

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond In Writing

Course Number: _____ **or Degree Plan(s):** New Minor - Africana Studies

Create new minor for Africana Studies.

		Dept./School	College	Dean	TEC	AUAC/Grad	Provost
	Campus-Level Academic Review¹						
	Change to a Course Include signatures from all chairs/program directors for cross-listed courses. ¹						
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 (change of course outcomes)	A	A	A	I	I	A
5.	Number of credit hours	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 restriction (e.g., majors only, junior standing)	A	A	A	A	A	A
10.	Level change (U to G or G to U)	A	A	A	A	A	A
11.	Cross list course	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
	Change to a Degree Plan						
14.	Educational Program — Revise	A	A	A	A	A	A
15.	Educational Program — Adopt/revise admission requirements	A	A	A	A	A	A
16.	GPA — Revise program-required GPA	A	A	A	A	A	A
17.	Minor — Revise	A	A	A	A	A	A

		Dept./School	College	Dean	TEC	AUAC/Grad	Provost	Campus Faculty	Senior VPAA	President
	Full Review									
	Change to Catalog Information (for Campus)									
18.	General requirements for Bachelor's and Associate Degrees	-	-	-	-	A	A	A	A	I
19.	Policies governing academic probation and suspension	-	-	-	-	A	A	A	A	I
20.	Requirements for graduating with honors	-	-	-	-	A	A	A	A	I
	Change to a Degree Plan									
21.	Educational Program — Add or Discontinue ^{2 3}	A	A	A	A	A	A	A	A	I
22.	Educational Program — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	A	A	-	A	I
24.	Minor — Discontinue (Provost-proposed)	R	-	R	A	A	A	-	A	I
25.	Degree — Add or Discontinue	A	A	A	A	A	A	A	A	I
26.	Degree — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I

		Dept./School	College	Dean	AUAC	Provost	UGEC	University Faculty	Senior VPAA	President
	Change to General Education Requirements for Undergraduates (System)									
27.	Change course outcomes of an included course	A	A	A	A	A	A	-	A	I
28.	Add or drop a required course from the General Education Requirements	A	-	A	-	A	A	A	A	I
29.	Add or drop a course from a menu within the General Education Requirements	A	-	A	-	A	A	-	A	I
30.	Comprehensive revision of General Education Requirements	-	-	-	-	A	A	A	A	I

Notes

² Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible. Master's programs

Department/School Chair(s)	
<i>Ronald J. May</i>	<i>9/15/2023</i>
Signature	Approval date
Signature	Approval date

College Academic Council(s)	
<i>Dean</i>	<i>9/15/2023</i>
Signature	Approval date
Signature	Approval date

Dean(s)	
<i>Dean</i>	<i>9/15/2023</i>
Signature	Approval date
Signature	Approval date

Teacher Education Council	
Chair's signature	Approval date

University General Education Council	
Chair's signature	Approval date

Abilene 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

must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours beyond the master's.

⁴ When a department/school or dean proposes closing a program, approval routing follows the typical process beginning with the department/school. An administrative proposal by the provost or senior vice president for academic affairs would follow the "provost-proposed" routing on the chart.

Updated 8/1/2023

Department/School(s)

Chair Signature	Date
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Chair/Program Director Signature	Date
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College Academic Council(s)

Chair Signature	Date
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Chair Signature	Date
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Dean(s)

Signature	Date
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Signature	Date
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Teacher Education Council

Signature	Date
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**Campus Academic Council:
Abilene Undergraduate or Abilene Graduate**

Signature	Date
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Provost

Signature	Date
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University General Education Council

Signature

Date

University Faculty

Abilene Faculty Senate Chair signature

Date

Dallas Faculty Council Chair signature

Date

Senior Vice President for Academic Affairs

Signature

Date

President

Signature

Date

Application to create New Minor: Africana Studies

1. Program Identification

- 1. Title of track or minor: Africana Studies**
- 2. Identify as track or minor: Minor**
- 3. Home department or unit (and associated degree program, if track): History and Global Studies**
- 4. Developer(s) and credentials: Theodore Francis, PhD in Caribbean Atlantic World History (University of Chicago), Steven Moore, PhD in African-American Literature (University of Nebraska), Dan Morrison, PhD Sociology (Vanderbilt University), Stephanie Hamm, PhD Social Work (UT Arlington). Dr. Francis would be the Director of this minor.**

