

Dallas Approval Chart for Curriculum Changes

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

Course Number: _____ **or Degree Plan(s):** UG Rising Scholars Program Application

		A	I	R	O
	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	Program Director	Department Chair	Provost	Senior Vice President for Academic Affairs	President
	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

	Change to General Education Requirements for Undergraduates (System)	Program Director	Department Chair	Provost	Senior Vice President for Academic Affairs	President
27.	Change course outcomes of an included course	A	A	A	-	I
28.	Add or drop a required course from the General Education Requirements	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	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


Stephanie Wanamaker (May 15, 2025 23:20 CDT)

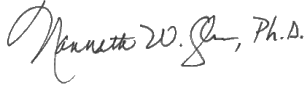
05/15/2025

Program Director Signature

Date

Program Director/Department Chair Signature

Date



Dean(s)

05/16/2025

Signature

Date

Signature

Date

Campus Academic Council

Chair's Signature

Date

Provost

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 vice 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 vice 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 vice provost is satisfied with revisions, the vice provost sends the proposal for review to:

1. the assistant vice president for academic affairs for review of institutional requirements
2. the library dean's designee for library resources review
3. the SACSCOC liaison for substantive change review

Step 3: Curriculum Approval Process

After all reviews are complete, the vice 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, provost, senior vice president for academic affairs, and president.

Dallas New Program Application

Step 1: Campus Coordination Information

1. Program Identification

- A. Program title: Rising Scholars
- B. Degree type: Undergraduate Certificate
- C. Home college: College of Learning and Development
- D. Program developer(s) and credentials: Stephanie Wannamaker, M.S. Program, Director, Psychology & Integrated Studies, Assistant Professor, College of Learning and Development
- E. Where program will be offered and delivery method: online, ACU Dallas
- F. Proposed date of implementation: Fall 1 2025

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?

Market Need

The Texas Higher Education Coordinating Board (THECB) defines dual credit as a “system in which an eligible high school student enrolls in college course(s) and receives credit for the course(s) from both the college and high school.”¹ The THECB identifies five specific benefits for students taking dual credit courses:

- Gain first-hand experience with college-level work while attending high school
- Transition more smoothly between high school and college
- Transfer credits earned in high school to Texas public colleges and universities
- Complete a postsecondary degree faster
- Save money on college tuition

In the Fall of 2024, 249,328 students were enrolled in dual credit courses in the state of Texas; a 36% increase over four years. Most of these dual

1

<https://tea.texas.gov/academics/college-career-and-military-prep/dual-credit#:~:text=The%20Texas%20Higher%20Education%20Coordinating,To%20the%20Administrator%20Addressed%20Correspondence>

credit opportunities have been at public community colleges, rather than four-year colleges and universities.²

What Students Will Be Drawn to This Program?

High School Students: The Rising Scholars program offers students a competitive advantage in the crowded dual-credit space; course credit from a reputable R2 university with a certificate credential. These advantages improve the admissions prospects of high school graduates to the universities of their choice, while also offering transferable credit at very affordable rates in the high school. Additionally, the Financial Aid for Swift Transfer Program (FAST) provides funding for high school students who cannot afford the dual credit offering.³

What Types of Careers Will They Pursue After Graduation?

The undergraduate certificate is not designed as an employment credential directly; however, it provides a rigorous course of study and provides students with a competitive advantage for high school graduates to the universities of their choice, and faster matriculation to a degree at a lower cost. Since most of the courses are in the General Education selection menu, students are more likely to satisfy a portion of the Texas Common Core in their dual credit courses. Additionally, students are afforded the opportunity to explore a major field of study at the low cost and low-stakes environment of the dual-credit course offering.

Additionally, the certificate signals to college admissions personnel or prospective employers that students who have completed the certificate have the capacity to engage in and complete a course of study grounded in the liberal arts and connected to a field of study.

2. Which students will this program serve that the campus is not already serving?

The Rising Scholars dual credit program will serve high school students wanting to work or learn more about the sports industry and who are looking for an opportunity to earn dual credit.

