ACU DALLAS
CATALOG AND STUDENT HANDBOOK

UPDATED 09-01-16

WELCOME TO YOUR
ACADEMIC PROGRAM
AT ACU DALLAS

Congratulations on your acceptance into an academic program at ACU-Dallas! To prepare for the start of classes, and help make your journey through your program as smooth as possible, this handbook includes program information, academic policies, and information about helpful resources.

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MESSAGE FROM
THE PRESIDENT

Welcome to Abilene Christian University! We're glad you're planning to join us to continue your education. Our campuses are full of students who are discovering what it means to receive an education in a vibrant, innovative, Christ-centered community. Our mission is to educate students for Christian leadership and service throughout the world, and our faculty and staff have promised to make ACU a place where that transformation takes place.

ACU's exceptional faculty and staff members challenge and mentor their students, equipping them to make a real difference in the world - in their home, churches, and communities. We believe true learning happens where the classroom and the world meet, so we offer numerous opportunities for hands-on learning in and out of the classroom, on campus, online, and in other locations around the globe. We've created an atmosphere where you will experience authentic spiritual and intellectual growth. At ACU, we endeavor to blend an exceptional education with opportunities to stretch our students and challenge their faith.

As an ACU student, you will take ownership of your academic career, preparing yourself for a life after continued education. ACU also offers numerous opportunities for you to grow spiritually and socially through participation in more than 100 Abilene campus organizations and many other venues for service. We are working to fulfill our 21st-Century Vision of becoming the premier institution for the education of Christ-centered global leaders, and we welcome you as a part of that group.

U.S. News and World Report consistently ranks ACU both a "Best College" and a "Best College Buy" in its annual ranking of colleges and universities. Our hands-on approach to learning, state-of-the-art technology, and Christian focus combine to offer you a distinct learning experience.

This catalog and student handbook explains our academic programs, requirements for admission, and the various support services available at ACU. Please call one of our toll-free numbers if you have additional questions. Our Enrollment and Student Support teams are ready to help you enroll, and the academic team is excited to assist you in planning and accomplishing your academic goals.

Phil Schubert, Ed.D.
President

MESSAGE FROM
THE VICE PRESIDENT OF ACADEMIC AFFAIRS

As a student at Abilene Christian University, you are now a part of a legacy in existence for well over a hundred years. It is a legacy of learning, of growing, and of becoming. It is a legacy of faith, of transformation, and of leadership. ACU is a community of many minds knit together as one body. Welcome to an exciting, dynamic and growing community of Christian scholars!

Our commitment is to partner with you as you pursue knowledge and skill to advance your career by way of an outstanding educational experience. But our commitment does not stop there. Our commitment is also to partner with God in the work of forming you as one who understands your work as a participation in God's life. We lean upon the resources of scripture and the Christian tradition to deepen our understanding of our work as vocation, or a response to God's call.

We refer to this as a partnership because we believe we have much to learn together. You will find that the faculty and staff who comprise ACU are themselves embracing their work as a response to God's call. Your presence in our community is revealing to us all what it means to live in pursuit of a God-centered life in and through our work. Together, we are discovering the depths of Christian vocation.

I pray for the blessing of God's presence with you in the journey that lies ahead. It will not always be easy, but I can assure you we hold you in our hearts and minds as we learn and grow in our respective areas of study and in our particular place of God's calling.

Stephen Johnson, Th.D.
Vice President of Academic Affairs, ACU Dallas

IMPORTANT
CONTACT INFORMATION

STUDENT SUPPORT SERVICES

Your Graduate Student Services Advisor is your first point of contact for questions related to your program schedule, dropping courses, and graduation. Call or email your advisor if you need support or have questions regarding procedures, registration or textbooks, or you are having challenges that may interfere with your ability to complete your course successfully.

YOUR INSTRUCTOR

Your instructors are always available to you. Please feel free to contact them via e-mail at any time. They can answer questions about assignments, grades, and any other course-related issues.
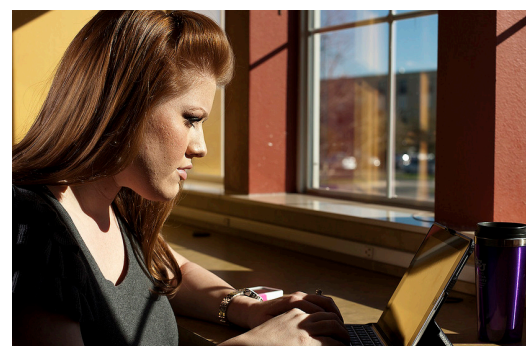
CANVAS TECHNICAL SUPPORT

Technical Support is available 24 hours a day, 7 days a week. The tech support team can be reached by phone at (844)469-0694 or online at: https://community.canvaslms.com/community/answers/guides should you encounter any difficulties with the course technology.

REGISTRAR'S OFFICE
(855) 219-7300

FINANCIAL AID
(855) 219-7300

TECHNICAL SUPPORT FOR YOUR MYACU ACCOUNT (TEAM 55)
Team 55 is available 9am-9pm CT Monday thru Friday at (325)674-5555 or team55@acu.edu.

GRADUATE ADMISSIONS
For questions concerning admission to ACU Dallas programs, contact the Graduate Admissions team at (855)219-7000 or gradonline@acu.edu.

ACU DALLAS CALENDAR

For a more complete academic calendar, visit the Registrar's web page at www.acu.edu/registrar and click on the "Academic Calendar" link. For a calendar of upcoming ACU events, go to www.acu.edu/events.

May 2016
3   Summer I Session begins

7   Commencement,
     Moody Coliseum
     11 a.m., Morning Ceremony
     (CAS)
      3 p.m., Afternoon Ceremony
     (CBS, COBA, CEHS, School
     of Nursing)

June 2016
20   Summer I Session ends

28   Summer II Session begins

July 2016
4   Independence Day Holiday
     (no classes)

August 2016
5   Commencement, 7:30 p.m.,
     Moody Coliseum
15   Summer II Session ends

23   Fall I Session begins
     Official Opening Ceremony,
     11 a.m., Moody Coliseum

September 2016
5   Labor Day
     (classes in session)

18-21   Summit

October 2016
10   Fall I Session ends

18   Fall II Session begins

22   Homecoming

28   Fall Break (no classes)

November 2016
23-25 Thanksgiving Holidays
       (no classes)

December 2016
12   Fall II Session ends
      Commencement, 7:30 p.m.,
      Moody Coliseum

26-30 Christmas Break

ABOUT
ABILENE CHRISTIAN UNIVERSITY

Our mission: To educate students for Christian service and leadership throughout the world.

Our promise: ACU is a vibrant, innovative, Christ-centered community that engages students in authentic spiritual and intellectual growth, equipping them to make a real difference in the world.

ABOUT
ABILENE CHRISTIAN UNIVERSITY

About Us

Abilene Christian University is the premier university for the education of Christ-centered, global leaders, offering an exceptional education to about 4,400 students annually from 47 states and territories and 43 nations. This private, comprehensive university, founded in 1906 in Abilene, Texas, offers 71 baccalaureate majors in more than 125 areas of study, 25 master's degree programs, and two doctoral programs. Abilene is a friendly city of 117,000 people, located about 150 miles west of the Dallas/Fort Worth area. As an educational center for a large region, Abilene provides cultural, entertainment and support programs and services normally associated with much larger cities. In March of 2016, ACU officially launched a branch campus in Dallas, Texas, a large metropolitan area with a population of approximately 7 million in its metro area. The ACU Dallas campus was established for the primary purpose of providing educational opportunities to adult learners with most academic programs being offered online.

Established by members of the Churches of Christ, ACU maintains a strong relationship with these independently-governed congregations around the world. Since its founding, the university has welcomed all students of character and ability who value the university's Christian environment. All ACU faculty and staff are Christians, and they help students understand how their Christian beliefs connect with their fields of study.

Academic excellence is important at ACU, and students are challenged to learn in the classroom and through their campus experiences as well as online and in their current professional and personal contexts. All students are encouraged to share their time and talents as Christian leaders and volunteers through various service-learning opportunities on the campus, in their communities, and in other countries. Graduates are in high demand by employers and advanced graduate programs because our graduates gain knowledge and experience in their discipline, and they learn to apply Christian values to their everyday decisions.

ACU is a unique community of learners dedicated to scholarship and committed to Christ. In every academic program, undergraduate students gain a broad perspective on the world through the liberal arts core curriculum. The university also provides professional and pre-professional studies programs that have produced outstanding graduates in such fields as medicine, law, journalism, ministry, business, physics, nursing, graphic design, psychology, and education. One of our primary goals is to foster a lifelong love of learning in our graduates.

What Makes ACU Special

ACU's application of mobile technology to learning has been acclaimed by industry and higher education experts around the world as an example of forward-thinking institutions and organizations. Abilene Christian University has been named an Apple Distinguished Program each of the past two years for integrating Apple technology in education and best practices in visionary leadership, innovative learning and teaching, ongoing professional learning, compelling evidence of success, and a flexible learning environment. Three of the past five years, *U.S. News & World Report* has ranked ACU the No. 1 "Up and Coming" university in the West Region. *Forbes* ranks ACU in the top 10 percent of U.S. colleges and universities.

Because of ACU's strong sense of mission and outstanding academic programs, we attract high-quality faculty members from around the world. They believe their Christian commitment requires them to excel in their fields of study and to focus on teaching and mentoring students. Some of the best minds in the world choose to teach at ACU because they believe this university provides them the best opportunity to mold the next generation of leaders in various professions.

The staff and administrators are also Christians, and they focus on supporting the academic mission of the university. The university's Board of Trustees and administrators believe strongly in comprehensive strategic planning and institutional research to ensure that ACU achieves its mission and its 21st-Century Vision goals. We are one team with one goal – to prepare our graduates to make a difference in the world as Christian scholars and professionals.

University Traditions

Traditions at this 108-year-old university are strong. The school colors are purple and white, and many people wear purple on Fridays to indicate their support for the Wildcats. Only three NCAA Division I universities - UCLA, Stanford, and USC - have won more NCAA national team championships than ACU. Students compete on 16 intercollegiate men's and women's teams. Many academic programs also have winning traditions. For example, the student newspaper, The Optimist, has won All-American honors annually since 1975, and ACU debate teams have defeated teams from major national universities many times through the years.

Other traditions include the Opening Session and the Parade of Flags, candlelight devotionals, the a cappella singing of "The Lord Bless You and Keep You," the Big Purple Band, Wildcat Week for freshmen, and involvement in men's and women's social clubs. Students earn the right to order ACU's class ring, which graduates wear as a symbol of achievement and honor.

The university offers programs and services that give undergraduate and graduate students the technology, information, and academic support they need to live up to their highest potential.

The ACU Dallas Learning Covenant

At ACU Dallas, we have higher expectations. We believe that spiritual commitment demands the highest standards of academic and personal excellence from students, faculty, and staff.

Faculty and Staff
To enable students to benefit most from their ACU education, faculty and staff must be willing to challenge and be challenged, to achieve as individuals and as team members, to risk failure, to assume responsibility for their decisions and their actions, and to be sharpened and refined by other Christians.

As ACU Dallas faculty and staff members, we accept the challenge:

1. to stretch the minds of students as we teach, lead and serve them effectively as Christian scholars and professionals, calling students and colleagues to a rigorous life of learning;

2. to boldly integrate faith, learning and living and to serve with honor and integrity as we help students connect their vocation to the work of God in the world;

3. to demonstrate intellectual, Christian and social leadership that can be imitated as we participate in various campus, community and church activities;

4. to create an environment where students, faculty and staff respect each other and enjoy the blessings of diversity; and

5. to pursue a relationship with Christ, to love God with all our heart, mind, soul and strength, and to love our students as ourselves.

Students
To benefit most from an ACU education, students must be willing to challenge and be challenged, to achieve as individuals and as team members, to risk failure, to assume responsibility for their decisions and their actions, and to be sharpened and refined by students and faculty.

As an ACU Dallas student, I accept the challenge:

1. to stretch my mind in and beyond the classroom by reading, questioning, exploring and committing myself to a rigorous life of learning;

2. to take responsibility for my academic work, embracing feedback from faculty as an opportunity for improvement that will impact my future success;

3. to take responsibility for being knowledgeable about academic requirements, policies, and procedures as they are outlined in the ACU Dallas Catalog and Student Handbook and other program-specific handbooks/documents;

4. to engage in deep reflection about my vocational formation;

5. to respect myself and others in my speech, writing and actions, enjoying the blessings of diversity; and

6. to respect the university's Christian perspective on learning and vocational formation and to engage with differing perspectives in a respectful manner.

Academic Accreditation

Abilene Christian University is accredited by the Southern Association of Colleges and Schools (SACS) Commission on Colleges to award associate, baccalaureate, masters and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA. 30033-4097 or call 404-679-4500 for questions about the accreditation of ACU. Some academic programs at ACU Dallas have received secondary accreditation from their discipline's national accrediting bodies.

LEGAL NOTICES AND UNIVERSITY POLICIES

Annual FERPA Notice to Students

Annually, Abilene Christian University informs students of the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended. This act, with which the institution intends to comply fully, was designated to protect the privacy of education records and afford students certain rights with respect to their education records. These rights include:

1. Inspection and Review - Students have the right to inspect and review education records within 45 days of the day the university receives a request for access. Students should submit to the registrar, dean of their college, chair of their academic department, or other appropriate official written requests that identify the record(s) they wish to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the university official to whom the request was submitted does not maintain the records, that official shall advise the student of the correct official to whom the request should be addressed.

2. Request Amendment - Students have the right to request an amendment to the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's rights under FERPA. They should write the university official responsible for the record, clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading. If the university decides not to amend the record as requested by the student, the university will notify the student of the decision in writing and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. Consent to Disclosure - A student has the right to deny disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA permits the university to disclose such information without the student's consent. Exceptions that permit (but do not require) disclosure without consent include:

a. **To school officials with a legitimate education interest.** A school official is a person employed by the university in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the university has asked or contracted to provide institutional services and functions (such as an attorney, auditor, collection agent, contractor, consultant, or volunteer); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

b. **To officials of another school, upon request, in which a student seeks or intends to enroll.** The student shall receive notification of the disclosure unless the student initiated the disclosure. Such a disclosure must relate to the student's enrollment and transfer, but may include updating and correcting information after the transfer or enrollment is complete.

c. **To school officials or lending institutions, in connection with financial aid for which the student has applied or which the student has received, if the information is necessary determining eligibility, amount, conditions for the aid or enforcing the terms and conditions of the aid.**

d. **To organizations conducting studies for or on behalf of educational institutions.**

e. **To accrediting organizations.**

f. **To parents of dependent students if the student is a verified dependent for tax purposes under Internal Revenue Code 1986, Section 152.**

g. **To parents of students under the age of 21 who have violated university policies related to alcohol or controlled substances.**

h. To provide the final results of disciplinary proceedings against a student who is an alleged perpetrator of a violent crime (18 U.S.C. § 16) or non-forcible sex offense, if the university finds that the student committed a violation of the university's rules or policies. The university may also disclose information to a victim of an alleged crime of violence or a non-forcible sex offense regardless of whether the violation was proven under the university's rules or policies.

i. To persons whose knowledge is necessary to protect the health and safety of the student or other individuals. This requires the university to determine that there is an articulable and significant threat to the health and safety of a student or other individuals.

j. To comply with a lawfully issued subpoena or court order.

k. Information the university has designated as "Directory Information," unless a hold has been placed upon release of the information by the student. The following information is considered to be directory information and may be disclosed by the university for any purpose, at its discretion: Name, classification, major field of study, permanent address, email address, local residence, telephone number, previous institutions attended, dates of attendance, full-time or part-time status, awards, honors (including Dean's Honor Roll), degree(s) conferred (including dates), church affiliation, past and present participation in officially recognized sports and activities, physical factors (height, weight of athletes), photograph, date and place of birth.

l. Currently enrolled students may withhold disclosure of "Directory Information." To withhold disclosures, written notification must be received in the Student Life office within 12 calendar days from the first day of registration for a long term and within four days for a summer term. Forms requesting the withholding of "Directory Information" are available in the Student Life office. Abilene Christian University assumes that failure on the part of any student to specifically request the withholding of categories of "Directory Information" indicates individual approval for disclosure.

4. File a Complaint - The right to file a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

Students with questions about FERPA should contact the Registrar's Office.

Non-Discrimination Notice

Abilene Christian University complies with all applicable federal and state non-discrimination laws and does not engage in prohibited discrimination on the basis of race, color, nationality or ethnic origin, gender, age, disability, including qualified disabled veterans and qualified veterans of the Vietnam Era, or genetic information in employment or all school-administered programs and activities.

ACU is affiliated with the fellowship of the Church of Christ. The University is governed by a Board of Trustees, all of whom are members of the Church of Christ, and is operated within the Christian-oriented aims, ideals and religious tenets of the Church of Christ. As a religiously affiliated institution of higher education, ACU is exempt from compliance with some provisions of certain civil rights laws.

The following persons have been designated to handle inquiries regarding discrimination:

Wendy Jones, SPHR
Chief Human Resources
Coordinator (Title IX Coordinator)
Hardin Administration Building, Rm 213D
ACU Box 29106
Abilene, TX 79699-9106
(325)674-2903
www.acu.edu/titleix

J. Scott Self
Director of
University Access Programs
(Section 504/ADA Coordinator)
University Access Programs
Hardin Administration Building,
Rm 314
(325)674-2699

Slade Sullivan, J.D.
General Counsel
Hardin Administration Building, Rm 111
ACU Box 29125
Abilene, TX 79699-9125
(325)674-2485

Whistleblower Policy

Abilene Christian University proactively promotes legal and policy compliance by encouraging all members of the ACU community to report any financial improprieties, illegal practices or policy violations committed by university employees or agents and to protect from retaliation those who make such good-faith reports. This policy applies to members of the board of trustees, officers, faculty, staff, student employees, and volunteers.

Members of the ACU community have the responsibility to report suspected violations either anonymously at www.acu.edu/anonymous or 325-674-2594,
or to the appropriate university representative as outlined in the complete
ACU Whistleblower Policy at
http://www.acu.edu/campusoffices/legal/policies/Whistleblower_Policy.html

For more information about Legal Notices, contact:

Slade Sullivan, J.D.
General Counsel
ACU Box 29125, Abilene, TX 79699-9125
(325)674-2485
sullivans@acu.edu

STUDENT
SUPPORT SERVICES

MEET YOUR STUDENT
SERVICES TEAM

Congratulations and welcome to ACU! We are pleased you have chosen ACU to continue your education. Our student support team is here to partner with you and your family throughout your program and onto graduation.

Student Services Team

Our core student services team is comprised of three student-centric advising roles. Advisors work collaboratively on behalf of groups of students to ensure personalized support and clear lines of communication. The three major components of the Student Services Team are:

Admissions Advisement

Admission Advisors partner with students to determine the program that best fits their educational goals. Advisors follow the student throughout the entire application process and answer all questions about programs, forms, fees and everything a student needs to do before beginning the selected program. The advisor also provides students with information on any potential transfer credits and admission requirements. They walk students through the navigation of the online classroom (Canvas LMS) and ensure that students have the materials necessary to be successful in starting their educational journey and completing their first course.

Finance Advisement

A Financial Intake Specialist explains the financial options available and helps students select a plan that meets their specific needs - including external grants, scholarships, loans, tuition deferral and other sevices such as military/veteran benefits. They are the student's financial expert throughout the academic experience and are available to answer any financial questions.

Student Service Advisement

A Student Service Advisor supports students from their second course throughout the course of the degree. They answer specifc questions about setting and maintaining course schedules, program advising issues, and academic support. They work with students through their graduation date addressing student retention and persistence. They are the students' resource for academic policy and procedure and also provide students with valuable insight concerning resources to assist students throughout their academic program.