Other contributors: Jeremy Elliott, PhD Humanities (teaching field in Af-Am lit), Jerry Taylor, Dmin (teaching fields in Black preaching tradition, Black churches); Christopher Hutson (instrumental financial/fundraising support; Chris and Mary Lou Hutson Africana Studies Collection at ACU Library), Kelly Elliott (administrative - department chair)

- 5. Where program will be offered and delivery method: Abilene, residential.**
- 6. Proposed date of implementation: Fall 2024**

2. Program Details

- 1. Description. Summarize this course of study in 50 to 200 words:**
Africana Studies (also known as – Black Studies, African Diaspora Studies, etc.) is a multidisciplinary field that gives attention to the experiences of African and African-descended peoples throughout the diaspora. Grounded in the intellectual histories and cultural traditions of Black communities, Africana Studies sheds light on how the particular experiences of racialization in various regions of the global diaspora (i.e., North, South, and Central America, the Caribbean, the Pacific, Asia, and/or Europe) have contributed to the formation of Black identities, as well as the ways that Blackness has been defined, politicized, commodified, celebrated, and evolved within various societal contexts. Furthermore, the intellectual and cultural traditions of African and African-descended people have in turn given rise to Black politics, social systems, artistry, travel networks, educational systems, economies, religions/spiritualities, gender and family dynamics. Indeed, at ACU our Africana Studies minor has the unique distinction of being framed in terms of theology, particularly the ways that global Black communities have engaged with, and shaped, the Christian faith.
- 2. Description of target audience: This minor is intended for any ACU**

student who is interested in the African Diaspora and in the experiences of Black/African-descended peoples.

- 3. Projected total enrollment for each of the first five years: Year one – 3, Year two – 5, Year three – 7, Year four – 9, Year five – 13**

3. Rationale and Need for Program

- 1. Mission fit. How does the course of study fit with the university's mission to educate students for Christian service and leadership throughout the world? How does the course of study fit with the university's current strategic plan or emphases? The creation (and celebration) of an Africana Studies minor aligns with the university's strategic plan to *"promote an internal culture that celebrates every individual as created uniquely in God's image and gives voice and input to all constituents."* The creation of curriculum—new courses, new programs, and opportunities to work with faculty across disciplines in their areas of African American and Diaspora studies—is a concrete demonstration of the strategic plan's vision *"for ACU to embody a culture of diversity and inclusion that appreciates and celebrates our differences, creates access and advancement opportunities for all, and invites diverse voices into substantive conversations."* An African Diaspora Studies minor will function as a key step toward a robust fulfillment of our commitment to these goals. Including this minor in our university curriculum would acknowledge the central, important role of Black intellectual traditions as critical aspects of U.S. and global political thought, social developments, history, and culture. Furthermore, the establishment of a rigorous academic program of study with highly qualified faculty in Diaspora and African American Studies will promote our specific strategic goals in terms of the demographics of our faculty and students, *"a faculty that is 25% racially and ethnically diverse [sic],"* and *"a student body that is 40% ethnically and racially diverse [sic]."***

The minor will likewise support our goals for increased retention, especially of Black students. Among all student groups, the ones most likely to transfer away from ACU after one or two semesters are African American students. Clearly, we need to do more to create among African American students a sense of belonging. An Africana Studies minor would begin to provide a sense of "place," where African and African American cultures, issues, and perspectives would be the focal point of the curriculum rather than a supplement. Furthermore, course material and discussions would enhance the well-being of the entire campus. Since a component of Africana Studies course material analyzes the origins, dynamics, and harmfulness of antiblack racism, (through various disciplinary lenses), the minor would sensitize students of all races to the insidiousness of racial discrimination. Therefore, the minor would contribute to a more racially-tolerant/antiracist campus community, which would enhance the

experience of all students.

2. Societal need. What gaps does this program fill? You can consider needs of an informed citizenry, practical needs of society, vocational connections of potential students, or other factors.

