

Dallas Approval Chart for Curriculum Changes

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

Course Number: **SPLD 201** **or Degree Plan(s):**

		Q	P	I	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	Student Representative	
27.	Change course outcomes of an included course	A	A	A	A	–	A	I
28.	Add or drop a required course from the General Education Requirements	A	A	–	A	A	A	I
29.	Add or drop a course from a menu within the General Education Requirements	A	A	–	A	–	A	I
30.	Comprehensive revision of General Education Requirements	–	–	–	A	A	A	I

Notes

¹ Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

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

³ When a program 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

Brandon R. Podgorski
Brandon R. Podgorski (May 16, 2025 14:16 EDT)

05/16/2025

Program Director Signature

Date

Program Director/Department Chair Signature

Date

Dean(s)

Meghan Hope

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 Course Application

Instructions

- Get approval from the college dean and the ACUD Academic Affairs office for a new course.
- Consult with the Registrar's Office to confirm a course number. Complete the New Course Application.
- Share with the Instructional Design division the new course application and ask the Instructional Design division for a syllabus-lite. The syllabus must be requested at least a week before submission to the academic council.
- Submit the application for provisional library review to Associate Dean Mark McCallon.
- Compile the full application and attachments. This includes at a minimum the approval chart, new course application, syllabus, and library memo of support.
- Submit to the ACU Dallas Academic Council.

The course developer or program director completes this application with all relevant supporting documentation before the new course is reviewed by the program faculty or any academic council.

Syllabus Checklist

NOTE: It is not necessary to submit this checklist with the New Course Application. All items below are required unless otherwise marked.

About the Course

- Course number and title
- Credit hours
- Semester and year
- Meeting time and place (if face-to-face)
- Prerequisite/corequisite

About the Instructor(s)

- Name and title or rank
- Office location
- Phone number(s)
- Email address
- Office hours / contact expectations

Mission Statements

- ACU mission statement
- College mission statement
- Departmental mission statement
- Personal mission statement (optional)

Unique Christian Perspective

- Description of how learning and Christian faith are integrated in the course

Course Content

- Catalog description
- Intended audience
- Outline of topics
- Format of course/types of activities
- student should expect in the course

Teaching/Learning Methods and Format of Class Sessions

- Description of the types of activities students should expect in the course

Materials

- Required and optional materials, including textbooks, etc.

Student Learning Outcomes/Measurements

- Specific outcomes stated in measurable terms
- Assignments or instruments that will be used to assess the outcomes

Assessment/Grading Criteria

- Complete and accurate details of factors and elements that will compose the final grade
- Weight or point value of all graded elements
- Grading scale with expectations for letter grades
- Extra credit opportunities (optional)

University Policies

- Special needs policy — ADA
- Academic integrity policy and link
- Title IX policy

Course Policies

Expectations and consequences regarding:

- Attendance (if face-to-face)
- Tardiness (if face-to-face)
- Participation
- Course-specific academic integrity information
- Late assignment/exam policy

Course Calendar

Calendar is not required for New Course Application, but it must be included in all syllabi distributed to students.

- Exam dates
- Assignments
- Due dates and other deadlines
- Schedule of readings and topics
- Statement to reserve right to modify the calendar as necessary

Reference

Schedule Type definitions for Section 1K.

Traditional Lecture	Traditionally formatted course that may include a variety of teaching methods.
Traditional Lab	Usually affiliated with lecture course. Provides application of knowledge and learning experiences related to lecture content.
Traditional Lecture/Lab	Traditionally formatted course that may include a variety of teaching methods, and for which a lab experience is included and graded with the lecture portion of the course. One grade for both.
Experiential Learning	Application of knowledge or a learning experience not typically connected to a lecture course. Examples include theatre workshop, field experience, practicum, internship and active research courses.
Seminar	Course in which a topic is discussed by a teacher and a small group of students. Examples include colloquia and workshops.
Studio	Application of knowledge or a learning experience that combines lecture, active learning and discussion among the teacher and students in a studio environment. Examples include art, design and music.
Thesis	Required course for students working on graduate thesis.
Dissertation	Required course for students working on doctoral dissertation.

Guidance for writing student learning outcomes in Section 3B.

