

## Abilene Approval Chart for Curriculum Changes

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

Course Number:

or Degree Plan(s): Minor in Sign Language

|     |                                                                                                                          | Dept./School | College | Dean | TEC | AUAC/Grad | Provost |
|-----|--------------------------------------------------------------------------------------------------------------------------|--------------|---------|------|-----|-----------|---------|
|     | <b>Campus-Level Academic Review<sup>1</sup></b>                                                                          |              |         |      |     |           |         |
|     | <b>Change to a Course</b><br>Include signatures from all chairs/program directors for cross-listed courses. <sup>1</sup> |              |         |      |     |           |         |
| 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       |
|     | <b>Change to a Degree Plan</b>                                                                                           |              |         |      |     |           |         |
| 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 |
|-----|-----------------------------------------------------------|--------------|---------|------|-----|-----------|---------|----------------|-------------|-----------|
|     | <b>Full Review</b>                                        |              |         |      |     |           |         |                |             |           |
|     | <b>Change to Catalog Information (for Campus)</b>         |              |         |      |     |           |         |                |             |           |
| 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         |
|     | <b>Change to a Degree Plan</b>                            |              |         |      |     |           |         |                |             |           |
| 21. | Educational Program — Add or Discontinue <sup>23</sup>    | 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 |
|-----|-----------------------------------------------------------------------------|--------------|---------|------|------|---------|------|--------------------|-------------|-----------|
|     | <b>Change to General Education Requirements for Undergraduates (System)</b> |              |         |      |      |         |      |                    |             |           |
| 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

<sup>2</sup> 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).

<sup>3</sup> For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible. Master's programs must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours beyond the master's.

<sup>4</sup> 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.

Updated 8/1/2023

**Department/School(s)**

*STalley*

3/31/2025

Chair Signature

Date

*STalley*

3/31/2025

Chair/Program Director Signature

Date

**College Academic Council(s)**

*Dalk*

4/4/2025

Chair Signature

Date

Chair Signature

Date

**Dean(s)**

*Dalk*

4/4/2025

Signature

Date

Signature

Date

**Teacher Education Council**

*Stalley*

4.8.25

Signature

Date

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

Signature

Date

**Provost**

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Signature

Date

**University General Education Council**

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Signature

Date

**University Faculty**

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Abilene Faculty Senate Chair signature

Date

---

Dallas Faculty Council Chair signature

Date

**Senior Vice President for Academic Affairs**

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Signature

Date

**President**

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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  
[American Sign Language \(ASL\)](#)
  - 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  
[Stephanie Talley, PhD](#)  
[Cassie Knutson, MEd.](#)
  - E. Where program will be offered and delivery method  
[Face to Face, in the School of Education](#)
  - F. Proposed date of implementation  
[Fall 2025](#)

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 learn American Sign Language and use this in their various vocational contexts. This minor will provide 4 courses in ASL and one course (SPED 481–Low Incidence Disabilities) that covers deaf culture and deaf education in schools. The remaining 3 hours will be covered from a menu of options relevant to the content fields of students seeking this minor (See attached.)

- 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. Our ASL courses are very successful at this time. Additionally, at this time Communication Disorders encourages their students to minor in Psychology. CSD students are a large portion of the students in the ASL courses. Right now, they are using their elective courses for these courses. Having a dedicated minor allows them to be more intentional in using their coursework to support their vocational needs. This minor will also serve the liberal studies degree plan well.

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 teaches a language that is needed in the workforce. Deaf education is a high needs area in the state of Texas per the latest state data. (We would like to explore a Deaf Education degree moving forward. This minor allows us to gauge interest and begin to prepare to launch the degree program.) Churches of Christ have traditionally served deaf communities well. Many students across disciplines can utilize ASL to better serve their clients, patients and students. 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 ASL minor would be a unique offering from ACU in the local area. Hardin-Simmons University and McMurray do not offer an ASL minor. HSU offers two ASL courses in their Department of Communications Disorders. McMurray offers sign language courses through their Modern Languages Department. However, neither university offers a minor in ASL. At this time, the only universities offering programs in ASL are larger state universities including the University of Texas at Austin, the University of Texas at San Antonio, the University of North Texas, Texas Tech, and the University of Houston. While universities such as Texas State and the University of Texas Dallas offer ASL courses, there is no designated minor. Additionally, many programs offer this course through their Language Department (As McMurray does) programs. We would offer this as an education option with a special education prefix. Again, this would be in the hopes that we could pursue Deaf Education in the future. There is only one university in Texas that currently provides a deaf education certification at the undergraduate level (Stephen F. Austin). The establishment of this minor allows us to offer specific programming to our students and explore the possibility of expanding into Deaf Education in the future.

- 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.

##### American Sign Language Minor

1. SPED 111 Beginning American Sign Language 1
2. SPED 112 Beginning American Sign Language 2
3. SPED 311 Intermediate American Sign Language 3
4. SPED 312 Intermediate American Sign Language 4
5. SPED 481 Low Incidence Disabilities
6. Choose one from the following menu:
  - a. BIBM 330 Foundation of Youth Ministry
  - b. BIBM 334 Spiritual Formation of Children
  - c. BIBM 392 Children and Family Ministry
  - d. BIBM 413 Seminar in Adolescent Moral/Sexual Issues
  - e. BIBT 460 Ethics and Social Issues
  - f. SOCI 111 Introduction to Sociology
  - g. SOCI 222 Social Problems
  - h. SOCI 442 Race and Racisms
  - i. SOCI 480 Inequality and Social Justice
  - j. PSYC 372 Abuse Recognition and Response
  - k. PSYC 241 Cognition and Learning
  - l. PSYC 232 Developmental Psychology
  - m. PSYC 392 Child Psychology

- n. SOCW 250 Principles and Practice: Ethics and Engagement
- o. SOCW 327 Theoretical Frameworks in Social Work
- p. SOCW 329 Diversity Power and Oppression
- q. FAM 265 Child Development
- r. FAM 275 Child Development Ages 0-11
- s. EDUC 312 Field Experience in Guidance and Development
- t. SPED 374 Emotional and Behavioral Disorders in Children
- u. SPED 477 Teaching Students with High Incidence Disabilities
- v. COMM 241 Interpersonal Communication
- w. COMM 310 Civil Discourse
- x. COMM 345 Intercultural Communication
- y. COMM 376 Family Communication
- z. COMM 430 Conflict Management
- aa. CSD 352 Audiology
- bb. CSD 353 Hearing Rehabilitation
- cc. GERO 350 Sociology of Aging
- dd. GERO 352 Adult Aging and Development
- ee. EDUC 211 Introduction to Education
- ff. EDUC 221 Educational Psychology

- 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/<br>Frequency  | Required? | Tracks Served | Credentialed Faculty                    |
|----------|-------------------------|-----------|---------------|-----------------------------------------|
| SPED 111 | Fall and Spring         | yes       | ASL Minor     | Cassie Knutson                          |
| SPED 112 | Fall, Spring,<br>Summer | yes       | ASL Minor     | Cassie Knutson                          |
| SPED 311 | Fall                    | yes       | ASL Minor     | Cassie Knutson or<br>Identified Adjunct |
| SPED 312 | Spring                  | yes       | ASL Minor     | Cassie Knutson or<br>Identified Adjunct |

|              |      |     |                                              |                                         |
|--------------|------|-----|----------------------------------------------|-----------------------------------------|
| SPED 481     | Fall | yes | ASL<br>Minor/Elementary<br>Special Education | Cassie Knutson or<br>Identified Adjunct |
| Menu Options |      |     |                                              |                                         |

