

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond In Writing

Course Number:

or Degree Plan(s): **Education Minor**

		Dept./School	College	Dean	TEC	AUAC/Grad	Provost
	Campus-Level Academic Review¹						
	Change to a Course Include signatures from all chairs/program directors for cross-listed courses. ¹						
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 (change of course outcomes)	A	A	A	I	I	A
5.	Number of credit hours	A	A	A	A	A	A
6.	Course number within the hundred	A	A	I	I	I	I
7.	Course number beyond the hundred	A	A	A	A	A	A
8.	Prerequisites	A	A	A	I	I	I
9.	Course restriction (e.g., majors only, junior standing)	A	A	A	A	A	A
10.	Level change (U to G or G to U)	A	A	A	A	A	A
11.	Cross list course	A	A	A	A	A	A
12.	Department of record	A	A	A	A	A	A
13.	Open or close a course	A	A	A	A	A	A
	Change to a Degree Plan						
14.	Educational Program — Revise	A	A	A	A	A	A
15.	Educational Program — Adopt/revise admission requirements	A	A	A	A	A	A
16.	GPA — Revise program-required GPA	A	A	A	A	A	A
17.	Minor — Revise	A	A	A	A	A	A

		Dept./School	College	Dean	TEC	AUAC/Grad	Provost	Campus Faculty	Senior VPAA	President
	Full Review									
	Change to Catalog Information (for Campus)									
18.	General requirements for Bachelor's and Associate Degrees	-	-	-	-	A	A	A	A	I
19.	Policies governing academic probation and suspension	-	-	-	-	A	A	A	A	I
20.	Requirements for graduating with honors	-	-	-	-	A	A	A	A	I
	Change to a Degree Plan									
21.	Educational Program — Add or Discontinue ²³	A	A	A	A	A	A	A	A	I
22.	Educational Program — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	A	A	-	A	I
24.	Minor — Discontinue (Provost-proposed)	R	-	R	A	A	A	-	A	I
25.	Degree — Add or Discontinue	A	A	A	A	A	A	A	A	I
26.	Degree — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I

		Dept./School	College	Dean	AUAC	Provost	UGEC	University Faculty	Senior VPAA	President
	Change to General Education Requirements for Undergraduates (System)									
27.	Change course outcomes of an included course	A	A	A	A	A	A	-	A	I
28.	Add or drop a required course from the General Education Requirements	A	-	A	-	A	A	A	A	I
29.	Add or drop a course from a menu within the General Education Requirements	A	-	A	-	A	A	-	A	I
30.	Comprehensive revision of General Education Requirements	-	-	-	-	A	A	A	A	I

Notes

² Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

⁴ When a department/school or dean proposes closing a program, approval routing follows the typical process beginning with the department/school. An administrative proposal by the provost or senior vice president for academic affairs would follow the “provost-proposed” routing on the chart.

Signature _____ Date _____

**Campus Academic Council:
Abilene Undergraduate or Abilene Graduate**

Signature

Date

Provost

Signature

Date

University General Education Council

Signature

Date

University Faculty

Abilene Faculty Senate Chair signature

Date

Dallas Faculty Council Chair signature

Date

Senior Vice President for Academic Affairs

Signature

Date

President

Signature

Date

Abilene New Track or Minor Application Instructions

Use this template to propose a new track of an existing degree program or a non-degree plan, which includes a minor. For a new educational program — undergraduate major, graduate degree, or certificate — use the [New Program Application](#).

Process Overview

Step 1: Develop and Refine Proposal

The applicant completes the proposal and submits it to the vice provost, who requests any revisions necessary to create an accurate, complete picture of the track or minor and ensure that it aligns with institutional policies and processes so that it will be ready to implement upon approval. After the vice provost is satisfied with revisions, the vice provost sends the proposal for review to:

1. the library dean's designee for library resources review
2. the SACSCOC liaison for substantive change review

Step 2: Curriculum Approval Process

After all reviews are complete, the vice provost will return the full proposal to the applicant, who will begin the process outlined on the campus approval chart to add a new track or minor. This includes approval by the department/school, college academic council, dean, Teacher Education Council if it's a teaching certification program, campus academic council, and provost for a new track, with the addition of the senior vice president for academic affairs for a new minor.

