

Application for a New Course v10.5

Course ID <i>Subject and Number</i>	LEAD 701
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Jon Camp
2	Course Teacher	TBD
3	Course Title	Introduction to Doctoral Studies
4	Course Abbreviation (if title is over 30 characters)	Intro to Doctoral Studies
5	College	College of Education and Human Services
6	Department	Ed. D. Program
7	Number of Credit Hours	3
8	Is the course Fixed Credit or Variable Credit?	Fixed
9	Is the course repeatable?	No
10	Maximum number of times course may be repeated	
11	Maximum number of hours credit	
12	Explanation for variable credit	
13a	Course contact hours - LEC	
13b	Course contact hours - Lab	
13c	Course contact hours - Practicum	
13d	Course contact hours - Seminar	
13e	Course contact hours - Studio	
13f	Course contact hours - Online	45 – this is an entirely online course
13g	Course contact hours - Colloquium	
13h	Course contact hours – Field Experience	
13j	Course contact hours - Internship	
13k	Course contact hours - Research	
13m	Course contact hours - Workshop	
13n	Course contact hours – Other (specify)	
14	Instructor Workload	Standard 3 hour load
15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	20 students per section
17	Catalog Description (50 words or less)	Invites Ed. D. students to the academic practices, virtues, and resources of the scholar practitioner. As the entry point to the Ed. D. in Organizational Leadership, this is the first of three courses designed to provide students with a shared foundation of knowledge and skills on which to build their doctoral studies.

18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Admission to doctoral studies in Organizational Leadership.
19	List any co-requisites	
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	
21	Does this course have any special student costs? Yes/No <i>Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	
22a	How often will it be offered? Fall	Twice (Fall 1 / Fall 2)
22b	How often will it be offered? Spring	Twice (Spring 1 / Spring 2)
22c	How often will it be offered? Summer	Twice (Summer 1 / Summer 2)
23	Frequency? All, odd, or even years?	6 times per year.
24	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Summer 1, 2015
25	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	
26	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	Yes
27	Should the addition of this course be retroactively applied to the degree plan it supports? Yes/no and explain	No. This course is a part of a new program launch.
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught. (Note: New courses are NOT required to be taught as Special Topics courses prior to being approved. However, courses may be taught once as Special Topics before it is proposed. See the Course Descriptions section of the Catalog for details.)</i>	No
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept.</i>	This course is unique as an introductory course to the study of Organizational Leadership, with special emphasis on academic writing and dissertation topic development. As such,

	<i>chair of existing course justifying the new offering in Section IV-D.</i>	I am unaware of significant overlap with other courses.
--	--	---

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	This course is the first of three foundational courses for the new Ed. D. program.
2	Justification State the justification for adding this course to the current curriculum. Represent the need.	In addition to providing essential orientation to entering Ed. D. students, this course title was listed in the Ed. D. program proposal application that was approved by councils.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	The intended audience for this course is entering Ed. D. students who have met the admission requirements.
2	State the overarching course goal(s) in performance terms.	Students who successfully complete this course will be prepared with the foundational knowledge, skills, and resources of the scholar practitioner in organizational leadership.

2. Competencies and Measurements

	Competency	Measurement
1	Integrate themes of vocation, organizational culture, and practice into a philosophy of organizational leadership.	Philosophy of Organizational Leadership Paper Discussion Board
2	Assess the strengths and limitations of the different approaches to organizational leadership research, along with their underlying epistemologies and associated methodologies for data collection, data evaluation, and representation of findings.	Dissertation Topic Paper Discussion Board
3	Find, synthesize, and assess peer-reviewed research literature.	Article Analyses Dissertation Critique
4	Demonstrate proficiency in advanced academic writing, using APA format and style.	Literature Review Article Analyses

5	Identify a real-life organizational problem or need that could serve as the focus of a dissertation.	Dissertation Topic Paper
6		
7		
8		
9		

3. Text and Resources

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

Required Texts:

Creswell, J. (2013). *Research design: Qualitative, quantitative, and mixed method approaches* (4th ed.). Thousand Oaks, CA: Sage Publications. (273 pages)

Graff, G., & Birkenstein, C. (2010). *They say / I say: The moves that matter in academic writing* (2nd ed.). New York, NY: W.W. Norton & Co. (243 pages)

