

Dallas Approval Chart for Curriculum Changes

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

Course Number: _____ **or Degree Plan(s):** Doctorate of Education (Ed.D.) in Organizational Leadership

Addition of track: with Nonprofit Leadership Concentration (Track)

		Program	Dean	Academic Council	Provost
	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	Provost	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 (Provost-proposed)	R	R	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	I
24.	Minor — Discontinue (Provost-proposed)	R	R	A	A	I
25.	Degree — Add or Discontinue (proposed by Program or College)	A	A	A	A	I
26.	Degree — Discontinue (Provost-proposed)	R	R	A	A	I

		Program	Dean	Academic Council	UGEC	University Faculty	President
	Change to General Education Requirements for Undergraduates (System)						
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).

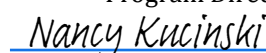
² For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible. Master's programs

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 director or dean proposes closing a program, approval routing follows the typical process beginning with the program. An administrative proposal by the provost or senior vice president for academic affairs would follow the "provost-proposed" routing on the chart.

Updated 8/1/2024

Program Director/Department Chair

 Katherine Yeager (Nov 24, 2024 08:29 CST)	Nov 25, 2024
Program Director Signature	Date
 Nancy Kucinski (Nov 24, 2024 17:16 CST)	Nov 24, 2024
Program Director/Department Chair Signature	Date
Dean(s)	
 Meaghan Hope	Nov 25, 2024
Signature	Date
Signature	Date

Campus Academic Council

Chair's Signature	Date
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Provost

Signature	Date
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University General Education Council

Chair's signature	Date
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University Faculty

Dallas Faculty Council Chair's signature	Date
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Abilene Faculty Senate Chair's signature

Date

Senior Vice President for Academic Affairs

Signature

Date

President

Signature

Date

Dallas New Track or Minor Application Instructions

Use this template to propose a new track of an existing degree program or a non-degree plan, which includes a minor. For a new educational program — undergraduate major, graduate degree, or certificate — use the [New Program Application](#).

Process Overview

Step 1: Develop and Refine Proposal

The applicant completes the proposal and submits it to the assistant provost, who requests any revisions necessary to create an accurate, complete picture of the track or minor 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

Step 2: 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 track or minor. This includes approval by the program faculty, dean, campus academic council, and senior vice president for academic affairs.

New Track or Minor Application

1. Program Identification
 - A. Title of track or minor- Doctorate of Education (Ed.D.) in Organizational Leadership with Nonprofit Leadership Concentration (Track)
 - B. Identify as track or minor- Concentration (Track)
 - C. Home school (and associated degree program, if track)- College of Leadership and Professional Studies, Doctor of Education (Ed.D.) in Organizational Leadership
 - D. Developer(s) and credentials- Nancy Kucinski, Ph.D., Katherine Yeager, Ph.D.
 - E. Where program will be offered and delivery method- ACU Dallas, online
 - F. Proposed date of implementation- June 2025/Fall 2025
2. Program Details
 1. Description. Summarize this course of study in 50 to 200 words.

The Doctorate in Education (Ed.D.) in Organizational Leadership with a concentration in Nonprofit Leadership is an online degree program that offers students the opportunity to develop critical skills in leadership, research techniques, and a well-rounded understanding of nonprofit leadership and

administration. The Ed.D. Nonprofit Leadership concentration provides a foundational understanding of the historical context and evolution of nonprofit organizations and the specialized knowledge and skills tailored to the unique challenges and opportunities within the nonprofit sector. The Nonprofit Leadership concentration offers specific courses in leadership, administration, social entrepreneurship, and a selection of important business courses that will help to prepare the Ed.D. graduates for leadership roles in nonprofit organizations.

2. 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?

Students who will be drawn to the Nonprofit Leadership concentration are those who have a desire to seek a positive impact on society through the leadership of nonprofit organizations. Those who may already be working in nonprofit organizations, higher education, social enterprises, public service organizations, and non-governmental organizations (NGO).

The types of careers that a graduate would pursue after completing the Ed.D. in Organizational Leadership with a concentration in Nonprofit Leadership include an Executive Director, or CEO, who leads a nonprofit organization; a Program Director of a nonprofit organization, who designs, implements, and evaluates programs and services; a Development Director, who leads fundraising efforts and donor relations; Grant Writers and Grant Managers, who oversee grant applications and administration; Director of Volunteers, who recruit, coordinate, and manage volunteers to name a few.

