

## Approval Chart for Curriculum Changes

A = Approve      I= Information Item<sup>1</sup>      R= Advise & Respond<sup>2</sup>

GER 112

Course Number \_\_\_\_\_ or Degree Plan(s) \_\_\_\_\_

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

Request the inclusion of GER 112 (Elementary German II) to the Cultural Literacy General Education Menu. GER 111 (Elementary German I) is currently on the menu, but some entry-level students have been needing to take 112 instead, if they have had German in high school. See attached application materials.

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

|                    |                                                                                                                   | COUNCIL <sup>3</sup> |                  |       |     |      |      |      |
|--------------------|-------------------------------------------------------------------------------------------------------------------|----------------------|------------------|-------|-----|------|------|------|
|                    |                                                                                                                   | Dept./School         | College Academic | Deans | TEC | UGEC | UUAC | GRAD |
| Change to a Course |                                                                                                                   |                      |                  |       |     |      |      |      |
| 1.                 | Title (description unchanged)                                                                                     | A                    | A                | A     |     | I    |      | I    |
| 2.                 | Description (not affecting content)                                                                               | A                    | A                | A     |     | I    |      | I    |
| 3.                 | Course term(s)                                                                                                    | A                    | I                | A     |     | I    |      | I    |
| 4.                 | Content (substantive change)                                                                                      | A                    | A                | A     |     | I    |      | A    |
| 5.                 | Number of hours (lecture, lab, contact)                                                                           | A                    | A                | A     |     | A    |      | A    |
| 6.                 | Course number within the hundred                                                                                  | A                    | A                | I     |     | I    |      | I    |
| 7.                 | Course number beyond the hundred                                                                                  | A                    | A                | A     |     | A    |      | A    |
| 8.                 | Prerequisites                                                                                                     | A                    | A                | A     |     | I    |      | I    |
| 9.                 | Course fee(s)                                                                                                     | A                    | --               | A     |     | --   |      | A    |
| 10.                | From U to G or G to U                                                                                             | A                    | A                | A     |     | A    |      | A    |
| 11.                | Cross list with another department: U or G level                                                                  | A                    | A                | A     |     | A    |      | A    |
| 12.                | Department of record                                                                                              | A                    | A                | A     |     | A    |      | A    |
| 13.                | Open or close a course                                                                                            | A                    | A                | A     |     | A    |      | A    |
| 14.                | New course — See website for application and process.<br>This change includes combining or splitting a course(s). | A                    | A                | A     |     | A    |      | A    |

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 <sup>3</sup> |                  |       |     |      |      |      |         |         |           |                   |
|-----|-------------------------------------------------------------------------------------------------------------|----------------------|------------------|-------|-----|------|------|------|---------|---------|-----------|-------------------|
|     | Change to a Degree Plan                                                                                     | Dept./School         | College Academic | Deans | TEC | UGEC | UVAC | GRAD | Provost | Faculty | President | Board of Trustees |
| 1.  | University Requirements — Change in approved course content <sup>6</sup>                                    | A                    | A                | A     | A   |      |      |      | A       | --      | A         | --                |
| 2.  | University Requirements — Add or drop a required course from the University Requirements chart <sup>6</sup> | A                    | A                | A     | A   |      |      |      | A       | A       | A         | --                |
| 3.  | University Requirements — Add or drop a course from a menu within the University Requirements <sup>6</sup>  | A                    | --               | --    | A   |      |      |      | A       | --      | A         | --                |
| 4.  | University Requirements — Change hours within a menu on the University Requirements chart <sup>6</sup>      | A                    | A                | A     | A   |      |      |      | A       | A       | A         | --                |
|     |                                                                                                             |                      |                  |       |     |      |      |      |         |         |           |                   |
| 5.  | Major — Revision of major <sup>4,5</sup>                                                                    | A                    | A                | A     | A   |      |      |      | A       | --      | A         | --                |
| 6.  | Major — Adopt or change admission requirements                                                              | A                    | A                | A     | A   |      |      |      | A       | --      | A         | --                |
| 7.  | Major — Add <sup>4,5</sup>                                                                                  | 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 <sup>3</sup> |                                                                |         |            |      |     |     |          |         |           |                   |
|----------------------|----------------------------------------------------------------|---------|------------|------|-----|-----|----------|---------|-----------|-------------------|
|                      | Provost-Proposed Change                                        | Provost | Department | Dean | TEC | UAC | 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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| COUNCIL <sup>3</sup> |                                                                                                                              |              |                  |       |      |      |      |         |         |           |
|----------------------|------------------------------------------------------------------------------------------------------------------------------|--------------|------------------|-------|------|------|------|---------|---------|-----------|
|                      | 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 <sup>7</sup> | --           | --               | --    |      | 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         |

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

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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.

<sup>5</sup> 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.

<sup>6</sup> 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.