Keller, T., & Alsdorf, K. (2012). *Every good endeavor: Connecting your work to God's work*. New York, NY: Dutton. (336 pages)

Machi, L., & McEvoy, B. (2012). *The literature review: Six steps to success* (2nd ed.). Thousand Oaks, CA: Corwin. (200 pages)

Publication manual of the American Psychological Association (6th ed.). (2010). Washington, DC: American Psychological Association. (reference guide)

Roberts, C. (2010). *The dissertation journey: A practical and comprehensive guide to planning, writing, and defending your dissertation*. Thousand Oaks, CA: Corwin Press. (248 pages)

Rosenzweig, P. (2007). *The halo effect-- and the eight other business delusions that deceive managers*. New York, NY: Free Press. (263 pages)

Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. New York, NY: Cambridge University Press. (336 pages)

Additional electronic reading packet of about 250 pages, mostly research articles.

Total pages of required reading: About 2000

IV. Supporting Documentation

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

1	Library — Submit new course application and syllabus to the Dean of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the Library report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
4	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
5	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
6	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
7	Justification — Attach all documents referred to in Section II-2
8	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
9	Provide documentation for all additional attachments here

V. Preliminary Approvals

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

Course Number and Name **LEAD 701**

Primary Department



Department Chair
3.04.2015

Date



Dean of the College
3.04.2015

Date

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

Department Chair

Date

Dean of the College

Date

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

Department Chair

Date

Dean of the College

Date

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

Course ID: **LEAD 701**

Course Title: **Introduction to Doctoral Studies**

1. College Academic Council: (for all courses)

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

Approved ☒ Denied ☐ Bruce Scott 3.04.2015
College Dean or Director Date

Approved ☐ Denied ☐ _____
College Dean or Director Date

2. Graduate Council: (for graduate level courses)

Approved ☐ Denied ☐ _____
Dean of Graduate School Date

3. Teacher Education Council: (when applicable)

Approved ☐ Denied ☐ _____
TEC Chair Date

4. University General Education Council: (when applicable)

Approved ☐ Denied ☐ _____
Provost's designee Date

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

Approved ☐ Denied ☐ _____
Vice Provost Date

6. Academic Provost: (for all courses)

Approved ☐ Denied ☐ _____
Provost Date

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

Approved ☐ Denied ☐ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

Introduction to Doctoral Studies

College of Education and Human Services

Department of Graduate Studies in Education

LEAD 701--Introduction to Doctoral Studies (3 hours)

General Course Information

Mission Statements

University Mission Statement: The mission of Abilene Christian University is to educate its students for Christian service and leadership throughout the world. This mission is achieved through:

- 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;
- 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 of Education & Human Services Mission Statement: To equip students for global ministry through exemplary practice and service in education and human services.

Department of Graduate Studies in Education Mission Statement: The mission of the Department of Graduate Studies in Education is to prepare outstanding educators to lead and serve in the schools of the 21st Century through a preparation program based on a Christian world view and which makes students and their learning the foundation for school leadership.

Mission of the Ed. D. in Organizational Leadership: 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:

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

Credit Hours: 3**Instructor and Contact Information**

Course Developer: Jonathan W. Camp, D. Min., Ph. D., Associate Professor of Communication

Office Location: Sherrod 214

Phone Number(s): 325-674-2191

Email Address: jonathan.camp@acu.edu

Instructor: TBD

Office Location:

Phone Number(s):

Email Address:

Office Hours:

Contact Expectations:

Class time and location: TBD

Course Content

LEAD 701 is a doctoral course in the Doctorate of Organizational Leadership degree.

Prerequisites

Pre-requisite: Admission to doctoral studies in Organizational Leadership.

Course Description and Purpose

Introduction to Doctoral Studies invites students to the advanced academic practices, virtues, and resources of the scholar practitioner. As the entry point to ACU's Doctor of Education in Organizational Leadership, this is the first of three courses designed to provide students with a shared foundation of knowledge and skills on which to build their doctoral studies. In particular, this course provides students with the research and writing skills, theoretical bases, and general roadmap to begin their research journey that will eventually culminate in a dissertation.

Integration of Christian Faith

Leadership is a calling. For this reason, this course introduces the Christian term "vocation" as a unifying concept that both distinguishes and enlivens ACU's Ed. D. program. 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 humility, honesty, perseverance, and hospitality.

