

Approval Chart for Curriculum Changes

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

Course Number ENGL 461

or Degree Plan(s) _____

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

New Experiential Learning Course Proposal: Archival Research for English Studies

This new course will be included as a menu option for the new Experiential Learning requirement for the ENGL degree. We have faculty members with great experience with archival research, but we do not have any curricular opportunities for our students to gain knowledge or experience with this type of research. This new course is designed to give upper-level students the opportunity a.) to learn about the history and holdings of archives and special collections; b.) to gain experience with the necessary processes and procedures associated with working with archival materials; and c) to produce an artifact based on their own archival research.

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	UVAC	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								Board of Trustees
Provost-Proposed Change		Provost	Department	Dean	TEC	UVAC	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)	
<u>Mikee Delony</u>	<u>9/23/2020</u>
Signature	Approval date
Signature	Approval date

College Academic Council(s)	
<u>Jonathan Camp</u> Jonathan Camp (Dec 9, 2020 08:36 CST)	
Signature	Approval date
Signature	Approval date

Dean(s)	
<u>Angela Smith</u>	
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	
Signature	Approval date

Faculty	
Chair of faculty senate	Approval date

President	
Signature	Approval date

Application for a New Course v10.7

Discard instructional pages A-C before submitting application

Course ID (<i>Subject and Number</i>)	ENGL 461
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I. Systems and Catalog Information Complete each item.

1	Course Developer	TODD WOMBLE
2	Course Instructor	TODD WOMBLE
3	Course Title	Archival Research for English Studies
4	Course Abbreviation for Banner if title is more than 30 characters	Archival Research ENGL
5	College	Arts & Sciences
6	Department or School	Language & Literature
7	Number of Credit Hours	3
8a.	Number of contact hours – lecture	45
8b.	Number of contact hours – lab/activity	
9	Is the course for a fixed or variable number of credit hours?	FIXED
10	Explanation for variable credit	
11	Is the course repeatable for additional credit?	No
12	Maximum total number of credit hours a student can earn for this course	3
13	What type of course is this? (Select one option. Please see Schedule Type definitions on Page C.)	☐ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☒ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation
14	Number of faculty workload hours	

15	Grade Mode	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	20
17	Catalog Description (50 words or less)	* Attached
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Completion of Sophomore English requirements
19	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	N/A
20	If the course is cross-listed, specify the Course ID(s)	—
21	Does this course require any additional student course fees?	☒ No ☐ Yes If yes, attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-8.
22a	Will the course be offered in fall terms?	☒ No ☐ Yes If yes: all, even, or odd years?
22b	Will the course be offered in spring terms?	☐ No ☒ Yes If yes: <u>all</u> , even, or odd years?
22c	Will the course be offered in summer terms?	☒ No ☐ Yes If yes: all, even, or odd years?
23	First semester this course will be offered under new Course ID. May not be earlier than the coming fall semester.	SPRING 2022
24	Is this course required for a degree/s?	☒ No ☐ Yes If yes, attach a revised degree plan(s) reflecting the placement of the new course.
25	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should</i>	☒ No ☐ Yes If yes, provide rationale:

	<i>explain compelling extenuating circumstances.</i>	
26	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	☒ No ☐ Yes If yes, provide course ID, term, and enrollment:
27	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-D.</i>	X

II. Curriculum

- A. Explain effect on degree plans. If the addition of the course alters degree requirements, submit a separate Approval Chart for Curriculum Change to update the degree plan.
- B. Justify the addition of this course to the current curriculum; explaining the gap it meets.

★ Attached

III. Course Design

- A. Audience and Course Goal
1. Describe the intended audience, including prerequisite skills.
 2. State the overarching course goal(s) in performance terms.

★ Attached

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1		
2		
3		
4		
5		

3. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings. For **combined undergraduate/graduate** courses, make two lists:

- A. full publication information; label **Undergraduate**.
- B. full publication information; label **Graduate**.

** Attached*

IV. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
3	Instructional Design — The syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center letter.
4	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.
Attach if applicable	
5	Content Overlap — Include one document for each course you listed in Section I-27. Attach statement from instructor/dept chair of existing course justifying the new offering.
6	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
7	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
8	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
9	Justification — Attach any documents to which you refer in Section II-B.

Additional Info for New Course Application: ENGL461

17. Catalog Description

An upper-level course focused on learning about and gaining experience in archival research and library special collections. Provides a practical introduction to archives and special collections, and offers hands-on experience with archival materials and research methodologies.

II. Curriculum

A. Explain effect on degree plans.

ENGL 461 will be a menu option in the new Experiential Learning requirement in the ENGL degree plan. Thus, the course will satisfy the EL requirement for any ENGL major who chooses to take it.

