

Application for a New Course v10.7

Discard instructional pages A-C before submitting application. Consult with program director and dean before changing responses in red type.

Course ID (Subject and Number)	LEAD 751
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I. Systems and Catalog Information Complete each item.

1	Course Developer	KK O'Byrne & Heather Rasmussen
2	Course Instructor	KK O'Byrne
3	Course Title	Positive Organizational Leadership
4	Course Abbreviation for Banner if title is more than 30 characters	Positive Org Leadership
5	College	College of Graduate and Professional Studies
6	Department or School	School of Education Leadership
7	Number of Credit Hours	3
8a.	Number of contact hours – lecture	3
8b.	Number of contact hours – lab/activity	0
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	N/A
11	Is the course repeatable for additional credit?	No
12	Maximum total number of credit hours a student can earn for this course	3
13	What type of course is this? (Select one option. Please see Schedule Type definitions on Page C.)	☒ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation

14	Number of faculty workload hours	3
15	Grade Mode	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	18
17	Catalog Description (50 words or less)	Students gain knowledge and applications of positive leadership beginning at the individual level. Topics include: understanding the role of positive emotions in individual and organizational well-being and success; developing high-quality relationships and compassion in the workplace; and identifying and building strengths, hope, optimism, meaning, and calling in others' work.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	LEAD 736: Foundations of Positive Leadership
19	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	N/A
20	If the course is cross-listed, specify the Course ID(s)	N/A
21	Does this course require any additional student course fees?	☒ No ☐ Yes If yes, attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-7.
22a	Will the course be offered in fall terms?	☐ No ☒ Yes If yes: all, even, or odd years?
22b	Will the course be offered in spring terms?	☐ No ☒ Yes If yes: all, even, or odd years?
22c	Will the course be offered in summer terms?	☐ No ☒ Yes If yes: all, even, or odd years?
23	First semester this course will be offered under new Course ID. <i>May not be earlier than two parts of the term in the future.</i>	Summer I, 2021 Fall II, 2020 (LEAD 740 Special Topics)
24	Is this course required for a degree/s?	☒ No - only for program concentration

		☐ Yes If yes, attach a revised degree plan(s) reflecting the placement of the new course.
25	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	☒ No ☐ Yes If yes, provide rationale:
26	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	☒ No ☐ Yes If yes, provide course ID, term, and enrollment:
27	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-4.</i>	N/A

II. Curriculum

- A. Explain effect on degree plans. If the addition of the course alters degree requirements, submit a separate Approval Chart for Curriculum Change to update the degree plan.

This course is part of the approved Positive Leadership five-course concentration. Because this course was anticipated as part of the concentration, no existing degree requirements will be affected.

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

The addition of this course fulfills one of the five required courses of the Positive Leadership concentration of the Ed.D..

III. Course Design

- A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.

Students enrolled in this course will be Ed.D. students whose concentration is Positive Leadership, and who are already familiar with the basic principles of Positive Leadership through the prerequisite course, LEAD 736: Foundations of Positive Leadership.

2. State the overarching course goal(s) in performance terms.

Students will be able to understand and apply the concepts associated with positive leadership and positive cultures within organizations through class discussions and written analysis of personal experiences, case studies of real and hypothetical organizations, and in the design of an ideal organization.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	SLO #1.3: Learners will apply new understandings of vocation, calling, and meaningful work in their organizational contexts.	Assignment: The Case of Lululemon
2	SLO #1.4: Learners will explore practices of self-reflection, self-awareness, mindfulness, and contemplation that promote holistic development and integration.	Discussion: Purpose at Work Assignment: Your Dream Company Assignment: Reflection
3	SLO #3.4: Learners will implement collectively designed and organizationally beneficial change.	Discussion: Workplace Culture and Design Assignment: Why Does Culture Matter? Discussion: Identifying Toxic Cultures as a Leader Discussion: Cultures of Innovation Assignment: Designing a Positive Culture Discussion: Healthy Cultures
4	SLO #5.3: Learners will create organizational vision in collaboration with stakeholders and promote shared ownership and governance.	Assignment: The Case of Lululemon Discussion: Purpose at Work Assignment: Your Dream Company Assignment: Reflection
5	SLO #5.4: Learners will apply theories and practices of effective leadership to promote positive organizational cultures.	Assignment: The Case of Southwest Airlines Discussion: Toxic Workplaces Discussion: Workplace Culture and Design Assignment: Why Does Culture Matter? Discussion: Identifying Toxic Cultures as a Leader Discussion: Teamwork Assignment: The Case of Disney Animation Discussion: Cultures of Innovation Discussion: Healthy Cultures

3. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings.

For **combined undergraduate/graduate** courses, make two lists:

- A. full publication information; label **Undergraduate**.
- B. full publication information; label **Graduate**.

Required Textbooks:

- *Cameron, K. (2013). *Practicing positive leadership: Tools and techniques that create extraordinary results*. Berrett-Koehler Publishers. ISBN 978-1609949723
- *Clifton, J., & Harter, J. K. (2019). *It's the manager: Gallup finds the quality of managers and team leaders is the single biggest factor in your organization's long-term success*. Gallup Press. ISBN: 9781595622242
- *Quinn, R. E. (2015). *The Positive organization: Breaking free from conventional cultures, constraints, and beliefs*. Oakland, CA: Berrett-Koehler Publishers. ISBN 9781626565623
- Schein, E. H. (2017). *Organizational culture and leadership* (5th Ed). John Wiley & Sons. ISBN: 978111921204
- *Spreitzer, G., & Cameron, K. (Eds.) (2012). *The Oxford handbook of positive organizational scholarship*. New York, NY: Oxford University Press. ISBN 9780199989959
- Coursepack of case studies for ACU LEAD 751 Pos Org Culture available at <https://hbsp.harvard.edu/import/741210>

**Textbooks required in other Positive Leadership concentration courses*

Recommended Textbook:

- Pfeffer, J. (2018). *Dying for a paycheck*. Harper Business. ISBN-13: 978-0062800923

IV. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
3	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's provisional memo of support.
Attach if applicable	
4	Content Overlap — Include one document for each course you listed in Section I-28. Attach statement from instructor/dept chair of existing course justifying the new offering.

5	Program Resources — List the resources that support the course and are available only through the program, if applicable. Attach the list of the holdings and the location/s.
6	Resources — List resources (other than library or program 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.
7	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.
8	Justification — Attach any documents to which you refer in Section II-B.

LEAD 751: Positive Organizational Leadership

2020 Section LEAD 751 3 Credits 09/08/2020 to 10/14/2020 Modified 09/09/2020

Mission Statements

University Mission Statement

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

This mission is achieved through the following:

- Exemplary teaching, offered by a faculty of Christian scholars, that inspires a commitment to learning;
- Significant research, grounded in the university's disciplines of study, that informs issues of importance to the academy, church, and society; and
- Meaningful service to society, the academic disciplines, the university, and the church, expressed in various ways, by all segments of the Abilene Christian University community.

College Mission Statement

The mission of the College of Graduate and Professional Studies (CGPS) is to prepare students for Christian service and leadership by providing them with the knowledge and skills to advance their careers, thereby placing them in positions of influence for the expansion of God's purposes in the world.

Program Mission Statement

The mission of the Ed.D. in Organizational Leadership is to prepare professionals in a variety of contexts for leadership roles. A distinguishing feature is a focus on the vocation of leadership in complex organizational cultures to develop effective practice. This is accomplished through equipping leaders to do the following:

- Lead with purpose based on the foundation of vocation, rooted in Christian principles;
- Effectively develop organizational resources;
- Build effective communication structures and collaborative relationships;
- Apply organizational assessment and evaluation strategies; and
- Demonstrate healthy leadership practices to influence organizational culture.

