

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number BIBD635 Ancient & Medieval Theology or Degree Plan(s) _____
 State the requested change and reason. A memo may be attached if more space is necessary.

new course application - theology elective, no changes to degree

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³							President
		Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost
Change to a Course									
1.	Title (description unchanged)	A	A	A		I			I
2.	Description (not affecting content)	A	A	A		I			I
3.	Course term(s)	A	I	A		I			I
4.	Content (substantive change)	A	A	A		I			A
5.	Number of hours (lecture, lab, contact)	A	A	A		A			A
6.	Course number within the hundred	A	A	I		I			I
7.	Course number beyond the hundred	A	A	A		A			A
8.	Prerequisites	A	A	A		I			I
9.	Course fee(s)	A	--	A		--			A
10.	From U to G or G to U	A	A	A		A			A
11.	Cross list with another department: U or G level	A	A	A		A			A
12.	Department of record	A	A	A		A			A
13.	Open or close a course	A	A	A		A			A
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A		A			A

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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		COUNCIL ³							President	Faculty	Provost	GRAD	UAC	UGEC	TEC	Deans	College Academic	Dept./School	Change to a Degree Plan	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--								--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A									--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A									--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A									--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A									--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A									--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A									I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A									I
9.	Major – Discontinue (proposed by the Provost)	See below.																		
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A									--
11.	Minor — Revise course selection	A	A	A	I				I	--	I									--
12.	Minor — Add	A	A	A	A				A	--	A									--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A									--
14.	Minor – Discontinue (proposed by the Provost)	See below.																		
15.	Degree — Add	A	A	A	A				A	A	A									I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A									I
17.	Degree – Discontinue (proposed by the Provost)	See below.																		
18.	Any change to a graduate degree program	A	A	A	A				A	--	A									--

COUNCIL ³										
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

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COUNCIL ³										
	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A	A
2.	Admission requirements	--	--	--		A		A	A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A	A

¹ Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

² The Dean and Department should respond to the Provost's recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that "general requirements for graduation" means the enumerated items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
<u>Jim Jennings</u> Signature	<u>11-20-19</u> Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
<u>Christopher R. Hutson</u> Signature	<u>11-20-19</u> Approval date
_____ Signature	_____ Approval date

Dean(s)	
_____ Signature	_____ Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

Application for a New Course v10.6

Course ID <i>Subject and Number</i>	BIBD635
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Fred Aquino
2	Course Teacher	Fred Aquino
3	Course Title	Ancient and Medieval Theology
4	Course Abbreviation (if title is over 30 characters)	
5	College	College of Biblical Studies
6	Department	Graduate School of Theology
7	Number of Credit Hours	3
8a.	Number of contact hours - lecture	36
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	n/a
13	What type of course is this? (Select one. Please see Schedule Type definitions above.)	☐ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☒ Seminar ☐ Studio ☐ Thesis ☐ Dissertation

14	Instructor Workload	3 credit hours
15	Grade Mode (check all appropriate):	☒ X Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	15
17	Catalog Description (50 words or less)	This seminar focuses on some important texts and topics in Patristic and Medieval theology.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	None – open to any graduate-level student
19	List any co-requisites	none
20	If the course is cross listed, specify the Course ID(s); MUST have signature in Section V from all Department Chairs	n/a
21	Does this course have any special student costs?	☒ X No ☐ Yes (If yes, must attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.)
22a	How frequently will the course be offered in the Fall ? All, even or odd years?	Not offered
22b	How frequently will the course be offered in the Spring ? All, even or odd years?	Even years (J-term class – one week intensive)
22c	How frequently will the course be offered in the Summer ? All, even or odd years?	Not offered
23	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>	Was taught as special topics course (BIBD640 spring 2018), scheduled to be taught January 2020.
24	List course/s that should be deleted, (Also, 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

25	Is this course required for a degree/s? <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	☒ No ☐ Yes
26	Should the addition of this course be retroactively applied to the degree plan it supports?	☒ No ☐ Yes Explanation:
27	Has this course been offered as a Special Topics course?	☐ No ☒ Yes <i>If "Yes," specify the Course ID and enrollment for each term it was taught. BIBD640, Spring 2018 (Note: New courses are NOT required to be taught as Special Topics courses prior to being approved. However, a course may be taught once as Special Topics before it is proposed. See the Course Descriptions section of the Catalog for details.)</i>
28	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-D.</i>	N/A