Course Outcomes and Competencies

Students who successfully complete this course will be prepared with the foundational knowledge, skills, and resources of the scholar practitioner in organizational leadership. To achieve this outcome, students will master the following competencies:

1. Integrate themes of vocation, organizational culture, and practice into a philosophy of organizational leadership.
2. Assess the strengths and limitations of the different approaches to organizational leadership research, along with their underlying epistemologies and associated methodologies for data collection, data evaluation, and representation of findings.
3. Find, synthesize, and assess peer-reviewed research literature.
4. Demonstrate proficiency in advanced academic writing, using APA format and style.
5. Identify a real-life organizational problem or need that could serve as the focus of a dissertation.

Teaching/Learning Methods

Required Texts:

Creswell, J. (2013). *Research design: Qualitative, quantitative, and mixed method approaches* (4th ed.). Thousand Oaks, CA: Sage Publications.

Graff, G. & Birkenstein, C. (2010). *They say/I say: The moves that matter in academic writing* (2nd ed.). New York, NY: W. W. Norton & Co.

Keller, T. & Alsdorf, K. (2012). *Every good endeavor: Connecting your work to God's work*. New York, NY: Dutton.

Machi, L., & McEvoy, B. (2012). *The literature review: Six steps to success* (2nd ed.). Thousand Oaks, CA: Corwin.

Publication manual of the American Psychological Association (6th ed.). (2010). Washington, DC: American Psychological Association.

Roberts, C. (2010). *The dissertation journey: A practical and comprehensive guide to planning, writing, and defending your dissertation*. Thousand Oaks, CA: Corwin Press.

Rosenzweig, P. (2007). *The halo effect-- and the eight other business delusions that deceive managers*. New York, NY: Free Press.

Wenger, E. (1998). *Communities of Practice: Learning, Meaning, and Identity*. New York, NY: Cambridge University Press.

Additional electronic reading packet of about 250 pages

Engaged Learning in an Online Format

This online course invites students into a community of engaged practitioner scholarship. The course consists of seven weekly modules, with a new module opening each Monday morning in the Canvas LMS (Learning Management System). Students are expected 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. Weekly individual assignments will allow students to demonstrate mastery over the course outcome and competencies. Weekly readings and discussion boards will allow students to do what advanced scholar practitioners do: Question the material, reflect on application, note areas of interest, respectfully challenge each other, and discover connections to other readings in peer-reviewed journals.

Discussion board assignments are due no later than 5 pm Central Time on Friday of the week it is due. Appropriate responses are concise, focused, substantive, well-reasoned, and appropriate cite using APA style research studies that support arguments or opinions. Students are expected to have an original post and must respond to the posts of at least three other students each week, unless he or she is assigned as the **summarizer** (see below) for that week.

The following section elaborates on the function of the summarizer, and is adapted with permission from Joseph W. McNabb's syllabus, EDUC 7209: Introduction to Doctoral Studies, Northeastern University.

Summarizer: Each discussion board will have assigned student summarizers. The task of the summarizer is to draft one paragraph that synthesizes the responses of the assigned question or readings using the following four questions:

- What are the one or two most important ideas or themes that emerged from the discussion?
- What remains unresolved or contentious about the topic?
- What do class members understand better as a result of the discussion?
- What do we need to talk about in future discussions to understand better the issue(s) this discussion addressed?

The assigned summarizers will have the responsibility of completing the assignment and summarizing the assigned number of students' responses. The summarizer does not have to respond to their colleagues' posts. The summarizer will be assigned to a group of students in the class, by alphabetical order, and will be responsible for completing and posting the summary based on the above four questions by Tuesday morning, 8 am CT.

Assignments totaling 1000 points (fuller descriptions will be provided in the individual modules)

1. Philosophy of Organizational Leadership Paper – 100 points
Students will write a philosophy of organizational leadership that synthesizes the themes of vocation, organizational culture, and communities of practice. This paper should be 6-8 pages in length, and cite at least 8 reputable sources.