Integration of Christian Faith

Leadership is a calling. For this reason, ACU's Ed.D. program embraces the Christian term vocation as a unifying concept that both distinguishes and enlivens the student's experience. Throughout this doctoral program in organizational leadership, students will examine the rich tradition of literature and practice in Christian vocation, reflect on vocation within their own leadership development, and apply new understandings of vocation in organizational contexts. Moreover, the rigor of a doctoral program calls for the cultivation of a learning community dedicated to the Christian virtues of intellectual curiosity and rigor, hospitality, humility, integrity, authenticity, and perseverance.

Course Description

Students gain knowledge and applications of positive leadership beginning at the individual level. Topics include: understanding the

role of positive emotions in individual and organizational well-being and success; developing high-quality relationships and compassion in the workplace; and identifying and building strengths, hope, optimism, meaning, and calling in others' work.

Program and Student Learning Outcomes

Program Goals/Outcomes	Student Learning Outcomes
Program Learning Outcome #1: Leading in Purpose <i>Graduates will positively influence organizations through the expression of their vocations.</i>	SLO #1.3: Learners will apply new understandings of vocation, calling, and meaningful work in their organizational contexts. SLO #1.4: Learners will explore practices of self-reflection, self-awareness, mindfulness, and contemplation that promote holistic development and integration.
Program Learning Outcome #3: Leading in Collaboration and Communication <i>Graduates will build shared understanding and quality professional and personal relationships through available communication channels.</i>	SLO #3.4: Learners will implement collectively designed and organizationally beneficial change.
Program Learning Outcome #5: Leading in Organizational Culture <i>Graduates will demonstrate healthy leadership practices to influence organizational culture.</i>	SLO #5.3: Learners will create organizational vision in collaboration with stakeholders and promote shared ownership and governance. SLO #5.4: Learners will apply theories and practices of effective leadership to promote positive organizational cultures.

Week	Course Level Objectives	Outcome Measures	Aligned Student Learning Outcomes
1	Describe and synthesize research and resources on positive organizational cultures and leadership.	Assignment: The Case of Southwest Airlines	SLO #5.4
	Apply the concepts from readings and resources on positive organizational cultures to specific cases, or example organizations.	Assignment: The Case of Southwest Airlines	SLO #5.4
	Describe and synthesize readings and resources on toxic organizational cultures.	Discussion: Toxic workplaces	SLO #5.4
2	Understand macrocultures and the importance of workplace design on organizational culture.	Discussion: Workplace Culture and Design	SLO #3.4, 5.4
	Describe and synthesize research and resources on why culture matters in thriving organizations.	Assignment: Why Does Culture Matter?	SLO #3.4, 5.4
3	Identify how values affect organizational culture.	Assignment: The Case of Lululemon	SLO #1.3, 5.3
	Explain how culture changes through growth and mergers & acquisitions.	Assignment: The Case of Lululemon	SLO #1.3, 5.3

[20http://ezproxy.acu.edu:2048/login?url=https://ebookcentral.proquest.com/lib/abilene-ebooks/detail.action?docID=829336](http://ezproxy.acu.edu:2048/login?url=https://ebookcentral.proquest.com/lib/abilene-ebooks/detail.action?docID=829336))%20Coursepack%20of%20case%20studies%20for%20ACU%20LEAD%20751%20Pos%20Org%20Culture%20available%20at%20<https://hbsp.harvard.edu/import/741210>)

- Spreitzer, G., & Cameron, K. (Eds.) (2012). *The Oxford handbook of positive organizational scholarship*. New York, NY: Oxford University Press. ISBN 9780199989959 (ebook is available through the ACU library at: <http://ezproxy.acu.edu:2048/login?url=https://ebookcentral.proquest.com/lib/abilene-ebooks/detail.action?docID=829336> (<http://ezproxy.acu.edu:2048/login?url=https://ebookcentral.proquest.com/lib/abilene-ebooks/detail.action?docID=829336>))
- Coursepack of case studies for ACU LEAD 751 Pos Org Culture available at <https://hbsp.harvard.edu/import/741210> (<https://hbsp.harvard.edu/import/741210>)

Course Requirements

General descriptions of the course requirements are below. See the online modules for detailed assignment instructions.