ACU seeks to prepare students for leadership in global professions & mission. This cannot be effectively done without equipping students with adequate knowledge of the lived experiences & intellectual traditions of 14% of the US population i.e., Black people. Similarly, the African continent is home to over one billion people, thus an academic minor program that sheds light on people of African descent is critical for ACU students to have a truly global education and worldview. Regarding the African descended diaspora in the U.S., the impact of Black people transcends their numeric population since they have contributed to the sociocultural fabric of American life – with their collective innovations contributing to American music (rock & roll, Blues, Country, R&B, salsa, disco, hip hop, etc.); Southern cuisine (hush puppies, etc.) the redefining of sports (basketball, baseball, etc.); the growth of language (e.g., words such as soul, rap, bling). In addition, the growth of US politics to become more democratic, and closer to its egalitarian claims, is due in a large part to its historical confrontations with African American activists over the issues of slavery, abolition, and segregation and antiblack racial discrimination. Indeed, the protections guaranteed by the Constitution's 14th amendment, Civil Right Acts, and Education amendments, etc. were outcomes of Black activist struggles; therefore, without an understanding of these histories as well as the Black intellectual traditions which preceded & facilitated these political developments, students really do not properly understand US society; nor the concomitant global development of freedom (e.g., decolonization, the ending of Apartheid, the conclusion of the Cold War, etc.) that occurred after World War Two.

3. Prospective student interest. Share any data from your discipline that shows student demand for the program. Is the program likely to draw students who are already at ACU, or will it draw new students to the university? Whom should we recruit, and with whom will we compete for students? In a 2019 Letter to the Editor in *The Optimist*, a former student named Alexandria Buller described the gap she perceived in ACU's curricular offerings as "embarrassing." Alexandria noted, "one of ACU's five strategic goals is diversity, but there doesn't seem to be any urgency for expanding classwork to reflect this goal. It is imperative that ACU teaches African American history, not just to expand our understanding of the subject, but also because this history is fundamentally American history. Many students have little to no knowledge of the history of race in America. We have failed to equip students to think about these things, and it is impossible to address contemporary racial issues without a deeper understanding of our past." Alexandria's letter prompted a supportive

response from faculty, which stated *"We agree with her call to strengthen curriculum with new courses, both in general education and within specific degree plans, which will strengthen the University's goal for racial and ethnic inclusion and cultural competence for all students. We also call for strategic faculty hires and increased diversity in our administration to support this goal."* These letters demonstrate that ACU students and faculty have desired more robust attention to and curricular support for the study of Black history for years. At ACU, we have a unique opportunity to wed Africana Studies to rigorous engagement with the study of theology and religious history, as well.

4. Disciplinary benchmarking. How does this program curriculum compare to other programs in your discipline? Which Texas universities already offer this program? You may also note other peer institutions that offer the program. Pepperdine and Lipscomb offer African American Studies minors. Our minor program would include the broader African Diaspora and provide a more global picture of this history. Ours would also be the only program amongst church of Christ sister schools to be directed by a full-time historian—Dr. Francis—whose expertise lies in this content area.

Other programs at competitor Texas universities include TCU (African American and Africana Studies minor), UNT (Africana Studies minor), Texas A&M (Africana Studies minor, about to launch major), UT-Austin (African/African Diaspora Studies Department, major and minor), Texas Tech (Ethnic Studies minor with African American Studies as an option), Rice (Center for African and African American Studies, undergraduate minor/graduate certificate), and Baylor (Black Church Studies - part of G.W. Truett Theological Seminary).

General curricular patterns amongst these programs: nearly all have an Intro to Black Studies course similar to what we are proposing, which introduces students to major problems and approaches of the field, including critical theory, important voices, etc. Most programs then include menu options from multiple disciplines, including sociology, literature, history, anthropology, religion, social work, political science, music, and art, and require students to take at least 6-9 hours at upper levels. One program (A&M) includes a research seminar as the final course. TCU uniquely includes coursework options in Nursing and Education.

Distinctive programs: Amongst those we've listed, Baylor's program stands out as unique with a particular focus on black theology, preaching, and spirituality, and less focus on history and sociology. Potential opening for ACU: Our major strength at present is in history offerings - we can offer four upper level history courses in this content area (African American History I and II, Early Modern Atlantic World,

and Africa in a Global Context), as well as Introduction to Black Studies. We are pleased that strong courses in Social Work, Sociology, and Literature are already being taught by key ACU faculty. These courses will buttress our history offerings, and furnish a broader perspective. It is important to note that we see this minor as a starting point - we strongly encourage the development of new courses, and the commitment of faculty to teach those courses, in Bible (most critical!), art/music, political science, psychology, education, business, and other areas that could be added as options within this minor in the next few years. Though there is room to grow, and indeed a critical need to do so, we see the launching of an Africana Studies minor as crucial in the immediate term--this is a robust and concrete way to serve ACU's mission and current strategic plan, and will open the door to needed expansion.

