

ACU Dallas Approval Chart for Curriculum Changes
A=Approve I=Information Item R=Review & Recommend

Degree Plan: Bachelor of Science Degree Completion program in Applied Psychology

State the requested change and reason. A memo may be attached if more space is necessary.

The accompanying proposal describes the planned Bachelor of Science Degree Completion program in Applied Psychology. This represents a new program for the University (Applied Psychology) and a new target audience (undergraduates seeking to complete a degree online.)

The application also describes an academic policy change in the form of a proposal to accept transfer students from the state of Texas as "core complete." This represents a shift in how the university has traditionally reviewed and accepted transfer credit. Adoption of this proposal will allow ACU Dallas to offer a more judicious General Education menu without constraining the target audience.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

Change to a Course	Program	Dean	Academic Council	Provost	President	Board of Trustees
1. Title (description unchanged)	R	A	I	I	I	I
2. Description (not affecting content)	R	A	I	I	I	I
3. Content (substantive change - 25% or more)	R	R	R	A	I	--
4. Number of credit hours assigned to a course	R	A	I	A	I	--
5. Course number	R	A	I	I	I	--
6. Prerequisites	R	R	A	I	I	--
7. From U to G or G to U	R	R	A	A	I	--
8. Cross list with another program	R	R	A	A	I	--
9. Program/department of record	R	R	A	A	I	--
10. Open or close a course	R	R	A	A	I	--
11. New course (application required)	R	A	R	A	I	--
12. Add a course fee	R	A	A	A	I	--
Change to a Degree Plan						

13. Revision of major/program	R	R	A	A	I	--
14. Adopt or change admission requirements	R	R	A	A	I	--
15. Add a major/program	R	R	A	A	A	I
16. Discontinue major/program (proposed by Program or Dean)	R	R	R	A	A	I
17. Discontinue major/program (proposed by VP of Academic Affairs or Provost)	I	I	R	A	A	I
18. GPA (revise major/program or cumulative requirement)	R	R	A	A	I	--
19. Minor/track - Revise course selection	R	A	I	I	I	--
20. Minor/track – Add (new content area)	A	A	A	A	A	--
21. Minor/track – Add (not new content)	A	A	A	A	I	--
22. Minor/track - Discontinue (proposed by Program or Dean)	R	R	R	A	I	--
23. Minor/track - Discontinue (proposed by VP of Academic Affairs or Provost)	R	R	R	A	I	--
24. Degree - Add	R	R	A	A	A	I
25. Degree - Discontinue (proposed by Program or Dean)	R	R	R	A	A	I
26. Degree - Discontinue (proposed by VP of Academic Affairs or Provost)	I	I	R	A	A	I
Change to Catalog Information						
27. General requirements for graduation	--	--	A	A	I	--
28. General admission requirements	--	--	A	A	I	--
29. Policies governing academic probation & suspension	--	--	A	A	I	--
30. Other academic policy changes	--	--	A	A	I	--

Curriculum/Catalog Changes Signature Page
Any recommendations should be attached to this document.

Program Director/Department Chair(s) (representing the School/Program Curriculum Committee)	
☐ Information Only ☒ Review & Recommend ☐ Approve	
 Sarah K. Lee (Nov 9, 2017)	11/9/17
Signature	Date
_____ Signature	_____ Date

Dean(s)	
☐ Information Only ☒ Review & Recommend ☐ Approve	
 Joe L. Cope (Nov 9, 2017)	11/9/2017
Signature	Date
_____ Signature	_____ Date

ACU Dallas Academic Council	
☐ Information Only ☐ Review & Recommend ☒ Approve	
 Joe L. Cope (Nov 9, 2017)	11/9/2017
Chair Signature	Date
_____ Chair Signature	_____ Date

Provost	
☐ Information Only ☐ Review & Recommend ☐ Approve	
_____ Signature	_____ Date

President

☐ Information Only

☐ Review & Recommend

☐ Approve

Signature

Date

New Program Application: Proposal for Undergraduate Degree Completion

Title of program: Bachelor of Science Degree Completion program in Applied Psychology

Type of degree/s: Bachelor of Science in Applied Psychology

Home department: College of Graduate and Professional Studies, School of Professional Studies, Undergraduate Degree Completion Program

Program developer/s: Sarah Lee with consultation from Joe L. Cope, Greg Straughn, Richard Beck, Rachel Team, Cherisse Flanagan, Scott Perkins, and Charles Wadlington

Description of program: See **Appendix A** for the Catalog Description

I. OVERVIEW

A. Mission of the program

The **mission** of the Bachelor of Science Degree Completion program in Applied Psychology is to equip non-traditional students seeking to complete a bachelor's degree for Christian leadership and service in a variety of professional and societal contexts. Specifically, the program seeks to develop graduates with foundational knowledge in psychology and the skills required to apply psychological principles to complex individual, organizational, and societal problems. This is accomplished through preparing students to accomplish these program outcomes:

- Program Outcome 1: Develop a knowledge base of psychology's core subdisciplines and gain relevant information and scientific literacy skills
- Program Outcome 2: Recognize how psychology's core principles can be applied to social and organizational problems
- Program Outcome 3: Develop ethically and socially responsible behaviors appropriate for professional and personal settings
- Program Outcome 4: Effectively communicate within a variety of professional and social contexts
- Program Outcome 5: Reflect on their vocation and apply problem-solving skills to their lives

B. Goal

The **goal** of Abilene Christian University's Bachelor of Science Degree Completion program in Applied Psychology is to provide an opportunity for students to complete their undergraduate degree majoring in Applied Psychology and broaden their ability to build positive working environments for themselves and others through the application of foundational psychological principles. Graduates will be prepared to enter or advance in a variety of vocational contexts including human services, careers in sales, public affairs, business and/or service industries¹.

¹ Careers in Psychology. American Psychological Association. <http://www.apa.org/careers/resources/guides/careers.aspx>

C. Outcomes

The Bachelor of Science Degree Completion program in Applied Psychology is organized around five Program Outcomes (POs) and supporting Student Learning Outcomes (SLOs). These Program Outcomes and Student Learning Outcomes were informed by the *American Psychological Association Guidelines for the Undergraduate Psychology Major: Version 2.0*, a document that represents a national effort to define high-quality psychology programs for undergraduate students.² Additionally, program outcomes were benchmarked with universities offering a similar degree completion program for non-traditional populations (Azusa Pacific University, Biola University and Elmhurst College).

