

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 Social Science.

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

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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

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1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A	A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A	--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A	A	A	I

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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>	<i>Approval date</i>
<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 Social Sciences menu.

Note: The lettering and numbering that follow correspond to the same on the document UGEC Criteria for the Social Science Menu.

A. General Criteria for University Requirements

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

Compliance: Like other courses in the University Requirements menu, HIST 332 is listed at a 300-level. As such, it will provide an upper-level course credit for majors and a challenging historical experience for non-majors. It is free of pre- and co-requisites, appeals to students from any major, and focuses on the sorts of critical thinking and writing skills that any History course should convey to students.

B. Criteria for courses on Social Science Menu.

1. Disciplines: History is one of the disciplines that qualify for inclusion in the Social Science menu.
2. Definition of Social Science courses: History is, by definition, an interdisciplinary field located at the intersection of the social sciences, natural sciences, and the humanities. Those who pursue historical inquiry do so because they are interested in connections, interactions, and interdependencies. Concerned with higher levels of aggregation, the course involves the study of a variety of social variables: with particular, but not exclusive attention, to larger demographic, political, economic, and cultural systems. It examines certain dynamics of human interaction; the relationships between humans and their physical environment; the creation and interaction with institutions of power and governance; and the development of socioeconomic realities within the society across time. We also consider interactions within and between these diverse levels of aggregation, such as the influence of sociocultural factors on people, their families, and their world as it develops within the historical landscape.
3. Course Content: HIST 332 introduces students to the particular discipline of history within the social sciences, with an emphasis on its basic methods of inquiry, the principle of cause and effect, key concepts and terminology, and topics common to the discipline (including social diversity).

C. General Education Competencies

Note to Council: Please see course description, purpose, and learning outcomes and measures (below).

General Education Competency 2

A. Knowledge: Demonstrate an understanding of the basic knowledge, terminology, or elements appropriate to the discipline.

B. Inquiry: Demonstrate an understanding of the fundamental elements (methodology or theoretical framework) for sound inquiry and analysis appropriate to the discipline.

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.

Student Outcomes and Competencies: Students will learn to think, write, and speak critically about the major themes and patterns of Atlantic World history from the early 15th to mid-19th centuries. See *Student Learning Outcomes & Measurement* below:

Student Learning Outcomes & Measurement

	Competency	Measurement
	<i>Students will successfully</i>	<i>... through the following exercises.</i>
1	Demonstrate knowledge of events, personalities, institutions; show analytical understanding of the Atlantic world as a historical arena of contact, conflict, and dynamic change.	Periodic quizzes and written essay exams.
2	Inquiry & Methodology: Develop the analytical skills required to interpret historical sources in their original context.	Online posts, oral discussions, and group presentations.
3	Inquiry & Methodology: Demonstrate an ability to identify and explain complexity in a single historical document.	In essay form: analyze multivalent features and multi-disciplinary readings of Alonso de Sandoval's <i>De instauranda aethiopum salute</i> .
4	Inquiry & Methodology: Effectively assimilate and explain historical scholarship.	Write an analytical review and make oral presentation on a historical monograph on Atlantic world topic (e.g., John K. Thornton, <i>Africa and Africans in the Making of the Atlantic World</i>)
5	Inquiry & Methodology: Interpret and critique public historical discourse	Examine voice and self-representation in one slave narrative (Mary Prince, Frederick Douglass, Olaudah Equiano, etc.)

To be approved for inclusion in the Social Sciences menu, courses must designate the appropriate assessment method for the general education competency and the relevant goal level for the student achievement of that outcome in this format:

Course Name & Number	HIST 332 Early Modern Atlantic World
University Requirement menu	Social Science
General Education Competency	In a series of quizzes, written posts, exams, and critical essays, students will demonstrate broad knowledge of the early modern history of the Atlantic World. They will hone the critical outlooks and skills required for sound historical inquiry , working with original primary documents and examples of public historical discourse,

	and considering how each generation of scholars brings contemporary concerns to their study of the past.
Assessment Method	Assessment would measure knowledge of major actors, events, institutions, and socioeconomic structures of the EM Atlantic World through reading quizzes and essay exams. It will measure student mastery of the aforementioned tools of inquiry through written analysis of primary sources, essays, and book reviews.
Acceptable Goal	70% of students score 80% or higher on final exam
Ideal Goal	85% of students score 80% or higher on final exam
Results for this year	A version of this course, taught as a 440 Special Topic in Summer 2017, reached the ideal goal (85% of students scored 85 or higher)