. Griffin day trip.
Wednesday, May 13 th	Meet at 8:00 to depart for Colorado Bend State Park
Thursday, May 14 th	Head to Guadalupe River State Park
Friday, May 15 th	Travel through San Antonio, camp at Seminole Canyon State Park
Saturday, May 16 th	Tour Seminole Canyon and White Shaman, late drive to Big Bend.
Sunday, May 17 th - Wednesday, May 20 th	Camp in Big Bend.
Thursday, May 21 st	Depart Big Bend for Ft. Davis, stopping in Alpine/Marfa
Friday, May 22 nd	McDonald Observatory for new moon
Saturday, May 23 rd	Back to Abilene

* Given how reliant our course is on external conditions, this schedule may be modified as needed.

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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

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>Steven Moore</i>	9-15-22
_____ <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>