

Application for a New Course v10.7

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

Course ID (<i>Subject and Number</i>)	APCO 491
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Dena Counts
2	Course Instructor	TBD
3	Course Title	Applied Communication Capstone
4	Course Abbreviation for Banner if title is more than 30 characters	Ap Comm Capstone
5	College	College of Graduate and Professional Studies
6	Department or School	School of Undergraduate Studies
7	Number of Credit Hours	3
8a.	Number of contact hours – lecture	3
8b.	Number of contact hours – lab/activity	3
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	N/A
11	Is the course repeatable for additional credit?	No
12	Maximum total number of credit hours a student can earn for this course	3
13	What type of course is this? (Select one option. Please see Schedule Type definitions on Page C.)	☒ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation

14	Number of faculty workload hours	3
15	Grade Mode	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	30
17	Catalog Description (50 words or less)	This course provides students the opportunity to make a summative assessment of their learning as they plan vocational goals in this capstone course. For majors only. Senior year.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	For majors only. Senior year.
19	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	None.
20	If the course is cross-listed, specify the Course ID(s)	N/A
21	Does this course require any additional student course fees?	☒ No ☐ Yes If yes, attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-7.
22a	Will the course be offered in fall terms?	☐ No ☒ Yes If yes: all, even, or odd years? all
22b	Will the course be offered in spring terms?	☐ No ☒ Yes If yes: all, even, or odd years? all
22c	Will the course be offered in summer terms?	☐ No ☒ Yes If yes: all, even, or odd years? all
23	First semester this course will be offered under new Course ID. <i>May not be earlier than two parts of the term in the future.</i>	Summer 1, 2022
24	Is this course required for a degree/s?	☐ No ☒ Yes If yes, attach a revised degree plan(s) reflecting the placement of the new course.

25	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	☒ _No ☐ _Yes If yes, provide rationale:
26	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	☒ _No ☐ _Yes If yes, provide course ID, term, and enrollment:
27	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-4.</i>	n/a

II. Curriculum

- A. Explain effect on degree plans. If the addition of the course alters degree requirements, submit a separate Approval Chart for Curriculum Change to update the degree plan.**
This course is a required course in the BS Applied Communication degree program that went through the CGPS Academic Council in June of 2020.
- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.**
This course serves as the culminating capstone experience for students in the Applied Communication major. As such, this is a required course for all students.

III. Course Design

- A. Audience and Course Goal**
- 1. Describe the intended audience, including prerequisite skills.**
Students in the B.S. Applied Communication degree program. Students will take this their senior year and it is intended to be the culminating experience for the major.
 - 2. State the overarching course goal(s) in performance terms.**
Goals for students in this course include: 1) to analyze and evaluate their own learning over the course of their major in the areas of leadership, communication, teamwork, and problem solving, 2) demonstrate how their theoretical learning in their classes impacts their communication, critical thinking, and message crafting skills, and 3) reflect on how their learning and development has impacted their thinking on faith and vocation.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Students will create their own ePortfolio and analyze other student's ePortfolios with a goal of demonstrating their competency in the skills of oral and written communication, leadership, teamwork, and problem solving to prospective employers.	ePortfolio Project
2	Students will evaluate and analyze their own learning by utilizing theories and research in the field to demonstrate how their final ePortfolio showcases skills in communication, critical thinking, and message crafting.	Research paper
3	Students will reflect on what they have learned in their courses considering the rule of vocation as it interacts with the three voices of identity with God.	Faith and Vocation paper

3. 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**.

Resources for the course will be determined by the Subject Matter Expert (in consultation with the Program Director) when the course is under development with the instructional design team.

IV. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
3	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's provisional memo of support.
Attach if applicable	
4	Content Overlap — Include one document for each course you listed in Section I-28.

