

Approval Chart for Curriculum Changes

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

Course Number HIST 330 (NEW COURSE) or Degree Plan(s) _____

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

Create HIST 330 (**African American History: From Emancipation to Civil Rights**) as a new course and add to ACU Catalog for 2018-19. This is one of two newly-designed courses which are intended to add social & ethnic diversity to course offerings in our department and at ACU in general.

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	A
5.	Number of hours (lecture, lab, contact)	A	A	A	A				A	A
6.	Course number within the hundred	A	A	I	I				I	I
7.	Course number beyond the hundred	A	A	A	A				A	A
8.	Prerequisites	A	A	A	I				I	I
9.	Course fee(s)	A	--	A	---				A	I
10.	From U to G <i>or</i> G to U	A	A	A	A				A	A
11.	Cross list with another department: U or G level	A	A	A	A				A	A
12.	Department of record	A	A	A	A				A	A
13.	Open or close a course	A	A	A	A				A	A
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	A

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Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

	Change to a Degree Plan	Dept./School	College Academic	Deans	COUNCIL ³	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A	A	A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A	A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A	A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A	A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A	A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A	A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A	A	A	A	I
8.	Major — Discontinue (proposed by the department or college)	A	A	A	A	A	A	A	I
9.	Major — Discontinue (proposed by the Provost)	See below.							
10.	GPA — Revise major or cumulative requirement	A	A	A	A	A	A	A	--
11.	Minor — Revise course selection	A	A	A	I	I	--	I	--
12.	Minor — Add	A	A	A	A	A	--	A	--
13.	Minor — Discontinue (proposed by the department or college)	A	A	A	A	A	--	A	--
14.	Minor — Discontinue (proposed by the Provost)	See below.							
15.	Degree — Add	A	A	A	A	A	A	A	I
16.	Degree — Discontinue (proposed by the department or college)	A	A	A	A	A	A	A	I
17.	Degree — Discontinue (proposed by the Provost)	See below.							
18.	Any change to a graduate degree program	A	A	A	A	A	--	A	--

	Provost-Proposed Change	Provost	Department	Dean	COUNCIL ³	Faculty	President	Board of Trustees
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1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A	A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A	--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A	A	A	I

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COUNCIL ³									
	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--	A			A	A
2.	Admission requirements	--	--	--	A			A	A
3.	Policies governing academic probation and suspension	--	--	--	A			A	A
4.	Requirements for graduating with honors	--	--	--	A			A	A
5.	Other academic policy changes	--	--	--	A			A	--

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

² The Dean and Department should respond to the Provost’s recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

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

⁶ Courses that satisfy ACU’s University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and “not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession” (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that “general requirements for graduation” means the enumerated items in the “General Requirements for Bachelor’s Degrees” section of the catalog.

Revised 3-8-17

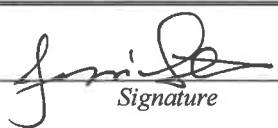
Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
	
Signature	Approval date

Signature	Approval date
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College Academic Council(s)	
	4.6.18
Signature	Approval date

Signature	Approval date
-----------	---------------

Dean(s)	
	4.6.18
Signature	Approval date

Signature	Approval date
-----------	---------------

Teacher Education Council	
Chair's signature	Approval date

General Education Council	
Chair's signature	Approval date

Undergraduate Academic Council	
Chair's signature	Approval date

Graduate Council	
Chair's signature	Approval date

Provost	
Signature	Approval date

Faculty	
Chair of faculty senate	Approval date

President	
Signature	Approval date

Abilene Christian University

Application for a New Course v10.5

Course ID <i>Subject and Number</i>	African American History HIST 330
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Jeremy Elliott
2	Course Teacher	Jeremy Elliott, Tracy Shilcutt, others if needed
3	Course Title	African American History from Emancipation to Civil Rights
4	Course Abbreviation (if title is over 30 characters)	African American History
5	College	Arts & Sciences
6	Department	History & Global Studies
7	Number of Credit Hours	3
8	Is the course Fixed Credit or Variable Credit?	Fixed
9	Is the course repeatable?	No
10	Maximum number of times course may be repeated	NA
11	Maximum number of hours credit	NA
12	Explanation for variable credit	NA
13a	Course contact hours - LEC	3
13b	Course contact hours - Lab	NA

13c	Course contact hours - Practicum	NA
13d	Course contact hours - Seminar	
13e	Course contact hours - Studio	NA
13f	Course contact hours - Online	NA
13g	Course contact hours - Colloquium	NA
13h	Course contact hours – Field Experience	NA
13j	Course contact hours - Internship	NA
13k	Course contact hours - Research	NA
13m	Course contact hours - Workshop	NA
13n	Course contact hours – Other (specify)	NA
14	Instructor Workload	3 hours
15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	20
17	Catalog Description (50 words or less)	Survey of the African American history from Emancipation to the Civil Rights movement, with attention given to movements in education, resistance, and arts.
18	List any prerequisites	Required: ENGL 111, 112