We want to walk alongside you in your spiritual and educational journey while supporting our Christian mission with a commitment to helping students identify their work as vocation that contributes to furthering God's purposes for the world.

myACU Account & Student Email

Accessing Your myACU Account:

To access your myACU account, you will need to know your username and password. Follow these easy steps to find your username and password and log in to myACU:

Visit http://my.acu.edu/email
Enter your ACU ID number and birthdate
Click "Get Email Username"

Don't be alarmed if you are not able to set up your myACU account right away as your information may not be fully entered into our system just yet. If you have any difficulty setting up your myACU account, please reach out to Team 55 by calling 325-674-5555.

Once you log in to online.acu.edu you can check your e-mail; myACU has links to other vital information. Here is some basic starter information:

On the left, underneath the myACU header, is one tab labeled "My Courses" with a down arrow to the right. A listing of current semester courses will show. Click on "select a semester" to view past and future enrollment.

Academic Status – this is a "dashboard" indicator of current term student information. Click on the "view course history" to view an online transcript, or select "request transcript" to submit an online request for an official transcript.

Academic Resources – the links in this section take you to the ACU Registrar's web pages for various forms and information.

General Resources – the links in this section take you to the online student information system where you can view registration, account and enrollment information

Across the top left of the myACU home page are links to other information. These are:

Mail – this is your link to ACU e-mail communication. Students may have their ACU e-mail automatically forwarded to their preferred e-mail account. Set this up from the link on the right hand side of myACU labeled "My Account"

Calendar – is where you will find a very helpful calendar feature

Drive – you can use this feature to share and store documents between classmates and friends

Note: ACU is a Google Apps for Education school. The Mail, Calendar and Drive are all Google products. You can therefore link your ACU email and calendar accounts to Google.

When to Use Canvas vs. myACU

The Canvas course – my.acu.edu
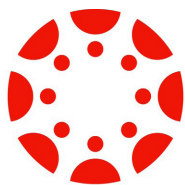
The Canvas course site will be used daily. We generally refer to this website as "Canvas" or perhaps your "Canvas course". This site is where your academic work will be done. This is where you have your course syllabus, your assignments, your groups, and your group work. You can access your Canvas course by logging into myACU and clicking on the Canvas icon.
For course site issues, contact Technical Support at (844)469-0694 or online at:
https://acu.instructure.com/.

MyACU (Portal) - http://online.acu.edu

MyACU is the website that gives you access to all of your ACU administrative information (email, calendar, transcripts, academic progress, financial aid, etc.). This site is used for ALL ACU students including undergraduate and graduate, residential and online. Your myACU site is a good way to look up a fellow student's ACU email address.

myACU Banner ID number: 000XXXXXX myACU
Username: TBD (format kmg09c) myACU
Password: TBD (initially 6 numbers)
myACU Email: TBD@acu.edu (format kmg09c@acu.edu)

For myACU issues, contact Team 55 at (325)674-5555 or email team55@acu.edu.

Alpha Scholars Program

J. Scott Self, *Director*
ACU Box 29204, Abilene, TX 79699-9204
Hardin Administration Building, Room 314
Phone: (325)674-2667
Email: jss00c@acu.edu

The Alpha Scholars Program is comprised of two separate but related programs. One of these, a federally-funded Student Support Services program (SSS), provides tutoring and counseling services to qualified students. The second program, Disability Support Services (DSS) offers assistance with academic accommodations to students with documented disabilities. Alpha students receive assessment of their individual learning styles and study habits and assistance in adapting study strategies to their unique learning characteristics. SSS is limited to 200 participants per academic year. Qualifications are based on level of parental education, family taxable income, or disability documentation. Participation in DSS is limited to students with documented disabilities that affect the ability to participate fully in academic opportunities. Disability documentation must be current (within 3 years) and include assessment data. Both programs provide service at no additional cost to the student.

Special Accommodation Requests

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 email our compliance coordinator,
Scott Self, at jss00c@acu.edu.

Disability Appeals Process

In situations where a student does not agree with decisions made in light of a disability, there are specific processes that apply. For appeals that are not directly related to a disability (change of grade, academic exceptions, etc), the student should refer to the ACU Student Handbook.

1. Determination of Accommodations

The ADA and other regulations require the university to consider requests for accommodation related to disability on a case-by-case basis. If a student requests an accommodation that is not approved, and wishes to appeal that decision, the student (not the parent) may appeal in the following order:

a. **Ask the compliance officer to reconsider –** any additional documentation supporting the request should be submitted, along with additional information related to performance, precedent, and conditions relating to the disability.

b. **Ask for a review by committee –** the disabilities compliance officer will convene an ad hoc committee to review all pertinent documentation and review the request for accommodations.

c. **Ask for a review by the Provost's Office –** the disabilities compliance officer will forward all documentation related to the student's disability and the review committee findings to the Provost's Office, where the final decision will be made.

2. Appropriate Delivery of Accommodations

If a student believes that an accommodation is not being delivered in an effective manner, the student may wish to appeal the delivery of the accommodation. The student (not the parent) may appeal in the following order:

a. **Discuss failure of delivery with faculty teaching the course –** the most common way these conflicts are managed is with this first step.

b. Contact the Disabilities Coordinator – the coordinator will work with the student to try to find a more effective delivery of the requested accommodation.

c. Notify the Disabilities Compliance Officer - the compliance officer will determine whether there has been a failure to accommodate, and negotiate between the student and faculty to find an acceptable delivery method.

d. Ask for a review by the Provost's Office – the disabilities compliance officer will forward all documentation related to the student's disability and findings to the Provost's Office, where the final decision will be made.

3. Academic Exceptions

Some students with disabilities wish to appeal for changes in course requirements and/or degree plan requirements. If a student (not the parent) wishes to appeal the course requirements or the degree-plan requirements, he/she must follow the process described in the Abilene Christian University Student Handbook.

a. Request the exception with the faculty member (in the case of a course exception) or degree plan advisor (in the case of a degree plan exception).

b. Appeal to the dean of the college responsible for the course or the degree plan.

c. Appeal to the Provost's Office – a student may request that her/his disability documentation be reviewed at this level, in which case the disabilities compliance officer will forward all documentation related to the student's disability and findings to the Provost's Office, where the final decision will be made.

4. Process Guidelines

It is not appropriate or effective to appeal to campus offices outside the processes described above. While other offices may try to help, this avenue can ultimately result in further delays in reaching a final decision.

The Provost's Office serves as the final decision center for all academic issues on the Abilene Christian University campus. A student with questions about her/his rights through these appeals processes can consult with the compliance officer.

For more information visit our web page at www.acu.edu/alpha.

Career Center

ACU Box 27914, Abilene, TX 79699-7914
Hunter Welcome Center, Room 230
Phone: (325)674-2473
Fax: (325)674-4983
Email: careers@acu.edu

The ACU Career Center exists to help students honor God by engaging in the exploration and preparation to achieve "good fit" career goals. We are here to assist you with a variety of topics including resume and cover letter assistance, interview preparation, internship and job search strategies, and more.

For more information about our services or to schedule an appointment, visit http://www.acu.edu/careercenter or follow us on Facebook or Twitter.

Library Resources

Library Resources
Dr. John Weaver, Dean of Library Services and Educational Technology
ACU Box 29208, Abilene, TX 79699
Phone: (325)674-2316
Email: ask@acu.libanswers.com
Web: www.acu.edu/library

The Margaret and Herman Brown Library provides resources, instruction, and research assistance to support teaching, learning, and scholarship at ACU. Students have internet access to the library's catalog of more than one million volumes and one million microforms held by aCU and other members of the Abilene Library Consortium. Students can also access more than 40,000 journals, many of them full text.

The library serves students and faculty by participating in the statewide information network, TexShare, which supports database searching and document delivery and by borrowing materials from research libraries throughout the world. Specialized collections at ACU include a selective depository for U.S. Government Publications, archives and rare books, and the Center for Heritage and Renewal in Spirituality (CHARIS) which facilitates the study of Churches of Christ and related theological movements. The Gaines B. Stanley Sr. Theological Reading Room provides study space and resources for students enrolled in biblical studies and related disciplines.

Students working on class projects make use of the Learning Commons, an energized environment that brings together collaborative learning space with professional assistance in research, writing, and support for printing, computing, and mobile technology. The Learning Commons features comfortable seating and a cafe that serves Starbucks Coffee.

The AT&T Learning Studio provides assistance with public speaking and multi-media creation and houses Library Media Collections. The Studio features collaboration rooms and recording facilities where students work together and acquire the skills for crafting messages for the world of digital media.

The ACU Maker Lab is an 8,000 square foot design studio and prototyping shop that is focused on do-it-yourself design and fabrication of innovative products. The lab focuses on a "constructionist" approach to teaching and learning that emphasizes the importance of student making and manipulation of learning objects. The lab is equipped with the latest technology including 3D scanners and printers, laser cutters, and CNC routers.

Students in online programs can access electronic resources through the library's distance learning portal, providing immediate access to online databases, online journals, e-books, and business research websites. An Online Learning Librarian is available specifically to meet the needs of online students through phone, live chat, or text (325-455-0609).

Writing Center

Cole Bennett, Director
ACU Box 28252, Abilene, TX 79699-8252
Phone: (325)674-4833
Email: writingcenter@acu.edu
Web: www.acu.edu/writingcenter

The Writing Center is located on Abilene's campus in the Brown Library. Any student in any class who wishes to discuss his or her writing assignment with an experienced and trained tutor can call (325)674-4833 and schedule an appointment to receive personalized, one-on-one assistance. Appointments last 30 or 60 minutes, depending on the needs of the student. Services are free.

Students in online programs have access to virtual writing support (http://blogs.acu.edu/writingcenter/assistance-for-online-programs/). Online students may submit past assignments for review or submit drafts for feedback before they are due. Please check with the Writing Center for timelines and be sure that your work will not be late. It is the student's responsibility to submit work on time, and late work usually loses 10% of credit or more for each day that it is late.

FINANCIAL
INFORMATION

Phone: (855)219-7300
Fax: (214)740-2120
Email: graonline@acu.edu
Web: www.acu.edu

Abilene Christian University is a non-profit institution. All funds from student charges are spent to provide services related to the university's educational mission. Other funds for operational expenses come from endowments and gifts from concerned individuals and organizations. As a policy, auxiliary operations such as cafeterias, housing, and bookstores are self-supporting.

The Board of Trustees has charged the chief financial officer and his/her designees with the responsibility of enforcing all regulations for student accounts. If a student is of legal age, he or she is deemed to be the primary party liable for his or her financial obligations.

Financial Aid

ACU maintains a comprehensive program of financial aid, including financial planning and consultation to help students and their families meet the expenses of higher education. The primary responsibility for financing education rests upon students and their families. Assistance from ACU and other sources should be considered as supplementary to the primary responsibility of the student and the family. ACU strives to supplement students' needs by awarding a combination of grants, scholarships, loans and work study for eligible students. ACU attempts to distribute all financial aid resources in an equitable manner and follow the guidelines established for federal, state, and institutional funds.

Financial aid for students pursuing online degrees is available in the form of federal student loans. The following items should be completed during your application process. Please note: The federal school code for ACU is 003537.

There are 7 simple steps that need to be completed before your loan can be processed:

1. Apply for a PIN (http://www.pin.ed.gov**) if you do not already have one.**

2. Complete the FAFSA Online Application – http://www.fafsa.ed.gov

3. Review the Student Aid Report (SAR).

4. Complete the Master Promissory Note (MPN) – http://www.studentloans.gov

5. Complete Entrance Counseling – www.studentloans.gov. You can complete all of these forms at www.studentloans.gov. Please ensure that ALL forms have been completed accurately prior to your acceptance so there are no delays in processing your student loan. If you have questions about your federal student aid, please contact your Financial Specialist as soon as possible. Your Admissions Advisor will alert you if your financial aid file is incomplete or missing documents.

6. Once you have been accepted into the program and if you are eligible for Student Aid, you will receive an award letter outlining steps for you to review your award amount. You will not receive student loans until you have completed this next step:

7. Accept your award amount via your myACU account at my.acu.edu. * After receiving your award letter, you will be required to accept your award(s) to enable the funds to be paid into your account. Instructions can be found at: http://www.acu.edu/campusoffices/sfs/loans/acceptloans.html

*Please note that ACU cannot release your funds until all forms are received and processed and your award is accepted. Contact a financial advisor at (877)698-2793 or via email at gradonline@acu.edu

Satisfactory Academic Progress

Students must make satisfactory academic progress in order to maintain eligibility for financial aid. The minimum acceptable cumulative grade point average requirements are 2.0 for undergraduate students and 3.0 for graduate students. Additionally, all students must earn a cumulative minimum of 75% of the hours attempted. Satisfactory academic progress is generally measured once each year at the end of the spring semester. If a student fails to meet requirements during the fall and spring semesters, summer courses may be counted in order to determine eligibility for financial aid.

Students who fail to meet the satisfactory academic progress standards may file an appeal to Student Financial Services. The appeal must be filed prior to the start of the term for which financial aid has been denied. If a student withdraws from the university after being declared ineligible for aid, the student is required to file an appeal for aid at the point of readmission. Only those appeals approved by Student Financial Services will be deemed eligible for financial aid.

Student Loan Program

ACU participates in the following student loan programs:

Federal Direct Loans (subsidized and unsubsidized)*

Federal Perkins Loans*

College Access Loand (Texas residents only)

Federal PLUS Loans* (for professional and graduate students, and parents of dependent undergraduate students)

Alternative Loans

Grad PLUS Loans*

(*Indicates a Federal Title IV program)

Grants

ACU participates in the following grant programs:

PELL - Federal Pell Grant*

SEOG - Federal Supplementary Educational Opportunity Grant*

ACG - Academic Competitiveness Grant* (currently not funded)

NSG - National SMART Grant* (currently not funded)

TEACH - Federal Teacher Education Assistance for College and Higher Education*

(*Indicates a Federal Title IV program)

For Texas residents only:

TEG - Tuition Equalization Grant

LEAP - Leveraging Educational Assistance Partnership (currently not funded)

SLEAP - Special Leveraging Educational Assistance Partnership (currently not funded)

Others as available

Scholarships

Scholarships may be offered in various programs. For more information regarding scholarships please click on the links below:

CollegeBoard - https://www.collegeboard.org/

FastWeb - http://www.fastweb.com/

Scholarships.com - https://www.scholarships.com/

ScholarshipMonkey - http://www.scholarshipmonkey.com/

VA Benefits

ACU is approved by the Veterans Administration to administer educational benefits for eligible veterans, servicepersons, reservists, widows, and children of veterans. Eligibility and equivalent educational benefits are determined by the Veterans Administration (VA). The VA Coordinator, located in the Registrar's Office, coordinates the services to the students receiving veteran's educational benefits. The certifying official collects, completes, and processes the required substantiating documentation. The VA Coordinator also serves as a point-of-contact and direct liaison between the veteran, the university, and the VA. The certifying official is not part of the VA but an employee of ACU. Students receiving VA benefits may reduce or eliminate eligibility for other financial assistance in order to comply with federal, state, or institutional policies.

Payment Options

ACU's financial well being is dependent upon prompt payment of accounts. For this reason, ACU transcripts and diplomas will not be released if a student has failed to pay any debt to the university. Students cannot receive transcripts, receive diplomas, or register for courses until all account balances have been satisfied. Failure to meet financial obligations to the university may result in the delinquent account being placed with a collection agency. Students are responsible for all attorney fees and other collection costs incurred by the university in collecting on accounts.

Billing statements are available to students via the Wildcat Payment Portal. Students will receive an email to their ACU email address alerting them when a statement is available to view. The statement is provided in electronic format; no paper statements are mailed. It will include all charges (tuition, fees, books, etc) and financial aid awarded. Students should check with their Financial Advisor regarding settlement dates.

1. Pay the "Total Amount Due" - Pay the current total balance by the due date given on the first billing statement for a new term. Please be aware that this may not be the final bill for the term. Subsequent monthly eBills will be generated during any month in which activity appears on a student's account, including activity for adding or dropping classes, charging books, payments made, financial aid awards granted, and the difference between actual and estimated financial aid awarded, etc. No late fees will be charged if payment is received in full by the end of the month following the statement date. Late fees, equal to 1.242%, will be charged each month on unpaid balances. If the total amount due on the statement is not paid for the financial settlement date, a payment plan or other approved payment arrangement must be in place to begin attending classes.

2. Tuition Deferral Plan - Students' employers offer to repay some or all of their employee's tuition OR student receives benefits from the U.S. Department of Veterans Affairs including the following: Montgomery/Top-Up (Chapter 30) benefit, Reserve Educational Assistance program, Post-Vietnam Era Veterans' Educational Assistance program and Survivors and Dependents' Educational Assistance program. 60-day deferral from the beginning of each course. When students select either plan, the University agrees to defer payment for tuition and book fees until 60 days from each course start date and up to two days of processing

time. A student may save a payment method or make online payments using a credit, debit card or electronic check (ACH) under the **"Payments"** tab in the Wildcat Pay Portal. This payment method can be used to make a real-time payment or schedule a payment in advance, to align with payment due dates. Students are responsible for payment of their tuition and electronic course materials fees regardless of receipt of payment from their employer. As a reminder, there is a 2.75% convenience fee on all credit or debit card transactions. Students will be notified of the convenience fee during the payment process within the Wildcat Pay Portal.

*Card users will be assessed a separate, non-refundable convenience fee equal to 2.75% of the payment amount ($3 minimum fee) - at the time of each credit or debit card payment. Non-refundable convenience fees will be processed by the Third Party processor, Payment Service (PayPath), and appear as a separate charge on your credit card statement.

Please Note: Once an online card payment transaction has occurred, the Convenience Fee is non-refundable. eCheck (ACH) payments will continue to be processed in the Wildcat Pay Portal without a convenience fee.

Payment Card Convenience Fee

Card users will be assessed a separate, non-refundable convenience fee (2.75% of the payment amount with a $3 minimum fee) at the time of each credit or debit card payment on a student account. The convenience fee charged by TouchNet's PayPath Payment Service covers the cost of processing credit and debit card payments.
Please note: *ACU will not receive any part of the convenience fee.*

Billing Activity

Students may access their account information through the Wildcat Pay Portal. Students may also designate an authorized user to receive billing emails, access the student account information, and make payments by completing an online authorization form.

Financial Responsibility

Failure to make proper payment is cause for dismissal at the discretion of the university. Official academic transcripts and diplomas will not be released unless all university-related indebtedness is paid in full.

Fees

All general required student fees (technology, safety, health, etc) are included in the per credit hour tuition rate. There may be additional course/activity specific fees in addition to the tuition rate. Please check with your program for information concerning individual course fees.

Books

Books can be purchased through any student preferred vendor.

Books are also available to purchase through the ACU Campus Store. These books can be charged to your ACU Account and can be paid through your Wildcat Pay Portal depending on your financial decision. Books must be purchased prior to class. Estimated shipping will be included in pricing.

Purchasing Books Through the ACU Campus Store

Log onto http://online.acu.edu > Resources > Academic Resources - Order Books

ACU Campus Store Homepage
Hard copies of books, choose "Start comparing and Shopping"
        eBooks, choose "Access my eBooks"

Choose a Term...
        May/Summer 16

Choose your courses (course information found through online.acu.edu)
        Click "Compare Prices on these Course Materials

Refund Policy

Refund Policy:
Students are required to pay tuition and fees for any registered course unless enrollment is officially cancelled by the student during the 100% refund period. The 100% refund period ends one business day prior to the online course start date. All refunds are less any amounts owed to the university and are subject to payment holding periods. **Upon admission, students are registered for classes and agree to pay all applicable tuition and registration fees.** Students will be automatically registered for their course each session unless they communicate to their Student Services Advisor in writing that they will not be taking a course. It is the responsibility of the student to communicate with the Student Services Advisor if s/he wishes to change his/her enrollment status. Tuition payment must be paid no later than one business day prior to online course start date. Students who have not paid tuition in full by this time will have their course/s dropped with no eligibility of refund. **There is no tuition refund once a session begins.** Due to the rotating schedule of classes offered, withdrawing from a class may prolong time to graduation and affect financial aid. Contact your Student Services Advisor for more information. Please refer to the Attendance and Withdrawal Policies on page 56.

