

ACU Dallas Approval Chart for Curriculum Changes

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

Course Number: _____ **or Degree Plan(s):** _____

Add Educational Leadership Track to MEd in Instruction and Learning listed below. These are new courses and will be coming through Academic Council in July 2022.

- EDUO 663 Dynamics of Global Education Leadership
- EDUO 662 Facilitative Leadership and Learning
- EDUO 665 Education Transformation
- EDUO 667 Assessing Today's Learners
- EDUO 699 Capstone in Educational Leadership

Highlight the item that corresponds to the requested change.

	Change to a Course	U	P	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	U	P	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	A	A	A	A	A	A	A	A
15.	University Requirements — Change in approved course content	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
17.	University Requirements — Add or drop a course from a menu within the University Requirements chart	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
	Change to Catalog Information For Campus								
1.	General requirements for graduation including course requirements that are common to all majors for all degrees	--	--	A	--	--	A	--	A
2.	Admission requirements	--	--	A	--	--	A	--	A
3.	Policies governing academic probation and suspension	--	--	A	--	--	A	--	A
4.	Requirements for graduating with honors	--	--	A	--	--	A	--	A

Program Director/Department Chair

Nannette W. Glenn, Ph.D.

Nannette W. Glenn, Ph.D. (Jun 29, 2022 12:18 CDT)

Jun 29, 2022

Signature

Date

Signature

Date

Dean(s)

Nannette W. Glenn, Ph.D.

Nannette W. Glenn, Ph.D. (Jun 29, 2022 12:18 CDT)

Jun 29, 2022

Signature

Date

Signature

Date

College Academic Council

Chair's Signature

Date

Chair's signature

Date

University General Education Council

Chair's signature

Date

Undergraduate Academic Council

Chair's signature

Date

Provost

Signature

Date

Faculty

Faculty Representative signature

Date

President

Signature

Date

New Track or Minor Application Instructions

Information Availability: The full application will be sent forward for the approval process. The dean's office and provost's office will remove Section 5 (Required Institutional Support) and, if applicable, financial information from Section VI (Additional Information Required for Substantive Changes), from materials shared with academic councils.

New Track, Minor, or Certificate Application

1. Program Identification

1. Title of track, certificate, or minor - **MEd IL Education Leadership Track**
2. Identify as track, certificate, or minor - **Track**
3. Home department or unit (and associated degree program, if track) **MEd Instruction and Learning**

4. Developer(s) and credentials

Dr. Julene Reed and Dr. Kristi Meeuwse

Credentials—both are subject matter experts, have earned doctorates of education degrees (EdD), both are experienced educators and Apple Distinguished Award Educators, both have served in district leadership positions, and provided consultative work in the area of professional development within schools (at state and national levels), and both have published in these specific areas

5. Where program will be offered and delivery method - **ACU Dallas delivered online.**
6. Proposed date of implementation - **Beginning Fall 2 2022**
7. **CIP = 13.03**

2. Program Details

1. Description. Summarize this course of study in 50 to 200 words.

The Master of Education program prepares individuals who have a thorough mastery of the technical and practical aspects of education and are skilled in both the art and science of teaching and leading learning. The faculty and staff seek to accomplish this within the context of Christian values and principles.

The mission of the MEd in Instruction and Learning is to improve an educator's professional craft and leadership ability through the utilization of his/her faith-based vocational calling: seeing and experiencing work as participants in the life and mission of God. The

program's curriculum prepares educators to effectively serve their learners through (a) implementing evidence-based teaching practices; (b) understanding complex processes of teaching, learning and leading; (c) making data-informed decisions that strive towards continuous improvement to meet accountability expectations; (d) providing meaningful engagement for all learners across culturally diverse settings; and (e) promoting a positive learning culture for all learners.