	(course/s, test scores, class standing, major, etc.)	
19	List any co-requisites	NA
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	
21	Does this course have any special student costs? Yes/No <i>Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	No
22a	How often will it be offered? Fall	--
22b	How often will it be offered? Spring	Yes
22c	How often will it be offered? Summer	
23	Frequency? All, odd, or even years?	Spring Odd years
24	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Spring 2019
25	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	
26	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	No

27	Should the addition of this course be retroactively applied to the degree plan it supports? Yes/no and explain	No
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i> <i>(Note: New courses are NOT required to be taught as Special Topics courses prior to being approved. However, courses may be taught once as Special Topics before it is proposed. See the Course Descriptions section of the Catalog for details.)</i>	No.
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	NA

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	This will not add any new requirements, but will fulfill a variety of "selections" options in several BA degree plans and minors: Majors: HIST, HSST, HSTT, and GLST; Minors in Peace & Social Justice, History, Global Studies, and Women's & Ethnic Studies.
2	Justification State the justification for adding this course to the current curriculum. Represent the need.	This course brings more attention to social & ethnic diversity into the ACU catalog. The course will serve both majors and non-majors.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	The course will fulfill 300-499 needs of majors, but also serve general student population Historical Literacy requirement. Pre-reqs: ENGL 111, 112 & Cornerstone
2	State the overarching course goal(s) in performance terms.	

2. Competencies and Measurements

Competency	Measurement
<i>Students will successfully</i>	<i>... through the following exercises.</i>
Demonstrate knowledge of events, personalities, institutions; show analytical understanding of African-American history from slavery to the civil rights movement.	Class discussion, an in-class presentation, written essay exams.
Develop the analytical skills required to interpret competing historical sources in their original context.	Oral discussions, group presentation, analytical essay.
Effectively assimilate and explain historical scholarship.	Through essay and class discussion.
Interpret and critique public historical discourse.	Class discussions following readings that present differing perspectives on historical events.

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.
2. For **combined undergraduate/graduate** courses, make two lists:
 - a. full publication information; label **Undergraduate**.
 - b. full publication information; label **Graduate**. Indicate number of pages required.

Baldwin, James. *The Fire Next Time*. Penguin Classics. 1990.

Cone, James. *Martin & Malcolm & America: A Dream or a Nightmare?* Orbis Books, 1992.

Douglass, Frederick. *Narrative of the Life of a Slave*. Dover Publications, Inc. 2016.

Woodward, C. Vann. *The Strange Career of Jim Crow*. Oxford UP. 2001.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

RM: I have highlighted in purple the items we need to procure before submitting this application.

1	Library — Submit new course application and syllabus to the Dean of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the Library report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
4	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
5	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.

	6	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
	7	Justification — Attach all documents referred to in Section II-2
	8	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
	9	Provide documentation for all additional attachments here

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Course Number and Name _____

Primary Department

Department Chair
Dean of the College

Date

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair
Dean of the College

Date

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair
Dean of the College

Date

Date

VI. Actions *Place all actions on one page.*

Course ID: HIST 330

Course Title: African American History

1. College Academic Council: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ☒ Denied ☐  Date 4.6.18
College Dean or Director

Approved ☐ Denied ☐ _____ Date _____
College Dean or Director

2. Graduate Council: (for graduate level courses)

Approved ☐ Denied ☐ _____ Date _____
Dean of Graduate School

3. Teacher Education Council: (when applicable)

Approved ☐ Denied ☐ _____ Date _____
TEC Chair

4. University General Education Council: (when applicable)

Approved ☐ Denied ☐ _____ Date _____
Provost's designee

5. University Undergraduate Academic Council: (*undergraduate level courses*)

Approved ☐ Denied ☐ _____ Date _____
Vice Provost

6. Academic Provost: (for all courses)

Approved ☐ Denied ☐ _____ Date _____
Provost

7. President of the University: (for all courses)

Approved ☐ Denied ☐ _____ Date _____
President

Attach notes, comments, or conditions from appropriate councils:

Professor Jeremy Elliott

Administration Building 212C

+44 7948 051527

jeremy.elliott@acu.edu

Re: Review of HIST 330: African American History: From Emancipation to Civil Rights

Dear Professor Elliott,

Thank you for the submission of HIST 330. I reviewed the syllabus based on the ACU application requirements and the syllabus meets those requirements. Please also see the attached checklist and make changes as needed. Specifically, here is one small item for possible revision:

- Add your academic rank beside your name

Other than this, the syllabus is exemplary! However, this letter is not meant to be a final approval in the course application process. Instead it is intended as a reference, which will be read by your department chair and members of the council, who may also have questions or comments of their own.

