

VI. Actions *Place all actions on one page.*

Course ID: BIBM 724

Course Title: Project/Thesis Seminar I

1. College Academic Council: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ☒ Denied ☐ Christopher R. Huter 2-22-16
College Dean or Director Date

Approved ☐ Denied ☐ _____
College Dean or Director Date

2. Graduate Council: (for graduate level courses)

Approved ☐ Denied ☐ _____
Dean of Graduate School Date

3. Teacher Education Council: (when applicable)

Approved ☐ Denied ☐ _____
TEC Chair Date

4. University General Education Council: (when applicable)

Approved ☐ Denied ☐ _____
Provost's designee Date

5. University Undergraduate Academic Council: (*undergraduate level courses*)

Approved ☐ Denied ☐ _____
Vice Provost Date

6. Academic Provost: (for all courses)

Approved ☐ Denied ☐ _____
Provost Date

7. President of the University: (for all courses)

Approved ☐ Denied ☐ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

Application for a New Course v10.5

Course ID <i>Subject and Number</i>	BIBM 726
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Tim Sensing
2	Course Teacher	Tim Sensing
3	Course Title	Project/Thesis Seminar II
4	Course Abbreviation (if title is over 30 characters)	n/a
5	College	CBS
6	Department	GST
7	Number of Credit Hours	2
8	Is the course Fixed Credit or Variable Credit?	Fixed
9	Is the course repeatable?	No
10	Maximum number of times course may be repeated	n/a
11	Maximum number of hours credit	2
12	Explanation for variable credit	n/a
13a	Course contact hours - LEC	2
13b	Course contact hours - Lab	0
13c	Course contact hours - Practicum	0
13d	Course contact hours - Seminar	0
13e	Course contact hours - Studio	0
13f	Course contact hours - Online	0
13g	Course contact hours - Colloquium	0
13h	Course contact hours – Field Experience	0
13j	Course contact hours - Internship	0
13k	Course contact hours - Research	0
13m	Course contact hours - Workshop	0
13n	Course contact hours – Other (specify)	0
14	Instructor Workload	2
15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	20
17	Catalog Description (50 words or less)	The concluding course of a two-part seminar designed to integrate the competencies developed in the DMin curriculum and to create a project appropriate for the student's particular ministry setting.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	BIBM 724 Project/Thesis Seminar I

19	List any co-requisites	none
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	n/a
21	Does this course have any special student costs? Yes/No <i>Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	No
22a	How often will it be offered? Fall	1 (currently DMin fall courses take place in June. Conversations are underway to change the coding to summer, but current coding is for fall)
22b	How often will it be offered? Spring	0
22c	How often will it be offered? Summer	0
23	Frequency? All, odd, or even years?	Every Year
24	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Fall (Summer) 2016
25	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	n/a
26	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	Yes, it is required for all DMin students. This requirement was approved near the end of the Spring 2013 semester and has been included in the catalog (as BIBM 740) since the 2014-15 academic year.
27	Should the addition of this course be retroactively applied to the degree plan it supports? Yes/no and explain	No
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught. (Note: New courses are NOT required to be taught as Special Topics courses prior to being approved. However, courses may be taught once as Special Topics before it is proposed. See the Course Descriptions section of the Catalog for details.)</i>	Yes. BIBM 740.02 Fall 2015 10 students
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept</i>	None.

	<i>chair of existing course justifying the new offering in Section IV-D.</i>	
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II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	Required, DMin
2	Justification State the justification for adding this course to the current curriculum. Represent the need.	The course is required for all DMin students.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	All DMin students, who must all have an MDiv or its educational equivalent in order to be admitted to the DMin program. Ideally, students will take this course as they begin their second year in the program.
2	State the overarching course goal(s) in performance terms.	To achieve the following student learning outcomes: Communication Graduates will have facility in critical thinking, analysis, and in oral and written communication (Prog 5) Cultural Competence DMin graduates will demonstrate an increased competence in reading, assessing, and interpreting varied cultural contexts of ministry. (DMin 2)

2. Competencies and Measurements

	Competency	Measurement
1	To facilitate the writing of theological and theoretical constructs that supports the project/thesis.	Prospectus, class discussion
2	Students will utilize qualitative research skills to listen and describe the context of their ministry project	Prospectus

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.