2. Description of target audience.
The target audience are individuals who seek to become teacher leaders in the classroom or leaders within their school districts or organizations. Through a partnership with the Region 13 Education Service Center (ESC), it is hoped that this track, which is part of the MEd IL program, will address the state's need for educators with additional certifications in educational leadership.
3. Projected total enrollment for each of the first five years. **Projected enrollment from districts within the Region 13 ESC catchment area (Austin, Texas area) is approximately 20-25 students per year.**
3. Rationale and Need for Program
 1. Mission fit. **Education has been a hallmark of ACU's brand. This program will help expand our reach and influence on education beyond the city of Abilene. Most students in this program will be working adults who cannot move to Abilene to continue their education. This program capitalizes upon the university's strategic vision for innovation.**
 2. Societal need. **This is a direct-to-business model; the students will be meeting learning objectives that are directly related to the needs of their employers.**
 3. Prospective student interest. **Initial recruiting for this program will be directly coordinated with Region 13 in the State of Texas, as well as the individual school districts served in the Region. Later iterations will recruit through other Regions as well. School districts have a significant need for K-12 faculty who are credentialed to teach college-level courses. The Regions are not able to provide this instruction, and will rely upon ACU to provide this intervention.**
 4. Disciplinary benchmarking. **There are currently 37 institutions in Texas that offer this degree, with 1,571 completions in the years 2016-2020. The bulk of conferrals were at UT Arlington (402), Texas A&M**

Commerce (118), Sam Houston State (131) and University of Houston (101). While our program will be a distance program, the primary focus will be in the Austin area (Region 13). There were no conferrals for this program in the Austin area.

4. Curriculum

1. Course of study. For tracks, this will include the list of courses required in addition to the existing degree core. For certificates and minors, it includes all courses included in the program. For minors, please see [catalog requirements](#). **Courses in the track are listed below:**

<u>Course Number</u>	<u>Title</u>	<u>Description</u>	<u>Outcomes</u>
EDUO 663	Dynamics of Global Education Leadership	In this course the learner examines the role and importance of global leadership. Course topics include educational change, ethical practice, equity, and justice in a diverse and global context.	1.1, 2.1, 1.3
EDUO 662	Facilitative Leadership and Learning	In this course the learner examines diversity, equity, inclusion, social emotional learning, and trauma-informed practices. Course topics include effective strategies for empowering all learners to achieve more.	1.1, 1.2, 1.3, 2.2, 2.3
EDUO 665	Education Transformation	In this course the learner examines components of creating a culture of organizational change. Course topics include teaching and learning, student and school success, innovation, entrepreneurship, educational hurdles and accelerators, and school improvement.	1.1, 1.3, 2.1, 2.2, 2.3

EDUO 667	Assessing Today's Learners	In this course the learner examines the purpose of assessment as well as analyze the efficacy of a variety of assessment types including the use of ePortfolios. Course topics include effective, authentic, and equitable assessment systems that inform learning and support student success.	1.1, 1.2, 1.3, 2.1, 2.2, 2.3
EDUO 699	Capstone in Educational Leadership	This capstone course provides a culminating, student-centered, student-directed experience in which students analyze and synthesize knowledge and skills from across the Education Leadership concentration coursework. Students will produce an ePortfolio of digital artifacts created in their previous Education Leadership courses.	1.1, 1.2, 2.1, 2.3

2. Courses. Create a table that shows for each course:

1. Rotation and frequency (e.g., fall odd years)

MEd Instruction and Learning - Education Leadership Track

Course Name	Rotation/Frequency
EDUO 663 Dynamics of Global Education Leadership	Every other part of term Beginning Summer 1 2023
EDUO 662 Facilitative Leadership and Learning	Every other part of term Beginning Fall 1 2023
EDUO 665 Education Transformation	Every other part of term Beginning Spring 1 2024
EDUO 667 Assessing Today's Learner	Every other part of term Beginning Summer 1 2024
EDUO 699 Capstone in Educational Leadership	Every other part of term Beginning Fall 1 2024

2. Whether the course is required or on a menu- **Courses are required**

3. Which track(s) the course serves, if applicable - **N/A**

4. Program outcomes that the course serves-**See chart in 4.1 above**

5. Current faculty credentialed to teach - **EdD faculty and Region 13 ESC new hire adjuncts**

3. New courses. For new courses included in the program/major requirements, list:

1. Course title and description - **see 4.3.1**

2. Existing programs in which the courses will also be used, if applicable
- N/A
3. Curriculum approval schedule will be negotiated with the provost's office during initial review

