

Application for a New Course v9

Course ID <i>Subject and Number</i>	HIED 652
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Dr. Jason Morris/Corey Patterson
2	Course Teacher	Dr. Jason Morris
3	Course Title	Foundations of Enrollment Management
4	Course Abbreviation (if title is over 30 characters)	N/A
5	College	College of Education and Human Services
6	Department	Department of Higher Education
7	Number of Credit Hours	6
8	Is the course Fixed Credit or Variable Credit?	Fixed
9	Is the course repeatable?	Yes
10	Maximum number of times course may be repeated	2
11	Maximum number of hours credit	6
12	Explanation for variable credit	N/A

13a	Course contact hours - LEC	N/A
13b	Course contact hours - Lab	N/A
13c	Course contact hours - Practicum	N/A
13d	Course contact hours - Seminar	N/A
13e	Course contact hours - Studio	N/A
13f	Course contact hours - Online	6 Hours
13g	Course contact hours - Colloquium	N/A
13h	Course contact hours – Field Experience	N/A
13j	Course contact hours - Internship	N/A
13k	Course contact hours - Research	N/A
13m	Course contact hours - Workshop	N/A
13n	Course contact hours – Other (specify)	N/A
14	Instructor Workload	3 Hours
15	Grade Mode (check all appropriate):	<u> X </u> Standard <u> </u> Credit/No Credit (undergrad only)
16	Maximum Enrollment	30
17	Catalog Description (50 words or less)	This course provides students with a historical overview of enrollment management, significant concepts related to the field, and professional foundations on which to build.
18	List any prerequisites (course/s,	N/A

	test scores, class standing, major, etc.)	
19	List any co-requisites	N/A
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	N/A
21	Does this course have any special student costs? Yes/No <i>Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	No
22	How often will it be offered?	Three times per year
23a	How often will it be offered? Spring	Spring 1 every year
23b	How often will it be offered? Summer	Summer 1 every year
23c	How often will it be offered? Fall	Fall 1 every year
24	Frequency?	Three times per calendar year
25	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>	Fall 1, 2015
26	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>	N/A
27	Is this course required for a degree/s? Yes/No	Yes

	<i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i>	No
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	HIED 652 (3 hours)

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	Revised course fulfills 1/2 of requirements for a 12-hour Enrollment Management track in Higher Education Master's
2	Justification State the justification for adding this course to the current curriculum. Represent the need	Revision is necessary to match the Conflict Resolution track and course schedule in the same degree

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	Intended audience is an employee of an institution of higher learning. Student will have an interest to understand and affect their institution in the area of enrollment management. Student does not need to be employed in Enrollment
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		Management department to be accepted into the program. No prerequisites are needed
2	State the overarching course goal(s) in performance terms.	The goal of this course is to provide a foundation for students on which to build during the rest of the track. Students will gain knowledge of the history and trends of the field and begin to understand the importance of strategic enrollment planning.

2. Competencies and Measurements

Competencies	Learning experience(s) to ensure competency
Students will describe and discuss the business of enrollment management	Assignment 2: Interview an Enrollment Management Professional
Students will review the history of enrollment management and illustrate the evolution of the field	Assignment 3: Assessing the History, Concepts and State of Enrollment Management
Students will examine trends in higher education, pricing, and enrollment management	Assignment 3: Assessing the History, Concepts and State of Enrollment Management, Assignment 20: Response Paper - Trends in Pricing and Costs
Students will recognize the importance of enrollment team dynamics	Assignment 9 – Exploring Teamwork Through Film
Students will discover the importance of enrollment strategy and recognize the critical nature of strategic enrollment planning	Assignment 5: SWOT Project, Assignment 12: Case Study - Everett Community College
Students will develop their own leadership skills while appraising their own potential for influencing their institution	Assignment 6: Your Organizational Fit, Assignment 8: Article Review - The Quick Wins Paradox

Understand the sources and uses of financial aid	Assignment 17: Discussion: Trends in Financial Aid
Understand the trends in tuition pricing and the college debt crisis.	Assignment 18: Discussion: My response to "Ivory Tower"
	Assignment 20: Response Paper - Trends in Pricing and Costs

3. Text and Resources

Texts

- Black, J. (ed) (2004). *Essentials of enrollment management: cases in the field*. Washington DC: American Association of Collegiate Registrars and Admissions Officers.
- Rath, T., & Conchie, B. (2008). *Strengths based leadership. (1 ed.)*. New York: Gallup Press.
- Maxwell, J. (2001). *The 17 indisputable laws of teamwork*. Nashville: Thomas Nelson.

