

Dallas Approval Chart for Curriculum Changes

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

Course Number: _____ **or Degree Plan(s):** Pre-Health Certificate

Proposal of new undergraduate Pre-Health Certificate. See attached proposal.

		2020	2021	2022	2023
	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

	Full Review	Proposed	Reviewed	Approved	Discontinued	Revised
	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

	Change to General Education Requirements for Undergraduates (System)	Proposed	Reviewed	Approved	Discontinued	Revised	Revised
27.	Change course outcomes of an included course	A	A	A	A	-	I
28.	Add or drop a required course from the General Education Requirements	A	A	-	A	A	I
29.	Add or drop a course from a menu within the General Education Requirements	A	A	-	A	-	I
30.	Comprehensive revision of General Education Requirements	-	-	-	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

Marcia Sotelo, DNP, RN, CNE
Marcia Sotelo, DNP, RN, CNE (May 21, 2024 10:18 CDT)

May 21, 2024

Program Director Signature

Date

Program Director/Department Chair Signature

Date

Dean(s)



May 21, 2024

Signature

Date

Signature

Date

Campus Academic Council

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

Dallas New Program Application Instructions

Use this template to propose a new degree program. These include undergraduate majors, graduate degrees, or certificates. Use the [New Track or Minor Application](#) if your proposal is not a free-standing degree program.

Process Overview

Step 1: Campus Coordination

The applicant provides a brief sketch of the proposed program and sends to the assistant provost, who will share the proposal with the Dallas Executive Leadership Team. The ELT will evaluate the mission fit, value to the university, financial viability, and operational viability and determine whether to move forward with the proposal.

Step 2: Full Proposal

The applicant completes the full proposal and submits it to the assistant provost, who requests any revisions necessary to create an accurate, complete picture of the program and ensure that it aligns with institutional policies and processes so that it will be ready to implement upon approval. After the assistant provost is satisfied with revisions, the assistant provost sends the proposal for review to:

1. the library dean's designee for library resources review
2. the SACSCOC liaison for substantive change review
3. the assistant vice president for academic affairs for review of the assessment plan and its linkage to outcomes and curriculum

Step 3: Curriculum Approval Process

After all reviews are complete, the assistant provost will return the full proposal to the applicant, who will begin the process outlined on the [campus approval chart](#) to add a new educational program. This includes approval by the program faculty, dean, campus academic council, senior vice president for academic affairs, and president.

Dallas New Program Application

Step 1: Campus Coordination Information

1. Program Identification

- A. Program title: Pre-Health Professions Certificate (Undergraduate)
- B. Degree type: Certificate (Undergraduate)
- C. Home school: Dallas: College of Health and Human Services: Nursing (Online)
- D. Program developer(s) and credentials: Marcia Sotelo, DNP, RN, CNE
- E. Where program will be offered and delivery method: Dallas, Online
- F. Proposed date of implementation: Fall 1

2. Program Overview

A. Outlook

1. Market need. What students will be drawn to this program? What types of careers will they pursue after graduation? What is the job market/outlook like in this area?

While this program is entitled “Pre-Health Professions Certificate,” it is designed primarily to serve adult students with little or no college credit who are interested in pursuing a nursing career. The design of the program is specifically tailored to the needs of a student interested in fulfilling the prerequisite requirements to enter an Associates Degree in Nursing program in the State of Texas, though it can be adjusted to serve the prerequisite requirements for a number of other RN or other healthcare-related undergraduate programs as well.

In 2023, there were 253,878 people employed in the State of Texas as registered nurses, but there were also 219,768 jobs posted in that same year, with an average compensation of \$79,539. In Texas – as in elsewhere throughout the U.S. – there is a significant and critical need for nursing professionals. This program prepares students for the rigor and the prerequisite science courses necessary for ADN programs across the State of Texas, and significantly improves upon the current pre-nursing pathway provided by our institution.