Subject Code and Course Number	Course Name	Projected Date of First Offering	Deadline for Submission to Academic Council
EDUO 663	Dynamics of Global Education Leadership	Summer 1 2023	September 2022
EDUO 662	Facilitative Leadership and Learning	Fall 1 2023	September 2022
EDUO 665	Education Transformation	Spring 1 2024	January 2023
EDUO 667	Assessing Today's Learners	Summer 1 2024	January 2023
EDUO 699	Capstone in Educational Leadership	Fall 1 2024	September 2023

5. Required Institutional Support

1. Faculty requirements and availability. Show instructors for a full cycle of curriculum delivery using current faculty members, new faculty members, and anticipated use of part-time faculty.
 1. Describe the new program's impact on faculty workload in the home department or unit. Your narrative should provide supporting evidence that the number of full-time faculty members will be adequate to support the program. **All courses will be delivered via adjunct faculty. There may be occasion to have a course taught by a FT faculty member. In that case, the program director, Karen Maxwell, will make that determination.**
 2. If program delivery requires a faculty hire, provide an expected salary range and forecast potential faculty availability. **No FT faculty hire is expected.**
 3. If the plan includes part-time instructors, include total cost per year for adjunct pay. **Expected total cost per year in adjunct pay for**

courses in the Education Leadership Track is estimated to be \$17,000 (five courses), and compensation for SMEs is estimated to be \$12,500 (five courses at \$2,500 each), which is based on an average section size of 20 students during the first year.

2. Impact on existing programs. Identify any existing programs/majors from which the new program would draw students and estimate enrollment effects on existing programs in the home department or other departments. **Students will be recruited from the school districts within the Region 13 ESC catchment area for this partnership initiative.**
3. *For certificates only:* Program director. Identify the program director (who may or may not be the department chair). If the program director does not have a terminal degree in the discipline, provide a justification of the director's qualifications.
4. Staff requirements. Indicate need for new staff (providing expected salary range and forecast suitable applicant availability) and evaluate effect on existing loads of current staff who will serve the program. **No new FT staff will be required. No students are currently enrolled in any track of the MEd. If ACU moves forward with additional programs in partnership with Region 13, a full-time program director or administrator overseeing leadership and educator development would be important to support a suite of programs, but this hire would not be considered on the basis of this track alone.**
5. Library resources. Identify discipline-specific library resources necessary to serve the requirements of the program. These may be existing holdings and services and new ones.
 1. Describe how faculty and students will access information electronically and on site, and explain how they will receive instruction about how to do this.

All courses are delivered in the Canvas Learning Management System and graduate programs use an e-book model. Students will access their required course materials in the Canvas course navigation menu. On the course homepage there is a link to the ACU Library Distance Education Portal. All Canvas courses are reviewed by the Library with an accompanying memo of support.

2. Describe requirements to support student in their access to and use of learning resources.

Staffed by ten library faculty members, three professional staff, and 7.625 FTE support staff, the ACU Library provides services common to academic libraries throughout the region and the nation. These services include faculty and departmental liaison assignments to facilitate collection development and information literacy, research (reference) and information assistance, interlibrary lending and borrowing, and access to online resources, special collections, and archives. The Online Learning Librarian, an ACU Dallas supported position housed in the ACU Library, serves as an essential point of contact for access and research support for online students. This individual also works with the academic program directors to decide on the databases, electronic journals, electronic books, and other digital tools and platforms to provide to the students based on the courses developed and the research needs of the students.

Students and faculty can access electronic resources through their ACU library access from any computer connected to the internet. The ACU Library's Distance Education Portal (<http://guides.acu.edu/distance>), OneSearch Discovery (a metasearch tool), Journal Finder, and a high-quality online catalog of library resources all offer access to available online collections and services for online students. Links to these resources can be found through the MyACU Online portal at <http://online.acu.edu>. Interlibrary Loan is available for articles and book chapters not found in the ACU Library. Document delivery of books in the ACU Library's circulating print collection is available to all ACU Online students.

As this program grows, there may be a need for additional full-time faculty members. It is anticipated that FTEs will grow at a ratio-rate of 1:50 in the MEd-IL.