New Track or Minor Application

1. Program Identification
 - A. Title of track or minor
[Education](#)
 - B. Identify as track or minor
[Minor](#)
 - C. Home department or school (and associated degree program, if track)
[School of Education](#)
 - D. Developer(s) and credentials
[Joseph McAnulty, PhD](#)
[Kim Hardin, PhD](#)
[Stephanie Talley, PhD](#)
 - E. Where program will be offered and delivery method
[Face to Face, in the School of Education](#)
 - F. Proposed date of implementation
[Fall 2024](#)

2. Program Details

A. Description. Summarize this course of study in 50 to 200 words.

This course of study will support students who want to work in educational contexts but do not wish to, or cannot due to costs and time constraints, pursue Texas teacher certification at ACU. (Teacher certification is highly regulated by the Texas Administrative Code.) Many students wish to have educational content but plan to use this knowledge in other fields such as children's ministry, child life family specialist, social work, etc. This minor will provide robust content in educational content that will help students serve children in a variety of contexts.

B. Market need. What students will be drawn to this program? What types of careers will they pursue after graduation? What is the job market/outlook like in this area? This formalized minor will offer an overview of education as a way of supporting the interests of those who imagine working with and teaching school aged children outside of the K-12 classroom (youth ministry, family and childhood studies, etc.). We also think this minor will offer a significantly beneficial foundation for students who may choose to pursue an alternative certification in the future. By providing a robust foundational curriculum through this minor, graduates with degrees from a wide range of programs will be better prepared to enter the classroom through an alternative pathway. (For example, oftentimes a biology major determines they are not a good fit for medical school. If they do this in their junior year, due to the costs of ACU and the stringent requirements for teacher certification in the state of Texas, they may wish to finish their biology degree and then enter teaching through an alternative certification program.)

C. Estimate total enrollment for each of the first five years.

10-20. (We already have advisors waiting to use this minor for the liberal studies degree plan and know of at least 4 students who will utilize the minor in the fall.)

3. 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?

This minor fits the university's mission as it allows access to education courses to more students. Currently, only students pursuing certification as a classroom teacher in the state of Texas have access to education courses. The new minor broadens access for students who imagine themselves working in educational settings but do not want to pursue certification. Equipping students with the tools to teach content well expands opportunities for alumni to serve and lead in a variety of contexts. Teaching content well is a skill that can be utilized in many professions beyond classroom teaching. Specifically, this addresses pillar one of the strategic plan. The ability to serve more students in a variety of degree plans strengthens ACU's academic brand and widens our reach in the world.

B. Disciplinary benchmarking. Use the benchmark schools that you named in 2.A.3 to respond, plus any other programs you have reviewed. 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.

This education minor would be a unique offering from ACU in the local area. Hardin-Simmons University does not offer an education minor. And while McMurry has a Curriculum and Instruction minor, it leads to their certification in Texas. It

includes clinical teaching ([LINKED HERE](#)). Locally, this minor offering would be a unique way for interested students to become more exposed to education coursework without the extensive requirements for certification.

Baylor offers an education minor, but it is primarily targeted for a few content areas. While they offer a Secondary Education major, they offer a minor for a few content disciplines (ex. Biology and History). This allows students who would rather be housed within their disciplines (ex. A biology major or a history major) to add an education minor to their degree. However, Baylor's minor also includes Texas certification. A description of this minor is [HERE](#), as well as an [EXAMPLE](#) of the minor program of study.

- C. Make a case for why we should maintain all existing tracks in this major (if a track) or note which ones will be closed.

N/A

4. Curriculum

- A. Degree plan. List the major requirements as they would appear in the catalog. For undergraduate degree plans, include 74 credit hours of major requirements and electives, and mark which courses are the capstone and writing-intensive courses. Minors are 18 hours with at least 6 hours of upper-division courses.

Education Minor (EDUC)

- EDUC 211 Introduction to Education: Culture and Contexts (Credit 3 hours)
- EDUC 221 Educational Psychology (Credit 3 hours)
- SPED 371 Teaching Exceptional Children (Credit 3 hours)
- EDUC 476 Effective Teaching Strategies for English Learners (Credit 3 hours)
- EDUC 430 Classroom Management and Methods (Credit 3 hours)
- Choose 3 hours from the following menu:
 - ☐ BIBM 330 Foundation of Youth Ministry
 - ☐ BIBM 334 Spiritual Formation of Children
 - ☐ BIBM 392 Children and Family Ministry
 - ☐ BIBM 413 Seminar in Adolescent Moral/Sexual Issues
 - ☐ BIBT 460 Ethics and Social Issues
 - ☐ SOCI 222 Social Problems
 - ☐ SOCI 442 Race and Racisms
 - ☐ SOCI 480 Inequality and Social Justice
 - ☐ PSYC 372 Abuse Recognition and Response
 - ☐ PSYC 241 Cognition and Learning
 - ☐ PSYC 232 Developmental Psychology
 - ☐ PSYC 392 Child Psychology
 - ☐ SOCW 329 Diversity Power and Oppression
 - ☐ FAM 265 Child Development
 - ☐ FAM 275 Child Development Ages 0-11
 - ☐ FAM 280 Child Development Ages 12-18
 - ☐ EDUC 312 Field Experience in Guidance and Development
 - ☐ SPED 374 Emotional and Behavioral Disorders in Children
 - ☐ SPED 477 Teaching Students with High Incidence Disabilities
 - ☐ COMM 241 Interpersonal Communication
 - ☐ COMM 310 Civil Discourse

