

Dallas Approval Chart for Curriculum Changes

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

Course Number: NPLO 631 Nonprofit Leadership or Degree Plan(s): MBA/MSM Nonprofit Leadership concentration

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

		Program	Dean	Academic Council	Senior VPAA	President
	Full Review					
	Change to Catalog Information (for Campus)					
18.	General requirements for Bachelor's and Associate Degrees	-	-	A	A	I
19.	Policies governing academic probation and suspension	-	-	A	A	I
20.	Requirements for graduating with honors	-	-	A	A	I
	Change to a Degree Plan					
21.	Educational Program — Add or Discontinue ²	A	A	A	A	I
22.	Educational Program — Discontinue (proposed by Senior VPAA)	R	R	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	I
24.	Minor — Discontinue (proposed by Senior VPAA)	R	R	A	A	I
25.	Degree — Add or Discontinue (proposed by Program or College)	A	A	A	A	I
26.	Degree — Discontinue (proposed by Senior VPAA)	R	R	A	A	I

		Program	Dean	Academic Council	UGEC	University Faculty	Senior VPAA	President
	Change to General Education Requirements for Undergraduates (System)							
27.	Change course outcomes of an included course	A	A	A	A	-	A	I
28.	Add or drop a required course from the General Education Requirements	A	A	-	A	A	A	I
29.	Add or drop a course from a menu within the General Education Requirements	A	A	-	A	-	A	I
30.	Comprehensive revision of General Education Requirements	-	-	-	A	A	A	I

Notes

¹ 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).

² 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.

³ When a program faculty or dean proposes closing a program, approval routing follows the typical process beginning with the program. A proposal by campus academic administration or senior vice president for academic affairs would follow the "proposed by the Senior VPAA" routing on the chart.

Updated 8/1/2023

Program Director/Department Chair

Nancy Kucinski
Nancy Kucinski (May 1, 2024 14:34 CDT)

May 1, 2024

Program Director Signature

Date

Program Director/Department Chair Signature

Date

Dean(s)

Andy Little
Andy Little (May 1, 2024 14:58 CDT)

May 1, 2024

Signature

Date

Dr. Don Lutz

5/21/24

Signature

Date

Campus Academic Council

Arisoa Randrianasolo
Arisoa Randrianasolo (May 1, 2024 14:42 CDT)

May 1, 2024

Chair's Signature

Date

University General Education Council

Chair's signature

Date

University Faculty

Dallas Faculty Council Chair's signature

Date

Abilene Faculty Senate Chair's signature

Date

Senior Vice President for Academic Affairs

Signature	Date
President	

Signature	Date
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Dallas New Course Application

You may delete the preceding instructional pages before submitting application.

Nonprofit Leadership

Course ID (<i>Subject Code and Number</i>)	NPLO 631
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1. **Systems and Catalog Information** Complete each item.

A	Course Developer	TBD
B	Course Instructor	TBD
C	Course Title	Nonprofit Leadership
D	Course Abbreviation for Banner if title is more than 30 characters	
E		CGPS - College of Graduate and Professional Studies
F		SPS - School of Professional Studies
G		3
G1		0
G2		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?	Yes
J	Maximum total number of credit hours a student can earn for this course	3

K		<u>Lecture (LEC)</u> See Schedule Type definitions in the Reference section.
L		Select Number of Faculty Workload Hours <i>Use same number as response to 1G unless under lead/facilitator model.</i>
M		<u>Standard</u>
N	Maximum Enrollment	
O	Catalog Description (50 words or less)	This course includes an overview of the non-profit sector and non-profit organizations. Students will gain a comprehensive understanding of effective non-profit leadership, board governance and accountability, and the development of collaborative stakeholder relationships.
P	List any prerequisites (course/s, test scores, class standing, major, etc.)	none
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	
S	Does this course require any additional student course fees?	<u>No</u> If yes, attach a completed course fee form .
T1	Will the course be offered in fall terms?	<u>No</u>
T2	Will the course be offered in spring terms?	<u>No</u>

T3	Will the course be offered in summer terms?	<u>Yes, every year</u>
U	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Summer 2025
V	Is this course required for a program(s)?	<u>No</u> If yes, attach a completed curriculum proposal to change the program(s).
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>No</u> If yes, provide course ID, term, and enrollment:
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>	N/A

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 is part of the Nonprofit Leadership concentration under the MBA and MSM degree programs. This course should not affect any other degree plans. The courses may be used as electives or in other concentrations.