The Program Outcomes (POs) and Student Learning Outcomes (SLOs) for the Bachelor of Science Degree Completion program in Applied Psychology are as follows:

PO #1. Knowledge Base in Psychology and Scientific Inquiry

Students will develop a knowledge base of psychology's core subdisciplines and gain relevant information and scientific literacy skills.

SLO 1.1: Students will be able to compare and contrast psychology's major subdisciplines and integrate concepts from different content domains to explain complex behavior

SLO 1.2: Students will be able to use and evaluate the major psychological theories to explain and predict individual or group behavior

SLO 1.3: Students will use scientific reasoning and evidence to interpret psychological phenomena

SLO 1.4: Students will be able to critically evaluate psychological information, develop skills to find relevant scholarly materials to address psychological questions, and interpret and explain complex psychological findings

SLO 1.5: Students will be able to recognize the influences of sociocultural, theoretical, and personal biases on research design and interpretation

PO #2. Applications of Psychology

Students will recognize how psychology's core principles can be applied to social and organizational problems.

SLO 2.1: Students will articulate how psychological principles are used to explain social issues, address societal needs, and inform public policy

SLO 2.2: Students will propose and justify appropriate psychology-based interventions in applied settings (clinical, school, community or industrial)

SLO 2.3: Students will explain how psychological constructs can be used to understand and resolve interpersonal and intercultural conflicts in the home or workplace

² American Psychological Association. APA Guidelines for the Undergraduate Psychology Major. Version 2.0. APA Board of Educational Affairs Task Force on Psychology Major Competencies (2012).

PO #3. Ethical and Social Responsibility

Students will develop ethically and socially responsible behaviors appropriate for professional and personal settings.

SLO 3.1: Students will evaluate psychological research for adherence to the APA ethics code

SLO 3.2: Students will predict and explore how interaction across racial, ethnic, gender and class divides can challenge conventional understanding of psychological processes and behavior

PO #4. Communication

Students will be able to effectively communicate within a variety of professional and social contexts.

SLO 4.1: Students will craft clear and concise written communication for different audiences and purposes

SLO 4.2: Students will create coherent and professional oral arguments and presentations for different audiences and purposes

SLO 4.3: Students will learn how to interact sensitively with people of diverse backgrounds and perspectives and show capacity for listening and decoding messages

PO #5. Professional Development

Students will reflect on their vocation and apply problem-solving skills to their lives

SLO 5.1: Students will reflect on their gifts and experiences and articulate how their abilities can fill a societal need and connect to their vocational priorities

SLO 5.2: Students will define problems, effectively manage stressors, and investigate solutions in their unique team or home contexts

D. Description of the target audience

The degree completion program is intended for transfer students seeking to complete a bachelor's degree online. These students will have a minimum of 42 hours accepted for transfer to the university. The degree is specifically designed for students who are seeking to expand their career opportunities in human services or business through completion of a bachelor's degree in Applied Psychology.

E. Admission requirements

The degree completion program is intended for transfer students with life or work situations that require the flexibility of online, compressed courses.

Students who fall into one of two categories are eligible for admission:

1. Students who are 25 years old and older

2. Students who are matriculating from a public institution in Texas with an agreement with ACU

All students must have a minimum of 42 hours accepted for transfer to the university. Students who have satisfactorily completed the requirements for the Texas Core Curriculum will be admitted as “core complete.”

In addition, to be considered for admission to the "Bachelor of Science Degree Completion program in Applied Psychology" at ACU, a prospective student must not be enrolled currently at ACU nor have been enrolled at ACU for at least two long semesters.

Eligible candidates must provide the ACU Dallas Campus office of admissions the following:

1. Completed "Bachelor of Science Degree Completion program in Applied Psychology" application form accompanied by a nonrefundable processing fee.
2. Official transcripts of all previous academic work. Students are required to submit official transcripts from the high school from which they graduated and all colleges they have attended. An official transcript is one that is delivered to the university via Docufide, SEND.edu, or in a sealed envelope from the granting entity marked as “official,” and containing a date of graduation if applicable.

II. FEASIBILITY STUDY

A. Relation to ACU mission and key emphases

The mission of ACU is “to educate students for Christian service and leadership throughout the world.” The University is currently guided by the [2016-2021 Strategic Plan: In Christ and In Unity, Our Vision in Action](#). The Strategic Plan calls us to remain relevant by **innovating the delivery of an ACU education and meet the needs of today’s students**. Specifically, the plan focuses on three bold initiatives: 1) Innovation and Relevance, 2) Spiritual Formation, and 3) Relational University. The Bachelor of Science Degree Completion program in Applied Psychology is borne out of the strategic plan and provides the university with a new student base and new major, significantly diversifying our portfolio of programs. The Strategic Plan also calls for the implementation of **a restructured General Education requirement for undergraduate transfer students to create new pathways for them to attend ACU**.

The degree completion program connects with the initiatives of the strategic plan in the following ways:

- The program was designed for a diverse population of non-traditional students who are *unlikely to experience ACU in any other way*. These students will have life and/or work

situations that inhibit their ability to experience the residential campus. These students demand the flexibility afforded by online and compressed courses and expect the opportunity to utilize prior knowledge and demonstrate achievement of outcomes in multiple ways. Students in this program will form a rich and diverse online community for discussion and virtual connection.

- The Applied Psychology major expands ACU's offerings in a new direction. This major is designed to produce graduates who are prepared with a foundation of psychological principles to tackle complex issues in their workplaces and homes.
- The program initially relies on reimagining ACU's general education requirements by accepting transfer students certified as *core complete* in the state of Texas. Acceptance of this new classification of student allows us to expand our mission and open doors of educational access to a wider swath of the student population.
- The program will be distinctive within the marketplace because of its focus on developing students who can articulate how their abilities and interests connect with God's work in the world.

B. Societal need for the program

Significant differences in earning potential and other societal indicators exist between individuals with a bachelor's degree and those without. The Bureau of Labor Statistics reports that the median weekly earnings for a worker in the United States with a bachelor's degree is \$1,156. These workers have an unemployment rate of 2.7%. In comparison, the median weekly earnings for a worker with some college but no degree is \$756. The unemployment rate for these workers is 4.4%³. Additionally, individuals with a Bachelor's degree have better access to retirement plans and healthcare and higher rates of social mobility compared to peers with no college or some college⁴. The degree completion program in Applied Psychology aims to equip motivated students with a desire to complete their undergraduate education with a Bachelor's degree.