We would like to thank you for allowing the Adams Center team to review your course application. The instructional design team would love to work with you on your syllabus, as well as the design, development or revision of this and other courses. If there is anything else we can do to help you, please feel free to let me know.

Sincerely yours,

A handwritten signature in cursive script that reads "Amy Boone".

Amy Boone
alb17a@acu.edu

HIST 330: African American History: From Emancipation to Civil Rights/3 credit hours

Spring 2019

TR: 1:30-2:50, Hardin Admin. Building 321

Abilene Christian University

Jeremy Elliott, Assistant Professor

Office: Admin 212C (hours as according to the semester)

Email: jeremy.elliott@acu.edu

Cell: +44 7948 051527 (don't call or text after 8)

My intended student audience includes individuals seeking to fulfill the University Requirement for Historical Literacy with a challenging 300-level course. It also serves all majors in History, Social Science teaching, Global Studies. I welcome students from any major who are interested in the topic. Prerequisites include ENGL 111, ENGL 112, and Cornerstone.

Mission Statements

ACU: The Mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

College of Arts and Sciences Mission: The College of Arts and Sciences at ACU educates 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.

Department Mission: The ACU Department of History and Global Studies seeks to examine the experiences of humankind, stimulate thought concerning historic ideas, movements, and institutions, and promote ethical standards in keeping with the Christian faith.

Personal: If you have to tell someone that something is true about yourself, it's probably not.

Professor's Perspective on Faith and Learning

As a Christian, it is my duty to be the hands and feet of Christ. I cannot do this effectively if I do not understand the context in which I am working. Thus, a socially focused history course is not simply an academic pursuit, but a way to prepare yourself to better serve those around you. Moreover, the critical thinking and writing skills developed in this course likewise can and should prepare you to be a more effective servant of Christ.

Course Objectives

This course considers African American history from emancipation to the Civil Rights Movement. We begin by examining the conditions (economic and social) of slavery and reconstruction. Following this, we turn to oppressive responses to newfound freedom. These responses are both de facto and de jure—based in oppressive law structures (Jim Crow), and in social acts that were designed to intimidate and enforce certain behaviors. This dual response to the freedom offered under reconstruction offers us an opportunity to consider the difference between social and legal realities. From there, we move to pioneers in African American education, focusing primarily on the differing philosophies of W. E. B. Du Bois and Booker T. Washington. Growing from this newly educated class, we see the emergence of a new art movement—the Harlem Renaissance. Finally, we move into the Civil Rights Movement—both the optimism of the early movement, and the more disaffected movement, following King's assassination.

Required Texts

Narrative of the Life of a Slave, Frederick Douglass. (feel free to read an online version, if you don't want to buy it)

The Strange Career of Jim Crow, C. Vann Woodward.

Martin & Malcolm & America: A Dream or a Nightmare? James Cone.

The Fire Next Time. James Baldwin.

Overall Learning Outcome & Competencies

Competency	Measurement
<i>Students will successfully</i>	<i>... through the following exercises.</i>
Demonstrate knowledge of events, personalities, institutions; show analytical understanding of African-American history from slavery to the civil rights movement.	Class discussion, an in-class presentation, written essay exams.
Develop the analytical skills required to interpret competing historical sources in their original context.	Oral discussions, group presentation, analytical essay.
Effectively assimilate and explain historical scholarship.	Through essay and class discussion.
Interpret and critique public historical discourse.	Class discussions following readings that present differing perspectives on historical events.

Participation

As described in the ACU Learning Covenant, I pledge to “stretch the minds of students as [I] teach, lead and serve them effectively as Christian scholars and professionals, calling students and colleagues to a rigorous life of learning.” Your response is “to stretch [your] mind in and beyond the classroom by reading, questioning, exploring and committing [yourself] to a rigorous life of learning.” Thus, you should always complete your reading before class, and be prepared to discuss it. If the idea of speaking in class intimidates you, you may find it useful

to note your ideas and questions about the texts as you read. In fact, even if you aren't nervous, this is probably a good idea.

General course policies

Late Paper Policy

Unless otherwise noted on the syllabus, papers are due at the beginning of the class period. All work is due on the assigned date at the assigned time unless you make arrangements with me in advance. The late penalty is 10 percent per day, up to one week later. Any assignment not turned in will count as a 0.

Attendance policy

Attendance is imperative. In calculating the Participation grade, I will factor in Attendance and Tardiness. (Note: If you must miss class for medical or family emergency reasons, you must present documentary proof. And if you do miss class for such reasons, that's all the more reason to NOT MISS any additional class meetings.)

Late Work

No extensions permitted on small assignments (quiz, reading post). Late larger assignments will be penalized 10 % for the first 24 hours and 10% for each additional day up to 72 hours, after which I will not accept it.