Refund Schedule

Withdrawal Day	Refund Percentage
Prior to Day 1	100%
After Day 1	0%

The number of days includes weekend days. This refund schedule does not apply to programs currently serviced by Pearson Embanet. Refunds for these programs are only offered if the student withdraws from the course prior to the first to the first day of class.

Refund Process

Qualified students will receive a refund from their student account when a credit balance is present. Refunds are processed weekly. Students can receive their funds through two methods:

1. eRefund (3-5 business days) – Have funds transferred via electronic fund transfer into designated personal checking account via the Wildcat Pay Portal.

2. Paper check (7-10 business days) – Checks will be mailed to the permanent address on file for the student.

Financial Aid Return of Funds for Students Withdrawing from the University

ACU calculates and returns Federal Title IV funds according to Federal Title IV policy 34 CRF 668.22. The amount of Title IV funds that must be returned to the Title IV programs is based solely on the length of time the student was enrolled before withdrawing. This policy is effective for complete or full withdrawal from a term in which the student receives Title IV federal funds.

If a student withdraws before 60% of the semester has elapsed, a percentage of Title IV funds will be returned to the federal program based on the length of time the student is enrolled prior to the withdrawal. For example, if the student withdraws when 50% of the semester has elapsed, 50% of the Title IV funds will be returned to the federal programs. After 60% of the semester has elapsed, the student is considered to have earned all aid received for the semester.

Withdrawal date is defined as one of the following:

The date the student began the withdrawal process;

The date the student otherwise provided the school with official notification of the intent to withdraw;

For the student who does not begin the university's withdrawal process or notify the school of the intent to withdraw, the midpoint of the payment period or period of enrollment for which Title IV assistance was disbursed (unless the university can document a later date); or

The withdrawal date is determined from class attendance records.

If a student stops attending class, federal regulations require that ACU consider the student withdrawn for financial aid purposes.

ACU will:

Determine date of withdrawal.

Calculate the percentage of aid deemed to have been earned by the student.

Calculate the percentage of aid not earned by the student, which must be returned to federal programs.

Return of Federal Title IV Funds

If the withdrawal date results in a percentage of Federal Title IV aid not earned by the student, then return of Federal Title IV aid will occur in the following order:

1. Unsubsidized Federal Direct Loans

2. Subsidized Federal Direct Loans

3. Federal Perkins Loans

4. Federal PLUS Loans

5. Federal Pell Grants

6. Federal SEOG Grants

7. Other assistance under the title for which a return of funds is required.

The student is responsible for paying any tuition/fees balance that remains after funds are returned to the lender.

CODE OF CONDUCT FOR
ONLINE PROGRAMS

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world. As students seek to further their education and fulfill ACU's mission, their conduct in online programs is expected to reflect the Christian values and expectations of the university. The following Code of Conduct for Online Programs has been established for all students, faculty, and staff. Those who violate this policy will be subject to disciplinary sanctions, up to and including dismissal from the University.

Members of the ACU community are expected to conduct themselves professionally and refrain from acts of misconduct including but not limited to the following categories:

1. Dishonesty, cheating, plagiarism, misrepresentation or furnishing false information, forgery, or misuse of academic or administrative materials.

   a. We are committed to academic integrity and publically state that we do not endorse websites that give access to student papers for a fee or that require students to submit their own class papers for access. A student selling or sharing course papers through these sites is highly discouraged. Students are also asked to refrain from using these sites for academic purposes, specifically using another student's work within the body of their paper. Using another student's work for one's own grade stands in direct violation of ACU's Academic Integrity Policy. In addition, students are not permitted to resubmit work completed in a previous course for grades in future courses. See Appendix A for the ACU Dallas Academic Integrity Policy.

2. Cyber-bullying and harassment, including but not limited to the following examples:

   a. Repeatedly sending offensive, rude, and insulting messages via discussion board, text message, email, or other messaging service;

   b. Cyberstalking, which includes repeated threats or online activity that makes a person afraid for his or her safety;

   c. Denigration and humiliation, which refers to posting derogatory information about someone and/or digitally altered photos;

   d. Name-calling;

   e. Flaming and the use of insulting or offensive language;

   f. Impersonation (hacking another's email or social media to post embarrassing material);

   g. Outing and trickery (sharing another's secrets or tricking someone into revealing embarrassing information); and

   h. Any form of threatening communication, abuse, or intimidation.

3. Conduct, in speech, written communication, or behavior, that is racist, sexist, ageist, or that is otherwise prejudicial against a particular community or social group.

4. Disruption or obstruction of the normal operations of the university, including unauthorized use of any of the University's facilities, informational or material properties, and resources.

5. Conduct that is disorderly, lewd, lascivious, indecent, or otherwise inappropriate, or that constitutes a breach of the peace, including violation of the University's policy that prohibits bringing alcohol, recreational drugs, or firearms onto University property.

All members of the University community who become aware of violations of the Code of Conduct have a responsibility to report them to the appropriate authority. For violations of an academic nature, the appropriate authority is the relevant Program Director or Dean.

Other violations committed by students may be reported to the appropriate Program Director or Dean, or in the case of sexual assault or harassment, to the University's Title IX Office: (http://www.acu.edu/campusoffices/hr/title-ix/file.html)

Violations can also be reported anonymously in accordance with ACU's Whistleblower Policy: (http://www.acu.edu/campusoffices/hr/title-ix/anonymous-reporting.html)

Specific Guidelines for Communication in an Online Course

1. Discussion Boards - Postings on discussion boards require polite behavior or the learning process breaks down and feelings can be hurt. The following are guidelines for interacting within an online course:

   a. Emotions - Research within online groups indicates that emotions are strongly felt in cyberspace. People take a long time to mull over messages they feel are rude, inflammatory, or even questionable. People may misinterpret messages as hurtful and react to them in a defensive manner. Be thoughtful with regard to how you express your emotions and humor within discussion posts and email. Due to the lack of verbal and nonverbal cues, people often read posts differently than intended. Cultural differences also impact an online group, and sensitivity should be used when posting. Neither post nor respond to incendiary material.

   b. Spelling and Punctuation - Graduate-level communication skills are expected in all messages and posts. Use correct punctuation and spelling.

   c. General Online Communication - Typing in all capital letters indicates shouting. Humor and sarcasm can easily be misunderstood. Please use care when posting and sending messages.

2. Professionalism in Video Posts - Students should take care to present themselves professionally in assignments/discussions requiring video posts. This includes the setting, clothing, background noise, and language.

3. Discussion is a key element of the learning process in all courses. Responses should be a substantive message. The message must have substance and help to further discussions relevant to course content. Provide new information, insights, and perspective. Connect information, ideas, examples to course readings, and outside sources, and pose critical thinking.

TECHNOLOGY REQUIREMENTS
FOR ONLINE PROGRAMS

TECHNOLOGY REQUIREMENTS

Required Technology

Regular Access to the internet (5 times a week)

Laptop or Desktop Computer

Microsoft Office 365 (Free for all ACU Students)

Preferred Requirements

Web Cam or video recording capabilities

Adobe Creative Cloud (Free for all ACU Students)

Browsers Compatible with Canvas

Download the latest version of your desktop browser directly. Click the name of your browser below to visit your browser's download page:

Internet Explorer 11 and Edge

Chrome 46 and 47 (PREFERRED BROWSER)

Safari 8 and 9

Firefox 42 and 43 (Extended Releases are not supported)

Flash 17 and 18 (used for recording or viewing audio/video and uploading files)

Respondus Lockdown Browser (supporting the latest system requirements).

Internet Speed

Along with compatibility and web standards, Canvas has been carefully crafted to accommodate low bandwidth environments.

Minimum of 512kbps

Screen Size

Canvas is best viewed at a minimum of 1024x600, which is the average size of a notebook computer.

If you want to view Canvas on a device with a smaller screen, we recommend using the Canvas Application.

Operating Systems

Windows XP SP3 and newer

Mac OSX 10.6 and newer

Linux – ChromeOS)

Mobile Operating System Native App Support

iOS 7 and newer

Android 2.3 and newer

Computer Speed and Processor

Use a computer 5 years old or newer when possible

1GB of RAM

2GHz processor.

Screen Readers (Visual Impaired Accommodation)

Macintosh: VoiceOver (latest version for Safari)

PC: JAWS (latest version for Internet Explorer 10 & 11)

PC: NVDA (latest version for Firefox)

There is no screen reader support for Canvas in Chrome)

Required Components for Screen Readers

Flash is required in several places in Canvas: media recording/streaming and viewing as well as uploading files to a course or an assignment. Other than these features, Flash is not required to use most areas of Canvas. Please note that some browsers, such as Firefox, may no longer support Flash.

The Java plug-in is required for screen sharing in Conferences. Please note that some browsers do not support Java. Otherwise, there are no other browser plug-ins used by Canvas.)

TECHNOLOGY REQUIREMENTS

ACU Online New Student Orientation

Students can access ACU's Online New Student Orientation presentation via their student portal, under the resource tab or here: https://online.acu.edu/group/acu/resources. This online orientation is designed to provide you a high level overview of the resources and applications you will need to be a successful online student at ACU. You will read about ACU's mission and vision for our students, be provided contact information for your student support team, and review helpful links and best practices for success in the online environment. ACU expects all new students to review the online New Student Orientation to better prepare for the journey in your program.

In addition, each of our online programs hold a week long New Student Orientation in Canvas. This is scheduled the week prior to the start of the first course and enables students to interact with their faculty and other classmates. Over the course of the week, students will learn more about program outcomes, the ACU Online Catalog, and the library.

Canvas Walk to Class

The members of your student support team will be with you every step of your journey at ACU. During the admission process, your admissions advisor will schedule a time to complete a Canvas walk to class where you will learn how to navigate the online classroom in a live demo. This is designed to give you the tools to be a successful online student. From best practices, to how to access your syllabus, to setting up your classroom calendar – we are here to be your guide.

IT Security Policy

Maintaining the security, confidentiality, integrity, and availability of information stored in the university's computer networks and data communications infrastructure ("university systems") is a responsibility shared by all users of those systems. All users of university systems are responsible for protecting those resources and the information processed, stored or transmitted thereby as set forth in this policy. Violations of this policy may result in disciplinary action up to and including termination or expulsion.

The full policy can be viewed here:
http://www.acu.edu/technology/policy/security-policy.html

Student Complaints

The university has established formal policies and processes to handle written student complaints and appeals. Generally the policies encourage students to resolve concerns at the initial level of concern when possible, i.e. working with the faculty member or program director to resolve an academic issue. http://www.acu.edu/academics/provost/policies/student-complain-policy.html

To file a complaint or appeal, please select from the list below:

1. Student Athlete Financial Aid – Nonrenewal of a student athlete's financial aid award may be found in the ACU Student Athlete Handbook.

2. Title IX – Title IX information is included in the university's Title IX website and in the Policy Statement on Sexual Harassment and Assault.

3. Student Life – Disciplinary decisions, harassment, discrimination, residence hall assignments, the residence hall living/learning experience and parking citations may be found in other sections of the Student Handbook.

4. Alpha Services – Student accommodations by Alpha Services may be found in the Alpha Scholars Program Student Handbook.

5. Academic Integrity – The academic integrity appeals process may be found in the Academic Integrity Policy.

6. University Employee Violations of Policy or Law – Reporting processes for financial improprieties, illegal practices, or policy violations committed by university employees or agents may be found in the university's Whistleblower Policy.

7. Academic Policy or Syllabus – A student alleging that a faculty or staff member has treated the student unfairly in regard to his or her academic work in a course for which he or she was registered by either:

   a. Violating university academic policy OR

   b. Violating course policy as stated in the syllabus may complain of such alleged unfair treatment using the Student Complaint Policy.

All student complaints must first be addressed internally. If the internal resources have been exhausted and the complaint is not satisfactorily resolved, the student may file a complaint with the regulatory agency in the state that he or she is receiving instruction and/or the institution's accrediting agency. Contact information for these agencies is below:

Texas Higher Education Coordinating Board
Office of General Counsel
PO Box 12788
Austin, Texas 78711-2788

President, Southern Association of College and Schools
Commission on Colleges
18666 Southern Lane
Decatur, Georgia 30033-4097

ADMISSIONS

Admission Requirements

ACU is committed to providing equal educational opportunities for students without regard to race, color, sex, sexual orientation, creed, handicap, genetic information, or national origin. As a private educational institution, however, ACU reserves the right to deny admission to any applicant whose academic preparation, character, or personal conduct is determined to be inconsistent with the purposes and objectives of the university.

The purpose of the admission process is to identify applicants who are likely to succeed academically in a graduate program and at the same time contribute positively to the online program community. To admit students who cannot or will not persist until they have accomplished their academic goals is an expensive mistake for both the university and the students.

Consequently, the admission process typically evaluates a combination of academic readiness and graduate capability. The admissions criteria are listed below but may include additional programmatic reviews such as undergraduate coursework, standardized test scores, professional experience, writing samples, reference letters, or interviews. Applicants should review the criteria for the program in which they are interested in the section of this handbook on academic programs.

Admissions Criteria

In making admission decision, ACU-Dallas works cooperatively with the various program admission committees. The minimum admission requirements for graduate programs are:

1. Complete an application and pay the application fee (acu.edu/grad).

2. An official transcript(s) in English (or translated to English) from previous schools attended. The transcripts must indicate an earned bachelor's and/or master's degree from a regionally accredited college or university or the equivalent.

3. A cumulative undergraduate and/or graduate GPA of 3.0 or above.

4. Programmatic requirements as stated for each program.

5. Individual graduate programs may also have higher standards or additional requirements for admission to their programs. Some programs have higher demand for admission or are limited in the number of students who can be accepted each semester and are more selective in the admission process.

Admission Types

Standard admission is for students who may be fully admitted without further conditions. If a student requires leveling work, the student may be admitted provisionally. Occasionally, the program may recommend probational admission for an applicant who does not meet all the admission criteria. For probational admission, graduate admission committees will make a holistic judgment on the applicant's potential for success and contributing to the program mission. Generally, students admitted probationally must maintain a 3.0 average in the first 9 hours of coursework, and may be asked to retake a standardized examination, or produce evidence of academic readiness.

Application Fee

The application fee is non-refundable. No action can be taken on an application until the fee has been received. No other waiver of this fee will be considered for domestic or international applicants.

Application Date

Unless otherwise specified by a department, applications are accepted year round. Thus, many programs have rolling admissions based on space available. The admission deadline is determined by the term students choose to enter into. Successful applicants are often early to secure their placement and facilitate their eligibility for financial aid, scholarships, and graduate assistantships. Again, the earlier applicants may enhance their opportunity for financial considerations. Please contact your admission advisor for admission deadlines.

Accuracy of Material

All application material submitted must be accurate. Any erroneous, misleading, or incomplete information may be grounds for termination of the application and/or dismissal from the program. Students taking any graduate or undergraduate coursework between the date of acceptance and the date of first course enrollment at ACU must submit official transcripts that reflect degree conferred for that work before beginning their program at ACU. Admissions are made on the assumption that applicants will have the bachelor's degree by the time of matriculation, and if not, the graduate program admission is void.

Official Acceptance

While academic programs and others play a major role in the evaluation of all applicants, official acceptance letters come from the College of Graduate and Professional Studies at ACU-Dallas. An acceptance letter shows admission status, but your program director and faculty indicate the plan of study and completion of the degree alongside the Graduate Policies for continuation and degree completion indicated in this handbook.

Provisional Admission

Students who receive an official letter of acceptance will be informed that the acceptance is available only for the semester indicated. Students who wish to change their entry date must request a later start date in writing before the beginning of the semester of the original admission. Application files are only maintained for one year past original admission date. Applicants who delay their start date for more than one year should expect to begin the application process again, including fees and all required materials.

Readmission Policy

Policy

1. Any student who has withdrawn officially from ACU-Dallas, or whose academic leave has exceeded the maximum allowance for his or her graduate certificate or degree program may be reconsidered for re-enrollment. If a student's leave has not exceeded one year, (s)he may request to reactivate his/her enrollment without reapplying to the academic program.

2. After one year of leave, a student who wishes to re-enroll in courses at ACU-Dallas should expect to begin the application process again, and will be responsible for fees and all required materials.

3. After a year of accumulated leave/withdrawal, a student requesting re-enrollment at ACU-Dallas must meet all admission requirements and fees in place at the time of reapplication, and adhere to the program catalog, degree requirements, and student handbook in place at the time of re-enrollment, if granted.

Procedure

1. A student with less than one year of academic leave/withdrawal who seeks reenrollment must complete a re-enrollment request form, indicating the session in which the student plans to reactivate his/her enrollment (not to exceed a year of aggregate academic leave or withdrawal). A new admission application will not be required if the student is in good academic standing.

2. A student with one year or more of academic leave/withdrawal who seeks reenrollment must complete an admission application as if (s)he were a new student entering the program, and pay the application fee established at the time the new application is submitted.

3. Each student's application for re-enrollment after academic leave, withdrawal, suspension, or dismissal will be reviewed by the Academic Standards Committee, which meets monthly.

International Student Admission Process

Required Materials for Academic Admission

International students applying for admission to an online graduate program must meet the same admission requirements as other students; however, they must also provide proof of English language proficiency. No student visa will be issued for students in online graduate programs. The requirements are:

1. Completed application and application fee.

2. An official transcript(s) in English (or translated to English) of all previous colleges attended. (Official means an original with the seal that comes directly from the issuing institution to ACU). The transcript must indicate a bachelor's and/or master's degree from a regionally accredited college or university or equivalent. Admissions are made on the assumption that applicants will have the bachelor's degree by the time of matriculation, and if not, the graduate program admission is void. ACU-Dallas may request a student's transcript to be evaluated by a preferred third party for degree clarification.

3. A cumulative undergraduate and/or graduate GPA of 3.0, unless otherwise stated by the program.

4. Programmatic requirements as stated for each program.

5. Provide official documentation of English Language Proficiency by one of the following:

   a. Submit an official test score from an English language proficiency test accepted by ACU. Official test scores should be sent directly from the testing entity. ACU's test code is 6001. Accepted English language proficiency tests are:

      Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), EIKEN, Pearson Test of English (PTE-Academic), and CAE;

   b. Students who have a conferred bachelor's degree or higher from an accredited US institution;

   c. Students who received a bachelor's degree or higher in which English was the primary language of instruction; Students who successfully completed an approved ESL or English-language proficiency program; or

   d. Request for exception may be granted on a case-by-case basis by the program when applicants are otherwise able to demonstrate their ability to understand and use English proficiently. Additional documentation for these exceptions may be required by the College or the program.

   Missing any one of these required elements may delay the admission decision.

Admission Decision Appeal Process

1. A potential student has the right to request in writing that their admission decision be reconsidered.

2. The college will notify the program director that the student has challenged their admission decision by asking for a review of reconsideration of their application.

3. The program director along with another faculty member will review the student's file.

4. The program director will notify the College in writing of their reconsideration decision of the student's file.

5. If the reconsidered decision is not resolved to the satisfaction of the student, he or she shall have the right to appeal in writing to the dean.

6. Upon receiving the written appeal from the student, the dean will assemble a committee that includes the Associate Vice President for Enrollment, a program representative, and an external faculty member from a similar discipline. This committee will review the student's file and appeal.

7. The decision of the dean and the committee is final.

ACADEMIC INFORMATION

The information provided in this catalog is subject to change without notice and does not constitute a contract between Abilene Christian University Dallas and a student or an applicant for admission. Academic changes may be made on a regular basis. Your Student Services Advisor will keep you advised of any changes affecting your degree plan.

Enrollment Terms

Abilene Christian University Dallas follows the college calendar set by the Texas Higher Education Coordinating Board. The college year consists of three 16-week semesters (or terms). Each semester contains two seven-week sessions, with Session I being the first half of the semester and Session II being the second half of the semester. Most online programs are designed for students to take one 7-week course at a time, completing six credit hours during each 16-week semester.

