

Application for a New Course v10.7

Consult with program director and dean before changing responses in red type.

Course ID (<i>Subject and Number</i>)	ITA 491
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Dr. Joe Feliciano
2	Course Instructor	Dr. Joe Feliciano and TBD
3	Course Title	Emerging Technologies in Information Technology
4	Course Abbreviation for Banner if title is more than 30 characters	Emerging Technologies in IT
5	College	College of Graduate and Professional Studies
6	Department or School	School of Undergraduate Studies
7	Number of Credit Hours	3
8a.	Number of contact hours – lecture	3
8b.	Number of contact hours – lab/activity	0
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	N/A
11	Is the course repeatable for additional credit?	no
12	Maximum total number of credit hours a student can earn for this course	3
13	What type of course is this? (Select one option. Please see Schedule Type definitions on Page C.)	☒ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation
14	Number of faculty workload hours	3
15	Grade Mode	☒ Standard ☐ Credit/No Credit (undergrad only)

16	Maximum Enrollment	25
17	Catalog Description (50 words or less)	Investigation of an Information Technology topic of current interest. Various emerging technologies are surveyed as well as the approaches for adopting these technologies. Students will research an emerging technology, relate it to their area of interest, and propose an adoption and direct application of that technology to solve a current IT problem. A capstone and writing-intensive course.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Course must be taken during the last year of the academic program.
19	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	n/a
20	If the course is cross-listed, specify the Course ID(s)	N/A
21	Does this course require any additional student course fees?	☒ No ☐ Yes If yes, attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-7.
22a	Will the course be offered in fall terms?	☐ No ☒ Yes If yes: all, even, or odd years?
22b	Will the course be offered in spring terms?	☐ No ☒ Yes If yes: all, even, or odd years?
22c	Will the course be offered in summer terms?	☐ No ☒ Yes If yes: all, even, or odd years?
23	First semester this course will be offered under new Course ID. <i>May not be earlier than two parts of the term in the future.</i>	Summer 2 (2021)
24	Is this course required for a degree/s?	☐ No ☒ Yes If yes, attach a revised degree plan(s) reflecting the placement of the new course. (Course is replacing IT 490 in the degree plan)
25	Should the addition of this course be retroactively applied to the degree	☒ No ☐ Yes

	plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	If yes, provide rationale:
26	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	☒ _No ☐ _Yes If yes, provide course ID, term, and enrollment:
27	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-4.</i>	n/a

II. Curriculum

- A. Explain effect on degree plans. If the addition of the course alters degree requirements, submit a separate Approval Chart for Curriculum Change to update the degree plan.

This course will be used as the writing intensive course as well as the capstone. It replaces IT 490 Topics in Information Technology thus no additional credit will be added to the program. No program or curriculum changes, other than this course replacement, is proposed.

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

Because of the in depth research project and proposal this course lends itself to being the capstone and writing intensive course. It builds on the course that it replaces, IT 490 Topics in IT, by further defining the approach that students will take in evaluating not only an emerging technology but IT challenges that organizations currently face. By using the critical thinking skills that they have developed during the course of the program they will propose how the adoption of an emerging technology can address the challenge that they identified and develop a corresponding implementation plan. The reflective nature of the content coupled with the extensive term project lends itself quite appropriately to be the program capstone and writing intensive course.

III. Course Design

- A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.

Since students will be expected to have a full understanding of the field of IT, and have identified an area of preference so the target audience will be students in the final year of the BSITA program. The course is reflective in nature and will require them to incorporate skills they have developed from all of the program courses, not only the specific IT ones.

2. State the overarching course goal(s) in performance terms.
 - A. An understanding of what constitutes an emerging technology in IT.
 - B. Identify current examples of various emerging technologies in IT.
 - C. Describe various methods of adopting and implementing an emerging technology.
 - D. Identify current challenges in IT within an area they have the most interest in.
 - E. Propose a solution and implementation strategy to one of those challenges.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Assess and discuss emerging technologies related to Information Technology.	Discussion Questions and Assignments
2	Discuss the adoption methodologies for cutting edge and emerging technologies.	Discussion Questions and Assignments
3	Create a resume and cover letter based on current standards and recommendations.	Discussion Questions and Assignments

3. Text and Resources

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

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

Resources for the course will be determined by the Subject Matter Expert (in consultation with the Program Director) when the course is under development with the instructional design team.

