

Approval Chart for Curriculum Changes

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

Course Number _____ or Degree Plan(s) HGST New Minor - Latin American Studies

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

We propose a new minor in Latin American Studies.
Please see attached

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

		COUNCIL ³						
		Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD
Change to a Course								
1.	Title (description unchanged)	A	A	A		I		I
2.	Description (not affecting content)	A	A	A		I		I
3.	Course term(s)	A	I	A		I		I
4.	Content (substantive change)	A	A	A		I		A
5.	Number of hours (lecture, lab, contact)	A	A	A		A		A
6.	Course number within the hundred	A	A	I		I		I
7.	Course number beyond the hundred	A	A	A		A		A
8.	Prerequisites	A	A	A		I		I
9.	Course fee(s)	A	--	A		--		A
10.	From U to G or G to U	A	A	A		A		A
11.	Cross list with another department: U or G level	A	A	A		A		A
12.	Department of record	A	A	A		A		A
13.	Open or close a course	A	A	A		A		A
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A		A		A

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								Board of Trustees		
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	
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								Board of Trustees
Provost-Proposed Change		Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	
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.

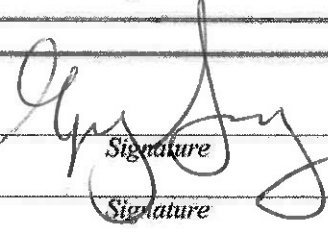
⁷ The UUAC approved the clarification that "general requirements for graduation" means the enumerated items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Signature	9 January 2020 Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
 Signature	2-21-2020 Approval date
_____ Signature	_____ Approval date

Dean(s)	
 Signature	2/26/2020 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	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

New Track, Minor, or Certificate Application

I. Program Identification

- A. Title of track, certificate, or minor: **Minor in Latin American Studies.**
- B. Identify as track, certificate, or minor: **Minor**
- C. Home department or unit (and associated degree program, if track):
Interdisciplinary minor with home dept. in History & Global Studies
- D. Developer(s) and credentials: **Dr. Ronald J. Morgan, Ph.D. in Latin American history, fluent in Spanish and Portuguese, 6-year residence in Brazil, writing and publishing on Latin American history in English and Spanish, involved with Study Abroad in Montevideo**
- E. Where program will be offered and delivery method: **Offered mostly via face-to-face on-campus courses (Abilene), but also in Montevideo. We may create online course delivery at some point.**
- F. Proposed date of implementation: **Add to catalog for 2020-21.**

II. Program Details

- A. Description. Summarize this course of study in 50 to 200 words. **This will be an interdisciplinary minor that allows students to understand Latin America in ways beyond language and literature, including historical, theological, cultural (MUSM) and ecological (BIOL). It is our intent in the medium term to add marketing and management courses taught in Study Abroad context to a menu of selections. With creation of additional courses in the near future, we aim to expand the focus to U.S. latino cultures as well.**
- B. Description of target audience. **The primary target audience are Spanish majors and minors (who are drawn to broader understanding of the region); and History and Global Studies majors (whose degree plans make the inclusion of all required course work very easy). Other majors we will target, for whom this minor may hold both intellectual and carrier-oriented attractions, will include: Bible-Missions; Sociology; Social Work; Marketing/Management). We will also begin to link this minor to the Montevideo program as a way to raise participation in both minor and program. In addition, we will begin to recruit Hispanic students, who for family heritage reasons, may be drawn to this minor.**
- C. Projected total enrollment for each of the first five years. **We hope to have 5-7 in the first year, adding more over time. By linking this minor to both semesters (and maybe summers) in Montevideo, we aim to increase that number to 10 new minors in year two. As advisors begin to guide students (who must take Spanish), we hope to have 30 total minors or so by years 4 and 5.**