B. Curriculum description

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

The program curriculum is centered upon objectives that provide high school students an opportunity to develop self-leadership, communication, and information literacy skills at the university level in the dual-credit setting. The core courses provide a foundation in the primary

²

<https://www.tamus.edu/data-science/2025/04/01/public-policy-in-action-performance-funding-and-increasing-dual-credit-enrollments-in-texas/>

³ <https://tea.texas.gov/academics/college-career-and-military-prep/dual-credit>

objectives of the program, and the electives and field-of-study courses introduce students to some of the options and opportunities of university majors. The curriculum is designed to maximize the student's ability to transfer courses to colleges and universities across the state of Texas.

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

B.S. in Integrated Studies

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

Zero, all courses are already developed.

C. Resource estimates

1. Number of new faculty required to deliver program.

Zero

2. Describe and estimate cost of equipment needs or facility renovation.

\$0

3. Will the program require disciplinary accreditation? Which organization?

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 vice provost. Continue with Step 2 after the vice provost approves the proposal to advance. Adjust responses in the Step 1 section as requested by the vice provost.

This proposal

☒ should

☐ should not

advance for further consideration.

Nannette W. Glenn, Ph.D.

May 6, 2025

Dean

Date

Comments:

This certificate would provide high school dual credit students an opportunity to earn college credit for the work and the benefit of options for greater experience with ACU as a whole. In addition, it will provide a competitive advantage for high school graduates to the universities of their choice, and faster matriculation to a degree at a lower cost.

This proposal

☒ should

☐ should not

advance for further consideration.

J. Scott Self

25-05-06

Vice provost
Comments:

Date

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.

The ACU Rising Scholars Program is an undergraduate certificate program designed to provide high school students with 15 hours of dual credit in high school and college-level credit. The certificate includes both general education courses and a field-of-study course. The certificate is designed to help high school students earn college credit at Abilene Christian University at the very low and accessible rates of dual credit, earn hours toward the Texas Common Core, and to earn college credit in a field of study in which they wish to explore (e.g. psychology, exercise science, sports leadership, healthcare administration, etc.).

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

The mission the Rising Scholars Certificate Program is to provide a broad education that introduces students to an interdisciplinary approach to practical and professional problems and contributes to society in unique ways.

- 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.

1. Reflect on and evaluate an identify of “the self” in leadership.
2. Compose effective oral and written discourse in a variety of contexts.
3. Evaluate sources of information and evidence to inform reasoned positions.

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

- Enrolled in high school grades 9-12
- Counselor Approval: The high school counselor will give approval for students who have applied to enroll in the ACU Sports Leadership Academy
- Minimum high school GPA of 2.5
- Abilene Christian University makes all final admissions and enrollment decisions for enrollment to the university

- E. Enrollment estimate based on Lightcast market analysis.

Three institutions report completions in the 30.00 CIP range nationally for an online credential of less than two years: University of Toledo (9), Eastern Kentucky (7), and Redlands Community College (1). Texas A&M does provide a

program similar to this proposal in a residential context, which enjoyed 4 completions in 2023.

- F. CIP code. Identify the 6-digit [CIP code](#) for the program. This is the system by which the government classifies all postsecondary educational programs.

30.0000 Multi-/Interdisciplinary Studies, General

- G. SOC code. 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. The program may have only one SOC code.

Since 30.0000 is multi-disciplinary, it does not map to a specific set of SOC codes.

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?

- Academics
 - This will expand our strategic partnerships with high schools in Texas.
 - It will also act as a natural pathway into our B.S. degree programs
- Spiritual formation and student experience
 - Actively engage Christian leaders to support or teach in the program.

- B. Employment demand and career possibilities.

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

- Jobs related to the BS degree program of their choice

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.

- N/A

3. Using the SOC code chosen in 3.G., find entry-level and mean wages in that field in Texas from the Texas Workforce Commission ([Texas Wages](#))

- N/A

- C. 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?

The demand for dual credit programs in Texas has seen substantial growth in recent years, reflecting a strong interest among high school students to earn college credits concurrently with their high school education. This trend underscores the potential success of programs like the ACU Sports Leadership Academy.