Adults aged 25+ account for a significant portion of the higher education market. According to the National Center for Educational Statistics, the national higher education market consisted of 20.2 million students in the fall of 2014. Of these students, 8.2 million are adults aged 25+ and the remaining 12 million are 14-24 years old. Therefore, 41% of the enrollment in degree-granting postsecondary institutions consists of adults aged 25+. This percentage has been fairly stable since 2000, and is projected to modestly increase to 42% by 2025.⁵

C. Employment demand for graduates from the program

General employment demand for graduates

³ Bureau of Labor Statistics, Employment Projections, 2016 https://www.bls.gov/emp/ep_table_001.htm

⁴ CollegeBoard: Education Pays 2016, The Benefits of Education to Individuals and Society. Trends in Higher Education Series.

⁵ Table 303.40 Total fall enrollment in degree-granting postsecondary institutions, by attendance status, sex, and age: Selected years, 1970 through 2023. National Center for Educational Statistics

Indicators from Texas. The projected employment growth for Texas into 2022 is double the national level: 21.3% versus 10.8%. Nearly all (94%) of degree-related occupations in Texas have more than 10% total change in employment growth from 2012-2022. Therefore, industry sectors such as technology, education, healthcare, and management, will be seeking high-quality graduates to meet this demand⁶. This online program will not be limited to students from Texas, but industry indicators report that potential students value reputation and location in choosing an online program, therefore it is expected that the majority of students in this program will be from this region⁷.

National Indicators. The Bureau of Labor Statistics Employment Outlook 2008-2018 states that “professional and related occupations and service occupations are expected to create more new jobs than all other occupational groups from 2008 to 2018; in addition, growth will be faster among occupations for which postsecondary education is the most significant form of education or training, and, across all occupations, replacement needs will create many more job openings than will job growth.”⁸

Employment demand for graduates with a bachelor’s degree in Applied Psychology

The Applied Psychology major is versatile in that graduates with this background are prepared for a wide variety of occupational settings. The Integrated Postsecondary Education Data System (IPEDS), classifies Applied Psychology as “a program that focuses on the application of psychological theories and methods to real-world settings and problems, such as business and industry, government, education, military, and community settings.”⁹

A recent survey by the American Psychological Association shows that the top three industry categories for individuals with a bachelor’s degree in psychology are sales, professional services, and management¹⁰. Given that Applied Psychology falls under the IPEDS Classification of Instructional Programs (CIP) code for Psychology, this survey is inclusive of students graduating with a general psychology degree, applied psychology, or other variations.

Potential careers for graduates from this program include sales managers, training and development managers, social and human service assistants/managers, substance abuse and behavioral disorder counselors, probation officers, and market research analysts. All of these careers can be entered with

⁶ ACU Consumer Demand Study, 11/6/16, Helix Education

⁷ Online College Students: Comprehensive Data on Demands and Preferences. Learning House and Aslanian Market Research Report. 2017.

⁸ Bureau of Labor Statistics Employment Outlook 2008-2018. <https://www.bls.gov/opub/mlr/2009/11/art5full.pdf>

⁹ National Center for Education Statistics. Integrated Postsecondary Education Data System. Classification of Instructional Programs. Detail for CIP code 42.2813 Applied Psychology. Accessed 11/1/17. <https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cipid=89288>

¹⁰ Monitor on Psychology. June 2016, Vol. 47, No. 6. Datapoint: What do people do with their psychology degrees?

a bachelor's degree. Additionally, the B.S. in Applied Psychology has been structured so that students may progress to graduate training, which is required for those seeking a career as a psychologist.

Occupational Outlook for graduates from this program¹¹

Title	2016 Median Pay	Job Outlook*	Job Outlook vs. National Average	Numeric Employment Change, 2014-2024
Sales Manager	\$117,960	+5%	As fast as average	+19,000
Training and Development Manager	\$105,830	+7%	As fast as average	+2,300
Social and Human Service Assistant	\$31,810	+11%	Faster than average	+44,200
Social and Community Service Manager	\$64,680	+10%	Faster than average	+13,200
Substance abuse and behavioral disorder counselors	\$41,070	+22%	Much faster than average	+21,200
Probation Officer	\$50,160	+4%	Slower than average	+3,300
Market Research Analyst	\$62,560	+19%	Much faster than average	+92,300

*Job Outlook 2014-2024 (projected percent change in employment)

D. Prospective student interest, student pool

There are a significant number of individuals in the United States with some college but no degree. The National Student Clearinghouse reports that between 1994 and 2004, “31 million students enrolled in college and left without receiving a degree or certificate.”¹² In the state of Texas alone, there are 4.7 million individuals 25+ with some college or an associate's degree.¹³ Access to higher education and increasing the percentage of individuals who hold a baccalaureate degree is important to the future of the United States, as it is estimated that by 2020, 65% of all jobs in the U.S. will require postsecondary education¹⁴.

Partnership with community colleges and public institutions in Texas. Nearly 40% of first-time freshmen start their college career at a community college¹⁵. Within the state of Texas, community colleges enroll 47% of students in higher education, with a total Fall 2016 enrollment of 712,554.

¹¹ Bureau of Labor Statistics 2016 Occupational Outlook Handbook

¹² National Student Clearinghouse Signature Report: Some College, No Degree. 2014

¹³ Hanover Research Report, July 2015

¹⁴ Recovery: Job Growth and Education Requirements through 2020. Georgetown Public Policy Institute.

¹⁵ Shapiro, D., et al. (2016). Completing College: A National View of Student Attainment Rates – Fall 2010 Cohort (Signature Report No. 12). Herndon, VA: National Student Clearinghouse Research Center. Retrieved from <https://nscresearchcenter.org/signaturereport12/>

Many students enrolled at community colleges in Texas are on degree plans that will lead to Core Complete Certification. A student who is certified as “Core Complete” in Texas has completed the 42-hour core curriculum at a state institution and can transfer those 42 hours freely among Texas public institutions¹⁶. In FY2015, 137,860 students enrolled at Texas community colleges transferred to a university to complete a bachelor’s degree¹⁷. This represents more than 13% of the total student population in the same year.

See **Appendix D** for more information about the core curriculum and the specific proposal to adopt core complete at ACU.