IV. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
3	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's provisional memo of support.
Attach if applicable	

4	Content Overlap — Include one document for each course you listed in Section I-28. Attach statement from instructor/dept chair of existing course justifying the new offering.
5	Program Resources — List the resources that support the course and are available only through the program, if applicable. Attach the list of the holdings and the location/s.
6	Resources — List resources (other than library or program resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
7	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
8	Justification — Attach any documents to which you refer in Section II-B.

ITA 491: Emerging Technologies in Information Technology

2020 Section ITA 491 3 Credits 07/29/2020 to 10/14/2020 Modified 07/29/2020

Mission Statements

University Mission Statement

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

This mission is achieved through the following:

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

College Mission Statement

The mission of the College of Graduate and Professional Studies (CGPS) 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.

Program Mission Statement

The mission of the Bachelor of Science in Information Technology Administration program is to equip non-traditional students seeking a bachelor's degree for Christian leadership and service in a variety of professional and societal contexts.

Integration of Christian Faith

Within the College of Graduate and Professional Studies, faith integration is the intentional and comprehensive focus on the intersection of faith, education, and context. Students will engage in theological reflection and lived practice as they pursue their academic discipline resulting in a more grounded understanding of their identity, relationship to the world, and connection to the life and mission of God.

Course Description

Investigation of an Information Technology topic of current interest. Various emerging technologies are surveyed as well as the approaches for adopting these technologies. Students will research an emerging technology, relate it to their area of interest, and propose an adoption and direct application of that technology to solve a current IT problem. A capstone and writing-intensive course.

Program and Student Learning Outcomes

PLO #1. Knowledge Base in Information Systems and Technology Students will be knowledgeable IT professionals capable of problem-solving and solution implementation.

- SLO 1.3 Students will be able to propose, develop and implement workable solutions for structured IT problems.
- SLO 1.4 Students will be able to describe current topics in the field of Information Technology and will be enabled to gain relevant professional certifications.

	Student Learning Outcome	Measurement
1	Assess and discuss emerging technologies related to Information Technology.	Discussion Questions and Assignments
2	Discuss the adoption methodologies for cutting edge and emerging technologies.	Discussion Questions and Assignments
3	Create a resume and cover letter based on current standards and recommendations.	Discussion Questions and Assignments

Course Requirements

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

Discussion Questions

In order to actively participate in discussions, you will need to log in multiple days each week. This will help you stay up-to-date on the discussions and allow you to make more thoughtful postings. You are expected to answer all of the discussion questions assigned in a week in a substantive manner. All initial postings and responses will be due by 11:59 pm CST by the due date indicated in Canvas. No late posting will be accepted.

Weekly Assignments

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

A Survey of Emerging Technologies

In this assignment, students will survey and discuss emerging technologies potential uses for the technologies, and the impact that they are starting to have on the field of IT.

Adopting Emerging technologies and applying them to solve IT problems

In this assignment students will review current IT emerging technologies, discuss methods and approaches that organizations can utilize to adopt these technologies and apply them to organizational challenges.

Capstone Term Project Annotated Bibliography Part 1

In this assignment students will begin the research portion of their term project by finding and describing six references. Students will describe initial resources that relate to their chosen field of study. Components of this assignment will include the citations in APA format, a summary paragraph, analysis paragraph, and an application paragraph.

Capstone Term Project Annotated Bibliography part 2

In this assignment students will continue the research portion of their term project by finding and describing an additional six

resources related to their study. Students will also revise their initial annotated bibliography based on their feedback. Components of this assignment will include the citations in APA format, a summary paragraph, analysis paragraph, and an application paragraph.

