

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond In Writing

Course Number: COMM 463

or Degree Plan(s):

The Department of Communication and Sociology would like to open COMM 463 (Nonprofit Communication & Management).

	Campus-Level Academic Review ¹	I	II	III	IV	V	VI
	Change to a Course Include signatures from all chairs/program directors for cross-listed courses. ¹						
1.	Title (description unchanged)	A	A	A	I	I	I
2.	Description (not affecting content)	A	A	A	I	I	I
3.	Course term(s)	A	I	A	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	I	A
5.	Number of credit hours	A	A	A	A	A	A
6.	Course number within the hundred	A	A	I	I	I	I
7.	Course number beyond the hundred	A	A	A	A	A	A
8.	Prerequisites	A	A	A	I	I	I
9.	Course restriction (e.g., majors only, junior standing)	A	A	A	A	A	A
10.	Level change (U to G or G to U)	A	A	A	A	A	A
11.	Cross list course	A	A	A	A	A	A
12.	Department of record	A	A	A	A	A	A
13.	Open or close a course	A	A	A	A	A	A
	Change to a Degree Plan						
14.	Educational Program — Revise	A	A	A	A	A	A
15.	Educational Program — Adopt/revise admission requirements	A	A	A	A	A	A
16.	GPA — Revise program-required GPA	A	A	A	A	A	A
17.	Minor — Revise	A	A	A	A	A	A

		V	ice	Chair	Faculty	Provost	Academic	President	Board	System
	Full Review									
	Change to Catalog Information (for Campus)									
18.	General requirements for Bachelor's and Associate Degrees	-	-	-	-	A	A	A	A	I
19.	Policies governing academic probation and suspension	-	-	-	-	A	A	A	A	I
20.	Requirements for graduating with honors	-	-	-	-	A	A	A	A	I
	Change to a Degree Plan									
21.	Educational Program — Add or Discontinue ^{2 3}	A	A	A	A	A	A	A	A	I
22.	Educational Program — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	A	A	-	A	I
24.	Minor — Discontinue (Provost-proposed)	R	-	R	A	A	A	-	A	I
25.	Degree — Add or Discontinue	A	A	A	A	A	A	A	A	I
26.	Degree — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I

	Change to General Education Requirements for Undergraduates (System)	-	II	Chair	Faculty	Provost	Academic	President	Board	System
27.	Change course outcomes of an included course	A	A	A	A	A	A	-	A	I
28.	Add or drop a required course from the General Education Requirements	A	-	A	-	A	A	A	A	I
29.	Add or drop a course from a menu within the General Education Requirements	A	-	A	-	A	A	-	A	I
30.	Comprehensive revision of General Education Requirements	-	-	-	-	A	A	A	A	I

Notes

² Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible. Master's programs must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours beyond the master's.

⁴ When a department/school or dean proposes closing a program, approval routing follows the typical process beginning with the department/school. An administrative proposal by the provost or senior vice president for academic affairs would follow the "provost-proposed" routing on the chart.

Department/School(s)



3-16-2026

Chair Signature

Date

Chair/Program Director Signature

Date

College Academic Council(s)



Chair Signature

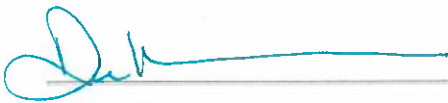
3/20/2026

Date

Chair Signature

Date

Dean(s)



Signature

3/20/2026

Date

Signature

Date

Teacher Education Council

Signature

Date

**Campus Academic Council:
Abilene Undergraduate or Abilene Graduate**

Signature

Date

Provost

Signature

Date

University General Education Council

Signature

Date

University Faculty

Abilene Faculty Senate Chair signature

Date

Dallas Faculty Council Chair signature

Date

Senior Vice President for Academic Affairs

Signature

Date

President

Signature

Date

Abilene New Course Application

You may delete the preceding instructional pages before submitting application.

Course ID (<i>Subject Code and Number</i>)	COMM 463
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1. Systems and Catalog Information Complete each item.

A	Course Developer	Dorothy Andreas
B	Course Instructor	Dorothy Andreas
C	Course Title	Nonprofit Communication & Management
D	Course Abbreviation for Banner if title is more than 30 characters	Nonprofit Comm & Management
E	College	CAHSS - Arts, Humanities, and Social Sciences
F	Department or School	CMSO - Communication & Sociology
G	Number of Credit Hours	3
G1	Number of Lecture Contact Hours	3
G2	Number of Lab Contact Hours	0
H	Is the course for a fixed or variable number of credit hours?	Fixed If variable, explain rationale:
I	Is the course repeatable for additional credit?	No
J	Maximum total number of credit hours a student can earn for this course	3
K	Course Schedule Type	<u>Lecture (LEC)</u> See Schedule Type definitions in the Reference section.