	Student Learning Outcome	Measurement
	<i>Instructions:</i> Outcomes should be observable and measurable, and stated in terms of student performance. It can be helpful to complete the sentence “Students will be able to...” If the outcomes are primarily cognitive, consider using Bloom’s Taxonomy to evaluate whether the competencies are at an appropriate level for the course. In the rarer instances where affective or psychomotor competencies are used, give careful attention to measurement techniques.	<i>Instructions:</i> Detail the instrument that will be used to gather the measurement. Examples might include: written papers, quizzes, tests, verbal presentations, video, audio, portfolio artifacts, demonstrations, performances, etc. This column should indicate where you will look for evidence of the type of student work that you expect.
1	Defend dietary goals in light of current research.	Weekly Reading Journal, Research Paper
2	Examine personal values, attitudes and expectations to enhance self-awareness for greater effectiveness as a social work professional.	Field Instructor Evaluation

3	Integrate terminology from literary history into writing.	Research Paper
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Dallas New Course Application

You may delete the preceding instructional pages before submitting application.

Course ID (<i>Subject Code and Number</i>)	SPLD 201
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1. Systems and Catalog Information Complete each item.

A	Course Developer	Brandon Podgorski
B	Course Instructor	TBD
C	Course Title	Introduction to Sports Leadership
D	Course Abbreviation for Banner if title is more than 30 characters	Intro to Sports Leadership
E	College	College of Leadership and Professional Studies
F	Department (this is a Banner designation for courses, not an operational unit)	LD - Undergraduate Studies (Online)
G	Number of Credit Hours	3
G1	Number of Lecture Contact Hours	3
G2	Number of Lab Contact Hours	0
H	Is the course for a fixed or variable number of credit hours?	Fixed If variable, explain rationale:
I	Is the course repeatable for additional credit?	No
J	Maximum total number of credit hours a student can earn for this course	3
K	Course Schedule Type	<u>Lecture (LEC)</u> See Schedule Type definitions in the Reference section.

L	Number of Faculty Workload Hours	3 <i>Use same number as response to 1G unless under lead/facilitator model.</i>
M	Grading Mode	<u>Standard</u>
N	Maximum Enrollment	25
O	Catalog Description (50 words or less)	This course provides students with a foundational understanding of leadership principles in the sports industry. Through discussions on leadership theory, ethics, communication, and team dynamics, students will explore how effective leadership impacts athletic organizations and teams.
P	List any prerequisites (course/s, test scores, class standing, major, etc.)	N/A
Q	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	N/A
R	If the course is cross-listed, specify the subject code and course number of the other course	
S	Does this course require any additional student course fees?	<u>No</u> If yes, attach a completed course fee form .
T1	Will the course be offered in fall terms?	<u>Yes, every year</u>
T2	Will the course be offered in spring terms?	<u>Yes, every year</u>
T3	Will the course be offered in summer terms?	<u>Yes, every year</u>

U	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Fall 1 2025
V	Is this course required for a program(s)?	<u>Yes</u> If yes, submit a separate completed curriculum proposal to change the program(s).
W	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	<u>No</u> If yes, provide rationale:
X	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	<u>No</u> If yes, provide course ID, term, and enrollment:
Y	List any courses in which the content overlaps the proposed course. (Course ID and Name). <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering.</i>	N/A

2. Curriculum

- A. Explain any effects of this course on any degree plans. If the addition of the course alters program requirements, submit a separate [Approval Chart for Curriculum Change](#) to update the program.

SPLD 201 is part of the BSSLM Core Curriculum.

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

The addition of SPLD 201 Introduction to Sports Leadership fills a critical gap in the curriculum by providing students with an early, foundational understanding of leadership principles specific to the sports industry. While existing courses in business, psychology, and organizational leadership offer general management insights, they do not address the unique interpersonal, ethical, and team dynamics encountered in athletic environments. This course introduces students to key leadership theories, self-assessment tools, and ethical frameworks tailored to sports contexts, laying the groundwork for more advanced courses in facility management, sports communication, and legal issues. By establishing a sport-specific leadership foundation, SPLD 201 supports

student development across all six program outcomes and ensures graduates are equipped with the core leadership competencies needed to thrive in professional, collegiate, and community sports settings.

3. Course Design

A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.

This course is intended for undergraduate students enrolled in the B.S. in Sports Leadership and Management program. It is especially suited for students in their first or second year who are beginning their exploration of leadership roles in the sports industry. There are no formal prerequisites, but students should possess foundational skills in written communication and critical thinking. An interest in sports and team dynamics is encouraged.