1. **Widespread Adoption of Dual Credit Courses:**

- For the 2023-2024 academic year, 97.9% of 518 responding Texas school districts offered dual high school/college credit courses to their students.⁴

2. **Significant Enrollment Growth:**

- Texas' dual credit enrollment increased from 112,361 students in Fall 2014 to 183,726 in 2020, marking a 63% rise.⁵
- By fall 2021, over 186,000 students were enrolled in dual credit courses across Texas institutions, with 92% attending public community colleges.⁶

3. **Increased College Credit Acquisition:**

- In the 2023-2024 school year, Texas public high school students collectively earned approximately 2.5 million college credit hours, indicating a 29% increase compared to the 2018-2019 academic year.⁷

D. Disciplinary benchmarking. Use the benchmark schools that the vice provost named in Step 1. The Lightcast market analysis will tell you about their

⁴ Mabry, A. (2025, February 14). *Dual enrollment courses surge in popularity*. TASB. https://www.tasb.org/news-insights/dual-enrollment-courses-surge-in-popularity?utm_source=chatgpt.com

⁵ Raine, C. (2023, April 25). *How fast is the dual enrollment market growing?*. Encoura. https://www.encoura.org/resources/wake-up-call/how-fast-is-the-dual-enrollment-market-growing/?utm_source=chatgpt.com

⁶ Decker, B. (2023, June 15). *The importance of dual credit for Texas community colleges*. Data Science. https://www.tamus.edu/data-science/2023/06/15/importance-of-dual-credit-for-texas-community-colleges/?utm_source=chatgpt.com

⁷ Kushwaha, B. (2025, March 26). *Learning curve: Texas students entering college with record-high number of credits*. Houston Landing. https://houstonlanding.org/learning-curve-texas-students-entering-college-with-record-high-number-of-credits/?utm_source=chatgpt.com

enrollment, and you should review their curriculum and co-curricular offerings online. You may add any other programs you find relevant. How does this program curriculum compare to other programs in your discipline? What market opportunities do you see based on the market analysis?

Missouri State University (MSU): MSU's dual credit program allows high school students to enroll in various courses, including Fundamentals of Public Speaking and Introduction to Lodging Management. [Missouri State University Dual Credit](#)⁸

University of Florida (UF): UF provides an online dual enrollment program with courses like Introduction to Sports Management (SPM 2000), which introduces students to the field of sport management. While this course aligns with sports management, UF's dual enrollment offerings are broader and not exclusively tailored to a comprehensive sports leadership certificate. [Dual Enrollment University of Florida](#)

University of Southern Mississippi (USM): USM has dual enrollment partnerships with high schools and offers scholarships for high-achieving students. While USM offers programs like the Leadership Experience Certificate, these are not explicitly part of their dual enrollment offerings. [USM to Offer New Dual Enrollment Scholarships for Students](#)

University of Mississippi (Ole Miss): Ole Miss offers dual credit programs that allow high school students to enroll in college courses. Additionally, the Lott Summer Leadership Institute provides a month-long dual credit program focusing on leadership skills. [Ole Miss Pre-College Programs](#)

University of Nevada, Reno (UNR): UNR's Collegiate Academy is a dual credit program enabling high school students to earn college credits. While UNR offers a [Sports Management Executive Certificate](#), it is designed for professionals and not part of their dual credit offerings. [Collegiate Academy](#)

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.

Certificate in Rising Scholars
Certificate Requirements

Core Certificate Requirements (9 Hours)

- LEAD 214 - Self Assessment in Leadership Credit Hours: 3
- PSYO 120 - Introduction to Psychology Credit Hours: 3
- COMO 120 - Introduction to Public Speaking Credit Hours: 3

Rising Scholar Selections (6 Hours)

⁸ <https://dualcredit.missouristate.edu/launch-sps-dual-credit-courses.htm>

Choose two of the following

- INTG 134 - History and Culture of Baseball Credit Hours: 3
- HISO 131 - World History Credit Hours: 3
- SOCO 111 - Introduction to Sociology Credit Hours: 3
- EXSO 201 - Foundations of Health and Human Performance Credit Hours: 3
- MUSM 235 - Journey into American Music Credit Hours: 3
- SPLD 201 - Introduction to Sports Leadership Credit Hours: 3
- HCAD 201 - Introduction to Health Services Administration Credit Hours: 3
- FAMO 251 - Introduction to Family Development and Relationships Credit Hours: 3
- CRMO 205 - Introduction to Criminal Justice Credit Hours: 3
- CSDO 235 - Introduction to Communication Sciences & Disorders Credit Hours: 3