5. Physical resources. Identify needs for classroom, lab, and office space and impacts on existing space use. List necessary equipment. Provide costs for any construction or equipment.

At the beginning, no additional resources are required. The

program is fully online and staff and faculty supporting the program are housed either at the ACU Dallas campus or work remotely.

6. Scholarships. Will the unit provide any unique scholarships to students in the program? - **Unknown at this time.**
7. Recruiting. To whom should the degree be marketed? What additional recruiting beyond general recruiting to the university will be needed, and what costs will we incur? **Recruiting will be conducted by the Region 13 ESC.**
8. Additional cost to deliver program. Total expenses from sections A to H. Clarify which expenses are one-time and which are ongoing. **The program has an annual cost of \$17,000 with additional one-time start-up cost of \$12,500.**

Initial Review and Required Signatures

When sections 1-5 are complete, please submit to the associate provost for curriculum and assessment for initial review and development. Section 6 is not required for all applications; you will learn whether it's required for your program during initial review.

This proposal complies with curricular requirements of the university and addresses all required questions for institutional review.



Jun 29, 2022

Associate Provost for Curriculum and Assessment

Date

This proposal does not require additional review for institutional accreditation purposes.



Jul 1, 2022

SACSCOC Liaison

Date

6. Additional Information Required if Requested

1. Employment demand and career possibilities.
 1. Identify jobs that graduates would be qualified to pursue.
 2. Use official databases to establish the job market for graduates of the program. Use the U.S. Bureau of Labor Statistics and Texas Workforce Commission; other sources that may be helpful are authorities on

regional labor markets (e.g., metropolitan Chambers of Commerce) and current industry reports.

3. Use the [crosswalk document provided by IPEDS](#) to take your previously identified CIP code and find the associated occupations in the [Standard Occupational Classification](#) system provided by the Bureau of Labor Statistics. Use the associated SOC number to find entry-level and mean wages in that field in Texas from the Texas Workforce Commission ([Texas Wages](#) — Wages by Workforce Development Area).
2. Student support services. Describe specific programs, services, and activities that will support students enrolled in the program. Some examples of academic support services are teaching and resource centers, tutoring, academic advising, counseling, disability services, diversity and inclusion offices, teaching laboratories, career services, testing centers, student life, and information technology.
3. Describe financial resources available to support the new program, including a budget for the first year of the program; projected revenues, expenditures, and cash flow; amount of resources going to external institutions or organizations contracted to provide support services for the program; the operational, management, and physical resources available for the change.
4. Provide contingency plans in the event required resources do not materialize.

All applications are required to include Section 7. Please compile this documentation after the initial review by the provost's office.

7. Supporting Documentation

1. Approval Chart for Curriculum Changes
2. Memo of support from the department chair of each department outside the home department that will provide a course for the program.
3. When the new program application is complete, provide the full proposal to the following individuals for review. Each will provide a memo to attach to the proposal.
 1. Dean of the library for library resources review.
 2. Dean of the college of the program for a statement of commitment to the items in Required Institutional Support - [see attached](#)

MEMORANDUM

TO: Academic Council, College of Graduate and Professional Studies

FROM: Nannette W. Glenn, Ph.D. *nwg*
Dean, CGPS

DATE: June 27, 2022

RE: Required Institutional Support
MEd Instruction and Learning, Education Leadership Track

I have examined the items detailed as required institutional support for the creation, implementation, and maintenance of the new track for the MEd IL program, Education Leadership. I hereby acknowledge the obligation of this initiative and commit to providing the institutional support, as set forth.

ABILENE CHRISTIAN UNIVERSITY
LIBRARY

M E M O R A N D U M

DATE: June 27, 2022
TO: Dr. Dena Counts
FROM: Mark McCallon, Library Associate Dean for Library Information Services
RE: New Addition of Educational Leadership Track to MEd in Instruction and Learning

Thank you for the opportunity to review the new program application for the proposed addition of the Educational Leadership Track to MEd in Instruction and Learning. The Brown Library can provide a provisional endorsement of the new track 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 instructional design process prior to the presentation of these courses to the CGPS Academic Council, whether for approval or as an information item or added to the course schedule.bulletin.