	Attach statement from instructor/dept chair of existing course justifying the new offering.
5	Program Resources — List the resources that support the course and are available only through the program, if applicable. Attach the list of the holdings and the location/s.
6	Resources — List resources (other than library or program resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
7	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
8	Justification — Attach any documents to which you refer in Section II-B.

APCO 491: Applied Communication Capstone

2020 Section APCO 491 3 Credits 07/10/2020 to 10/14/2020 Modified 07/14/2020

Mission Statements

University Mission Statement

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

This mission is achieved through the following:

- Exemplary teaching, offered by a faculty of Christian scholars, that inspires a commitment to learning;
- Significant research, grounded in the university's disciplines of study, that informs issues of importance to the academy, church, and society; and
- Meaningful service to society, the academic disciplines, the university, and the church, expressed in various ways, by all segments of the Abilene Christian University community.

College Mission Statement

The mission of the College of Graduate and Professional Studies (CGPS) is to prepare students for Christian service and leadership by providing them with the knowledge and skills to advance their careers, thereby placing them in positions of influence for the expansion of God's purposes in the world.

Program Mission Statement

The mission of the Bachelor of Science in Applied Communication is to provide students with skills vital to the modern workplace. Students will be able to form and critique messages, engage in problem solving, enhance leadership techniques, practice teamwork skills, and hone oral and written messages.

Integration of Christian Faith

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

Course Description

This course provides students the opportunity to make a summative assessment of their learning as they plan vocational goals in this capstone course. For majors only. Senior year.

Program and Student Learning Outcomes

PLO #1. Students will demonstrate understanding of theories and practices in the field.

- SLO 1.3 Students will be able to produce a summative project that draws on multiple theories, techniques, or research in

communication.

PLO #2. Students will be able to craft messages appropriate to the purpose, audience, and situation.

- SLO 2.2. Students will demonstrate an understanding of how to use communication technologies appropriate to the professional situation.

PLO #3. Students will be able to apply critical thinking skills to multiple types of messages.

- SLO 3.4 Students will be able to critically self-reflect concerning their own communication skills.

PLO #4. Students will be able to effectively deliver messages.

- SLO 4.1. Students will be able to demonstrate effective written communication skills.

	Student Learning Outcome	Measurement
1	Students will create their own ePortfolio and analyze other student's ePortfolios with a goal of demonstrating their competency in the skills of oral and written communication, leadership, teamwork, and problem solving to prospective employers.	ePortfolio Project
2	Students will evaluate and analyze their own learning by utilizing theories and research in the field to demonstrate how their final ePortfolio showcases skills in communication, critical thinking, and message crafting.	Research paper
3	Students will reflect on what they have learned in their courses considering the rule of vocation as it interacts with the three voices of identity with God.	Faith and Vocation paper

Course Requirements

The requirements for this course include participating in online discussions and completing all of the assignments. General descriptions of the course requirements are below. See the Canvas modules for detailed assignment instructions.

Discussion Questions

In order to actively participate in discussions, you will need to log in multiple days each week. This will help you stay up-to-date on the discussions and allow you to make more thoughtful postings. You are expected to answer all of the discussion questions assigned in a week in a substantive manner. All initial postings and responses will be due by 11:59 pm CST by the due date indicated in Canvas. No late posting will be accepted.

Weekly Assignments

Note: the full assignment description, due date and instructions for each are found in the Modules section in your online classroom (Canvas). Please pay careful attention to the instructions provided and the rubrics for each assignment.

Step 1: Research Paper

The final research paper for the course must have six academic/scholarly sources and be at least 2,000 words. In this first step for that paper (approx. 3 pages), students will use two theories they learned in their Applied Communication or liberal arts courses to demonstrate how their ePortfolio demonstrates their **written and oral communication skills**. Students will receive feedback from their instructor on this paper and edits need to be utilized for the final paper in the course.