Total: 15 Credit Hours

- 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 Appendices

- 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., every third part of term)
 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	Names of Credentialed Faculty
LEAD 214 - Self Assessment in Leadership	Fall - First year	Yes	N/A	TBD
PSYO - 120 Introduction to Psychology	Fall - Second year	Yes	N/A	Stephanie Wanamaker
COMO - 120 Introduction to Public Speaking	Spring - first year	Yes	N/A	Dena Counts
Elective ⁹	TBD	No	N/A	TBD

⁹ These courses are organized with specific schools for dual-credit delivery, and will be determined based upon the needs of the students in the context.

INTG 134 - History and Culture of Baseball HISO 131 - World History SOCO 111 - Introduction to Sociology EXSO 201 - Foundations of Health and Human Performance MUSM 235 - Journey into American Music SPLD 201 - Introduction to Sports Leadership HCAD 201 - Introduction to Health Services Administration FAMO 251 - Introduction to Family Development and Relationships CRMO 205 - Introduction to Criminal Justice CSDO 235 - Introduction to Communication Sciences & Disorders				
---	--	--	--	--

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 programs in which the courses will also be used, if applicable
N/A: SPLD 201 is part of the New Program Application for the Bachelor of Science in Sports Leadership and Management

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	LEAD 214 Self Assessment in Leadership	COMO 120 Introduction to Public Speaking	PSYO 120 Introduction to Psychology	Elective	FOS Course
1	I		R		
2	I	R	R		
3		I	R		

B. Outcome assessment measures. For each program outcome (from Section 3.C), 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. Measure description. These are details about the artifact or assignment
2. Measure location. This is the course (or other exam or jury source) in which the measure occurs.
3. Student target. What percentage of students will meet what threshold of performance? 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.
4. 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 theory and its application to conceptual constructs

Measure 1

Measure Description: Self-leadership development plan describing at least five tools that translate into tangible behavioral change

Measure Location: LEAD 214: W7: Assignment 1

Student Target: 80% of students will score at least 75%

Measurement Timeline: Even years

Measure 2

Measure Description: Theories of personality

Measure Location: PSYO 120: W5: Assignment 1

Student Target: 80% of students will score at least 75%

Measurement Timeline: Odd years

Outcome 2 - Compose effective oral and written discourse in a variety of contexts.

Measure 1

Measure Description: Persuasive speech addressing a sports leadership topic with peer and instructor feedback.

Measure Location: COMO 120 - Introduction to Public Speaking

Student Target: 80% of students will earn 80% or higher on the public speaking rubric

Measurement Timeline: Even years

Measure 2

Measure Description: Vocational formation reflection essay: The contemplative life

Measure Location: LEAD 214: Week 6: Assignment 1

Student Target: 80% of students will earn 80% or higher based on delivery and audience adaptation rubric

Measurement Timeline: Odd years

Outcome 3 - Evaluate sources of information and evidence to inform reasoned positions

Measure 1

Measure Description: Community advocacy speech to argue an issue in one's community using sources.

Measure Location: COMO 120: W7: Assignment 3

Student Target: 80% of students will score at least 75%

Measurement Timeline: Even years

Measure 2

Measure Description: Treatment techniques: Which kind of therapist would you choose and why?

Measure Location: PSYO 120 - W6: Assignment 1

Student Target: 80% of students will score at least 75%

Measurement Timeline: Odd years

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.

Minimal. These classes are already staffed and adjunct faculty presumably could be hired if extra sessions are needed.

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

N/A

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

Assuming an extra session for each class is necessary, and the class has an enrollment of 10 students, \$7,500 would be the total cost for adjuncts. (\$1,500/each class)

- 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 ACU Rising Scholars Program will share classes with Exercise Science, Psychology, Communication, and Sports Leadership. Impact on existing programs should be minimal but care should be taken to maintain reasonable class sizes.

- 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.

Program Director - Stephanie Wannamaker, MS - Professor Wannamaker is the Program Director for the BS in Integrated Studies program.

- 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.

No new staff are required.

- 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.

Additionally,

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.

Students and faculty will access the library via the website. Instruction will come from the program director, instructors of courses, and librarians.