4. Curriculum

1. Course of study. For tracks, this will include the list of courses required in addition to the existing degree core. For minors, it includes all courses included in the program. For minors, please see [catalog requirements](#).

Minor Requirements

- **HIST 275** Introduction to Black Studies, 3 credit hours (in councils)
- **ENGL 273** African American Literature, 3 credit hours
- **HIST 329** African American History to 1877, 3 credit hours (in councils)
- OR
- **HIST 330** African American History from Emancipation to Civil Rights, 3 credit hours

Choose any 9 hours not taken above (may not all be from a single subject code):

- **ENGL 373** African American Literature, 3 credit hours
- **HIST 330** African American History from Emancipation to Civil Rights, 3 credit hours
- **HIST 329** African American History to 1877, 3 credit hours
- **HIST 332** Early Modern Atlantic World
- **HIST 436** Africa in a Global Context
- **SOCI 442** Race and Racisms, 3 credit hours
- **SOCW 329** Diversity, Power and Oppression, 3 credit hours

2. Courses. Create a table that shows for each course:

	HIST 275 Intro to Africana Studies (new course, application submitted concurrently)	ENGL 273 African American Literature Survey	HIST 329 African American History from African Origins to the U.S. Civil War (new course, app submitted concurrently)	HIST 330: African American History From Emancipatio n to Civil Rights)	HIST 436 Africa in a Global Context	SOCI 442 Race and Racisms	SOCW 329 Diversity, Power and Oppression	HIST 332: Early Modern Atlantic World	ENGL 373 African American Literat ure (focuse d)
Rotation	Spring, every year	Every semester	Fall, even years	Spring, odd years	Fall, odd years	Spring, odd years	Every semester	Spring, even years	Every spring
Required/menu?	Required	Required	Requirement option (one of two)	Requirement option (one of two)	Menu option	Menu option	Menu option	Menu option	Menu option
Current faculty credentialed to teach	Theodore Francis	Steven Moore, Jeremy Elliott	Theodore Francis	T. Francis	Dan McVey	Dan Morrison	Stephanie Hanna	T. Francis	Steven Moore, Jeremy Elliott

3. New courses. For new courses included in the program/major requirements, list:

1. Course title and description:

-HIST 275 Introduction to Africana Studies. This interdisciplinary course will orient students to the discipline of Black/Africana Studies, including critical theories, major thinkers and intellectual assumptions and traditions, and the history, concepts, methods, and areas of focus within the discipline.

-HIST 329 African American History from African Origins to the U.S. Civil War and Reconstruction. This is the first half of African American history that is not already covered by our existing catalog course, HIST 330. Dr. Francis taught it as a ST course in Fall 2022.

2. Existing programs in which the courses will also be used, if applicable:

The new Intro to Africana Studies course will also be added to our Minors in Gender and Multicultural Studies and Global Studies minor, and will also be an option in the History, Global Studies, and History teaching, and Social Studies teaching degrees.

3. Curriculum approval schedule will be negotiated with the provost's office during initial review

Both new courses (HIST 275 and 329), as well as the New Minor, have begun

through councils; approved by CAHSS Council on 9.15.23.

5. Required Institutional Support

1. Faculty requirements and availability. Show instructors for a full cycle of curriculum delivery using current faculty members, new faculty members, and anticipated use of part-time faculty.

1. Describe the new program's impact on faculty workload in the home department or unit. Your narrative should provide supporting evidence that the number of full-time faculty members will be adequate to support the program. **Main faculty providing courses in this program are Dr. Theodore Francis, whose hire in History and Global Studies was specifically intended to promote the cultivation of this Minor. History and Global Studies had already planned for Dr. Francis to teach the courses outlined here. Dr. Ron Morgan may teach HIST 332, Early Modern Atlantic World (as in the past). Dr. Steven Moore, Dr. Jeremy Elliott in Lang/Lit are also already teaching the listed African American lit courses, and Dr. Hamm teaches the listed upper-division courses in her department. Rotations should not need to change.**