Media

- Howard, R. (Director). (1995). *Apollo 13*. Universal Pictures. (You will need to rent or buy this movie for use in Module 3, Assignment 9)

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 Director of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the library director's 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	Degree Plan — The impact of the course must be reviewed by the Director of Curriculum. Attach degree plan signed by the Director of Curriculum.
4	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.
	5	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.
	6	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.
	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 all documents referred to in Section II-2
	9	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
	10	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.

Primary Department

Department Chair
Dean of the College

Date

Date

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

Department Chair
Dean of the College

Date

Date

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

Department Chair
Dean of the College

Date

Date

VI. Approvals *Place all approvals on one page.*

A. Course ID: _____

Course Title: _____

1. College Academic Council Action: (for all courses)

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

Approved ____ Denied ____

College Dean or Director

Date

Approved ____ Denied ____

College Dean or Director

Date

2. Graduate Council Action: (for graduate level courses)

Approved ____ Denied ____ _____
Dean of Graduate School Date

3. University Undergraduate Academic Council Action:

For undergraduate level courses only

Approved ____ Denied ____ _____
Associate Provost Date

4. University General Education Council Action: (when applicable)

Approved ____ Denied ____ _____
Provost or designee Date

5. University Budget Committee Action: (when applicable)

When applicable – see New Course Application Instructions

Approved ____ Denied ____ _____
Chair, University Budget Committee Date

6. Academic Provost Action: (for all courses)

Approved ____ Denied ____ _____
Provost Date

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

Approved ____ Denied ____ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

HIED 652 – Foundations of Enrollment Management (6 Credit Hours)

Welcome to this course. We hope this syllabus provides the information you need to get started in the course. Our hope is that you will find the content meaningful and helpful as you strive to understand the business of enrollment management. Please let us know if you have questions or need anything as you progress through the course. Blessings on your learning!

Mission Statements:

These statements are presented to provide a sense of what guides us as a university and as educators. In short, we are here to serve you throughout your learning experience.

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

The mission of the College of Education & Human Services is to equip students for global ministry through exemplary practice and service in education and human services.

Instructor Information:

A lead teacher and a facilitator will guide you through this course. Each is available to you by email and, if necessary, by phone. The facilitator addresses your day-to-day needs within the course and is your primary contact person; the lead teacher is assigned to multiple sections of the course and works in a supervisory role. You should have introductory news forum posts from each very shortly. For additional brief introductions to the lead teacher and the facilitator, please select their names under the "Participants" tab on the course home page.

About your lead teacher:

Dr. Jason Morris

E-mail: morrisj@acu.edu

Cell Phone: 325-733-5165

Office Phone: (325) 674-2830

On-Campus Office Location: Zellner 121

Office Hours: MWF, 9a-4p

About your facilitator:

Mr. Corey Patterson

E-mail: pattersonc@acu.edu

Cell Phone: 325-201-3807

Office Phone: (325) 674-6566

On-Campus Office Location: Brown Library, rm. 319E

Office Hours: MWF, 9a-4p (always available via email or text)

Attendance:

About Online Learning

Welcome to the online classroom! It's really more than a single room. This multi-dimensional learning environment has been designed to stimulate your thoughts and to assist you in building relationships with your professor and fellow students. This course does require reading, analysis of video and podcasts, interaction with others, and individual written assignments. As in any class, you have to complete your work to get a satisfactory grade. Yet, you do have the flexibility to carry your classroom with you. Make good use of your time. If possible, complete your assignments early.

About Discussions

This course uses a discussion board to simulate a traditional classroom academic discourse in an asynchronous environment. In a discussion board, students post comments to a discussion topic, react to other students' comments, post thoughts and experiences related to the topic, and respond to ideas shared by others in the module.

In a typical classroom many students do not participate in class discussion. Many prefer to read the textbooks, listen to the lecture and let the more outspoken students speak for them. In the online classroom ALL students participate. In fact, as graduate students you will learn as much, if not more, from your fellow students as they share their understanding of the module materials and share personal and workplace experiences.

Students are expected to respond to other postings using any or all of the following techniques.

- Making references to the text and other readings
- Bringing in outside research
- Sharing personal workplace experiences
- Supporting and challenging one another

Your initial posting should be submitted in the discussion forum by Wednesday of each week (see calendar).

Course Information:

Catalog Course Description

This course provides students with a historical overview of enrollment management, significant concepts related to the field, and professional foundations on which to build.

Prerequisites Required for this Course:

None.