III. *Rationale and Need for Program*

- A. Mission fit. How does the course of study fit with the university's mission to educate students for Christian service and leadership throughout the world? How does the course of study fit with the university's current strategic plan or emphases? Societal need. What gaps does this program fill? You can consider needs of an informed citizenry, practical needs of society, vocational connections of potential students, or other factors. **We begin with the "service and leadership throughout the world." Our Global studies major once included a required regional emphasis, with Latin America being one of those regions. That was removed a few years ago. This new minor will offer such emphasis to *any* student. The plan will make use of experiential learning (Montevideo and other options). It contributes to the aim of making ACU a more inclusive culture, not just in the student body and (we hope) staff and faculty composition, but also in terms of a more culturally diverse curriculum. For example, the addition of two new literature courses *in English* will allow Language & Literature Dept. to broaden the sophomore literature "canon" now available to ALL students. This new minor unmistakably prepares students for citizenship and understanding that is both global, national, and local in its features (i.e., the hispanization of Abilene, the state of Texas, and the U.S.) And we hope to impress on program directors in such fields as Bible-Missions and Social Work of the value of this targeted cultural understanding.**
- B. Prospective student interest. Share any data from your discipline that shows student demand for the program. Is the program likely to draw students who are already at ACU, or will it draw new students to the university? Whom should we recruit, and with whom will we compete for students? **We cannot provide data on student demand. It is hard to know how it will aid recruitment to ACU. [Anecdote: Last year a high school senior from South Texas, who was applying to ACU and OC, told me she wanted to study Spanish and History. When I told her of the plan for a L.A. Studies minor, and that I would work to guide her research in that field, she really lit up, as did her Spanish-speaking, Mexican born parents. She is now at ACU, awaiting the creation of the minor in L.A. Studies.] Here's what we *can* predict about recruitment of new students: As ACU moves toward Hispanic-serving status, the appearance in our curriculum of focused Latin American and Latino Studies programs will show parents the intentions and efforts of our institution to create a home for their children. Even students who don't opt for this minor may be a little more drawn to ACU by the presence of these course offerings.**
- C. Disciplinary benchmarking. How does this program curriculum compare to other programs in your discipline? Which Texas universities already offer this program? You may also note other peer institutions that offer the program. **Texas universities with which ACU directly competes – Texas A&M, TCU, Southwestern, Baylor – all offer some version of major and minor in Latin American Studies. Having examined the**

requirements of those programs, we seek to create our own Minor in ways that mirror best practices. One main difference between our minor and these others: those institutions offer an immense array of course options; our offerings will be far fewer, but sufficient. We find no such minor in university institutions affiliated with Churches of Christ (Harding, Pepperdine, Lipscomb, Oklahoma Christian, etc., although some CCCU institutions (Biola, others) encourage students to acquire this minor by studying abroad at the CCCU's Best Semesters Costa Rica site.

IV. Curriculum

- A. Course of study. For tracks, this will include the list of courses required in addition to the existing degree core. For certificates and minors, it includes all courses included in the program. For minors, please see catalog requirements.

Requirements for the Minor in Latin American Studies

Note: Students may count toward this minor no more than 6 hours from their major fields. They must include courses from at least 3 prefixes, with no more than 9 hours from any one prefix, and at least 6 advanced hours.

Required courses

- SPAN 222 (3 hours)
- HIST 370 (3 hours)

Total: 6 Credit Hours

Select 3 hours from the following:

- GLST 217
- HIST 332
- HIST 478
- HIST 479
- HIST 490

Total: 3 Credit Hours

Select any 6 hours not taken above:

- ENGL 271 Magical Realist Literature
- ENGL 275 Latino American Literature
- GLST 217
- HIST 332, 478, 479, or 490
- SPAN 310, 342, 343, 345, 360, 361, 365, 444, 460, 461, 462, or 471

Total: 6 Credit Hours

*Select any 3 hours not taken above**:*

- ENGL 271 Magical Realist Literature
- ENGL 275 Latino American Literature
- GLST 217
- HIST 332, 478, 479, or 490

- SPAN 300-499
- SOCI 222, 442, or 480
- SOCW 329
- BMIS 345, 371, or 420

Total: 3 Credit Hours

Total: 18 Credit Hours

****Note:** Students may either fulfill this menu with a SPAN course that focuses on language acquisition or a course (SOCI, SOCW, and BMIS) that may have no Latin American content but does engage issues of social justice, social and cultural diversity, or gospel in cultural context.