This proposal calls for the development of partnerships and articulation agreements with public institutions in Texas to create pathways for students to complete their degree at ACU. We propose to start by seeking agreements to accept core complete students from a handful of community colleges in the north Texas area. As the program grows, we can evaluate expanding our partnerships to accept a greater number of students. The three major community college districts in the Dallas-Fort Worth area include Collin College, Dallas County Community College District and Tarrant County College. Together, these schools have a Fall 2016 enrollment of >156,000 students¹⁸.

III. CURRICULUM OUTLINE

A. Courses, rotation and frequency, and correlation to program outcomes

The Bachelor of Science Degree Completion program in Applied Psychology is a 128-hour degree, which is consistent with all of the Bachelor degrees awarded from ACU. The distribution of those 128 hours is as follows:

Category	Number of Hours	Number of Corresponding Courses
#1. General Education Core Curriculum*	42 hours**	14
#2. Applied Psychology Curriculum	46 hours	15
#3. Bible Curriculum	12 hours	4
#4. Electives	28 hours	10

**This refers to the Texas Core Curriculum. The ACU “General Education” is 56 hours total and contains 41 hours of General Education courses plus 15 hours of Bible courses. Here, the Bible courses required for transfer students is shown in a separate category for clarity.*

***The 42 hours of the Texas Core Curriculum represent the required 42 hours students must bring to the program.*

¹⁶ Texas Higher Education Coordinating Board. Texas Core Curriculum.

<http://www.theccb.state.tx.us/index.cfm?objectid=417252EA-B240-62F7-9F6A1A125C83BE08>

¹⁷ Texas Association of Community Colleges. Fall Enrollment: 2008-2016. Texas Community Colleges.

http://www.tacc.org/uploads/tiny_mce/data%20and%20info/enrollment/bycollege08_16.pdf

¹⁸ Texas Association of Community Colleges. Fall Enrollment: 2008-2016. Texas Community Colleges.

http://www.tacc.org/uploads/tiny_mce/data%20and%20info/enrollment/bycollege08_16.pdf

A description of the curriculum for each of these categories is shown below.

#1. General Education Core Curriculum:

Students entering the degree completion program are required to have 42 hours accepted for transfer to the university. We will market this program directly to students on a core complete trajectory to create a pathway for these students to complete their degrees.

#2. Applied Psychology Curriculum

Course titles for courses in the Applied Psychology category are given below. Courses with “APSY or UNIV XXX” for the abbreviation will be developed for this program and have not yet been approved.

Rotation and frequency information can be found in the proposed course carousel, **Appendix C**. The course map to the Applied Psychology outcomes is found in **Appendix B**.

B.S. DEGREE COMPLETION PROGRAM IN APPLIED PSYCHOLOGY DEGREE PLAN (APS)		
		Hours
UNIVERSITY REQUIREMENTS		
	For information about University Requirements, please see the full B.S. requirements in Appendix A .	
MAJOR REQUIREMENTS		
	Psychology Core	
	PSYC 120 Introduction to Psychology	(3) ¹
	PSYC 232 Developmental Psychology	3
	PSYC 241 Cognition and Learning	3
	PSYC 311 Elementary Statistics	3
	PSYC 350 Applied Research Design and Analysis	3
	PSYC 368 Psychological Tests and Measurement	3
	PSYC 370 Social Psychology	3
	PSYC 382 Abnormal Psychology	3
	PSYC 485 Introduction to Counseling	4
	PSYC 493 History of Theories in Psychology	3
Applied Psychology Requirements		
	APSY 1XX Introduction to Applied Studies: Applied Psychology	3
	APSY 4XX Applied Psychology Capstone (capstone and writing-intensive course)	3
Applied Psychology Electives (choose 12 hours from the menu below)		
	APSY 3XX Industrial/Organizational Psychology	3

	PSYC 278 Stress and its Management	3
	PSYC 305 Peacemaking	3
	PSYC 388 Teams and Team Leadership	3
	PSYC 372 Child Abuse: Recognition and Response	3
	PSYC 374 Emotional and Behavioral Disorders in Children	3
	PSYC 392 Child Psychology	3
GENERAL ELECTIVES TO REACH 128 HOURS		28-31
	<i>¹Hours in parentheses fulfill university requirements and are therefore not included in total major hours. If students have not taken Introduction to Psychology in their Core Curriculum, they will be required to take it as an elective in this program.</i>	

#3. Bible Curriculum.

Students in the program with 59 or fewer hours accepted for transfer will be required to complete 12 hours of Bible courses; students with 60 or more hours accepted for transfer will complete 9 hours, the two lower-level courses and one upper-level course.

BIBLE COURSES		
		Hours
	BIBL 103 Story of the New Testament	3
	BIBL 211 Message of the Old Testament	3
	BIBT 342 Christianity in Culture	3
	BIBX 4XX Christian Perspectives on Vocation	3

#4. Electives.

All Bachelor's degrees at ACU are 128-hour degrees. The General Education Core Curriculum (42), Applied Psychology Curriculum (46), and Bible Curriculum (9-12) together represent 97-100 hours. To reach 128 hours, students may select courses from the Applied Psychology elective category or may select courses from the general electives below.

COURSES OFFERED TO FILL GENERAL ELECTIVE HOURS	
	Hours
PSYC 120 Introduction to Psychology	3
COMM 211 Speech and Rhetoric	3
GLST 120 Introduction to Global Issues	3
CORE 210 Human Identity and Community	3

COMM 343 Business and Professional Communication	3
COMM 345 Intercultural Communication	3
COMM 341 Interpersonal Communication	3
COMM 485 Organizational Communication	3
ENGL 326 Business and Professional Writing	3
UNIV XXX Portfolio Preparation	3

B. New courses

Course title and description of new courses are presented below. All new courses are 3 credit hour courses. The connection to program outcomes for new courses is found in **Appendix B**. All courses will be developed by subject matter experts in partnership with instructional designers to implement best practices in online courses. Subject matter experts will either be full-time faculty hired for the program, adjuncts or main campus faculty members hired in overload on an as-needed and at-will basis or out of load (i.e. summer).

Course Number	Course Title	Description
APSY 1XX	Introduction to Applied Studies: Applied Psychology	An orientation to the entire program focusing on strategies for student success, re-orienting to college level work, and an introduction to the field and practice of applied psychology.
APSY 3XX	Industrial/Organizational Psychology	Analysis of the principles, theories and research methods used to study human behavior in the workplace.
APSY 4XX	Applied Psychology Capstone	Integration of applied psychology coursework and development of a research proposal that defines and provides real-world solutions to a relevant issue in the student's workplace, home, church or community. Reflection on student goals and values and connection to vocational priorities.