Main Topics/Outline

- Module 1 - Definition, History and Trends of Enrollment Management
- Module 2 - Organizational Analysis
- Module 3 & 4 - Leadership and Teamwork
- Module 5 & 6 - Strategic Planning and Setting Enrollment Goals and Targets
- Module 7 & 8 - Pricing, Financial Aid and the Problem of College Debt

Course Format

This course is presented in an online format. At this point, you have probably developed some online skills and will quickly learn to navigate your way around our virtual classroom.

Our class will utilize a learning management system to disseminate information, conduct discussion, and provide feedback to one another about what we are learning. As a result, there is no “synchronous” time that we will meet during the week. Therefore, you may work at your pace and on your schedule (for the most part). There are guidelines to when posts and assignments must be submitted, but the flexibility provided through the online format should be enriching and rewarding.

As illustrated by the information towards the end of this syllabus, a typical week may include any or all of the following:

- Selected readings
- Video Lecture
- Discussion
- Article Review
- Short Paper
- Weekly Reflection

We have invested a great deal of time and effort into making this an effective learning environment. Remember that the courses in this program are designed with a high degree of interaction required between you, your fellow classmates, and your facilitator. Please pay close attention to the course calendar and the assignments.

About Online Learning

Welcome to the online classroom! It's really more than a single room. This multi-dimensional learning environment has been designed to stimulate your thoughts and to assist you in building relationships with your professor and fellow students. This course does require reading, analysis

of video and podcasts, interaction with others, and individual written assignments. As in any class, you have to complete your work to get a satisfactory grade. Yet, you do have the flexibility to carry your classroom with you. Make good use of your time. If possible, complete your assignments early.

Faith and Learning

While training students to be high functioning educational practitioners, it is our desire to help students integrate elements of Christian faith into their learning and practice. It is our hope that while in our program, students are challenged by Matthew 22:37, "Love the Lord your God with all your heart and with all your soul and with all your mind."

Overall Outcomes and Competencies

During this course, students will learn and demonstrate an understanding of several topics that provide the foundation for successful enrollment management. These topics include:

Competencies	Learning experience(s) to ensure competency
Students will describe and discuss the business of enrollment management	Assignment 2: Interview an Enrollment Management Professional
Students will review the history of enrollment management and illustrate the evolution of the field	Assignment 3: Assessing the History, Concepts and State of Enrollment Management
Students will examine trends in higher education, pricing, and enrollment management	Assignment 3: Assessing the History, Concepts and State of Enrollment Management, Assignment 20: Response Paper - Trends in Pricing and Costs
Students will recognize the importance of enrollment team dynamics	Assignment 9 – Exploring Teamwork Through Film
Students will discover the importance of enrollment strategy and recognize the critical nature of strategic enrollment planning	Assignment 5: SWOT Project, Assignment 12: Case Study - Everett Community College
Students will develop their own leadership skills while appraising their own potential for influencing their institution	Assignment 6: Your Organizational Fit, Assignment 8: Article Review - The Quick Wins Paradox
Understand the sources and uses of financial aid	Assignment 17: Discussion: Trends in Financial Aid

Understand the trends in tuition pricing and the college debt crisis.	Assignment 18: Discussion: My response to "Ivory Tower" Assignment 20: Response Paper - Trends in Pricing and Costs
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Texts and Media

Texts

- Black, J. (ed) (2004). *Essentials of enrollment management: cases in the field*. Washington DC: American Association of Collegiate Registrars and Admissions Officers.
- Rath, T., & Conchie, B. (2008). *Strengths based leadership*. (1 ed.). New York: Gallup Press.
- Maxwell, J. (2001). *The 17 indisputable laws of teamwork*. Nashville: Thomas Nelson.
- Hossler, D., & Bean, J. (1990). *The strategic management of college enrollments*. (pp. 21-43). San Francisco, CA: Jossey-Bass.
- Ward, J. (2005). Enrollment management: Key elements for building and implementing an enrollment plan. *College and University*, 80(4).
- Crockett, K., Christiansen, D., Golden, T., & Hundreiser, J. (2012). J. Hundreiser (Ed.), *Strategic enrollment planning: A dynamic collaboration* (1st ed.). Coralville, IA: Noel-Levitz, Inc.

Media

- Howard, R. (Director). (1995). *Apollo 13*. Universal Pictures. (You will need to rent or buy this movie for use in Module 3 (Assignment 9).

In addition, many academic and popular journal articles will be used throughout the course.

Note: Students wishing to purchase texts in electronic format are responsible for locating the correct material. In addition to the title and author, check the date of publication.

