

Approval Chart for Curriculum Changes

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

Course Number _____ or Degree Plan(s) University Requirements

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

SACSCOC Standard 9.3 is a core requirement of the regional accreditor that establishes minimum requirements for undergraduate general education. It mandates at least one course in each of three broad areas: humanities and fine arts, social and behavioral sciences, and natural sciences and mathematics. ACU's general education program exceeds these curricular requirements.

SACSCOC further requires that institutions clearly label the courses that fulfill these requirements. The sophomore literature requirement in the English section of the general education requirements satisfies the humanities category but is not currently labeled as such. This proposal makes no curricular changes but adds a Humanities heading to satisfy the accreditor's prescription. 200-level literature courses will continue to be the only way to satisfy the requirement.

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.

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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	UGE C	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>

University Requirements

University Requirements, except advanced courses, should be completed by the end of the sophomore year.

General Education Requirements

The Core (3 Credit Hours)

[CORE 110 - Cornerstone](#) Credit Hours: 3

or

[CORE 115 - Introduction to Critical Thinking](#) Credit Hours: 3

Bible (9 Credit Hours)

(Lower Level Required Courses)

[BIBL 101 - Jesus: His Life and Teachings](#) Credit Hours: 3

[BIBL 102 - Early Christians: Life, Literature and Community](#) Credit Hours: 3

[BIBL 211 - Message of the Old Testament](#) Credit Hours: 3

English (69 Credit Hours)

[ENGL 111 - Composition and Rhetoric](#) Credit Hours: 3

or

[ENGL 106 - Academic Composition](#) Credit Hours: 2

[ENGL 006 - Academic Composition Workshop](#) Credit Hours: 1

and

[ENGL 107 - Rhetoric and Persuasion](#) Credit Hours: 2

[ENGL 007 - Rhetoric and Persuasion Workshop](#) Credit Hours: 1

[ENGL 112 - Composition and Literature](#) Credit Hours: 3

Humanities (3 Credit Hours)

[Sophomore \(200-299\) Literature](#) (includes foreign language literature courses)
Credit Hours: 3

... no changes proposed in the remaining text of the University Requirements



RESOURCE MANUAL

for The Principles of Accreditation:
Foundations for Quality Enhancement



Third Edition: 2018, First Printing

9.3

The institution requires the successful completion of a general education component at the undergraduate level that:

- (a) is based on a coherent rationale.**
- (b) is a substantial component of each undergraduate degree program. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent.**
- (c) ensures breadth of knowledge. These credit hours include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. (*General education requirements*) [CR]**

Rationale and Notes

General education is an integral component of an undergraduate degree program through which students encounter the basic content and methodology of the principal areas of knowledge. This Core Requirement establishes four key principles regarding the general education component of undergraduate degree programs:

- The General education component is based on a coherent rationale.
- General education courses are college level.
- In order to promote intellectual inquiry, general education courses present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to the student's occupation or profession, and are drawn from specific academic areas.
- The general education component constitutes a minimum number of semester hours, or its equivalent, and comprises a substantial component of each undergraduate degree.

It is essential to understand the general education component of the degree program within the context of the institution's mission and within the expectations of a college-level institution. Through general education, students encounter the basic content and methodology of the principal areas of knowledge: humanities and fine arts, social and behavioral sciences, and natural sciences and mathematics. Courses in each of these areas introduce a breadth of knowledge and reinforce cognitive skills and effective learning opportunities for each student. Such courses may also include interdisciplinary studies. It is important, however, that courses selected by students as "general education" do not focus on skills, techniques, and procedures specific to that student's occupation or profession.

The SACSCOC Executive Council adopted the following interpretation in February 2010:

Courses in basic composition that do not contain a literature component, courses in oral communication, and introductory foreign language courses are skill courses and not pure humanities courses. Therefore, for purposes of meeting this standard, none of the above may be the one course designated to fulfill the humanities/fine arts requirement in [this standard].

Note that this interpretation does not preclude the mentioned courses from being part of general education requirements beyond the required courses in the three specifically mentioned areas; while they are “skill courses,” these are not skills specific to a particular occupation or profession. Courses that would not be acceptable as meeting this standard are courses such as “dosage calculations” (specific to occupations) or most upper-level courses with multiple prerequisites (lack breadth of knowledge).

The rationale undergirding the courses that meet general education requirements is often published in institutional documents such as the catalog. It is important that institutions have criteria for evaluating courses for inclusion in the core curriculum, both to maintain adherence to the underlying rationale and to ensure the expected breadth of knowledge.

NOTES

In its publications, an institution is obligated to clearly designate the specific general education courses included in the three areas of knowledge: humanities and fine arts, social and behavioral sciences, and natural sciences and mathematics. Publications should clearly indicate or direct students in their options for selecting general education courses and, in particular, those considered pure humanities/fine arts that are in accord with the interpretation above. Finally, the institution should indicate how it ensures that all students follow the pathway for selecting general education courses as described in its publications.

In its assessment of institutions, the SACSCOC review committee will specifically evaluate whether each of the three subparts in the standard have been addressed. This review should specifically determine (with narrative supporting) its findings under part (c), whether credit hours that constitute the general education program at an institution are (1) drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics; (2) are consistent with the Executive Council’s interpretation cited above; and (3) include courses that do not narrowly focus on those skills, techniques, and procedures specific to a student’s particular occupation or profession.

Questions to Consider

- Does the institution have a formal guideline or policy that establishes a rationale for its general education requirements?
- How does the institution ensure that the student’s breadth of knowledge acquired through the general education component of the degree program is sufficient and appropriate to its mission?

- What measures does the institution use to ensure that general education represents a substantial component of the undergraduate degree program?
- What process is used to ensure that courses students may take to fulfill general requirements support the goals of the general education component of the degree program?
- What criteria does the institution use to ensure that the desired general education outcomes meet college-level standards?
- Even if there is some variation in general education requirements across some majors, do all undergraduate degree programs include at least one course from the three required areas of study, as well as the requisite total hours?
- Does the institution designate in its publications those general education courses that are considered pure humanities/fine arts in accord with the interpretation above? How has the institution validated that the courses that the institution designates are in accord with the standard?
- Are printed materials describing general education requirements clear as to how a student can meet the requirements?
- How does the institution ensure that all students follow the pathway for selecting general education courses as described in its publications?
- How does the general education program apply to transfer students, distance and correspondence education programs, or competency-based programs?

Sample Documentation

- Description of and rationale for general education, including expected student learning outcomes.
- Publications that consistently describe the general education requirements.
- Explanation of the process used to review or change how students meet general education requirements.
- If requirements vary by major or degree, documentation that the standard is met for all degree-seeking students.
- Specific information as to how general education requirements are met for transfer students as well as students in competency-based, direct assessment programs.
- An explanation (and examples) of how completion of general education requirements is tracked and verified.

Reference to SACSCOC Documents, If Applicable

None noted.

Cross-References to Other Related Standards/Requirements, If Applicable

Standard 8.2.b (*Student outcomes: general education*)

Standard 9.7 (*Program requirements*)