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

Students will need access to Canvas, the online writing center, Team 55, Brown Library website that explains access to library resources, and librarians on duty.

- 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.

None

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

No

- 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?

To effectively recruit students for the program, we need to focus on the following demographics:

1. **CCP**; This program will rely upon direct marketing and support from the Corporate and Community Partnerships (CCP) department in order to facilitate enrollments for the dual credit population. This program will not enroll students in the traditional fashion.
2. Abilene Enrollment Team: The ACU Abilene enrollment team will be involved in some recruitment efforts, particularly for high school systems that have a higher enrollment at ACU Abilene.

This may require some additional digital marketing to Texas high schools.

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

\$7,500 (possible maximum for adjunct faculty)

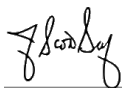
Stop here and resubmit to the vice provost. Section 8 is not required for all applications, and you will only need to complete it if requested by the SACSCOC liaison.

8. Additional Information Required for Substantive Changes

- A. 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.
- B. 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.
- C. 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

05/09/2025

Date

This proposal connects the program's student learning outcomes, curriculum, and assessment plan completely and has designed a program that institutional systems can support.



05/12/2025

Assistant Vice President for Academic Affairs

Date

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



05/09/2025

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.



05/12/2025

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 8/19/2024



Memo

To ACU DALLAS Council

From Dr. Jacqueline Bluitt - McKnight

Date May 12, 2025

Subject: Undergraduate certificate for high school students

In order to graduate from a high school in Texas, general electives must be completed in the following areas: fine arts, social studies, math, science, foreign language, and English. What better way to expose a student to university life than by offering students the opportunity to take required courses needed for high school and also gain college credit for them simultaneously? ACU Dallas offers entry-level courses in fine arts and social studies that will perfectly mesh with the high school graduation requirements.

In summary, it is my recommendation that we consider the following courses to be utilized for dual credit opportunities: History 131, MUSM 235, and SOCO 111. Additional opportunities remain in the area of foreign language in the future.

Sincerely,

Dr. Bluitt

Project director - General Education / Undergraduate Studies

From: Brandy Chalmers bxc20c@acu.edu
Subject: Rising Scholars Certificate
Date: May 12, 2025 at 1:19 PM
To: Scott Self jss00c@acu.edu, Stephanie Wanamaker slw21b@acu.edu

BC

Hi Scott and Stephanie,

I'm writing to express my full support for including FAMO 251: Introduction to Family Development and Relationships in the Rising Scholars Certificate Program. I believe this course will be a valuable asset to the program.

Warmly,

Brandy Chalmers

--



Brandy Chalmers, MA, LPC, NCC, RPT

College Assistant Professor

Program Director, Online B.S. Child & Family Services

bxc20c@acu.edu | 325-721-0097

Abilene Christian University

16633 Dallas Parkway, Suite 800
Addison, TX 75001

MEMORANDUM

To: ACU-D Academic Council

From: Dr. Dena Counts, Program Director, Organizational Leadership and Organizational Communication

Date: 5/12/2025

Subject: Support for Inclusion of LEAD 214 - Self-Assessment in Leadership and COMO 120 Introduction to Public Speaking in the Rising Scholars Undergraduate Certificate

I fully support the inclusion of LEAD 214 - Self-Assessment in Leadership and COMO 120 - Introduction to Public Speaking in the Rising Scholars Undergraduate Certificate. Leadership development and public speaking are both vital skills for success in college, and these courses provide students with the tools to evaluate and enhance both skills.

LEAD 214 equips students with critical self-awareness and leadership assessment skills, helping them identify strengths and areas for growth. COMO 120 gives students introductory skills in public speaking, learning to use technology to promote their speaking skills.

I strongly endorse adding LEAD 214 and COMO 120 to the certificate curriculum. Please let me know if you need any further discussion.

Sincerely,

Dr. Dena Counts

Program Director, Organizational Leadership

From: Kathy Carroll kkc20a@acu.edu
Subject: Re: New Program Application Memo of Support (to use courses)
Date: May 12, 2025 at 8:30 AM
To: Scott Self jss00c@acu.edu

KC

I support the use of EXSO 201 for the use in the Rising Scholars certificate.