Credit Hour

The credit hour is the basic unit of college credit. The federal definition of a credit hour is as follows:

An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates: (1) Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or (2) At least an equivalent amount of work as required outlined in item 1 above for other academic activities established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

For face-to-face courses, the general rule is that a student receives one semester hour of credit for each class hour per week during the semester or session. However, two or three hours in laboratory, in studio work, or in special activity classes may be required for one credit hour. Most face-to-face classes meet three hours each week and provide three credit hours. Students in face-to-face courses should expect to spend an average of two hours of preparation outside of class for each hour of lecture or discussion in class.

In determining the number of credit hours attributed to an online course, the sum of estimated student time spent in all class activities combined should reach the sum of the federal definition as stated above for credit hour expectations. For example, a 3-credit-hour online course offered in a seven week timeframe should require a minimum of 135 hours of student time spent on class activities.

Activities that may qualify as "direct contact" would have the direct oversight or supervision of the course instructor. Examples include:

1. Interaction with posted modules or lessons written or procured by the instructor

2. Chat room, phone, in-person, email, or video-conference discussions with the instructor and/or other students

3. Discussion board or wiki posting

4. Presentations

Activities that may qualify as "hours outside of class" are independently pursued and would include:

1. Reflection and study

2. Research

3. Reading

4. Writing, particularly writing outside of discussion boards

5. Individual or group projects

Courses taught in an online format must be equivalent to the same courses taught in the traditional format. The following guidelines will be used in online course development:

1. The course syllabus should document that the course covers the same material and achieves the same student learning outcomes that would normally be expected for a traditional campus-based course. Examples of clear documentation include student learning outcomes, course objectives, course topics, and course activities (i.e. reading, assignments, discussion, projects, etc.).

2. During the planning and development of online courses, faculty should estimate the amount of time the typical student will take interacting with course content. This should be equivalent to the amount of time normally expected in a campus-based course.

3. Class attendance and participation may be determined by reviewing the LMS course analytics for each student, which provides detailed information about the number of pageviews and participations for each student.

4. Courses developed specifically for online delivery must be approved through the same academic approval processes as campus-based courses, however transitioning a campus based course to an online format does not require additional approvals.

Classification of Students

Classification	Hours Earned
Freshman	0-29
Sophmore	30-59
Junior	60-89
Senior	90+

A **graduate student** is one who has completed a bachelor's degree and is taking courses toward a graduate degree. A **post-graduate student** is one who has completed a bachelor's degree and is not applying courses taken toward a degree. A **special undergraduate student** is one who is taking courses that do not apply toward an undergraduate degree at ACU; such students may be taking courses for enrichment or for use on a degree program at another institution.

Full-Time and Part-Time Status

An undergraduate student must be enrolled for at least 24 hours during the year to be considered a full-time student. Undergraduate students enrolled in fewer than 24 hours and graduate students with fewer than 18 hours annually are classified as part-time unless completing final graduation requirements. For students who are enrolled in fully online programs, a full load is defined as six or more credit hours during a long semester, and a half load is defined as three hours during a long semester.

Enrollment in Multiple Courses

For students who are enrolled in an online program, a full load is defined as 6 or more credit hours during a long semester. A half load is defined as 3 hours during a long semester. Online students who have completed a minimum of 6 credit hours can request approval to take two classes at one time. Course scheduling is dependent on satisfying prerequisites and Program Director approval. Contact your Student Services Advisor for all schedule requests.

Academic Integrity

ACU Dallas expects its students to practice absolute academic integrity. Plagiarism, cheating, and other forms of academic dishonesty are not acceptable. Students should consult the Academic Integrity Policy (Appendix A) for a full description of the expectations of students and procedures for dealing with violations of academic integrity.

Class Attendance

Students enrolled in online programs are expected to maintain continuous enrollment for the duration of the program. This allows students to build relationships within the online community. Online courses invite students into a community of engaged practitioner scholarship. Courses consist of seven or eight weekly modules, with a new module beginning each week in the Canvas Learning Management System (LMS). Students are expected to log in to the course frequently (at least 5 days per week), master the course material, whether written or in other digital media formats, and to engage the professor and fellow students through the Canvas medium. Weekly individual assignments will allow students to demonstrate mastery over the course outcomes and competencies. Weekly readings and discussion boards will allow students to do what advanced scholar practitioners do: Question the material, reflect on application, note areas of interest, respectfully challenge each other, and discover connections to other readings in peer-reviewed journals.

If a student fails to participate in a course for seven days, meaning that s/he has not logged in and/or submitted assignments (whether graded or not), s/he will be automatically dropped from 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 his/her instructor so appropriate arrangements can be made.

Academic Leave

Abilene Christian University Dallas (ACU-Dallas) is committed to providing each student with the academic and student support needed to succeed in graduate certificate and degree programs in order to reach the student's stated academic and related personal and professional goals.

As such, ACU-Dallas encourages each student to complete all required courses in a timely manner and with excellence, and to seek help as soon as it is anticipated or needed. However, ACU-Dallas understands that there are rare, extenuating circumstances that may severely limit a student's ability to proceed with academic study as planned, and has established the following policy to support students with such extreme circumstances.

An academic leave is defined as any future session during which an ACU-Dallas student will not be taking any courses through ACU-Dallas (e.g., Summer I, Summer II, Fall, I, etc.). Academic leave is granted upon application by the student only.

Policy

1. Any withdrawal from a course that occurs on the first day of the course or after, is considered to be a course withdrawal.

2. Academic leave may be requested for the next sequential session only.

3. Academic leave may be requested for only one session at a time.

4. Academic leave may be approved up to a maximum of two continuous sessions, with the following maximum cumulative academic leave limits during the graduate certificate or degree program.

> a. Graduate Certificate: 3 months (or 90 days), beginning the first day of the initial leave, whichever is greater.
>
> b. Master's Degree: 6 months (or 180 days), beginning the first day of the initial leave, whichever is greater.
>
> c. Doctorate Degree: 12 months (or 365 days), beginning the first day of the initial leave, whichever is greater.

Procedure

1. Any student requesting an academic leave must first meet or speak with his or her Graduate Student Services Advisor to explain the need for a leave, and request an Academic Leave/Withdrawal Application.

2. Next, a student requesting an academic leave must complete and submit an Academic Leave/Withdrawal Application to his or her Graduate Student Services Advisor.

3. A follow-up conversation may be required with the Academic Program or Student Services Team for clarification and/or identification of resources that may allow the student to continue progressing in academic course(s), prior to approval of the academic leave.

4. Each student's request for academic leave will be reviewed by the Program Director or Student Services Associate Director, with a decision emailed to the student within three (3) business days of the student's request, via the student's ACU.edu email address, the official means of e-mail communication at ACU-Dallas.

5. The date that the Academic Leave/Withdrawal Application is received by the Academic Program or Student Services Team will be the official date of the request, for all financial services purposes.

Withdrawal from a Course

Policy

1. Any withdrawal from a course that occurs on the first day of the course or after, is considered to be a course withdrawal.

2. A course withdrawal will result in a grade of "W" (withdrawal) until 12:01 AM CST of the first day of the fifth week of the course.

3. A course withdrawal will result in a grade of "F" (failing) after 12:01 AM CST of the first day of the fifth week of the course.

4. No grades of "I" (incomplete) will be permitted.

5. All course fees will be the responsibility of the student requesting the withdrawal, according to the ACU-Dallas course refund policy in place at the time of the course withdrawal.

Procedure

1. Any student requesting a course withdrawal must first meet or speak with his or her Graduate Student Services Advisor to explain the need for a withdrawal, and request an Academic Leave/Withdrawal Application.

2. Next, a student requesting a course withdrawal must complete and submit an Academic Leave/Withdrawal Application to his or her Graduate Student Services Advisor.

3. A follow-up conversation may be required with the Academic Program or Student Services Team for clarification and/or identification of resources that may allow the student to continue progressing in his/her academic course(s), prior to approval of the withdrawal.

4. Each student's request for a course withdrawal will be reviewed by the Program Director or Student Services Associate Director, with a decision emailed to the student within three (3) business days of the student's request, via the student's ACU.edu email address, the official means of e-mail communication at ACU-Dallas.

5. The date that the Academic Leave/Withdrawal Application is received by the Academic Program or Student Services Team will be the official date of the request, for all financial services purposes.

6. Any student withdrawing from his or her current course must provide the anticipated return date, consistent with the leave policies in section IA.

7. If the course from which a student is withdrawing is in sequence, the student must complete the course from which (s)he withdrew prior to completing any additional course(s).

Concurrent Enrollment Policy

ACU students are generally expected to take their courses at ACU. Only in exceptional circumstances may students petition, in advance, to receive credit for a course at another institution during a semester that they are enrolled for courses at ACU. Concurrent enrollment includes correspondence, distance, and online courses. Petitions for concurrent enrollment must be approved by the program director, dean, and provost. Generally, courses from other colleges or universities will not count as hours enrolled for financial aid eligibility.

Changing or Adding a Major

Any student changing degree programs or changing a major within a degree program must notify their Student Services Advisor. Any student changing from a certificate program to a degree program must contact the College. For students to make a change, the programs affected must agree.

The Add/Change Major form must be sent to the College. Graduate students are responsible for an up-to-date file concerning course work and correspondence from ACU.

Withdrawing from the University

A University withdrawal is defined as an official departure from a student's assigned graduate certificate or degree plan, in excess of the academic leave limits established above, and/or a leave or withdrawal from courses without plans to resume study or re-enroll at ACU-Dallas within the next one calendar year (365 days).

Policy

    1. ACU-Dallas would like to have the opportunity to assist each student with completing his or her selected graduate certificate or degree program.   If a student is unsure where to get assistance needed, a student should contact his or her Graduate Student Services Advisor before making plans to withdraw. A university withdrawal may be provided as a last resort for a student who cannot continue in his or her graduate program of study.

Procedure

    1. Should a student decide not to return to ACU-Dallas the following session, (s)he will need to meet with his/her Graduate Student Services Advisor to discuss the need to withdraw, and request an Academic Leave/Withdrawal Application. Completing the withdrawal process may result in a hold on transcripts, failure to release loans, and other possible financial implications.

2. The date that the Academic Leave/Withdrawal Application is received by the Academic Program or Student Services Team will be the official date of the request, for all financial services purposes.

Re-enrollment into the University

ACU students are generally expected to take their courses at ACU. Only in exceptional circumstances may students petition, in advance, to receive credit for a course at another institution during a semester that they are enrolled for courses at ACU. Concurrent enrollment includes correspondence, distance, and online courses. Petitions for concurrent enrollment must be approved by the program director, dean, and provost. Generally, courses from other colleges or universities will not count as hours enrolled for financial aid eligibility.

Policy

1. Any student who has withdrawn officially from ACU-Dallas, or whose academic leave has exceeded the maximum allowance for his or her graduate certificate or degree program may be reconsidered for re-enrollment. If a student's leave has not exceeded one year, (s)he may request to reactivate his/her enrollment without reapplying to the academic program.

2. After one year of leave, a student who wishes to re-enroll in courses at ACU-Dallas should expect to begin the application process again, and will be responsible for fees and all required materials.

3. After a year of accumulated leave/withdrawal, a student requesting re-enrollment at ACU-Dallas must meet all admission requirements and fees in place at the time of reapplication, and adhere to the program catalog, degree requirements, and student handbook in place at the time of re-enrollment, if granted.

Transcripts

To order an official transcript contact:

<div align="center">

Office of the Registrar
Web: www.acu.edu/transcript
Email: transcriptrequest@acu.edu
Fax: 325-674-2238

</div>

All requests for official transcripts must be in writing and bear the signature of the person whose record appears on the transcript.

Transcripts will be release to students who are in good standing with the university.

Transcripts will be processed only upon the signed request of the student and after all bills and "holds" have been cleared.

All students who have had a loan, upon leaving ACU, must complete a federally-required exit interview with Student Financial Services before transcripts can be released.

No changes will be made to a student's transcript after the degree has been posted. Students may view their academic history on the web via my.acu.edu regardless of outstanding bills or holds.

Registration

Once admitted to an online program, you will be required to attend an online New Student Orientation and a Library Resources Orientation. Student Services Advisors will create a course schedule for students' first year of the program. Students will be automatically registered for their course each session unless they communicate to their Student Services Advisor that they will not be taking a course. It is the responsibility of the student to communicate with the Student Services Advisor if s/he wishes to change his/her enrollment status.

Students are expected to purchase their course books/materials prior to the start of course. A book list will be sent via e-mail from the Student Services Advisor. Students may purchase their books from their preferred vendor and in their preferred format.

Course Load

For students who are enrolled in fully online programs, a full load is defined as 6 or more credit hours during a long semester. A half load is defined as 3 hours during a long semester.

Transferring Credit

Graduate credits earned at ACU prior to admission to a degree program may, with the consent of the advisor and the dean, be used in satisfying prerequisites (leveling requirements) or degree requirements.

Transfer of graduate work from other institutions must be approved by the program director and by the dean and must fall within the time limit for degrees (see section on Degree Time Limit). However, grades from transfer work do not apply toward the GPA at ACU. Transfer credit may not constitute more than 25 percent of the hours required for a degree. No grade below a "B" will be accepted in transfer. Graduate courses taken by correspondence may not be transferred to ACU.

Grading

Grades	Meanings	Points
A	Excellent	4.0
B	Good	3.0
C	Poor	2.0
D	Inferior	1.0
F	Failing	0.0
I	Incomplete	0.0
IP	In Progess	0.0
W	Withdrawn	Not Counted
WP	Withdraw Passing	Registered
WF	Withdraw Failing	Not Counted
CR	Credit	Not Counted
NC	No Credit	Not Counted

A student's grade point average (GPA) is based on courses taken at ACU. It is determined by dividing the total number of grade points attempted (see table below) by the total number of hours attempted (not including hours where grade points are not counted). Current GPA is a student's GPA for a single term; cumulative GPA is the overall GPA for all the terms a student has been enrolled in ACU. All graduate students must have a minimum of 3.0 GPA on all work taken at ACU for graduate credit to graduate.

Course Numbering

ACU uses a three-digit course numbering system. Courses numbered 500, 600, and 700 are graduate level courses. At the master's level, at least half of all graduate credit must be in 600 or 700-level courses. Courses numbered 700 or above in the Graduate School of Theology may be taken by doctoral students only.

Degree Plan

The number of credit hours for various degrees ranges from 30 to 84. All ACU master's degrees require a minimum of 30 semester hours. The doctorate degree requires a minimum of 30 hours beyond the master's degree.

Online programs are generally lock-step, meaning that students will be registered by their student service advisor for courses according to a pre-determined sequence. Of the hours required for a master's degree, at least one half must be in 600 or 700-level courses.

If a degree plan changes during a program, the student is responsible for notifying the dean. Degree audits are conducted according to the catalog in effect at the time of enrollment. If problems arise, students are urged to confer with their advisor or, upon request of an advisor, with the dean.

Graduation

A degree candidate must submit an Intent to Graduate to the College prior to the beginning of the final semester. Any student who does not complete graduation requirements during the semester for which he or she has filed must reapply for a later graduation date. Degrees are posted on the student's transcript for the term in which all requirements have been completed. Diplomas are mailed to students after the degree is posted (approximately two months after commencement).

Two or More Master's Degrees

The number of semester hours required for various degrees ranges from 30 to 84. When students choose to complete a second master's degree from ACU, they may count a limited number of courses from the first degree toward the second degree if courses from the first degree are also requirements for the second degree. The minimum number of additional hours required for a second master's degree is:

Degree Hours	Additional Hours Needed for Second Degree
41 or fewer hours	24 hours
42-59	21
60-72	18

When combining two degrees, the larger of the two is the basis for calculation of hours required. Please note that these are minimum requirements for two degrees. Programs may have more stringent guidelines.

Thesis, Project and Dissertation Requirements

Students who are doing a thesis, project, or dissertation are responsible for following the required process for writing and completing the project. Students who are writing theses or dissertations should consult the guides for these projects from their program directors.

After students begin formal work on a thesis or dissertation project, they are expected to continue working on it each semester until it is completed and formally approved or until they terminate their graduate career at ACU. In order for the project to remain in an active status, students must enroll in continuation each semester until completion of the project. Students must contact their Student Services Advisor to enroll. Each subsequent registration will be for zero credit hours in masters programs and three credit hours in doctoral programs. For masters programs, the student will be charged a continuation fee equal to half of one hour of tuition at the current rate for each semester of continuation.

Students in doctoral programs will be charged full tuition at the current rate during each semester of continuation.

Students failing to maintain continuous registration must be readmitted to ACU in order to continue and complete the requirements within the degree time limit, as stated in the current handbook. If a student fails to make progress on their work, the faculty member in consultation with the committee has the right to administratively withdraw the student with a W.

Capstone and Practicum Requirements

Students needing to extend the time to complete capstone or practicum requirements must request an extension. Upon approval by the program director, students will be enrolled in GRAD 696 Capstone/Practicum Continuation and be charged a continuation fee. The continuation course is zero credit hours and the fee is equivalent to one half-hour of tuition for each session of the extension (maximum of one hour of tuition per semester). If students who receive an extension fail to make progress on their work, the faculty member has the right to administratively withdraw the student with a W, and the student will be required to retake the course at the full tuition rate.

Repeating a Course

1. A graduate student may retake a course only one time. The student must specify that the course is a repeat course at the time of registration.

2. If a student withdraws from a "repeated" course, it may be taken again.

3. A record of all occurrences of the course will appear on the transcript. Only the most recent grade will be counted in the cumulative GPA. The ability to retake a course may be limited by curriculum changes or by program policies.

4. If the previous grade is a "C" or below, the grade will still count against the maximum number of low grades allowed for the degree.

Low Grades

The maximum number of C's allowed in a graduate program falls under the guidelines from the following table. In each case, a GPA of 3.0 must be maintained for completion of a degree.

Hours in Degree	Hours of C's Allowed
<40	6
40-66	9
67+	12

If a student receives a grade of "D" or "F" in a course, this may constitute grounds for probation or suspension. However, if a student is allowed to continue, not only must the course be retaken, but a "D" or "F" is counted against the limit of C's allowed in a program. Courses in which a student receives a grade of "D" or "F" may not be counted toward the degree.

Grade Appeals

The university has a procedure for dispute resolution. In general, the order of resolution is to begin at the initial level of the dispute. Usually, the student should attempt to resolve the dispute with the professor in question or with the program director, if it is a program or class matter. The student may then go to the program director who normally resolves all disputes within the program. The student, however, may appeal the program director's decision to the college dean and finally to the provost.

Dismissal

The College of Graduate and Professional Studies, through action of the dean, reserves the right to refuse continued enrollment to any student who is negligent in conforming to student regulations or academic standards.

If a student is dismissed from the University for academic reasons, the student may reapplyafter two long semesters. At that time, the student will be required to submit a personal statement indicating how he or she will be prepared for academic success for re-enrollment. The reenrollment decision will be made by the academic program department chair and the graduate school.

Academic Probation and Suspension

Any student who does not maintain a 3.0 will be placed on academic probation. If during the next enrollment, he or she fails to attain a 3.0 average, he or she may be suspended. Enrollment in a graduate program while on academic probation will not be permitted for more than one 16-week semester.

In the case of suspension, a student may re-apply to the program after a reasonable length of time as determined in each case by the dean and the program director. The student must be able to provide evidence indicating future success. However, re-application does not guarantee admission. The dean, consulting with the program director, will decide whether the student should be readmitted, and if so, whether special conditions should be required for readmission.

When students are readmitted after suspension, they are placed on probation for one semester and must meet satisfactory academic progress requirements to continue to receive financial aid. If they do not make satisfactory progress that semester, they are required to withdraw from school.

Incomplete Grades

Due to the interactive nature and fixed duration of an online course, students may not receive Incomplete (I) or In Progress (IP) grades for online courses.

