

Approval Chart for Curriculum Changes

A = Approval I = Information*

Course Number HIST 240 or Degree Plan(s) _____

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

This course was not included in the package of History Courses that went through councils in 2012/2013 for inclusion as Cultural Awareness Requirement and/or Social Science Courses. We are requesting that this course be added to BOTH menus: Cultural Awareness & Social Science. There have been no substantive changes to the course content. See attached memo and syllabus.

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

COUNCIL**

	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 or G to U	A	A	A			A		A	A
10	Cross list with another dept: 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 Adams Center for packet. This change includes combining or splitting a course(s).	A	A	A			A		A	A

* Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

**Courses offered only to students seeking teacher certification must go through the Teacher Education Council.

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.

Approval Chart for Curriculum Changes

A = Approval

I = Information

	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	COUNCIL			Provost	Faculty	President
						UGEC	UUAC	GRAD			
1.	University Requirements — Change in approved course content**	A	A	A		A			A	--	A
2.	University Requirements — Add or drop a required course from the University Requirements chart**	A	A	A		A			A	A	A
3.	University Requirements — Add or drop a course from a menu within the University Requirements**	A	A	A		A			A	--	A
4.	University Requirements — Change hours within a menu on the University Requirements chart**	A	A	A		A			A	A	A
4.	Major — Revision of major ♦ ‡	A	A	A		A			A	--	A
5.	Major — Adopt or change admission requirements	A	A	A		A			A	--	A
6.	Major — Add or discontinue	A	A	A		A			A	A	A
7.	GPA — Revise major or cumulative requirement	A	A	A		A			A	A	A
8.	Minor — Revise course selection	A	A	A		I			I	--	I
	Minor — Add or discontinue	A	A	A		A			A	--	A
9.	Degree — Add or discontinue	A	A	A		A			A	A	A
10.	Any change to a graduate degree program*	A	A	A		A			A	--	A

♦ 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.

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

* All graduate degree plan changes must go through the Graduate Council.

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

Note: The Board of Trustees is informed when a major or degree is added or discontinued.

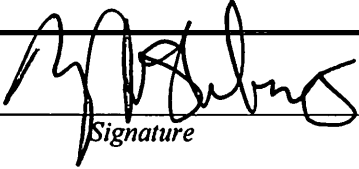
Revised 4-18-12

Approval Chart for Academic Information Changes

	Change to the Catalog	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	General requirements for graduation including course requirements that are common to all majors for all degrees*	--	--	--		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	

* The UUAC approved the clarification that "general requirements for graduation" means the seventeen items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 3-2-11

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

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

Introduction to American Ethnic and Women's Studies

HIST 240, 3 Credit hours

Professor of History

Phone: 325-674-2370

Email: tms01a@acu.edu

Tracy Shilcutt, Associate

TR 1:30-2:50pm ROOM 322

Office hours:

The mission of **Abilene Christian University** is to educate its students for Christian service and leadership throughout the world.

The mission of the **Department of History** is to provide a strong academic program designed to prepare students for Christian service through a knowledge of and appreciation for their own heritage and of peoples throughout the world.

This course is designed as an essential element for the minor in Ethnic and Women's studies. It is the required introductory survey for the minor. It can also fulfill a core social science or cultural awareness requirement or elective requirement depending on your degree plan. While the course is interdisciplinary in nature, it focuses on interpretation of past practices and introduces the student to the methods of inquiry, significant research findings, and key concepts particular to the discipline of history.

This course is an introductory survey, within a Christian context, of race, class, and gender in society. The student will obtain a better understanding of these issues and how they impact the individual, small groups, institutions, and societies including: definitions; historical development; their impact on religion, politics, education, the media, the workplace, crime and family life. The student will also examine ways these issues can be addressed and ameliorated, on both a personal and societal level. It is the intent of the instructor that this class will broaden the student's view of others by building on the Christian definition of who is our brother, sister, and neighbor, promote social activism, and strengthen the Christian attitude of servanthood.

Required Materials:

Text: Race, Class and Gender in the United States: An Integrated Study, Paula S. Rothenberg, ed.