- ☐ COMM 345 Intercultural Communication
- ☐ COMM 376 Family Communication
- ☐ COMM 430 Conflict Management
- ☐ SPED 111 American Sign Language 1
- ☐ SPED 112 American Sign Language 2

- B. Course coordination. Attach a memo or email of support from the department chair of each department outside the home department that will provide a course for the track or minor. [Click here for documentation from outside departments.](#)
- C. Courses. Create a table with one row for every course, existing and new, included in the track or minor requirements. Create five columns that provide the following information:
1. Rotation and frequency (e.g., fall odd years)
 2. Whether the course is required or on a menu
 3. Which track(s, existing and new) the course serves, if applicable
 4. Current faculty credentialed to teach (everyone who is eligible to teach the course, not just who *will* teach the course)

Course	Rotation/ Frequency	Required?	Tracks Served	Credentialed Faculty
EDUC 211	Fall and Spring	yes	Education	all Education faculty
EDUC 221	Fall, Spring, Summer	yes	Education and Gen Ed	all Education faculty
SPED 371	Fall and Spring	yes	Education	Cassie Knutson
EDUC 476	Fall, Spring, and Summer	yes	Education	Dana Mayhall, Jill Scott, Courtney Hill, Dana Kennamer
EDUC 430	Spring*	yes	Education	all Education faculty
Menu Option**				

*New course developed for minor

**Linked and included after signature pages

- D. New courses. For each new course included in the program requirements, list the following information. The vice provost will insert a curriculum approval schedule to set deadlines for introducing each new course.
1. Proposed subject code and course number:
[EDUC 430](#)
 2. Course title and description:
Classroom Management and Methods: In this course, education minors will begin to define personal philosophies of teaching that will drive conversations around intentional, thoughtful decisions about curriculum, classroom environments, and pedagogical choices. This work will lay the foundation for effective teaching that encourages active student engagement in pursuit of worthwhile learning.
 3. Existing tracks/programs in which the courses will also be used, if applicable
[This course will be exclusively offered for education minors to separate out the field-based components of our current course offerings.](#)

5. Required Institutional Support

A. Faculty requirements and availability.

1. Describe the new track or minor's impact on faculty workload. Your narrative should provide supporting evidence that the number of full-time faculty members will be adequate to support the program.

Because the majority of the courses included in the minor are already offered for education majors, faculty's current workloads should not be impacted. The exception will be the offering of the new course, EDUC 430. This would require a faculty member to offer this course in overload of their current load, or for multiple faculty members to co-teach the course collaboratively. All current faculty members in the School of Education would be eligible to teach this course.

Several faculty members have already been identified and are willing to offer this course each spring pending approval. This will require overload paid that would be covered by internal department funds.

2. If program delivery requires a faculty hire, provide an expected salary range and forecast potential faculty availability.

N/A

3. If the plan includes part-time instructors, include total cost per year for adjunct pay.

While we do not anticipate needing to hire any adjuncts to cover these courses, if part-time instructors were needed it would require a per year cost of \$3000.

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.

We do not anticipate this impacting any of our current certifying education programs. In other words, we do not think students who want to become teachers will opt for a non-certification minor. Additionally, we do not think this will detract from any of the current degree programs, but rather will be a rich supplement to many currently offered degrees. We think this could be a draw to pair with many of the degree programs offered by our content area partners (e.g. Social Sciences, Sciences, Humanities), and we think this will be a nice pairing for students who want to work with students in some capacity (Children's ministry, Speech/Language Pathology, Psychology/Counseling, Social Work, etc.)

C. 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.

N/A

D. 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. All but one of the courses in this minor already exist and are currently being taught, the library is already meeting the needs of the courses. EDUC 430, the newly developed course has been approved through the Adams Center and Library.

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.
2. Describe requirements to support students in their access to and use of learning resources.

- E. 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.

N/A

- F. Scholarships. Will the unit provide any unique scholarships to students in the program?

We do not currently plan to have unique scholarships for the education minor.