L	Number of Faculty Workload Hours	3
M	Grading Mode	<u>Standard</u>
N	Maximum Enrollment	20
O	Catalog Description (50 words or less)	This course is designed to help students understand nonprofit or nongovernmental organizations and learn about how to manage communication dynamics with their unique audiences: board members, staff, volunteers, grant organizations, potential donors, public stakeholders, and recipients of nonprofit services. It discusses both general and Christian ethical dimensions of nonprofit work.
P	List any prerequisites (course/s, test scores, class standing, major, etc.)	Junior standing
Q	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	none
R	If the course is cross-listed, specify the subject code and course number of the other course	COMM 563
S	Does this course require any additional student course fees?	<u>No</u> If yes, attach a completed course fee form (see form "Request to Add or Change Course Fees").
T1	Will the course be offered in fall terms?	<u>No</u>
T2	Will the course be offered in spring terms?	<u>Yes, every year</u>
T3	Will the course be offered in summer terms?	<u>No</u>

U	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Spring 2027
V	Is this course required for a program(s)?	<u>Yes</u> If yes, submit a separate completed curriculum proposal to change the program(s). Required for COCN, BA & BS; selection for COS, BA & BS
W	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	<u>No</u> If yes, provide rationale:
X	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	<u>Yes</u> If yes, provide course ID, term, and enrollment: COMM 440/540, Spring 2026, 7 graduate students
Y	List any courses in which the content overlaps the proposed course. (Course ID and Name). <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering.</i>	none

2. Curriculum

- A. Explain any effects of this course on any degree plans. If the addition of the course alters program requirements, submit a separate [Approval Chart for Curriculum Change](#) to update the program.

This course will be required for the COMS, COCN concentration in the BA and BS. It will be a selection for COMS, COS concentration in the BA and BS.

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

Many of our students are interested in working in the nonprofit sector. Adding this course develops the nonprofit aspect of our curriculum in our Corporate and Nonprofit concentration.

3. Course Design

- A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.
2. State the overarching course goal(s) in performance terms.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Understand civic and communicative aspects of nonprofit and nongovernmental organizations and how they relate to governmental and private sectors.	Exam #1, #2, #3 Panels Grad Papers #1, #2
2	Understand how to manage communication dynamics with unique nonprofit relationships and audiences: both internal and external audiences.	Exams #1, #2, #3 NP Map Project Campaign Project Grad Papers #1, #2
3	Develop a personal set of principles regarding the ethical and religious aspects of nonprofit work including but not limited to the nature of service, civic engagement, and socioeconomic differences.	Exam #1 Reflection Paper
4	Partner with nonprofit organizations to explore internal communicative relationships, to develop or evaluate communication campaigns, and draft grant applications.	NP Map Project Campaign Project Grant Application

C. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings. For **combined undergraduate/graduate** courses, make two lists:

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

[NPC] Gaggin, K. C. (2024). Nonprofit communications: A mission-driven & human-centered approach. Routledge. (ALL)

[WHH] Corbett, S. & Fikkert, B. (2012). When helping hurts: How to alleviate poverty without hurting the poor...and yourself. Zondervan. (ALL)

[PDF] Access to Perusall.com for supplemental articles

[HB] Gonçalves, G. & Oliveira, E. (2023). The Routledge handbook of nonprofit communication. Routledge. (GRAD only)

Canvas—to access electronic readings, podcast links, assignments, announcements, and other course tools

4. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
4	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.
Attach if applicable	
5	Content Overlap — Include one document for each course you listed in Section 1Y. Attach statement from instructor/dept chair of existing course justifying the new offering.
6	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).
7	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.
8	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.
9	Justification — Attach any documents to which you refer in Section 2B.

COMM 463 + 563

Nonprofit Communication & Management

Spring 202x

Sherrod 2xx

Time: TBD

3 units



Jesus Washing Feet by Jory Mertens

"...if it is serving, then serve...if it is to encourage, then give encouragement; if it is giving, then give generously; if it is to lead, do it diligently; if it is to show mercy, do it cheerfully"
(Romans 12:7-8).

