

Application for a New Course v10.7

Consult with program director and dean before changing responses in red type.

Course ID (<i>Subject and Number</i>)	ITO 080
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Joe Feliciano
2	Course Instructor	Joe Feliciano
3	Course Title	Programming Bootcamp
4	Course Abbreviation for Banner if title is more than 30 characters	
5	College	College of Graduate and Professional Studies
6	Department or School	SPS
7	Number of Credit Hours	0
8a.	Number of contact hours – lecture	0
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	0
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	0
15	Grade Mode	☐ Standard ☐ Credit/No Credit (undergrad only)

		☒ _ungraded
16	Maximum Enrollment	
17	Catalog Description (50 words or less)	<i>An introduction to computer programming using the programming language Python or PHP, with an emphasis on problem solving and logic. Topics include: variables and constants, arithmetic operations, data input and output, Boolean logic, conditional and iterative program control structures, user-defined functions, simple algorithm design, and debugging strategies.</i>
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	
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)	
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 1 2021
24	Is this course required for a degree/s?	☒ _No ☐ _Yes If yes, attach a revised degree plan(s) reflecting the placement of the new course.
25	Should the addition of this course be	☒ _No

	retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	☐ 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>	

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 designed to prepare students for the MSIT program. Students who do not have the required programming/scripting prerequisite course may take this bootcamp to attain the knowledge and skills needed to be successful in the MSIT program. This course is not an academic credit bearing course. It is designed exclusively to prepare students for the MSIT program. The addition of this course does not alter the MSIT degree program requirements; it only provides an alternative path to attain the required prerequisites.

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

This course provides students with an alternative path to attaining the MSIT prerequisites other than taking the undergraduate credit bearing course. Through the bootcamp course students can attain all of the prerequisite skills while taking the cyber security certificate and be fully prepared to start the MSIT coursework on schedule.

III. Course Design

- A. Audience and Course Goal
1. Describe the intended audience, including prerequisite skills.

This course is designed for students who are slated to begin the MSIT program but do not have the required prerequisite courses necessary. As this course is designed to provide fundamental knowledge in this area, no prerequisite preparation is necessary for admittance into this course.

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

The goal of this course is to fully prepare students to complete the MSIT coursework. There are various fundamental skills and knowledge required to engage in activities that revolve around IT implementation and aligning IT initiatives with organizational goals. Through this preparation course students will attain the foundation they will need for that engagement.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Define Python and describe appropriate applications for the Python scripting language	Discussion Questions and Assignments
2	Utilize a scripting-based language (Python) to write and execute simple programs.	Discussion Questions and Assignments
3	In a structured problem setting, correctly identify the basic programming constructs, (examples are data types, assignment statements, arithmetic operators, relational and logical operators, decision processing steps, repetition, and mathematical functions).	Discussion Questions and Assignments
4	When tracing the steps of ill-posed source code, identify the sections or steps that process or function incorrectly and/or produce errors (such as syntax errors) and specify solutions.	Discussion Questions and Assignments

3. Text and Resources

- Gaddis, T. (2018). *Starting out with Python*. (4th ed.). Pearson. ISBN-13: 9780134484969 with access code (eBook and access code embedded in Canvas course. Students can access the lab and ebook by following the instructions on this page: MyProgrammingLab & Ebook Access)

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.

ITO 080: Programming BootCamp

2020 Section ITO 080 CR/NC Credits 05/29/2020 to 05/29/2021 Modified 11/11/2020

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 Master of Science in Information Technology is to prepare IT professionals for administrative and technical roles enabled by organizational and technology skills and informed by principles of Christian vocation. This is accomplished through equipping technology leaders to:

1. Practice effective leadership of IT operations within their organizational context;
2. Create value through strategic use of data, information, and technology as organizational resources; and
3. Make ethical decisions informed by values and goals that are consistent with relevant laws and Christian principles.

Integration of Christian Faith

Within the College of Graduate and Professional Studies, faith integration is the intentional and comprehensive focus on the intersection of faith, education, and context. Students will engage in theological reflection and lived practice as they pursue their academic discipline resulting in a more grounded understanding of their identity, relationship to the world, and connection to the life and mission of God.