2. Estimate total enrollment for each of the first five years: Based upon past performance in the pre-nursing pathway, a conservative projection of 10% growth over 5 years would estimate as follows:
 - Year 1: 240
 - Year 2: 264
 - Year 3: 290
 - Year 4: 319
 - Year 5: 351

3. Name at least three other institutions whose similar programs you have reviewed.
 - Texas State Technical Institute Pre-Allied Health Certificate (offered online or at campuses throughout state)
 - American Public University System (APUS) Pre-Health Certificate (offered fully online)
 - Golden West College (Huntington Beach, CA) Pre-Health Science, Certificate of Achievement (offered on campus)

B. Curriculum description

1. Describe the focus of this program and why it will be valuable to students.

The Pre-Health Professions Certificate will prepare students to transfer into an Associate Degree nursing program by completing the 33 of prerequisite/corequisite requirements. According to the Texas Center for Nursing Workforce Studies, in the next eight years, the demand for RNs will increase by 38.8% while the supply will only grow by 30.5%. Older, nontraditional students, such as those attending ACU Dallas, are more likely to pursue an Associate Degree in Nursing (ADN) rather than a Bachelor of Science Degree in Nursing (BSN). This certificate will enable them to do so.

2. Name the existing ACU programs to which it will be most similar. ACU

Dallas currently offers a Pre-Nursing Track of 68 hours that prepares students to transfer to ACU's BSN Program. This certificate is similar in that it prepares students to transfer into a nursing program. The certificate prepares students for an ADN program rather than a BSN program.

3. Estimate how many new courses will be needed to deliver the program.

One new course will need to be created—Introduction to Ethics.

C. Resource estimates

1. Number of new faculty required to deliver program: This program would require the addition of 1 FTE at the beginning, as we will need a dedicated Program Director to manage the program for entrance testing, student advising, and operational management. All of the coursework for this program exists in other programs, so this program will not require dedicated faculty; the faculty sufficiency model and adjunct faculty model at ACU Dallas which adjusts to student enrollment in the other programs can sufficiently accommodate the growth of this program's student population.
2. Describe and estimate cost of equipment needs or facility renovation: This program will need an investment of an additional FTE, which would likely range between 60-75k for this position.

3. Will the program require disciplinary accreditation? No.

Stop here and submit to the dean for discussion. The dean may ask for some clarification or revision. If the dean agrees, the dean should send the proposal to the assistant provost. Continue with Step 2 after the assistant provost approves the proposal to advance. Adjust responses in the Step 1 section as requested by the assistant provost.

This proposal

☒ should

☐ should not

advance for further consideration.

Marcia Sotelo

March 18, 2024

Interim Dean

Date

Comments:

This proposal

☒ should

☐ should not

advance for further consideration.

J. Scott Self

March 12, 2024

Assistant provost

Date

Comments:

Step 2: Full Proposal Information

3. Program Information

- A. Program description. This 50- to 200-word explanation will be included in the catalog with degree plan.

Abilene Christian University's Pre-Health Professions Certificate is designed for individuals interested in pursuing a nursing career. The three-semester program provides the necessary prerequisite and corequisite courses required of applicants for most Associate Degree Nursing programs within the state of Texas. The program features physical science coursework, including anatomy, physiology, and microbiology, along with social science coursework, such as composition, psychology, and human growth & development. The focus of this certificate is preparing future nursing students to serve and to lead within their careers and communities.

- B. Program mission statement. It should define what students will be equipped to do upon completion of the program.

The mission of the Pre-Nursing Certificate is to equip students for transfer to and successful completion of Associate Degree nursing programs through the completion of nursing prerequisite courses.

- C. Student learning outcomes. Define the competencies for graduates of your program. They should be specific and measurable. You should have a minimum of three and no more than seven.

PO #1 Identify and explain anatomical structures of and physiological processes that occur within the body.

PO #2 Use professional language and terminology to communicate clearly and ethically

PO #3 Discuss physical, social, and cognitive domains of the stages of growth and development

- D. Admission requirements. Describe prerequisites, which may include items such as application to the major, test scores, GPA, courses, skills, academic standing, etc.

1. High school and/or college transcripts
2. Purpose statement addressing career goals
3. Application and processing fee
4. One of the following requirements:
 - a. Success Pathway
 - i. UNIO 101
 - ii. UNIO 102
 - iii. HCAD 111
 - iv. PSYO 120
 - v. BIOO 101
 - vi. MAWO 123
 - OR**
 - b. ACCUPLACER® Skills Insight™ Assessment Scores

- i. *Next-Generation Reading*: 263 or above
- ii. *Next-Generation Arithmetic*: 276 or above
- iii. Students who take the ACCUPLACER® Skills Insight™ Assessment and score as high or higher than required on the Next-Generation Reading (263) **and** Arithmetic (276) assessments will not be required to take UNIO 101, UNIO 102, and HCAD 111.