<sup>7</sup> 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)                                                                     |                          |
|------------------------------------------------------------------------------------------------|--------------------------|
| <br>Signature | 1/24/25<br>Approval date |
| _____<br>Signature                                                                             | _____<br>Approval date   |

| College Academic Council(s) |                        |
|-----------------------------|------------------------|
| _____<br>Signature          | _____<br>Approval date |
| _____<br>Signature          | _____<br>Approval date |

| Dean(s)            |                        |
|--------------------|------------------------|
| _____<br>Signature | _____<br>Approval date |
| _____<br>Signature | _____<br>Approval date |

| Teacher Education Council  |                        |
|----------------------------|------------------------|
| _____<br>Chair's signature | _____<br>Approval date |

| General Education Council  |                        |
|----------------------------|------------------------|
| _____<br>Chair's signature | _____<br>Approval date |

| Undergraduate Academic Council |                        |
|--------------------------------|------------------------|
| _____<br>Chair's signature     | _____<br>Approval date |

| Graduate Council           |                        |
|----------------------------|------------------------|
| _____<br>Chair's signature | _____<br>Approval date |

| Provost                                                                                          |                               |
|--------------------------------------------------------------------------------------------------|-------------------------------|
| <br>Signature | Feb 24, 2025<br>Approval date |

| Faculty                          |                        |
|----------------------------------|------------------------|
| _____<br>Chair of faculty senate | _____<br>Approval date |

| President          |                        |
|--------------------|------------------------|
| _____<br>Signature | _____<br>Approval date |

# Application for Cultural Literacy 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).

## Cultural Literacy Description

Courses within this domain provide students opportunity to develop informed discourse and understand the interconnectedness of diverse peoples. Additionally, students will courageously interrogate their own internal processes about diversity and equity. Courses satisfying this menu will assist students to 1) explore global, historical, and cultural experiences of diverse populations, and 2) interrogate one's internal and external views and values for greater self-awareness.

## 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 conducted with the rubric included in this course application.

|                                                                                                                                     |                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| <b>Subject code, course number, and title of course:</b>                                                                            | GER 112                                                                     |
| <b>Terms offered:</b>                                                                                                               | Spring                                                                      |
| <b>Catalog description:</b>                                                                                                         | Introduction to the German language. Emphasis on oral communication skills. |
| <b>Course prerequisites:</b>                                                                                                        | GER 111 or equivalent through testing.                                      |
| <b>Cross-listed courses:</b><br><small>*Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.</small> |                                                                             |

|                                                                                    |                     |
|------------------------------------------------------------------------------------|---------------------|
| Other general education menus on which the course appears or you are applying for: | Arts and Humanities |
|------------------------------------------------------------------------------------|---------------------|

## Description of Menu Fit

Please describe how your class fits into the Cultural Literacy Menu (200 words or less). The course description, this statement, and the course syllabus together should demonstrate that a substantial portion of the course content (about half) is dedicated to issues involving the three relevant outcomes listed below.

Learning another language is inextricably linked with experiencing another culture, and German 112 is no exception. As students' language ability grows, so does their ability to understand, contextualize and participate in the global, historical, and cultural experiences of diverse populations, perspectives and the socio-historical contexts that shape the German-speaking world. Although language-learning is in itself a cultural experience, the culture project portion of this course is the assessment that specifically measures this aspect of the learning experience.

## 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 is an introductory course. Although GER 111 is technically a prerequisite, many students arrive at ACU with some previous knowledge of German from a high-school class, and this class is therefore their introduction to cultural literacy at ACU. This is the reason why we (the world languages faculty) are applying for this course to count as General Education (along with GER 111 which is already on the menu). German language is not specific to any one occupation nor profession, and it is well-known that learning a second language is beneficial in many ways, both personal and professional, and is applicable across many (if not all) professions.

## Relevant Outcomes

At a minimum, a course applying to the Cultural Literacy menu must use at least one topic or activity listed below each of the mapped outcomes:

- B1: Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.
  - Account for and explain divergent perspectives on cultural phenomenon (e.g., female face-coverings in Islamic communities, "nepotism" in collectivistic contexts, aesthetic values in a certain historical period, etc.).
  - Demonstrate how social and historical contexts shape a community's worldview or cultural commitments.