According to the Lightcast data, from Jan 2023 to Sep. 2024, there were approximately 166,711 unique job postings related to the nonprofit sector. A sampling of specific job titles includes Social and Community Service Managers, Fundraising Managers, and Fundraisers.

Example of Occupation Ed.D. Org. Leadership Graduates with a Nonprofit Leadership Concentration could hold *Lightcast data

Occupation	Avg. Monthly Postings (Jan. 2023 to Sept. 2024)	Avg. Monthly Hires (same time period)
Social and Community Service Managers	3,830	7,347
Fundraising Managers	2,515	1,345
Fundraisers	1,593	4,916

*A hire is reported by the Quarterly Workforce Indicators when an individual's Social Security Number appears on a company's payroll and was not there the quarter before. Lightcast hires are calculated using a combination of Lightcast jobs data, information on separate rates from the Bureau of Labor Statistics (BLS), and industry-based hires data from the Census Bureau.

Example Skills demands Job Postings *Lightcast data

Skill	Salary Boosting	Job Postings Requesting	Projected Growth
Fundraising	52,055	24.40%	Rapidly Growing
Sales Prospecting	32,933	19.00%	Growing
Marketing	28,417	23.00%	Rapidly Growing
Valid Driver's License	28,096	7.50%	Stable
Social Work	23,244	9.70%	Growing
Project Management	22,727	19.80%	Rapidly Growing
Philanthropy	16,241	16.80%	Growing
Grant Writing	11,981	10.80%	Growing
Planned Giving	11,448	13.30%	Growing
Grant Applications	9,490	12.40%	Growing

The top organizations that have hired for Nonprofit Leaders include the following:

Top Companies	Unique Postings	Top Job Titles	Unique Postings
YMCA	1,493	Directors of Development	7,584
American Red Cross	1,060	Directors of Social Services	6,330
University of California	856	Grant Writers	3,134
The Salvation Army	840	Grants Managers	2,569
The Nature Conservancy	833	Major Gifts Officers	2,398
Oak Street Health	775	Development Associates	2,119
American Heart Association	645	Program Managers	2,001
Sunrise Senior Living	602	Directors of Philanthropy	1,484
Sodexo	588	Group Home Managers	1,379
American Standard	541	Grants Management Specialists	1,298

*Lightcast data accessed Oct. 2024.

3. Estimate total enrollment for each of the first five years.

1. Year 1: 5
2. Year 2: 7
3. Year 3: 9
4. Year 4: 10
5. Year 5: 12

3. Rationale and Need for Program

1. Mission fit. How does the course of study fit with the university's mission to educate students for Christian service and leadership throughout the world? How does the course of study fit with the university's current strategic plan or emphases?

The mission of Abilene Christian University is "to educate students for Christian service and leadership throughout the world." The Doctor of Education (Ed.D.) in Organizational Leadership with a concentration in Nonprofit Leadership is an ideal extension of the university's mission. Graduates of the Nonprofit Leadership concentration will have the opportunity to connect the mission of nonprofit organizations to serve the needs of clients with the mission of Christian service and leadership throughout the world. In addition, the Nonprofit Leadership concentration aligns with the mission of ACU by connecting Christian service and leadership with the benefits that nonprofit organizations provide and the challenges they face. Through clear learning outcomes that emphasize the importance of leading nonprofit staff, Boards of Trustees, and external partners, the Nonprofit Leadership students will be able to lead within a variety of nonprofit organizations.

2. 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.

Disciplinary Benchmark Schools:

Based upon an analysis of the Lightcast data, the ACU Online Ed.D. in Organizational Leadership with a concentration in Nonprofit Leadership has the potential to become the market leader. The University of Southern California offers an online Ed.D. in Organizational Change and Leadership Online that targets "non-traditional K-12 environments, chief learning officers, and their related human resources staff, non-profits and governmental organizations (<https://www.usc.edu/graduate-professional/?search-by-keyword=&program-degrees%5B%5D=doctor-of-education>)." This program does not specifically prepare Nonprofit organizational leaders.