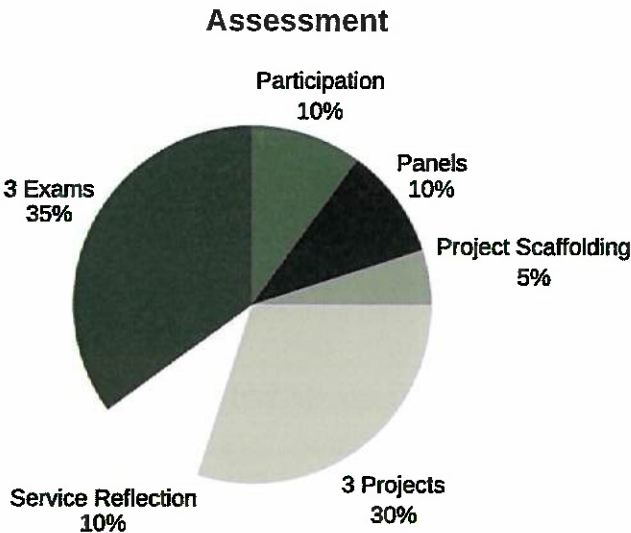
Description in ACU Catalog

This course is designed to help students understand nonprofit or nongovernmental organizations and learn about how to manage communication dynamics with their unique audiences: board members, staff, volunteers, grant organizations, potential donors, public stakeholders, and recipients of nonprofit services. It discusses both general and Christian ethical dimensions of nonprofit work.
Prerequisite: junior status



Required Materials

- [NPC] Gaggin, K. C. (2024). *Nonprofit communications: A mission-driven & human-centered approach*. Routledge. (ALL)
- [WHH] Corbett, S. & Fikkert, B. (2012). *When helping hurts: How to alleviate poverty without hurting the poor...and yourself*. Zondervan. (ALL)
- [PDF] Access to Perusall.com for supplemental articles
- Canvas—to access electronic readings, podcast links, assignments, announcements, and other course tools
- [HB] Gonçalves, G. & Oliveira, E. (2023). *The Routledge handbook of nonprofit communication*. Routledge. (GRAD only)



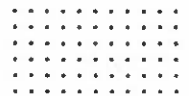
Objectives and Competencies	Assessment
1. Understand civic and communicative aspects of nonprofit and nongovernmental organizations and how they relate to governmental and private sectors.	Exam #1, #2, #3 Panels Grad Papers #1, #2
2. Understand how to manage communication dynamics with unique nonprofit relationships and audiences: both internal and external audiences.	Exams #1, #2, #3 NP Map Project Campaign Project Grad Papers #1, #2
3. Develop a personal set of principles regarding the ethical and religious aspects of nonprofit work including but not limited to the nature of service, civic engagement, and socioeconomic differences.	Exam #1 Reflection Paper
4. Partner with nonprofit organizations to explore internal communicative relationships, to develop or evaluate communication campaigns, and draft grant applications.	NP Map Project Campaign Project Grant Application

Final Grade Calculations:
A = 89.6% - 100% B = 79.6% - 89.5% C = 69.6% - 79.5%
D = 59.6% - 69.5% F = 59.5% and below

Contact the Instructor

Instructor: Dorothy Andreas, PhD
E-mail: dca20a@acu.edu or Canvas messages
Please allow 24 hours for a response and 48 hours on weekends.

Office: Sherrod Building (SHB) 133
Phone: 325-514-6618 (m)
Office Hours: TBD



Unique Christian Perspective

Nonprofit organizations are unique collectivities of people who believe in a mission that is not being accomplished in other sectors of society. Nonprofits are not all Christian or religious organizations, but Christians who work in the third sector have a chance to use their spiritual gifts to support the good work of nonprofit organizations. Three common categories of nonprofit organizations are:

1. Humanitarian Service and Advocacy: "Whatever you did for the least of these brothers and sisters of mine, you did for me" (Matthew 26:40).
2. Art, Education, & Research: "Whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things" (Philippians 4:8).
3. Professional Networking—"For we are what he has made us, created in Christ Jesus for good works, which God prepared beforehand to be our way of life." (Eph 2:10)

Paul writes in Romans 12, that our minds are being transformed into the mind of Christ (instead of conforming to worldly patterns) and this is accomplished with humility in the body of believers. Each person in the body of believers is given gifts by the Spirit and many of these gifts relate directly to the management and communication of nonprofits: "...if it is serving, then serve...if it is to encourage, then give encouragement; if it is giving, then give generously; if it is to lead, do it diligently; if it is to show mercy, do it cheerfully" (Romans 12:7-8). With this in mind, this course is designed to help you become more like Christ as you develop your gifts in relation to the work of nonprofit organizations. In this way, you can work with God to promote goodness, beauty, truth, and meaningful work while on this earth.



ACU Mission Statement

To educate students for Christian leadership and service throughout the world.