Discussion Questions

Participation in online discussions is mandatory. In order to actively participate in these discussions you will need to log in at least 5 days each week and post on multiple days within the module. This will help you stay up-to-date on the discussions and allow you to make more thoughtful postings. Discussions begin on Tuesday each week and end on Monday at 11:59 PM Central. You are expected to answer all of the discussion questions assigned in a week in a substantive manner. Your initial post will be due on Thursday by 11:59 pm CST. You are also expected to respond to at least 2 of your classmates' postings for each discussion question. No late posting will be accepted.

The Case of Southwest Airlines

Students will write a paper synthesizing course readings and media on organizational culture and apply their understanding of course material to the Southwest Airlines case study addressing organizational excellence, culture, how is culture maintained, what is the leader's role in culture, and how does the approach to hiring affect culture.

Why Does Culture Matter

Students will write a paper synthesizing course readings and media on macroculture and job and work design. Then apply their understanding of course material to prepare a summary to a CEO on what culture is and why it matters.

The Case of Lululemon

Students will write a paper synthesizing course readings and media on culture and leadership through stages of growth. Students will then apply their understanding of course material to the Lululemon case study addressing culture, core values, aligning values, store managers, connection to customers, and how the student would address culture.

The Case of Disney Animation

Students will write a paper synthesizing course readings and media on teamwork. Then apply their understanding of course material to address the problem Geibel was trying to solve with Disney Animation including the culture of acceptance of failure.

Your Dream Company

Students will write a paper synthesizing course readings and media on purpose, mission, vision, and values. Then apply their understanding of course material to describe their dream company including the vision, mission, objectives, strategies, action plans, and purpose. This assignment will be expanded upon in the designing a positive culture assignment.

Designing a Positive Culture

In this assignment, students will create a PowerPoint presentation, create speaker notes, and record a narration of their presentation. Students will address topics of creating an ideal positive culture, and how this is achieved through the organization system.

Reflection

Students will complete a metacognitive reflective activity in which they will describe the concepts, ideas or practices that have been the most helpful to their growth and development as a leader.

Course Policies

Note: Please see the Canvas course for information on the faculty as well as all due dates.

Engaged Learning in an Online Format

This online course invites students into a community of engaged scholarship. The course consists of seven weekly modules, with a new module beginning each Tuesday morning in the Canvas LMS (Learning Management System). We expect students to log in to the course frequently, master the course material, whether written or in other digital media formats, and to engage the professor and fellow students through the Canvas medium.

Note: If a student fails to log in the course for the first 7 days of the official course, the student will receive an email notifying them that they are at risk to be administratively withdrawn from the course. The student will have 72 hours to log into the course from that email notification. If the student does not log into the course in that period of time, they will be administratively withdrawn. The last day to withdraw from a course is the Wednesday before the last week of class. Please reference the handbook calendar for a full list of dates. If a student has not participated in the course at any point, before the last week of class the student will be administratively withdrawn. An assignment is defined as a paper, quiz, discussion post, or project in the course. If a life situation occurs that will prevent the student from participating in the course for a brief period of time, the student is responsible for communicating this to their Student Service Advisor and/ or New Student Ambassador, and instructor to make appropriate arrangements.

Technology Requirements

Students should ensure they meet the technology requirements as outlined in the ACU Online Student Handbook.

Paper Specifics

All formatting and referencing should follow *The Publication Manual of the American Psychological Association, 7th Edition*. Papers should be written in Times New Roman, 12-point font and submitted as a .docx, .doc, or .pdf file. All papers should be neat, contain no misspellings, contain no typing errors, and employ proper grammar and syntax. If your paper contains pervasive APA and/or grammatical errors, the professor may return the paper without grading it. Your faculty will determine the date for submission for the revised paper and 10% will be automatically deducted.

Late Assignments

Assignments are due by 11:59 pm Central Standard time on the due date. Refer to the Canvas Syllabus link or the Canvas Modules link for a list of all due dates. Penalty for late assignments is 10% per calendar day late. Weekend days are counted as late days. No credit will be awarded for late discussion posts. Extra credit will not be available in this course.