Capstone Term Project First Draft

In this assignment students will utilize the resources they described in their annotated bibliographies to create a proposal for adopting an emerging technology and applying it to an organization challenge in their chosen field of study.

Resume and Cover Letter

In this assignment students will apply current best practices for conducting a personal skills assessment and incorporating it into the drafting of an up to date cover letter and resume.

Capstone Research Project - Final Draft

In this assignment students will apply the feedback received on their capstone project first draft to create a final draft of their proposal for adopting an emerging technology and applying it to an organization challenge in their chosen field of study.

Course Policies

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

Engaged Learning in an Online Format

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

Note: If a student fails to log in the course for the first 7 days of the official course, the student will receive an email notifying them that they are at risk to be administratively withdrawn from the course. The student will have 72 hours to log into the course from that email notification. If the student does not log into the course in that period of time, they will be administratively withdrawn. The last day to withdraw from a course is the Wednesday before the last week of class. Please reference the handbook calendar for a full list of dates. If a student has not participated in the course at any point, before the last week of class the student will be administratively withdrawn. An assignment is defined as a paper, quiz, discussion post, or project in the course. If a life situation occurs that will prevent the student from participating in the course for a brief period of time, the student is responsible for communicating this to their Student Service Advisor and/ or New Student Ambassador, and instructor to make appropriate arrangements.

Technology Requirements

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

Paper Specifics

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

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

Late Assignments

Assignments are due by 11:59 pm Central Standard time on the due date. Refer to the Canvas Syllabus link or the Canvas Modules link for a list of all due dates. Penalty for late assignments is 10% per calendar day late. Weekend days are counted as late days. No credit will be awarded for late discussion posts. Extra credit will not be available in this course.

Academic Integrity

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

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

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

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

* ACU Learner Support, Resources, and Services

Anti-Harassment Policy

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

As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. However, I am required to share with the Title IX coordinator information regarding sexual misconduct or information about an incident that may have occurred at ACU. Students may speak to someone confidentially by contacting the ACU Counseling Center.

ACU Online Student Handbook

The current version can be found [here](#) (https://acuonline.my.salesforce.com/sfc/p/#E0000000cKPT/a/440000006AA9/RWbLcDg6R9gR8DgTJwQdECczCHnjwM1_0WvJs6b4qeY).

ACU Dallas Student Code of Conduct

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

ADA Compliance Statement

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

Library

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

✓ Grading

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

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

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

Points Per Assignment

Deliverable	Week	Type	Points
Getting to Know Your Class	1	Discussion	5
	1	Discussion	20
A Survey of Emerging Technologies	1	Assignment	100

	2	Discussion	25
Adopting Emerging technologies and applying them to solve IT problems	2	Assignment	100
	3	Discussion	25
Capstone Term Project Annotated Bibliography Part 1	3	Assignment	100
	4	Discussion	25
Capstone Term Project Annotated Bibliography Part 2	4	Assignment	100
	5	Discussion	25
Capstone Term Project First Draft	5	Assignment	100
	6	Discussion	25
Resume and Cover Letter	6	Assignment	150
	7	Discussion	25
Capstone Research Project - Final Draft	7	Assignment	175
		Total Points	1000

Course Outline and Schedule

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

Application for a Capstone Course at Abilene Christian University

Course Code and Title: ITA 491 Emerging Technologies in Information Technology

Course Description:

Investigation of an Information Technology topic of current interest. Various emerging technologies are surveyed as well as the approaches for adopting these technologies. Students will research an emerging technology, relate it to their area of interest, and propose an adoption and direct application of that technology to solve a current IT problem. A capstone and writing-intensive course.

Course Developer: Dr. Joe Feliciano

Students will be able to:

Evaluate and discuss emerging technologies that impact the field of IT.

Describe the approaches to adopting emerging technologies to solve organizational challenges.

Research and propose an adoption and implementation strategy to solve an organizational challenge.

Compose a personal skills assessment and document them in currently accepted business formats.

Briefly explain how your course or courses will meet the learning outcomes:

- Habits of mind that foster integrative thinking between the liberal arts core curriculum and their major field of study.