- G. 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?

We are confident in being able to internally recruit interested students. We have ensured the advising office is aware of our pursuit of this offering to help us gauge interest. They are confident this will be a valuable offering for those interested in Liberal Studies degrees, as well as many students who have expressed interest in education work outside of the classroom.

- H. Additional cost to deliver track or minor. Total expenses from sections A to H. Clarify which expenses are one-time and which are ongoing.

The only additional cost would be to provide overload pay to the faculty member offering this course each spring OR to pay an adjunct instructor in the rare event that no faculty member is interested in offering the course.

This would total roughly \$3000 per academic year.

Stop here and submit to the vice provost. Section 6 is not required for all applications, and you will only need to complete it if requested by the SACSCOC liaison.

Additional Information Required if Requested

1. Employment demand and career possibilities.
 - A. Identify jobs that graduates would be qualified to pursue.
 - B. 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.
 1. 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).
2. 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.
3. 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.

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

Approvals

The proposal aligns with institutional policies and processes, and the campus is prepared to support the proposed track or minor as presented.



March 20, 2024

Vice Provost

Date

The library has sufficient resources to support the track or minor, or the comments below outline additional acquisitions required and their associated costs.



03/20/2024

Associate Dean of the Library

Date

Comments, if needed:

This proposal does not require additional review for institutional accreditation purposes, or I have worked with the faculty to gather the information necessary to notify SACSCOC or gain its approval.



3/21/24

SACSCOC Liaison

Date

When all signatures are complete, attach an Approval Chart for Curriculum Changes, conduct the department faculty vote to approve the new track or minor, and continue the approval process as specified by the approval chart.

Menu Options for New Education Minor

Choose one of the following:

BIBM 330	Foundation of Youth Ministry
BIBM 334	Spiritual Formation of Children
BIBM 392	Children and Family Ministry
BIBM 413	Seminar in Adolescent Moral/Sexual Issues
BIBT 460	Ethics and Social Issues
SOCI 222	Social Problems
SOCI 442	Race and Racisms
SOCI 480	Inequality and Social Justice
PSYC 372	Abuse Recognition and Response
PSYC 241	Cognition and Learning
PSYC 232	Developmental Psychology
PSYC 392	Child Psychology
SOCW 329	Diversity Power and Oppression
FAM 265	Child Development
FAM 275	Child Development Ages 0-11
FAM 280	Child Development Ages 12-18
EDUC 312	Field Experience in Guidance and Development
SPED 374	Emotional and Behavioral Disorders in Children
SPED 477	Teaching Students with High Incidence Disabilities
COMM 241	Interpersonal Communication
COMM 310	Civil Discourse
COMM 345	Intercultural Communication
COMM 376	Family Communication
COMM 430	Conflict Management
SPED 111	American Sign Language 1
SPED 112	American Sign Language 2

4/3/24, 9:10 AM

myACU Mail - Support for Education Minor



Stephanie Talley <srt03c@acu.edu>

Support for Education Minor

Autumn Sutherlin <als03c@acu.edu>
To: Stephanie Talley <srt03c@acu.edu>

Wed, Apr 3, 2024 at 5:04 PM

Dr. Talley,

This is in support of the minor in education that you are proposing. While our strong preference is for students to do the full teacher certification, this could provide an alternative path to those who decide to pursue teaching late in the educational career.

Frankly, students who are interested in teaching from early in their academic career would follow our physical science teaching tracks because they do not have to take as many upper level chemistry courses. Therefore, I do not think this would lure students away from that degree.

Rather this helps solve a problem that I see occurring. Over the last few years we have had a handful of students in their junior or senior year decide to pursue teaching. Because there is not a route for them to take education courses, they enter the classroom totally unprepared. While this does not give them as much preparation as the full-teacher certification, it is a great improvement over what is happening now.

Autumn Sutherlin, Ph.D.
Chair and Professor
Department of Chemistry and Biochemistry
Abilene Christian University

4/8/24, 9:11 AM

myACU Mail - Letter of Support for the Education Minor



Stephanie Talley <srt03c@acu.edu>

Letter of Support for the Education Minor

Shelly Sanders <mrs95v@acu.edu>
To: Stephanie Talley <srt03c@acu.edu>

Fri, Apr 5, 2024 at 9:10 AM

Dear CAHSS Council Members:

I am writing on behalf of the Chair of the School of Education, as a member of the Teacher Education Council, and as a frequent teacher of courses taken by English-Education and other Education majors. Conversations abound with these students about their future desires, options, and choices.