Academic Integrity

Academic Integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes but is not limited to reading assignments, assessments and examinations, attendance at required out-of-class activities, written or oral presentations, laboratory experiments and research. Assignments may or may not be submitted through the TurnItIn plagiarism checker.

The Academic Integrity and Honesty Policy is available on the ACU Provost's Office [webpage](#), where you may find detailed information regarding what constitutes academic dishonesty and resultant disciplinary actions. The student should seek clarification from the instructor regarding the re-use of work, as this may or may not be appropriate and is dependent on the assignment. Academic dishonesty may have, but not be limited to, the following consequences:

- losing points on an assignment.
- failing an assignment.
- failing a course.
- having a record of improper conduct in the dean's office which oversees the course in which the infraction was made.
- being dismissed from the university.

The process and timeline for appeals can be found on the ACU Provost's Office webpage.

* ACU Learner Support, Resources, and Services

Anti-Harassment Policy

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. Harassment is defined as unwelcome behavior or conduct based on sex, religion, race, age, color, national origin, veteran's status, disability, or any other characteristic protected by law when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in University programs or activities, (2) submission to, or rejection of, such conduct by an individual is used as the basis for a decision affecting an individual's employment, education, or participation in University programs or activities, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for work, education, or participation in a University program or activity. Therefore, it is the purpose of the 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 review of the university's anti-harassment policy, the full definition of harassment, and procedure for reporting, visit: <http://www.acu.edu/student-life/anti-harassment.html>.

ACU Online Student Handbook

The current version can be found [here](#)

(https://acuonline.my.salesforce.com/sfc/p/#E0000000cKPT/a/440000006AA9/RWbLcDg6R9gR8DgTJwQdECczCHnjwM1_0WvJs6b4qeY).

ACU Dallas Student Code of Conduct

The ACU Online Student Handbook contains an online student Code of Conduct which describes appropriate and inappropriate forms of electronic communication and online behavior as well as information about student integrity in scholarly work. Students may be dismissed from the university for failing to adhere to the Code of Conduct.

ADA Compliance Statement

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 call our office directly at (325) 674-2667 or alpha@acu.edu.

Library

Abilene Christian University provides library services to online students through the Distance Learning Portal at <http://guides.acu.edu/distance>. Students will use their single sign-on credentials to gain access to the library content. The Distance Learning Portal contains information about citation help, requesting materials, research guides, and degree program specific resources. Video tutorials on how to search the library's resources, including electronic journal titles, are available for students to view at any time. ACU also has dedicated staff that serve our online students, for help with refining topics, including dissertation and final project topics, searching databases, or other library help. To contact the online librarian, please visit <http://guides.acu.edu/c.php?g=824708&p=5887421>. For research assistance, you can visit <http://asklibrary.acu.edu> and submit your question through the web form or get help via text or chat.

✓ Grading

Grades are awarded based on point accumulation. Each assignment has a maximum number of points that can be earned by successfully completing the assignment. Partial points will be awarded for meeting some but not all of the standards identified for each project or assignment. There are limitations to the number of C's you may accumulate in a graduate program based on the

number of credit hours in the program. A cumulative 3.0 GPA must be maintained to graduate. Letter grades correspond with points as outlined in the table below.

Points Earned	Grade
90-100 points	A
80-89.9 points	B
70-79.9 points	C
60-69.9 points	D
59 points and lower	F

Points Per Assignment

Deliverable	Week	Type	Points
Toxic Workplaces	1	Discussion	2
The Case of Southwest Airlines	1	Assignment	12
Workplace Culture and Design	2	Discussion	2
Why Does Culture Matter?	2	Assignment	12
Identifying Toxic Cultures as a Leader	3	Discussion	2
The Case of Lululemon	3	Assignment	12
Teamwork	4	Discussion	2
The Case of Disney Animation	4	Assignment	12
Purpose at Work	5	Discussion	2
Your Dream Company	5	Assignment	12
Cultures of Innovation	6	Discussion	2
Designing a Positive Culture	6	Assignment	20
Healthy Cultures	7	Discussion	2
Reflection	7	Assignment	6

		Total Points	100
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Course Outline and Schedule

(Schedule subject to change; See the Canvas course for updated information on due dates.)