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	Provides additional elective in theology area.
2	Justification State the justification for adding this course to the current curriculum. Represent the need.	Provide specific focus on ancient/medieval time period in the development of theological thought.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	Graduate students, no pre-requisites.
2	State the overarching course goal(s) in performance terms.	SLOs: critical facility with theology; facility in critical thinking, analysis & communication; integrate theology & contemporary culture.

2. Competencies and Measurements

	Competency	Measurement
1	Focus on important texts in Patristic/Medieval theology	Reading assignments, class discussions, list of questions/observations, reflection paper
2	Examine different approaches to Patristic/Medieval theology	Reading assignments, class discussions, list of questions/observations, reflection paper
3	Think critically about the intersection of Patristic/Medieval thought and contemporary issues.	Reflection paper

3. Text and Resources

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

On First Principles	Origin	Christian Classics	2013
The Augustine Catechism	Augustine	New City Press	2008
The Confessions Vol 1	Augustine	New City Press	2001
Anselm of Canterbury: The Major Works	Anselm	Oxford	2008
Aquinas: The Basic Works	Aquinas	Hackett	2014
On Difficulties in the Church Fathers Vol 1	Maximus the Confessor	Harvard	2014
On Difficulties in the Church Fathers Vol 2	Maximus the Confessor	Harvard	2014
Gregory of Nazianzus	Daley, Brian	Routledge	2006
What Is Ancient Philosophy?	Hadot, Pierre	Belknap	2004
Pseudo Dionysius: The Complete Works	Rorem (trans)	Paulist	1988
Julian of Norwich: Showings	Colledge (trans)	Paulist	1977

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

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 _____ BIBD635 Ancient and Medieval Theology _____

Primary Department

Department Chair

Dean of the College

10-9-19

Date

Date

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

Department Chair
Dean of the College

Date

Date

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

Department Chair
Dean of the College

Date

Date

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

Course ID: BIBD635

Course Title: Ancient and Medieval Theology

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. Hutson 11-20-19
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:

September 19, 2019

Dr. Frederick D. Aquino
BSB 317
325-674-3789
aquinof@acu.edu

Re: Review of BIBD635

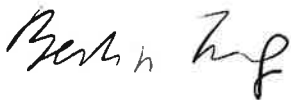
Dear Dr. Aquino,

Thank you for submitting Review of BIBD635: Ancient and Medieval Theology, and I have reviewed them based on the [ACU Syllabus Guidelines](#) from the Povost's office and found it to be meeting all requirements except a few changes I would suggest:

1. If the final course number is 635, could you change 640 to 635?
2. Since this is a new course application, it may be a good idea to change the 2018 dates when it was taught as a special topic class. You can add meeting time and place, if available, but it is fine to include some placeholder texts also (e.g., "Classroom to be determined").
3. Add information about prerequisites, credit hours and intended audience.
4. For ADA compliance, you may need to leave some contact information about the ADA office. I have some standard text in this template:
<https://tinyurl.com/acusyllabus>

If you choose to make the changes, please submit the revised version to the council for review. There is no need to bring back the syllabus for further review. However, please note that this letter is used during the review process as a reference. It is not meant to be final approval. Others in the review process may have recommendations too.

If you have any questions, please feel free to let me know. Please also let the instructional design team know if we can be of any help in the design and facilitation of this course.



Director of Instructional Design
Adams Center

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: 14:33
TO: Dr. Mindi Thompson
CC: Dr. Fred Aquino
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for BIBD 635 – Ancient and Medieval Theology

After reviewing the course application and consulting with Craig Churchill, Theological Librarian, the library is able to support the proposed course. Please contact Craig Churchill (churchillc@acu.edu), Theological Librarian, if additional library resources are needed to support the proposed course. Thank you for the opportunity to evaluate the syllabus and course proposal.