Grades

Assignments	Point Value
Module 1--Assignment 1: What do you bring to the table?	25

Module 1--Assignment 2: Interview an Enrollment Management Professional	75
Module 1--Assignment 3: Assessing the History, Concepts and State of Enrollment Management	50
Module 2--Assignment 4: Discussion - A model for analyzing your organization	25
Module 2--Assignment 5: SWOT Project	100
Module 2--Assignment 6: Your Organizational Fit	50
Module 3--Assignment 7: Discussion - Empowering your team	25
Module 3--Assignment 8: Article Review - The Quick Wins Paradox	50
Module 3--Assignment 9: Exploring Teamwork Through Film	100
Module 4--Assignment 10: Discussion: Achieving clarity on enrollment goals and institutional priorities	75
Module 4--Assignment 11: Article Review - Hooper and Supiano	50
Module 4--Assignment 12: Case Study - Everett Community College	100
Module 5--Assignment 13 – Discussion: Setting Enrollment Targets	25
Module 5--Assignment 14: Response Paper - Enrollment Targets	100
Module 6 --Assignment 15: Discussion - The Hundrieser text	25
Module 6--Assignment 16: Book Review	100
Module 7--Assignment 17: Discussion: Trends in Financial Aid	25
Module 7--Assignment 18: Discussion: My response to “Ivory Tower”	25
Module 7--Assignment 19: Ivory Tower Film Summary	100
Module 8--Assignment 20: Response Paper - Trends in Pricing and Costs	100
Module 8--Assignment 21: e-portfolio	100
Course Evaluation	—
Total	1325

Grading Scale

Grade	Points Earned
A	1200-1325
B	1060-1199
C	925-1059
D	795-924
F	<795

Assignment Calendar

Please be aware, that the lead teacher reserves the right to modify the calendar of events as situations warrant. In the event of changes, adequate advance communication will be provided.

Please note: All modules will open on **Monday, August 17, 2015 at 8:00 a.m.** in order that you can review is coming in future modules. However, please resist the temptation to work ahead. Discussions and assignments have been designed to occur in the weeks designated. Therefore, we ask that you do not submit class discussion posts and/or submit assignments before the week they are due. Thank you for your cooperation.

Module	Opens	Assignments	Due Date
1	Monday, August 17	Assignments 1 - 3	Monday, August 24
2	Monday, August 24	Assignments 4 - 6	Monday, August 31
3	Monday, August 31	Assignments 7 - 9	Monday, September 7
4	Monday, September 7	Assignments 10 - 12	Monday, September 14
5	Monday, September 14	Assignments 13 - 14	Monday, September 21
6	Monday, September 21	Assignments 15 - 16	Monday, September 28
7	Monday, September 28	Assignment 17 - 19	Monday, October 5
8	Monday, October 5	Assignment 20 - 21	Monday, October 12
		Course Evaluation	Monday June 23

Course Evaluation

The Course Evaluation is designed to give students an opportunity to share anonymously their course experience. Near the end of the course the evaluation form will become available at the bottom of the course outline page. The students are asked to take some time to complete the form and submit it by the end of the last week of class. We expect this information to be useful in continually improving education at ACU

Course Policies:

Late Work

While the online learning environment is designed to be flexible and convenient, you must give special attention to the schedule of assignments. You should pay special note to the following policies.

Team activities such as discussion boards and wikis require diligence on your part. Your colleagues are depending on you to post on time so they can complete their assignments. Pay particular attention to the instructions for team activities. Late initial posts to the discussion board or failure to participate in a timely manner will result in a reduction of points to the course participation grade. Further, you may receive a reduction of points as a result of evaluations made by your classmates resulting from your failure to participate in group assignments in a timely manner.

Late work is subject to a reduction in points for that assignment. When an assignment is due on a particular date, all work pertaining to that assignment must be completed and submitted to the facilitator in accordance with the instructions for that assignment by 8 a.m. Central Time the day following the date the assignment was due.

Incomplete Policy

ACU Online policy states that all required work for an online course must be completed within the time framework established by that particular course's assignment calendar. **Neither the facilitator nor the lead teacher is allowed to enter a grade of "Incomplete" for any student.**

No grade of Incomplete will be given as a final course grade. A student will receive the grade earned at the conclusion of the course. In extreme circumstances, the student may request additional time to complete course assignments from the lead teacher. This request must be submitted in writing during the course term. The request must include the circumstances that have led to the necessity of the requested extension, along with a detailed plan of action which outlines how each assignment will be completed and proposes a date of completion. This request must be received by the lead teacher before the final day of class. If approved, a submission date will be

set by the lead teacher. At the agreed time, the submitted assignments will be graded, and if appropriate, the course grade will be changed.