Lightcast Data of completions of Doctorates with Nonprofit/Public/Organizational Management Programs

Institution	Ph.D. or Professional Completions	Growth % YOY (2023)	Market Share (2023)	IPEDS Tuition & Completions Trend
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				Fees (2022) (2019-2023)
University of Southern California	83	207.40%	76.10 %	\$64,726
University of Oregon	8	33.30%	7.30%	\$14,112
Binghamton University	7	75.00%	6.40%	\$10,363
SUNY at Albany	5	66.70%	4.60%	\$10,408
Capella University	2	-66.70%	1.80%	\$14,328
Hamline University	1	0.00%	0.90%	\$46,616
SUNY Brockport	1	-50.00%	0.90%	\$8,620
University of Lynchburg	1	Insf. Data	0.90%	\$34,500
Rhode Island College	1	-9.10%	0.90%	\$10,966
Syracuse University	0	Insf. Data	0.00%	\$60,135

Several Texas universities provide a Masters degree in Nonprofit Management. For example, Our Lady of the Lake University has a Masters of Science in Nonprofit Management program that is completed fully online. OLLU has a Ph.D. program in Leadership and a Ph.D. program in Social Work, but no doctoral degrees in Nonprofit Management or Leadership. Similarly, the University of Houston at Clear Lake offers a Master of Arts in Nonprofit Management. They also offer an Ed.D. in Education Leadership but without any specific courses in nonprofit management.

Baylor University offers an Ed.D. in Learning and Organizational Change Online, but this program does not offer specific concentrations or tracks. This Baylor degree program may include students from government and nonprofit organizations, the focus is on leading organizational change, instead of nonprofit leadership. No other Texas universities offer an Ed.D. in Organizational Leadership with a concentration in Nonprofit Leadership Online.

3. Make a case for why we should maintain all existing tracks in this major (if a track), or note which ones will be closed.

The Nonprofit Leadership concentration fills a need for the Ed.D. student who desires to provide meaningful contributions to society using organizational and business skills. This concentration should not impact any other concentration or create the need to close other concentrations.

4. Curriculum

1. Degree plan. List the major requirements as they would appear in the catalog. For undergraduate degree plans, include 74 credit hours of major requirements and electives, and mark which courses are the capstone and writing-intensive courses. Minors are 18 hours with at least 6 hours of upper-division courses.

The Nonprofit Leadership concentration requires students to accumulate 15 credit hours:

Required Courses (9 credit hours):

- NPLO 631 - Nonprofit Leadership Credit Hours: 3
- NPLO 635 - Nonprofit Administration Credit Hours: 3
- NPLO 638 - Social Entrepreneurship Credit Hours: 3

Select two courses from the following (6 credit hours):

- MGMT 532 - Human Resource Management Credit Hours: 3
- BUSA 550 - Foundations of Analytics (Statistics Boot Camp required unless an approved exception) Credit Hours: 3
- BUSA 554 - Accounting and Finance (Accounting Boot Camp required unless an approved exception) Credit Hours: 3
- BUSA 636 - Organizational Behavior Credit Hours: 3
- BUSA 645 - International Business Credit Hours: 3
- BUSA 652 - Operations and IT Credit Hours: 3
- BUSA 656 - Strategic Marketing Credit Hours: 3
- BUSA 661 - Global Supply Chain Management Credit Hours: 3
- BUSA 670 - Strategic Decision Making Credit Hours: 3
- BUSA 674 - Innovation Credit Hours: 3
- BUSA 678 - Business Law Credit Hours: 3
- IS 680 - Data Mining Credit Hours: 3
- IS 682 - Data Management Credit Hours: 3
- IS 684 - Visualization Credit Hours: 3
- FIN 643 - International Finance Credit Hours: 3
- MGMT 651 - Operations Strategy Credit Hours: 3
- MGMT 659 - Project Management Credit Hours: 3
- MKTG 620 - Digital Marketing Credit Hours: 3
- MKTG 628 - Relationship Marketing Credit Hours: 3
- MKTG 624 - Applied Marketing Research Credit Hours: 3

- B. Course coordination. Attach a memo or email of support from the department chair of each department outside the home department that will provide a course for the track or minor.

See attached.

- C. Courses. Create a table with one row for every course, existing and new, included in the track or minor 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, existing and new) 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
NPLO 631 Nonprofit Leaders	Summer 1 every year	Yes	MBA, MSM	Dr. Cathy Ashby
NPLO 635 Nonprofit Administration	Summer 2 every year	Yes	MBA, MSM	Dr. Cathy Ashby
NPLO 638 Social Entrepreneurship	Fall 1 every year	Yes	MBA, MSM	Dr. Sarah Easter or Dr. Nancy Kucinski
Any 2 BUSA courses	See end of this document for MBA/MSM course carousel			

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

1. Proposed subject code and course number
2. Course title and description
3. Existing tracks/programs in which the courses will also be used, if applicable

The Nonprofit Leadership concentration builds from the current Nonprofit Leadership concentration under the MBA/MSM programs. By allowing Ed.D. students to select two additional business courses, the Ed.D. Nonprofit Leadership students will be able to customize their learning experience to build a well-rounded foundation of knowledge in topics such as data-informed decision-making, operational and human resource management, financial literacy, and nonprofit leadership. No new courses are required. The Subject Codes are either BUSA, MGMT, IS, or NPLO, depending on the student's selection of business courses.