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

By the end of this course, students will be able to apply foundational leadership theories to real-world sports contexts by analyzing leadership styles, reflecting on personal leadership strengths, and proposing solutions to team and organizational challenges within athletic environments.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Apply foundational leadership theories to the sports environment.	Students will select a real or hypothetical scenario involving a sports team or organization facing a leadership challenge (e.g., player conflict, team underperformance, coaching transition). They will analyze the situation using at least two leadership theories (e.g., transformational, servant, situational leadership), evaluate the effectiveness of the current leadership approach, and propose solutions grounded in theory.
2	Analyze ethical dilemmas in sports leadership.	Students will be presented with a realistic ethical dilemma in sports leadership, such as issues surrounding player eligibility, team rule enforcement, or coach behavior. They will write a reflection identifying the stakeholders involved, the ethical principles at stake, and the potential consequences of various decisions.
3	Demonstrate effective interpersonal communication and self-awareness.	Students will complete a self-assessment using a validated leadership style inventory (e.g., the DISC profile or Leadership Practices Inventory). They will write a reflection on their results, describing their communication style, strengths, and growth areas.

4		
5		

C. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings. For **combined undergraduate/graduate** courses, make two lists:

- A. full publication information; label **Undergraduate**.
- B. full publication information; label **Graduate**.

Burton, L. J., Kane, G. M., & Borland, J. F. (2020). *Sport leadership in the 21st century* (2nd ed.). Jones & Bartlett Learning.

4. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
3	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.
Attach if applicable	
4	Content Overlap — Include one document for each course you listed in Section 1Y. Attach statement from instructor/dept chair of existing course justifying the new offering.
5	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location(s).
6	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.

7	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
8	Justification — Attach any documents to which you refer in Section 2B.

Updated 8/1/2023



SPLD 201: Introduction to Sports Leadership

2025 Section SPLD 201 3 Credits 05/20/2025 to 05/20/2026 Modified 05/16/2025

Mission Statements

University Mission Statement

The mission of Abilene Christian University (ACU) is to educate its students for Christian service and leadership throughout the world.

This mission is achieved through the following:

- Exemplary teaching, offered by a faculty of Christian scholars, that inspires a commitment to learning;
- Significant research, grounded in the university's disciplines of study, that informs issues of importance to the academy, church, and society; and
- Meaningful service to society, the academic disciplines, the university, and the church, expressed in various ways, by all segments of the Abilene Christian University community.

College Mission Statement

In the College of Leadership and Professional Studies our vision is to build engaging communities and empower students to become compassionate, ethical leaders who inspire positive change and drive innovation across diverse industries. Our exceptionally prepared and well-supported faculty strive to create an innovative, inclusive, and supportive academic environment where rigorous scholarship, practical experience, and spiritual growth converge to shape tomorrow's leaders. Through a commitment to excellence, ever-expanding educational opportunities, faith, and service, we seek to contribute to a more just and compassionate world, guided by the principles of Christian leadership.

Program Mission Statement

The mission of the BSSLM is to develop ethical, knowledgeable, and servant-hearted leaders who will impact the sports industry through excellence in leadership, management, and communication. Rooted in Christian values, this program prepares students to lead with integrity, inspire teams, and create positive change in professional, collegiate, and community sports settings. Students will gain expertise in governance, facility management, sports analytics, and ethical decision-making. Upon completion of

the program, graduates will be equipped to pursue careers in sports management, athletic administration, event planning, and community recreation, demonstrating Christ-centered leadership in all aspects of the sports industry.



Integration of Christian Faith

The Bachelor of Science in Sports Leadership and Management fits within ACU's mission to educate students for Christian service and leadership. The profession of leadership, especially within the sports industry, is a service. Coaches, athletic administrators, and sports professionals spend their days guiding people to greater athletic and professional ability, but also to become contributing members of society, while being good role models. Graduates of our program will be able to help others achieve goals and aspirations of athletic performance, sports business success, and academic achievement all while reflecting Christian values that were modeled during their time at ACU.



Course Description

This course provides students with a foundational understanding of leadership principles in the sports industry. Through discussions on leadership theory, ethics, communication, and team dynamics, students will explore how effective leadership impacts athletic organizations and teams.