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 email our compliance coordinator, Scott Self, at jss00c@acu.edu.

Academic Policies:

Academic Integrity

Violations of academic integrity and other forms of cheating, as defined in Abilene Christian University's academic integrity policy

(http://www.acu.edu/campusoffices/studentlife/judicial/For%20Students/Academic_Integrity_P.htm)), involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying

and represent actions contrary to the behavioral norms that flow from the nature of God.

Violations will be addressed as described in the policy. While the university enforces the policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff and student body is responsible for protecting the integrity of learning, scholarship and research. The full policy is available for review at the Provost's office web site (<http://www.acu.edu/campusoffices/provost>) and the following offices: Provost, College Deans, Dean of Campus Life, Director of Student Judicial Affairs, Director of Residential Life Education and Academic Departments.

Plagiarism

Plagiarism is defined as use of intellectual material produced by another person without acknowledging its source. For example:

- Wholesale copying of passages from works of others into an assignment, paper, discussion posting, thesis or dissertation without acknowledgment.
- Using the views, opinions, or insights of another without acknowledgment.
- Paraphrasing another person's characteristic or original phraseology, metaphor, or other literary device without acknowledgment.

Faculty members monitor student work for evidence of plagiarism.

Questionable Materials

Occasionally, Abilene Christian University course designers and professors will include readings or audio-visual materials in courses that some individuals might deem offensive or questionable. The selection of activities, readings, and media are thoughtfully and prayerfully made. The

decision to include such materials is made after careful consideration of several questions:

- Does the material simulate or portray actual life experience that enhances the learning potential of this course?
- Does the material deliver the information or experience in a manner that does not overly exaggerate or exploit the portrayal?
- Are there other, less objectionable, materials that could be employed to provide an equal or superior learning experience?

When such questionable materials are employed, every effort is made to prepare students for exposure to the materials and to provide an appropriate advisory statement.

General Guidelines for Student Communication, Discussion and Wiki Content

The online environment is such that opportunities exist for students to post items that may not be tasteful or appropriate. Students, faculty and facilitators are expected to participate in all interactions with a tone of congeniality, professional courtesy, morality and Christian standards.

The following items are not considered appropriate.

- Content that may infringe on the rights of a third party.
- Items that make inappropriate use of hate or racist symbols or materials that glamorize the actions of hate or racist organizations or their leaders, past or present.
- Use of marks that signify hate towards another group of people.
- Inappropriate content, nudity or images that defame (deprecate) the human body.
- Content that exploits images or the likenesses of minors.
- Obscene and vulgar comments and offensive remarks that harass, threaten, defame or abuse others.
- Content that glamorizes violence, is obscene, abusive, fraudulent or threatening.
- Content that glamorizes the use of "hard core" illegal substances and drugs.
- Use of God's or Jesus Christ's name, image or representation in a way that is offensive, as determined by Christian standards and the standards of Abilene Christian University.

The list outlined above should NOT be construed as an exhaustive list of offensive material but rather as a general guideline for you to follow.

The lead teacher of each course will determine whether your content is in compliance with the guidelines outlined on this page. Both the lead teacher and the facilitator retain the right to immediately remove any content that is deemed inappropriate.

Sanctions for Flagrant Abuse

If the facilitator and the lead teacher determine that a student has flagrantly abused the conduct standards as delineated above, the lead teacher will submit a request in writing to the department chair that the student be removed from the course with a failing grade. Documentation of the offense(s) must accompany the request. The student will receive a copy of this request as it is submitted. The department chair will make the final decision.

Upon determination by the department chair that the infraction is deliberate and flagrantly abuses the conduct standards, a request will be submitted to the Dean of the Graduate School that the student be removed from the program. The student will receive a copy of this request as it is submitted. If a student is removed from a course or from a program, he or she may appeal the decision using the established ACU academic appeal process at:

<http://www.acu.edu/campusoffices/registrar/suspension.html>

Other Information:

Technical Support

A professional support specialist is available at ACU's Support Center to answer your questions and help you resolve problems associated with the functionality of the Course Delivery Learning Management System as well as technical problems you may be having with computer hardware or network connections. This service is available 24 hours a day, every day of the year. You can also call the center using the following toll-free number: 1-888-426-1698. Note that both this link and the telephone number appear on the opening page of each course.