For the Capstone Research Project assignment, students are required to make connections between their chosen topic and former learning experiences assessing organizational need and implementing systems. For the project the students will connect the topic with past experiences or future trends in technology, identify an organizational need, and develop a proposal to solve that issue. Therefore, this assignment requires that students practice integrative thinking with learning from courses outside of their major. In a discussion students will consider how change, such as the one they are considering for their proposal, may impact individuals, the environment, or culture, prompting them to utilize what they have learned in courses outside of the specific technical courses in the program.

- Achievement and demonstration through advanced research and/or creative projects the ability to frame questions, carry out critical analysis, and produce work of substantial complexity and quality related to their chosen field of study.

The Capstone Research Project is a scaffolded research project that requires students to develop a research question and find critical sources (supporting and negating their viewpoint). They will build on that by identifying a current issue, applying their critical thinking skills, and

develop a proposal to solve that issue. Their project will culminate in a presentation demonstrating their work product in the course.

- Reflect and demonstrate their ability to think critically, globally, and missionally about their discipline.

The Capstone Research Project requires students to connect their topic to past experiences or future trends in society or science, prompting them to think globally about their topic. They are also required to submit an annotated bibliography and will have several critical sources so that they can develop an argument using multiple perspectives.

Explain how your course or courses will meet the required assignments:

- Research assignment

This course includes the following research assignment:

Capstone Research Project (2000 word minimum, ~7 pages)

In the course of this class, students will write a 2000-3000 word research paper that makes a sustained argument utilizing several academic sources. The paper needs to demonstrate the following:

- a) the student's ability to develop a major research question,
- b) select critical sources (not every source should justify your conclusion),
- c) use proper citation style,
- d) cite sources when necessary,
- e) write with formal academic style,
- f) critically synthesize sources to make an argument,
- g) make connections between the chosen topic and former learning experiences (in ITA classes and other classes),
- h) connect the topic with past experiences or future trends,
- i) Develop a proposal for adopting and implementing an emerging technology to solve an IT problem.

- Faith and vocation assignment

Students will collect artifacts from their practice of presence reflection essays and develop a screencast, video, or other media presentation that captures:

- a) why those particular essays were important or meaningful to them,
- b) how it connects to their understanding of faith, vocation, meaning, etc., and
- c) why it matters for their work.

The presentation should include a "rule of vocation." Similar to a "rule of life," a "rule of vocation" is a set of principles, disciplines, and postures that the student commits to in

order to maintain a balanced, centered, and measured work life. It should be attainable and brief.

- Comprehensive skills and accomplishments inventory

Students are required to develop a resume/CV with a cover letter. The cover letter should be in an appropriate professional format, and should be addressed to a fictional (or real) person in charge of hiring or accepting people into the position they desire. The position can be to a company or a university graduate/medical/dental/other recruiting office. The résumé should be formatted for their target audience.

Application for Writing Intensive Course for Existing Course

Course Subject and Number ITA 491

Course Name Emerging Technologies in Information Technology

Contact Person Dr. Joe Feliciano

For WI courses:

Explain the writing intensive nature of the course, addressing (1) types of writing students do (expository, analytical, scientific, etc.) and (2) opportunities for students to develop their writing skills (feedback, revisions, sequenced assignments, etc.)

This course includes the following research assignment:

Capstone Research Project (2000 word minimum, ~7 pages)

In the course of this class, you will write a 2000-3000 word research paper that makes a sustained argument utilizing several academic sources. The paper needs to demonstrate the following:

- a) the student's ability to develop a major research question
- b) select critical sources (not every source should justify the conclusion)
- c) use proper citation style
- d) cite sources when necessary
- e) properly paraphrase
- f) critically synthesize sources to develop a proposal
- g) make connections between the chosen topic and former learning experiences
- h) connect the topic with past experiences or future trends (in society or science).