- B. Courses. Create a table that shows for each course:
1. Rotation and frequency (e.g., fall odd years)
 2. Whether the course is required or on a menu
 3. Which track(s) the course serves, if applicable
 4. Program outcomes that the course serves
 5. Current faculty credentialed to teach

The program of study includes 28 named courses and additional SPAN courses. The two required courses are:

Course	Rotation/Frequency	Credentialed Faculty
SPAN 222	Spring annually	Walker, Archer, Roggendorff
HIST 370	Fall annually, occasional summers	Morgan, Shilcutt

The other 26 courses are already offered on a regular basis to meet the needs of established majors.

- C. New courses. For new courses included in the program/major requirements, list:
1. Course title and description
 2. Existing programs in which the courses will also be used, if applicable
 3. Curriculum approval schedule will be negotiated with the provost's office during initial review

HIST 370/GLST 370 (Required foundation course for the minor).

Using a historical framework, this course provides an introduction to Latin American societies and cultures, as well as to the Minor in Latin American Studies. While the course privileges dynamics of power and domination, it does so around five thematic pillars: land and nature, mestizaje/hybridity, religiosity, creativity, and globalization.

Note from Ron Morgan: Ron will teach this course in his regular load. It may be used to fulfill University Requirements in Cultural Awareness or Historical Literacy. It also fulfills major requirements for HIST and GLST majors and minors.

ENGL 271 Magical Realist Literature (optional selection course)

From the early 20th century to the present. This sophomore-level course emphasizes the multicultural voices, from a range of genders, ethnicities, and perspectives that constitute American literature. This section focuses on Latin American literature, with a special emphasis on works of magical realism. Prerequisite: Completion of freshman requirements as required by degree plan. May be used to satisfy University Requirements for Sophomore Literature and/or Cultural Awareness, as well as serving ENGL majors.

Note from Mikee Delony: Shelly Sanders has taught this course online for several years under the ENGL 263 number (World Literature II). We will use a variety of faculty members to cover this course, which we plan to offer at least annually.

ENGL 275 Latino American Literature (optional selection course)

From pre-Colonial to 21st century. This sophomore-level course emphasizes the multicultural voices, including a diversity of gender and cultural experience, that constitute Latino American literature. Prerequisite: Completion of freshman English requirements as required by degree plan. May be used to satisfy University Requirements for Sophomore Literature and/or Cultural Awareness, as well as serving ENGL majors.

Note from Mikee Delony: Todd Womble taught this as special topic in Fall 2019. We will use a variety of faculty members to cover this course, which we plan to offer at least annually.

Approval schedule: The provost's office has acknowledged that all courses are scheduled to be submitted for approval in Spring 2020. This application may not go forward without the new course application for HIST 370; the two ENGL courses must be submitted no later than December 2020. (Jessica Smith, Jan. 6, 2020)

V. Required Institutional Support

- A. Faculty requirements and availability. Show instructors for a full cycle of curriculum delivery using current faculty members, new faculty members, and anticipated use of part-time faculty.
 - 1. Describe the new program's impact on faculty workload in the home department or unit. Your narrative should provide supporting evidence that the number of full-time faculty members will be adequate to support the program. Will we close courses? [Where will new courses be offset by reductions of courses offered?]
 - 2. If program delivery requires a faculty hire, provide an expected salary range and forecast potential faculty availability.
 - 3. If the plan includes part-time instructors, include total cost per year for adjunct pay.