5. Required Institutional Support

A. Faculty requirements and availability.

1. Describe the new track or minor'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.

Students in the Nonprofit Leadership Concentration have the opportunity to choose currently running MBA courses for two of the five courses in the concentration. These selection courses are already running in the MBA/MSM course carousel and already have faculty assigned (either full-time or adjunct faculty). Two of the NPLO courses will be assigned to an adjunct, and one of the courses will be assigned as part of a COBA full-time faculty in-load.

2. If program delivery requires a faculty hire, provide an expected salary range and forecast potential faculty availability.

No additional faculty are needed for course assignments. These are all courses currently running in the Nonprofit concentration of the MBA/MSM programs. Dissertation faculty with content expertise in Nonprofit Leadership will be identified, hired, credentialed, and assigned to dissertation committees following the long-standing protocols used for other concentrations in the EdD in Organizational Leadership.

3. If the plan includes part-time instructors, include total cost per year for adjunct pay.

The cost of adjunct faculty is shared with COBA on the Abilene campus.

- 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.

The impact on the MBA/MSM programs is positive. Enrollment in the Nonprofit Leadership concentration courses under the MBA/MSM programs will benefit from the addition of Ed.D. students.

- C. 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 or additional staff is needed. The MBA/MSM Program Director already checks transcripts for pre-requisite courses. The Ed.D. Program director and MBA/MSM Program Director will coordinate the examination of student transcripts to determine if prerequisite courses in statistics and Accounting are sufficient.

Existing staff at the Dallas campus who will support the concentration include a student support team composed of student-centered advising roles. These individuals work collaboratively on behalf of students to ensure adequate support and clear lines of communication as issues arise. These staff include 1) Admissions Advisors, 2) New Student Ambassadors, 3) Student Service Advisors, and 4) Financial Intake Specialists. These staff form a "graduation team" for each student enrolled in the online program. The team will be specifically assigned to students in the program and will guide students through the program to ensure compliance with degree requirements and plans for successful completion.

The Operations team members of the Dallas campus provide staff support in the form of Student Service Operations Administrators. These individuals work hand-in-hand with Student

Service Advisors to maintain records and register students in courses. The Operations Division also oversees the course carousel and will assist the program director in determining faculty needs for future sessions.

All part-time and full-time employees supporting the program will receive general technology support from the in-house IT coordinator.

D. 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 resources including Library resources will be provided in the online LMS under each course. Students and faculty are given instructions in the course on how to access all materials and resources.

2. Describe requirements to support students 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.

E. 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.

This concentration is offered fully online; therefore, no physical classrooms, labs, or office space are needed.

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

No unique scholarships will be provided for this concentration.

- G. 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?

The concentration should be marketed toward students seeking to obtain advancement in Nonprofit Leadership skills and knowledge as applied to organizational leadership. ACU Dallas should market this to any Ed.D. student in any market that hosts nonprofit organizations such as universities, community service organizations, youth education programs, or non-governmental organizations. The marketing of the degree will be under the purview and budget of the Executive Leadership Team at ACU Dallas.

- H. Additional cost to deliver track or minor. Total expenses from sections A to H. Clarify which expenses are one-time and which are ongoing.

No additional costs are anticipated.

Stop here and submit to the assistant provost. Section 6 is not required for all applications, and you will only need to complete it if requested by the SACSCOC liaison.

6. Additional Information Required if Requested

1. Employment demand and career possibilities.
 1. Identify jobs that graduates would be qualified to pursue.
 2. Use official databases to establish the job market for graduates of the program. Use the U.S. Bureau of Labor Statistics and Texas Workforce Commission; other sources that may be helpful are authorities on regional labor markets (e.g., metropolitan Chambers of Commerce) and current industry reports.
 3. Use the [crosswalk document provided by IPEDS](#) to take your previously identified CIP code and find the associated occupations in the [Standard Occupational Classification](#) system provided by the Bureau of Labor Statistics. Use the associated SOC number to find entry-level and mean wages in that field in Texas from the Texas Workforce Commission ([Texas Wages](#) — Wages by Workforce Development Area).
2. Student support services. Describe specific programs, services, and activities that will support students enrolled in the program. Some examples of academic support services are teaching and resource centers, tutoring, academic advising, counseling, disability services, diversity and inclusion offices, teaching laboratories, career services, testing centers, student life, and information technology.
3. Describe financial resources available to support the new program, including a budget for the first year of the program; projected revenues, expenditures, and cash flow; amount of resources going to external institutions or organizations contracted to provide support services for the program; the operational, management, and physical resources available for the change.
4. Provide contingency plans in the event required resources do not materialize.