College of Arts, Humanities, and Social Science Mission Statement

To explore, expand, express, and impact the human story as we educate students for Christian service and leadership throughout the world.

Communication and Sociology Department Mission Statement

To empower students for Christian service and leadership by leveraging communication to craft strategic messages, strengthen relationships, develop teams, bridge cultures, and advocate for ideas, causes, and people.



In-Class Policies

- **Attendance:** Come on time, every time. Stay for the entire, fun, and helpful discussion! There are graded "Participation Tickets" that are in-class activities I use to motivate participation and take attendance. You can only make-up Participation Tickets if you have a university excused absence.
- **Participation:** This class is about discussion and skill building. So chime in. Try new things. Be respectful. Ask questions. Draw connections.
- **Technology Use:** Let's be fully present to each other in class. Please put away or ignore personal technology (including laptops, phones, and tablets) during class sessions.

Teaching Philosophy



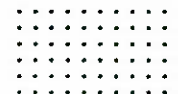
Since effective communication is situation specific, I strive to create classes in which you can develop the ability to analyze the issues in nonprofit and third sector organizations through the communication lens.

Then, from this analysis you will be able to draw on an ever-increasing repertoire of skills to address issues, strategically achieve goals, and provide thoughtful answers to how our society can live well together to the glory of God. To this end, in our class gatherings we will spend a lot of time discussing case studies from recent events, guest speakers, and workshoping projects with partner nonprofits.

Anti-Harrassment Environment

As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility because I am a professor. My goal is for you to feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will honor your privacy to the greatest extent possible.

When I am not able to keep your information confidential, I will only share it with responsible administrators on campus who can provide you with services and resources. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence or stalking that you report to me. If you prefer to share information in a confidential setting, I encourage you to speak with someone in the [ACU Counseling Center](#). All of your options are listed online in [ACU's policy](#).



Assignments

Participation & Readings (10%)



- In order to motivate attendance and engagement, there are "Participation Tickets" (5%). Each class period has a participatory activity to record and submit. Participation Tickets can only be made up for excused absences.
- Perusall.com will be used for people to keep up with readings and everyone is required to make weekly posts (5%).

Panel Deliberations (10%)



In order to foster discussion about issues and ethics about nonprofit communication, management, and impact, we will have structured panel discussions about the readings and current issues. Undergrads will participate in 4 panels, and graduate students will participate in 4 panels and a case presentation.

Projects (35%)



There are 3 projects that provide opportunities for you to engage with nonprofit internal and external communication. Each project will be have supportive scaffolding assignments and be documented with a creative modality and/or presentation (10% each).

- Project 1: Map of Communication Relationships in a Nonprofit
- Project 2: Evaluation or Development of a Communication Campaign
- Project 3: Grant Application

Exams OR Papers (35%)



There are 3 essay exams that will be taken in class. They will be ways to evaluate projects using course concepts. Exam #1 will focus on the Nonprofit Map Project. Exam #2 will focus on the Campaign Evaluation Project. Exam #3 will draw from readings throughout the semester and focus on the Grant Application Project. Undergraduate students will take Exams #1 & #2. Instead of Exams #1 and #2, graduate students will write 10-12 page academic papers to connect their project results with theory and scholarly literature. Everyone will take Exam #3.

Service Reflection Paper (10%)

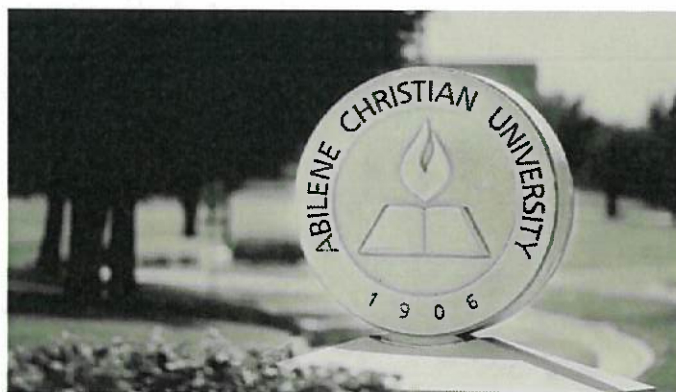


Everyone will serve for at least 10 hours in a nonprofit organization and write a 5-7 page paper reflects on your service experience and draws upon relevant courses readings to articulate your principles and values related to the ethical and religious dynamics of nonprofit communication and management.