- E. CIP code. Identify the 6-digit CIP code for the program. This is the system by which the government classifies all postsecondary educational programs.
51.0000

4. Rationale and Need for Program

- A. Mission fit. How does the program fit with the university's mission to educate students for Christian service and leadership throughout the world? How does the program fit with the university's current strategic plan or emphases?

ACU currently offers a Pre-Nursing Track program (68 credits) that enables students to transfer into the ACU BSN program in Abilene upon completion. However, the majority of students in the Pre-Nursing Track are not planning to transfer to Abilene to complete their nursing degree. This innovative Pre-Health Professions Certificate enables students to complete the prerequisite requirements for Associate-Degree nursing programs in Texas within one calendar year. This opens the field of nursing to students who otherwise would not be able to complete these prerequisite courses in a traditional, residential setting. These students are then provided the opportunity for Christian service and leadership within the nursing profession. A variety of schools offer a Pre-Health Certificate to those who already have a bachelor's degree. Texas State Technical Institute was the only Texas school found that offers a Pre-Health Certificate to those without a bachelor's degree.¹ While few schools are offering a certificate for students without a bachelor's degree, this program is a significant improvement upon the present pathway that we currently provide for students searching for a pre-nursing option at ACU Dallas. We believe that this certificate approach is a more ethical solution to meeting the needs of the students we are currently serving with a pre-nursing pathway than the current methodology that provides a less structured program with more hours, less support, and very little success to date. The certificate requires fewer hours, provides a pathway to all ADN programs in the State of Texas, maximizes students' time and education efficiently to matriculation toward completion, and ultimately provides a scaffolded experience from beginning their college education with little or no academic preparation to emerging reliably prepared to earn an ADN at any program in the State.

- B. Employment demand and career possibilities.

- 1. Identify jobs that graduates would be qualified to pursue.
Students who complete this certificate will not be qualified to directly pursue a career; however, this certificate satisfies the pre-requisite requirements for the Associate Degree of Nursing for almost all of the public programs in the State of Texas. As a result, students who are

¹ Texas State Technical Institute. 2024, March 18. <https://www.tstc.edu/programs/pre-allied-health/>

successful in this online program would be able to matriculate into ADN programs to complete the RN in 60 hours.

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.

Students who complete this certificate will not be qualified to directly pursue a career; however, in Texas 56% of all posted positions remain unfilled because there are not enough Registered Nurses in the State. The same statistic holds true nationally as well; in January of 2024, 61% of all posted positions remained unfilled because there are not enough RNs. There is more than twice the demand for RNs than higher education can currently fulfill. This program prepares students to enter ADN programs to meet that demand.²

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).

Students who complete this certificate will not be qualified to directly pursue a career; however, in the State of Texas, the average wage for Registered Nurses is \$79,539 per year, and the national median salary is \$80,979.¹

3. Prospective student interest. Share any data from your discipline that shows student demand for the program. Is the program likely to draw students who are already at ACU, or will it draw new students to the university? Whom should we recruit, and with whom will we compete for students?
4. Disciplinary benchmarking. Use the benchmark schools that you named in 2.A.3 to respond, plus any other programs you have reviewed. How does this program curriculum compare to other programs in your discipline? Which Texas universities already offer this program? You may also note other peer institutions that offer the program.

A comparison of the curriculum of the three other schools to what is being proposed for ACU is found in the chart below:

ACU Proposal	TSTI	APUS	Golden West
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² Lightcast®. 2024, March 12, 2024.

MAWO/MATO 123 (3)		MATH110 (3)	
BIOO 101 (3)		BIOL133 (4)	
CHMO 113 (3)	CHEM 1405 (4)	CHEM133 (4)	
BIOO 291/293 (4)	BIOL 2401 (4)	BIOL250 (4)	BIOL G220 (4)
BIOO 292/294 (4)	BIOL 2402 (4)	BIOL251 (4)	BIOL G225 (4)
BIOO 353/354 (4)	BIOL 2420 (4)	BIOL202 (4)	BIOL G210 (5)
ENGO 111 (3)	ENGL 1301 (3)		ENGL G100 (4)
PSYO 120 (3)	PSYC 2301 (3)		
PSYO 232 (3)	PSYC 2314 (3)		
BIPO 206 (3)	Humanities (3)		
	Speech (3)		
	Med. Terminology (3)		
33 hours	34 hours	23 hours	17 hours

5. Curriculum

- A. Degree plan. List the major requirements as they would appear in the catalog. For undergraduate degree plans, include 66 credit hours of major requirements and electives, and mark which courses are the capstone and writing-intensive courses. A master's degree must have a minimum of 30 credit hours. A doctoral degree must have a minimum of 30 hours beyond the master's degree.