Outcomes

	Student Learning Outcome	Measurement
1	Apply foundational leadership theories to the sports environment.	Students will select a real or hypothetical scenario involving a sports team or organization facing a leadership challenge (e.g., player conflict, team underperformance, coaching transition). They will analyze the situation using at least two leadership theories (e.g., transformational, servant, situational leadership), evaluate the effectiveness of the current leadership approach, and propose solutions grounded in theory.
2	Analyze ethical dilemmas in sports leadership.	Students will be presented with a realistic ethical dilemma in sports leadership, such as issues surrounding player eligibility, team rule enforcement, or coach behavior. They will write a reflection identifying the stakeholders involved, the ethical principles at stake, and the potential consequences of various decisions.
3	Demonstrate effective interpersonal communication and self-awareness.	Students will complete a self-assessment using a validated leadership style inventory (e.g., the DISC profile or Leadership Practices Inventory). They will write a reflection on their results, describing their communication style, strengths, and growth areas.

Course Materials

Burton, L. J., Kane, G. M., & Borland, J. F. (2020). *Sport leadership in the 21st century* (2nd ed.). Jones & Bartlett Learning.

Course Requirements

The requirements for this course include participating in online discussions and completing all of the assignments. General descriptions of the course requirements are below. See the Canvas modules for detailed assignment instructions.

Discussion Questions

In order to actively participate in discussions, you will need to log in multiple days each week. This will help you stay up-to-date on the discussions and allow you to make more thoughtful postings. You are expected to answer all of the discussion questions assigned in a week in a substantive manner. All initial postings and responses will be due by 11:59 pm CST by the due date indicated in Canvas. No late posting will be accepted. You are not allowed to post a blank post in a discussion to gain access to other students' work.

Weekly Assignments

Note: the full assignment description, due date and instructions for each are found in the Modules section in your online classroom (Canvas). Please pay careful attention to the instructions provided and the rubrics for each assignment.

Course Policies

Note: Please see the Canvas course for information on the faculty as well as all due dates.

Engaged Learning in an Online Format

This online course invites students into a community of engaged scholarship. The course consists of seven weekly modules, with a new module beginning each Tuesday morning in the Canvas LMS (Learning Management System). We expect students to log in to the course frequently, master the course material, whether written or in other digital media formats, and to engage the professor and fellow students through the Canvas medium.

Note: If a student fails to log in the course for the first 7 days of the official course, the student will receive an email notifying them that they are at risk to be administratively withdrawn from the course. The student will have 72 hours to log into the course from that email notification. If the student does not log into the course in that period of time, they will be administratively withdrawn. The last day to withdraw from a course is the Wednesday before the last week of class. Please reference the handbook calendar for a full list of dates. If a student has not participated in the course at any point,

before the last week of class the student will be administratively withdrawn. An assignment is defined as a paper, quiz, discussion post, or project in the course. If a life situation occurs that will prevent the student from participating in the course for a brief period of time, the student is responsible for communicating this to their Student Success Advisor and instructor to make appropriate arrangements.

Technology Requirements

Students should ensure they meet the technology requirements as outlined in the ACU Online Student Handbook.

Paper Specifics

In this course, specific instructions for each paper are given in the assignment directions. Please pay attention to the instructions given, such as the number of resources needed and how to cite sources.

Papers should be submitted through the Canvas submission portal as a .docx, .doc, or .pdf files, no email submissions will be accepted. All papers should be neat, contain no misspellings, contain no typing errors, and employ proper grammar and syntax. If your paper contains pervasive grammatical errors, the professor may return the paper without grading it and ask for a rewrite for a maximum grade of 80%. Your faculty will determine the date for submission of the revised paper.

Late Assignments

Assignments are due by 11:59 pm Central Standard time on the due date. Refer to the Canvas Syllabus link or the Canvas Modules link for a list of all due dates. Penalty for late assignments is 10% per calendar day late. Weekend days are counted as late days. For administrative purposes, a zero will be placed in the gradebook for work not submitted on time. If an assignment is submitted after the zero is given or if an arrangement for late submission has been made with the instructor, the noted penalty percentage will be used to re-assess the assignment (removing the zero). Extensions are allowed at the discretion of the instructor and/or Program Director. No credit will be awarded for late discussion posts. Extra credit will not be available in this course.

Academic Integrity

Academic Integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes but is not limited to reading assignments, assessments and examinations, attendance at required out-of-class activities, written or oral presentations, laboratory experiments and research. Assignments may or may not be submitted through the TurnItIn plagiarism checker.

