

Approval Chart for Curriculum Changes

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

Course Number SPAN 111 or Degree Plan(s) _____

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

Request the inclusion of SPAN 111 to the Arts & Humanities General Education Menu. See attached application materials.

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							President	Faculty	Provost	GRAD	UAC	UGEC	TEC	Deans	College Academic	Dept./School	Change to a Degree Plan
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	UAC	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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COUNCIL ³										
	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)	
	1/24/25
Signature	Approval date
Signature	Approval date

College Academic Council(s)	
Signature	Approval date
Signature	Approval date

Dean(s)	
Signature	Approval date
Signature	Approval date

Teacher Education Council	
Chair's signature	Approval date

General Education Council	
Chair's signature	Approval date

Undergraduate Academic Council	
Chair's signature	Approval date

Graduate Council	
Chair's signature	Approval date

Provost	
	Feb 24, 2025
Signature	Approval date

Faculty	
Chair of faculty senate	Approval date

President	
Signature	Approval date

Application for Arts and Humanities 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).

Arts and Humanities Description

Courses within this domain will expose students to other cultures, time periods, and points of view through a wide variety of media. Emphasis will be placed on understanding the human condition, relevance and aesthetics of rhetorical claims, interrogating one's own personal worldviews, and drawing conclusions from analysis of artifacts.

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. See the last page of this document for explanation of disciplines that will be considered for the menu.

Subject code, course number, and title of course:	SPAN 111
Terms offered:	Fall, Spring, Summer
Catalog description:	Introduction to the Spanish language. Emphasis on oral communication skills.
Course prerequisites:	Prerequisite: ACT English score of 19 or above; SAT Critical Reading score (old SAT) of 460 or above; SAT Reading + Writing score (new SAT) of 500 or above; or ENGL 003/ENGL 004; or approval by department.
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	N/A

Other general education menus on which the course appears or you are applying for:	Cultural Literacy
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Description of Menu Fit

Please describe how your class fits into the Arts and Humanities Menu (200 words or less).

This course fits because it presents a breadth of knowledge not particular to any occupation or profession; is free of normal prerequisites; and it exposes students to the broader Hispanic culture and point of view through a wide variety of media, including remote conversations with native speakers from other countries (LinguaMeeting assignments). In this course, the student is given the opportunity to better understand a part of the human condition that arose and operates in a different culture from his or her own, through an exploration and elementary application of the language of that culture.

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 less).

The prerequisites for the course only apply to students whose mastery of the English language is substandard for college work or who were admitted conditionally. Elementary Spanish has multiple applications across a wide variety of occupations and professions. Cognitively, the acquisition of another language broadens the perception of one's worldview, as encoded in language, facilitating the acquisition of new concepts and vocabularies in a wide variety of fields. Practically, the ability to communicate—at any level—with speakers of other languages opens opportunities in almost any occupation or profession.

Relevant Outcomes

- A2: Listen to, understand, and critically evaluate rhetorical claims.
- B1: Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.
- B2: Understand the interconnectedness of the human experience with a posture of humility while celebrating difference.
- B3: Interrogate one's internal and external views and values for greater self-awareness.
- C2: Analyze quantitative data, published writing, or observable phenomena to draw informed conclusions.

Describe how the course meets the A2 outcome (100 words or less).

Students must interact with a native-speaking coach 6 times during the semester. During these meetings, students must use the newly-acquired nuances in the language—such as appropriate contextualization of existential being (ser) from temporal being (estar), or factual knowledge (saber) from relational knowledge (conocer), or when to employ formal (Usted) or informal (tu) address—to gather information about the coach and the culture of his or her country on topics such as basic identity, university life, and family, while demonstrating appropriate cultural situational awareness.

Describe how the course meets the C2 outcome (100 words or less).

Students must report on the information gathered for A2 outcome, and compare and contrast these finding with like phenomena in their own culture.

Describe how the course meets at least one or more of the following outcomes: B1, B2, B3 (200 words or less).