Curriculum is 33 hours (24 hours meets requirements of nursing programs and remaining 9 hours meets prerequisite requirements for BIOO 291 and BIOO 353)

Major Requirements

- MAWO/MATO 123: Quantitative Reasoning (3 credit hours)
- BIOO 101: Biology: Human Perspective (3 credit hours)
- CHMO 113: Introductory Chemistry (3 credit hours)
- BIOO 291: Anatomy & Physiology I (3 credit hours)
- BIOO 293: Anatomy & Physiology I Laboratory (1 credit hour)
- BIOO 292: Anatomy & Physiology II (3 credit hours)
- BIOO 294: Anatomy & Physiology II Laboratory (1 credit hour)
- BIOO 353: General Microbiology (3 credit hours)
- BIOO 354: General Microbiology Laboratory (1 credit hour)
- ENGO 111: Composition and Rhetoric (3 credit hours)
- PSYO 120: Introduction to Psychology (3 credit hours)
- PSYO 232: Developmental Psychology (3 credit hours)

- BIPO 206: Introduction to Ethics (3 credit hours)

Total: 33 hours

Completion in One Calendar Year Beginning with Term 1

Semester	Term 1	Term 2	Hours
1	PSYO 120	ENGL 111	12
	BIOO 101 ³	MAWO/MATO 123 ⁴	
2	BIOO 291/293		10
	CHMO 113 ⁵	PSYO 232	
3	BIOO 292/294		11
	BIOO 353/354		
	Intro to Ethics		

Completion in One Calendar Year Beginning with Term 2

Semester	Term 1	Term 2	Hours
1		PSYO 120	6
		BIOO 101	
2	MAWO/MATO 123	CHMO 113	10
	BIOO 291/293		
3	BIOO 292/294		11
	BIOO 353/354		
	ENGL 111		
4	BIPO 206		6
	PSYO 232		

- B. Course coordination. Attach a memo or email of support from the program director of each course outside the home program that will provide a course for the program. See end of document for attached emails of support.

³ This course is required as a prerequisite for BIOO 291/293

⁴ This course is required as a prerequisite for CHMO 113

⁵ This course is required as a prerequisite for BIOO 353/354

C. Courses. Create a table with one row for every course, existing and new, included in the program/major requirements. Create five columns that provide the following information:

1. Rotation and frequency (e.g., fall odd years)
2. Whether the course is required or on a menu
3. Which track(s) the course serves, if applicable
4. Current faculty credentialed to teach (everyone who is eligible to teach the course, not just who *will* teach the course)

Course	Rotation/ Frequency	Required?	Tracks Served	Credentialed Faculty
MAWO 123	Every term	Yes	N/A	Anglin Blue Muse Samuel Starling
BIOO 101	Every term	Yes	N/A	Baglio Holmes Paxton Placyk Stancil Thomas Thorne Wangler
CHMO 113	Every term	Yes	N/A	Bluitt Cheatham Mabry
BIOO 291/293	Every semester beginning in term 1	Yes	N/A	Carroll Paxton Placyk Thorne
BIOO 292/294	Every semester beginning in term 1	Yes	N/A	Carroll Paxton Placyk Thorne
BIOO 353/354	Every semester beginning in term 1	Yes	N/A	Paxton Placyk Wiener
ENGO 111	Every term	Yes	N/A	Carroll Crissman Johnson Knutsen McMichael Rogers Stumme Thomas Weatherly
PSYO 120	Every term	Yes	N/A	Burse Coulson

				Grant Jennings Overman Pirtle Seymour Shoemaker Wanamaker Williams
PSYO 232	Every Term	Yes	N/A	Burse Coulson Grant Jennings Nguyen Overman Seymour Shoemaker Wanamaker Williams
BIPO 206	Term 1	Yes	N/A	

D. New courses. For each new course included in the program requirements, list the following information. The assistant provost will insert a curriculum approval schedule to set deadlines for introducing each new course.