Step 2: Research Paper

The final research paper for the course must have six academic/scholarly sources and be at least 2,000 words. In this second step for that paper (approx. 3 pages), students will use two theories they learned in their Applied Communication or liberal arts courses to demonstrate how their ePortfolio demonstrates their **critical thinking and problem solving skills**. Students will receive feedback from their instructor on this paper and edits need to be utilized for the final paper in the course.

Step 3: Research Paper

The final research paper for the course must have six academic/scholarly sources and be at least 2,000 words. In this second step for that paper (approx. 3 pages), students will use two theories they learned in their Applied Communication or liberal arts courses to demonstrate how their ePortfolio demonstrates their **leadership and teamwork skills**. Students will receive feedback from their instructor on this paper and edits need to be utilized for the final paper in the course.

Research Paper/Assignment

The final research paper gives students the opportunity to connect their theoretical knowledge gained over the course of their major with the projects showcased in their ePortfolio, demonstrating their skills in the areas of oral/written communication, critical thinking/problem solving, and leadership/teamwork. In this final research paper (which is scaffolded), students will utilize theories in applied communication to connect their learning over the breadth of their courses to the projects in the ePortfolio. The final paper must have six academic/scholarly sources and be at least 2,000 words. The final paragraph needs to reflect on their learning in their courses.

Faith and Vocation Assignment

Throughout their coursework, students have had the opportunity to engage theological themes, practices, and stories pertaining to the three voices of vocation (identity, context, and experience/relationship with God). Given this engagement with the elements and what students have been learning about who they are, the world around them, and how they understand God, what particular practices, disciplines, postures, etc. do they commit to embrace and embody moving forward? The essay should point to specific examples or experiences they had with the “practices of presence” and “stories of meaning.” It would also be a great opportunity for students to connect their vocational identity with their discipline or future career goals. Paper should be 2-3 pages in length.

Final ePortfolio

Students will submit their final, edited ePortfolio. The ePortfolio will need to include their resume, a LinkedIn link, and introductory video. Plus, it will contain eight examples of their work in the courses with reflections on how that work highlights their skills in oral/written communication, critical thinking/problem solving, and leadership/teamwork.

Final Presentation of ePortfolio

Students will have a final presentation with faculty in the Applied Communication program. In that presentation, students will highlight three pieces of their work, comment on the skills achieved, and align each piece of work with a communication theory. This final presentation is intended as a celebration of the student’s work in the program.

Course Policies

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

Engaged Learning in an Online Format

This online course invites students into a community of engaged scholarship. The course consists of seven weekly modules, with a new module beginning each Tuesday morning in the Canvas LMS (Learning Management System). We expect students to log in to the course frequently, master the course material, whether written or in other digital media formats, and to engage the professor and fellow students through the Canvas medium.

Note: If a student fails to log in the course for the first 7 days of the official course, the student will receive an email notifying them that they are at risk to be administratively withdrawn from the course. The student will have 72 hours to log into the course from that email notification. If the student does not log into the course in that period of time, they will be administratively withdrawn. The last day to withdraw from a course is the Wednesday before the last week of class. Please reference the handbook calendar for a full list of dates. If a student has not participated in the course at any point, before the last week of class

the student will be administratively withdrawn. An assignment is defined as a paper, quiz, discussion post, or project in the course. If a life situation occurs that will prevent the student from participating in the course for a brief period of time, the student is responsible for communicating this to their Student Service Advisor and/ or New Student Ambassador, and instructor to make appropriate arrangements.

Technology Requirements

Students should ensure they meet the technology requirements as outlined in the ACU Online Student Handbook.

Paper Specifics

In this course, specific instructions for each paper are given in the assignment directions. Please pay attention to the instructions given, such as the number of resources needed and how to cite sources.

Papers should be submitted through the Canvas submission portal as a .docx, .doc, or .pdf files, no email submissions will be accepted. All papers should be neat, contain no misspellings, contain no typing errors, and employ proper grammar and syntax. If your paper contains pervasive grammatical errors, the professor may return the paper without grading it and ask for a rewrite for a maximum grade of 80%. Your faculty will determine the date for submission of the revised paper.