For the three new courses created for this minor, each of which will be on University Requirement menu(s), no new faculty or adjuncts are required. The faculty members in question will offer their ENGL or HIST course in lieu of a different Univ. Req. course. So, for example, Todd Womble may teach one less section of ENGL 221 in order to teach the new 200-level course on Latino American Literature.

No new faculty will be hired to support the program.

- B. Impact on existing programs. Identify any existing programs/majors from which the new program would draw students and estimate enrollment effects on existing programs in the home department or other departments.
No adverse impact on other programs.

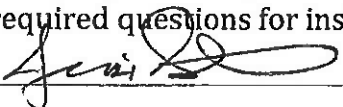
- C. *For certificates only:* Program director. Identify the program director (who may or may not be the department chair). If the program director does not have a terminal degree in the discipline, provide a justification of the director's qualifications.
- D. Staff requirements. Indicate need for new staff (providing expected salary range and forecast suitable applicant availability) and evaluate effect on existing loads of current staff who will serve the program.
None required.
- E. Library resources. Identify discipline-specific library resources necessary to serve the requirements of the program. These may be existing holdings and services and new ones. **Library holdings are more than adequate based on existing support for majors in Global Studies and Spanish, but we will work over time to build up some areas such as Latino Studies.**
 - 1. Describe how faculty and students will access information electronically and on site, and explain how they will receive instruction about how to do this.
When students require additional resources to complete coursework, faculty will direct students to the library. Students complete library orientation as part of their freshman seminar, CORE 111, which includes training in access of library catalogs and databases. Resource librarians are on duty during the library's open hours to provide assistance.
 - 2. Describe requirements to support student in their access to and use of learning resources.
When students require additional resources to complete coursework, faculty will direct students to the library. Students complete library orientation as part of their freshman seminar, CORE 111, which includes training in access of library catalogs and databases. Resource librarians are on duty during the library's open hours to provide assistance.
- F. Physical resources. Identify needs for classroom, lab, and office space and impacts on existing space use. List necessary equipment. Provide costs for any construction or equipment. **No new resources needed.**
- G. Scholarships. Will the unit provide any unique scholarships to students in the program? **Not as yet, but hope to work with other departments on campus to find resources and target deserving students.**
- H. Recruiting. To whom should the degree be marketed? What additional recruiting beyond general recruiting to the university will be needed, and what costs will we incur? **See above under II.B., Target Audience.**
- I. Additional cost to deliver program. Total expenses from sections A to H. Clarify which expenses are one-time and which are ongoing. **None.**

Initial Review and Required Signatures

When sections I-V are complete, please submit to the Office of the Provost for initial review

and development. Section VI is not required for all applications; you will learn whether it's required for your program during initial review.

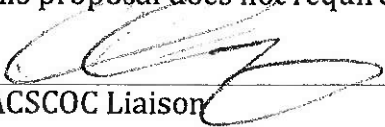
This proposal complies with curricular requirements of the university and addresses all required questions for institutional review.


Assistant Provost for Curriculum and Assessment

1.27.20

Date

This proposal does not require additional review for institutional accreditation purposes.


SACSCOC Liaison

1/28/20

Date

VI. Additional Information Required if Requested

A. Employment demand and career possibilities.

1. Identify jobs that graduates would be qualified to pursue.
2. Use official databases to establish the job market for graduates of the program. Use the U.S. Bureau of Labor Statistics and Texas Workforce Commission; other sources that may be helpful are authorities on regional labor markets (e.g., metropolitan Chambers of Commerce) and current industry reports.
3. Use the crosswalk document provided by IPEDS to take your previously identified CIP code and find the associated occupations in the Standard Occupational Classification system provided by the Bureau of Labor Statistics. Use the associated SOC number to find entry-level and mean wages in that field in Texas from the Texas Workforce Commission (Texas Wages — Wages by Workforce Development Area).

