

Approval Chart for Curriculum Changes

A = Approval I = Information*

Course Number _____ or Degree Plan(s) Teacher Education: Writing Intensive Course
 State the requested change and reason. A memo may be attached if more space is necessary.

We would like to change the Writing Intensive course for our majors from SPED 371 to EDUC 431. SPED 371 was originally chosen because several majors outside of our department used our writing intensive course in their degree plan. This is no longer the case. SPED 371 is a survey course and not at the end of the program as is expected for the writing intensive course. In addition, many students in SPED in the spring are sophomores. EDUC 431 is the capstone course for all degree plans in Teacher Education. I have included at the end of this document the description of the capstone writing assignment, the Core Beliefs Paper and the rubric used for scoring. Students will be guided in choosing one section of the paper for submission to the Writing Intensive review. Also included is the rubric for scoring the Writing Intensive papers.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

COUNCIL**

	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.	Content (substantive change)	A	A	A			I		A	A
4.	Number of hours (lecture, lab, contact)	A	A	A			A		A	A
5.	Course number within the hundred	A	A	I			I		I	I
6.	Course number beyond the hundred	A	A	A			A		A	A
7.	Prerequisites	A	A	A			I		I	I
8.	Course fee(s)	A	--	A			--		A	I
9.	From U to G or G to U	A	A	A			A		A	A
10.	Cross list with another dept: U or G level	A	A	A			A		A	A
11.	Department of record	A	A	A			A		A	A
12.	Open or close a course	A	A	A			A		A	A
13.	New course — See Adams Center for packet. This change includes combining or splitting a course(s).	A	A	A			A		A	A

* Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

**Courses offered only to students seeking teacher certification must go through the Teacher Education Council.

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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	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	COUNCIL			Provost	Faculty	President
						UGEC	UUAC	GRAD			
1.	University Requirements — Change in approved course content**	A	A	A		A			A	--	A
2.	University Requirements — Add or drop a required course from the University Requirements chart**	A	A	A		A			A	A	A
3.	University Requirements — Add or drop a course from a menu within the University Requirements**	A	A	A		A			A	--	A
4.	University Requirements — Change hours within a menu on the University Requirements chart**	A	A	A		A			A	A	A
5.	Major — Revision of major ♦ ‡	A	A	A		A			A	--	A
6.	Major — Adopt or change admission requirements	A	A	A		A			A	--	A
7.	Major — Add or discontinue	A	A	A		A			A	A	A
8.	GPA — Revise major or cumulative requirement	A	A	A		A			A	A	A
9.	Minor — Revise course selection	A	A	A		I			I	--	I
	Minor — Add or discontinue	A	A	A		A			A	--	A
10.	Degree — Add or discontinue	A	A	A		A			A	A	A
11.	Any change to a graduate degree program*	A	A	A		A			A	--	A

♦ 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.

‡ Program or course changes applying to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

* All graduate degree plan changes must go through the Graduate Council.

** Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and corequisites, 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.

Note: The Board of Trustees is informed when a major or degree is added or discontinued.

Revised 4-18-12

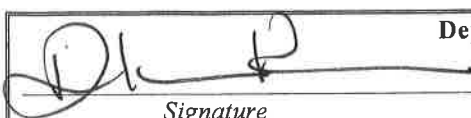
Approval Chart for Academic Information Changes

	Change to the Catalog	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	General requirements for graduation including course requirements that are common to all majors for all degrees*	--	--	--		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	--
5.	Other academic policy changes	--	--	--		A		A	--	A	

* The UUAC approved the clarification that "general requirements for graduation" means the seventeen items in the "General Requirements for Bachelor's Degrees" section of the catalog.

