

ACU Dallas Approval Chart for Curriculum Changes

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

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

New track Instruction and Learning, Education & Teaching, MED (IL-ET).

The MEd in Education and Teaching is a 30-hour online degree program in classroom teaching preparation designed to further develop individuals who are seeking to become educators to 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.

Highlight the item that corresponds to the requested change.

		Program	Dean	College Academic	Provost	President
	Change to a Course					
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 <i>or</i> 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

		Program	Dean	College Academic	Provost	President	Board of Trustees
	Change to a Degree Plan						
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

		Program	Dean	College Academic	UGEC	UUAC	Department	Faculty	President
	Change to Undergraduate University Requirements								
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

Jul 14, 2023


Alline Ayala (Jul 14, 2023 12:08 CDT)

Signature

Date

Signature

Date

Dean(s)

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 Senate Chair's 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 and Teaching**
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. Alline Sada
Credentials- subject matter expert, has earned doctorate of education degree (EdD) and an Honoris Causa Doctorate, experienced educator and Apple Distinguished Award Educator, Google Education Innovator, ASCD Scholar, and have served in district leadership positions, and provided consultative work in the area of professional development within schools (at state and national levels)
5. Where program will be offered and delivery method - **ACU Dallas delivered online.**
6. Proposed date of implementation - **Beginning Fall 1 2023**
7. **CIP =13.0401**

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 transition into the teaching profession and 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 high quality educators.
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:**
 - Year 1: 25
 - Year 2: 50
 - Year 3: 75
 - Year 4: 100
 - Year 5: 125
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 better prepared to enter the workplace than the recent typically alternatively certified graduate.. The Regions**

are not able to provide this instruction, and will rely upon ACU to provide this intervention.

4. Disciplinary benchmarking. **There are currently 48 institutions in Texas that offer this degree, with 3,257 completions in the years 2017-2021 - a 15% growth. The bulk of conferrals were at Lamar University (1,148), UT Arlington (266), UT Rio Grande (145), University of North Texas (140), UT Tyler (120), and TAMU (119). 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 668	Creating Effective Learning Environments	Explores and investigates current research-based practices and theories about ways to promote meaningful professional learning for all members of the school community. Emphasis is on factors and conditions within the school's circle of influence that enhance learning.	1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.3
EDUO 687	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 691	Educational Workshop	A course designed to meet an immediate need of teachers in a specific area. May be repeated. This course is available for variable credit. Please see your advisor for more information. ** Can be taken twice for a total of 6 credits	1.1, 1.2, 2.1, 2.2, 3.2

EDUO 659	Digital Skills for Classroom Teachers	This course will focus on the frameworks and standards that support educational technology to improve student performance. Students will also develop technological skills for instruction, productivity, and communication in the school environment.	1.1, 1.2, 2.1, 2.2, 3.2
EDUO 610	Humans at Work: EI, Resilience, and Vocational Formation	<i>This course introduces students to the concepts of Emotional Intelligence, Resiliency and Vocational Formation. Students will explore how these concepts relate to one's sense of purpose, recognize, understand, and manage one's own emotions and the emotions of others, and the ability to adapt and bounce back from challenging situations.</i>	1.1, 1.2, 2.2, 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 610 Humans at Work: EI, Resilience and Vocational Formation	Every other part of term Beginning Fall 1 2023
EDUO 691 Education Workshop	Every other part of term Beginning Spring 1 2024
EDUO 691 Education Workshop	Every other part of term Beginning Summer 1 2024
EDUO 659 Applied Digital Skills for Classroom Teachers	Every other part of term Beginning Fall 1 2024
EDUO 667 Assessing Today's Learner	Every other part of term Beginning Spring 1 2025
EDUO 688 Creating Effective learning Environments	Every other part of term Beginning Summer 1 2025

- Whether the course is required or on a menu- **Courses are required**
- Which track(s) the course serves, if applicable - **N/A**
- Program outcomes that the course serves-**See chart in 4.1 above**
- Current faculty credentialed to teach - **MEd-IL 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 610	Humans at Work: EI, Resilience and Vocational Formation	Fall 1 2023	June 2023
EDUO 691	Education Workshop	Spring 1 2024	June 2023
EDUO 691	Education Workshop	Summer 1 2024	June 2023
EDUO 659	Digital Skills for Classroom Teachers	Fall 1 2024	June 2023
EDUO 667	Assessing Today's Learner	Spring 1 2025	June 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 occasions to have a course taught](#)

by a FT faculty member. In that case, the program director, Alline Sada, 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 and Teaching 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. Additionally, students will be recruited from Alternative Certification programs in Texas via their local Education Service Center.**
 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.



Jul 14, 2023

Associate Provost for Curriculum and Assessment

Date

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



Jul 14, 2023

SACSCOC Liaison

Date

- Additional Information Required if Requested

1. Employment demand and career possibilities.

1. Identify jobs that graduates would be qualified to pursue.

Assistant Principals

Principals

High School Assistant Principals

Elementary Principals

Elementary Assistant Principals

Assistant Principals of Instruction

High School Principals

Middle School Principals

Middle School Assistant Principals

School Principals

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).

- There are currently 22,560 jobs in the state that map to this CIP code (using Lightcast mapping heuristic). There has been a growth of 12.1% over the past three years in Texas, compared to national growth of 8.5% in this field.
- There are currently 3,161 positions open annually. There were 49,962 jobs posted over the past 29 days, with a posting intensity of 2:1 (average).
- The median annual wage for elementary, middle, and high school principals was \$81.3K in 2021.

1. 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.

2. 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.
3. 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](#)

M E M O R A N D U M

TO: Academic Council, College of Graduate and Professional Studies

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

DATE: June 19th, 2023

RE: Required Institutional Support
Modification: MEd-IL in Education and Teaching

I have examined the items detailed as required institutional support for the modification, implementation, and maintenance of the “Education and Teaching” track. 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 17, 2023
TO: Dr. Alline Sada
FROM: Mark McCallon, Library Associate Dean for Library Information Services
RE: New Track Application for M.Ed. IL Education and Teaching

Thank you for the opportunity to review the new track application for the proposed M.Ed. Instruction and Learning Education and Teaching

The Brown Library can provide sufficient resources to support the new track with the agreement that the Library will have the opportunity to review and comment on each new course. This review will be part of the instructional design process.



Jessica Smith

to Chris, me, Scott ▾

Tue, Jun 20, 2:45 PM



Alline, when we get confirmation from Nannette that the new program's connection to the 30-hour Instruction and Learning program is correct, then the EdD program application is ready to move ahead. I've attached my memo, and I think you should go ahead and bundle up all of the new course applications and everything associated with this program application and get it to Dena.

We have been focused on the relatively more complex EdD, and I realized that I didn't bring the [MEd track addition application](#) to Chris's attention. He's out this week, but I've just reviewed it and think it's unlikely to raise any issues. Adding a track rarely raises issues for SACSCOC since the program already exists and we have most of the curriculum already being offered by the university. It's OK to send the master's application and courses to Dena, too. I'm meeting with her this afternoon and will make sure she knows that this one still needs to be routed for signature to me and Chris but is otherwise ready for college review.

Thank you for all of this work!

Jessica Smith, Ph.D.

Associate Provost for Curriculum and Assessment

Abilene Christian University

325-674-2024



2 Attachments • Scanned by Gmail ⓘ