B. Justify the addition of this course to the current curriculum, explaining the gap it meets.
The Nonprofit Leadership concentration was approved by all curriculum committees several years ago. However, these courses were never developed. The faculty and program director of the

MBA/MSM programs propose that the Nonprofit Leadership course will fill a gap in the knowledge of students who are interested in leading nonprofit and social organizations.

3. Course Design

A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.

As a concentration course under the MBA/MSM programs, the Nonprofit Leadership course will build on core courses, but will not require prerequisite skills.

2. State the overarching course goal(s) in performance terms.

Students should be able to understand and analyze the historical, ethical, and legal foundations of nonprofit organizations. Students should also be able to develop and apply mission-driven decision-making and adaptive leadership skills. The overarching course goals also support the PLO # 1 Leadership: Graduate will practice effective leadership of themselves, their teams, their organizations, and their external constituents.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Students will analyze the historical context and evolution of nonprofit organizations.	Students will submit a paper in which they analyze the historical and social context of 3 nonprofit organizations.
2	Students will apply strategic planning and decision-making techniques to address nonprofit organizational challenges.	Students will submit a case analysis paper and discussion posts.
3	Students will demonstrate skills in board leadership and development.	Students will present a Board development plan for a non-profit organization.
4	Students will identify best practices for stakeholder relationship-building	Students will analyze case studies through written and discussion assignments.
5		

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**.

Graduate:

Renz, D. O., & Herman, R. D. (2016). *The Jossey-Bass Handbook of Nonprofit Leadership and Management* (4th ed.). John Wiley & Sons, Inc. <https://doi.org/DOI:10.1002/9781119176558>

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.
3	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.
Attach if applicable	
4	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.
5	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).
6	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.
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 2B.

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: April 9, 2024
TO: Dr. Nancy Kucinski
FROM: Mark McCallon, Associate Dean for Library Services
RE: New Course Application – NPLO 631 – Nonprofit Leadership

After reviewing the course application, the Library is able to tentatively support the proposed course. The Library will work with Instructional Design and Subject Matter Experts to provide resources supporting the course. Please contact Melissa Atkinson (melissa.atkinson@acu.edu) if additional library resources are needed for the course. Thank you for the opportunity to evaluate the course application

NPLO 631: Nonprofit Leadership

2024 Section NPLO 631 3 Credits 10/14/2019 to 10/14/2020 Modified 04/18/2024

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.

ACU College of Business Administration (COBA) Mission Statement

The mission of ACU's College of Business Administration is to educate business and technology professionals for Christian service and leadership throughout the world. This mission is accomplished through: holistic student learning and development; research and innovation; and service and leadership.

ACU Master Business Administration (MBA) Mission

Statement

The mission of the Master of Business Administration is to prepare business professionals for administrative roles that call on them to demonstrate ethical management and decision-making skills informed by principles of Christian vocation. This is accomplished through equipping business leaders to:

1. Practice effective leadership of themselves, their teams, their organizations, and their external constituents;
2. Lead organizational innovation efforts through effective integration of strategy with appropriate organizational processes and technologies;
3. Engage in data-informed decision-making; and make ethical decisions informed by values and goals that are consistent with relevant laws and Christian principles
4. Make ethical decisions informed by values and goals that are consistent with Christian principles.

ACU Master of Science in Management (MSM) Mission Statement

The mission of the Master of Science in Management is to equip aspiring business professionals and managers with leadership, innovation, and analytical skills informed by principles of ethics and Christian vocation. This is accomplished by equipping business leaders to:

1. Develop and utilize leadership skills as the basis for effective self-management, collaboration with peers and teams, and oversight of people and tasks;
2. Participate in organizational innovation efforts through effective integration of functional strategies with appropriate organizational processes and technologies;
3. Engage in data collection, analysis, and interpretation that enables effective organizational decision-making; and
4. Make ethical decisions informed by values and goals that are consistent with Christian principles.



Integration of Christian Faith

The MBA/MSM prepares students to be effective leaders in the workplace. Graduates will make ethical decisions informed by values and goals that are consistent with relevant business laws, practices and Christian principles. They will understand fundamental concepts of business management in the United States, understand and apply their personal ethical framework to business decisions, and reflect on their vocation in the context of their personal values and goals. The program will draw students into Christ-centered communities committed to the virtues of intellectual curiosity and rigor, hospitality, respect for others, humility, integrity, authenticity, and perseverance. Through the graduate business program students will learn how their character can and does set the tone for organizational and personal success. (*Matthew 6:33; 1 Timothy 6:6*)



Course Description

This course includes an overview of the non-profit sector and non-profit organizations. Students will gain a comprehensive understanding of effective non-profit leadership, board governance and accountability, and the development of collaborative stakeholder relationships.