2. Approaching a Topic for a Dissertation – 100 points
Students will identify a real-life organizational problem or issue, describe both the organization and the issue in-depth, and determine which research approach would best address this problem. (5-7 pages)
3. Article Analyses – 200 points
Students will find and analyze two peer-reviewed articles that deal with their particular organizational problem. Each analysis should be 4-5 pages in length, for a total of 8-10 pages.
4. Critique a Dissertation – 100 points
Students will find a dissertation related to your possible dissertation topic, and provide a 6-8 page critique of that dissertation. Students will find a dissertation related to your possible dissertation topic, and provide a 6-8 page critique of that dissertation.
5. Literature Review – 400 points
Students will identify a topic that is related to their previously identified organizational problem, and write a 15-20 page literature review on that topic, using at least 25 references from peer-reviewed journals.
6. Discussion Board(DB) – 100 points
Students will participate in the weekly discussion board, and perform the role of summarizer at the designated time.

Competencies and Measurements:

Assignment	Course Competency	Ed. D. Program SLO's
Philosophy of Organizational Leadership Paper	Comp 1: Develop a philosophy of organizational leadership that combines themes of vocation, organizational culture, and practice.	SLO #1.2: Learners will reflect upon/appraise the concept of vocation in their own leadership development. SLO #5.5: Learners will articulate the theories and practices of effective leadership.
Approaching a Topic for Dissertation	Comp 2: Assess the strengths and limitations of the different approaches to organizational leadership research, along with their underlying epistemologies and associated methodologies for data collection, data evaluation, and representation of findings. Comp 5: Identify a real-life organizational problem or need that could serve as the focus of a dissertation.	SLO #4.1: Learners will identify and describe evidence-based practice techniques appropriate for their organizational contexts.

Article Analyses	Comp 3: Find, synthesize, and assess peer-reviewed research literature. Comp 4: Demonstrate proficiency in advanced academic writing, using APA format and style.	SLO #2.2: Learners will creatively use resources to lead and complete organizational initiatives. SLO #4.1: Learners will identify and describe evidence-based practice techniques appropriate for their organizational contexts.
Dissertation Critique	Comp 3: Find, synthesize, and assess peer-reviewed research literature.	SLO #2.2: Learners will creatively use resources to lead and complete organizational initiatives.
Literature Review	Comp 3: Find, synthesize, and assess peer-reviewed research literature. Comp 4: Demonstrate proficiency in advanced academic writing, using APA format and style.	SLO #2.2: Learners will creatively use resources to lead and complete organizational initiatives. SLO #4.1: Learners will identify and describe evidence-based practice techniques appropriate for their organizational contexts.
Discussion Board	Comp 1: Develop a philosophy of organizational leadership that combines themes of vocation, organizational culture, and practice. Comp 2: Assess the strengths and limitations of the different approaches to organizational leadership research, along with their underlying epistemologies and associated methodologies for data collection, data evaluation, and representation of findings. Comp 5: Identify a real-life organizational problem or need that could serve as the focus of a dissertation.	SLO #1.1: Learners will articulate the rich tradition of literature and practice in Christian vocation. SLO #1.2: Learners will reflect upon/appraise the concept of vocation in their own leadership development. SLO #1.3: Learners will apply new understanding of vocation in their organizational contexts. SLO #4.1: Learners will identify and describe evidence-based practice techniques appropriate for their organizational contexts.

Course Schedule & Organization

The seven modules correspond to seven weeks of the course. A fuller schedule will be provided to students in the learning management system. The full schedule will contain individual module objectives along with readings and learning activities aligned with their respective module objectives.

Note: Each Module will contain an “Academic Writing Clinic” activity.

- Module 1: The Vocation of Organizational Leadership
Readings: TBA
Assignments: Module 1 Discussion Board (DB), Assignment 1
- Module 2: The Contexts and Complexities of Organizational Leadership
Readings: TBA
Assignments: Module 2 DB, Assignment 2
- Module 3: Epistemologies of Organizational Leadership Research
Readings: TBA
Assignments: Module 3 DB
- Module 4: Qualitative and Quantitative Approaches to Organizational Leadership
Readings: TBA
Assignments: Module 4 DB, Assignment 3
- Module 5: The Dissertation Journey
Readings: TBA
Assignments: Module 5 DB, Assignment 4
- Module 6: The Literature Review
Readings: TBA
Assignments: Module 6 DB
- Module 7: Approaching a Dissertation Topic
Readings: TBA
Assignments: Module 7 DB, Assignment 5

Grades

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

Writing Expectations (Adapted from Dr. Cole Bennett, Director of the ACU Writing Center, used with permission)

An excellent paper (A) will adhere carefully to the prompt, be on-topic with the appropriate scope and length, match the rhetorical task of the assignment, be virtually flawlessly edited, and follow APA format guidelines.