1. Proposed subject code and course number: BIPO 206
2. Course title and description: Introduction to Ethics: The systematic evaluation of classical and/or contemporary ethical theories concerning the good life, human conduct in society, morals, and standards of value.
3. Existing programs in which the courses will also be used, if applicable:
None

6. Assessment Plan

A. Curriculum map. Prepare a table that lists all required courses in the degree plan and program outcomes. Identify the program outcomes that each course supports and mark whether the course addresses the program outcome at an introductory, reinforcing, or advanced level (see example).

Outcome	Course 1: ENGO 111	Course 2: PSYO 120	Course 3: PSYO 232	Course 4: BIPO XXX	Course 5: BIOC 291/293	Course 6: BIOC 292/294	Course 7: BIOC 353/354
1					I	R	R
2	I	I		R			
3		I	R				

B. Outcome assessment measures. For each program outcome (in sections 3.C and 6.A), identify *at least* two measures. These may be course-embedded components (e.g., assignments, projects, exams) or other measures, such as pre- and post-tests, external certification or licensure, portfolio assessment,

standardized exams, research presentation, juries, etc. You should be able to collect each measure every year unless the course is offered less frequently. Each measure will include:

1. Description of the artifact to be assessed.
2. Competency target. This is the minimum acceptable target (e.g., 80% of students will demonstrate competency; 75% of students will earn a C or higher) that defines success.
3. Ideal target. This may be a slightly higher standard or a greater percentage of student success (e.g., 90% of students will demonstrate competency; 75% of students will earn a B or higher). Be realistic; universal success is unlikely.
4. Name of the person responsible for measuring the outcome.
5. Timeline. When will you measure the outcome? This may happen every time the class is taught, during a particular semester (e.g. annually in fall), or on a regular basis (e.g., every other year).

Outcome 1: Identify and explain anatomical structures of and physiological processes that occur within the body.

Measure 1

Artifact: BIOO 292 Week 6 Assignment: Digestion/Nutrition and Immune System Interaction in COVID-19 (1-1.5 page written summary of the article [*Nutrition, the digestive system, and immunity in COVID19 infection*](#) to help students make a link between the digestive system and the immune system).

Competency Target: 80% of students will score an 80% or higher

Ideal Target: NA

Person Responsible: Program Director

Measurement Timeline: Every year

Measure 2

Artifact: BIOO 353 Week 4 Assignment: Chapter 8 Case Studies (case study quizzes on Chapter 8, Microbial Genetics and Genetic Engineering)

Competency Target: 80% of students will score an 80% or higher

Ideal Target: NA

Person Responsible: Program Director

Measurement Timeline: Every year

Outcome 2: Use professional language and terminology to communicate clearly and ethically.

Measure 1

Artifact: ENGO 111 Week 1 Assignment: Diagnostic Essay (500-word essay focused on an experience in a school setting; requires submission to the tutoring service so students understand their writing resources)

Competency Target: 80% of students will score an 80% or higher

Ideal Target: NA

Person Responsible: Program Director

Measurement Timeline: Every year

Measure 2

Artifact: BIPO 206 From Introduction to Ethics (will add this assessment measure once the course is created).
Competency Target: 80% of students will score an 80% or higher
Ideal Target: NA
Person Responsible: Program Director
Measurement Timeline: Every year

Outcome 3: Discuss physical, social, and cognitive domains of the stages of growth and development.

Measure 1

Artifact: PSYO 120 Week 7 Assignment: Stages of Development (students complete Stages of Development Worksheet using understanding of one of the major developmental theories to deal with each of the six difficulties provided on the worksheet)
Competency Target: 80% of students will score an 80% or higher
Ideal Target: NA
Person Responsible: Program Director
Measurement Timeline: Every year

Measure 2

Artifact: PSYO 232 Week 5 Assignment: Multimedia Identity Development Project (students strengthen their understanding of identity formation and the four statuses of Identity through a self chosen, multimedia presentation format)
Competency Target: 80% of students will score an 80% or higher
Ideal Target: NA
Person Responsible: Program Director
Measurement Timeline: Every year

7. Required Institutional Support

A. Faculty requirements and availability.

1. Describe the new program's impact on faculty workload. Your narrative should provide supporting evidence that the number of full-time faculty members will be adequate to support the program:

This program does not impact faculty workload in any manner different from the current pre-nursing pathway. The certificate provides a more concise and organized programmatic approach to the pre-health profession

2. If program delivery requires a faculty hire, provide an expected salary range and forecast potential faculty availability.
3. If the plan includes part-time instructors, include total cost per year for adjunct pay.

- B. 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.

