

Approval Chart for Curriculum Changes

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

Course Number GEOG 354 or Degree Plan(s) _____

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

Application to Gen Ed menu: Social and Behavioral 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	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.	Course term(s)	A	I	A	I				I	I
4.	Content (substantive change)	A	A	A	I				A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A				A	I
6.	Course number within the hundred	A	A	I	I				I	I
7.	Course number beyond the hundred	A	A	A	A				A	I
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	I
11.	Cross list with another department: U or G level	A	A	A	A				A	I
12.	Department of record	A	A	A	A				A	I
13.	Open or close a course	A	A	A	A				A	I
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	I

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.

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COUNCIL ³												
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
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	--

		COUNCIL ³								
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
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

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.

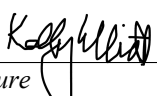
⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

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 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 _____ <i>Signature</i>	09/14/2022 _____ <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>

Application for Social and Behavioral Science Menu

Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

Social and Behavioral Science Description

Courses within this domain help students examine behavior and interactions among individuals, groups, institutions, and events to understand the complexities of social systems.

Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be based on the rubric submitted as part of this course application.

Subject code, course number, and title of course:	GEOG 354 Cultural Geography
Terms offered:	Fall and Spring, every year
Catalog description:	Emphasis will be placed on such topics as basic concepts in geography, human population, migration, folk and popular culture, language, religion, ethnicity, political geography, globalization, and resources.
Course prerequisites:	n/a
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	n/a
Other general education menus on which the course appears or you are applying for:	Cultural Literacy

Description of Menu Fit

Please describe how your class fits into the Social and Behavioral Sciences Menu (200 words or less).

The purpose of this course is to help students examine behavior and interactions among individuals, groups, institutions, and events to understand the complexities of social systems, specifically within and across cultures globally. Geography asks students to consider the spatial aspects of these behaviors and interactions as a piece of the larger systems and complexities in which they are situated and commonly studied.

Course Content

Using your syllabus as evidence, demonstrate that either the majority of course content or the majority of graded student work adheres to the Social and Behavioral Sciences description above (200 words or less).

As the course outline in the syllabus illustrates, 14 of the 15 content weeks are wholly concerned with having students examine behavior and interactions among individuals, groups, institutions, and events to understand the complexities of social systems. This is done through the careful study of population, economics, ethnic geography, politics, urban systems and structures, and many other subfields of human geography. The only week not directly related to this description is the week spent on physical geography.

Prerequisites

If the course has prerequisites, provide evidence that the course contributes to a student's breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or less).

This course has no prerequisites. This content is universally important to students seeking to better understand the world around them. ACU does not offer a major or a minor in the field of Geography, so this course must be and is taught for a wide variety of students entering a vast array of fields.

Relevant Outcomes

At a minimum, a course applying to the Social and Behavioral Science menu must address at least one performance indicator from each of the following areas:

- Social and Behavioral Sciences Subject Matter
- A2: Listen to, understand, and critically evaluate rhetorical claims.
- C1: Evaluate widely disparate sources of information and competing evidence to form their own reasoned positions.
- C2: Analyze quantitative data, published writing, or observable phenomena to draw informed conclusions.

Ideally, assessment will occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each performance indicator. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
SBS subject matter	Exam 1
Outcome A2	Culture research project
Outcome C1	Human impact mini project
Outcome C2	Exam 2

Please use the following rubric to perform assessment each year. If a performance indicator is not assessed, please write “Not Assessed” in the “Meets Expectations” section. The last two pages have rubric examples for your reference; these pages may be deleted before submitting your application.

Social and Behavioral Science Subject Matter

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand and/or investigate behavior and interactions among individuals, groups, institutions, events, and social systems	Students correctly answer fewer than 75% of SBS test questions in Exam 1	Students correctly answer 75% or more of SBS test questions in Exam 1	Students correctly answer 90% or more of SBS test questions in Exam 1

Student Learning Outcome A2 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand intent of source	Students have errors in their use of source material in the research project	Students accurately represent source material in their research project	Students represent source material exceptionally well in their research project.
Interpret source within rhetorical context	Students ignore or misrepresent context of a source in the research project	Students identify relevant aspects of context for a source in the research project	Students correctly use the context of a source to explain their own position in the research project
Evaluate relevance of source within multiple contexts			

Student Learning Outcome C1 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Compare and contrast multiple viewpoints on a topic			
Develop and express an evidence-based viewpoint on a topic	Students cite evidence from two or fewer sources in their mini project.	Students cite evidence from three or more sources that effectively supports their position in their mini project.	Students cite evidence from four or more sources that effectively supports their position in their mini project.
Synthesize information from multiple sources			

Student Learning Outcome C2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Read and interpret data in a form that is appropriate for the discipline	Students answer fewer than 50% of test questions on data correctly in Exam 2.	Students answer the majority of test questions related to reading data correctly in Exam 2.	Students answer 80% or more of test questions related to reading data correctly in Exam 2.



Cultural Geography

Spring 2022

GEOG 354.01

TT 9:30am-10:50am

Hardin Administration Building 321

Professor: Dr. Amanda B. Biles, Assistant Professor, Department of History and Geography

E-mail: amanda.biles@acu.edu

Office: Admin 324E

Office Hours: Tues/Thurs 3-4pm, Wed 11-4pm, Other times by appointment.

Required Texts:

Human Geography: Landscapes of Human Activity, 13th Edition, By Mark Bjelland and Daniel Montello and Arthur Getis, ISBN10: 1260220648, ISBN13: 9781260220643, Copyright: 2020

Course Overview:

Emphasis will be placed on such topics as basic concepts in geography, human population, migration, folk and popular culture, language, religion, ethnicity, political geography, globalization, and resources.