Late Assignments

Assignments are due by 11:59 pm Central Standard time on the due date. Refer to the Canvas Syllabus link or the Canvas Modules link for a list of all due dates. Penalty for late assignments is 10% per calendar day late. Weekend days are counted as late days. No credit will be awarded for late discussion posts. Extra credit will not be available in this course.

Academic Integrity

Academic Integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes but is not limited to reading assignments, assessments and examinations, attendance at required out-of-class activities, written or oral presentations, laboratory experiments and research. Assignments may or may not be submitted through the TurnItIn plagiarism checker.

The Academic Integrity and Honesty Policy is available on the ACU Provost's Office [webpage](#), where you may find detailed information regarding what constitutes academic dishonesty and resultant disciplinary actions. The student should seek clarification from the instructor regarding the re-use of work, as this may or may not be appropriate and is dependent on the assignment. Academic dishonesty may have, but not be limited to, the following consequences:

- losing points on an assignment.
- failing an assignment.
- failing a course.
- having a record of improper conduct in the dean's office which oversees the course in which the infraction was made.
- being dismissed from the university.

The process and timeline for appeals can be found on the ACU Provost's Office webpage.

* ACU Learner Support, Resources, and Services

Anti-Harassment Policy

Harassment will not be tolerated at Abilene Christian University. As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Harassment is defined as unwelcome behavior or conduct based on sex, religion, race, age, color, national origin, veteran's status, disability, or any other characteristic protected by law when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in University programs or activities, (2) submission to, or rejection of, such conduct by an individual is used as the basis for a decision affecting an individual's employment, education, or participation in University programs or activities, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for work, education, or participation in a University program or activity. Therefore, it is the purpose of the Anti-Harassment Policy to maintain a work and academic environment that is free of harassment, sexual or otherwise. This policy

applies to all members of the ACU community, including trustees, faculty, staff, students, and volunteers at Abilene Christian University. For a more in-depth review of the university's anti-harassment policy, the full definition of harassment, and procedure for reporting, visit: <http://www.acu.edu/student-life/anti-harassment.html>.

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 related to my role as a professor. It is my goal that you 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 seek to keep the information you share private to the greatest extent possible. However, I am required to share with the Title IX coordinator information regarding sexual misconduct or information about an incident that may have occurred at ACU. Students may speak to someone confidentially by contacting the ACU Counseling Center.

ACU Online Student Handbook

The current version can be found [here](https://acuonline.my.salesforce.com/sfc/p/#E0000000cKPT/a/440000006AA9/RWbLcDg6R9gR8DgTJwQdECczCHnjwM1_0WvJs6b4qeY) (https://acuonline.my.salesforce.com/sfc/p/#E0000000cKPT/a/440000006AA9/RWbLcDg6R9gR8DgTJwQdECczCHnjwM1_0WvJs6b4qeY).

ACU Dallas Student Code of Conduct

The ACU Online Student Handbook contains an online student Code of Conduct which describes appropriate and inappropriate forms of electronic communication and online behavior as well as information about student integrity in scholarly work. Students may be dismissed from the university for failing to adhere to the Code of Conduct.

ADA Compliance Statement

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667 or alpha@acu.edu.

Library

Abilene Christian University provides library services to online students through the Distance Learning Portal at <http://guides.acu.edu/distance>. Students will use their single sign-on credentials to gain access to the library content. The Distance Learning Portal contains information about citation help, requesting materials, research guides, and degree program specific resources. Video tutorials on how to search the library's resources, including electronic journal titles, are available for students to view at any time. ACU also has dedicated staff that serve our online students, for help with refining topics, including dissertation and final project topics, searching databases, or other library help. To contact the online librarian, please visit <http://guides.acu.edu/c.php?g=824708&p=5887421>. For research assistance, you can visit <http://asklibrary.acu.edu> and submit your question through the web form or get help via text or chat.