Students unable to complete course requirements must withdraw and receive the grade they have earned without completing the course requirement. Contact the course instructor and Student Services Advisor if an exceptional circumstance occurs after the withdraw date and before the end of the course that prevents successful completion. If an instructor agrees to give a student an I or IP in this circumstance, the student will not be permitted to enroll in another course until the I or IP is completed.

An "IP" must be removed during the next 16-week semester following the one for which it was assigned or it will automatically be converted to an "I." Also, an "I" must be removed during the subsequent 16-week semester or it turns into an "F." As long as an "I" grade remains on a student's record, it is counted as an "F" in computing the GPA. Incomplete work cannot be submitted for a grade after one year from the end of the semester in which the student was enrolled in the course. Exceptions are selected practicums, internships, theses, and dissertations where grades of "IP" remain. The student is responsible for requesting and completing an "I" when applicable. A student who enrolls in a class and does not attend (or stops attending) but does not officially withdraw will be assigned a failing grade for that class.

Concurrent Enrollment Policy

ACU students are generally expected to take their courses at ACU. Only in exceptional circumstances may students petition, in advance, to receive credit for a course at another institution during a semester that they are enrolled for courses at ACU. Concurrent enrollment includes correspondence, distance, and online courses. Petitions for concurrent enrollment must be approved by the program director, dean, and provost. Generally, courses from other colleges or universities will not count as hours enrolled for financial aid eligibility.

Degree Time Limit

The time begins with the earliest course taken that applies to the degree program. After a student has enrolled for graduate credit, all work for a graduate degree must be completed within six years for 30-45 hour degrees; seven years for 46-61 hour degrees; and eight years for degrees up to 90 hours. This regulation applies to work being transferred from another institution as well as to work done at ACU.

Exception Requests

A student must make a written request for an exception to a policy outlined in this Student Handbook. For example, a student might wish to request to take additional hours in a given semester or term, to transfer more than the maximum number of hours from another institution, to extend his or her maximum time to complete the graduate degree, or some other exception to policy.

Petition forms are available from the College. The student should state the request and provide any necessary supporting material. The form must first be submitted for approval to the program director and will then be forwarded to the dean for evaluation and consideration. Most of these requests will be presented to the College's academic council for approval. The decision of the academic council is final.

COLLEGE OF GRADUATE
AND PROFESSIONAL
STUDIES

The mission of the College of Graduate and Professional Studies is to prepare students for Christian service and leadership by providing them with the knowledge and skills to advance their careers, thereby placing them in positions of influence for the expansion of God's purposes in the world.

MESSAGE FROM
THE DEAN

Welcome to ACU Dallas and the College of Graduate and Professional Studies. ACU has been providing high quality online graduate education since 2007. The College consists of three professional schools, each offering several online graduate programs: the School of Educational Leadership, the School of Professional Studies, and the School of Health and Human Services.

ACU's online graduate programs are designed to provide students with comprehensive training and skills in their discipline built upon the foundation of our Christian mission with a commitment to helpingstudents identify their work as vocation that contributes to furthering God's purposes for the world.

At ACU, students receive high quality graduate education through well-designed online courses and an emphasis on practical experience. Highly qualified subject matter experts work closely with instructional designers to design courses that are academically rigorous while encouraging practical application. Our students pursue online graduate degrees to enhance and develop discipline-specific skills, to enter new careers, or to pursue new opportunities in their current professions.

The academic programs offered by the College of Graduate and Professional Studies contribute to the fulfillment of the ACU mission of educating Christ-centered, global leaders. We hope you will take on this mission as your own as you seek God's purpose for your professional journey!

Blessings,

Jaime D. Goff, Ph.D., LMFT, LPC
Dean, College of Graduate & Professional Studies
Abilene Christian University - Dallas

Online Graduate Program Design

Abilene Christian University's online programs allow students to realize career-advancing opportunities while continuing to work. Programs are designed for:

Flexibility – Log in anytime, from any Internet connection. Post responses on the discussion board, receive feedback and submit assignments, 24 hours a day, seven days a week, 365 days a year. The online program courses are not self-paced, but are designed to allow for flexibility in meeting the scheduling needs of busy professionals.
Connection – Gain individualized attention from faculty and develop close relationships with fellow learners as you interact with them creating a vast network of professional contacts.
Interaction – post and respond to messages with fellow leaders.
Timely Curriculum – Course content is continually updated. Assignments incorporate the specific issues students deal with daily allowing them to apply lessons from each course.
Each academic year has three semesters; each online semester consists of two sessions with six sessions per year. The dates of these sessions and other important dates regarding course enrollment are included in the ACU Online Academic Calendar. Most courses are seven weeks in duration with a few that are eight weeks. The online programs are not self-paced but are
designed to allow for flexibility in meeting the scheduling needs of busy professionals.

Please Note: Students must have access to a computer with an internet connection (high speed internet access recommended). Students also need a DVD player or video streaming service and sufficient technical proficiency for the online environment. Students must be able to open and send documents with MS Word, PDF, Excel, and Powerpoint formats and have email capabilities.

Educational Outcomes

An education for Christian service and leadership differs from other types of education primarily in its unifying emphasis on Christian values. Faculty and students at ACU work together toward spiritual, social, intellectual and professional goals in undergraduate and graduate programs in both liberal and professional studies. Those who graduate from master's programs at ACU should:

1. Be able to review and critically analyze original research and, in disciplines where appropriate, be able to conduct research projects.

2. Demonstrate expertise in a specialized area at the level to achieve professional certification or licensure, to be admitted to a doctoral program or to perform successfully in a chosen career field.

3. Be able to articulate, critically analyze and synthesize foundational theories and philosophies undergirding his or her academic discipline.

4. Analyze axiological assumptions and philosophies of the field from a Christian perspective

5. Form contacts with appropriate communities and organizations.

We believe that individuals who possess the above competencies will have a love of learning and will pursue truth and significance in every experience throughout their lives.

DOCTOR OF EDUCATION IN ORGANIZATIONAL LEADERSHIP (ED.D.)

Peter Williams, Program Director & Assistant Dean of the School of Educational Leadership
16633 N. Dallas Parkway, Suite 800
Addison, TX 75001
Email: pew15a@acu.edu

Full-Time Faculty

Brian Cole, Assistant Professor
Lloyd Goldsmith, Professor
Karen Maxwell, Associate Professor
Linnea Rademaker, Professor

Adjunct Faculty

Michael Akintayo
Tiffany Awkard
Randy Burk
Brian Cole
Lawrence Davenport
Karan Duwe
Simone Elias
Harold Fisher
Sandra Hightower
Rebecca Hudson
Angela Hughes
Jim Lang
Matt Johnson
Colleen Ramos
Charles Roe
Sean Spear
Mark Weatherly
Jenifer Williams
Leah Wickersham Fish

Introduction

The mission of the Ed.D. in Organizational Leadership is to prepare professionals in a variety of contexts for leadership roles. A distinguishing feature is a focus on the vocation of leadership in complex organizational cultures to develop effective practice. This is accomplished through equipping leaders to:

Lead with purpose based upon the foundation of vocation, rooted in Christian principles;

Effectively develop organizational resources;

Build effective communication structures and collaborative relationships;

Apply organizational assessment and evaluation strategies; and

Demonstrate healthy leadership practices to influence organizational culture.

The Ed.D. will consist of a minimum of 54 credit hours consisting of 24 foundational hours; 12 hours of research methods; a 12-15 hour track in the student's choice of specialization (conflict resolution, higher education, leadership of digital learning, principal leadership - advanced standing only, or superintendency - advanced standing only); and a minimum of six hours of dissertation credit. Students with a master's degree in an existing track may be given advanced standing of up to 15 credit hours to serve as their specialization track with the approval of the Program Director.

Graduates of the Ed.D. in Organizational Leadership will be prepared for executive leadership roles in a variety of settings including primary and secondary schools and school districts; colleges and universities; nonprofit agencies; and a varity of other business settings.

Admission Requirements

An education for Christian service and leadership differs from other types of education primarily in its unifying emphasis on Christian values. Faculty and students at ACU work together toward spiritual, social, intellectual and professional goals in undergraduate and graduate programs in both liberal and professional studies. Those who graduate from master's programs at ACU should:

1. Be able to review and critically analyze original research and, in disciplines where appropriate, be able to conduct research projects.

2. Demonstrate expertise in a specialized area at the level to achieve professional certification or licensure, to be admitted to a doctoral program or to perform successfully in a chosen career field.

3. Be able to articulate, critically analyze and synthesize foundational theories and philosophies undergirding his or her academic discipline.

4. A statement of interest in the program addressing such topics as the candidate's view of leadership, ability to create followers, propensity to take risks, preseverence and demonstrated achievements, future career/life objectives, and reasons for pursuing a doctoral degree;

2. Professional CV or resume; and

3. Either (a) an academic writing sample of no more than 5 pages utilizing a style guide and including in-text citations and a reference page written within the last five years; or (b) completion of a writing exercise in response to a prompt provided by ACU Dallas. Applicants who choose to submit their own writing sample may be asked to complete the writing exercise if the admissions committee is unable to make a determination of writing skills based on the submitted sample. Because effective academic writing is an essential skill in doctoral study, students who do not demonstrate the necessary writing skills to be successful may be placed on academic probation and be required to participate in writing enhancement tutoring.

Degree Plan: Doctor of Education in Organizational Leadership (ED.D.)

Major Code: EDD - Doctor of Organizational Leadership
Concentration Code: CON - Conflict Resolution Track; HIE - Higher Education Track; PRN - Principal Leadership Track; SPT - Superintendency Track; LDLG - Digital Learning Track

Requirements for the Ed.D. in Organizational Leadership are:
    1. FOUNDATIONAL COURSES (24 hours)
        a. LEAD 701 Introduction to Doctoral Study (3 hours)
        b. LEAD 741 Human Resource Development (3 hours)
        c. LEAD 744 Technology and Financial Resource Development (3 hours)
        d. LEAD 731 Leading Organizational Change (3 hours)
        e. LEAD 724 Leadership in Diverse Contexts (3 hours)
        f. LEAD 711 Theories and Practices of Effective Leadership (3 hours)
        g. LEAD 721 Contemporary Issues in Organizational Leadership (3 hours)
        h. LEAD 714 Self-Assessment in Leadership (3 hours)
    2. RESEARCH COURSES (12 hours)
        a. LEAD 781 Organizational Assessment and Evaluation (3 hours)
        b. LEAD 784 Qualitative Methods and Action Research (3 hours)
        c. LEAD 786 Quantitative Analysis (3 hours)
        d. LEAD 791 Dissertation Prospectus Seminar (3 hours)
    3. SPECIALIZATION (12-15 hours) - Student selects one specialization from the following:
        a. SCHOOL SUPERINTENDENT - Advanced Standing Only (15 hours) -
            EDUC 668 is required by the Texas Education Association for all students who plan to seek Texas Certification. Students seeking certification from another state should contact the Department of Education in their state to inquire about certification requirements.
                i. EDUC 656 School Finance

   ii. EDUC 672 Educational Facilities
   iii. EDUC 674 Policy and Politics in Education
   iv. EDUC 676 District Instructional Leadership
   v. EDUC 668 Practicum/Capstone in the School Superintendent

 b. PRINCIPALSHIP - Advanced Standing Only (15 hours) - Students selecting this track should work with their advisor to select four courses from this list in addition to EDUC 660P. EDUC 660P is required by the Texas Education Association for all students who plan to seek Texas Certification. Students seeking certification from another state should contact the Department of Education in their state to inquire about certification requirements.
   i. EDUC 621 Overcoming Learning Barriers
   ii. EDUC 680 Allocating Resources and Structuring the School for Learning
   iii. EDUC 682 School Law, Ethics, and the Learning Community
   iv. EDUC 687 Managing Data to Improve Student Learning
   v. EDUC 684 Meeting the Learning Challenge
   vi. EDUC 686 Reframing Learning
   vii. EDUC 688 Creating Effective Learning Environments
   viii. EDUC 660 Practicum/Captsone in Principalship

 c. CONFLICT RESOLUTION (15 hours)
   i. CONR 620 Leadership in Peacebuilding (3)
   ii. CONR 601 Conflict Theory and Communication (3)
   iii. CONR 605 Negotiation and Mediation (6)
   iv. CONR 612 Conflict Management Systems Design (3)

 d. HIGHER EDUCATION (12 hours)
   i. HIED 611 Foundations of Higher Education
   ii. HIED 613 Introduction to Student Services
   iii. HIED 622 College Students and Student Development
   iv. HIED 643 Legal and Ethical Issues in Higher Education

 e. LEARNING WITH EMERGING TECHNOLOGIES (15 hours)
   i. EDUC 651 Leading Continuous Improvement of Digital Learning
   ii. EDUC 652 Leading Evolving Digital Learning Systems
   iii. Adult Learning and Development
   iv. Instructional Design
   v. EDUC 661 Capstone in Curriculum and Instruction

4. DISSERTATION RESEARCH (minimum of 6 hours) - Students who do not complete the dissertation in the minimum of 6 hours will continue to register for three hours of dissertation continuation each term until the dissertation is completed. Students should review the Ed.D. Dissertation Guide for more detailed information about the dissertation process.

5. DISSERTATION DEFENSE - Students should review the Ed.D. Dissertation Guide for more detailed information about the dissertation process.

DOCTOR OF NURSING PRACTICE (DNP)

Dr. Tonya McGee, Program Director
16633 N. Dallas Parkway, Suite 800
Addison, TX 75001
Email: tcs15b@acu.edu

Introduction

The School of Health and Human Services in the College of Graduate and Professional Studies, offers a Doctor of Nursing Practice. This program is offered online with optional residency experiences. The mission of the Doctor of Nursing Practice program is to prepare advanced practice nurses for the generation of knowledge through practice changes that impact individual and population health outcomes. This is accomplished through:

> **Integration of nursing science with knowledge from ethics, biophysical, psychosocial, analytical and organizational sciences to enhance health and alleviate or ameliorate illness;**

> **Development, implementation, and evaluation of care delivery approaches;**

> **Utilization of resources to implement quality improvement;**

> **Development of consultative and leadership skills to create excellence in health care delivery;**

> **Demonstration of advanced clinical judgment, systems thinking, and accountability; and**

> **Integration of Christian identity in influencing the health care delivery system to promote social justice, equity, and ethical policy.**

The DNP consists of 39 credit hours and 504 practicum clock hours consisting of ten core courses and three research courses, two of which contribute to the development of the DNP project. Graduates of ACU's Doctor of Nursing Practice (DNP) program will be prepared to evoke change and improvement in health outcomes and quality care through implementation of quality improvement processes that positively impact the health of individuals and communities. DNP graduates of ACU will be prepared to impact change and contribute to quality health care delivery in many clinical settings, while also impacting the legal and ethical care of healthcare delivery models.

Admission Requirements

1. Application for admission with a nonrefundable $75 processing fee.

2. Master's in Nursing from an accredited school of nursing (NLNAC, CCNE).

3. Official transcripts from the accredited colleges or universities that awarded the baccalaureate and master's degrees to the applicant sent in a registrar's sealed and stamped/signed envelope or official electronic transcripts.

4. Proof of unencumbered registered nurse and current advanced practice nursing licensure and certification.

5. Minimum graduate cumulative GPA of 3.0 on 4.0 scale or higher.

6. Two recommendation letters that attest to the applicant's academic abilities, character, and professional ability.

7. Evidence of a basic statistics course.

8. Current CPR certification (Healthcare Provider BLS).

9. A 500 word essay statement of your interest in the Doctor of Nursing Practice and your intended capstone topic.

10. Current immunizations, including evidence of Hepatitis B immunity/vaccination and evidence of negative tuberculin skin testing (PPD) or chest xray within one year of admission.

11. Current health insurance.

12. Clear criminal background check.

13. Portfolio with the following:
    a. *REQUIRED*: Writing sample of one of the following that demonstrates the applicant's professional writing skills: copy of journal publications, abstracts, editorials, technical report, master's thesis, or training manual utilizing proper style manual writing (i.e. APA).
    b. Copies of in-service presentations where you were the presenter or main contributor.
    c. Description of your role on PI/QI projects or committee work.
    d. Description of volunteer work, if any, related to your profession.
    e. Professional CV or resume.

Degree Plan: Doctor of Nursing Practice (DNP)

Major Code: DNP
Requirements for the Doctor of Nursing Practice are:
1. FOUNDATIONAL COURSES (30 hours)
   a. NURS 701 The DNP Role (3 hours))
   b. NURS 712 Epidemiology and Population Health (3 hours; 42 clock hours)
   c. NURS 703 Informatics to Improve Patient Outcomes (3 hours; 42 clock hours)
   d. Genomic Implications in Advanced Practice (3 hours)
   e. Healthcare Finance for Advanced Practice Nursing (3 hours)
   f. Role of the DNP in Policy Development (3 hours; 42 clock hours)
   g. Foundations of Integrative Care (3 hours)
   h. Role of the DNP in Chronic Care (3 hours; 126 clock hours)
   i. Systems Leadership for Safety, Quality, and Efficiency (3 hours; 42 clock hours)
   j. Healthcare Reform and Pay for Performance (3 hours; 84 clock hours))
2. RESEARCH COURSES (9 hours)
   a. NURS 705 Applied Statistics and Research (3 hours)
   b. DNP Project I (3 hours; 42 clock hours)
   c. DNP Project II (3 hours; 90 clock hours)

BUSINESS ADMINISTRATION (MBA)

Dr. Jonathan Wilson, Program Director & Assistant Dean of the School of Professional Studies
16633 N. Dallas Parkway, Suite 800
Addison, TX 75001
Email: jxw15b@acu.edu

Full-Time Faculty

Ian Shepherd, Professor of Management

Adjunct Faculty

Jonathan Wilson

Introduction

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

Practice effective leadership of themselves, their teams, their organizations, and their external constituents;

Lead organizational innovation effors through effective integration of stragety with appropriate organizational processes and technologies;

Engage in data-informed decision-making; and

Make ethical decisions informed by values and goals that are consistent with relevant laws and Christian principles.

Admission Requirements

1. Application for admission with a nonrefundable processing fee.

2. An official transcript(s) in English (or translated to English) of all previous a attended. The transcript must indicate an earned bachelor's degree from a regionally accredited college or university or equivalent.

3. A 3.0 or better cumulative undergraduate GPA. Provisional admission may be given to students with a 2.5-2.99 cumulative undergraduate GPA, who would then be fully admitted to the program after the successful completion of three courses with a 3.0 GPA.

4. Course prerequisites for admission to the program include basic statistics, basic financial accounting, and economics.

5. Acknowledgement regarding Christian identity of the university/program.

6. Current professional work experience for application of program knowledge. Acceptable past work experience can be considered.

7. Résumé or CV.

8. International applicants to the MBA will be required to complete the standard graduate application requirements for all international students applying to the Graduate School, including TOEFL scores and transcript assessment for degrees completed outside of the United States
(http://www.acu.edu/graduate/prospective-students/international/index.html).

9. Letter of Intent: In a 1-2 page, single-spaced letter addressed to the MBA Program Director, please describe your motivation and fit for ACU's MBA program. Be sure to:

    a. Highlight your strengths

    b. Explain how your professional goals will be advanced through the program objectives and coursework
    (http://ark.acu.edu/mba)**.**

    c. Reflect on how your personal values align with the Christian mission of ACU:
    (http://www.acu.edu/campusoffices/studentlife/student-handbook.html#mission)

    d. If necessary explain any factors where your prior academic or professional performance is not reflective of your potential to be successful in the program.