Supplementary PSA materials: OPEN CLASS

Expected Student Competencies:

1. COMPETENCY: The student will demonstrate a fundamental factual knowledge of the events important to understanding the historical perspective(s) that explain how gender, class, and race frame multiple definitions of Americanism.
EVALUATION: The student will take Readiness Assessment Tests over assigned readings from the text and take examinations.
2. COMPETENCY: The student will identify and explain various concepts and theories pertaining to class, gender, and racial construction in multiple US cultural settings.
EVALUATION: The student will participate in weekly discussions on primary sources (PSA) and take examinations over materials discussed in class.
3. COMPETENCY: The student will demonstrate a fundamental knowledge of the experiences of class interactions, and of gender and racial groups from the perspective of a researcher with attention to internal and external cultural rules and biases.
EVALUATION: The student will present research in oral and written forms and will lead class discussion(s).

Syllabus is subject to change; any changes will be announced class. I strongly encourage students to come see me either during office hours or by appointment whenever they feel there is a need to talk about their progress in the course.

He who forms the mountains creates the wind, and reveals His thoughts to man, He who turns dawn to darkness, and treads the high places of the earth—the LORD God Almighty is His name.

Amos 4:13

Requirements:

1. Reading Assessment Tests (RAT): TEN RATs (multiple choice/true-false) will be given during the semester; these RATs cover the Rothenberg readings. You will need one scantron for each RAT. Bring your books to class each day of class. RATs are administered before the material is addressed in class. Therefore, it is essential that the assigned material be read in preparation for the RAT. All make ups for RATs are fill in the blank and are administered on dead day at 7am. No grades will be dropped on this assignment. I strongly encourage you to make an appointment with me should you be reading the chapter and still having problems. NOTE: You must be on time to take the RAT. If you arrive in class after the RAT has been distributed you will not have an opportunity to take the RAT on that day and will need to make it up on Dead Day.
2. Primary source assignments [PSA]: ELEVEN PSAs will be available on-line [links available on course calendar in Open Class; also see PSA Assignment sheet for links and directions]. You must print, record the required comments, and bring these hard copies to class to receive credit (note exceptions on assignment sheet). Work will not be accepted late for any reason on these assignments as your preparation contributes to class discussion, which cannot be made up (discussion groups will change from week to week based on student preparation). Primary source assignments are always due at the beginning of the class period unless I specify otherwise. One PSA grade will be dropped on this assignment and a completed, correct map assignment can substitute for the remaining lowest PSA grade. [Note, you can cut and paste, use small fonts, and cheat margins to save paper] During Week One, each student will sign up to lead class discussion for one PSA assignment.
3. Exams: There are two exams. You will need to bring a scantron with you to each exam. Exams are not cumulative, except with regard to repeated information, which is eligible for multiple exams. Your notes can be used for five minutes during each exam. If an exam is missed due to sick-leave or a school-sponsored activity, you may make it up on Dead Day at 7am. However, make-up exams take the form of essay and you may not refer to notes.

Grading (no extra credit is offered for this course)

<u>Performance Areas</u>	<u>Grade Weights</u>
RATs	15%
Primary Source Assignment	20%
Prepared, completed doc:	10%
*Group discussion:	10%
*You cannot receive discussion points apart from bringing the assignment	
Exam I	20%
Exam II	20%
Final Exam	25%
	<u>100%</u>

Determination of the Final Grade (*no extra credit is offered for this course)

A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

Attendance and participation:

Class attendance and participation are essential elements of the course. Many of you will eventually begin a career as an entry-level employee in some organization. A common business practice is for new employees to earn a specific number of days of sick and annual leave per full month of employment. In other words, even if you start your new job on August 16 and work two weeks, your first day(s) of sick and annual leave will not accrue until you complete your workday on September 31. In most organizations, sick leave can only be used for personal illness or death in the immediate family. Once this time has been expended, you must begin to use your annual leave. Annual leave is for your personal use. After you earn your first day of annual leave, you can use it. However, once used, it reduces the time you can take off.

To orient you toward this type of system, this class will have an attendance policy based on university guidelines and sick/annual leave procedure. ACU policy states that you may be dismissed from class if your absences exceed 20 percent of the scheduled class meetings. This translates to a maximum of six twice-weekly meetings. Therefore, for each full month of classes, three total, you will earn sick leave and annual leave as follows:

<i>Per Full Month</i>		
<i>Class meetings</i>	<i>Sick Leave</i>	<i>Annual Leave</i>
TR	1	1

For our purposes, I assume your first full month of sick and annual leave accrued due to the nature of the academic semester. Sick leave can be used for personal illness, illness of a family member or death of family or friend. I require a written statement of circumstances from a physician, nurse, Student Services, or you. Prior notification is preferable and all

written statements must be delivered to me within one missed class period. Missed work may be completed according to syllabus guidelines if sick leave is used. All make-up work will be completed at 7am on Dead Day. If no prior notification or signed written statement (within one class period) for the absence is provided, it is considered annual leave and you will not be allowed to make up the work.