Grading

The course is graded on a 1000 point scale, distributed as described below:

Graded Assignments

Papers—350

Midterm—250

Final—250

Participation—150

Assignments:**Paper:**

Consider an act of protest/resistance. What is the historical context from which this act emerged, and what was the effect? For example, while most people are familiar with King's "Letter from a Birmingham Jail," a greater understanding of the letter might be gained through the context of African American preaching traditions, non-violent resistance, legal policy, etc. Moreover, what changed when people read this letter?

OR...

Consider the role of religion on either the side of oppression or resistance.

Midterm/Final:

You can see an example exam on the course blog. The tests you take will follow the form of the example exactly.

Participation:

How to get a good participation grade: make insightful, helpful comments frequently in class.

How to get a decent participation grade: make good comments occasionally.

How to get a somewhat less than decent participation grade: don't ever say anything. How to get a bad participation grade: play on your phone/laptop, talk to people around you about things that aren't class related.

Grading Criteria

A + (100-97), A (96-93), A- (92-90) Exceptional college-level. The work offers an exceptional response to the assignment. Its overall pattern of organization is appropriate; transitions are smooth. It uses effective introductions, body paragraphs, and conclusions. Paragraphs are well developed, supported with references to text or secondary sources, and logical. The paper is well written,

interesting, and easy to read. It shows sophistication or originality in content, development, details, or word choice. It has fluent sentences with few if any structural weaknesses. It is free of all major and almost all minor errors in grammar, mechanics, organization, documentation, and development. It follows instructions completely.

B+ (89-87), B (86-83), B- (82-80) Good college-level work. The work offers an effective response to the assignment; it shows some quality of ideas and/or knowledge of subject matter. It shows some skill in the use of effective introductions, body paragraphs, and conclusions. Paragraphs have adequate support, and logic is appropriate. The writing style is clear, concise, and friendly. It may have a few minor mechanical or documentation errors, but basically it is well written. It follows instructions completely.

C+ (79-77), C (76-73), C- (72-70) Satisfactory college-level work. The work offers an acceptable response to the assignment; it uses an acceptable pattern of organization; the writing follows the conventions of Standard English. There may be minor errors in style, sentence structure, tone, organization, format, punctuation, documentation, or mechanics. Some paragraphs may not be developed fully. It generally follows instructions.

OR A good (B) paper with a major flaw in one of the following: the content, organization, tone, or writing style.

OR A good (B) paper with multiple minor errors in proofreading or documentation.

D+ (69-67), D (66-63), D- (62-60) Inferior, but passing. The work is a satisfactory (C) paper with a major flaw in one of the following: the content, organization, tone, format or writing style.

OR A poor paper which shows some evidence of attempting to respond to the assignment, but which has many minor errors in organization, development, word choice, style, tone, format, punctuation, documentation, or mechanics.

None of these alone would necessarily doom the paper; however, together they make the paper unsatisfactory.

F (59-0) Completely unacceptable. The work is a poor (D) paper with a major flaw in one of the following: the content, organization, tone, or writing style.

OR A paper that violates the basic features explicitly given in the assignment.

OR A paper that is marred by an unacceptable number of errors in organization, development, word choice, style, tone, format, documentation, and mechanics.

OR A paper that contains any form of dishonesty.

Special Needs:

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 contact Alpha Scholars Program at: (325)674-2667

Academic Integrity:

Abilene Christian University is a community of learners that supports the quest for knowledge and truth through intellectual and personal integrity and honesty in learning, instruction, research and service. Its educational programs, faculty and staff, administration, and student environment all exist to educate students for Christian service and leadership throughout the world. Violations of academic integrity and other forms of cheating involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying. For definition of academic integrity, process for addressing integrity violations, roles of students and faculty, the appeal process, and other policies and procedures related to academic

integrity, please check the policy at this URL:

<http://www.acu.edu/academics/provost/documents/academic-integrity-policy.pdf>

Sexual Harassment:

Harassment will not be tolerated at Abilene Christian University. As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Therefore ACU has an anti-harassment policy to maintain a work and academic environment that is free of harassment, sexual or otherwise. This policy applies to all members of the ACU community, including trustees, faculty, staff, students, and volunteers at Abilene Christian University. For a more in-depth look at the university's anti-harassment policy, full definition of harassment, and procedure for reporting, visit:
<http://www.acu.edu/campusoffices/hr/title-ix/anti-harassment-policy.html>

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: March 29, 2018
TO: Dr. Ron Morgan
FROM: Mark McCallon, Library Associate Dean for Library Services
RE: Course Application for HIST 330 – African American History from
Emancipation to Civil Rights

After reviewing the course application and syllabus, the library can adequately support the proposed course. Please contact Karen Hendrick at hendrick@acu.edu if there are other resources required in the future in support of the course. Thank you for letting us review the course application.