Explain how your course or courses will meet these assignments:

- Has writing assignments as at least 30% of the course grade

Deliverable	Week	Type	Points
Getting to Know Your Class	1	Discussion	5
	1	Discussion	20

A Survey of Emerging Technologies	1	Assignment	100
	2	Discussion	25
Adopting Emerging technologies and applying them to solve IT problems	2	Assignment	100
	3	Discussion	25
Capstone Term Project Annotated Bibliography Part 1	3	Assignment	100
	4	Discussion	25
Capstone Term Project Annotated Bibliography Part 2	4	Assignment	100
	5	Discussion	25
Capstone Term Project First Draft	5	Assignment	100
	6	Discussion	25
Resume and Cover Letter	6	Assignment	150
	7	Discussion	25
Capstone Research Project - Final Draft	7	Assignment	175
		Total Points	1000

- Has an assignment that can be submitted to WAC for assessment that is 750-1000 words; analytical or persuasive; worth at least 5% of the course grade
- Is capped at 25 students
- Uses multiple approaches to writing

Guidelines for Writing-Intensive Courses

Definition of WI Courses

Writing-Intensive courses integrate instruction and practice in writing into upper-level content courses to assist students in becoming effective writers in a specific discipline. They provide a variety of contexts for writing, both formal (for example, research papers, laboratory reports, and book reviews) and informal (for example, journals, in-class responses to readings, and writing-to-learn activities). They help students to understand the writing process, expectations of writers in diverse settings, and key concepts about written discourse in their discipline.

Nature of the WI Course

In recognizing the diversity of the various disciplines that offer Writing Intensive (WI) courses, we do not believe we can formalize a required number of papers or words written in one semester. Instead, we wish to emphasize that a WI course needs to include writing in the overall course philosophy. Thus, we make the following recommendations:

- The class should be capped at 25 students to allow for the commitment of time and energy that an instructor must make to ensure that a class is truly writing intensive.
- The class should be a junior/senior level course, required by all majors, and be taught within the major.
- The syllabus should indicate that this course is designated as a WI course and writing should be listed as a course competency.
- Each program should identify its WI course in the University catalog.
- The instructor needs to use multiple approaches to writing in a course, such as writing to communicate, writing to learn, or writing to evaluate student progress.
- The instructor should include instruction about the writing process, such as finding sources (if research paper), drafting, peer or instructor review, revision, and regular feedback about writing.
- Writing should be included as a percentage of the course grade (at least 30%). Most disciplines would be expected to do more. This means that writing is used in the evaluation of students (out-of-class written assignments, in-class essay exams, daily grades/informal writing, etc.)

Expectations of WI Instructors

- Instructors should be full-time faculty with appropriate terminal degree or comparable experience. This recommendation recognizes that one goal of WI courses is to teach students the disciplinary expectations of writing in their field.
- Instructors should seek to be informed about the writing abilities of students that are relevant to potential employers. This means that instructors should ask “what kinds of

writing will students be asked to do in their jobs?” and “how can instructors incorporate these writing tasks in their classes?”

- Instructors should seek to be informed about writing instruction by attending campus workshops, reading about WAC, or learning about writing instruction within their own disciplines.
- Instructors should identify and refer students who need additional help with writing to the LEC or Writing Center.
- Instructors should self publish their syllabus on the web or send a copy to WAC committee for publication on the WAC web page.

Approved 4-21-99
laura.carroll@acu.edu

Joe, I am so glad you touched base with me because I had seen that message earlier, but then it disappeared--I think I might have accidentally deleted it! I am so sorry to keep you waiting!

This course absolutely meets the parameters of a Writing Intensive course. Be aware that the student assignment you designate as the WI assignment to send in later should be between 700-1000 words, and must be analytical or persuasive in nature.

Cheers,

CB

--

B. Cole Bennett, Ph.D.
Professor and [Writing Center Director](#)
Dept. of Language and Literature
Abilene Christian University
325.674.2406

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: July 30, 2020
TO: Dr. Joe Feliciano
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for ITA 491 – Emerging Technologies in Information Technology

After review of the course syllabus, Capstone Application, and Writing Intensive Course application, the Library can support the proposed course. Thank you for letting us review the course development template.