Course Description

An introduction to computer programming using the programming language Python or PHP, with an emphasis on problem solving and logic. Topics include: variables and constants, arithmetic operations, data input and output, Boolean logic, conditional and iterative program control structures, user-defined functions, simple algorithm design, and debugging strategies.

Program and Student Learning Outcomes

	Student Learning Outcome	Measurement
1	Define Python and describe appropriate applications for the Python scripting language	Discussion Questions and Assignments
2	Utilize a scripting-based language (Python) to write and execute simple programs.	Discussion Questions and Assignments
3	In a structured problem setting, correctly identify the basic programming constructs, (examples are data types, assignment statements, arithmetic operators, relational and logical operators, decision processing steps, repetition, and mathematical functions).	Discussion Questions and Assignments
4	When tracing the steps of ill-posed source code, identify the sections or steps that process or function incorrectly and/or produce errors (such as syntax errors) and specify solutions.	Discussion Questions and Assignments

Course Materials

Gaddis, T. (2018). *Starting out with Python*. (4th ed.). Pearson. ISBN-13: 9780134484969 with access code (eBook and access code embedded in Canvas course. Students can access the lab and ebook by following the instructions on this page: [MyProgrammingLab & Ebook Access](#))

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. 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 11:59pm 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.

Modify Hello World Program

In this assignment, you go to the [W3schools.com](#) site and then go to their Python tutorial section and modify the default Hello World program to include your name and a pseudo address.

What Can You Do With Python?

In this assignment, you will explore the applications for which Python is best suited.

Install the Visual Studio IDE Tool

In this assignment, you will solve basic programming problems using an online practice program that simulates how a typical Python IDE would behave.

Right Triangle

In this assignment, you will create a program that draws a right triangle. The lengths of the 2 sides will be determined using the random class which generates random integer values. The length of the hypotenuse will be determined using the Pythagorean theorem $a^2 + b^2 = c^2$.

From the Inside Out

In this assignment, you will create a program that utilizes a nested selection structure. This example will help you develop skills using boolean logic using an IF/ELSE structure.

Lab Exercises

In this assignment, you will use the MyProgramming Lab online software to solve problems that require you to use the selection structure.

Average Test Scores

In this assignment, you will create a program that inputs student test scores for X number of students and then outputs the data for each student. It accomplishes this by using a nested for loop structure.

Squash That Bug

In this assignment, you will open up the code that you created in module 4 and remove the colon (":") at the end of the first looping structure and examine the error that the Visual Studio Code IDE produced. Next purposely misspell a variable name in one location but keep it correct in another and compile the code and look at the error produced.

Practice Makes Perfect

In this assignment, you will create a program that uses a very simple function to concatenate strings and then return the new string value to the user.

Pass by Value

In this assignment, you will create a function that will receive a numeric parameter variable. This function will print your name X number of times based on the value of the parameter passed to it.

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) (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

This course is graded Credit or No Credit and is 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.

Credit for the course corresponds to the percentage of points accumulated as outlined in the table below. No extra credit will be given.

Range	Grade Assigned
79.5%-100%	Credit
<79.5%	No Credit

Points Per Assignment

Deliverable	Module	Type	Points
Modify Hello World Program	1	Assignment	10

What can you do with Python?	1	Assignment	5
Install the Visual Studio IDE Tool	2	Assignment	10
Right Triangle	2	Assignment	10
From the Inside Out	3	Assignment	10
Lab Exercises	3	Assignment	10
Average Test Scores	4	Assignment	10
Squash that bug	5	Assignment	10
Practice Makes Perfect	6	Assignment	10
Pass by Value	7	Assignment	15
		Total Points	100

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: November 5, 2020
TO: Dr. Joe Feliciano
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for ITO 080 – Programming
Bootcamp

After reviewing the course application for the course, the Library can support the proposed course. Please contact your librarian liaison, Melissa Atkinson (melissa.atkinson@acu.edu), if additional library resources are needed for the course. Thank you very much for the opportunity to view the course development document.

ABILENE CHRISTIAN UNIVERSITY
DUNCUM CENTER SOLUTIONS

M E M O R A N D U M

DATE: November 10, 2020
TO: Dr. Joe Feliciano, Program Director for Online IT Programs
FROM: Lori Anne Shaw, Executive Director for Duncum Center Solutions & Academic Services
RE: Course Application for IT0 080: Programming Bootcamp

After reviewing the course application and syllabus, Duncum Center Solutions (DCS), the instructional design team for ACU Dallas, is able to support the proposed course. Please let the DCS team know if additional instructional design support is required for the course. Thank you for letting us review the course application and syllabus.