B. Student support services. Describe specific programs, services, and activities that will support students enrolled in the program. Some examples of academic support services are teaching and resource centers, tutoring, academic advising, counseling, disability services, diversity and inclusion offices, teaching laboratories, career services, testing centers, student life, and information technology.

C. Describe financial resources available to support the new program, including a budget for the first year of the program; projected revenues, expenditures, and cash flow; amount of resources going to external institutions or organizations contracted to provide support services for the program; the operational, management, and physical resources available for the change.

D. Provide contingency plans in the event required resources do not materialize.

All applications are required to include Section VII. Please compile this documentation after the initial review by the provost's office.

VII. Supporting Documentation

A. Approval Chart for Curriculum Changes

B. Memo of support from the department chair of each department outside the home department that will provide a course for the program.

C. When the new program application is complete, provide the full proposal to the following individuals for review. Each will provide a memo to attach to the proposal.

1. Dean of the library for library resources review.
2. Dean of the college of the program for a statement of commitment to the items in Required Institutional Support.

request for Memo of support for Latin American Studies minor

Kelly Elliott <kelly.elliott@acu.edu>

Feb 27, 2020, 9:29 PM (5 days ago)

to Mikee, Rodney, Suzie.Macaluso@acu.edu, Stephen

Dear colleagues,

Ron Morgan has been hard at work pulling together our new Latin American Studies Minor, and we're pleased to report that it was approved by the CASAC last week. To move forward from here, we need a memo of support from the chairs of each department that provides a course for the minor. In addition to the courses from History and Global Studies, this will include:

Language and Literature (SPAN 222, ENGL 271, ENGL 275, as well as multiple upper-level SPAN courses)

Sociology (SOCI 222, 442, or 480)

Social Work (SOCW 329)

Bible (BMIS 345, 371, 420)

I've attached the course proposal for reference. Could each of you send a memo of support for the Latin American Studies Minor to me at your earliest convenience?

Thanks very much,
Kelly

Rodney Ashlock

Feb 28, 2020, 5:46 AM (4 days ago)

to Kelly

The Department of Bible, Missions and Ministry wholeheartedly supports this proposal. We have the faculty (Janine Morgan, Ron Morgan's wife) and are looking to add Latino/a missions faculty to help support the course offerings that will be needed to teach the necessary sections of BMIS courses required for this minor.

Rodney

Rodney Ashlock, Ph.D.
Chair, DBMM

Abilene Christian University
(325)674-3740
ashlockr@acu.edu

Mikee Delony

Fri, Feb 28, 4:27 PM (4
days ago)

to Ron, Kelly

Kelly,

I support the inclusion of ENGL 271 (Latino American Studies) and ENGL 275 (Magical Realism) as well as SPAN 222, in particular, and Spanish 300-499 as needed in the Latin American Studies Minor.

Thanks,
Mikee Delony

Suzie Macaluso

Mon, Mar 2, 8:32 PM (11
hours ago)

to Kelly

Kelly,

The Sociology Program fully supports the new minor in Latin American Studies and can accommodate the students in the courses that are being proposed for the minor.

Thank you,
Suzie

Stephen Baldrige

8:12 AM (16 minutes
ago)

to Kelly

Good morning, thanks for following up. I believe SOCW 329 is an excellent fit for this minor, and we fully support its inclusion

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: March 5th, 2020
TO: Dr. Kelly Elliott
FROM: Mark McCallon, Associate Dean for Library Information Services
RE: New Application – Minor in Latin American Studies

The library has examined the application for the new minor and is able to support the proposed minor based on the courses offered and the assurance from the Department of History and Global Studies that faculty will assist the library in building up the library's collections in Latino Studies. Please contact our Library Acquisitions Coordinator Holly Dameron (hxd16b@acu.edu) to request the purchases of items for the Library's collections. Thank you for letting us review the new minor application.