Conversely, annual leave can be used for anything. If you take annual leave I will not allow you to turn in work missed (the only exception is if all sick leave has been used and annual leave is used for sick leave purposes). If you are late to class, or leave class early, it is just like you missed part of the day at work. Therefore, each time you are late or leave class early you lose a half-day of annual leave, then you exhaust sick leave. In other words, being late to class twice, leaving early twice, or a combination of the two is equal to an absence. If you exceed the 20 percent level absence, you lose your job (ie. you are dropped from the class with a W or WF depending on your class standing at the time). Note that I will drop you from the course **immediately** following the seventh missed full or half class (this includes missed days measured by tardies).

Absences from class due to approved school activities will not count against total attendance. You are considered 'at work' on those days. You must provide an official, signed ACU absence form to me or you will not be allowed to make up work missed while representing ACU.

In many businesses, unused sick leave and annual leave can be redeemed at the time employment ends. To illustrate, an employee with eighteen days of sick leave and twelve days of annual leave can cash in those days when they leave their job. Thus, for this class, if you do not use your sick leave or annual leave, I will award you a thirty-third (0.333) of a point for each day redeemed up to a total of two (2) points (six days). The points

will be added to your final average after your course grade is calculated. To reiterate: there is no extra credit offered for this course, but good attendance can adjust your final grade by up to two (2) points.

Note: If you add late, you are assessed from the beginning of the course rather from the day you first attend. You may make-up RATs on Dead Day at 7am, but there is no make-up for primary materials assignments and discussions.

Attendance will be recorded promptly at x:xx.

Integrity:

Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy will be addressed as described in the Policy. The full policy is available for review at the Student Life web site Academic Integrity and the following offices: provost, college deans, dean of campus life, director of student judicial affairs, director of residential life education, and academic departments.

Student Support and Disability Support Services can be found here

Calendar

Unit One: Terminology, Concepts and Theory

Week One Introduction

M: Introducing the Ethnic and Women's Study minor and the course (syllabus)

W: Course overview, history methods, historiography, interdisciplinary conversations and problems of definitions

Week Two: What is Gender? What is Sexism?

M: Read Rothenberg Part I: 5, 6, 8 and Part II: 6 (practice RAT)

W: PSA assignment in Open Class (practice discussion)

Week Three: What is Race? What is Ethnicity? What are racism/racialization, etc.

M: Read Rothenberg Part I: 1, 2, 4 and Part 2: 1 (RAT_1)

W: PSA assignment in Open Class (student led discussion)

Week Four: What is Class? What is class privilege?

M: Read Rothenberg Part I: 10 and Part 2:9 (RAT_2)

W: PSA assignment in Open Class (student led discussion)

Week Five: Research methods and topics discussion

M: Read "New Interpretive Approaches: Interdisciplinarity" From Reliable Sources: An Introduction to Historical Methods Martha Howell and Walter Prevenier, found in Open Class (RAT_3)

W: Refine research focus and begin bibliography construction

Week Six: Discrimination, Bigotry, Bias

M: PSA assignment in Open Class (student led discussion)

W: Exam One

Unit Two: Historical survey: Social Relations and Politicized Identities

Week Seven: British Colonial America; Spanish Colonial America; French Colonial America

M: Read Rothenberg Part VII: 1, 2, and 3

W: PSA assignment in Open Class (student led discussion)

Week Eight: Early National to Civil War

M: Read Rothenberg Part VII: 5, 6, and 8

W: PSA assignment in Open Class (student led discussion)

Week Nine: Reconstruction to World War I

M: Read Rothenberg Part VII: 9, 11, 14, and 16

W: PSA assignment in Open Class (student led discussion)

Week Ten: Twentieth Century

M: Read Rothenberg Part VII: 17-23

W: PSA assignment in Open Class (student led discussion)

Unit Three: Hierarchies maintained v. Social Activism

Week Eleven: Education

M: Read Rothenberg Part VIII: 6 and 8

W: PSA assignment in Open Class (student led discussion)

Week Twelve: Workplace and Economy

M: Read Rothenberg Part V: 3, 7, and 13 and Part VIII: 6 and 9

W: PSA assignment in Open Class (student led discussion)

Week Thirteen: Media

M: Read Rothenberg Part IX: 2

W: PSA assignment in Open Class (student led discussion)

Week Fourteen: Activism

M: PSA assignment in Open Class (student led discussion pt. 1)

W: Continue from Monday

Week Fifteen: Looking to the Future

M: No reading assignment

W: Semester review

Week Sixteen

Final exam

Primary Source Assignment (PSA) Instructions

You will note that each Thursday, there is a supplemental reading/audio-visual element that will aid in focusing class discussion. You can link to the sites through the calendar or through the links on this page. We will discuss these thoroughly in class and practice Week One.