Abilene Christian University Library

M E M O R A N D U M

Date: September 1, 2020
To: Dr. Brian Cole
From: Mark McCallon, Associate Dean for Library Resources
Re: Course Application for LEAD 751 – Positive
Organizational Leadership

After reviewing the course development document, the library can adequately support the proposed course. Thank you for letting us examine the course development template.

ACU Dallas Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Advise & Respond

Course Number: LEAD 751: Positive Organizational Leadership

or Degree Plan(s):

Circle the number that corresponds to the requested change.

	Change to a Course	1	2	A	O	S
1.	Title (description unchanged)	A	A	I	I	I
2.	Description (not affecting content)	A	A	I	I	I
3.	Course term(s)	A	A	I	I	I
4.	Content (substantive change)	A	A	A	A	I
5.	Number of credit hours	A	A	A	A	I
6.	Course number within the hundred	A	A	I	I	I
7.	Course number beyond the hundred	A	A	A	A	I
8.	Prerequisites	A	A	A	A	I
9.	Course fee(s)	A	A	--	A	I
10.	From U to G <i>or</i> G to U	A	A	A	A	I
11.	Cross list with another program or department	A	A	A	A	I
12.	Program/department of record	A	A	A	A	I
13.	Open or close a course	A	A	A	A	I
14.	New course (application required)	A	A	A	A	I

	Change to a Degree Plan	1	2	A	O	S	I
1.	Major/Program — Revision	A	A	A	A	A	--
2.	Major/Program — Adopt or change admission requirements	A	A	A	A	A	--
3.	Major/Program — Add	A	A	A	A	A	--
4.	Major/Program — Offer existing university program on campus	--	A	A	A	A	--
5.	Major/Program — Discontinue (proposed by Program or College)	A	A	A	A	A	I
6.	Major/Program — Discontinue (proposed by Provost)	R	R	A	A	A	I

7.	GPA — Revise major/program or cumulative requirement	A	A	A	A	A	--
8.	Minor — Revise course selection	A	A	I	I	I	--
9.	Minor — Add	A	A	A	A	A	--
10.	Minor — Discontinue (proposed by Program or College)	A	A	A	A	A	--
11.	Minor — Discontinue (proposed by Provost)	R	R	A	A	A	--
12.	Degree — Add	A	A	A	A	A	I
13.	Degree — Discontinue (proposed by Program or College)	A	A	A	A	A	I
14.	Degree — Discontinue (proposed by Provost)	R	R	A	A	A	I

	Change to Undergraduate University Requirements	U	C	B	A	R	S	D	O	C	S
15.	University Requirements — Change in approved course content	A	A	A	A	A	A	A	--	A	
16.	University Requirements — Add or drop a required course from the University Requirements chart	A	A	A	A	A	A	A	A	A	
17.	University Requirements — Add or drop a course from a menu within the University Requirements chart	A	--	--	A	A	A	A	--	A	
18.	University Requirements — Change hours within a menu on the University Requirements chart	A	A	A	A	A	A	A	A	A	
	Change to Catalog Information										
1.	General requirements for graduation including course requirements that are common to all majors for all degrees	--	--	A	--	A	A	A	A	A	
2.	Admission requirements	--	--	A	--	A	A	A	A	A	

Program Director/Department Chair



Sep 10, 2020

Brian Cole

Date

Dean(s)



Sep 10, 2020

Joe L. Cope

Date

College Academic Council

Joseph Halbert

Date

University General Education Council

N/A

Chair's signature

Date

Undergraduate Academic Council

N/A

Chair's signature

Date

Provost

Robert Rhodes

Date

Faculty

N/A

Faculty Senate Chair's signature

Date

President

Phil Schubert

Date