

Approval Chart for Curriculum Changes

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

Course Number _____ or Degree Plan(s) University Requirements
 State the requested change and reason. A memo may be attached if more space is necessary.

This proposal is to reinstate the following HIST courses to the Cultural Awareness menu for University Requirements:

- HIST 117
- HIST 118
- HIST 131
- HIST 250

Each of these courses was previously approved for this menu by UGEC and UUAC.

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

		COUNCIL ³							Board of Trustees
Provost-Proposed Change		Provost	Department	Dean	TEC	UAC	Graduate	Faculty	
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R		A		A	A
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

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COUNCIL ³										
	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.

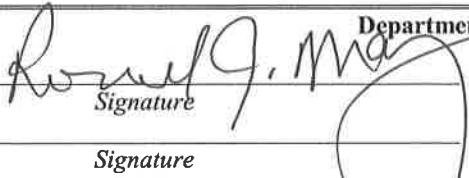
⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

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 10-16-13

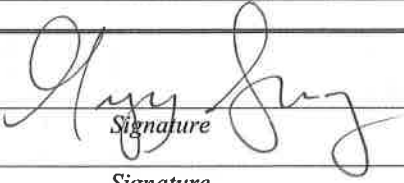
Curriculum/Catalog Changes Signature Page

Department/School Chair(s)  <i>Signature</i>	1/20/16 <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>	1/21/16 <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>

HIST 118 (Civilizations II) should be approved for the Cultural Awareness Menu.

Through the historical study of the interactions between widely varying people, material cultures, ideas, and religious perspectives, Civilizations II cultivates students' "capacity to identify (their) . . . own cultural patterns, compare and contrast them with others, and adapt . . . to other ways of being." The course opens in the fifteenth century A.D., a period of European expansion and discovery. Western people found their own identities and assumptions challenged as they interacted with the Other in the East and in the Americas. As we proceed through history to the twenty-first century, themes of globalization, cross-cultural communication, empire, "civilizing mission," and war drive lecture and discussion. Course content challenges mainline interpretation of Atlantic slavery by highlighting African agency, asks students to question strict dichotomies between the Muslim and Christian worlds, and forces engagement with questions about the relationship between faith and colonialism.

The class provides critical background to contemporary issues of globalization, creole identities, race, and religious and cultural hegemony. As such, it promotes curiosity and sensitivity towards diverse cultures and perspectives by getting to the historical roots of current intercultural problems and relationships. Please see particularly italicized sections from course syllabus below.

Course Description: This course provides a survey of the social, economic, religious, political, and aesthetic activities of Western civilizations from c. 1500 to the present, with particular emphasis on worldview and its development over time. The course explores major themes such as the creation of the state, exploration and colonization, slavery and the Atlantic economy, social and political revolution, modernity, and post-modernity. Lecture, discussion, and course readings from primary and secondary documents will illustrate these themes in order to paint the larger picture of modern history and worldviews.

Purpose of this course: To cultivate the student's ability to think critically, consider information in context, and write about and discuss information in an incisive and analytical fashion. *The course also seeks to promote global citizenship, historical curiosity and cultural sensitivity. By examining the historic underpinnings of our own civilization, this course should deepen our understanding of ourselves and our way of looking at the world.*

Course Goals/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 Western history. Upon completion of the course, successful students will be able to describe the trajectory of Western history from 1500 to the present, analyze and evaluate primary source material related to course themes, and *compare and contrast various worldviews. Students will also be able to relate historic worldviews to their own understandings of the world and their place in it.* The course requires critical thinking, analysis, and use of writing skills.

Proposal: HIST 131 (World History) should be approved for the Cultural Awareness Menu.

In recent decades, there has been much debate within the Historian's guild about the relative merits of teaching the History of World Civilizations rather than, or alongside, Western Civilization. The latter, which was hegemonic for so long, may rightly highlight the unique role played by Western institutions and values over the past few centuries; but it may also, consciously or not, instill biases about Western superiority or even of the inevitability of Western dominance in the world. World History, on the other hand, examines Western success in a broader context, relativizes Western dominance, and gives greater attention to the cultural and economic contributions of other great poles of global power.

HIST 131 will provide critical background to contemporary issues of globalization, hybridized social identities, 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 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.*

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:

Through study of historical events like the Cuban and Iranian Revolutions, 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*. Through examination of the historic opposition between Marxist and capitalist ideologies, the student will *raise complex questions about the beliefs, values, and practices of other cultures and articulate answers to those questions that reflect flexible cultural understanding*. And by means of a prepared interview on a question of historical interpretation, the student will *interact with individual(s) from culture(s) other than her own*. The cultivation of such sensitivities and skills should result in the desired *cultural humility*, which is both a valuable human and Christian quality.

Memo

To: UGEC

From: Department of History

Re: Add HIST 240 Introduction to American Ethnic and Women's Studies to Cultural Awareness Requirement Menu AND to Social Science Menu

The Department of History failed to bring this course to the UGEC last year for consideration in the menu creation for Social Science courses and for Cultural Awareness Requirement. This course is the required introduction to the Ethnic and Women's Studies Minor. It is an interdisciplinary survey course that introduces the student to race, class, and gender within a Christian context.

The course satisfies the Cultural Awareness requirements as listed on the UGEC blog website- including reflecting on cultural rules and biases; considering experiences and issues from the perspectives of others with differing world views; articulating and understanding of cultural differences in verbal and nonverbal communication; asking complex questions about the beliefs, values, and practices of other cultures and articulating answers to those questions that reflect flexible cultural understanding; and initiating and developing interactions with individuals from cultures that differ from that of the student.

The course satisfies the Social Science criteria as listed on the UGEC blog website by:

1. HIST prefixed course
2. The course addresses a, b, c, and d
3. The course content satisfies a and b