Directions: For each of these materials you will be analyzing and reporting your analysis in class. If you print the PSA, you may write your responses on the document; if you take notes for the PSA, you must bring your written notes and response. These must have your name prominently on them as I will take the PSAs at 8am. If you arrive late to class, your PSA grade for the day will be penalized. Groups will be established each Thursday at 8:05 in relation to completed work. Your ability to contribute to discussion depends upon your attention to the assignment and attendance. If you have not prepared, you will be placed in a group with other students who have not prepared. As such, your PSA grade will be affected. All links are live- use the library computers if you have problems.

The following questions should be addressed fully and in detail for each PSA (each response should be clearly identified **BY NUMBER** on every PSA or notes turned in):

- 1) When/Where/Who/Why? What is the context? (date; political/social circumstances; author; event; etc.) Explain.
- 2) What? What is the primary message? (what are the most important ideas, principles, beliefs, and values?) Explain.
- 3) So What? What is the impact or legacy? How has this document/event/etc. influenced other events or people? Explain.
- 4) Other thoughts or connections? Do the documents, websites, videos, etc. have particular biases, etc.

Social Science courses should meet the following criteria:

1. Disciplines

For the university requirements, the social science menu includes the following disciplines: anthropology, economics, family studies, geography, history, international studies, philosophy, political science, psychology, and sociology.¹

2. Definition A course in the social sciences will focus on human functioning including the basic assumptions about humans, their behaviors, and the dynamics of human interaction; the relationships between humans and their physical environment; the creation and interaction with institutions of power and governance, and/or the study of how people produce, distribute and consume goods and services. A course in the social sciences should involve the study of human functioning at the level of the individual, small group, institution, organization, community, or larger population. The course will address at least one of the following:

- a. At the individual level, this course may involve the study of behavioral factors such as cognition, memory, language, perception, personality, emotion, motivation, and others;
- b. At higher levels of aggregation, this course may involve the study of social variables such as the structure and dynamics of small groups (e.g., couples, families, work groups, etc.); institutions and organizations (e.g., schools, religious organizations, etc.); communities (defined by geography or common interests); and larger demographic, political, economic, and cultural systems;
- c. This course may involve the study of the interactions within and between these levels of aggregation, such as the influence of sociocultural factors on cognitive processes and emotional responses or the reciprocal influence between small groups and larger communities;
- d. The course may focus on the interpretation of past practices or the history of human functioning over time.

3. Course Content Courses that satisfy the requirements in Social Sciences should either:

- a. Introduce students to a particular discipline within the social sciences, with an emphasis on its basic methods of inquiry, significant research findings, influential theories, key concepts and terminology, and the major topics common to the discipline; or
- b. Introduce students to a particular period of history with an emphasis on event timelines, historical biographies, and the critical debates associated with their interpretation.

Advisors: Neal Coates (Political Science) Mark Cullum (History) Suzie Macaluso (Sociology) Vernon Williams (History)
Nancy Shankle (General Education)

¹ The UGEC can consider requests from other disciplines.

Cultural Awareness Requirement

The word *culture* is used because it implies the integrated patterns of human behavior that include thoughts, communications, actions, customs, beliefs, values, and institutions of racial, ethnic, religious, or social groups. Students will demonstrate the "capacity to identify (their) . . . own cultural patterns, compare and contrast them with others, and adapt . . . to other ways of being" (Rhodes, 2010, Intercultural Knowledge and Competence VALUE Rubric, para. 3). Beyond the capacity to appreciate such diversity, students are expected to develop cultural humility by engaging in ongoing self-assessment through which they are able to identify what they do not know or understand about other cultures.

Criteria

In achieving this competency, ACU students on graduation will demonstrate the following knowledge and skills: (Adapted from *Assessing Outcomes and Improving Achievement: Tips and tools for Using Rubrics*, edited by Terrel L. Rhodes. Copyright 2010 by the Association of American Colleges and Universities).