Outcomes assessment should occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each outcome. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
Outcome A2	LinguaMeeting, After the Meeting Assignments
Outcome C2	LinguaMeeting, After the Meeting Assignments
Outcome B1, B2, or B3 *note which of the 3 outcomes will be assessed	B1: LinguaMeeting, After the Meeting Assignments

Description of LinguaMeeting Assignments:

Students must sign up for and attend 6 online meetings between a native speaker who lives in another country (the coach) and a small group of 1 to 4 students. These meetings—intentionally designed to center on the topic of the unit and employ the language and cultural skills presented—provide an opportunity for students to interact in the target language with a native speaker and ask them about life in their country. For each session, students and coaches are given a list of questions the students must ask of the coaches. After the session, the students fill out an assignment in their LMS where they can report on their findings for the answers, as well as reflect on how life in the coach's culture compare with their own.

Please use the following rubric to perform assessment each year.

Student Learning Outcome A2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Evaluate rhetorical claims	Fails to demonstrate understanding or recognition of rhetorical claims.	Demonstrates effective understanding of and ability to critique rhetorical claims.	Demonstrates keen analytical abilities and attention to detail in understanding and evaluating rhetorical claims.

Student Learning Outcome C2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Analyze data to draw conclusions	Lacks sufficient analysis of data or published writing.	Analyzes data and/or published writing in an effective manner.	Analyzes data and/or published writing in an exemplary manner.

Student Learning Outcome B (evaluate the one or more selected above)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations (B1)	Little to no engagement in discourse in global, historical, and cultural experiences of diverse populations.	Effectively presents the capacity to engage in discourse in global, historical, and cultural experiences of diverse populations.	Excellently presents the capacity to engage in discourse in global, historical, and cultural experiences of diverse populations.
Understand the interconnectedness of the human experience with a posture of humility while celebrating difference (B2)	Little to no demonstration of understanding or humility in relation to the human experience and diversity.	Effective demonstration of understanding or humility in relation to the human experience and diversity.	Exemplary demonstration of understanding or humility in relation to the human experience and diversity.
Interrogate one's internal and external views and values for greater self-awareness (B3)	Little to no interrogation of personal views and little to no movement toward self-awareness.	Effective interrogation of personal views with some attention to self-awareness.	Exemplary interrogation of personal views with an eye toward self-awareness.

Disciplines to Consider

Proposed courses should fit commonly accepted practices across disciplines. As an external indicator of what constitutes Humanities disciplines, we have consulted the American Academy of Arts and Sciences definition, which lists the following disciplines as humanities:

- Art and music history, musicology, and the academic study of drama and cinema
- American Studies and Area Studies (e.g., Latin American Studies, Africana Studies, etc.)
- Archeology
- Communication, including media studies, but not professionalization-oriented coursework
- Cultural, Ethnic, & Gender Studies: Programs studying from an interdisciplinary perspective race, ethnic, gender, or cultural groups, such as Black studies, Hispanic studies, women's studies, gender studies.
- English Language and Literature: English, American, and Anglophone literature; general literature programs; creative writing; speech and rhetoric (does not include technical and business writing programs).
- History
- Languages & Literatures Other than English: Modern languages and literature; linguistics; classics and ancient languages; comparative literature.
- Jurisprudence: Includes philosophy of law.
- Philosophy
- Religion: Programs in the comparative, nonsectarian study of religion; studies of particular religions; history of religion; does not include programs in theology or ministry.
- Selected Interdisciplinary Studies: General humanities programs; programs in the study of a particular historical period (e.g., medieval and Renaissance studies, classical and ancient studies, holocaust studies, etc.).

The criteria team anticipates some overlap with other menus, particularly cultural literacy.

In ACU's specific institutional context, the council recognizes religion as a humanities discipline but will not consider Bible courses for the Arts and Humanities menu because of the number of hours reserved in the Bible and Theology menu for these courses in the general education requirements.

Resources:

- [American Academy of Arts & Sciences — Scope of the Humanities](#)
- [4Humanities — Five Definitions of the Humanities](#)
- [Cambridge University Press — What Are the Humanities For?](#)