Program and Student Learning Outcomes

	Course Outcomes	Measurement
1	Students will analyze the historical context and evolution of nonprofit organizations.	Students will submit a paper in which they analyze the historical and social context of 3 nonprofit organizations.
2	Students will apply strategic planning and decision-making techniques to address nonprofit organizational challenges.	Students will submit a case analysis paper and discussion posts.
3	Students will demonstrate skills in board leadership and development.	Students will present a Board development plan for a non-profit organization.
4	Students will identify best practices for stakeholder relationship-building	Students will analyze case studies through written and discussion assignments.

Course Materials

Renz, D. O., & Herman, R. D. (2016). *The Jossey-Bass Handbook of Nonprofit Leadership and Management* (4th ed.). John Wiley & Sons, Inc. <https://doi.org/DOI:10.1002/9781119176558>
(<https://doi.org/DOI:10.1002/9781119176558>).

Course Requirements

General descriptions of the course requirements are below. See the online modules for detailed assignment instructions.

Discussion Questions

Participation in online discussions is mandatory. In order to actively participate in these discussions you will need to log in at least 5 days each week. This will help you stay up-to-date on the discussions and allow you to make more thoughtful postings. Discussions begin on Tuesday each week and end on Monday at 11:59 PM Central. You are expected to answer all of the discussion questions assigned in a week in a substantive manner. Your initial post will be due on Thursday by 11:59pm CST. You are also expected to respond to at least 2 of your classmates' postings for each discussion question. No late posting will be accepted.

Synchronous Sessions

In this course, you will have the opportunity to attend a one-hour synchronous session led by the Lead Teacher. The instructor will let you know when the weekly synchronous sessions will occur. Although you are not required to attend this session in real-time it is strongly encouraged. If you are unable to attend, you will be required to review the session recording by Saturday at 11:59 pm CST and submit a reflection. During the synchronous sessions, the Lead Teacher will provide further insights and explanations related to the week's topics. You will also have the opportunity to ask course-related questions.

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 Specifications

All formatting and referencing should follow *The Publication Manual of the American Psychological Association, 7th Edition*. Papers should be written in Times New Roman, 12-point font and submitted as a .docx, .doc, or .pdf file. All papers should be neat, contain no misspellings, contain no typing errors, and employ proper grammar and syntax. If your paper contains pervasive APA and/or grammatical

errors, the professor may return the paper without grading it. Your faculty will determine the date for submission for the revised paper and 10% will be automatically deducted in addition to any late penalty deductions if the assignment was submitted late.

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. For administrative purposes, a zero will be placed in the gradebook for work not submitted on time. If an assignment is submitted after the zero is given or if an arrangement for late submission has been made with the instructor, the noted penalty percentage will be used to re-assess the assignment (removing the zero). Extensions are allowed at the discretion of the instructor and/or Program Director. No credit will be awarded for late discussion posts. Extra credit will not be available in this course.

End of Term Due Date

Deadlines for completing Week 7 assignments (not including discussion board posts) will be 11:59 pm Central Time on the last Saturday of the course. Any written assignment submission received after the deadline will incur the automatic deductions discussed above. Once the course concludes, assignments will not be accepted for grading.

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 \(https://cdn01.acu.edu/community/offices/administrative/office-of-the-provost/academic-integrity-policy/expanded-definitions-and-advice.html\)](https://cdn01.acu.edu/community/offices/administrative/office-of-the-provost/academic-integrity-policy/expanded-definitions-and-advice.html), 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.

Academic Integrity Violation Process for Discussions Boards

In cases where a student posts an initial blank post and then proceeds to post a second time to the discussion with their answer to the discussion prompt, the following discipline processes will be followed:

1st Violation of Blank Post in a Course - "0" on discussion portion (not reply portion) and the instructor will issue a written warning that the second violation will be considered an Academic Integrity violation.

2nd Violation of Blank Post in Same Course - "0" on discussion portion and the student will be reported to the Dean's Office as having conducted an Academic Integrity Violation. See the syllabus for information about the Academic Integrity Violation process and possible consequences.