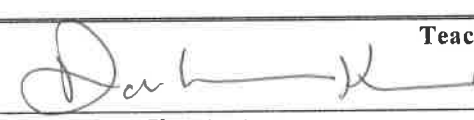
Revised 3-2-11

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
	9-13-15
Signature	Approval date
Signature	Approval date

College Academic Council(s)	
	9.29.2015
Signature	Approval date
Signature	Approval date

Dean(s)	
	9.29.2015
Signature	Approval date
Signature	Approval date

Teacher Education Council	
	9-30-2015
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	
Signature	Approval date

Faculty	
Chair of faculty senate	Approval date

President	
Signature	Approval date

Core Beliefs Paper

The Core Beliefs Paper is required to be between 2000 and 3000 words in length and must be supported with appropriate professional sources. The rubric for this paper is in the Official Forms and Rubrics section of the handbook. The prompt for the Core Beliefs Paper is as follows:

You have chosen teaching as your life vocation. From a Christian perspective, vocation and faith should inform one another. First, this calls the teacher to seriously consider how Christian principles relate to the roles and responsibilities of the classroom teacher – in supporting, enriching and at times challenging ways. This challenges you to consider how you embody your faith through your actions. Second, this requires that the faith informed teacher be fully grounded in the professional knowledge of the field. In this paper, you will reflect how faith and vocation interact and also on your growing professional knowledge. Identify and analyze your personal core beliefs and support these beliefs with relevant professional sources and personal experiences. Include in your discussion the following areas:

- Vocation and Faith (Domain V)
- Instruction and Assessment (Domain I & III)
- Positive and Productive Classroom Environment (Domain II)
- Professional Roles and Responsibilities (Domain IV)

These four areas are aligned with the ACU Teacher Education Domains. Refer to the ACU Teacher Education Domains, Competencies and Indicators as you develop your thoughts. You will not address all competencies and indicators in each domain. Still, a review of these program outcomes will assist you in selecting your areas of focus.

Use of this paper for the Writing Intensive Assignment:

Students will submit one of the three final sections for the writing intensive paper. The section submitted will meet the required 750-1000 words.

Core Beliefs Paper Assessment of Content

	Exceeds Expectations	Meets Expectations	Below Expectations	Inadequate
Vocation and Faith	Clearly articulates how vocation is informed by faith; demonstrates exceptional depth in reflection and critical thinking; personal applications and/or experiences demonstrate are specific, clear and insightful 20-19	Discussion of faith informed vocation is adequately clear; includes clear and specific personal applications and/or experiences to support discussion 18-13	Discussion at times lacks clarity; demonstrates limited relevance of personal applications and/or experiences 12-7	Discussion is not clear and/or does not include personal reflections, experiences or applications. 6-0
Instruction and Assessment	Discussion is focused on relevant issues; Discusses ideas with depth, provides strong support for ideas, effectively synthesizing professional sources and from personal application and/or experience; Beliefs are clearly communicated using strong professional language 20-19	Discussion is focused on relevant issues; Provides adequate support for ideas from both professional sources and from personal application and/or experience; Beliefs are clearly communicated using adequate professional language 18-13	At times lacks focus. Shallow discussion with weak support from professional resources. At times lacks clarity in professionalism and language. 12-7	Lacks focus; Shallow discussion with no support from professional sources; Lack of clarity and professionalism in language 6-0
Classroom Climate	Discussion is focused on relevant issues; Discusses ideas with depth, provides strong support for ideas, effectively synthesizing professional sources and from personal application and/or experience; Beliefs are clearly communicated using strong professional language 20-19	Discussion is focused on relevant issues; Provides adequate support for ideas from both professional sources and from personal application and/or experience; Beliefs are clearly communicated using adequate professional language 18-13	At times lacks focus. Shallow discussion with weak support from professional resources. At times lacks clarity in professionalism and language. 12-7	Lacks focus; Shallow discussion with no support from professional sources; Lack of clarity and professionalism in language 6-0
Professional Roles	Discussion is focused on relevant issues; Discusses ideas with depth, provides strong support for ideas, effectively synthesizing professional sources and from personal application and/or experience; Beliefs are clearly communicated using strong professional language 20-19	Discussion is focused on relevant issues; Provides adequate support for ideas from both professional sources and from personal application and/or experience; Beliefs are clearly communicated using adequate professional language 18-13	At times lacks focus. Shallow discussion with weak support from professional resources. At times lacks clarity in professionalism and language. 12-7	Lacks focus; Shallow discussion with no support from professional sources; Lack of clarity and professionalism in language 6-0