✓ Grading

Grades are awarded based on point accumulation. Each assignment has a maximum number of points that can be earned by successfully completing the assignment. Partial points will be awarded for meeting some but not all of the standards identified for each project or assignment.

Letter grades correspond to the percentage of points accumulated as outlined in the table below. No extra credit will be given.

Range	Grade Assigned
89.5% - 100%	A

79.5% to <89.5%	B
69.5% to <79.5%	C
59.5% to <69.5%	D
0% to <59.5%	F

Points Per Assignment

Deliverable	Week	Type	Points
Getting to Know Your Class	1	Discussion	5
Planning review of ePortfolio	1	Discussion	20
Step 1: Research Paper	1	Assignment	100
Editing/Feedback of Professional Identity of ePortfolio	2	Discussion	25
Step 2: Research Paper	2	Assignment	100
Editing/Feedback of 4 Work Examples and Reflections	3	Discussion	25
Step 3: Research Paper	3	Assignment	100
Editing/Feedback of 4 Additional Work Examples and Reflections	4	Discussion	25
Faith and Vocation Assignment	4	Assignment	75
Comprehensive Feedback on ePortfolio	5	Discussion	25
Research Paper/Assignment	5	Assignment	150
Reflection on ePortfolio	6	Discussion	25
Final ePortfolio due	6	Assignment	150
Reflection on faith and vocation	7	Discussion	25
Final Presentation of ePortfolio	7	Assignment	150
		Total Points	1000

Course Outline and Schedule

(Schedule subject to change; See the Canvas course for updated information on due dates.)

Application for a Capstone Course at Abilene Christian University

Course Code and Title: APCO 491 Applied Communication Capstone

Course Description: This course provides students the opportunity to make a summative assessment of their learning as they plan vocational goals in this capstone course. For majors only. Senior year.

Course Developer: Dena Counts

Briefly explain how your course or courses will meet the learning outcomes:

- **Habits of mind that foster integrative thinking between the liberal arts core curriculum and their major field of study.**

For the Capstone Research Paper assignment(s), students are asked to make connections between their learning in either the APCO or liberal arts curriculum and their ePortfolio which houses a demonstration of their work over the course of their classes. This integrative thinking between their liberal arts/APCO curriculums and the ePortfolio helps students connect how their learning and projects have resulted in a professional identity that brings to the workforce skills in communication, leadership, problem solving, and teamwork.

- **Achievement and demonstration through advanced research and/or creative projects the ability to frame questions, carry out critical analysis, and produce work of substantial complexity and quality related to their chosen field of study.**

The ePortfolio is a project that spans from the beginning of a student's entry into the APCO major to the Capstone. In an early course (COMO 225 - Professional Identity and ePortfolios), students learn to hone their online professional identity and develop an ePortfolio. In this course and progressive courses, students will begin to house projects (e.g. training videos, organizational case studies, organizational change models, health communication campaigns, etc.) and reflections on that work in the ePortfolio with the goal of having at least eight total projects in their final ePortfolio. As they will be doing this over time throughout their program, their work should increase in complexity and quality as they progressively encounter more challenging assignments in their coursework. This work will align with the mission statement of the program to help students develop skills in leadership, problem solving, teamwork, and communication.

- **Reflect and demonstrate their ability to think critically, globally, and missionally about their discipline.**

Four discussion posts help students focus their thinking about the discipline and goals with a resulting project of the final ePortfolio. The first discussion post asks students to share their next career goal/step, and then refine a plan for editing their portfolio to meet that goal. Then, in following weeks, three discussion questions ask students to critique

differing parts of their own and others ePortfolios. With student feedback and those of the instructor, students will be consistently asked to consider how an employer or others outside of their circle might view their portfolio in regards to leadership, teamwork, communication, and problem solving/critical thinking. By asking students to take differing perspectives on their ePortfolio and to engage in reflection, students will be able to take both critical and global perspectives.