Kathy K. Carroll, PhD

Associate Professor and Program Director, Online Exercise
Science Program - College of Health and Human Services

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

Pronouns: she/her/hers

Abilene Christian University

[16633 North Dallas Parkway, Suite 800](#)
[Addison, TX 75001](#)

On Fri, May 9, 2025 at 3:07 PM Scott Self <jss00c@acu.edu> wrote:

Dear Program Directors,

Stephanie Wannamaker and I are finishing up an undergraduate certificate for high school students to take general education and entry-level field-of-study courses as dual credit, and we need letters of support from you regarding this proposal. Keep in mind that you will have the jurisdiction in developing the courses, so this is not permission for letting us develop the courses; it is permission to — in concept — allow students to take your courses in the program. We can explore in reality more later in detail. I have attached the application to this email.

If you could respond with a letter of support for this application, I'd be very grateful. Specifically, I'm looking for:

From Wannamaker

PSYO 120 - Introduction to Psychology

INTG 134 - History and Culture of Baseball

From Counts

LEAD 214 - Self Assessment in Leadership

COMO 120 - Introduction to Public Speaking

From Bluitt

HISO 131 - World History

SOCO 111 - Introduction to Sociology

MUSM 235 - Journey into American Music

From Carroll

EXSO 201 - Foundations of Health and Human Performance

From Podgorski

SPLD 201 - Introduction to Sports Leadership

From Melton-Riddle

HCAD 201 - Introduction to Health Services Administration

From Chalmers

FAMO 251 - Introduction to Family Development and Relationships

From McAdoo

CRMO 205 - Introduction to Criminal Justice

From Ramirez

CSDO 235 - Introduction to Communication Sciences & Disorders

If you could get this email to me by sometime Monday, we'd be forever grateful.

Warmest Regards,

Scott

J. Scott Self, Ph.D.

*Vice Provost for Academic Affairs &
Development Dallas Campus*

jss00c@acu.edu

MEMORANDUM

To: Scott Self and Stephanie Wannamaker

From: Brandon Podgorski, Program Director, Sports Leadership

Date: 5/9/2025

Subject: Support for Inclusion of SPLD 201 Introduction to Sports Leadership in the Dual Degree Certificate

I fully support the inclusion of SPLD 201 Introduction to Sports Leadership in the Dual Degree Certificate. Students wanting to begin careers in the sports industry not only need the technical skills to perform their jobs, but also the soft skills to manage a diverse range of people.

SPLD 201 provides students with a foundational understanding of leadership principles in the sports industry. Students will explore how effective leadership impacts athletic organizations and teams through the study of ethics, communication, and team dynamics.

I believe this course will align with the mission of the dual credit certificate and prepare future sports professionals to lead with integrity. Please let me know if you have any questions or concerns.

Sincerely,

Brandon R. Podgorski, MBA, MS

Program Director, Sports Leadership

MEMORANDUM

To: ACU-D Academic Council

From: Alicia Ramirez, Program Director, Communication Sciences and Disorders

Date: 5/12/2025

Subject: Support for Inclusion of CSDO 235 - Introduction to Communication Sciences and Disorders in the Rising Scholars Undergraduate Certificate

I am writing to express my full support for the inclusion of CSDO 235 Introduction to Communication Sciences and Disorders in the Rising Scholars Undergraduate Certificate. This foundational course offers students a broad overview of the professions of speech-language pathology and audiology, fields that are growing at a rapid pace.

According to the U.S. Bureau of Labor Statistics, employment of speech-language pathologists is projected to grow 18% from 2023 to 2033, which is significantly faster than the average for all occupations. The job outlook for audiologists is also strong, with a predicted 11% growth rate between now and 2023. Both speech-language pathology and audiology have appeared in U.S. News and World Report's 100 Best Jobs over the last several years. Exposing high school students to these fields will cultivate academic and career interest in fields that desperately need more diverse and passionate professionals.

I strongly endorse including CSDO 235 in the Rising Scholars Certificate not only because it supports early exposure to allied health careers, but it also furthers ACU's commitment to student development, community impact, and academic excellence.

Please let me know if you need any further discussion.

Sincerely,

Alicia Ramirez
Program Director, Communication Sciences and Disorders