In addition to three new Applied Psychology courses, a new upper-level Bible course will be developed. This course will be developed by subject matter experts in the Department of Bible, Missions and Ministry in partnership with instructional designers at ACU Dallas.

Course Number	Course Title	Description
BIBX 4XX	Christian Perspectives on Vocation	Analysis of the history and theology of vocation in the Christian tradition. Reflection on student's understanding of faith, work, and vocation and development of spiritual practices and commitments for the workplace.

The program will also offer a portfolio development course that guides students through the development of a portfolio demonstrating how their previous experiences have led to learning equivalent to the course outcomes in a challenged course. After taking UNIV XXX Portfolio Development, students will have the opportunity to create portfolios for up to 10 courses, representing less than 24% of the credit in a student's undergraduate program. This course will be optional for students as not all students will have prior experiences that lend themselves well to portfolio development or that match course outcomes.

A guided portfolio development course is standard in degree completion programs and represents ACU's commitment to meeting the needs of the target population. The course will be developed with best practices from the Council for Adult and Experiential Learning (CAEL), the American Council on Education (ACE) and benchmarking from institutions such as the University of Incarnate Word, Loyola University Chicago, and St. Edward's University.

Course Number	Course Title	Description
UNIV XXX	Portfolio Development	Guides the student through the process required to produce an academic portfolio documenting the attainment of specific learning outcomes for courses in which the student has significant prior learning or experience.

C. Degree plan and proposed student schedule

The full degree plan for the Bachelor of Science Degree Completion program in Applied Psychology can be found in **Appendix A**. Students are expected to enter the program with 42 hours of credit accepted for transfer to the university. If students are not core complete (in other words, if they are missing some of the general education requirements and were not certified complete by their previous institution), they will be advised to complete that work elsewhere or they can register for our limited general education offerings. (Five of the courses used to satisfy elective requirements will also fulfill general education deficiencies. It is our intention to begin with these five general education courses and eventually develop a more comprehensive general education offering for students who are seeking to transfer to ACU but are not core complete.)

IV. INSTITUTIONAL SUPPORT

A. Faculty requirements and availability

The Bachelor of Science Degree Completion program in Applied Psychology will recruit, hire and maintain online faculty with a strong emphasis on mission fit and online teaching and learning. The online nature of the program will provide more geographical flexibility with regard to faculty hiring. All faculty, whether full-time or adjunct, will possess either a Ph.D., Ed.D., or a master's degree in a related area. Each potential faculty member will be credentialed according to SACSCOC policy. Faculty will be hired according to ACU's faculty hiring practices at the time of hire.

Dedicated faculty members in Applied Psychology will be responsible for teaching online courses and leading/participating in the design of online course content. Adjunct instructors will be hired on a course-by-course basis. High-performing adjunct instructors may be offered full time online teaching appointments. Current ACU psychology faculty with relevant expertise in specific content areas may be provided with the opportunity to contribute to the development of the curriculum but will not be required to do so.

The maximum course section size in the degree completion program is 25. This should produce an average section size of 15-18.

In addition to the full-time program director, approximately 10 part-time faculty will be needed to teach course sections in correlation with an anticipated initial enrollment of an average of 19 students per cohort during the first academic year of the program.

B. Staff requirements and impact on current loads

Existing staff at ACU Dallas who will support the program include a student support team comprised of four student-centered advising roles. These individuals work collaboratively on behalf of groups of students to ensure adequate support and clear lines of communication as issues arise. These staff include: 1) Admissions Advisors, 2) New Student Ambassadors, 3) Student Service Advisors, and 4) Financial Intake Specialists. These staff form a "graduation team" for each student enrolled in the Bachelor of Science Degree Completion program in Applied Psychology. The team will be specifically assigned to students in the degree completion program and will guide students through the program to ensure compliance with degree requirements and plans for successful completion.

In addition, the Instructional and Information Technology division for the Dallas campus will provide dedicated instructional design; course and instructional quality; and faculty/staff technical support for the program. An in-house instructional designer coordinates new course development and manages the relationships between subject matter experts and contract instructional design staff. The academic quality assurance coordinator manages the start-of-term process and assists in the monitoring of instructional and course quality standards for all programs, including the Bachelor of Science Degree Completion program in Applied Psychology. Additional part-time and full-time employees for the program will receive general technology support from the in-house IT coordinator.

C. Impact on existing programs in home department and other departments

The Bachelor of Science Degree Completion program in Applied Psychology will be administered out of the ACU Dallas campus under the leadership of the Dean for the College of Graduate and Professional Studies and the Assistant Dean for Undergraduate Programs.

Before the initial hire of a full-time faculty member and program director, the Psychology Department on ACU's main campus will provide the following administrative support:

1. Maintenance of an approved list of qualified adjuncts and full-time faculty members for the program
2. Guidance on the development of program outcomes and student learning outcomes

Vetting of faculty hired to teach in the program and maintenance of an adjunct pool will be required for several departments on the main campus in addition to Psychology. Deans from the relevant colleges have been informed.

D. Administration and leadership for the program

The Bachelor of Science Degree Completion program in Applied Psychology is housed in the School of Professional Studies in the College of Graduate and Professional Studies at ACU Dallas. The program is under the administrative direction of the Applied Psychology Program Coordinator (a new hire or joint appointment from main campus), the Assistant Dean for Undergraduate Programs (Dr. Sarah Lee), and the Interim Dean of the College of Graduate and Professional Studies (Dr. Joe L. Cope).

E. Library requirements

The Brown Library has reviewed the proposal for impact on library faculty/staff and has included a letter of support outlining ACU Dallas's support of the library for the new program.

As an ACU Dallas supported position, the Brown Library's Online Learning Librarian will provide access and research support to online students using methods outlined in the Strategic Goals and Objectives for Library Services to ACU Dallas Students document. The Online Learning Librarian will also determine course resource needs in consultation with faculty of the courses, the Associate Dean of Library Services, and the Dean of the Library.

F. Equipment, classroom/lab space, office space requirements

All courses will be delivered in an online format, so there will be no impact on classroom space. Students and faculty will have access to the Canvas learning management system. Some staff and faculty will need office space and computers available at the ACU Dallas Branch location. If faculty at the main campus are teaching in the program they will use office space provided by the main campus.