I am in support of the Education minor. In my experience, it is clear that most Education majors will still be guided toward, recruited for and self-select traditional certification routes. The minor will provide beneficial options. Examples might include students in education-adjacent fields or students who decide to pursue education too late to do so at ACU at a reasonable cost.

I hope this provides a useful perspective as you make your decision.

Best,
Shelly

--

Shelly Sanders, Ph.D.
Aethlon Fiction Editor
Writer-in-Residence
Professor of Language and Literature
Abilene Christian University
ACU Box 28252 Abilene, TX 79699
AD 216E
Shelly.Sanders@acu.edu
325.874.2263 (dept. office)

4/3/24, 8:11 AM

myACU Mail - Education Minor



Stephanie Talley <stt03c@acu.edu>

Education Minor

Robert Green <rgreen@acu.edu>
To: Stephanie Talley <stt03c@acu.edu>

Thu, Apr 4, 2024 at 8:13 PM

Stephanie,

Sorry to be slow! I see no issue for our art education majors and wish you good fortune with this proposal. I very much appreciate the consultation!

Thanks,
Robert
Robert Green
Chair and Professor of Art
Department of Art and Design
Abilene Christian University

Tel: 325-674-2098
Fax: 325-674-2051

robertgreenstudio.com

[Quoted text hidden]

4/3/24, 1:21 PM

myACU Mail - Favor



Stephanie Talley <srt03c@acu.edu>

Favor

David Hendricks <hendricksd@acu.edu>
To: Stephanie Talley <srt03c@acu.edu>

Wed, Apr 3, 2024 at 11:23 AM

Stephanie,

I am very much in support of the education minor. While we want high quality students to enter the teaching field, we are often too restrictive. We have had several students over the years who would have made excellent classroom teachers. Unfortunately, their GPA did not reflect their potential. Because of the GPA requirement, these students often changed their major or left ACU. Having this minor will allow these students to continue on a path at ACU toward being a teacher. I do recognize that the students would need some type of alternate certification. There are many alt-cert programs available and having a strong background from ACU should make the process easier. So I am in very much in favor of the minor in education.

David

Dr. David Hendricks
Associate Professor
Department of Mathematics
Abilene Christian University
169C Onstead Science Center | ACU Box 28012 | Abilene, Texas 79699-8012

[Quoted text hidden]

4/3/24, 10:26 AM

myACU Mail - Letter of Support



Stephanie Talley <srt03c@acu.edu>

Letter of Support

Kenneth Pybus <kenneth.pybus@acu.edu>
To: Stephanie Talley <srt03c@acu.edu>

Wed, Apr 3, 2024 at 10:28 AM

Stephanie,

Thanks for the email. I have visited with Dr. Doug Mendenhall, who works closely with students in the Journalism/Multimedia Teacher Certification major, and we agree that JMC can support this program.

We see an increasing number of students who transition from journalism to other fields, including education, as the demand for media work ebbs and flows. We see this as another vehicle for students in all three of our majors to prepare for the changing and evolving workplace and position themselves to be agile employees and leaders.

We support this minor.

Kenneth

On Mon, Mar 25, 2024 at 10:37 AM Stephanie Talley <srt03c@acu.edu> wrote:
[Quoted text hidden]

—
Kenneth R. Pybus, J.D., Ph.D.
Professor and Chair, Department of Journalism and Mass Communication
Abilene Christian University
[Quoted text hidden]

*Abilene Christian University
College of Arts, Humanities and Social Sciences
Box 29210
Abilene, Texas 79699*



To: Stephanie Talley

From: Greg Straughn

Date: April 3, 2024

Re: Support for Education Minor

I want to convey my full support of the plan to create the Minor in Education currently being proposed and making its way through council. This is an important addition to our programming, and one that is done without adding new classes to the schedule or requiring new faculty.

The education minor provides students in a wide variety of disciplines – from social work to ministry to the sciences to business – the opportunity to engage with the core components of pedagogical training. This will better position them to be successful should they pursue alternative certification in the future.

I am confident the council understands that alternative certification is not the preferred method of entering the teaching field. I appreciate the wisdom of excluding elementary and secondary content degrees from taking the education minor. This will protect the integrity of those degrees and will aid in guiding students to appropriate degree choices when they are considering options both as entering students or as transfers.

Ultimately, faculty in the School of Education want to produce excellent teachers – something that has been a consistent track record for many decades. The education minor helps expose more students to their program, the foundational content of student development, learning theories, and classroom management in ways that promote successful engagement in a variety of educational fields in the future.