Course Requirements: Your grade is entirely up to you. Active learning, asking questions, and your observations are encouraged. There will be three exams. Students may be tested on material from lectures and textbooks through map tests, multiple choice questions, short-answer identifications, fill in the blank, and short essays.

Student Learning Outcomes: Upon completion of this course, the student will be able to

- Explain the basic concepts in human geography;
- Discuss the distribution, growth, and movement of the world's population;
- Describe the differences between folk and popular culture;
- Explain the main elements of cultural identity: language, religion, and ethnicity;
- Discuss the basic world political systems;
- Describe the issues related to the use of earth's natural resources

Mission Statements: The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world. The ACU College of Arts and Sciences endeavors to educate students for worldwide Christian service and leadership through programs

of study and other learning experiences that blend a liberal arts education with professional and career education. The Department of History and Global Studies strives to provide an understanding of the experiences of humankind; to stimulate thought concerning various institutions, ideas and cultures; and to promote ethical standards in keeping with the Christian faith.

Christian Perspective:

This course provides students the opportunity to engage with geography and culture from a Christian perspective. It encourages students to examine their own faith experiences by evaluating the origins of those experiences and their context within systems of American culture and Christianity. It respectfully examines other systems of belief as important contributors to culture globally.

Course Outline:

(This outline is for reference only and always subject to change)

Week	Start Date	Content Units/Exams
Week 1	Jan 10	Introduction
Week 2	Jan 17	Techniques of Geographic Analysis
Week 3	Jan 24	Physical Geography: Landforms, Weather, & Climate
Week 4	Jan 31	Roots and Meaning of Culture
Week 5	Feb 7	Spatial Interaction and Spatial Behavior – EXAM 1
Week 6	Feb 14	Population
Week 7	Feb 21	Language and Religion
Week 8	Feb 28	Ethnic Geography
Week 9	Mar 7	Cultural Identities and Cultural Landscapes
Week 10	Mar 21	Econ: Agriculture and Primary Activities – EXAM 2
Week 11	Mar 28	Econ: Manufacturing and Services
Week 12	Apr 4	Economic Development and Change
Week 13	Apr 11	Urban Systems and Structures
Week 14	Apr 18	The Political Ordering of Space
Week 15	Apr 25	Human Impacts on Natural Systems
Week 16	May 6	Final Exam – 10am Friday May 6

GRADING METHODOLOGY:

This course is graded on raw (unweighted) points earned throughout the semester. Each point you earn will be added to your total point score. Please see below for the point ranges of each letter grade. Your final grade is based exclusively upon your total points, not on any percentage or weighted score. Earn a total of 801 points and you have earned a B. Earn a total of 699 points and you have earned a D. Ignore all percentage scores. Percentage scores are irrelevant.

GRADE BREAKDOWN:

Exam 1 – 200pts

Exam 2 – 200pts	Grade	Points
Exam 3 – 200pts	A	900-1000
Project/Assignments/Attendance – 400pts	B	800-899
Total Possible Points – 1000	C	700-799
	D	600-699
GRADE CATEGORIES:	F	<600

ATTENDANCE AND CLASSROOM POLICIES:

Students are expected to attend class regularly. Attendance will be taken at each meeting. Students should be respectful of the instructor and their fellow classmates and refrain from any cell phone usage in class.

ASSIGNMENTS AND LATE WORK:

Assignments will be given throughout the course, if a student must miss a class period, they should notify the instructor in advance to ensure compliance with assignment deadlines. Pay close attention to the due dates listed in Canvas each week. **Late work will not be accepted unless the student has arranged this with the instructor in advance of the original submission deadline.** Do not wait until the deadline to request an emergency extension. Requests for late submission will not be considered valid unless granted by the instructor **before** the deadline and will only be provided for documented emergencies. Do not e-mail assignments to instructor without express, written permission.

EXAM POLICY:

No student will be admitted to an exam session after the first student has finished and left the room. **DO NOT BE LATE.** Make-up exams will only be provided to students for excused absences and documented emergencies. Students must notify the instructor **prior to the** beginning of the exam period if they must miss an exam.

ACADEMIC INTEGRITY STATEMENT:

Each student is expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in academic experiences both in and out of the classroom. Academic dishonesty includes, but is not confined to: plagiarizing; cheating on tests or examinations; turning in counterfeit reports, tests, and papers; stealing tests or other academic material; knowingly falsifying academic records or documents of the institution; accessing a student's confidential academic records without authorization; disclosing confidential academic information without authorization; and, turning in the same work to more than one class without informing the instructors involved. Any student found responsible for academic dishonesty will be subject to disciplinary action.

PROFESSOR'S POLICY ON ACADEMIC MISCONDUCT:

A violation of the University's Academic Dishonesty Policy or the instructor's Academic Integrity Statement detailed above will result in a grade of "0" for the assignment and possible "F" for the course for the offending student at the instructor's discretion.

ADA COMPLIANCE STATEMENT:

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call the Alpha Scholars office directly at (325) 674-2667 or email the compliance coordinator, Scott Self, at jss00c@acu.edu.

TITLE IX STATEMENT:

As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. When I am not able to keep your information confidential, I will only share it with responsible administrators on campus who can provide you with services and resources. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence or stalking that you report to me. If you would prefer to share information in a confidential setting, I encourage you to speak with someone in the ACU Counseling Center (<https://www.acu.edu/community/offices/health-safety/maccc/counseling/overview.html>)