The Academic Integrity and Honesty Policy is available on the ACU Provost's Office [webpage \(https://acu.edu/academic-integrity\)](https://acu.edu/academic-integrity), where you may find detailed information regarding what constitutes academic dishonesty and resultant disciplinary actions. The student should seek clarification from the instructor regarding the re-use of work, as this may or may not be appropriate and is dependent on the assignment. Academic dishonesty may have, but not be limited to, the following consequences:

- losing points on an assignment.
- failing an assignment.
- failing a course.
- having a record of improper conduct in the dean's office which oversees the course in which the infraction was made.
- being dismissed from the university.

The process and timeline for appeals can be found on the ACU Provost's Office webpage.

Title IX Statement

All members of the ACU community have a responsibility to help create a safe learning environment on our Abilene Christian University Dallas Online campus. In addition, faculty have a mandatory reporting responsibility related to their role as a professor. ACU seeks to ensure all students feel safe to share information related to their life experiences in classroom discussions, written work, and in-person meetings. To the extent possible, faculty seek to keep the information students share private; however, they are not considered a confidential reporting source at ACU. As such, they are required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence, or stalking that occurred during periods of student enrollment at ACU. Students wishing to share information in a confidential setting should access counseling services through TimelyMD or reach out to the Dean of Vocational Services. All of your options are available for review by clicking on the link to [ACU's policy \(https://acu.edu/human-resources/title-ix-and-sexual-misconduct-information/\)](https://acu.edu/human-resources/title-ix-and-sexual-misconduct-information/).

Anti-Harassment Policy

Harassment will not be tolerated at Abilene Christian University. As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Harassment is defined as unwelcome behavior or conduct based on sex, religion, race, age, color, national origin, veteran's status, disability, or any other characteristic protected by law when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in University programs or activities, (2) submission to, or rejection of, such conduct by an individual is used as the basis for a decision affecting an individual's employment, education, or participation in University programs or activities, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for work, education, or participation in a University program or activity. Therefore, it is the purpose of the Anti-Harassment Policy to maintain a work and academic environment that is free of harassment, sexual or otherwise. This policy applies to all members of the ACU community, including trustees, faculty, staff, students, and volunteers at Abilene Christian University. For a more in-depth review of the university's anti-harassment policy, the full definition of harassment, and procedure for reporting, visit: <https://www.acu.edu/dean-of-students/required-legal-statements/anti-harassment-policy/> (<https://www.acu.edu/dean-of-students/required-legal-statements/anti-harassment-policy/>).

* ACU Learner Support, Resources, and Services

ACU Online Student Handbook

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

(https://acuonline.my.salesforce.com/sfc/p/#E0000000cKPT/a/440000006AA9/RWbLcDg6R9gR8DgIJwQdECczCHnjwM1_0WvJs6b4qeY).

ACU Dallas Student Code of Conduct

The ACU Online Student Handbook contains an online student Code of Conduct which describes appropriate and inappropriate forms of electronic communication and online behavior as well as information about student integrity in scholarly work. Students may be dismissed from the university for failing to adhere to the Code of Conduct.

ADA Compliance Statement

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667 or alpha@acu.edu (<mailto:alpha@acu.edu>).

Library

Abilene Christian University provides library services to online students through the Distance Learning Portal at <http://guides.acu.edu/distance> (<http://guides.acu.edu/distance>). Students will use their single sign-on credentials to gain access to the library content. The Distance Learning Portal contains information about citation help, requesting materials, research guides, and degree program specific resources. Video tutorials on how to search the library's resources, including electronic journal titles, are available for students to view at any time. ACU also has dedicated staff that serve our online students, for help with refining topics, including dissertation and final project topics, searching databases, or other library help. To contact the online librarian, please visit <http://guides.acu.edu/c.php?g=824708&p=5887421> (<http://guides.acu.edu/c.php?g=824708&p=5887421>). For research assistance, you can visit <http://asklibrary.acu.edu> (<http://asklibrary.acu.edu>) and submit your question through the web form or get help via text or chat.

✓ Grading

Grades are awarded based on point accumulation. Each assignment has a maximum number of points that can be earned by successfully completing the assignment. Partial points will be awarded for meeting some but not all of the standards identified for each project or assignment.

Points Earned

Letter grades correspond to the percentage of points accumulated as outlined in the table below. No extra credit will be given.

Range	Grade Assigned
89.5% - 100%	A
79.5% to <89.5%	B
69.5% to <79.5%	C
59.5% to <69.5%	D
0% to <59.5%	F

Course Outline and Schedule

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

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: MAY 15, 2025
TO: Brandon Podgorski
FROM: Mark McCallon, Associate Dean for Library Services
RE: New Course Application – SPLD 201 – Introduction to Sports Management

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