A good paper (B) will approach the *excellent paper* guidelines, but may have too limited a scope or fall short of editing, logical sequencing, elaboration of ideas, or well-suited research.

An average paper (C) is a readable attempt toward answering the prompt, but lacks sufficient development.

Below-average papers will not be accepted. You may be given the opportunity to revise and resubmit for half credit.

Assignment Due Dates

Assignments submitted after the deadline will receive an automatic 50% penalty. Assignments that are more than one week late will receive an automatic zero.

Course Policies

ADA Compliance:

The ACU Student Disability Services Office (a part of Alpha Academic Services) facilitates disability accommodations in cooperation with instructors. In order to be eligible for accommodations, you must be registered with Disability Services and a separate request must be made for each class in which accommodations are needed. Call 325-674-2667 for an appointment with the Director of Disability Services.

Academic Integrity:

The University Policy for Academic Integrity and Honesty is as follows:

1. 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.
2. According to University Policy violations of the Academic Integrity policy may result in an "F" in the class and removal from the course.
3. See Academic Integrity and Honesty Policy for details of what constitutes academic dishonesty and resultant disciplinary actions. (www.acu.edu/academic-integrity)

Sexual Harassment:

Harassment will not be tolerated at Abilene Christian University. As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Therefore it is the purpose of this policy to maintain a work and academic environment that is free of harassment, sexual or otherwise. This policy applies to all members of the ACU community, including

trustees, faculty, staff, students, and volunteers at Abilene Christian University. For a more in-depth look at the university's anti-harassment policy, full definition of harassment, and procedure for reporting, visit: [www.acu.edu/campusoffices/studentlife/judicial/For Students/Harassment Policy](http://www.acu.edu/campusoffices/studentlife/judicial/ForStudents/HarassmentPolicy)

Course Schedule/Calendar

The seven modules correspond to seven weeks of the course. A fuller schedule will be provided to students in the Canvas learning management system. The full schedule will contain individual module objectives along with readings and learning activities aligned with their respective module objectives.

Note: Each Module will contain an "Academic Writing Clinic" activity.

Module 1: The Vocation of Organizational Leadership

Readings: TBA

Assignments: Mod 1 Discussion Board (DB), Assignment 1

Module 2: The Contexts and Complexities of Organizational Leadership

Readings: TBA

Assignments: Mod 2 DB, Assignment 2

Module 3: Epistemologies of Organizational Leadership Research

Readings: TBA

Assignments: Mod 3 DB

Module 4: Qualitative and Quantitative Approaches to Organizational Leadership

Readings: TBA

Assignments: Mod 4 DB, Assignment 3

Module 5: The Dissertation Journey

Readings: TBA

Assignments: Mod 5 DB, Assignment 4

Module 6: The Literature Review

Readings: TBA

Assignments: Mod 6 DB

Module 7: Approaching a Dissertation Topic

Readings: TBA

Assignments: Mod 7 DB, Assignment 5

Friday, February 6, 2015
Jonathan Camp
Abilene Christian University

Re: LEAD 701 Application

Dear Jon,

The Adams Center has completed the review LEAD 701: Introduction to Doctoral Studies. The syllabus was reviewed based on the ACU Syllabus Guidelines. The syllabus proposed meets or exceeds the expectations described in these guidelines.

This syllabus is well constructed and the course is well designed. The only suggestion is to be sure and inform students of when the professor will be available for virtual office hours.

There is no need to return the syllabus to the Adams Center for further review. Of course, if you would like to discuss this suggestion or any other aspect of your syllabus or instructional strategies, please contact me and we will schedule a time as soon as possible. We are here to serve you as you help prepare students for Christian service and leadership throughout the world.

Grace and Peace,

A handwritten signature in black ink, appearing to read "David Christianson".

David Christianson
Instructional Designer
Adams Center for Teaching and Learning
Abilene Christian University

ACU Syllabus Checklist

Revised on July 15, 2014 based on ACU New Course Application v10.5.

Course Title and Number

LEAD 701: Introduction

Reviewer

David Christianson

Developer

Jonathan Camp

About the course

- ☒ Course number and title
- ☒ Credit hours
- ☒ Semester and year
- ☒ Meeting time and place
- ☐ Prerequisites/co-requisites

About the instructor(s)

- ☒ Name and title or rank
- ☒ Office location
- ☒ Phone numbers
- ☒ Email address
- ☐ Office hours/contact expectations

Mission statements

- ☒ ACU mission statement
- ☒ College mission statement
- ☐ Department mission statement
- ☐ Personal mission statement (optional)

Unique Christian Perspective

- ☒ Description of how learning and Christian faith are integrated in the course

Course Content

- ☒ Catalog description
- ☒ Intended audience
- ☒ Outline of topics

Teaching/Learning Methods and Format of Class Sessions

- ☒ Description of the types of activities students should expect in the course

Materials

- ☒ Required and optional materials, including textbooks, etc.

Learning Objectives/Competencies

- ☒ Specific competencies stated in measurable terms
- ☒ Assignments or instruments that will be used to assess the competencies.

Assessment/Grading Criteria

- ☒ Complete and accurate details of factors and elements that will comprise the final grade
- ☒ Weight or point value of all graded elements
- ☒ Grading scale with clear expectations for grades
- ☐ Extra credit opportunities (optional)

University Policies

- ☒ Special needs policy -ADA
- ☒ Academic integrity policy (recommended)
- ☐ Title IX policy (recommended)

Course Policies

Expectations and consequences regarding:

- ☒ Participation
- ☐ Attendance and tardiness
- ☐ Course specific academic integrity policy (optional)

Calendar

(Note: Calendar is not required for Course Application, but it must be included in all syllabi distributed to students.)

- ☐ Exam dates
- ☒ Assignments
- ☒ Due dates and other deadlines (and late assignment/exam policy)
- ☒ Schedule of readings and topics
- ☒ Statement to reserve the right to modify the calendar as necessary

Any comments?

Once hours are determined, students should be informed about when the professor will be available for "virtual" office hours.

Submit

Never submit passwords through Google Forms.

Powered by

This form was created inside of myACU.
[Report Abuse](#) - [Terms of Service](#) - [Additional Terms](#)

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: March 4, 2015
TO: Dr. Jonathan Camp
FROM: Mark McCallon, Associate Dean for Library Resources
RE: Course Application for LEAD 701– Introduction to Doctoral Studies

After reviewing the course application and syllabus, the library can adequately support the proposed course subject to the finalization and provision of library funding for the Ed.D. as initially outlined in the attached Memorandum of Understanding . Please contact your library liaison, Mark McCallon (mccallonm@acu.edu), to suggest specific resources that the library needs to purchase for future revisions to the course. Thank you for letting us examine the course proposal.

The following document is intended to articulate the understanding between the Library and the Graduate School concerning (a) the Year One/FY15 launch of the Online Academic Resource Center/Portal, (b) the development of a sustainable model for funding online academic resources for online graduate programs, and (c) the commitment to ongoing review and development of the needs of online graduate students.

(a) The intention of the Graduate School and the Library is to collaborate on the creation of a state-of-the-art Online Academic Resource Center that serves the particular needs of all non-located graduate students across programs. This center (or portal) will draw upon existing resources but also identify new resources particular to this student population. It is our intention to produce an online center that is excellent and exemplary as it meets the needs of online students. The Online Academic Resource Center can and will be featured for prospective students and faculty as a demonstration of the excellence of ACU's online graduate programs.

In order to begin the research and design toward these ends, the Graduate School will set aside a start-up fund in Year 0 (FY15) of the start-up of the Graduate School's strategic initiative to grow new online programs. The start up fund will be in the amount of \$20,000.

(b) The intention of the Graduate School and the Library is to develop together a sustainable model for supporting excellent academic resources for online graduate students. In order to do so, the Graduate School and the Library propose a model where each online program will fund the center. This funding will come in two forms:

- i. Program "subscription" to the Online Academic Center – As new programs are developed, they will provide baseline funding for the center by an annual subscription of \$xx,xxx per program. This will insure a baseline of funding to support the Center.
- ii. Per student usage fee – A percentage of student revenue per term will be allocated to support of online academic resources. The Library and the Graduate School will work together to determine the percentage necessary for sustainability.

(c) The intention of the Graduate School and the Library is to collect and review data annually on student usage of online academic resources so that together they might adjust these models to best serve online graduate students.