Approvals

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

Assistant Provost

Date

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

Associate Dean of the Library

Date

Comments, if needed:

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.

SACSCOC Liaison

Date

When all signatures are complete, attach an Approval Chart for Curriculum Changes, conduct the program faculty vote to approve the new track or minor, and continue the approval process as specified by the approval chart.

Fall 1	Fall 2	Spring 1	Spring 2	Summer 1	Summer 2	Course	Notes
BUSA 080	BUSA 080	BUSA 080	BUSA 080	BUSA 080	BUSA 080	B/C Acct	See below
BUSA 088	BUSA 088	BUSA 088	BUSA 088	BUSA 088	BUSA 088	B/C Statistics	See below
BUSA 084	BUSA 084	BUSA 084	BUSA 084	BUSA 084	BUSA 084	B/C Eco	No required for NPLO concentration Ed.D.
BUSA 530	BUSA 530	BUSA 530	BUSA 530	BUSA 530	BUSA 530	Leadership	
MGMT 532						HRM	
BUSA 550			BUSA 550			Foundations of Analytics	Required Boot Camp, unless exception approved
			BUSA 554			ACCT/Fina	Required Boot camp, unless exception approved.
		BUSA 636			BUSA 636	Org. Behavior	
				BUSA 645		Int'l Business	
	BUSA 652			BUSA 652		Ops/IT	
		BUSA 656			BUSA 656	Strategic MKGT	
BUSA 661						Global Supply	
	BUSA 670		BUSA 670		BUSA 670	Strategic D-Making	
BUSA 674		BUSA 674		BUSA 674		Innovation	
	BUSA 678					B Law	
				IS 680		Data Mining	
					IS682	Data Mgmt	
IS 684						Visualization	
					FIN 643	Int'l Finance	
				MGMT 651		Ops. Strategy	
					MGMT 659	Project Mgmt	
					MKTG 620	Digital Mktg	
				MKTG 628		Relationship Mktg	
MKTG 624						Applied Mktg Reserach	
				NPLO 631		Nonprofit Leadership	
					NPLO 635	Nonprofit Admin	
NPLO 638						Social Entre	

*Educating Christian Students for Service and Leadership
Throughout the World*

College of Business Administration

ACU Box 29300, Abilene, TX 79699-9300
325-674-2245



November 12, 2024

Re: Letter of Support from COBA Interim Dean

To whom it may concern:

I have reviewed the application for a Nonprofit Leadership concentration in the EdD in Organizational Leadership program. That proposed concentration contains three required courses that are currently part of the Nonprofit Leadership track in the MBA and MSM programs, as well a menu of courses from the online business programs that EdD students may choose to take.

On behalf of the College of Business Administration, we support the inclusion of these courses in the curriculum for the Nonprofit Leadership concentration in the EdD in Organizational Leadership.

Please let me know if you have any questions or need additional information.

Regards,

Andrew Little

Andrew Little

Interim Dean

ACU College of Business Administration

Memorandum

From: Office of the Provost, DallasCampus
To: ACU Dallas Academic Council
Re: Non-Profit Leadership Track in Organizational Leadership
Date: November 12, 2024

The interim program director for Organizational Leadership and the program director for the Masters in Business Administration recommended adding a Non-Profit Leadership track in the Organizational Leadership doctoral program. The Provost's Cabinet and the Executive Leadership Team agreed to advance the pitch without a requirement for pro forma, as this proposal requires no additional investment and provides an avenue for existing doctoral students to enroll in the MBA Non-Profit track courses, thereby improving the section-size ratio for the MBA courses.

Following the pitch process, the ACUD offices of Finance and Management have requested to hold on any additional investments related to marketing for the Non-Profit Leadership Track in Organizational Leadership to new students. This request is due to three factors: 1) Pending completion of several projects related to the Organizational Leadership student experience, 2) A need to budget any marketing initiatives in the 25/26 fiscal year, and 3) The hiring of a full time Program Director in Organizational Leadership.

The Provost's Cabinet supports the Non-Profit Leadership track within the Organizational Leadership doctoral program and recognizes its potential to enhance student opportunities and program efficiency while foundational priorities are addressed.