Academic Policies

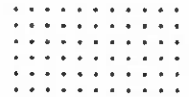


- **Written Assignments:** All major papers should follow APA 7th edition style (2019 version): the title page, the abstract, headers, references, writing style, Times New Roman font, 1 inch margins, double-spaced.
- **Late Work:** I expect you to complete all assignments on schedule. Any assignments that are late will be lowered by 5% of its grade value for each day past the due date. If you know 48 hours before a due date, you can send an email requesting a new date within 7 days of the original date. This is a common practice in the workplace and I expect you to treat this policy professionally.
- **Make-up Work:** Students who miss class for university-sponsored reasons may turn in the assignment up to 7 days late without penalty. Please email me about this so we have a record of the agreements.
- **Grade Appeals:** I want to be fair, so let's talk if you think I missed something in the grading. Please wait 24 hours after receiving the grade, then submit your appeal in writing to my email based on the assignment expectations and rubric. We'll set up a time to have a conversation and make a decision.



Alpha Scholars & ADA Compliance

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 email alpha@acu.edu call their office directly at 325-674-2667. I am more than happy to work with you!



Be Honest

Do Your Own Work

Show Off Your Learning

Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work.

Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God.

Academic misconduct includes, but is not limited to, the following:

- Failure to give credit to sources used in a work in an attempt to present the work as one's own,
- Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one's own,
- Falsifying information orally or in writing.

Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of your school, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following [this link](#).



Be Wise with AI



AI is an evolving technology that we will all need to learn how to wisely incorporate into our personal and professional lives. It does come with a few risks to you as a student, so be aware and wise to avoid the risks:

- **Inaccurate:** AI will "hallucinate" ideas, claims, data, and source citations. So always double check content you gained from LLM. You are responsible for the work you submit.
- **Quality:** Depending on the tool, the quality of output may not be to the grading standards of the assignment rubric. You are responsible to submit work that up to standard.
- **Less learning:** Using LLM tools too often can short-cut your own personal learning experience (for which you are paying a lot of money). It is worthwhile (if a bit painful) to work through academic tasks because that is how you learn and grow. It will prepare you for work in later courses and in your professional and personal lives.

What about AI?

Now, a few words about generative AI such as ChatGPT: Language--writing and speaking--is integral to thinking. It is also hard to do well. Large Language Models (LLM) like ChatGPT or Sudowrite are useful tools for helping us improve our use of language and stimulate our thinking. However, they should never serve as a substitute for either.

Think of the help you get from LLM apps as a much less sophisticated version of the assistance you can receive (for free!) from a Writing or Speaking Center tutor. That person might legitimately ask you a question to jump-start your imagination, steer you away from the passive voice, or identify a poorly organized paragraph, but should never do the writing for you. A major difference here, of course, is that an LLM app is not a person. It's a machine which is adept at recognizing patterns and reflecting those patterns back at us. It cannot think for itself. And it cannot think for you.

With that analogy in mind, you must adhere to the following guidelines in our class.

Inappropriate AI Use for This Class

Inappropriate use of AI includes but is not limited to:

- Using AI to generate discussion board entries
- Using AI to write an entire draft (either rough or final) of an assignment for you
- Failing to acknowledge AI in "Level Two" Tasks
- Using AI while taking exams

I will use judgment to gauge the likelihood of AI-generated content, based on my familiarity with students' writing styles and the character of the writing. If I believe there is a strong possibility that unattributed AI-generated content is included in a submission, I will take measures to detect AI and address it with you and university officials appropriately (and if warranted as Academic Misconduct).

Appropriate AI Use for This Class

Level 1 is analogous to any search engine or office aid software. For uses like these at the first level, you do not need to indicate use of AI or provide a reference or citation. Tasks at this level include, but are not limited to:

- identifying sources relevant to your written work,
- informational queries, and
- editing and revising for grammar and syntax

Level 2 uses of LLM involve tasks more like a research assistant might perform. For Level 2 uses, you should indicate use of AI and provide a reference and citation (see Canvas for details). Second level uses include, but are not limited to:

- producing tables and graphs,
- obtaining summaries of sources relevant to your written work as an aid to research, and
- generating drafts of paper or essay components to be used as examples for brainstorming or raw material that you heavily tailor and edit into your own product

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: March 14, 2026
TO: Dr. Lynette Sharp Penya
FROM: Mark McCallon, Associate Dean for Library Information Services
RE: Course application for COMM 463/563– Nonprofit Communication and Management

After reviewing the course application and syllabus, the library should be able to adequately support the proposed course. If additional resources are needed for the course please contact Laura Baker, Librarian Liaison for the Department of Communication and Sociology, at bakerl@acu.edu. Thank you for letting us examine the course application and syllabus.