4/1/24, 9:38 AM

myACU Mail - Support for Education Minor



Stephanie Talley <srt03c@acu.edu>

Support for Education Minor

Jennifer Huddleston <jrh11a@acu.edu>
To: Stephanie Talley <srt03c@acu.edu>

Mon, Apr 1, 2024 at 8:00 AM

Dear Stephanie,

On behalf of the Department of Biology, I am very supportive of the School of Education's proposed minor in education. This will benefit biology majors in several ways. Most importantly, we graduate about one student per year who decides not to pursue graduate or professional (medical, dental, etc) school and decides to pursue a career in teaching students in K-12. They typically make this change as Juniors or seniors. However, there is no path for certification at ACU for these students as they do not have enough time to take the education classes, complete "block," and complete clinical teaching within their designated four years. They always end up pursuing an alternative certification and always get hired immediately because of their extensive biology and chemistry background. If one of our biology graduates wants to get a job as a high school biology teacher, they can definitely do this. However, their first year is extremely difficult. While they have strong content knowledge, they do not know how to teach children, so they struggle. This proposed education minor will be beneficial to biology students who decide to switch paths later in their academic career. This can give them the education background that they need in order to start out successful despite having to pursue the less than ideal alternative certification route.

I can also see how this could be beneficial for biology students who desire to become high school teachers, yet do not have the content-area GPA in order to be accepted into the Teacher Education program. This almost happened with one student last year. Their GPA was too low for a long time for acceptance. I knew that they would become a high school teacher despite a formal preparation program, so I spent extra time in the lab with them, making sure they knew what types of microbiology experiments were safe to do with K-12 students and which were not.

Even if this proposal for a minor in education passes, my strong preference would be for biology students who intend to become K-12 teachers to seek certification through ACU and not through a combination of the minor and alternative certification. I want our biology students to be as prepared as possible to become successful teachers as soon as they are hired, and the best way to do this is through ACU's Teacher Education program. However, I recognize that students' plans change and this proposed minor can give them a path forward.

Thank you for all that you and the School of Education do to support our biology majors.

Sincerely,
Dr. Jennifer R. Huddleston

Associate Professor
Department Chair
Department of Biology
Abilene Christian University
202 Halbert-Walling Research Center
ACU Box 27868
Abilene, Texas 79699-7868
jennifer.huddleston@acu.edu
[Book an appointment](#)

3/28/24, 2:25 PM

myACU Mail - Education Minor



Stephanie Talley <sr03c@acu.edu>

Education Minor

Kelly Elliott <kelly.elliott@acu.edu>
To: Stephanie Talley <sr03c@acu.edu>

Thu, Mar 28, 2024 at 2:23 PM

Dear Council,

I write as chair of the Department of History and Global Studies to express our department's support for the proposed Minor in Education. Our History and Social Studies teaching students who are pursuing certification would not be allowed to pursue this minor (their existing degree plans require them to certify), but it would be a very useful non-cert option for a number of our other majors.

In particular, our Public History students who wish to pursue careers in Museum Education, outreach and education in national and state parks, and outreach and education at historic sites and monuments would all benefit greatly from the training that a Minor in Education would provide. And in our Global Studies major, students who plan to teach in international schools and/or certify in teaching English as a second language would likewise benefit.

Overall, this minor would provide the opportunity for additional substantive training in education without the expectation of state certification. We have many students who do not plan to teach in Texas public schools, but whose careers will require them to teach and interpret history, culture, or language in creative and effective ways in a wide array of contexts. This minor has our full support.

best,
Kelly Elliott
[Quoted text hidden]

—
Kelly Elliott, PhD
Associate Professor, Department Chair
History and Global Studies
Ablene Christian University
(she/her)

Educating Students for Christian Service and Leadership Throughout the World

Student Life
ACU Box 29004, Abilene, Texas 79699-9004
325-674-2067 • Fax 325-674-6475



To whom it may concern,

I am writing to advocate for the addition of an Education minor program at Abilene Christian University. With my continued work in student success, I believe that introducing the availability of an education minor would not only enhance the educational experience for students but also contribute significantly to improving retention and graduation rates, as well as fostering career exploration among students.

There are several compelling reasons why offering an Education minor would be favorable. Firstly, a significant portion of undergraduate students express an interest in pursuing careers in education, whether as teachers or working in a field that requires a level of teaching skill. By providing them with the opportunity to minor in Education, the university would empower these students to explore their passion for teaching and learning while complementing their primary area of study.