2. If program delivery requires a faculty hire, provide an expected salary range and forecast potential faculty availability. **Though we can offer this minor without a hire, we see Bible as a primary area of need at present. Offering courses with a BIBL subject code in this content area would set our minor apart in a significant way from minors offered by other universities, but there are no such courses in the catalog at present. While Dr. Jerry Taylor and Professor Lawrence Rodgers have taught relevant courses, so far they have been Special Topics courses, on an on-demand basis, rather than in regular rotation and in the catalog. We would like to see a hire in Bible of a full-time faculty member who would teach courses such as History of the Black Churches, Liberation Theology, Womanist Theology, or Black Preaching in regular rotation. Dr. Ashlock has been actively working to cultivate such a hire, but**

no one is in place at the present time. We feel confident that we can launch the minor with existing faculty, but look for more faculty expertise in the Department of Bible as a key component of longer-range efforts toward the creation of a major. Drs.

Ashlock and Barbarick have also recently agreed (per email 2/2023) to begin the process of putting some relevant courses into the catalog.

3. If the plan includes part-time instructors, include total cost per year for adjunct pay. **Dr. Dan McVey teaches Africa in a Global context for the HGST Department and would continue to do so every other fall, at a cost of \$3500/course (covered by CAS at present)**

2. Impact on existing programs. Identify any existing programs/majors from which

the new program would draw students and estimate enrollment effects on existing programs in the home department or other departments. **We do not expect that the Africana Studies minor would affect existing programs or majors; since it is a Minor, it can easily be added to a number of majors/programs without taking students out of their current departments. The opportunity to take courses in this minor may assist undecided students, or those considering a major change, in identifying the types of coursework they find compelling (e.g., history, sociology, social work, literature, or Bible).**

3. Staff requirements. Indicate need for new staff (providing expected salary range and forecast suitable applicant availability) and evaluate effect on existing loads of current staff who will serve the program. **We do not anticipate an immediate need for additional staff to support this minor, beyond the History and Global Studies department's already-existing need for an administrative coordinator, but would heartily welcome and encourage hires in Bible, Political Science, Education, Music, Art, and Psychology who focus on this content area!**

4. Library resources. Identify discipline-specific library resources necessary to serve the requirements of the program. These may be existing holdings and services and new ones. **The African Diaspora Studies minor will make use of existing library materials as well as new books and databases purchased more recently using funds from Christopher and Mary Lou Hutson Africana Studies Collection Endowment.**

1. Describe how faculty and students will access information electronically and on site, and explain how they will receive instruction about how to do this. **Students in these courses would use traditional library resources and support such as EBSCO, Jstor, the library research desk, etc., in addition to the materials being purchased for the Chris and Mary Lou Huston Africana Studies Endowed Collection.**
2. Describe requirements to support students in their access to and use of learning resources.

5. Physical resources. Identify needs for classroom, lab, and office space and impacts on existing space use. List necessary equipment. Provide costs for any construction or equipment. **We do not know of any additional needs for classroom or office space associated with the creation of this minor.** 6. Scholarships. Will the unit provide any unique scholarships to students in the program? **Nothing in place at present, but this is a great idea and could be an excellent means towards fundraising for specific scholarships.** 7. Recruiting. To whom should the degree be marketed? What additional recruiting beyond general recruiting to the university will be needed, and what costs will we incur? **This would be a very good fit as a minor for students who are already majoring in relevant fields, including Bible, Literature (English),**

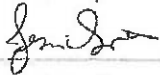
History, Global Studies, Social Work, and Sociology. However, any student who will work in an outward facing career (i.e., working with people) as well as those contributing to public policy, would benefit from this course of study. Relevant majors might include Education, Psychology, Journalism, Political Science, Marketing, Management, and Nursing.

8. Additional cost to deliver program. Total expenses from sections A to H. Clarify which expenses are one-time and which are ongoing. **None known.**

Initial Review and Required Signatures

When sections 1-5 are complete, please submit to the associate provost for curriculum and assessment for initial review and development. Section 6 is not required for all applications; you will learn whether it's required for your program during initial review.

This proposal complies with curricular requirements of the university and addresses all required questions for institutional review.

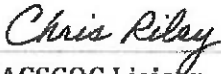


5.11.23

Associate Provost for Curriculum and Assessment

Date

This proposal does not require additional review for institutional accreditation purposes.



05/11/2023

SACSCOC Liaison

Date

The library has sufficient resources to support the track or minor, or the comments below outline additional acquisitions required and their associated costs.



09/06/2023

Associate Dean of the Library

Date

Comments, if needed: