

Approval Chart for Curriculum Changes

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

Course Number HIST 332 or Degree Plan(s) _____

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

Add HIST 332 to the University Requirements menu for Cultural Awareness.

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

		COUNCIL ³								
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Course term(s)	A	I	A	I				I	I
4.	Content (substantive change)	A	A	A	I				A	A
5.	Number of hours (lecture, lab, contact)	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 fee(s)	A	--	A	--				A	I
10.	From U to G <i>or</i> G to U	A	A	A	A				A	A
11.	Cross list with another department: U or G level	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
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	A

Approval Chart for Curriculum Changes

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

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.

	Change to a Degree Plan	Dept./School	College Academic	Deans	COUNCIL ³				Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A		A			A	--	A	I
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A		A			A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--		A			A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A		A			A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A		A			A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A		A			A	--	A	--
7.	Major — Add ^{4,5}	A	A	A		A			A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A		A			A	A	A	I
9.	Major – Discontinue (proposed by the Provost)				See below.							
10.	GPA — Revise major or cumulative requirement	A	A	A		A			A	A	A	--
11.	Minor — Revise course selection	A	A	A		I			I	--	I	--
12.	Minor — Add	A	A	A		A			A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A		A			A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)				See below.							
15.	Degree — Add	A	A	A		A			A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A		A			A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)				See below.							
18.	Any change to a graduate degree program	A	A	A		A			A	--	A	--

	Provost-Proposed Change	Provost	Department	Dean	COUNCIL ³				Faculty	President	Board of Trustees
					TEC	AC	graduate				

Approval Chart for Curriculum Changes

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

COUNCIL³

	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A	A
2.	Admission requirements	--	--	--		A		A	A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A	A
5.	Other academic policy changes	--	--	--		A		A	--	A

¹ Councils may request additional information about “Information” items. These items are approved as “Consent Agenda.”

² The Dean and Department should respond to the Provost’s recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU’s University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and “not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession” (SACS 2.7.3). Departments may request exceptions to the first three criteria.

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

Revised 3-8-17

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
<i>Signature</i> <u>Ronald J. Meyer</u>	<i>Approval date</i> <u>4/5/18</u>
<i>Signature</i> _____	<i>Approval date</i> _____

College Academic Council(s)	
<i>Signature</i> _____	<i>Approval date</i> _____
<i>Signature</i> _____	<i>Approval date</i> _____

Dean(s)	
<i>Signature</i> _____	<i>Approval date</i> _____
<i>Signature</i> _____	<i>Approval date</i> _____

Teacher Education Council	
<i>Chair's signature</i> _____	<i>Approval date</i> _____

General Education Council	
<i>Chair's signature</i> _____	<i>Approval date</i> _____

Undergraduate Academic Council	
<i>Chair's signature</i> _____	<i>Approval date</i> _____

Graduate Council	
<i>Chair's signature</i> _____	<i>Approval date</i> _____

Provost	
<i>Signature</i> _____	<i>Approval date</i> _____

Faculty	
<i>Chair of faculty senate</i> _____	<i>Approval date</i> _____

President	
<i>Signature</i> _____	<i>Approval date</i> _____

Proposal: HIST 332 Early Modern Atlantic World: Add to Cultural Awareness menu.

In recent decades, there has been a shift within the historical guild not only *away from* privileging Western Civilization over non-Western histories, but also *toward* the studies of oceans as centers of global interactions. Within the emerging discipline of World History, "Atlantic World" is a burgeoning field.

This shift challenges conscious and unconscious biases about Western superiority and the inevitability of Western dominance of the modern world. Historians of the Atlantic World examine Western success in a broader context, relativizes Western dominance, and gives greater attention to the cultural and economic contributions of other global societies and actors.

HIST 332 will provide critical background to contemporary issues of globalization, hybridized social identities, subaltern agency and resistance to power, and environmental challenges. It challenges students to consider historical processes and events as the product of multivalent interactions, as well as to explore a variety of cultural *interpretations* of those same historical processes.

Course Description: Survey of the Atlantic World from 15th to 19th centuries. Considers navigation and piracy, the rise of European empires in the Americas, indigenous-European encounter, slavery and resistance, Atlantic political revolutions, and social emancipation. Special attention is given to African and Afro-American agency.

Purpose of this course: A primary goal of HIST 332 is to help students think critically about the relationship between economic expansion, social transformations, and political and ideological responses to such structures. The course examines human complex human interactions within the emerging global region that scholars now refer to as the Atlantic World. *The course also seeks to promote global citizenship, historical curiosity and cultural sensitivity. By examining the historic processes that shaped the modern world, this course should foster empathy and a sense of shared humanity.*

Course Goals/Student Outcomes and Competencies: Upon completion of this course, students will be able to demonstrate knowledge and skills in keeping with Terrel L. Rhodes's recommendations (which are italicized):

Through study of historical institutions like the Atlantic Slave Trade and the voices of its victims, the student will be challenged to *reflect on own cultural rules and biases and to critically engage those biases in writing*. Similar, such historical engagement will prepare them to *consider experiences and issues from the perspectives of others with differing worldviews*. Indeed, stepping back in time, students will *interact with individual(s) from culture(s) other than her own*. Through the comparative study of four Atlantic Revolutions, student will *raise complex questions* about how diverse communities interpret concepts like 'liberty' and 'equality' from their unique social locations, *resulting in deeper and more flexible cultural understanding*. In short, the cultivation of such sensitivities and skills should result in *cultural humility*, a valuable human and Christian quality.