COBA Honor Code

In joining ACU's College of Business Administration, students, faculty, and staff covenant to abide by the following ethical principles:

- **Competence** – To lead and serve well requires competence. And to become competent requires diligence and hard work. We owe it to all who have prepared the way and who will follow in our footsteps, to be good stewards of opportunities and resources. Thus, in all you do: set priorities, seek excellence and professionalism in your work, satisfy requirements, and take responsibility for your learning and performance. You cannot build competence if you lie, cheat, steal, or tolerate those who do.
- **Character** – A reputation of good character is built slowly through testing, yet can be destroyed in an instant by compromise or careless work, just as it can through injustice. Guard your character; it is worth more than a grade or promotion. "A good name is more desirable than great riches; to be esteemed is better than silver or gold" (Proverbs 22:1). You cannot build character if you lie, cheat, steal, or tolerate those who do.
- **Community** – A spirit of fellowship and mutual encouragement holds each community member accountable. Accountability leads to a healthy community through adequate preparations for the tasks at hand, respectful truthfulness in all situations, and adding value to the tasks at hand. As a community, we must hold each other accountable to the principles of competence, character, and community. You cannot build community if you lie, cheat, steal, or tolerate those who do.

Questionable Materials

Occasionally, Abilene Christian University course designers and professors will include readings or audio-visual materials in courses that some individuals might deem offensive or questionable. The selection of activities, readings, and media are thoughtfully and prayerfully made. The decision to include such materials is made after careful consideration of several questions:

- Does the material simulate or portray actual life experience that enhances the learning potential of this course?

- Does the material deliver the information or experience in a manner that does not overly exaggerate or exploit the portrayal?
- Are there other, less objectionable, materials that could be employed to provide an equal or superior learning experience?

When such questionable materials are employed, every effort is made to prepare students for exposure to the materials and to provide an appropriate advisory statement.

Title IX Statement

As a professor, one of my responsibilities is to help create a safe learning environment on our Abilene Christian University Dallas Online campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel safe 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. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence, or stalking that occurred while you are or were enrolled as a student at ACU. If you would prefer to share information in a confidential setting, I encourage you to access counseling services through TimelyMD. All of your options are available for review by clicking on the link to ACU's [policy](https://cdn01.acu.edu/community/offices/hr-finance/hr/title-ix/anti-harassment-policy.html) (<https://cdn01.acu.edu/community/offices/hr-finance/hr/title-ix/anti-harassment-policy.html>).

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: <https://www.acu.edu/dean-of-students/required-legal-statements/anti-harassment-policy/> (<https://www.acu.edu/dean-of-students/required-legal-statements/anti-harassment-policy/>).

* ACU Learner Support, Resources, and Services

Faculty Roles

In some courses, students will have both a leader teacher and a facilitator to guide them through their course. These faculty roles can be identified in Canvas under the People tab. Each is available to students by email and, if necessary, by phone. The facilitator addresses students day-to-day needs within the course and is the primary contact person. The lead teacher conducts the weekly synchronous sessions, is assigned to multiple sections of the course, and works in a supervisory role. Please direct all questions and issues to your facilitator; however, you may contact your lead teacher if a situation arises in which you have not gotten a response from the facilitator within 48 hours.

ACU Online Student Handbook

The current version can be found [here](#)

(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 (<mailto:alpha@acu.edu>).

Library

Abilene Christian University provides library services to online students through the Distance Learning Portal at <http://guides.acu.edu/distance> (<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> (<http://guides.acu.edu/c.php?g=824708&p=5887421>). For research assistance, you can visit <http://asklibrary.acu.edu> (<http://asklibrary.acu.edu>) and submit your question through the web form or get help via text or chat.

General Writing Expectations

(Adapted from Dr. Cole Bennett, Director of the ACU Writing Center, used with permission)

- **An excellent paper** (A) will adhere carefully to the prompt; be on-topic with the appropriate scope, length, and formatting; match the rhetorical task of the assignment; and be virtually flawlessly edited.
- **A good paper** (B) will approach the *excellent paper* guidelines, but may have too limited a scope or fall short of editing, logical sequencing, elaboration of ideas, or well-suited research.
- **An adequate paper** (C) is a readable attempt toward answering the prompt, but lacks sufficient development.
- **Substandard papers** (D and F) fall short of acceptable business and professional standards. At the professor's discretion, the student may be given the opportunity to revise.

✓ 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. There are limitations to the number of C's you may accumulate in a graduate program based on the number of credit hours in the program. A cumulative 3.0 GPA must be maintained to graduate. Letter grades correspond with points as outlined in the table below.

Points Earned	Grade
90-100 points	A
80-89.9 points	B
70-79.9 points	C
60-69.9 points	D
59 points and lower	F

Course Outline and Schedule

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