G. Recruiting and Financial Aid

Recruiting will be the responsibility of the ACU Dallas office of enrollment professionals under the direction of Jessica Manning, Associate Vice President of Enrollment. Dedicated academic and financial aid advisors will be available for students to discuss eligibility for financial aid.

H. Impact on revenue of the university

Revenue per student will be based on an initial cost of \$485 per credit hour. For students transferring in the minimum required for admission to the program (42 hours), the total program cost would be \$37,830.

FY18/FY19 (including pre-launch) course development costs are estimated at \$69,000 (\$3000 per course developed for 23 courses). Enrollment in the program will occur six times per year with an initial goal of an average of 19 students for each start date. The anticipated launch of the program is Fall I of 2018, allowing for five starts in fiscal year 2019. If enrollment goals are reached, the revenue expectation for FY19 will be \$434,366. The cost of instruction and administration for FY19 will be approximately \$163,000.

Ongoing costs include program administration; instructors; and marketing and operational expenses.

V. ASSESSMENT PLANS

A. Outcomes assessment measures for each program outcome

All academic programs at ACU are required to conduct an annual outcomes assessment review and report those findings to their dean. Following the requirements of SACSCOC 3.3.1.1, these reports include programmatic mission statements, student and program learning outcomes, operational outcomes, assessment measures with targeted goals, posting of analyzed data, and how the program will use these data for continuous quality improvement. These reports are housed in ACU's TaskStream software. The evaluation of the Bachelor of Science Degree Completion program in Applied Psychology will be a cooperative work between the faculty, Assistant Dean and Dean of the College of Graduate and Professional Studies. Outcomes from General Education courses will flow into the relevant departments on the main campus.

See **Appendix B** for a curriculum map that connects student learning outcomes to specific courses in the program. Data will be collected through courses in which current students are enrolled as well as annual surveys completed by alumni to measure satisfaction.

B. Program assessment measures

See **Appendix B** for a curriculum map that details student learning outcomes. Specific means of measuring student learning outcomes in new courses will be identified in the curriculum development process. Measures and competency and ideal targets will be developed as new courses are developed.

The Assistant Dean, with assistance from the academic quality assurance specialist, will oversee the process of measuring SLOs. Data will be collected in courses in which students are enrolled as well as annual surveys completed by alumni to measure satisfaction.

VI. TIMELINE

May - October	Explore program opportunities and write new program proposal
October - November	Seek program approval Write prospectus to SACS COC Search for Applied Psychology full time faculty member and other instructors
December	Submit SACS COC prospectus (due: December 15th)
January - July	Begin marketing and recruiting per SACS policy Recruit SMEs for new course development and adaptation of existing courses to online format
August	First cohort begins program

VII. SUPPORTING DOCUMENTATION

A. Letter of support from Dr. Greg Straughn, Dean of the College of Arts and Sciences is included in the shared folder.

B. Letter of support from the Brown Library outlining availability of resources to support the proposed program is included in the shared folder.

VIII. APPROVALS REQUIRED - Display all signatures on the "approvals page" that follows the list below.

Program Director/Department Chair

1. Evaluative comments (200-300 words)
2. Check: strongly support, forward with no recommendation, or do not support

Library

Signed review or report

College Dean

1. Evaluative comments (200-300 words)
2. Check: strongly support, forward with no recommendation, or do not support

APPENDIX A. Catalog Description

Bachelor of Science Degree Completion program in Applied Psychology

Program Director: TBD

Office Phone:

Email:

Faculty

TBD

Introduction

The College of Graduate and Professional Studies, School of Professional Studies offers a degree completion program culminating in a Bachelor of Science in Applied Psychology. The mission of the Bachelor of Science Degree Completion program in Applied Psychology is to equip adults seeking to complete a bachelor's degree for Christian leadership and service in a variety of professional and societal contexts. Specifically, the program seeks to develop graduates with foundational knowledge in psychology and the skills required to apply psychological principles to complex individual, organizational, and societal problems. This is accomplished through preparing students to accomplish these program outcomes:

- Program Outcome 1: Develop a knowledge base of psychology's core subdisciplines and gain relevant information and scientific literacy skills.
- Program Outcome 2: Recognize how psychology's core principles can be applied to social and organizational problems
- Program Outcome 3: Develop ethically and socially responsible behaviors appropriate for professional and personal settings
- Program Outcome 4: Effectively communicate within a variety of professional and social contexts
- Program Outcome 5: Reflect on their vocation and apply problem-solving skills to their lives

Admission Requirements

The degree completion program is intended for non-traditional transfer students with life or work situations that require the flexibility of online, compressed courses.

Students who fall into one of two categories are eligible for admission:

1. Students who are 25 years old and older
2. Students who are matriculating from a public institution in Texas with an agreement with ACU

All students must have a minimum of 42 hours accepted for transfer to the university. Students who have completed the requirements for the Texas Core Curriculum will be admitted as "core complete."

In addition, to be considered for admission to the "Bachelor of Science Degree Completion program in Applied Psychology" at ACU, a prospective student must not be enrolled currently at ACU nor have been enrolled at ACU for at least two long semesters.

Eligible candidates must provide the ACU Dallas Campus office of admissions the following:

1. Completed "Bachelor of Science Degree Completion program in Applied Psychology" application form accompanied by a nonrefundable processing fee.
2. Official transcripts of all previous academic work. Students are required to submit official transcripts from the high school from which they graduated and all colleges they have attended. An official transcript is one that is delivered to the university via Docufide, SEND.edu, or in a sealed envelope, marked as "official," and containing a date of graduation, if applicable.