ACU Dallas Approval Chart for Curriculum Changes

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

Course Number: ITO 080

or Degree Plan(s):

Circle the number that corresponds to the requested change.

		Program	Dean	College Academic	Provost	President
	Change to a Course					
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

		Program	Dean	College Academic	Provost	President	Board of Trustees
	Change to a Degree Plan						
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

		Program	Dean	College Academic	UGEC	UUAC	Provost	Faculty	President
	Change to Undergraduate University Requirements								
15.	University Requirements — Change in approved course content	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
17.	University Requirements — Add or drop a course from a menu within the University Requirements chart	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
	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
2.	Admission requirements	--	--	A	--	A	A	A	A

Program Director/Department Chair

Dr. Joe Feliciano

Nov 13, 2020

Joe Feliciano, Jr.

Date

Dean(s)

Joe L. Cope

Nov 13, 2020

Joe L. Cope

Date

College Academic Council

Joe Halbert

Date

University General Education Council

N/A

Chair

Date

Undergraduate Academic Council

N/A

Chair

Date

Provost

Robert Rhodes

Date

Faculty

N/A

Faculty Senate Chair

Date

President

Phil Schubert

Date

Application for a New Course v10.7

Consult with program director and dean before changing responses in red type.

Course ID (<i>Subject and Number</i>)	ITO 084
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Joe Feliciano
2	Course Instructor	Joe Feliciano
3	Course Title	Database Bootcamp
4	Course Abbreviation for Banner if title is more than 30 characters	
5	College	College of Graduate and Professional Studies
6	Department or School	SPS
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8a.	Number of contact hours – lecture	0
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14	Number of faculty workload hours	0
15	Grade Mode	☐ Standard ☐ Credit/No Credit (undergrad only)

		☒ _ungraded
16	Maximum Enrollment	
17	Catalog Description (50 words or less)	<i>A survey of the logical and physical organization of data and their importance in computer processing. Introduces data models, relational database design. Compares modern DBMS software. Examines data as a strategic organizational resource. Students develop the SQL scripting skills necessary to create tables, queries, forms, and reports.</i>
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	
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25	Should the addition of this course be retroactively applied to the degree	☒ _No ☐ _Yes

	plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	If yes, provide rationale:
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III. Course Design

- A. Audience and Course Goal
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B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Compare and contrast modern Database Management Systems (DBMS).	Discussion Questions and Assignments
2	Create Structured Query Language (SQL) scripts to create tables, queries, forms, and reports	Discussion Questions and Assignments
3	Design and model relational databases utilizing common modeling tools.	Discussion Questions and Assignments
4	Identify current approaches to database security.	Discussion Questions and Assignments

3. Text and Resources

Hoffer, J. (2019). *Modern Database Management 13th edition*. Pearson: New York, NY.
ISBN: 978-0-13-477365

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.

ITO 084: Database Bootcamp

2020 Section ITO 084 CR/NC Credits 05/29/2020 to 05/29/2021 Modified 11/10/2020

Mission Statements

University Mission Statement

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- 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.

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Program Mission Statement

The mission of the Master of Science in Information Technology is to prepare IT professionals for administrative and technical roles enabled by organizational and technology skills and informed by principles of Christian vocation. This is accomplished through equipping technology leaders to:

1. Practice effective leadership of IT operations within their organizational context;
2. Create value through strategic use of data, information, and technology as organizational resources; and
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Integration of Christian Faith

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Course Description

A survey of the logical and physical organization of data and their importance in computer processing. Introduces data models, relational database design. Compares modern DBMS software. Examines data as a strategic organizational resource. Students develop the SQL scripting skills necessary to create tables, queries, forms, and reports.

Program and Student Learning Outcomes

	Student Learning Outcome	Measurement
1	Compare and contrast modern Database Management Systems (DBMS).	Discussion Questions and Assignments
2	Create Structured Query Language (SQL) scripts to create tables, queries, forms, and reports	Discussion Questions and Assignments
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Course Materials

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Course Requirements

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

Discussion Questions

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Course Policies

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

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is responsible for communicating this to their Student Service Advisor and/ or New Student Ambassador, and instructor to make appropriate arrangements.

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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

This course is graded Credit or No Credit and is 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.

Credit for the course corresponds to the percentage of points accumulated as outlined in the table below. No extra credit will be given.

Range	Grade Assigned
79.5%-100%	Credit
<79.5%	No Credit

📅 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: November 5, 2020
TO: Dr. Joe Feliciano
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for ITO 084 – Database Bootcamp

After reviewing the course application for the course, the Library can support the proposed course. Please contact your librarian liaison, Melissa Atkinson (melissa.atkinson@acu.edu), if additional library resources are needed for the course. Thank you very much for the opportunity to view the course development document.

**ABILENE CHRISTIAN UNIVERSITY
DUNCUM CENTER SOLUTIONS**

M E M O R A N D U M

DATE: November 10, 2020
To: Dr. Joe Feliciano, Program Director for Online IT Programs
FROM: Lori Anne Shaw, Executive Director for Duncum Center Solutions & Academic Services
RE: Course Application for IT0 084: Database Bootcamp

After reviewing the course application and syllabus, Duncum Center Solutions (DCS), the instructional design team for ACU Dallas, is able to support the proposed course. Please let the DCS team know if additional instructional design support is required for the course. Thank you for letting us review the course application and syllabus.

ACU Dallas Approval Chart for Curriculum Changes

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

Course Number: ITO 084

or Degree Plan(s):

Circle the number that corresponds to the requested change.

		Program	Dean	College Academic	Provost	President
	Change to a Course					
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

		Program	Dean	College Academic	Provost	President	Board of Trustees
	Change to a Degree Plan						
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

		Program	Dean	College Academic	UGEC	UUAC	Provost	Faculty	President
	Change to Undergraduate University Requirements								
15.	University Requirements — Change in approved course content	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
17.	University Requirements — Add or drop a course from a menu within the University Requirements chart	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
	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
2.	Admission requirements	--	--	A	--	A	A	A	A

Program Director/Department Chair

Dr. Joe Feliciano

Nov 13, 2020

Joe Feliciano, Jr.

Date

Dean(s)

Joe L. Cope

Nov 13, 2020

Joe L. Cope

Date

College Academic Council

Joe Halbert

Date

University General Education Council

N/A

Chair

Date

Undergraduate Academic Council

N/A

Chair

Date

Provost

Robert Rhodes

Date

Faculty

N/A

Faculty Senate Chair

Date

President

Phil Schubert

Date

Application for a New Course v10.7

Consult with program director and dean before changing responses in red type.

Course ID (<i>Subject and Number</i>)	ITO 088
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Joe Feliciano
2	Course Instructor	Joe Feliciano
3	Course Title	Computer Networking Bootcamp
4	Course Abbreviation for Banner if title is more than 30 characters	
5	College	College of Graduate and Professional Studies
6	Department or School	SPS
7	Number of Credit Hours	0
8a.	Number of contact hours – lecture	0
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	0
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	0
15	Grade Mode	☐ Standard ☐ Credit/No Credit (undergrad only)

		☒ _ungraded
16	Maximum Enrollment	
17	Catalog Description (50 words or less)	<i>A first course in data communications and networking. Topics include: IP networks and services, comparative network configurations and communications protocols, function and purpose of physical network components, resource sharing, client-server systems, administrative issues and tools, and industry standards. Provides initial training toward professional network certification.</i>
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	
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)	
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>	Spring 2 2021
24	Is this course required for a degree/s?	☒ _No ☐ _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	☒ _No ☐ _Yes

	plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	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>	

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 designed to prepare students for the MSIT program. Students who do not have the required computer networking prerequisite course may take this bootcamp to attain the knowledge and skills needed to be successful in the MSIT program. This course is not an academic credit bearing course. It is designed exclusively to prepare students for the MSIT program. The addition of this course does not alter the MSIT degree program requirements; it only provides an alternative path to attain the required prerequisites.

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

This course provides students with an alternative path to attaining the MSIT prerequisites other than taking the undergraduate credit bearing course. Through the bootcamp course students can attain all of the prerequisite skills while taking the cyber security certificate and be fully prepared to start the MSIT coursework on schedule.

III. Course Design

- A. Audience and Course Goal
1. Describe the intended audience, including prerequisite skills.