\*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.
- Proposed subject code and course number:  
 SPED 311–Intermediate American Sign Language 3  
 SPED 312–Intermediate American SignLanguage 4
  - Course title and description:
  - Existing tracks/programs in which the courses will also be used, if applicable  
 N/A
5. Required Institutional Support
- A. Faculty requirements and availability.
- 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.  
 At this time, Cassie Knutson can teach 2 ASL courses each fall; SPED 481 each fall, and 3 ASL courses in the spring semesters. We can explore teaching one ASL course in the Summer 1 term as well if there is interest. There will be a need to use adjunct faculty to support this minor. There are two primary options.
    - There are two local deaf educators (master's level) who would add strength to the minor. Both of these life long Abilenians are working in the Abilene Independent School District. Additionally, both are deaf. Learning from deaf individuals will add depth the the student experience. Both have expressed interest in teaching for ACU. Our current plan would be to utilize them for ASL 3 and 4 (new courses) and offer one in the fall and one in the spring. As these educators work in public schools, these courses would be night offerings. The identified adjuncts are:
      - Amber Nail–Cooper High School Deaf Education teacher
      - Beth Dukes-Long Early Childhood Center Deaf Education teacher
    - We also have local educators who could teach the SPED 371 (Teaching Exceptional Children) courses for our undergraduate students. This would free Cassie Knutson to teach more ASL classes. She teaches two sections of this class each semester. We could move one section of SPED 371 to an evening course and a adjunct could teach the course. There is also the possibility that current faculty (who are all equipped to teach this course) would have room for this course in load the future as well. Additionally, when numbers are small, we combine courses. This also frees Cassie Knutson to teach another ASL section. (This is happening in the fall of 2025.) The identified adjunct is:
      - Jo Beth Allen–Special Programs Coordinator for Jim Ned CISD
  - 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.  
Adjuncts would need to be paid \$3000-\$4000 a course dependent on their level of experience.

- 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. 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 across campus. We think this could be a draw to pair with many of the degree programs offers 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.) Currently, the American Sign Language courses have been popular with students and have filled quickly. Various departments across campus have indicated this will be a welcome addition to the minor menu. Our strongest partnership will be the Communications Disorders as SLP's often use ASL.

- 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 two (ASL 3 and 4) of the courses in this minor already exist and are currently being taught, the library is already meeting the needs of the courses.

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 ASL 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. Our partners in Communication Disorders, Social Work, Ministry and

Missions; Child and Family Studies and Communication have all expressed interest in this minor for their students. Additionally, this will be a valuable offering for those interested in Liberal Studies degrees.

- 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 adjunct faculty offering ASL 3 and 4 in each fall and spring respectively. This would total roughly \$7000-8000 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.

  
Wes Crawford (Apr 10, 2025 16:25 CDT)

**Vice Provost**

04/10/2025

Date

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



**Associate Dean of the Library**  
Comments, if needed:

04/10/2025

Date

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.



**SACSCOC Liaison**

04/11/2025

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                           |

### Menu Options for American Sign Language (ASL) 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 111 | Introduction to Sociology                                |
| 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 250 | Principles and Practice: Ethics and Engagement           |
| SOCW 327 | Theoretical Frameworks in Social Work                    |
| SOCW 329 | Diversity Power and Oppression                           |
| FAM 265  | Child Development                                        |
| FAM 275  | Child Development Ages 0-11                              |
| EDUC 312 | Field Experience in Guidance and Development             |
| SPED 371 | Teaching Exceptional Students                            |
| COMM 241 | Interpersonal Communication                              |
| COMM 310 | Civil Discourse                                          |
| COMM 345 | Intercultural Communication                              |
| COMM 376 | Family Communication                                     |
| COMM 430 | Conflict Management                                      |
| CSD 352  | Audiology                                                |
| CSD 353  | Hearing Rehabilitation                                   |
| GERO 350 | Sociology of Aging                                       |
| GERO 352 | Adult Aging and Development                              |
| EDUC 211 | Introduction to Education and Multicultural Perspectives |
| EDUC 221 | Educational Psychology                                   |

# ABILENE CHRISTIAN UNIVERSITY

## LIBRARY

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### MEMORANDUM

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**DATE:** APRIL 1, 2025  
**TO:** Dr. Stephanie Talley  
**FROM:** Mark McCallon, Associate Dean for Library Services  
**RE:** New Course Application – SPED 312 – Intermediate American Sign Language 4

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After reviewing the course application and syllabus, the Library is able to support the proposed course. Thank you for the opportunity to evaluate the course application.

# ABILENE CHRISTIAN UNIVERSITY

## LIBRARY

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### M E M O R A N D U M

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**DATE:** APRIL 1, 2025  
**TO:** Dr. Stephanie Talley  
**FROM:** Mark McCallon, Associate Dean for Library Services  
**RE:** New Course Application – SPED 311 – Intermediate American Sign Language 3

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After reviewing the course application and syllabus, the Library is able to support the proposed course. Thank you for the opportunity to evaluate the course application.