Moreover, introducing an Education minor would align with the university's commitment to holistic education and interdisciplinary learning. Education is a field that intersects with various disciplines, including JMC, Psychology, Social Work, Music, Theater, Bible, and even Liberal Studies majors. These particular majors have students who have shown an increased interest in education as it relates to their primary interests. For example, the student who is majoring in Psychology may want to pursue an Education minor as a way to prepare for a future in school counseling. Additionally, a student who is pursuing a Social Work major may be inclined to minor in Education as a way to familiarize themselves with school systems should they decide to work in a school district. Music and Theatre are both majors where some students start off with a goal of a performance-based career, and then decide part of the way through to pivot to a career goal of being an educator because there are more employment opportunities. These students may not be able to switch to a full teacher education degree and graduate on time, but the education minor would be so valuable for them. There are typically a handful of Bible majors - especially those in the Children/Youth and Family tracks and in the Missions tracks - who are interested in teaching in the future either informally (Bible classes in church, in the mission field/internationally, and other ministry settings) or formally as a Bible teacher in a private Christian school. Furthermore, all JMC majors have to select a support field or minor (outside of JMC). Most of our Journalism majors graduate and get hired into teaching jobs, so this minor

would be ideal for them. By offering a minor in Education, students from diverse academic backgrounds would have the chance to engage with educational theory, practice, and research, thereby enriching their academic experience and broadening their perspectives.

Additionally, an Education minor would serve as a valuable resource for students considering careers in fields beyond education. The skills and knowledge acquired through coursework in education—such as communication, critical thinking, problem-solving, and cultural competence—are highly transferable and applicable to a wide range of professions. By completing an Education minor, students would enhance their employability and versatility in the job market, thereby increasing their chances of success post-graduation.

Furthermore, we know that students who are actively engaged in their studies and have a clear sense of purpose are more likely to retain and graduate. By offering an Education minor, ACU would provide students with an opportunity to pursue their interests in education, thereby fostering a sense of belonging and academic motivation. This, in turn, would contribute to higher retention and graduation rates, as students feel supported and invested in their educational journey.

In conclusion, I strongly believe that adding an Education minor program at ACU would be valuable. Not only would it provide students with opportunities for personal and professional growth, but it would also contribute to the university's goals of improving retention and graduation rates, as well as promoting career exploration and readiness. The advisors fully understand that pursuing teacher certification is the best path for anyone who wishes to teach in the classroom and will always advise along those lines. However, the Education minor would provide an opportunity for those students who are passionate about teaching from a holistic perspective.

Thank you for your consideration of this proposal. I look forward to the possibility of seeing an Education minor become a reality.



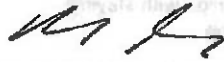
Lyndi K. Felan, MS, LPC
Associate Dean for Retention and Student Success

To Whom It May Concern:

I am writing on behalf of the Kinesiology and Nutrition Department to express our enthusiastic support for the establishment of a teaching minor. We believe that such a program would significantly benefit our students, the department, and the broader educational community.

As educators in the field of kinesiology, we understand the importance of preparing future professionals who are not only knowledgeable about human movement and physical activity but also equipped with the skills to effectively teach and inspire others. A teaching minor provide students with a specialized pathway to develop pedagogical expertise specifically tailored to the unique subject matter of our discipline.

Thank you,



Melissa D. Long EdD, LAT, ATC
Abilene Christian University;
Kinesiology and Nutrition Department,
Department Chair;
Master of Strength, Conditioning, and Human Performance Program,
Interim Program Director;
ACU Box 28084
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"Be shepherds of God's flock that is under your care, watching over them—not because you must, but because you are willing, as God wants you to be" 1 Peter 5:2

April 11, 2024

Good afternoon, Colleagues,

I am writing this as a letter of support for my colleague, Dr. Stephanie Tally, Chair of Education.

I am in full support of an Education Minor. This will be a HUGE benefit to our students that pursue a BFA in Theatre. Many of our students have an interest in Theatre Education with a focus in classroom teaching but do not have the hours or space to pursue two tracks within our major. I do not believe this would detract from the major or the graduate offering. In fact, we continue to have students that best align with staying on for the graduate degree, but for many, this would be such a blessing.

We recently graduated a student that could have benefited from this type of educational offering. I could provide multiple examples of students that landed in the classroom as recently as January that had no previous teaching instruction and could have benefitted from an Education Minor.

I am in full support of an Education Minor at ACU.

Thank you,
Dawne Swearingen Meeks
ACU Theatre Chair
Professor

Per the college council's suggestions at the previous meeting, the following concerns have been addressed.