Sensing, Tim. *Qualitative Research: A Multi-Methods Approach for Doctor of Ministry Projects*. Eugene, OR: Wipf & Stock, 2011.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Dean of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the Library report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
4	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
5	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
6	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.
7	Justification — Attach all documents referred to in Section II-2
8	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
9	Provide documentation for all additional attachments here

Attachment: DMin Degree Requirements, 2015-16 Catalog

Proposed change pertaining to this course application is highlighted below

Requirements for the DMin are:

1. Orientation, 0 hours
BIBM 701: Doctor of Ministry Orientation
2. Core courses, 6 hours
BIBM 702: Biblical and Theological Foundations for Ministry
BIBM 740: Practical Theology for Ministerial Leadership
3. Method and Project/Thesis, 9 hours
BIBM 740: Project/Thesis Seminar I (1 hour)
BIBM **740 726**: Project/Thesis Seminar II (2 hours)
BIBM 799: DMin Project Thesis (6 hours; includes an oral exam)
4. Spiritual Formation (0 hours)
Two spiritual formation retreats
Mentoring/spiritual direction throughout the program

Ministry Electives (18 hours)

For a generalist degree, select any 6 electives (18 hours). Students wishing to specialize in a track should select 4 courses (12 hours) from the appropriate track plus 2 additional electives (6 hours).

Track Offerings:

Christian Spiritual Formation:

- BIBM 717: Christian Spiritual Formation
- BIBM 740: Immersion in Culture, Context and Community
- BIBM 740: Living in the Tradition
- BIBM 740: Forming Communities of Faith

Leadership for Missional Renewal:

- BIBM 706: Christian Leadership Development
- BIBM 719: Missional Ecclesiology
- BIBM 740: Leading Change in Christian Organizations
- BIBM 740: Immersion in Culture, Context, and Community

Preaching for Community Transformation:

- BIBM 703: Preaching in Contemporary Contexts
- BIBM 711: Preaching and Theology
- BIBM 723: Worship
- BIBM 740: Exegesis: Text and Congregation

Thursday, February 18, 2016

Abilene Christian University

Re: BIBM 726 Application

Dear Tim,

The Adams Center for Teaching and Learning has completed the review BIBM 726: Project/Thesis Seminar Part 2. The syllabus was reviewed based on the ACU Syllabus Guidelines. The syllabus proposed meets or exceeds most of the expectations described in these guidelines.

Please address the following before submitting the syllabus to the Academic Council.

- Include a statement identifying either course prerequisites or the curricular placement of this course, such as "after all other required coursework is completed."
- Add a space to list office hours or other contact expectations.
- Consider creating an outline of topics to be addressed during the face to face sessions.
- If reading the textbook is required to be completed before the face to face sessions, you may want to include that expectation on the syllabus.
- Correct all mentions of the course number in the syllabus to read, "BIBM 726."

There is no need to return the syllabus to the Adams Center for further review. Of course, if you would like to discuss this suggestion or any other aspect of your syllabus or instructional strategies, please contact me and we will schedule a time as soon as possible. We are here to serve you as you help prepare students for Christian service and leadership throughout the world.

Grace and Peace,

A handwritten signature in black ink, appearing to read "David Christianson".

David Christianson
Instructional Designer
Adams Center for Teaching and Learning
Abilene Christian University

ACU Syllabus Checklist

Revised on July 15, 2014 based on ACU New Course Application v10.5.

Course Title and Number

BIBM 726 Project/Thesis

Reviewer

David Christianson

Developer

Tim Sensing

About the course

- ☒ Course number and title
- ☒ Credit hours
- ☒ Semester and year
- ☒ Meeting time and place
- ☐ Prerequisites/co-requisites

About the instructor(s)

- ☒ Name and title or rank
- ☒ Office location
- ☒ Contact information
- ☐ Office hours/contact expectations

Mission statements

- ☒ ACU mission statement
- ☒ College mission statement
- ☒ Department mission statement
- ☐ Personal mission statement (optional)

Unique Christian Perspective

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

Course Content

- ☒ Catalog description

- ☒ Intended audience
- ☐ Outline of topics

Teaching/Learning Methods and Format of Class Sessions

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

Materials

- ☒ Required and optional materials, including textbooks, etc.

Learning Objectives/Competencies

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

Assessment/Grading Criteria

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

University Policies

- ☒ Special needs policy -ADA
- ☒ Academic integrity policy (recommended)
- ☐ Title IX policy (recommended)

Course Policies

Expectations and consequences regarding:

- ☒ Participation
- ☒ Attendance and tardiness
- ☒ Course specific academic integrity policy (optional)

Calendar

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

- ☐ Exam dates
- ☒ Assignments
- ☒ Due dates and other deadlines (and late assignment/exam policy)
- ☐ Schedule of readings and topics
- ☐ Statement to reserve the right to modify the calendar as necessary

Any comments?

Include a statement identifying either course prerequisites or the curricular placement of this course, such as "after all other required coursework is completed."

Add a space to list office hours or other contact expectations.

Consider creating an outline of topics to be addressed during the face to face sessions.

If reading the textbook is required to be completed before the face to face sessions, you may want to include that expectation on the syllabus.