Bachelor of Science Degree Completion program in Applied Psychology

Major Code: APS

Requirements for the Bachelor of Science in Applied Psychology are:

B.S. DEGREE COMPLETION PROGRAM IN APPLIED PSYCHOLOGY DEGREE PLAN (APS)		
		Hours
UNIVERSITY REQUIREMENTS		
	For information about University Requirements, please see the full B.S. requirements in Appendix A .	
MAJOR REQUIREMENTS		
	Psychology Core	
	PSYC 120 Introduction to Psychology	(3) ¹
	PSYC 232 Developmental Psychology	3
	PSYC 241 Cognition and Learning	3
	PSYC 311 Elementary Statistics	3
	PSYC 350 Applied Research Design and Analysis	3
	PSYC 368 Psychological Tests and Measurement	3
	PSYC 370 Social Psychology	3
	PSYC 382 Abnormal Psychology	3
	PSYC 485 Introduction to Counseling	4

	PSYC 493 History of Theories in Psychology	3
	Applied Psychology Requirements	
	APSY 1XX Introduction to Applied Studies: Applied Psychology	3
	APSY 4XX Applied Psychology Capstone (capstone and writing-intensive course)	3
	Applied Psychology Electives (choose 12 hours from the menu below)	
	APSY 3XX Industrial/Organizational Psychology	3
	PSYC 278 Stress and its Management	3
	PSYC 305 Peacemaking	3
	PSYC 388 Teams and Team Leadership	3
	PSYC 372 Child Abuse: Recognition and Response	3
	PSYC 374 Emotional and Behavioral Disorders in Children	3
	PSYC 392 Child Psychology	3
	GENERAL ELECTIVES TO REACH 128 HOURS	28-31
	<i>¹Hours in parentheses fulfill university requirements and are therefore not included in total major hours. If students have not taken Introduction to Psychology in their Core Curriculum, they will be required to take it as an elective in this program.</i>	

BIBLE COURSES		
		Hours
	BIBL 103 Story of the New Testament	3
	BIBL 211 Message of the Old Testament	3
	BIBT 342 Christianity in Culture	3
	BIBX 4XX Christian Perspectives on Vocation	3

COURSES OFFERED TO FILL GENERAL ELECTIVE HOURS	
	Hours
PSYC 120 Introduction to Psychology	3
COMM 211 Speech and Rhetoric	3
GLST 120 Introduction to Global Issues	3
CORE 210 Human Identity and Community	3

COMM 343 Business and Professional Communication	3
COMM 345 Intercultural Communication	3
COMM 341 Interpersonal Communication	3
COMM 485 Organizational Communication	3
ENGL 326 Business and Professional Writing	3
UNIV XXX Portfolio Preparation	3

APPENDIX B. Curriculum Map

Student Learning Outcomes	Courses
Program Outcome #1: Knowledge Base in Psychology and Scientific Inquiry	
SLO 1.1: Students will be able to compare and contrast psychology's major subdisciplines and integrate concepts from different content domains to explain complex behavior	Introduction to Psychology, Social Psychology, History of Theories in Psychology
SLO 1.2: Students will be able to use and evaluate the major psychological theories to explain and predict individual or group behavior	Developmental Psychology, Social Psychology, Abnormal Psychology, History of Theories in Psychology
SLO 1.3: Students will use scientific reasoning and evidence to interpret psychological phenomena	Psychological Tests and Measurement, Applied Research Design and Analysis
SLO 1.4: Students will be able to critically evaluate psychological information, develop skills to find relevant scholarly materials to address psychological questions, and interpret and explain complex psychological findings	Applied Psychology Capstone, Child Psychology
SLO 1.5: Students will be able to recognize the influences of sociocultural, theoretical and personal biases on research design and interpretation	Psychological Tests and Measurement, Elementary Statistics
Program Outcome #2: Applications of Psychology	
SLO 2.1: Students will articulate how psychological principles are used to explain social issues, address societal needs and inform public policy	Psychological Tests and Measurement, Social Psychology, Intro to Applied Studies: Applied Psychology, Emotional and Behavior Disorders in Children, Child Psychology
SLO 2.2: Students will propose and justify appropriate psychology-based interventions in applied settings (clinical, school, community or industrial)	Developmental Psychology, Applied Research Design and Analysis, Industrial/Organizational Psychology
SLO 2.3: Students will explain how psychological constructs can be used to understand and resolve interpersonal and intercultural conflicts in the home or workplace	Social Psychology, Abnormal Psychology, Industrial/Organizational Psychology

Program Outcome #3: Ethical and Social Responsibility	
SLO 3.1: Students will evaluate psychological research for adherence to the APA ethics code	Psychological Tests and Measurement
SLO 3.2: Students will predict and explore how interaction across racial, ethnic, gender and class divides can challenge conventional understanding of psychological processes and behavior	Psychological Tests and Measurement, Emotional and Behavioral Disorders in Children, Child Psychology
Program Outcome #4: Communication	
SLO 4.1: Students will craft clear and concise written communication for different audiences and purposes	Applied Psychology Capstone
SLO 4.2: Students will create coherent and professional oral arguments and presentations for different audiences and purposes	Applied Psychology Capstone, Teams and Team Leadership, Emotional and Behavioral Disorders in Children
SLO 4.3: Students will learn how to interact sensitively with people of diverse backgrounds and perspectives and show capacity for listening and decoding messages	Social Psychology, Peacemaking, Introduction to Counseling
Program Outcome #5: Professional Development	
SLO 5.1: Students will reflect on their gifts and experiences and articulate how their abilities can fill a societal need and connect to their vocational priorities	Cognition and Learning, Introduction to Counseling, Intro to Applied Studies: Applied Psychology, Applied Psychology Capstone
SLO 5.2: Students will define problems, effectively manage stressors and investigate solutions in their unique team or home contexts	Peacemaking, Stress and its Management, Teams and Team Leadership

APPENDIX C. Course Carousel for the Bachelor of Science Degree Completion Program in Applied Psychology

A sample course carousel is available in Google Docs at the link below (please cut and paste the URL into your browser):

<https://docs.google.com/a/acu.edu/spreadsheets/d/1ILIDOLubRkJwTPIMnTRd3ACogZxSP-B49IjiAWCKF0/edit?usp=sharing>

The **first tab** displays the planned course rotation and frequency.

The **second tab** shows the planned order of course roll-out, which will dictate the schedule of course development.

The **third tab** shows the course sequence for two different populations of student:

- 1) Students entering into the program lacking only Bible courses and the courses specific to the Applied Psychology major (these students would transfer in 71 hours and take 19 courses from ACU.)
- 2) Students entering into the program lacking Bible, courses in the Applied Psychology major, and electives required to reach 128 hours (these students would take 30 courses from ACU.)

The **fourth tab** shows the projected number of psychology and Bible sections for each course taught in Year 1.

Appendix D. Core Complete Proposal

Note: the final Core Complete Proposal is found on the UUAC blog

Over the past many years, the Texas Higher Education Coordinating Board has implemented substantial reform in the way it accounts for general education courses at state institutions. Key among these changes is the notion that if a student completes the Core Curriculum at one institution, it substitutes for the Core Curriculum at any other public college or university in Texas, even if there are differences in the Core at each school. The essentials of this philosophy have been in place since Senate Bill 148 passed in January of 1997¹⁹. The core curriculum is a 42 semester credit hour curriculum. There is some flexibility in the core curriculum at each school, but essential to the idea of the core is transferability of the block of 42 “core” hours.