1. [Ability to] reflect on own cultural rules and biases
2. [Ability to] consider experiences and issues from the perspectives of others with differing world views
3. [Ability to] articulate understanding of cultural differences in verbal and nonverbal communication
4. [Ability to] ask complex questions about the beliefs, values, and practices of other cultures and articulate answers to those questions that reflect flexible cultural understanding
5. [Ability to] Initiate and develop interactions with individuals from cultures that differ from that of the student

References

American Speech-Language-Hearing Association. (2011). *Cultural competence in professional service delivery* [Position statement]. Available from www.asha.org/policy

Ross, L. (2010). Notes from the field: Learning cultural humility through critical incidents and central challenges in community-based participatory research. *Journal of Community Practice*, 18, 315-335.

Rhodes, T. (Editor). (2010). *Assessing outcomes and improving achievement: tips and tools for using rubrics*. Washington, DC: Association of American Colleges and Universities.

Tervalon, M., & Murray-Garcia, J. (1998). Cultural humility versus cultural competence: A critical distinction in defining physician training outcomes in multicultural education. *Journal of Health Care for the Poor and Underserved*, 9(2), 117–125.



Tracy Shilcutt <tms01a@acu.edu>

HIST course for Cultural Awareness, Social Science menus

Tracy Shilcutt

Tracy Shilcutt <tms01a@acu.edu>
To: Jeff Haseltine <haseltinej@acu.edu>

Fri, Jan 18, 2013 at 11:15 AM

Hi Jeff.

The introductory course for the Ethnic and Women's Studies Minor did not go through councils last year with the mass of courses for Gen Ed. Nancy indicated that I should follow the apple chart and in my reading of same, I believe I should forward the syllabus to CASAC with the approval chart marked "Change to a Course, #2- Description (not affecting content)" as my number that corresponds to the requested change.

The course was overlooked and not included in the package of History courses that went through councils in the 2012/13 activity and so we will be requesting that the course be added to both menus. There are no substantive changes to the course content, but I did clarify language on outcomes to match those of the CA and SS.

thoughts?
tms

--

Tracy M Shilcutt
Chair, Department of History
Associate Professor of History
Department of History
Abilene Christian University
325.674.2370

Jeff Haseltine <haseltinej@acu.edu>
To: Tracy Shilcutt <tms01a@acu.edu>
Cc: Margot C Binion <mcb08b@acu.edu>, Jennifer Montgomery <jdm10b@acu.edu>

Wed, Jan 23, 2013 at 9:57 AM

Tracy,

I just talked with Jennifer Montgomery. Just send the SS/CA requests (with syllabi, explanations, defense, etc.) to her for UGEC. These don't need to go to CASAC, as no other such requests have gone through the college councils.

Jennifer is going to talk to Nancy to remind her of how we've been handling these.

CASAC will meet on Feb. 8, Friday, at 2:00 p.m. Your capstone course will be on the agenda, several items down the list. We'll get to it and will need a representative (you or your designee) but I don't know the exact time. Vernon will be subbing for Kelly at the meeting, so you might think about him familiarizing himself with the course and representing the department, if you can't be there.

Thanks.

--Jeff

Jeffrey O. Haseltine, Ph.D.
Associate Dean, College of Arts and Sciences
Assistant Dean, College of Education and Human Services
Abilene Christian University

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haseltinej@acu.edu
[Quoted text hidden]

Jennifer Montgomery <jdm10b@acu.edu>

Wed, Jan 23, 2013 at 11:18 AM

To: Jeff Haseltine <haseltinej@acu.edu>

Cc: Tracy Shilcutt <tms01a@acu.edu>, Margot C Binion <mcb08b@acu.edu>

Hello all,

I did speak to Nancy and confirmed that courses for gen ed. do not have to go through the college councils. The only courses that would have to follow the apple chart are brand new courses, in this case.

Thanks!

[Quoted text hidden]

--

Jennifer D. Montgomery
Assistant to the Registrar
Phone: 325.674.4913
Fax: 325.674.2238
Registrar's Office
ACU Box 29141
Abilene, TX 79699

Jeff Haseltine <haseltinej@acu.edu>

Wed, Jan 23, 2013 at 1:39 PM

To: Jennifer Montgomery <jdm10b@acu.edu>

Cc: Tracy Shilcutt <tms01a@acu.edu>, Margot C Binion <mcb08b@acu.edu>

Thanks for the confirmation.

--Jeff

Jeffrey O. Haseltine, Ph.D.
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