Submit

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ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: February 22, 2016
TO: Dr. Tim Sensing
FROM: Mark McCallon, Associate Dean for Library Information Services
RE: Course Application BIBM 726 – Project Thesis/Seminar II

The library can adequately support the proposed course. Thank you for letting us review the course application.

BIBM 726
PROJECT/THESIS SEMINAR Part 2

2 Credits

Abilene Christian University

Dr. Tim Sensing

June 2016

OPBS Bldg. #249

Contact Information:

Office: #313 OPBS Bldg.

Office Hours: By Appointment

ACU Box 29416

Abilene, TX 79699

Office: 325-674-3792

sensingt@acu.edu

Mission Statements:

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

The mission of the Academic Division of Abilene Christian University is to plan, organize, and implement academic programs that focus on educating students for Christian service and leadership throughout the world.

The mission of the College of Biblical Studies is to provide leadership, preparation, and resources for effective worldwide ministry in the cause of Christ.

The mission of the Graduate School of Theology is to equip men and women for effective ministerial leadership in a variety of missions and ministry contexts and to provide strong academic foundations for theological inquiry.

The mission of the Doctor of Ministry degree is to enhance the practice of ministry for persons who hold the M.Div. degree and have engaged in ministerial leadership.

Course Description:

The concluding course of a two-part seminar designed to integrate the competencies developed in the DMin curriculum and to create a project appropriate for the student's particular ministry setting. Building on the paper from BIBM 724, you will complete the prospectus.

Course Prerequisite: BIBM 724 is required prior to taking BIBM 726.

STUDENT LEARNING OUTCOMES AND COURSE COMPETENCIES

STUDENT LEARNING OUTCOMES	COMPETENCIES	MEASUREMENTS
Communication Graduates will have facility in critical thinking, analysis, and in oral and written communication (Prog 5)	To facilitate the writing of theological and theoretical constructs that supports the project/thesis.	Prospectus, class discussion
Cultural Competence	Students will utilize qualitative	Prospectus

DMin graduates will demonstrate an increased competence in reading, assessing, and interpreting varied cultural contexts of ministry. (DMin 2)	research skills to listen and describe the context of their ministry project	
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Course Textbooks:

Sensing, Tim. *Qualitative Research: A Multi-Methods Approach for Doctor of Ministry Projects*. Eugene, OR: Wipf & Stock, 2011.

Pre-Class Assignments:

- Read *Qualitative Research*
- Respond to all the pre-assignment activities on Canvas. Due one week before the seminar.
 - Project Thesis Mechanical Review
 - Project Thesis Checklist
 - Instructions for Writing
 - Human Subjects Review and IRB
 - Human Subjects Review: Each student should take the free NIH training for protection of human subjects found at <http://phrp.nihtraining.com/users/login.php> . Bring to class the completion form or code given by the site at the end of the module.
 - Methodology & Evaluation

Course Assignments:

- A. Class Discussion:** Students are asked to fully engage discussions addressing their own projects as well as other classmates in both online and f2f settings.
- B. Prospectus:**
 - 1) Write the complete prospectus as described on pages 11-12 of *Qualitative Research*.
 - 2) The completed paper (hard copy) is due according to the PT checklist.
- C. The Project/Thesis Prospectus:**
 1. The project for this course is a formal Project/Thesis Prospectus that will be evaluated by the following criteria:
 - It will reflect the feedback and input given in the Project/Thesis Seminar.
 - It will be approved by Dr. Sensing for your grade in this course.

NEXT STEPS (not part of the grade for the course)

 2. After it is graded, it will be submitted and approved by both the primary and secondary P/T faculty advisors. Fully expect the primary and secondary advisors will make suggestions and modifications to the draft submitted for this course.
 3. The completed Project/Thesis Prospectus must be received in the D.Min. Director's office **according to the P/T Timeline.**

4. Upon the approval of the Project/Thesis Prospectus by the graduate school, the candidate will be ready to proceed with the implementation of the Project/Thesis in the ministry setting.

Point Value Summary

- a) Online discussion (5 x 10 = 50 points)
- b) Complete prospectus (50 points)

Grading Scale: Based on a 100 point scale.

A=90-100

B=80-89

C=70-79

D=60-69

F=59-

Class Schedule:

The seminar will meet 8:00 am –12:00 pm; 1:30 pm – 5:00 pm. The online component will begin approximately one month prior to our meeting. Dr. Sensing will initiate the online component.