This course is designed for students who are slated to begin the MSIT program but do not have the required prerequisite courses necessary. As this course is designed to provide fundamental knowledge in this area, no prerequisite preparation is necessary for admittance into this course.

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

The goal of this course is to fully prepare students to complete the MSIT coursework. There are various fundamental skills and knowledge required to engage in activities that revolve around IT implementation and aligning IT initiatives with organizational goals. Through this preparation course students will attain the foundation they will need for that engagement.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Identify common networking concepts, components, and communication methods (examples can include network types, topologies, wired vs/ wireless networks)	Discussion Questions and Assignments
2	Identify the layers of the OSI and define their functionality	Discussion Questions and Assignments
3	Convert between common numbering systems utilized in computer networking.Examples include: specifically binary, octal, decimal and hexadecimal).	Discussion Questions and Assignments
4	Identify the TCP/IP network protocols and services	Discussion Questions and Assignments
5	Distinguish between common network equipment such as wireless access points, routers, switches and firewalls.	Discussion Questions and Assignments
6	Identify and implement network addressing and infrastructure services (examples include IP, Mac, and Port addresses. Infrastructure	Discussion Questions and Assignments

	services can include DHCP and DNS)	
7	Describe best practices and tools for network configuration and troubleshooting	Discussion Questions and Assignments
8	Differentiate between a LAN and a WAN	Discussion Questions and Assignments

3. Text and Resources

- TestOut Network Pro (5.0.6) ISBN: 9781935080435
- West, J., Andrews, J., & Dean, T. (2019). Network+ Guide to Networks (8th edition). Cengage: Boston, MA. ISBN: 9781337569330

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Course Description

A first course in data communications and networking. Topics include: IP networks and services, comparative network configurations and communications protocols, function and purpose of physical network components, resource sharing, client-server systems, administrative issues and tools, and industry standards. Provides initial training towards professional network certification.

Program and Student Learning Outcomes

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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

This course is graded Credit or No Credit and is 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.

Credit for the course corresponds to the percentage of points accumulated as outlined in the table below. No extra credit will be given.

Range	Grade Assigned
79.5%-100%	Credit
<79.5%	No Credit

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: November 5, 2020
TO: Dr. Joe Feliciano
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for ITO 088 – Computer Networking Bootcamp

After reviewing the course application for the course, the Library can support the proposed course. Please contact your librarian liaison, Melissa Atkinson (melissa.atkinson@acu.edu), if additional library resources are needed for the course. Thank you very much for the opportunity to view the course development document.

ABILENE CHRISTIAN UNIVERSITY
DUNCUM CENTER SOLUTIONS

M E M O R A N D U M

DATE: November 10, 2020
TO: Dr. Joe Feliciano, Program Director for Online IT Programs
FROM: Lori Anne Shaw, Executive Director for Duncum Center Solutions & Academic Services
RE: Course Application for IT0 088: Computer Networking Bootcamp

After reviewing the course application and syllabus, Duncum Center Solutions (DCS), the instructional design team for ACU Dallas, is able to support the proposed course. Please let the DCS team know if additional instructional design support is required for the course. Thank you for letting us review the course application and syllabus.

ACU Dallas Approval Chart for Curriculum Changes

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

Course Number: ITO 088

or Degree Plan(s):

Circle the number that corresponds to the requested change.

		Program	Dean	College Academic	Provost	President
	Change to a Course					
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

		Program	Dean	College Academic	Provost	President	Board of Trustees
	Change to a Degree Plan						
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

		Program	Dean	College Academic	UGEC	UUAC	Provost	Faculty	President
	Change to Undergraduate University Requirements								
15.	University Requirements — Change in approved course content	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
17.	University Requirements — Add or drop a course from a menu within the University Requirements chart	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
	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
2.	Admission requirements	--	--	A	--	A	A	A	A

Dr. Joe Feliciano

Program Director/Department Chair

Nov 13, 2020

Joe Feliciano, Jr.

Date

Joe L. Cope

Dean(s)

Nov 13, 2020

Joe L. Cope

Date

College Academic Council

Joe Halbert

Date

University General Education Council

N/A

Chair

Date

Undergraduate Academic Council

N/A

Chair

Date

Provost

Robert Rhodes

Date

Faculty

N/A

Faculty Senate Chair

Date

President

Phil Schubert

Date