- Study or write a case study of inculturation, ritual, or morality that emerges from a specific cultural context.
- Identify underlying values, ideologies, perspectives, and attitudes that account for external cultural practices and products of a specific culture, particularly as these are expressed through its language.
- Through measurable assessments, compare the cultural perspectives of another culture with those of a student's own culture and reflect through adequate speech (oral or written) on how this knowledge prepares them to be culturally sensitive professionals.
- B2: Understand the interconnectedness of human experience with a posture of humility while celebrating difference.
  - Reflect on a specific issue(s) considering the notion of cultural humility or ethnorelativity.
  - Evaluate appreciatively the music, ritual, art, theatre, or religious expression of a different culture.
  - Engage in and reflect upon a special event or celebration that highlights a different cultural background.
  - Requires students to attend and actively participate in an event honoring or presenting one or more aspects of a racial/cultural group that they do not identify with and respond to that event by a writing assignment or another medium.
  - Study and evaluate an accepted institutional or association statement on culture, race, or diversity (e.g., [UN Declaration on Cultural Diversity](#), [American Anthropological Association Declaration on Anthropology and Human Rights](#), etc.) and reflect upon it from a discipline-specific and/or faith perspective.
  - Require students to both recognize and demonstrate their respect for differences along at least two of the following axes of difference: gender, class, religion, sexuality, disability, age, or a major cultural difference (e.g., race, ethnicity, individualism-collectivism, high-low power distance orientation, high-low uncertainty avoidance, etc.).
  - Analyze attitudes and practices of working with those of differing cultural perspectives (at the micro, mezzo, and macro levels) with a presence of humility while learning, communicating, offering help, and making decisions in professional practice and settings.
  - Create a rationale (moral, ethical, religious) for maintaining an interpersonal stance that is other-oriented (open to the other) in relation to aspects of cultural identity that are most important to a person or persons of a different cultural perspective.
  - Reflect upon the cultural dimensions of complex challenges of human interconnections (e.g., changing relations within and between human communities, changing relations with ecological and climatic conditions, shifts in technology, migration, environmental degradation, new technologies, etc.).

- B3: Interrogate one's internal and external views and values for greater self-awareness.
  - Reflect upon one's social location regarding race and at least two of the following: gender, class, sexuality, disability, age.
  - Create a framework to discuss and demonstrate critical reflection up cultural differences in the workplace
  - Feature personal reflections which involves diverse cultural perspectives not typical of mainstream North American culture.
  - Feature personal reflections on the intersection of biography (identifying the origins of the content of their reflections) and social inequality/injustice on race, gender, sexuality, social class, disability, and/or age
  - Require students to read/listen/view content created by one or more persons whose work connects social inequality with personal experience.
  - Examine systems of privilege and oppression that shape students' perspectives, values, and behavior, with a focus on race, gender, sexuality, social class, disability, and/or age.
  - Require students to examine critically their social location regarding race as a system of inequality and at least two of the following: gender, sexuality, disability, age as systems of inequality.
  - No less than 50% of course content focuses on one or more of the following: cultural difference, power, privilege, structural and institutional inequality.
  - No less than 40% of course content features diverse sources of knowledge integrated throughout the semester, including but not limited to indigenous, spiritual, community-centered, or otherwise marginalized knowledges.
  - No less than 40% of the course content focuses on structural and institutional social change in one or more of the following contexts: campus, community, state, nation, global region, or global system.
  - Provide an account of why it is important not be neutral regarding power relations and cultural hegemony, especially white supremacy, and all forms of racism.

From the lists above, indicate which topic or activity fulfills this course's connection to each learning outcome.

| Outcome    | Topic or Activity                                  |
|------------|----------------------------------------------------|
| Outcome B1 | Culture Project (includes essays), grammar modules |
| Outcome B2 | Culture Project, Fokus boxes                       |
| Outcome B3 | Culture Project                                    |

## Assessment

Ideally, assessment will occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each outcome. These artifacts may be the same as the activities listed in the Relevant Outcomes section. Provide assignment prompts if available.

| Area to Be Assessed | Assessment Artifact |
|---------------------|---------------------|
| Outcome B1          | Culture Project     |
| Outcome B2          | Culture Project     |
| Outcome B3          | Culture Project     |

Please use the following rubric to perform assessment each year.

## Student Learning Outcome B1

| Students will be able to:                                                                                      | Shortcomings                                                                                                  | Meets Expectations                                | Points of Excellence                                                                                                             |
|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| <b>Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.</b> | Shows little to no understanding of two or more of the areas of different experiences of diverse populations. | Conversant in experiences of diverse populations. | Demonstrates exceptional depth of understanding in discourse in all three areas of different experiences of diverse populations. |

## Student Learning Outcome B2

| Students will be able to:                                                                    | Shortcomings                                                                                           | Meets Expectations                                                                                                                         | Points of Excellence                                                                                                                           |
|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Understand the interconnectedness of the human experience with a posture of humility.</b> | Shows little to no understanding about connections among people and/or expresses cultural superiority. | Able to express understanding about connections among people and express that one's own culture or experiences are not superior to others. | Clearly expresses understanding about a connected, shared human experience and clearly expresses humility of perspective on human experiences. |
| <b>Celebrate difference among people.</b>                                                    | Unable to express value in the differences among individuals and/or cultures.                          | Able to express value in the differences among individuals and/or cultures.                                                                | Expresses persuasive advocacy for valuing human difference.                                                                                    |

## Student Learning Outcome B3

| Students will be able to:                                                                   | Shortcomings                                                                                                         | Meets Expectations                                                                                                                                | Points of Excellence                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Interrogate one's internal and external views and values for greater self-awareness.</b> | Unable to acknowledge having a unique cultural viewpoint and/or unable to analyze the factors that contribute to it. | Expresses self-examination of a cultural viewpoint and expresses a conclusion about any potential individual blind spots due to that perspective. | Clearly expresses a thorough self-examination of one or more cultural viewpoints, expresses a conclusion about any potential individual blind spots due to that perspective, and expresses a plan for growth. |