B. Justify the addition of this course to the current curriculum.

Even without the new EL requirement, this course adds an opportunity for our students to get experience with archival research, something with which many faculty members in our Department have experience, and something many English students need. Archives and special collections offer unique research opportunities for English scholars, and our students currently have no chance to get any experience or knowledge in this area. This course offers this opportunity, which also entails opportunities for conference presentations and even student publications.

III. Course Design

A. Audience and Course Goal

1. Intended audience: Upper-level English majors, as well as any other students interested in archival research and special collections.

2. Course goals: The main goal of this course is to give students a chance to a) Learn about the history and logistics of special collections and archives, and b) Get hands-on experience participating in and producing this type of research. The course will have students demonstrate both a) and b) above in each of the projects, the presentations, and their final portfolio.

B. Student Learning Outcomes and Measurements:

Students will be able to:	Measurement Instrument
Demonstrate mastery of key terms and ideas relating to special collections and library archives.	Homework / Portfolio
Work hands-on with materials from collections/archives.	Homework, Projects #1-3, and Portfolio
Develop and defend original theses based on their own research.	Projects #1-3

Integrate terminology from and experiences with research into well-written academic prose.	Projects #2 and #3
Present and defend their research to a knowledgeable audience.	Project #1 and #3 (Presentations)

3. Texts and Resources:

Archival Basics: A Practical Manual for Working with Historical Collections by Charlie Arp (2019). Rowman and Littlefield Publishers. ISBN: 153810455

Digital Curation in the Digital Humanities: Preserving and Promoting Archival and Special Collections by Arjun Sabharwal (2015). Chandos Publishing. ISBN: 0081001436

*There will also be a course packet of readings, which will be provided for each student in Canvas.

About the Course

Course number and title: ENGL461: Archival Research for English Studies

Credit hours: 3

Semester and year: Spring 2021 (placeholder)

Meeting time and place: Brown Library – Special Collections (Bottom Floor)

Prerequisites/corequisites: Students should have completed their 100- and 200-level ENGL requirements before taking this course.

Catalog description: An upper-level course focused on learning about and gaining experience in archival research and library special collections. Provides a practical introduction to archives and special collections, and offers hands-on experience with archival materials and research methodologies. This course is designed to fulfill the experiential learning requirement for the ENGL degree.

Intended audience: This class is intended for upper-level English majors, but it is also open to non-English majors. The main audience is students interested in research, specifically archival and hands-on library research.

About the Teacher

Professor's name, title, or rank: Todd Womble, PhD. Assistant Professor of English

Office location (if available): Hardin Administration Building; Rm. 220A

Phone number(s): 325-674-2083

Email address: mtw04b@acu.edu

Office hours/Contact expectations: TBD or by appointment

Mission Statements

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

College Mission: The mission of the College of Arts and Sciences is to engage students with humanity's greatest ideas to create understanding, apply insights, and serve the world as Christian thinkers and problem solvers.

Department Mission: The Department of Language and Literature cultivates the effective use of language-- through extensive reading and writing in English and mastery in other languages--as a powerful tool for communication, collaboration, creativity, and critical thinking in Christian service and leadership throughout the world.

Course Content

Outline of topics: The main topics to be discussed in this course are:

- History of libraries, with an emphasis on special collections and archives
- Procedures and best practices with archives/special collections
- Logistics of accessing, handling, and actually using the materials
- Choosing a topic and narrowing a point of focus for research
- Developing a project and setting research goals
- Drafting and revising academic prose
- Presenting research to an audience

Format of Class

Format of Class: This course is a mixture of the traditional lecture and experiential learning formats. For the first half of the course, we will mostly participate in traditional in-class learning, focused on special collections and library archives. For the second half of the course, the work will be much more hands-on and will involve lots of work outside of the classroom and potential off of ACU's campus.

Instructional Materials

Textbooks:

Archival Basics: A Practical Manual for Working with Historical Collections by Charlie Arp (2019). Rowman and Littlefield Publishers. ISBN: 153810455

Digital Curation in the Digital Humanities: Preserving and Promoting Archival and Special Collections by Arjun Sabharwal (2015). Chandos Publishing. ISBN: 0081001436

Other materials (optional): Along with the two textbooks, I will provide copies of essays and other reading materials via Canvas. You will need to have regular access to Canvas for these and any other materials provided by myself or from our librarians.

Learning Outcomes

Course goal: The main goal of this course is to give students a chance to a) Learn about the history and logistics of special collections and archives, and b) Get hands-on experience participating in and producing this type of research.

Competencies: Describe the competencies you would expect students to master after taking this course, also include instruments for measuring such competencies.

Students will be able to:	Measurement Instrument
Demonstrate mastery of key terms and ideas relating to special collections and library archives.	Homework / Portfolio
Work hands-on with materials from collections/archives.	Homework, Projects #1-3, and Portfolio
Develop and defend original theses based on their own research.	Projects #1-3
Integrate terminology from and experiences with research into well-written academic prose.	Projects #2 and #3
Present and defend their research to a knowledgeable audience.	Project #1 and #3 (Presentations)

Assessment and Grading

Assessment activities: The course will involve the following categories of assignments:

- Homework/Participation
- Project #1 – Group (Brown Library) *Includes presentation
- Project #2 – Individual (Brown Library)
- Project #3 – Individual (*other* Archive/Collection) *Includes presentation
- Final Portfolio

Homework/Participation – This category includes all work in the class other than the major assignments (projects and portfolio). This includes scaffolding assignments attached to the projects, as well as various in-class and weekly assignments related to the materials covered and discussed each week in class. **Participation** will be graded every other week and is based on a) Attendance, and b) Active participation in class.

Project #1 – Our first major assignment will involve hands-on work with materials from the Special Collections at the Brown Library. You will work together with classmates to trace changes between drafts of documents. The final product will be a group presentation. More information on this assignment to be found in Canvas.

Project #2 – Similar to Project #1 except done individually. You will have freedom to select materials from the Special Collects in the Brown Library. The final product will be an essay. More information on this assignment to be found in Canvas.

Project #3 – This assignment will begin during the second half of the course and will involve time spent in another collection/archive (either digitally or in person). You will have freedom to select materials squarely within your area of research interest. You will spend many weeks finding, choosing, and assessing materials, and the ultimate product will be a) A research essay, along with b) An in-class presentation of your work with the intent of being able to give the same presentation at a conference (ACU Undergraduate Research Festival, for example). Project #3 will have explicit milestones along the way, with homework assignments attached. More information on this assignment to be found in Canvas.

Assessment Activities	Weighting
Homework/Participation	10%
Project #1	20%
Project #2	20%
Project #3	40%
Final Portfolio	10%
Total	100%

Final grade calculation: Your final grade will be determined based on the following scale:

	Final Letter Grade
90%-100%	A
80%- 89%	B
70%-79%	C
60%-69%	D
Below 59%	F

University Policies

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: Students are required to be present for at least 80% of class meetings. If you miss more than 20% of class meetings, you will not pass the class. If you miss class due to a school-sponsored event (such as athletics) or because of illness or unexpected emergencies, you are allowed to make up whatever work you miss. Please do your best to communicate with me ahead of time, when possible.

Participation: I expect you to be an active participant in class. This can take many forms, and I do not force every student to talk during every discussion, but I do expect you to be there in class, both physically and mentally. You will receive a bi-weekly participation grade based on your contribution(s) to our in-class meetings. If your participation becomes a problem, we will have a one-on-one meeting to discuss ways to improve.

Late assignment/exam: I do not accept late work for homework and minor assignments. For the projects and the portfolio, your submission will receive a 10%

penalty for every day past the deadline. If you miss your presentation for Project #3, you will be penalized on your final grade for that project.

Calendar

The calendar below represents my best attempt to map out the 16 weeks of our course. If changes are made, I will let you know immediately, especially if those changes relate to a major assignment.

Week/Day/Module	Topic	Learning Activities	Assignments/Assessment
Week 1	Course introduction/ Library History		
Week 2	Basics of Archives/ Special Collections		
Week 3	Accessing Materials		
Week 4	Finish Project #1	Presentations	Project #1 Due / Group Presentations
Week 5	Intro Project #2		
Week 6	Archive/ Collections Procedures		
Week 7	Narrowing Research		
Week 8	Finish Project #2		Project #2 Due
Week 9	Spring	Spring	Break
Week 10	Intro Project #3		

Week 11	Choosing Materials		
Week 12	Hands-on Work		
Week 13	Hands-on Work		
Week 14	Hands-on Work		
Week 15	Forming Results		
Week 16	Finish Project #3	Presentations all week	Project #3 Due / Presentations
Week 17	Finals Week		Portfolios

Dr. Todd Womble
Admin Building 220A
Mtw04b@acu.edu

August 6, 2020

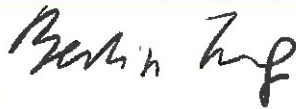
Re: Review of ENGL461

Dear Dr. Womble,

Thank you for submitting the application for course *ENGL461: Archival Research for English Studies*. I have reviewed it based on the [ACU New Course Application Guidelines](#). I find the syllabus to be meeting all the requirements.

Please note that this letter is not meant to be a final approval in the course application process. Your department chair and members of the council may have questions or comments of their own.

If you have any questions, please feel free to let me know. Please also let me know if we can be of any help in the design and facilitation of this course.



Director of Instructional Design
Adams Center

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: 16:18
TO: Dr. Todd Womble
FROM: Mark McCallon, Associate Dean for Library Information Services
RE: Course Application for ENGL 461 – Archival Research for English Studies

After reviewing the course application and syllabus, the library can support the proposed course. Please contact Mac Ice, Special Collections and Archives Librarian if you will require additional library resources in the future for the course. Thank you for letting us review the course application.