Throughout their coursework, students have had the opportunity to engage theological themes, practices, and stories pertaining to the three voices of vocation (identity, context, and experience/relationship with God). Given this engagement with the elements and what students have been learning about who they are, the world around them, and how they understand God, this assignment will encourage them to identify what particular practices, disciplines, postures, etc. that they might commit to in their future walk with God and in their consideration of future career goals as applied to communication.

Explain how your course or courses will meet the required assignments:

- **Research assignment**

The final research paper gives students the opportunity to connect their theoretical knowledge gained over the course of their major with the projects showcased in their ePortfolio, demonstrating their skills in the areas of oral/written communication, critical thinking/problem solving, and leadership/teamwork. In this final research paper (which is scaffolded), students will utilize theories in applied communication to connect their learning over the breadth of their courses to the projects in the ePortfolio. The final paper must have six academic/scholarly sources and be at least 2,000 words. The final paragraph needs to reflect on their learning in their courses.

- **Faith and vocation assignment**

Throughout their coursework, students have had the opportunity to engage theological themes, practices, and stories pertaining to the three voices of vocation (identity, context, and experience/relationship with God). Given this engagement with the elements and what students have been learning about who they are, the world around them, and how they understand God, what particular practices, disciplines, postures, etc. do they commit to embrace and embody moving forward? The essay should point to specific examples or experiences they had with the “practices of presence” and “stories of meaning.” It would also be a great opportunity for students to connect their vocational identity with their discipline or future career goals. Paper should be 2-3 pages in length.

- **Comprehensive skills and accomplishments inventory**

In a previous introductory class (COMO 225 - Communicating Professional Identity and ePortfolios), students began to build a professional ePortfolio that highlighted their professional identity. Then, throughout their major courses, they will have created assignments and reflections that are placed in their ePortfolio. In discussions in the APCO 491 Capstone course, students will begin to edit and refine their portfolio by ensuring that it demonstrates skills in critiquing/understanding of messages, leadership, teamwork, and problem solving. In the final ePortfolio submission, the students will demonstrate their comprehensive skills and accomplishments in the ePortfolio by including their resume, a LinkedIn link, and introductory video. Plus, it will contain eight examples of their work in the courses with reflections on how that work highlights their skills in oral/written communication, critical thinking/problem solving, and leadership/teamwork.

ABILENE CHRISTIAN UNIVERSITY
LIBRARY

M E M O R A N D U M

DATE: July 10, 2020
TO: Dr. Dena Counts
FROM: Mark McCallon, Library Associate Dean for Library Information Services
RE: New Courses in Applied Communication

The Brown Library can provide a provisional endorsement of the following new courses:

APCO 491 Applied Communication Capstone
COMO 225 Professional Identity and Eportfolios
APCO 311 Rhetorical Messaging
APCO 412 Health Communication Campaigns
APCO 422 Ethical Implications of Healthcare Policies and Regulation
APCO 465 Healthcare Leadership and Relationship Management
APCO 441 Theories of Change Management
APCO 421 Executing Organizational Change
APCO 411 Consulting and Assessment for Organizational Change

with the agreement that the Library will have the opportunity to review and comment on each course as it is adapted or created for the online modality. This review will be made as part of the instructional design process.

ABILENE CHRISTIAN UNIVERSITY
DUNCUM CENTER SOLUTIONS

M E M O R A N D U M

DATE: July 13, 2020
To: Dr. Dena Counts
FROM: Lori Anne Shaw, Executive Director for Duncum Center Solutions & Academic Services
RE: New Courses in Applied Communication

Duncum Center Solutions (DCS), the instructional design team for ACU Dallas, is pleased to provide provisional support for the following new courses:

- APCO 491 Applied Communication Capstone
- COMO 225 Professional Identity and Eportfolios
- APCO 311 Rhetorical Messaging
- APCO 412 Health Communication Campaigns
- APCO 422 Ethical Implications of Healthcare Policies and Regulation
- APCO 465 Healthcare Leadership and Relationship Management
- APCO 441 Theories of Change Management
- APCO 421 Executing Organizational Change
- APCO 411 Consulting and Assessment for Organizational Change

with the agreement that the DCS instructional design team will have the opportunity to review and comment on each course as it is adapted or created for the online modality.