Course Policies:

1. **Due Dates:** The online components are due one week before the seminar. Prospectus is due according to the PT checklist. No assignments will be accepted after the due dates.
2. **Attendance Policy:** Attendance is required for the on campus seminar and whatever time it requires to finish the online assignments.
3. **Academic Integrity Policy:** Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the Policy. While the university enforces the Policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff, and student body is responsible for protecting the integrity of learning, scholarship, and research. The full Policy is available for review at the Provost's office web site (<http://www.acu.edu/campusoffices/provost>) and the following offices: provost, college deans, dean of campus life, director of student judicial affairs, director of residential life education and academic departments.
4. **The Americans with Disabilities Act (ADA):** protects individuals with disabilities from discrimination. If a student requests accommodations under ADA, please notify the professor one week prior to the course. If needs arise during the course, please notify the professor as soon as possible. The professor will work with the College of Biblical Studies to accommodate the student's needs.

Classroom Virtues

The GST invites students to participate in a process of theological and spiritual formation. Knowing how to think theologically comes by habit and by imitation, not simply by acquiring isolated facts. The assumption here is that books alone are insufficient for addressing difficulties of life and forming people into the image and likeness of God. Ultimately, we strive to form communities of inquiry, inviting you to inhabit a shared world of learning. Within such an environment, the goal is to cultivate critical skills of reflection, spiritual disciplines, interact authentically with one another, and learn to function as a community of inquiry. A large part of this involves connecting areas of life rather than pitting them against one another. Prayer, study, and other dimensions of life are all integral to the process of formation. Consequently, we invite you to participate in a set of practices; nurtured within this context, you pursue “intellectual, moral, spiritual excellence” the result of which is the formation of the whole person.

- I. Desire for truth in the context of love**—the aptitude to discern whether belief-forming processes, practices, and people yield true beliefs over false ones. People motivated by this desire will be more likely to conduct thorough inquiries, scrutinize evidence carefully, investigate numerous fields of study, consider alternative explanations, while respecting and caring for others.
- II. Humility**—the capacity to recognize reliable sources of informed judgment while recognizing the limits of our knowledge and the fallibility of our judgments. This is not created in isolation but takes into account feedback and correction from other sources of informed judgment.
- III. Honesty**—the capacity to tackle difficult questions without seeking simple answers. Ignoring complex and difficult questions only solidifies vices such as intellectual dishonesty, close-mindedness, and rash judgments. These vices preclude the possibility of refining our thinking and of participating in conversations with others.
- IV. Openness**—the desire to engage in an open-ended search for knowledge of God, including receptivity to different ideas, experiences, and people. Listening becomes a discipline that acknowledges the other and respects diversity. The art of being a student and a teacher is an ongoing process that necessitates hospitality, patience, and love.
- V. Courage**—the ability to articulate one’s position while considering other perspectives. The aptitude to express convictions involves risk yet fosters opportunities for meaningful dialog. Responding to objections entails tenacity but should not be confused with close-mindedness.
- VI. Wisdom**—the capacity to offer a synthetic discernment of knowledge on behalf of the community. The aim is not merely the dissemination of information but a pastoral implementation of faith for the building up of the community. It solidifies various pieces of data, practices, and experiences and aptly applies knowledge and faith to particular situations.
- VII. Stewardship**—the commitment to one’s accountability to the gifts and responsibilities that one brings to the classroom. Classroom engagement includes proactively participating in the course goals, seeking mastery of course competencies, and collaborating with faculty and fellow students in the developing of a learning environment. Committing oneself to spiritual and intellectual well-being and growth is a faithful response to the opportunities graduate education affords.
- VIII. Hopefulness**—the receptivity to the future possibilities of God. The cultivation of thankfulness for our heritages and expectation for our future ministries engenders a guard against cynicism and a spirit of perseverance during times of stress and disorientation.
- IX. Prayerfulness**—the making of space to commune with God. The task of learning and teaching so that we are formed into the image of Christ through the Spirit involves our consistent reliance on God’s sanctifying work.

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Course Number and Name BIBM 726 Project/Thesis Seminar II

Primary Department

Jane Lunsing
Department Chair

2-18-16
Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

VI. Actions *Place all actions on one page.*

Course ID: BIBM 726

Course Title: Project/Thesis Seminar II

1. College Academic Council: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ☒ Denied ☐ Christopher TC Huda 2-22-16
College Dean or Director Date

Approved ☐ Denied ☐ _____
College Dean or Director Date

2. Graduate Council: (for graduate level courses)

Approved ☐ Denied ☐ _____
Dean of Graduate School Date

3. Teacher Education Council: (when applicable)

Approved ☐ Denied ☐ _____
TEC Chair Date

4. University General Education Council: (when applicable)

Approved ☐ Denied ☐ _____
Provost's designee Date

5. University Undergraduate Academic Council: (*undergraduate level courses*)

Approved ☐ Denied ☐ _____
Vice Provost Date

6. Academic Provost: (for all courses)

Approved ☐ Denied ☐ _____
Provost Date

7. President of the University: (for all courses)

Approved ☐ Denied ☐ _____
President Date

Attach notes, comments, or conditions from appropriate councils: