

Approval Chart for Curriculum Changes

A = Approval I = Information*

Course Number HIST131

or Degree Plan(s)

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

Add HIST131 to the University Requirements menu for Social Science. (See proposal on p.4, below).

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

COUNCIL**

	Change to a Course	Academic	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.	Content (substantive change)	A	A	A		I				A	A
4.	Number of hours (lecture, lab, contact)	A	A	A		A				A	A
5.	Course number within the hundred	A	A	I		I				I	I
6.	Course number beyond the hundred	A	A	A		A				A	A
7.	Prerequisites	A	A	A		I				I	I
8.	Course fee(s)	A	--	A		--				A	I
9.	From U to G <i>or</i> G to U	A	A	A		A				A	A
10.	Cross list with another dept: U or G level	A	A	A		A				A	A
11.	Department of record	A	A	A		A				A	A
12.	Open or close a course	A	A	A		A				A	A
13.	New course — See Adams Center for packet. This change includes combining or splitting a course(s).	A	A	A		A				A	A

* Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

**Courses offered only to students seeking teacher certification must go through the Teacher Education Council.

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.

Approval Chart for Curriculum Changes

A = Approval I = Information

COUNCIL

	Change to a Degree Plan	Dept./School Deans	College Academic	College Academic	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	University Requirements — Change in approved course content**	A	A	A			A		A	--	A
2.	University Requirements — Add or drop a required course from the University Requirements chart**	A	A	A			A		A	A	A
3.	University Requirements — Add or drop a course from a menu within the University Requirements**	A	A	A			A		A	--	A
4.	University Requirements — Change hours within a menu on the University Requirements chart**	A	A	A			A		A	A	A
5.	Major — Revision of major ♦ ‡	A	A	A			A		A	--	A
6.	Major — Adopt or change admission requirements	A	A	A			A		A	--	A
7.	Major — Add or discontinue	A	A	A			A		A	A	A
8.	GPA — Revise major or cumulative requirement	A	A	A			A		A	A	A
9.	Minor — Revise course selection	A	A	A			I		I	--	I
	Minor — Add or discontinue	A	A	A			A		A	--	A
10.	Degree — Add or discontinue	A	A	A			A		A	A	A
11.	Any change to a graduate degree program*	A	A	A			A		A	--	A

♦ 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.

‡ Program or course changes applying to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

* All graduate degree plan changes must go through the Graduate Council.

** Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and corequisites, 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.

Note: The Board of Trustees is informed when a major or degree is added or discontinued.

Revised 4-18-12

Approval Chart for Academic Information Changes

	Change to the Catalog	Dept./School Deans	College Academic	College Academic	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	General requirements for graduation including course requirements that are common to all majors for all degrees*	--	--	--		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	--
5.	Other academic policy changes	--	--	--		A		A	--	A	

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

Revised 3-2-11

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
<i>Ronald J. May</i>	<i>2-21-14</i>
Signature	Approval date
Signature	Approval date

College Academic Council(s)	
<i>Lynette Sharp Payne</i>	<i>2-21-14</i>
Signature	Approval date
Signature	Approval date

Dean(s)	
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

Proposal: HIST 131 (World History) should be approved for the Social Sciences menu.

1. **Disciplines:** HIST 131 is a history survey course that is also a degree requirement for the International Studies major; it thus brings together two of the disciplines from the list of those that qualify for the Social Science menu.
2. **Definition of Social Science courses:** HIST 131 explores human behaviors and interactions in the globalizing West from c. 1450 to the present. Course content includes discussion of the relationships between humans and their physical environment (e.g., the ecological and epidemiological impacts of Columbian exchange in both Old and New Worlds, or the international attention in recent decades to the new environmental threats of nuclear power, global warming, habitat degradation, etc.); the creation and interaction with institutions of power and governance (e.g., the emergence of absolutist and constitutional monarchies, republics, democracies, and more recently, the emergence of international bodies and NGOs); the study of how people produce, distribute and consume goods and services (with particular attention to the convergence of Western European industrialization with the rise of modern worldwide empires). In these ways, the course is highly focused on “higher levels of [social] aggregation.” And as a History course, HIST 131 privileges “the history of human functioning over time.”
3. **Course Content:** HIST 131 introduces students to a particular period of history (c. 1450-present), “with an emphasis on event timelines, historical biographies, and the critical debates associated with their interpretation.”

Please see course description, purpose, and learning outcomes/competencies below.

Course Description: Survey of the economic, political, and cultural interactions between major world regions and civilizations from the fifteenth century to the present, with attention to major global processes and movements. The course explores major themes such as the creation of the early modern and modern state, exploration and colonization, slavery and the Atlantic economy, comparative social and political revolution, and the global impact of the World Wars, Cold War, and post-CW period of globalization.

Purpose of this course: To cultivate the student’s ability to think critically, consider information in context, and write about historical themes in a clear, analytical fashion. The course also seeks to promote global citizenship, historical curiosity and cultural sensitivity. By examining the historic underpinnings of both Western and global civilizations, this course should foster empathy and a sense of shared humanity.

Student Outcomes and Competencies: This course seeks not only to communicate facts, but also to cultivate knowledge of chronology, trends, themes, and connections that will help students build a holistic understanding of Global History. Upon completion of the course, successful students will be able to describe the trajectory of Western history from 1400 to the present, analyze and evaluate primary source material related to course themes, and compare and contrast a variety of worldviews. Students will also be able to relate historic worldviews to their own understandings of the world and their place in it.