The coordinating board notes, “this is a whole new way of doing things because *the school where you take the course decides how it will transfer*.²⁰” The policy represents a paradigm shift from the prior operating procedures of institutions of higher education in Texas and has made the transfer of credit between institutions in the state easier.

Proposal

Upon the rollout of the Bachelor of Science Degree Completion program in Applied Psychology, students who complete admissions requirements and are designated as *core complete* from a state school in Texas would be accepted to ACU and certified as having satisfied the University’s 56-hour General Education upon successful completion of the following courses: BIBL 103, BIBL 211, BIBT 342, and BIBX 4XX.

Students interested in transferring to ACU to complete their degree would need to successfully follow the recommended program of study -- the common core and transfer curriculum -- in order to be eligible for core complete status.

This proposal relies on accepting the core curriculum as a *block* and not articulating individual components for acceptance or denial. This represents a philosophical and practical shift for the university, which has historically evaluated transfer credit course by course.

For students to transfer the block, they must make a “C” or higher in each of the courses within the core curriculum²¹.

Ratification of the core complete proposal is necessary for the success of the Bachelor of Science Degree Completion program in Applied Psychology as this proposal is written. Without accepting core

¹⁹ Texas Higher Education Coordinating Board. Brief History of Texas Core Curriculum.

<http://www.theccb.state.tx.us/index.cfm?objectid=41E92241-DD58-8502-8A292CC1064F3C5C>

²⁰ Texas Higher Education Coordinating Board. The Texas General Education Core Web Center.

<https://statecore.its.txstate.edu/>

²¹ College for All Texans. Transferring Tips.

<http://www.collegeforalltexans.com/index.cfm?objectid=cef9cb28-f7fd-de18-ba946b002556c85b>

complete and without developing a broader suite of General Education courses to fulfill deficiencies, the burden of admittance will be set too high, and the demand for this program will be very limited.

Alternative Proposal

As an alternative to accepting students as core complete, ACU could develop and offer a sufficient number General Education courses to fulfill deficiencies students may have -- this could occur because of incongruencies between ACU's General Education curriculum and the Texas Core Curriculum.

In this model, ACU Dallas would need to develop and run **23** non-Bible General Education courses. This would provide enough courses to satisfy deficiencies and provide courses for general elective credit. In the core complete model, ACU Dallas would need to develop and run **9** non-Bible General Education courses. These courses are required to provide enough electives for students to complete a 128 hour degree. These courses also provide ACU with the opportunity to refine the General Education delivery for students in this program and will inform future decisions about expanding our General Education offerings from 9 up to 23. Eventually offering all of these courses will provide ACU with the greatest flexibility and ability to recruit a wider swath of student.

Abilene Christian University
College of Arts and Sciences
Box 29210
Abilene, Texas 79699



To: College of Graduate and Professional Studies Academic Council
From: Gregory Straughn, Dean, College of Arts and Sciences
Date: October 18, 2017
Re: Support for Degree Completion Proposal

I write to provide my enthusiastic support to the Degree Completion Proposal under consideration by the CGPS Academic Council.

This proposal is a direct result of the Educational Innovation Task Force, one of five such task forces to come out of the strategic plan. Among the EITF charge was the expectation to create a "new 'ACU Model' of undergraduate education based on experience and relationships that expands beyond or replaces traditional methods of information dissemination." This is a lofty goal, and one that did not have a specific direction to define its outcome. Following considerable discussion in the committee and with key stake-holders throughout the University, the EITF proposed a new online, baccalaureate degree-completion program to be the flagship response to that charge.

Such a program builds on the conceptual model of the former BAS (Bachelor of Applied Studies) degree offered on the Abilene campus twenty years ago. This was a face-to-face program designed for non-traditional students to complete degree requirements by taking courses offered on nights and weekends. After saturating the Taylor county and Dyess markets, the BAS program closed and taught out its final students about five years ago.

Now is the time to re-imagine this idea. Doing so provides a way for the EITF meet its charge. It helps continue the diversification of ACU's revenue stream. And, most importantly, it helps increase the reach of ACU's mission to students who would not otherwise be connected to the University.

I am supportive of Applied Psychology as a first offering for the degree completion program. This builds on a strong department that has been actively engaged and supportive of this work. Because Psychology is a degree that positions students well for a variety of careers – from human resources to marketing to children's and social services – it is a good choice for a first offering.

Finally, this is an important opportunity for the College of Arts and Sciences to engage with the pedagogies and delivery modality that ACU Dallas employs. As the DNP, MBA, and EdD have all been developed, I have noticed that CAS has not had an opportunity for a masters-degree that fits well with its disciplines. The adult degree completion program has many points of connection with the College, not only discipline-specific (like Psychology) but also the large percentage of general education courses we serve. This is a great opportunity for CAS faculty to explore new pedagogies and innovative teaching practices.

I am proud of the work Sarah Lee has done to craft this proposal and am happy to lend my support to its approval. I hope you will do the same.

MEMORANDUM

DATE: November 6, 2017
TO: Dr. Sarah Lee, Dr. Joey Cope, Dr. Stephen Johnson
CC: Dr. John Weaver, Melissa Atkinson, Dr. Robert Rhodes
FROM: Dr. Mark McCallon, Associate Dean for Information Services
RE: Program Proposal for Undergraduate Degree Completion Program - B.S.
Applied Psychology

The College of Graduate and Professional Studies (CGPS), Undergraduate Degree Completion Program, and the ACU Library have agreed on funding model and amount (per student per course enrolled course) in the first academic year (AY18-19) of the proposed B.S. Applied Psychology degree to acquire identified library resources and support necessary library services for new undergraduate online students.

Use of Library resources and services by CGPS undergraduate students will be analyzed in April 2019, and the budget amount and model will be reviewed and revised as is mutually agreed to be appropriate for the 2019-2020 academic year. The Library will initiate the review of the agreement, and it will be overseen by the Dean of the College of Graduate and Professional Studies, the Vice President for ACU Dallas, the Provost, and the Dean of Library Services and Educational Technology.

With this agreement in place, the Library can adequately support the proposed program. Please contact Dr. Mark McCallon or Dr. John Weaver, if you have any questions about the funding model or contact Melissa Atkinson, Online Learning Librarian if you need any additional information regarding current library resources and services for supporting the program.