- The following language has been added to the catalog description in the [Minor Application](#):

"This minor is not intended for students pursuing Texas teacher certification. For this reason, students in the following programs are not eligible for the minor:

Art, All-Level Teaching (ART-ARTT)
Early Childhood/Elementary Education (IDSC)
English Teaching, 7th-12th (ENGT)
Chemistry Education (CPST-CHMT)
Composite Science, Engineering and Physics (PHMT-PHCS)
Composite Science (CPST- CHMT)
Composite Science (BIOT- BTCS)
Life Science (BIOT)
Physical Science (CPST)
Physics and Mathematics (PHMT)
Computer Science and Mathematics (CSMT)
History Teaching, 7th-12th (HSTT)
Social Studies, 7th-12th (HSST)
All Level Music, Instrumental (MTIA)
All Level Music, Vocal (MTVA)
Journalism/Multimedia (JMTC)
Mathematics, 7th-12th (MATT)
Middle School Education, 4th-8th, Language Arts (MSED-MSLN)
Middle School Education, 4th-8th, Mathematics (MSED-MSMT)
Middle School Education, 4th-8th, Science (MSED-MSSC)
Middle School Education, 4th-8th, Social Studies (MSED-MSSO)
Spanish Teaching (SPNT)
Special Education with Early Childhood and Elementary (SPEL)
All levels Theatre (THEA-THED)"

- Additionally, I have personally visited with many of our certifying programs across campus. The following departments wrote letters of support for the minor. These have been added to the ["New Minor - Education" folder](#).
 - o Dr. Autumn Sutherlin (Chemistry and Biochemistry)
 - o Dr. Jennifer Huddleston (Biology)
 - o Dr. Shelly Sanders (English)
 - o Dr. Robert Green (Art and Design)
 - o Dr. David Hendricks (Mathematics)

- o Dr. Kenneth Pybus (Journalism and Mass Communication)
- o Dr. Greg Straughn (Music)
- o Dr. Kelly Elliott (History and Global Studies)
- o Dr. Dawne Swearingen-Meeks (Theatre)

Additionally, letters from the following are included:

- o Lyndi Felan, Associate Dean for Retention and Student Success and the current head of academic advising also wrote a letter of support.
- o Dr. Melissa Long, Chair of Kinesiology and Nutrition, also wrote a letter of support concerning the fit of the education minor with the coaching minor for kinesiology majors.

As Chair and Director of the School of Education, I offer the following comments in support of the new minor:

- Data indicates there is strong interest for this minor. In a time of decreased enrollment at both the university, college and department levels, we need to make decisions based on current data and not anticipated challenges that may or **may not** occur in the future. New data would inform future decisions.
- While the chair and director of the School of Education will certainly change in the future, there are checks and balances in place to ensure that the continuity of the program continues.
 - o It is unimaginable that any future chair who has spent their career in Teacher Education would encourage alternative certification over traditional teacher preparation. As academics, we are informed by research and that research is clear. Traditional university preparation programs prepare teachers best.
 - o As part of the normal operating procedures of this program, advisors from our certification programs meet with program leadership a minimum of once a year. This was the pattern under the former chair (Dana) and has continued with the current chair (Stephanie). This will continue. This gives us the ability to communicate the significance of traditional teacher certification and monitor any potential misuse of the minor.
 - o Working with the School of Education, individual departments must communicate effectively with both potential and **current students** the importance of their programs. As it pertains to music education, we have substantially increased our communication and working relationship with our music partners, including the appointment of a liaison in our department who works specifically with the music educators (Kim Hardin).
 - o Working with the School of Education, individual departments must communicate effectively and consistently with their **current advisors**. Advising is the first line of communication with students. As such, it is imperative that the advisors realize the importance of teacher certification programs.

- o In our introductory course, EDUC 211: Introduction to Education: Culture and Contexts, the research pertaining to traditional certification programs vs. alternative certification programs is examined and discussed. The significant impact on schools is also addressed.
- o Given the fact that we have no recourse in changing the GPA requirement for admission to the School of Education, this option does allow secondary majors who cannot maintain the GPA to fulfill a meaningful degree and prepare well for their future. This minor acknowledges that in spite of not being able to complete teacher certification at ACU, they did meaningful work in the School of Education. The lack of this option in the past has been problematic and the provost's office (Jessica Smith) has asked for this option so as not to require overrides and changes in degree plans in order for students to graduate and limit the use of the CIND option.
- o We have 9 students currently wanting to pursue this minor in the future. Of those students, 3 could not meet admission criteria for the School of Education. The education minor allows them a meaningful path forward.
- o From advisor Johnny Shelbourne—"I hope the proposed Education minor is not being viewed as just another option on the menu of minors for the general population, but also as a VITAL missing piece that is currently the gap in the options for LIBS students. We need to fill that gap."