## **Memorandum**

**To: Academic Council**  
**From: Terry Baggs, Ph.D., CCC-SLP**  
**Chair and Associate Professor, Communication Sciences and Disorders**  
**Re: ASL Minor**

I am wholeheartedly in favor of the ASL minor proposed by the School of Education. Our department has seen significant support from the student body of the ASL classes in the past several years. I believe the ASL minor also will be well received by the students, and it will be a viable option for our students in communication sciences and disorders. I can see no reason for a lack of approval of this proposal.

A handwritten signature in black ink, appearing to read "Terry Baggs", with a long horizontal flourish extending to the right.



Stephanie Talley <srt03c@acu.edu>

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## New Minor--American Sign Language

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Lisa Merchant <lvm02b@acu.edu>

Tue, Mar 25, 2025 at 2:56 PM

To: Stephanie Talley <srt03c@acu.edu>

Hi Stephanie,

The Department of Marriage and Family Studies supports the inclusion of FAM 265, FAM 275, GERO 350, and GERO 352 to the ASL minor elective menu. Thank you for considering us and we hope that your proposal is successful.

[Quoted text hidden]



Stephanie Talley &lt;srt03c@acu.edu&gt;

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## New Minor--American Sign Language

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Rachel Slaymaker <rxw99a@acu.edu>  
To: Stephanie Talley <srt03c@acu.edu>  
Cc: Stephanie Hamm <sjh05e@acu.edu>

Mon, Mar 24, 2025 at 1:42 PM

Hi Stephanie!

Thanks for including us in the menu. We approve SOCW 329 being included. We also recommend you consider SOCW 250. The new title (not currently in the catalog) will be *Principles of Practice: Ethics & Engagement*. It is a basic interviewing course with solution-focused goal setting, which we think many of your majors and minors might benefit from. Stephanie also recommends considering SOCW 327. The new title is *Theoretical Frameworks in SW* which includes developmental and human behavior theories.

Let me know if you have any other questions,

Rachel  
[Quoted text hidden]



Stephanie Talley &lt;srt03c@acu.edu&gt;

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## New Minor--American Sign Language

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Lynette Sharp Penya &lt;penyal@acu.edu&gt;

Sun, Mar 23, 2025 at 9:53 PM

To: Stephanie Talley &lt;srt03c@acu.edu&gt;

Hi Stephanie,

Our department looks forward to supporting your new ASL minor with courses below. All of these courses are being offered on a regular basis. SOCI 111 is another course that may fit your minor well. We also plan to teach that course every semester. Please let me know if I can be of further assistance.

Thanks,  
Lynette

SOCI 222 Social Problems  
SOCI 442 Race and Racisms  
SOCI 480 Inequality and Social Justice

COMM 241 Interpersonal Communication  
COMM 310 Civil Discourse  
COMM 345 Intercultural Communication  
COMM 376 Family Communication  
COMM 430 Conflict Management

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Lynette Sharp Penya, Ph.D.  
Professor of Communication  
Chair, Department of Communication & Sociology  
Abilene Christian University  
ACU Box 28156  
Abilene, TX 79699-28156  
Office: 325-674-2136  
Email: [penyal@acu.edu](mailto:penyal@acu.edu)

[Click here](#) to book an appointment with me.



Stephanie Talley &lt;srt03c@acu.edu&gt;

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**New Minor--EDUC-KINE**

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Cliff Barbarick <cab11c@acu.edu>  
To: Stephanie Talley <srt03c@acu.edu>

Mon, Mar 17, 2025 at 9:44 AM

Stephanie,

This minor sounds like a great offering for students.

I can confirm that we will offer the BIBM and BIBT courses you've listed in the menu in regular rotation, and we have capacity for any additional students that might take the courses as part of the minor.

Grace and peace,

Cliff

—

**Dr. Cliff Barbarick**  
Abilene Christian University  
Associate Professor  
Chair, Department of Bible, Missions, and Ministry  
(325) 674-3767 (office)  
[Schedule a meeting with me](#)  
<http://blogs.acu.edu/storiesforthesojourn/>

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