This program will replace the existing pre-nursing pathway, which will provide students a clearer program that facilitates matriculation to an ADN at any school in the State. Those who wish to continue to matriculate to a BSN at ACU will still be able to pursue that option.

Theoretically, this program would result in the loss of 27 hours from students who did not complete the general education courses to prepare for a BSN program in the existing pre-nursing pathway. However, since no student with 0 hours has ever matriculated past 35 hours, the *actual* impact non-existent.

- C. 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.

A Program Director with the following qualifications will need to be hired:

- MSN degree required
- Terminal Degree (PhD, EDD, DNP) preferred
- Experience teaching in a pre-licensure nursing program (ADN, BSN, or Diploma)
- Experience advising students toward academic success

- D. 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.

There is no immediate need for additional staff.

- E. 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.

There is no additional need for discipline-specific library resources necessary to serve the requirements of the program.

- F. 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.

There is no need for classroom, lab, or office space.

- G. Scholarships. Will the unit provide any unique scholarships to students in the program?

The unit will not provide any unique scholarships to students in the program.

- H. 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?

No unique recruiting beyond the general recruiting to the university will be needed.

- I. Additional cost to deliver program. Total expenses from sections A to H. Clarify which expenses are one-time and which are ongoing.

There are two areas of potential additional cost.

1. Students will be required to complete the First Six-Course Sequence as a part of this certificate. Students may opt to bypass the First Six-Course Sequence if they meet cut scores on the ACCUPLACER placement exam. This exam will represent an anticipated cost to the institution of \$2,500 in the first year (\$10 per student, 250 students in the first year).
2. One new course will need to be created (BIPO 206 - Introduction to Ethics). IN addition, there will be course development costs for 6 courses; B100 291/293, B100 292/294, and B100 353/354. This development will also bring additional challenges with the 15-week course delivery schedule, as this will be new for our Learning Design and Operations team. For these reasons, LDO has asked that we budget an additional 20 hours per semester for labor for this project.

Stop here and resubmit to the assistant provost. Section 8 is not required for all applications, and you will only need to complete it if requested by the SACSCOC liaison.

8. Additional Information Required for Substantive Changes
 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.

Approvals

The proposal aligns with institutional policies and processes, and the campus is prepared to support the proposed program as presented.



Vice Provost

May 14, 2024

Date

The library has sufficient resources to support the program, or the comments below outline additional acquisitions required and their associated costs.

Mark McCallon

May 14, 2024

Associate Dean of the Library

Date

Comments, if needed:

This proposal connects the program's student learning outcomes, curriculum, and assessment plan completely and is prepared to begin assessment.

Jessica Smith

May 14, 2024

Assistant Vice President for Academic Affairs

Date

This proposal does not require additional review for institutional accreditation purposes, or I have worked with the faculty to gather the information necessary to notify SACSCOC or gain its approval.

Chris Riley

May 14, 2024

SACSCOC Liaison

Date

Step 3: Curriculum Approval Process

When all signatures are complete, attach a [Dallas Approval Chart for Curriculum Changes](#), conduct the department faculty vote to approve the new program, and continue the approval process as specified by the approval chart.

Updated 8/1/2023

Letters of Support:

From Dr. Kathy Carroll (for BIOO courses):



Pre-Healthcare Certificate Program email of support

Kathy Carroll <kkc20a@acu.edu>
To: Marcia Sotelo <mcs21a@acu.edu>

Dr. Sotelo,

I am supportive of the following classes being a part of the Pre-Healthcare Professions Certificate (new program application).

- BIOO 101–Biology: Human Perspective
- BIOO 291/293: Anatomy & Physiology I
- BIOO 292/294: Anatomy & Physiology II
- BIOO 353/354: General Microbiology

As the program director with curricular jurisdiction over these courses, I am supportive and will do what I can to help with this certificate.



Kathy K. Carroll, PhD

Assistant Professor and Program Director, Online Health and
Human Performance Program - College of Graduate and
Professional Studies

kathy.carroll@acu.edu | 417-986-2765

Pronouns: she/her/hers

Abilene Christian University
16633 North Dallas Parkway, Suite 800
Addison, TX 75001

From Stephanie Wanamaker (for PSYO courses):

3/26/24, 7:09 PM

myACU Mail - PSYO 120 & 232 Memo of support for PHP Cert



Marcia Sotelo <mcs21a@acu.edu>

PSYO 120 & 232 Memo of support for PHP Cert

Stephanie Wanamaker <slw21b@acu.edu>
To: Marcia Sotelo <mcs21a@acu.edu>

Sun, Mar 17, 2024 at 1:45 PM

Hi Marcia,

I wanted to send over a memo of support for my two courses for the Pre-Health Professionals Cert. It is below:

These courses are standard prerequisites for many psychology programs and count toward general education requirements for many universities. Additionally they are foundational and essential for the preparation and success in the field.