ACU Dallas Approval Chart for Curriculum Changes

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

Course Number: APCO 491

or Degree Plan(s):

Circle the number that corresponds to the requested change.

	Change to a Course	1	2	A	O	S
1.	Title (description unchanged)	A	A	I	I	I
2.	Description (not affecting content)	A	A	I	I	I
3.	Course term(s)	A	A	I	I	I
4.	Content (substantive change)	A	A	A	A	I
5.	Number of credit hours	A	A	A	A	I
6.	Course number within the hundred	A	A	I	I	I
7.	Course number beyond the hundred	A	A	A	A	I
8.	Prerequisites	A	A	A	A	I
9.	Course fee(s)	A	A	--	A	I
10.	From U to G or G to U	A	A	A	A	I
11.	Cross list with another program or department	A	A	A	A	I
12.	Program/department of record	A	A	A	A	I
13.	Open or close a course	A	A	A	A	I
14.	New course (application required)	A	A	A	A	I

	Change to a Degree Plan	1	2	A	O	S	I
1.	Major/Program — Revision	A	A	A	A	A	--
2.	Major/Program — Adopt or change admission requirements	A	A	A	A	A	--
3.	Major/Program — Add	A	A	A	A	A	--
4.	Major/Program — Offer existing university program on campus	--	A	A	A	A	--
5.	Major/Program — Discontinue (proposed by Program or College)	A	A	A	A	A	I
6.	Major/Program — Discontinue (proposed by Provost)	R	R	A	A	A	I

7.	GPA — Revise major/program or cumulative requirement	A	A	A	A	A	--
8.	Minor — Revise course selection	A	A	I	I	I	--
9.	Minor — Add	A	A	A	A	A	--
10.	Minor — Discontinue (proposed by Program or College)	A	A	A	A	A	--
11.	Minor — Discontinue (proposed by Provost)	R	R	A	A	A	--
12.	Degree — Add	A	A	A	A	A	I
13.	Degree — Discontinue (proposed by Program or College)	A	A	A	A	A	I
14.	Degree — Discontinue (proposed by Provost)	R	R	A	A	A	I

	Change to Undergraduate University Requirements	U	C	B	A	R	S	D	O	C	S
15.	University Requirements — Change in approved course content	A	A	A	A	A	A	A	--	A	
16.	University Requirements — Add or drop a required course from the University Requirements chart	A	A	A	A	A	A	A	A	A	
17.	University Requirements — Add or drop a course from a menu within the University Requirements chart	A	--	--	A	A	A	A	--	A	
18.	University Requirements — Change hours within a menu on the University Requirements chart	A	A	A	A	A	A	A	A	A	
	Change to Catalog Information										
1.	General requirements for graduation including course requirements that are common to all majors for all degrees	--	--	A	--	A	A	A	A	A	
2.	Admission requirements	--	--	A	--	A	A	A	A	A	

Program Director/Department Chair

Dena Counts

Jul 15, 2020

Dena Counts, Program Director

Date

Dean(s)

Joe L. Cope

Jul 15, 2020

Joe L. Cope, Dean

Date

College Academic Council

Joseph Halbert, Chair

Date

University General Education Council

Jessica Smith, Chair

Date

Undergraduate Academic Council

N/A

Chair's signature

Date

Provost

Robert Rhodes, Provost

Date

Faculty

N/A

Faculty Senate Chair's signature

Date

President

N/A

Phil Schubert

Date