Degree Plan: Business Administration (MBA)

Major Code: MBA
Program Code: MBA - Master of Business Administration
Concentration Code: ANA - Analytics Track; HCA - Healthcare Administration Track; NPL - Nonprofit Leadership Track; MKG - Marketing Track; OSM - Operations and Supply Chain Management Track; ITLD - Information Technology Leadership Track; MBAG - MBA General Track

Requirements for the MBA are:

    1. PREREQUISITES – Students who have not previously completed these courses will be able to enroll in a 3-week intensive course to meet this requirement

        a. Accounting

        b. Economics

        c. Statistics

    2. CORE COURSES (27 hours):

        a. Leadership

        b. Foundations of Analytics

        c. Business Law and Ethics

        d. Operations and IT Management

        e. Accounting and Finance for Managers

        f. Organizational Behavior

        g. Innovation

        h. Managerial Decision-Making

        i. BUSA 656 Strategic Marketing

    3. ELECTIVES or Concentration Areas (9 hours) - Students have the option of selecting three electives of their choosing or selecting a concentration area as described below. If the student chooses to take electives rather than selecting a concentration, she or he may choose from any of the courses listed in the concentration areas.

        a. Marketing

            i. Digital Marketing and Social Media

            ii. Applied Marketing Research

   iii. Relationship Marketing
  b. Analytics
    i. Data Mining
    ii. Data Management
   iii. Data Visualization and Reporting
  c. Operations and Supply Chain Management
    i. Global Supply Chain Management
    ii. Project Management
   iii. Operations Strategies
  d. Information Technology Leadership
    i. Information Technology Leadership
    ii. Information Technology Services and Administration
   iii. Information Assurance and Control
  e. Nonprofit Leadership
    i. Nonprofit Leadership
    ii. Nonprofit Administration
   iii. Social Entrepreneurship
  f. Healthcare Administration
    i. Health Services Administration
    ii. Healthcare Policy and Ethics
   iii. Innovation and Trends in Healthcare
  g. General - Choose any three courses from concentration lists

CONFLICT RESOLUTION AND RECONCILIATION (M.A.)

Joey Cope, Academic Director
Duncum Center for Conflict Resolution
ACU Box 27770
1541 N. Judge Ely Boulevard
Abilene, Texas 79699-7770

Phone: 325-674-2015 or 800-395-4723
Fax: 325-674-2427
Email: conflictresolution@acu.edu
Web: www.acu.edu/conflict

Full-Time Faculty

Garry P. Bailey, Associate Professor
Joe L. Cope, Associate Professor and Executive Director
Matthew J. Dodd, Assistant Professor

Adjunct Faculty

Joey Halbert
Kimberlee Kovach
Kipi Fleming Ward
Patty Wenetschlaeger

Introduction

The Master of Arts in Conflict Resolution and Reconciliation (MA-CRR) is offered through the Duncum Center for Conflict Resolution. The degree is a 36-credit hour non-thesis program. A 15-credit hour graduate certificate in conflict resolution is also available. The degree and certificate courses are offered in an online format with a mandatory residency session designed to concentrate on practical skill development. In addition, 6 credit hours are taken as a conflict practicum which is arranged in conjunction with the program advisor.

PLEASE NOTE: Because courses are offered online, students must have access to a computer with an internet connection and have sufficient technical proficiency for the online environment.

The program is designed to prepare students to analyze, address and manage conflict effectively and professionally. The faculty and course materials emphasize the importance of reconciliation. The degree will serve professionals currently engaged in careers in business, education, counseling and ministry, as well as individuals engaged in dispute resolution professions.
Primary purposes of the program are to equip and enable graduates who:

> **Are recognized and utilized as peacemakers, regardless of their professional or career positions;**
>
> **Are well-versed in conflict theory and are equipped with the knowledge and skills necessary to effectively manage conflict; Possess the capacity for advancement into positions of leadership and service in a wide range of professions; and**
>
> **Mentor and challenge others to pursue godly lives of collaboration and reconciliation.**

Course work in this program has been designed to provide students with a depth of knowledge in the theory of conflict and its management. The emphasis on reconciliation reflects the importance of maintaining relationships even when the parties disagree. Each student is introduced and immersed in practical skills that both foster those relationships and effectively move parties to agreement.

Since 2000, the Duncum Center has endeavored to equip, encourage, and support individuals as peacemakers in personal relationships, families, churches, schools, professions and communities. It provides reconciliation services for individuals, organizations and churches, as well as providing opportunities for service and experience to program students and graduates.

Admission Requirements

Entrance into the program is not limited to any specific undergraduate degree. The admission requirement for the MA-CRR program are:

1. Complete an application and application fee (see online link to admission);

2. An official transcript(s) in English (or translated to English) of all previous colleges attended. The transcript must indicate an earned bachelor's degree from a regionally accredited college or university or equivalent;

3. A cumulative undergraduate approximate B average or above in the area of focus or related area and evidence of an overall productive GPA;
4. Two letters of recommendation;

5. A purpose statement of no more than 1,000 words detailing the applicant's motivation for undertaking a focused study on conflict resolution and reconciliation; and

6. Upon request, a personal or telephone interview with the program advisor or other departmental faculty or staff.

All candidates for the certificate must complete an application for the certificate program and must submit an official undergraduate transcript that shows a completed bachelor's degree.

Degree Plan: Conflict Resolution and Reconcilation (M.A.)

Major Code: CRR
Certificate Program Code: CER-CR - Certificate in Conflict Resolution,
CER-CRE - Certificate in Conflict Resolution for Educators

Requirements for the MA in conflict resolution and reconciliation are:
    1. FOUNDATION (6 HOURS)
        a. CONR 605 Negotiation and Mediation
    2. MAJOR REQUIREMENTS (24 HOURS)
        a. CONR 601 Conflict Theory and Communication
        b. CONR 610 Managing Conflict in the Workplace or CONR 615 Managing Conflict in Schools or CONR 617 Conflict Resolution in the Church
        c. CONR 630 Advanced Mediation: Marital Disputes
        d. CONR 612 Conflict Management Systems Design
        e. CONR 635 Identity, Culture, and Conflict
        f. CONR 637 Dispute Resolution and the Legal System
        g. CONR 638 Ethics and Conflict Resolution
        h. BUSA 636 Organizational Behavior

3. RESIDENCY SESSION
4. PRACTICUM (6 HOURS)
      a. CONR 643 Practicum (6) or CONR 643 Practicum (3) and
      b. CONR 645 Practical Skills and Theory in Conflict Resolution (3) (not online)

CONR 643 Practicum and CONR 645 Practical Skills and Theory may be started after the student has successfully completed CONR 605, Residency Session, and nine additional hours.

CERTIFICATES IN CONFLICT RESOLUTION (CER)

The graduate certificate in conflict resolution is offered for those students who are not seeking the graduate degree yet desire specialized education in conflict management. The certificate is a 15-credit hour program. A residency session is required to successfully complete the certificate.

The Duncum Center for Conflict Resolution also offers a 12-credit hour graduate certificate in conflict resolution designed specifically for educators. This unique program includes on-line course work and a one-week residency session for the development of practical skills and for preparing trainers of mediators in the school setting. Special materials for trainers will be provided. Students may apply 12 hours toward the Master of Education in Leadership of Learning degree. Please see the section of this handbook on Education programs for more information about this certificate.

PLEASE NOTE: Because courses are offered online, students must have access to a computer with an internet connection and have sufficient technical proficiency for the online environment.

Admission Requirements

1. Application for admission with a nonrefundable processing fee.

2. An official transcript(s) in English (or translated to English) of all previous colleges attended. The transcript must indicate an earned bachelor's degree from a regionally accredited college or university or equivalent.

Degree Plan: Conflict Resolution (CER)

Major Code: CONR
Requirements for the certificate in conflict resolution are:
    1. FOUNDATION (6 HOURS)
        a. CONR 605 Negotiation and Mediation
    2. REQUIRED (3 HOURS)
        b. CONR 601 Conflict Theory and Communication

3. ELECTIVES (6 HOURS)
   a. CONR 610 Managing Conflict in the Workplace or CONR 615 Managing Conflict in Schools or CONR 617 Conflict Resolution in the Church
   b. CONR 612 Conflict Management Systems Design
   c. CONR 630 Advanced Mediation: Marital Dispute
   d. CONR 635 Identity, Culture, and Conflict
   e. CONR 637 Dispute Resolution and the Legal System
4. RESIDENCY SESSION

EDUCATION (M.ED.)

Wade Fish, Program Director
16633 N. Dallas Parkway, Suite 800
Addison, TX 75001
Email: wade.fish@acu.edu

Full-Time Faculty

Lloyd Goldsmith, Professor
Karen Maxwell, Assistant Professor

Introduction

The School of Educational Leadership in the College of Graduate and Professional Studies offers a Master of Education (M.Ed.) in Instructional Leadership with tracks in Conflict Resolution for Educators and Leadership of Digital Learning as well as a Master of Education (M.Ed.) in Higher Education (see section on Higher Education below). Students in the Instructional Leadership program may also be able to complete the requirements for the Graduate Certificate in Conflict Resolution for Educators (see the Conflict Resolution and Reconciliation section of this catalog for certificate information). The mission of the M.Ed. in Instructional Leadership is to equip students to serve in a variety of classroom and school leadership positions such as principals, department chairs, lead teachers or supervisors, coaches, or athletic directors.

Admission Requirements

1. Complete an application and application fee (see online link to admission);

2. An official transcript(s) in English (or translated to English) of all previous colleges attended. The transcript must indicate an earned bachelor's degree in education or related field from a regionally accredited college or university or equivalent;

3. A cumulative undergraduate approximate B average or above in the area of focus or related area and evidence of an overall productive GPA;

4. Submit a current resume;

5. Two letters of recommendation;

6. A purpose statement (2 pages double spaced, typed) including philosophy of education.

Program Requirements

Students who successfully complete this degree plan may be eligible to become a candidate for principal certification in Texas if they complete the Principal Leadership track. Students seeking Texas certification must pass the state-required Texas Examinations of Educator Standards (TExES) prior to certification. The state of Texas awards professional certification only to persons with at least two years of verified teaching experience. Candidates for principal certification from states other than Texas are strongly encouraged to contact the appropriate state department of education for more information regarding certification requirements. It is the responsibility of the student to stay abreast of their state's credentialing requirements.

Degree Plan: Education (M.ED.)

Major Code: LEAD
Concentration Code: MED IL - MEd in Instructional Leadership
Concentration Code: ILCR - Conflict Resolution Track; DL - Digital Learning Track

Requirements for the M.Ed. in Instructional Leadership are:
    1. CORE CLASSES
        a. EDUC 683 Implementing Continuous Improvement
        b. EDUC 684 Meeting the Learning Challenge
        c. EDUC 686 Reframing Learning
        d. EDUC 687 Managing Data to Improve Student Learning
        e. EDUC 688 Creating an Effective Learning Environment
    2. SELECT ONE OF THE FOLLOWING TRACKS:
        a. CONFLICT RESOLUTION FOR EDUCATORS (15 hours)*
            i. CONR 605 Negotiation and Mediation (6 hours)
            ii. CONR 601 Conflict Theory and Negotiation
            iii. CONR 615 Managing Conflict in Schools
            iv. EDUC 661 Capstone
            v. Residency Session (Optional; Required for students seeking the Certificate in Conflict Resolution for Educators)

b.LEARNING WITH EMERGING TECHNOLOGIES (15 hours)
    i. EDUC 651 Leading Continuous Improvement of Digital Learning
    ii. EDUC 652 Leading Evolving Digital Learning Systems
    iii. EDUC 6XX Adult Learning and Development
    iv. EDUC 6XX Instructional Design

ACU offers a MEd/EdD Dual Degree. Students transitioning from the M.Ed. program directly into Ed.D program will benefit from completing the Ed.D program at an accelerated rate and reduction in the overall cost of the program (up to 15 credit hours). Students who are accepted into ACU's M.Ed. in Instructional Leadership will have the opportunity to transition into the Ed.D. in Organizational Leadership through an abbreviated application process upon completing the M.Ed.

Terms and Conditions

1. The student must maintain satisfactory progress through the M.Ed. program prior to being admitted to the Ed.D.

2. The student must have a minimum 3.0 GPA in the M.Ed. to be considered for admission to the Ed.D.

3. The student must submit three samples of his/her work in an e-portfolio through Canvas to be evaluated on his/her academic preparation for doctoral work.

4. All students are subject to the University's student policies.

5. Tuition rates are subject to change

Since the following elements of the Ed.D. application will have been completed during the M.Ed. application process, they will be waived for M.Ed. students transitioning into the Ed.D. program:

1. Completion of the application and payment of the application fee.

2. Recommendation letters.

3. Submission of official transcripts.

Students who complete the M.Ed. at ACU and continue into the Ed.D. program based upon the above guidelines may be granted advanced standing of up to 15 credit hours toward the specialization track in the Ed.D. program.

Admission Requirements

1. Complete an application and application fee (see online link to admission);

2. An official transcript(s) in English (or translated to English) of all previous colleges attended. The transcript must indicate an earned bachelor's degree in education or related field from a regionally accredited college or university or equivalent;

3. A cumulative undergraduate approximate B average or above in the area of focus or related area and evidence of an overall productive GPA;

4. Submit a current resume;

5. Two letters of recommendation;

6. A purpose statement (2 pages double spaced, typed) including philosophy of education.

Degree Plan: Graduate Certificate in Learning with Emerging Technologies

Major Code: LEAD

Requirements for the Graduate Certificate in Learning with Emerging Technologies are (pending SACSCOC approval):
1. EDUC 651 Leading Continuous Improvement of Digital Learning
2. EDUC 652 Leading Evolving Digital Learning Systems
3. EDUC 6XX Adult Learning and Development
4. EDUC 6XX Instructional Design

Degree Plan: Certificate in Superintendency

Major Code: SUPT
Certificate Program Code: CER-SUPT - Certificate in Superintendency

Requirements for the Superintendent Certification (15 hours) are:
1. EDUC 656 School Finance
2. EDUC 668 Practicum/Capstone in the School Superintendent
3. EDUC 672 Educational Facilities
4. EDUC 674 Policy and Politics in Education
5. EDUC 676 District Instructional Leadership

Admission Requirements

Admission requirements for the superintendent certification are as follows:

1. Complete an application and application fee (see online link to admission);

2. An official transcript(s) in English (or translated to English) of all previous colleges attended. The transcript must indicate an earned master's degree in education or related field from a regionally accredited college or university or equivalent;

3. A cumulative undergraduate approximate B average or above in the area of focus or related area and evidence of an overall productive GPA;

4. Submit a current resume;

5. Two letters of recommendation;

6. A purpose statement;

7. Have access to a K-12 school or school district.

Degree Plan: Certificate in Conflict Resolution for Educators

Major Code: CCRE

Requirements for the Certificate in Conflict Resolution for Educators are:
1. CONR 605 Negotiation and Mediation (6 hours)
2. CONR 601 Conflict Theory and Communication
3. CONR 615 Managing Conflict in Schools
4. CONR 635 Identity, Culture, and Conflict
5. Residency session

Admission Requirements

The admission requirements for the Certificate in Conflict Resolution for Educators are:

1. Complete an application and application fee (see online link for application);

2. An official transcript(s) in English (or translated to English) of all previous colleges attended. The transcript must indicate an earned bachelor's degree in education or related field from a regionally accredited college or university or equivalent;

3. A cumulative undergraduate approximate B average or above in the area of focus or related area and evidence of an overall productive GPA;

4. Submit a current resume;

5. Two letters of recommendation;

6. A purpose statement (2 pages double spaced, typed) including philosophy of education.

HIGHER EDUCATION (M.ED.)

Jason Morris, Program Director
ACU Box 29009
Abilene, Texas 79699-8252

Phone: 325-674-2830
Fax: 325-674-2123
Email: morrisj@acu.edu
Web: highered.acu.edu

Full-Time Faculty

Mark McCallon
Jason Morris

Introduction

The Master of Education in Higher Education, with an emphasis in college student affairs and either enrollment management or conflict management, is a 36-hour program designed to prepare students for a professional career in a broad range of higher education settings.

Higher education is understood increasingly as a holistic enterprise that requires not only a traditionally organized discipline-oriented faculty but also a cadre of professionals trained in co-curricular concerns—matters that command great importance in the lives of college students but are not commonly the focus of classroom experiences. This program is designed both for working student development professionals who reside in a higher education setting and need advanced training and for recent college graduates who have an interest in working in higher education.

The program will prepare students to incorporate faith-based principles in professional practice. Graduates will be qualified for roles such as residence life director, academic advisor, international student coordinator, financial aid counselor, intramurals director, career services advisor, and many others. The degree will also provide a solid foundation for future doctoral work in higher education.

This program is designed to provide learning that is both content-based and experiential and that is intentional in its consideration and integration of the role of Christian faith in the work of a higher education professional.

Upon completion of this program, students will be knowledgeable about and competent in:
Resource management in higher education

Diversity and intercultural issues

Conflict resolution

Assessment and evaluation

Student development

Legal and ethical issues in higher education

Student spiritual formation

Research methodology

Admission Requirements

Admission requirements for the superintendent certification are as follows:

1. Complete an application and application fee (see online link to admission);

2. An official transcript(s) in English (or translated to English) of all previous colleges attended. The transcript must indicate an earned master's degree in education or related field from a regionally accredited college or university or equivalent;

3. A cumulative undergraduate approximate B average or above in the area of focus or related area and evidence of an overall productive GPA;

4. Submit a current resume;

5. Two letters of recommendation;

6. A purpose statement;

7. Have access to a K-12 school or school district.

Degree Plan: Higher Education (M.ED.)

Major Code: HIGH

Requirements for the MEd in higher education are:
   1. HIGHER EDUCATION COURSES:
      a. HIED 611 Foundations of Higher Education
      b. HIED 613 Introduction to Student Services
      c. HIED 621 Research and Assessment in Higher Education
      d. HIED 622 College Students and Student Developmental Theory
      e. HIED 632 Spiritual Development in College Students
      f. HIED 635 Higher Education Resource Management
      g. HIED 643 Legal and Ethical Issues in Higher Education
      h. HIED 694 HIED Residency (0 hours)
       i. HIED 695 Internship with Embedded Capstone
   2. SELECT ONE OF THE FOLLOWING TRACKS:
      a. CONFLICT RESOLUTION COURSES:
            i. CONR 601 Conflict Theory and Communication
           ii. CONR 605 Negotiation and Mediation
          iii. CONR 610 Managing Conflict in the Workplace
      b. ENROLLMENT MANAGEMENT
            i. HIED 652 Foundations of Enrollment Management (6 hours)
           ii. HIED 654 Approaches to Marketing, Recruitment, and Selection
          iii. HIED 658 Retention and College Student Success

GRADUATE CERTIFICATE ENROLLMENT MANAGEMENT (CER)

Jason Morris, Academic Director
College of Education and Human Services
ACU Box 29009
Abilene, TX 79699

Phone: 325-674-6565
Fax: 325-674-6717
Email: enrollmentmanagement@acu.edu

Full-Time Faculty

Jason Morris, Ed.D., Associate Dean, Honors College, Director, Masters Program in Higher Education and Associate Professor of Higher Education
Mark McCallon, Ed.D., Associate Professor of Library Science and Assistant Director of Brown Library

Introduction

The Certification in Enrollment Management (CER-EM) is offered through the College of Education and Human Services. The certificate is a 12-credit hour post- baccalaureate certificate. The certificate courses are offered in an online format with a mandatory residency session (offered in Dallas) designed to concentrate on practical skill development.

PLEASE NOTE: Because courses are offered online, students must have access to a computer with an internet connection and have sufficient technical proficiency for the online environment.

The mission of the Certificate in Enrollment Management is to prepare entry and mid-level enrollment professionals for the ever-changing world of marketing, recruiting and retention of students in the higher education setting. Primary purposes of the program are to equip and enable graduates who:

Integrate the historical underpinnings, functionality, and professional standards of enrollment management into professional practice.

Demonstrate an understanding of prospecting and enrollment marketing.

Administer appropriate admissions decisions strategies related to the recruitment and selection of students.

Demonstrate an understanding student orientation, advising, retention, and the ongoing management of enrollment.

Course work in this program has been designed to provide students with a depth of knowledge in the theory and practice of enrollment management. The inclusion of pricing, strategy, retention and student services reflects the importance of developing a holistic view of enrollment management within the broader higher education framework. Each student is introduced and immersed into concepts that will develop their capacity for advancement into positions of greater authority and effectiveness in their careers in higher education enrollment management.