ABILENE CHRISTIAN UNIVERSITY
DUNCUM CENTER SOLUTIONS

M E M O R A N D U M

DATE: July 30, 2020
TO: Dr. Joe Feliciano
FROM: Lori Anne Shaw, Executive Director for Duncum Center Solutions & Academic Services
RE: Course Application for ITA 491 - Emerging Technologies in Information Technology

After reviewing the course application and syllabus, Duncum Center Solutions (DCS), the instructional design team for ACU Dallas, is able to support the proposed course. Please let the DCS team know if additional instructional design support is required for the course. Thank you for letting us review the course application and syllabus.

ACU Dallas Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Advise & Respond

Course Number: ITA 491

or Degree Plan(s):

Circle the number that corresponds to the requested change.

	Change to a Course	1	2	3	4	5
1.	Title (description unchanged)	A	A	I	I	I
2.	Description (not affecting content)	A	A	I	I	I
3.	Course term(s)	A	A	I	I	I
4.	Content (substantive change)	A	A	A	A	I
5.	Number of credit hours	A	A	A	A	I
6.	Course number within the hundred	A	A	I	I	I
7.	Course number beyond the hundred	A	A	A	A	I
8.	Prerequisites	A	A	A	A	I
9.	Course fee(s)	A	A	--	A	I
10.	From U to G <i>or</i> G to U	A	A	A	A	I
11.	Cross list with another program or department	A	A	A	A	I
12.	Program/department of record	A	A	A	A	I
13.	Open or close a course	A	A	A	A	I
14.	New course (application required)	A	A	A	A	I

	Change to a Degree Plan	1	2	3	4	5	6
1.	Major/Program — Revision	A	A	A	A	A	--
2.	Major/Program — Adopt or change admission requirements	A	A	A	A	A	--
3.	Major/Program — Add	A	A	A	A	A	--
4.	Major/Program — Offer existing university program on campus	--	A	A	A	A	--
5.	Major/Program — Discontinue (proposed by Program or College)	A	A	A	A	A	I
6.	Major/Program — Discontinue (proposed by Provost)	R	R	A	A	A	I

7.	GPA — Revise major/program or cumulative requirement	A	A	A	A	A	--
8.	Minor — Revise course selection	A	A	I	I	I	--
9.	Minor — Add	A	A	A	A	A	--
10.	Minor — Discontinue (proposed by Program or College)	A	A	A	A	A	--
11.	Minor — Discontinue (proposed by Provost)	R	R	A	A	A	--
12.	Degree — Add	A	A	A	A	A	I
13.	Degree — Discontinue (proposed by Program or College)	A	A	A	A	A	I
14.	Degree — Discontinue (proposed by Provost)	R	R	A	A	A	I

	Change to Undergraduate University Requirements	A	A	A	A	A	A	--	A
15.	University Requirements — Change in approved course content	A	A	A	A	A	A	--	A
16.	University Requirements — Add or drop a required course from the University Requirements chart	A	A	A	A	A	A	A	A
17.	University Requirements — Add or drop a course from a menu within the University Requirements chart	A	--	--	A	A	A	--	A
18.	University Requirements — Change hours within a menu on the University Requirements chart	A	A	A	A	A	A	A	A
	Change to Catalog Information								
1.	General requirements for graduation including course requirements that are common to all majors for all degrees	--	--	A	--	A	A	A	A
2.	Admission requirements	--	--	A	--	A	A	A	A

Program Director/Department Chair

Dr. Joe Feliciano

Jul 31, 2020

Joe Feliciano, Program Director

Date

Dean

Joe L. Cope

Jul 31, 2020

Joe L. Cope, Dean

Date

College Academic Council

Joseph Halbert, Chair

Date

University General Education Council

Dr. Jessica Smith

Date

Undergraduate Academic Council

N/A

Chair's signature

Date

Provost

Robert Rhodes, Provost

Date

Faculty

N/A

Faculty Senate Chair's signature

Date

President

Phil Schubert

Date