Developmental Psych: Provides students with an understanding of human growth and development across the lifespan that is critical knowledge for health care professionals as they work with all populations. Specifically, understanding the physical, cognitive, social, and emotional changes that people experience, healthcare professionals can provide a more informed approach to care specific to the unique needs of their patients at different life stages.

Intro to Psych: This course is a foundational course that introduces students to fundamental principles, theories, and methodologies of psychology. Pre-health professionals will benefit from gaining a deeper understanding of human behavior, cognition, and emotions, which are integral to effective and empathetic patient care.

Both these courses provide students with foundational knowledge that is applicable to their careers in healthcare. Moreover, they help to enhance critical thinking, communication skills, and cultural competence to better prepare them to work effectively with a diverse population of patients and understand the nuances of psychological aspects of health and illness.

Please let me know if more is needed. I hope this is helpful.

Warmly,
Stephanie



Stephanie Wanamaker, M.S.
Program Director of B.S. in Psychology Online
Assistant Professor, College of Graduate and Professional Studies
stephanie.wanamaker@acu.edu

Faculty council communication form

Abilene Christian University
16633 Dallas Parkway, Suite 800
Addison, TX 75001

From Jackie Bluitt (For ENGO course):

03/26/2024

RE: Pre-Healthcare Certificate

Dear Academic Council:

I am writing this in support of the Pre-Healthcare Certification Program.

My name is Dr. Jacqueline Bluitt-McKnight and I'm the general education program director for undergraduate studies at ACU - Dallas online.

Most healthcare programs consist of the following prerequisites: English, Science - specifically Biology and Chemistry, and Mathematics.

Furthermore, most healthcare entrance exams test on the following subjects mentioned above. The Dental Admissions Test (DAT) evaluates knowledge of the sciences, reading comprehension, and quantitative reasoning. The Medical College Admissions Test (MCAT) also assesses knowledge of Biology, Chemistry, Physics, and Critical Thinking Skills. The Pharmacy College Admissions Test (PCAT) includes multiple choice questions covering Biology, Chemistry, Quantitative Reasoning, and Critical Writing. Additionally, those wanting to enter nursing school typically need to complete courses in the Sciences and its admissions test assesses skills in reading, writing, math, science, and critical thinking.

Given these facts, I am in full support of including general education courses such as English (ENGO 111), Math, and Chemistry (CHMO 113) into the pre-healthcare certificate curriculum.

This is a program that is needed for our growing population of students interested in health-related careers.

If you have questions about this letter of support, you can contact me at Jacqueline.bluitt@acu.edu

Sincerely,

Dr. Jacqueline Bluitt-McKnight

From Dr. Tiffany Dahlman (For Introduction to Ethics course):

Memo of Support

Dr. Tiffany Dahlman

Program Director, B.S. Christian Service and Formation

I support the addition of BIPO 206 - Introduction to Ethics course being added to the pre-nursing certificate and understand that this course will be created by and housed in the Bible department under the BCSO program director's responsibility. Thank you,

Dr. Tiffany Dahlman

Addendum to Pre-Health Certificate Admission Requirements

1. High school and/or college transcripts
2. Purpose statement addressing career goals
3. Application and processing fee
4. One of the following requirements:
 - a. **Earn a B or better in each of the courses in the Success Pathway:**
 - i. UNIO 101
 - ii. UNIO 102
 - iii. HCAD 111
 - iv. PSYO 120
 - v. BIOO 101
 - vi. MAWO 123
 - OR**
 - b. ACCUPLACER® Skills Insight™ Assessment Scores
 1. *Next-Generation Reading*: 263 or above
 2. *Next-Generation Arithmetic*: 276 or above
 3. Students who take the ACCUPLACER® Skills Insight™ Assessment and score ~~as high or higher than required on the at least 263 on~~ *Next-Generation Reading* ~~(263)~~ **and** ~~276 on Next-Generation Arithmetic (276) assessments~~ will not be required to take UNIO 101, UNIO 102, and HCAD 111.