Admission Requirements

Entrance into the program is not limited to any specific undergraduate degree. The admission requirements for the CER-EMC program are:

1. Complete an application and application fee (see online link to admission);

2. An official transcript(s) in English (or translated to English) of all previous colleges attended. The transcript must indicate an earned bachelor's degree from a regionally accredited college or university or equivalent;

3. A cumulative undergraduate approximate "B" average or above in the area of focus or related area and evidence of an overall productive GPA;

4. Two letters of recommendation;

5. A written purpose statement describing the applicant's reasons for wishing to enter the higher education program and future career plans; and

6. A personal interview with the program director. Contact Jason Morris to arrange the interview.

Degree Plan: Certificate in Enrollment Management (CER)

Major code: EMC
Certificate Program Code: CER-EM - Certificate in Enrollment Management

Requirements for the certificate in enrollment management are:
1. HIED 652 Foundations of Enrollment Management
2. HIED 654 Approaches to Marketing, Recruitment and Selection
3. HIED 658 Retention and College Student Success
4. Residency Session at Disney Institute in Anaheim, California.

MARRIAGE AND FAMILY THERAPY (M.MFT)

Sara Salkil, Program Director
16633 N. Dallas Parkway, Suite 800
Addison, TX 75001
Email: seb04b@acu.edu

Full-Time Faculty

Jason Morris

Adjunct Faculty

Rebekah Adams
Amber Anderson
Shaun Burrow
Jackie Halstead
Lisa Merchant
Elizabeth Speights
Tom Milholland
Corey Allab
Lisa Powell
Jen Hutchings

Introduction

The Graduate School at Abilene Christian University offers an online Master in Marriage and Family Therapy (MMFT) degree. The 60-hour Marriage and Family Therapy degree plan is designed to be completed in 30 consecutive months. Students will register for one online 7-week course at a time.

The primary objective of the degree is to provide professional training for persons intending to occupy positions in community mental health agencies, child and family service agencies, church ministries, institutional settings, and private practice, as well as those desiring advanced academic degrees. The Marriage and Family Therapy program is committed to a value system that espouses a Christian worldview in terms of human nature, the development of interpersonal or intrapersonal problems, and the context within which those problems can be solved.

The curriculum is intended to prepare graduates for membership in the AAMFT and state licensure in marriage and family therapy. Students may elect to complete a general MFT track or a Medical Family Therapy track. Students selecting the general MFT track may pursue licensure as a Licensed Professional Counselor in Texas with elective selections of Group Psychotherapy and Career Counseling.

Each graduate will receive a minimum of 500 hours of direct clinical experience and 100 hours of approved supervision, both of which are graduation requirements. Students are responsible for identifying their own internship sites and for providing their own recording technology to record samples of their clinical work.. Supervision is provided by departmental faculty and local supervisors identified by the student. Group supervision provided by the MFT faculty will utilize video and case presentation approaches. The supervision experience focuses on integrating the student's academic training with the clinical skills of marriage and family therapy.

Admission Requirements

Admission to the program is on a competitive basis. The admission requirements for the online MMFT are:

1. Complete an application and application fee (see online link to admission);

2. An official transcript(s) in English (or translated to English) of all previous colleges attended. The transcript must indicate an earned bachelor's degree from a regionally accredited college or university or equivalent;

3. A cumulative undergraduate approximate B average or above in the area of focus or related area and evidence of an overall productive GPA;

4. Three letters of recommendation;

5. A written purpose statement declaring why the applicant wishes to study marriage and family therapy at ACU and what he or she plans to do professionally upon graduation;

6. Completion of a psychosocial history;

7. A quality of life that reflects high moral standards;

8. A video-conferenced interview with the Program Director may be requested.

When all required materials are assembled, the application will be reviewed by the MFT Program Director. Students are admitted three times a year and begin their program of study in the spring, summer, or fall semesters. All application materials MUST be completed at least two weeks in advance of when the student would like to begin the program.

No specific undergraduate major is essential for admission. Applicants are encouraged to have undergraduate credit in subjects that embrace human development, family relations, theology, sociology, psychology and statistics. Applicants without adequate preparation may be accepted upon the condition that they register for additional courses deemed necessary by the Program Director.

Degree Plan: Marriage and Family Therapy (M.MFT)

Major Code: MFTH
Degree Code: MMFT ONL Master of Marriage and Family Therapy Online:
Concentration Code: MEFT - Medical Family Therapy, CATH - Child and Adolescent Therapy,
TOTR - Treatment of Trauma, THMF - Therapy with Military Families

The degree plan for the online Marriage and Family Therapy program consists of 33 credit hours in the Foundational Curriculum, 15 hours of Supervised Clinical Practice, and 12 credit hours in the student's choice of specialization: general MFT, Medical Family Therapy, Child and Adolescent Therapy, Treatment of Trauma, or Therapy with Military Families.. Upon completion of the first 15 credit hours, students will be evaluated to determine whether or not they may proceed into the clinical training portion of the program. Students must earn a minimum cumulative 3.0 GPA in the first 15 credit hours; receive a minimum grade of B in BMFT 601 Pre-Internship; and pass a Clinical Readiness Assessment completed by program faculty. No more than 12 semester hours may be transferred into the program with the approval of the Program Director.

Requirements for the Master of Marriage and Family Therapy are:
1. MARITAL AND FAMILY SYSTEM FOUNDATIONAL CURRICULUM (33 hours):
   a. MFTO 639 Family Theory/General Systems Theory
   b. MFTO 610 Couples Therapy
   c. MFTO 641 Family Therapy I
   d. MFTO 645 Systemic Diagnosis and Assessment
   e. MFTO 651 Sexual Therapy
   f. MFTO 661 Family Therapy II
   g. MFTO 662 Family Life Cycle
   h. MFTO 663 Cultural Diversity in Marriage and Family Therapy
   i. MFTO 643 Professional Ethics and the Law
   j. MFTO 634 Addictive Disorders
   k. MFTO 615 Research Methods in Family Therapy
2. SUPERVISED CLINICAL PRACTICUM (15 hours):
   a. MFTO 601 Pre-Internship
   b. MFTO 602 Internship I
   c. MFTO 602 Internship II
   d. MFTO 602 Internship III
   e. MFTO 602 Internship IV
3. SPECIALIZATION - Students select one group of courses below. (12 HOURS):
   a. GENERAL MFT
         i. MFTO 665 Family Therapy across the Life Cycle
        ii. BMFT 696 Theological Perspectives on Human Behavior
       iii. Two electives from a related area with the approval of the program director.
            Students wishing to pursue LPC licensure should choose Group
            Psychotherapy and Career Counseling as their electives.

b. MEDICAL FAMILY THERAPY
- i. MFTO 670 Introduction to Medical Family Therapy
- ii. MFTO 671 Theory, Practice, and Research in Medical Family Therapy
- iii. MFTO 673 Illness, Disability, Death, and Dying across the Lifespan
- iv. MFTO 675 Interventions in Medical Family Therapy

c. CHILD AND ADOLESCENT THERAPY
- i. MFTO 622 Systemic Play Therapy
- ii. MFTO 624 Systemic Trauma and Violence
- iii. MFTO 626 Attachment Processes in Children and Adolescents
- iv. MFTO 628 Assessment and Treatment of Childhood and Adolescent Disorders

d. TREATMENT OF TRAUMA
- i. MFTO 630 Trauma Intervention Models
- ii. MFTO 655 Systemic Trauma and Violence
- iii. MFTO 657 Assessment and Treatment of Family Violence
- iv. MFTO 696 Ecology of Trauma and Crisis for the Therapist

e. THERAPY WITH MILITARY FAMILIES
- i. MFTO 682 Dynamics of Military Families
- ii. MFTO 684 Family Therapy with Military Families
- iii. MFTO 657 Assessment and Treatment of Family Violence
- iv. MFTO 696 Ecology of Trauma and Crisis for the Therapist

POST-GRADUATE CERTIFICATE IN MEDICAL FAMILY THERAPY

The Post-Graduate Certificate in Medical Family Therapy is offered for students who are seeking advanced clinical training in medical family therapy. The certificate is a 15-credit hour program including a 6-month practicum. The majority of coursework will be completed online with two 3-day residencies required, one at the beginning and one at the end of the program. Students will be responsible for identifying their own practicum site according to guidelines established by the program. In addition, students must have access to mobile video recording technology to record samples of their clinical work.

Admission Requirements

Admission requirements for the Post-Graduate Certificate in Medical Family Therapy are as follows:
1. Graduate school application and application fee;

2. Official transcript indicating the successful completion of a Master's degree from a COAM FTE-accredited Marriage and Family Therapy program. If a Master's degree was earned from a MFT degree not accredited by COAMFTE, the transcript must be evaluated by the Program Director to demonstrate the student's achievement of the COAMFTE foundational curriculum requirements;

3. Purpose statement;

4. Two professional recommendation letters attesting to the applicant's clinical competence.

Degree Plan: Certificate in Medical Family Therapy

Certificate Program Code: CER-MEFT - Certificate in Medical Family Therapy

The Post-Graduate Certificate in Medical Family Therapy is a 15-credit hour program offered for students who are seeking advanced clinical training in medical family therapy.

Requirements for the Post-Graduate Certificate in Medical Family Therapy are:
1. MFTO 670 Introduction to Medical Family Therapy
2. MFTO 671 Theory, Practice, and Research in Medical Family Therapy
3. MFTO 673 Illness, Disability, Death, and Dying across the Lifespan
4. MFTO 675 Interventions in Medical Family Therapy
5. MFTO 696 Ecology of Trauma and Crisis for the Therapist

MASTER OF SCIENCE IN INFORMATION TECHNOLOGY LEADERSHIP

Rob Byrd, Interim Program Director
Office Phone: 325-674-4914
Email: rrb07a@acu.edu

Full-Time Faculty

John Homer
Blair Smith
Rob Byrd

Introduction

The mission of the Master of Science in Information Technology Leadership is to prepare IT professionals for administrative and technical roles enabled by organizational and technology skills and informed by principles of Christian vocation. This is accomplished through equipping technology leaders to:

Practice effective leadership of IT operations within their organizational and global context;

Create value through strategic use of data, information, and technology as organizational resources; and

Make ethical decisions informed by values and goals that are consistent with relevant laws and Christian principles.

COLLEGE OF GRADUATE AND PROFESSIONAL STUDIES

Admission Requirements

1. Application for admission with a nonrefundable processing fee;

2. Official transcript delivered securely from the regionally accredited college or university that awarded the baccalaureate degree to the applicant;

3. A 3.0 or better cumulative undergraduate GPA. Provisional admission may be given to students with a 2.5-2.99 cumulative undergraduate GPA, with full admission granted after successful completion of three courses with a 3.0 or higher GPA;

4. Course prerequisites for admission to the program include programming, databases, and networking. A bootcamp course is available to train and assess students in the equivalent learning experiences if students have not taken the prerequisite courses;

5. Purpose statement addressing career goals and fit with the program, including the Christian identity of the university and program;

6.Current professional work experience for application of program knowledge (including a minimum of one year of full-time work experience before entering the program);

7. Resume or CV.

International applicants to the MS ITL will be required to complete the standard graduate application requirements for all international students applying to the Graduate School, including TOEFL scores and transcript assessment for degrees completed outside of the United States (http://www.acu.edu/graduate/prospective-students/international/index.html).

Degree Plan: Master of Science in Information Technology Leadership

Major Code: ITL
Program Code: MITL
Concentration Code: ANAL (Analytics for IT Leadership) and CYBS (Cyber Security)

Requirements for the Master of Information Technology Leadership are:
1. DEGREE PLAN AND PROPOSED GRADUATE STUDENT SCHEDULE
2. PREREQUISITES: programming (e.g., CS 115 or 120), database (e.g., IT 220) and networking (e.g., IT 221). coreA bootcamp course is offered in lieu of completing the prerequisite courses.
3. CORE COURSES (27 hours):
   a. IT 632 IT Leadership
   b. BUSA 636 Organizational Behavior
   c. IT 610 IT Services and Administration
   d. BUSA 550 Foundation of Analytics
   e. IT 620 Information Assurance and Control
   f. IT 625 Enterprise Architectures and Systems
   g. IT 633 IT Law and Ethics
   h. IT 634 Emerging and Disruptive Technologies
   i. IT 615 IT Innovation and Entrepreneurship
4. CONCENTRATION (9 hours): Students will complete a three-course sequence to earn a concentration in either analytics or security.

COURSE
DESCRIPTIONS

BUSA - BUSINESS ADMINISTRATION

BUSA 530 Leadership. An overview of how individuals manage and lead themselves and others in business. Topics include theoretical and practical models of leadership, ethical issues of leadership, and forms of influence within groups and corporations. Students will develop and apply a personal leadership framework. First course for entering MBA students.

BUSA 550 Foundation of Analytics. An introduction to the field of analytics, with emphasis on its application in organizations. Topics include data and information acquisition, analysis, and application; data visualization and reporting; technological and organizational practices to support evidence-based decision making; and legal, ethical, and privacy issues.

BUSA 636 Organizational Behavior. The study of human behavior in organizations. Emphasizes practical techniques for understanding and guiding individual and group behavior. Topics include motivation, group dynamics, decision-making, leadership, power, and organizational culture. Human resource management, ethical, and international considerations are also addressed.

BUSA 656 Strategic Marketing. The role of marketing and strategy in achieving organizational objectives. Topics include segmenting markets, pricing, identifying market opportunities and niches, aligning values with strategy, cooperative and collaborative strategies, and identifying organizational competencies. (Required for all MBA students; MBA admission requirements apply.).

CONR - CONFLICT RESOLUTION

CONR 601 Conflict Theory and Communication (3-0-3). Designed to prepare professionals for the field of conflict resolution. Provides advanced opportunities to analyze case studies, critique basic assumptions of conflict theories and role-play appropriate behavior in conflict scenarios.

CONR 605 Negotiation and Mediation (6-0-6). Comprehensive study of the conceptual and interpersonal skills required to engage in effective negotiation and mediation. Topics include analysis of conflict, negotiation and mediation planning, effective negotiation and mediation skills and process, impasse resolution, and agreement documentation. Emphasis on skill development and strategic approach to creating opportunity for agreement.

CONR 610 Managing Conflict in the Workplace (3-0-3). Designed to prepare professionals for conflict resolution in the work environment. Provides opportunities to develop skills in identifying the signs and root causes of friction, anger, violence and conflict. Analysis of case studies provides the framework for understanding sources of organizational conflict.

CONR 612 Conflict Management Systems Design (3-0-3). Provides a framework for understanding organizational conflict prevention and resolution systems. Analysis of case studies and practical application are featured throughout the course. Prerequisite: CONR 605.

CONR 615 Managing Conflict in the Schools (3-0-3). Provides a basic understanding of the nature and management of conflict in schools. Students will learn to identify and deal with conflict through appropriate strategies, processes, and interpersonal skills.

CONR 617 Conflict Resolution in the Church (3-0-3), spring. This course will offer an examination of the causes, arenas, and dynamics of conflict in churches with an introduction to conflict management and practice. A variety of instructional methods, including lectures, case studies, role plays, media, expert resource persons, and personal style instruments will be employed.

CONR 620 Leadership in Peacebuilding. This course addresses the moral imagination for building and modeling visions of fair and caring oriented social systems built on relationships reconciled out of destructive social conflict cycles. Students learn to challenge unproductive processes with strategic initiatives to encourage and enable peace-workers and community leaders with tools for assessment and goal-directed interventions for positive self-sustainable social change.

CONR 630 Advanced Mediation: Marital Disputes (3-0-3). Applies the concepts of negotiation and mediation to the resolution of conflicts which arise during and after termination of a marital relationship. Prerequisite: CONR 605.

CONR 635 Identity, Culture and Conflict (3-0-3). Examines self and social contexts in which people with incompatible goals, assumptions, and behaviors conflict because of cultural differences. Proposes intercultural competence as an approach for managing cultural conflict from differences in cultural patterns and variables, problem perspectives of self and identity, and differences of race, gender, and class.

CONR 637 Dispute Resolution and the Legal System (3-0-3). Introduces students to a variety of legal traditions, including natural, Talmudic, Islamic, civil, Hindu, Asian, and common law, with emphasis on the United States legal system. The course specifically places alternative dispute resolution techniques in context with each legal tradition and challenges the student to reconcile the diversity of traditions.

CONR 638 Ethics and Conflict Resolution (3-0-3). Investigates contemporary policies, historical perspectives, and significant theoretical systems of ethics in the study of conflict resolution and reconciliation. Examines the relationship of ethics to decisions-making and problem solving in conflict resolution contexts.

CONR 643 Practicum in Conflict Resolution (3-0-3). A graduate level practicum tailored to meet the individual interests of the student and to utilize the student's God-given, unique talents in advancing the field of conflict resolution.

CONR 645 Transcending Conflict: Advanced Theory and Practice(3-0-3). Examines contemporary ideas in negotiation and mediation, reflects on the personal experience of conflict resolution, studies a holistic model of conflict, and engages practical applications of conflict processes.

CONR 651 Critical Thinking and Analysis (3-0-3). Examines concepts and techniques of adult learning, critical thinking and analysis within the context of family conversations that address heritage development in business-related and emotion-driven issues and interests.

CONR 653 Communication and Facilitation (3-0-3). Principles, best practices and processes are discussed for guiding groups toward solving problems or achieving collective goals for heritage development. The course focuses on building positive communication contexts for a group of people to move through complex relational challenges of emotionally charged conflict, problem solving and decision making.

CONR 655 Strategic Vision and Planning (3-0-3). Explores theories and techniques for evaluating present conditions and future potential, creating viable vision and foundational platform statements, and designing and implementing strategic plans for heritage development.

CONR 657 Practicum in Heritage Development (3-0-3). This course provides students with practical experience working with applications of course principles and with professionals in heritage development contexts. Students will observe processes and apply concepts to investigate institutional forces that inhibit constructive school improvement and explore alternatives including curricular approaches addressing literacy, learning communities, and emotional intelligence.

EDUC - EDUCATION

EDUC 621 Overcoming Learning Barriers. Prepares students to investigate institutional forces that inhibit constructive school improvement and explore alternatives including curricular approaches addressing literacy, learning communities, and emotional intelligence.

EDUC 622 Theories and Strategies for Integrating Technology (3-0-3). Presents an overview of technology use and integration. Students examine ways to plan, organize and implement technology in diverse learning environments.

EDUC 651 Leading Continuous Improvement of Digital Learning (3-0-3). Current leadership theory and practice of leading change in school systems brought on by the digital revolution and its accompanying social transformation. Prerequisite: Admission to graduate school and/or digital leadership of learning certificate program.

EDUC 652 Leading Evolving Digital Learning Systems (3-0-3). Analysis and investigation of the theories of disruptive innovation in leading continuous school transformation. Prerequisite: Admission to graduate school and/or digital leadership of learning certificate program.

EDUC 653 Educational Research (3-0-3), spring. The use of technology and research as tools to improve the educational process. Emphasis on practitioner research in which students are actively engaged in systematic, intentional inquiry. Must be taken in the first 12 hours of education graduate work.

EDUC 656 School Finance (3-0-3). Problems relating to the adequate financing of schools.

EDUC 660 Practicum/Capstone in the School Principalship (0-21-3). The internship provides significant opportunities for candidates to synthesize and apply the skills identified in the national standards. A capstone course.

EDUC 661 Capstone in Curriculum and Instruction (3-0-3). Provides a culminating, student-centered, student-directed experience in which students analyze and synthesize knowledge, skills from across their program to demonstrate mastery of learning. A capstone course.

EDUC 665 Capstone in Special Education (3-0-3). Provides a culminating, student-centered, student-directed experience in which students analyze and synthesize knowledge, skills from across their program to demonstrate mastery of learning. A capstone course.

EDUC 668 Practicum/Capstone in the School Superintendent (3-0-3). Internship experiences in the office of a superintendent of schools. This experience will cover a range of the duties and responsibilities encountered by a school superintendent. A capstone course.