Core Beliefs Paper Mechanics and Citations

	Exceeds Expectations	Meets Expectations	Below Expectations	Inadequate
Use of sources	Selects critical sources; adheres to proper APA citation and reference style; paraphrases, summarizes, or quotes in ways that are true to original context; effectively integrates information from sources into the discussion; includes more than five professional sources; distinguishes between common knowledge and ideas requiring attribution. Practices ethical and legal restrictions on the use of published, confidential, and/or proprietary information. 10	Selects appropriate sources; Practices ethical and legal restrictions on the use of published, confidential, and/or proprietary information; includes minor and/or minimal errors in APA format; information from sources is accurate but less effectively integrated into the discussion; includes five professional sources 9-7	Selects appropriate sources; Practices ethical and legal restrictions on the use of published, confidential, and/or proprietary information; includes frequent errors in APA format; information from sources is accurate but often seems simply inserted rather than integrated into the discussion; includes five professional sources 4-6	Does not practice ethical and legal restrictions on the use of published, confidential, and/or proprietary information; includes fewer than five professional sources; sources are inaccurate or not relevant. Note: Any of the above will result in no credit in the Use of Sources category. 3-0
Mechanics	Excellent command of standard English that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free. 10	Adequate command of standard English that skillfully communicates meaning to readers with clarity and fluency, and has minimal errors that do not interfere with understanding. 9-7	Limited command of standard English that communicates meaning to readers with clarity but lacking fluency, and/or has frequent errors that do not interfere with understanding. 4-6	Inadequate command of standard English; major errors or repeated minor errors that interfere with understanding 3-0

Writing Assessment Criteria

Organization and Content (50%)	
This paper is a superior response to the assigned topic. The ideas are perceptive and fully developed. The thesis is clear, narrowed, and focused. The thesis is fully supported by the body paragraphs. Body paragraphs have excellent structure and supporting detail. Borrowed material directly relates to thesis and adds specific supporting detail to argument. *	Excellent
This paper is an adequate to good response to the assigned topic. The ideas are somewhat insightful and moderately developed. The thesis is adequate and somewhat focused. Most paragraphs have a controlling idea, a clear paragraph structure, and adequate supporting detail. Borrowed material is somewhat connected to thesis and adds general detail to support the argument.	Pass
This paper is an inadequate response to the assigned topic because of any of the following: a controlling idea is absent or unclear; the controlling idea is not sufficiently supported; ideas are confused or disconnected; the body paragraphs have serious structural problems. Outside sourcing is absent or not related to the argument of the paper.	Fail
Diction and Style (25%)	
The essay shows impressive stylistic control. The language is accurate, sophisticated, and impressive. The vocabulary expresses ideas with unusual precision. The varied sentence structure communicates complex ideas effectively. Borrowed material fits in smoothly with the style of the paper and is excellently integrated into the paragraph and sentence structure.	Excellent
The essay has a moderately clear style, an adequate range of word choice, good tone, and some sentence variety. Borrowed material is loosely connected to surrounding sentence and paragraph structure and somewhat consistent with the style of the paper.	Pass
The essay has an ineffective style, limited word choice, unclear tone, or poor sentence structure. Errors in diction may suggest illiteracy in English language. Borrowed material does not fit in the paper and is not connected to the surrounding sentences or paragraphs.	Fail
Language Use and Mechanics (25%)	
The paper demonstrates complete command of standard English. There are few, if any, errors in grammar, punctuation, or usage. Citation style is consistent throughout paper and the paper demonstrates command of common conventions for quoted material (quotation marks, etc).	Excellent
The paper demonstrates a moderate command of standard English. Errors in grammar, punctuation, or usage do not seriously interfere with a reader's understanding of the paper. There are some inconsistencies and errors in citation style and conventions, but quotations are marked.	Pass
The paper demonstrates little command of standard English. Major errors or repeated minor errors in grammar, punctuation, or usage interfere with a reader's understanding of the paper. Quotation marks and/or in-text citations are missing or significantly interfere with the understanding of the cited material.	Fail

* Borrowed material is not a required component of the paper, and these sections of the rubric should only be used if borrowed material is present.

Revised 5-23-05