EDUC 672 Educational Facilities (3-0-3). Provides advanced graduate students the opportunity to obtain practical experience related to the planning, financing, construction, renovation, and maintenance of educational facilities. Through presentations by practitioners with expertise in relevant areas as well as site visitations to educational facilities.

EDUC 674 Policy and Politics in Education (3-0-3). Develop an awareness of the responsibilities of a superintendent from the perspectives of political dynamics and their connections to the policy process.

EDUC 676 District Instructional Leadership (3-0-3). Application of knowledge, skills and dispositions of the superintendency to maximize learning for diverse populations. Prerequisite: Admission to program.

EDUC 680 Allocating Resources and Structuring the School for Learning (3-0-3). Focuses on the research on effective schools to provide the most productive ways to organize resources. Develops strategies to define the most important priorities that best match the needs for improvement.

EDUC 681 Nurturing School Culture to Create a Learning Community (3-0-3). Addresses the critical functions of the school leader to develop consensus that promotes action and infuses leadership throughout the school while establishing ethical and moral leadership. Assists school leaders in addressing student differences and conflicts to learn social competencies. Recognizes the importance of safe, orderly school cultures based on mutual respect.

EDUC 682 School Law, Ethics and the Learning Community (3-0-3). The legal basis for the organization and ethical administration of a learning community.

EDUC 683 Implementing Continuous Improvement (3-0-3). Applies a framework for continuous improvement that provides a quality teaching and learning environment.

EDUC 684 Meeting the Learning Challenge (3-0-3). Prepares the student to implement current theory, best practices, and brain research and to explore and investigate strategies that have a high probability of increasing learning for all students.

EDUC 686 Reframing Learning (3-0-3). Establishes the framework for moving a school culture from a focus on teaching to a focus on learning.

EDUC 687 Managing Data to Improve Student Learning (3-0-3). Focuses on data-driven decision-making and skills necessary to meet the needs of all children and to reach accountability expectations. Special emphasis is on action for continuing analysis of the gaps between goals for student learning and student performance.

EDUC 688 Creating Effective Learning Environments (3-0-3). Explores and investigates current research-based practices and theories about ways to promote meaningful learning for all members of the school community. Emphasis is on factors and conditions within the school's circle of influence that enhance learning.

EDUC 691 Education Workshop (3-0-6).* A course designed to meet an immediate need of teachers in a specific area. May be repeated.

EDUC 6XX Adult Learning and Development. Theories of adult development over the lifespan and how they learn. Includes motivations and barriers to learning as well as the various contexts in which adults learn, self-directed learning, formal and informal learning.

EDUC 6XX Instructional Design. Theories of learning and instruction applied to the design and development of instruction. Includes classical emerging models of instructional design that take into account new technologies and changing expectations of learners.

GRAD - GRADUATE SCHOOL

GRAD 695 Thesis Continuation (0-0-0), Thesis continuation, zero credit hours, allows student to remain in active status while completing thesis.

GRAD 696 Capstone Project/Practicum Continuation (0-0-0), Capstone Project/Practicum continuation (zero credit hours, allows student to remain in active status while completing capstone project or practicum).

Fee required.

HIED - HIGHER EDUCATION

HIED 611 Foundations of Higher Education (3-0-3). A comprehensive introduction to American higher education, including its historical development, structure, roles, and diverse characteristics. A special focus will be placed on the interplay of Christian faith with the historical development of American higher education.

HIED 613 Introduction to Student Services (3-0-3). An introduction to, and overview of, the field of college student affairs is offered with emphasis upon its historical and philosophical foundation, its basic documents and its primary objectives within American colleges and universities. Students survey and analyze the typical programs and services which the college student affairs field delivers within American colleges and universities.

HIED 621 Research and Assessment in Higher Education (3-0-3). Examines the research process from problem formulation to data collection and analyses. Application is made to the higher education setting. Students will also learn appropriate assessment techniques for higher education environments.

HIED 622 College Students and Student Development Theory (3-0-3). A comprehensive introduction to the holistic development of college students and the history, application and practice of student development theory within the context of American higher education.

HIED 623 Individual, Group, and Organizational Interventions (3-0-3). An introduction to the theoretical and practical understanding of the methods of designing, implementing and assessing interventions with individuals, groups and organizations. Instruction in counseling, group dynamics and organizational development and substantial opportunities to intervene with individuals, groups, and organizations with appropriate supervision and feedback regarding such experiences will be offered.

HIED 632 Spiritual Development in College Students (3-0-3). Provides students with a comprehensive introduction to spiritual development. Includes the history and principles of Christian spiritual formation as well as a broad range of historical and philosophical approaches to spirituality.

HIED 635 Higher Education Resource Management (3-0-3). A comprehensive introduction to managing resources in a higher education setting. A special emphasis is placed on budgeting and financial planning.

HIED 641 Trends, Issues, and Problems in Higher Education (3-0-3). An exploration of the trends, issues and problems currently impacting American institutions of higher education. In addition, students will reexamine fundamental foci of the program and integrate what they have learned into a capstone project. Prerequisite: Students must pass qualifying exams to proceed to this course.

HIED 643 Legal and Ethical Issues in Higher Education (3-0-3). Provides an examination of the major legal and ethical issues confronting contemporary higher education professionals. Emphasis is placed on federal regulations and mandates, constitutional issues, tort liability, contractual relationships, distinctions between public and private sector institutions of higher education and ethical standards for professionals in higher education.

HIED 652 Foundations of Enrollment Management (3-0-3), spring. This course provides students with a historical overview of enrollment management, significant concepts related to the field, and professional foundations on which to build.

HIED 654 Approaches to Marketing, Recruitment and Selection (3-0-3), spring. This course provides students with tools with which they can use to develop an ethical and effective marketing and recruitment plan that will align well with the educational and enrollment goals of their institutions.

HIED 656 Pricing and Financial Aid in Enrollment Management (3-0-3), spring. This course provides an understanding the array of issues in regards to tuition pricing, financial aid, rising student debt, net tuition revenue and their effect on student enrollment and university budget.

HIED 658 Retention and College Student Success (3-0-3), spring. This course emphasizes the continuing nature of enrollment management once students enroll as freshmen. Topics and competencies will provide a solid understanding of the importance of student retention as it relates to overall college student success.

HIED 693 Supervised Practicum (1-2-3). A supervised experience in an appropriate higher educational setting designed to integrate professional experience with theory learned throughout the higher education curriculum. The internship is designed to create actual experiences and responsibilities of a professional position. A minimum of 150 clock hours of supervised experience plus weekly class meetings are required. Prerequisite: Students must pass qualifying exams before enrolling in practicum. Repeat up to 6 hours.

HIED 694 HIED Residency (0-0-0), summer. The higher education residency is designed to help students explore and assess career options and opportunities that are relevant to rising practitioners. In addition, this residency serves to reinforce salient issues explored in Higher Education coursework that face practitioners. Prerequisite: Be admitted to the HIED program and be in good academic standing.

HIED 695 Internship with Embedded Capstone (3-0-3). A supervised experience in an appropriate higher educational setting designed to integrate professional experience with theory learned throughout the higher education curriculum. The Capstone portion of the course is the culminating academic event for all higher education master's degree students in the online program. A Capstone Course.

IT – INFORMATION TECHNOLOGY

IT 220 Introduction to Databases and Database Management Systems. A survey of the logical and physical organization of data and their importance in computer processing. Introduces data models, relational database design, and associated ideas. Compares modern DBMS software. Examines data as a strategic organizational resource. Students develop the basic SQL scripting skills necessary to create tables, queries, forms, and reports. Provides initial training towards professional database certification.

IT 221 Fundamentals of Networking and Data Communications. A first course in data communications and networking. Topics include: IP networks and services, comparative network configurations and communications protocols, function and purpose of physical network components, resource sharing, clientserver systems, administrative issues and tools, and industry standards. Provides initial training towards professional network certification. Laboratory graded and credited with course.

IT 610 IT Services and Administration. Presents contemporary topics affecting the day-to-day operational aspects of an IT organization, including asset tracking, customer care, human resources, support services and service metrics, budgeting, capacity planning, vendor relationships, and contracting and purchasing.

IT 615 IT Innovation and Entrepreneurship. Presents concepts and frameworks for creating, commercializing, and profiting from technology-based products and services. Specifically explores issues currently affecting the field of information service management and related information technologies, and presents the conceptual foundation for managing information technology innovation.

IT 620 Information Assurance and Control. Investigates the impact of technology on data quality and reliability. Covers foundations of IT security, encryption and authentication, the value of information as a strategic resource, data quality issues, information security standards, and principles of knowledge management.

IT 625 Enterprise Architecture and Systems. Examines the processes and models that drive continuous organizational and technology alignment to optimize workflows, resource sharing, and access to services. Focuses on the supporting role of IT infrastructures in business process management. Additional topics include standards and best practices, service oriented architectures, global supply chains, and virtual technologies.

IT 632 IT Leadership. Examines principles of IT leadership and strategy, with focus on strategic issues, decisions, and unique situations within the IT arena, and ethical practice.

IT 633 IT Law and Ethics. Presents application of legal and ethical principles in business contexts. Topics include domestic and international law regarding information security and privacy; frameworks for ethical conduct and decision-making.

IT 634 Emerging and Disruptive Technologies. Explores current topics in emerging and disruptive technologies.

LEAD – ORGANIZATIONAL LEADERSHIP

LEAD 701 Introduction to Doctoral Studies (3-0-3). Invites Ed.D. students to the academic practices, virtues, and resources of the scholar practitioner. As the entry point to the Ed.D. in Organizational Leadership, this is the first of three courses designed to provide students with a shared foundation of knowledge and skills on which to build their doctoral studies.

LEAD 711 Theories and Practices of Effective Leadership (3-0-3). Examines classical and contemporary theories and styles of leadership and their application to a variety of professional settings. Incorporates the student's experiences and observations regarding leadership from their personal and professional experiences and current work setting. Students will examine principal foundations of leadership, such as one's values, philosophy of life, and beliefs about the nature of humankind. Prerequisite: LEAD 701.

LEAD 714 Self-Assessment in Leadership (3-0-3). Assists students in understanding personal leadership styles including personality type and communication style. Exposes students to relevant literature on emotional intelligence and interpersonal neurobiology as it relates to leadership. Students will reflect upon the role of Christian vocation and calling in their leadership development. Prerequisite: LEAD 701.

LEAD 721 Contemporary Issues in Organizational Leadership. Examines current political and social trends impacting organizations on both a macro- and micro-level. Students will appreciate the complexity of moral dilemmas through critical analysis and application of ethical principles.

LEAD 724 Leadership in Diverse Contexts. Introduces students to relevant literature and practices of leading diverse groups. Includes examination of the leader's own social location and attitudes regarding diversity as well as the capacity to develop trust and shared motivations among diverse group members. Students will learn tools and concepts to resolve tensions, maximize strengths of diverse team members, support collaboration, and create welcoming and inclusive environments.

LEAD 731 Leading Organizational Change. This course focuses on planning and managing change and provides frameworks and tools to implement it. Participants will examine personal and organizational approaches to dealing with change through case studies, exercises, and extensive group discussions. Assignments will focus on opportunities for change within the participants own organizations.

LEAD 741 Human Resource Development. Introduces the student to a framework for helping employees develop their personal and organizational skills, knowledge, and abilities. Topics will include employee training, employee career development, performance management and development, coaching, mentoring, succession planning, key employee identification, and organization development.

LEAD 744 Technology and Financial Resource Development. This course explores concepts and methods related to developing technological and financial resources. It exposes students to advanced concepts and methods of managing financial resources including risk and return, asset evaluation, capital budgeting, capital structure, financial planning, and working capital management. It examines a range of topics related to technology management including the international research and development environment and infrastructure; government, industry, and university roles in technology development; managing the research and development function; technology forecasting and assessment; and new product development.

LEAD 781 Organizational Assessment and Evaluation. Examines key concepts, methods, and approaches in the field of evaluation research. Students will be exposed to theoretical and methodological options in current evaluation practice across social service, education, and business contexts. The comprehensive range of activities involved in designing, implementing, and assessing organizational effectiveness will be explored.

LEAD 784 Qualitative and Action Research Methods. Engages students in the study of qualitative and action research methods. Students will understand the theoretical and philosophical foundations of qualitative research and be introduced to qualitative methodology. Students will study the process of action research focusing on improvement in the leader's practices, his/her understanding of those practices, and the organizational contexts in which those practices are carried out.

LEAD 786 Quantitative Analysis. This course introduces quantitative research methods. Students will develop hypothesis and research questions, develop measurement instruments, design surveys and experiments, and apply appropriate statistics (e.g., reliability, chi-square, t-Tests for independent groups and repeated samples, analysis of variance, correlation). Students will conduct and present an original research study.

LEAD 791 Dissertation Prospectus Seminar. Guides students in the completion of the dissertation prospectus.

MFTO - MARRIAGE AND FAMILY THERAPY

MFTO 601 Pre-Internship (3-0-3), fall. Combined practicum and lecture format. Students gain counseling experience through role-playing with each other. Emphasis is placed on basic counseling skills as well as awareness of students' own family of origin. Prerequisite: Admission to the MFT program.

MFTO 602 MFT Internship I. Supervised practice in marriage and family therapy. Emphasis on a wide variety of experience. Prerequisite: Admission to the MFT program and completion of the Internship Checklist in the MFT Program Handbook . Same as MFTO 603, 604, 605.

MFTO 604 MFT Internship III (3-0-3), spring.

MFTO 605 MFT Internship IV (3-0-3), summer.

MFTO 610 Couples Therapy (3-0-3), fall. An introduction to the theories and techniques of marriage and family therapy as applied to the work of those persons who deal primarily with couples.

MFTO 615 Research Methods and Family Therapy (3-0-3), spring. This course will introduce students to both quantitative and qualitative research methodologies utilized in marriage and family therapy research. Students will critique the use of these methodologies and engage in making research decisions as they design their own research proposal. Students will understand ethical issues in conducting research with human subjects and be introduced to data analysis procedures.

MFTO 622 Systemic Play Therapy. An introduction to systemic play therapy.

MFTO 624 Family Therapy with Children and Adolescents. Survey of systemic approaches and techniques for child and adolescent problems with an emphasis on empirically supported theories.

MFTO 626 Attachment Processes in Children and Adolescents. A study of the origins and development of attachment theory as well as an exploration of the role of attachment processes in relationships.

MFTO 628 Assessment and Treatment of Childhood and Adolescent Disorders. A study of childhood and adolescent psychopathology, with an emphasis on diagnosis and assessment informed by a biopsychosocial-spiritual paradigm.

MFTO 630 Trauma Intervention Models. A study of the common interventions used in treating trauma.

MFTO 634 Addictive Disorders (3-0-3), fall. Designed to address the spectrum of addictive disorders (chemicals, relationships, food and sex) with the focus on the biological, social and psychological aspects of the addictive process. Emphasis will include diagnosis and treatment strategies from a systemic perspective.

MFTO 639 Family Theory/General Systems Theory (3-0-3), fall. A comprehensive exploration of theory in family studies and therapy. The role of theory in empirical investigation, conceptual framework, and strategies of theory building useful in the interdisciplinary study of marriage and family behavior will be examined.

MFTO 641 Family Therapy I (3-0-3), fall. A study of supportive counseling principles and methodology in the area of functional family problems and needs. A systems approach will be utilized.

MFTO 643 Professional Ethics and Law (3-0-3), summer. A survey of the professional ethics and laws relative to the practice of marriage and family therapy.

MFTO 645 Systemic Diagnosis and Assessment (3-0-3), spring. This course is a study of psychopathology, diagnosis, and assessment in a biopsychosocial-spiritual context. Students will learn how to use the DSM and assessment instruments in diagnosing and assessing psychopathology, as well as learning systemic ways of assessment in individual, couple, and family contexts.

MFTO 651 Sexual Therapy (3-0-3), spring. The Christian-oriented implementation of contemporary sexual therapy in formal and informal settings.

MFTO 655 Systemic Trauma and Violence. An introduction to the typology of trauma in families and couples.

MFTO 657 Assessment and Treatment of Family Violence. A study of family violence with an emphasis on assessment and treatment informed by a biopsychosocial-spiritual paradigm.

MFTO 661 Family Therapy II (3-0-3), spring. Intense exposure to at least three currently-practiced modalities of Family Therapy. Prerequisite: BMFT 639 and 641.

MFTO 662 Family Life Cycle (3-0-3), fall. Equipping the marriage and family student with an understanding of how to integrate the individual, marital and family developmental cycles into clinical case conceptualization, diagnosis and treatment.

MFTO 663 Cultural Diversity in Marriage and Family Therapy (3-0-3), fall. This experiential course will explore areas of cultural diversity relevant to gender, ethnicity, and class in psychotherapy practice, with an emphasis on developing cultural competence, sensitivity, and awareness. Other dimensions of diversity may be covered to a lesser extent.

MFTO 665 Therapy Across the Life-Cycle (3-0-3), summer. Individual and family developmental stages with therapy skills emphasis for families, children, youth, and older adults.

MFTO 670 Introduction to Medical Family Therapy (3-0-3), fall, spring, summer. This course consists of an introduction to the field of medical family therapy including a review of its history of development, current practice and research, an overview of medical terminology, and social trends and public policy that impact the practice of medical family therapy.

MFTO 671 Medical Family Therapy Theory, Practice, and Research (3-0-3) fall, spring, summer. This course builds on the foundation of MFT theories and explores the theoretical foundations of Medical Family Therapy and collaborative healthcare. Models of Medical Family Therapy are presented, and students are expected to demonstrate conceptual understanding of each. Emphasis is on an understanding of the biopsychosocial-spiritual model.

MFTO 673 Illness, Disability, Death, and Dying Across the Lifespan (3-0-3) fall, spring, summer. This course examines the impact of illness, disability, death, and dying across the lifespan and includes consideration of human development and family life cycle transitions. Psychosocial typologies of illness will be given special consideration with a special focus on onset, course, and outcome and the impact of incapacitation and uncertainty on family functioning.

MFTO 675 Interventions in Medical Family Therapy (3-0-3) fall, spring, summer. (3-0-3) fall, spring, summer. This course will focus on specific interventions utilized in the practice of medical family therapy including those that emphasize the mind-body-spirit connection. Emphasis will be given to establishing successful collaborative working relationships with others in the treatment system, including doctors, nurses, social workers, and psychiatrists.

MFTO 682 Dynamics of Military Families** A survey of the life cycle and other nodal events common to military families.

MFTO 684 Family Therapy with Military Families. An introduction to the theories and techniques of marriage and family therapy as applied to the work of those persons who deal primarily with military families.

MFTO 696 Ecology of Trauma and Crisis for the Therapist. A study of the interrelationship between systemic explanations of trauma and crisis and how they impact the psychotherapeutic practice and world view of the therapist.

NURS - DOCTOR OF NURSING PRACTICE

NURS 701 The DNP Role. This course analyzes the roles and responsibilities of DNPs and the competencies required for practitioner, leader, advocate, collaborator, and clinical scholar. Students will apply theoretical/conceptual frameworks that support implementation of the DNP role in a variety of health care delivery settings and evaluate their effectiveness.

NURS 703 Informatics to Improve Patient Outcomes. Students explore information technology and patient care technologies to improve patient outcomes in a variety of settings. Students focus on designing databases for clinical projects and collecting and analyzing appropriate and accurate data in order to predict and analyze outcomes of care. Further, students use this analysis to identify gaps in evidence for practice and, thus, improve patient care delivery.

NURS 705 Applied Statistics and Research. This course explores research designs, improvement science, and statistical analysis to analyze evidence-based practice literature and protocols to improve healthcare delivery. As part of the course of study, students develop the need for a DNP scholarship project though a comprehensive literature review of an identified health care problem.

NURS 712 Epidemiology and Population Health. This course integrates concepts from epidemiology and population health in order to improve aggregate and selected population health. The role of the DNP in improving population health through collaboration with groups, organizations, and networks, and the use of epidemiological applications and technology is emphasized.