Abilene Christian University
BIBD 640 Ancient and Medieval Theology
January 8-12, 2018
BSB 121

Dr. Frederick D. Aquino

Office: Biblical Studies Building, Room 317

Office Hours: By Appointment Only

Phone: 674-3789 (office)

E-mail: aquinoof@acu.edu

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

The GST aims to equip men and women for effective missional leadership for ministry in all its forms, and to provide strong academic foundations for theological inquiry. By equipping students with the requisite skills, knowledge, and experience, the GST aspires to produce graduates with trained minds and transformed hearts.

Course Description

This seminar focuses on some important texts and topics in Patristic and Medieval theology.

Course Objectives

Student Learning Outcomes	Competencies	Evaluation
Graduates will have critical facility with the most important primary sources and issues of scholarly discussion in theology (MA 1)	Focus on some important texts and topics in Patristic and Medieval theology	Reading Assignments; Class Discussions; List; Reflection Paper
Graduates will have facility in critical thinking, analysis, and in oral and written communication (Prog 5)	Examine different approaches to various topics in Patristic and Medieval Theology	Reading Assignments; Class Discussions; List; Reflection Paper
Graduates will have ability to integrate theology in contemporary cultural contexts (MDiv 1)	Think critically about the intersection of Patristic/Medieval thought and contemporary issues	Reflection Paper

Textbooks

Anselm of Canterbury: The Major Works, ed. Brian Davies and G.R Evans (Oxford, 2008)

Aquinas: Basic Works, ed. Jeffrey Hause and Robert Pasnau (Hackett, 2014)

Augustine, *Catechism: Enchiridion on Faith Hope and Charity*, trans. Bruce Harber (New City Press, 2008)

Augustine, *Confessions*, trans. Maria Boulding (New City Press, 2001)

Gregory of Nazianzus (the Early Church Fathers), ed. Brian Daley (Routledge, 2006)

Pierre Hadot, *What is Ancient Philosophy?* (Harvard, 2004)

Maximos the Confessor, *On Difficulties in the Church Fathers: The Ambigua*, vol. 1, ed. and trans. Nicholas Constans (Harvard, 2014)

Maximos the Confessor, *On Difficulties in the Church Fathers: The Ambigua*, vol. 2, ed. and trans. Nicholas Constans (Harvard, 2014)

Origen, *On First Principles*, trans. G. W. Butterworth (Ave Maria Press, 2013)

Pseudo Dionysius: The Complete Works, trans. Paul Rorem (Paulist, 1987)

Expectations and Requirements

Reading and Preparation. Each student should read carefully the assigned texts prior to class. However, the key is to look for central issues and to avoid getting lost in the intricate details. More specifically, each student should formulate a critical analysis of the assigned readings, and should thus be prepared for informed participation in the discussion at each class session.

A List of Questions or Observations. Each student is required to pose one question to (or offer a brief observation on an issue of significance in) each assigned reading. The aim here is to use each question or observation as a springboard for class discussion. The list of questions or observations for each assigned reading is due on Friday, January 5, 2018. The student should retain a copy of the paper and be prepared to discuss the questions or observations in class.

Reflection Paper. Each student is required to write a reflection paper that deals with a specific issue in a Patristic or Medieval thinker, thereby offering an apt analysis of primary sources and a critical engagement of secondary sources. The paper should be 15 pages and is due on Friday, March 30, 2018.

Grading

Criteria

The list of questions or observations will count for 30% of the final grade and the reflection paper for 70%. Criteria for grading written work include whether the paper (1) clearly states its basic claim, (2) offers an insightful and well-argued viewpoint (e.g., reasons that support its basic claim), (3) is well organized, and (4) is fair to the positions discussed.

Scale

90-100 = A

80-89 = B

70-79 = C

60-69 = D

0-59 = F

Course Policies

Attendance: Students are expected to attend all class meetings. If you expect to miss a class period, please inform me in advance. *One unexcused absence will result in a one-letter grade reduction.*

Academic Integrity: 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 ones' 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.

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.

Schedule of Sessions and Readings (the professor reserves the right to modify the calendar as necessary)

Monday

1. Introductory Remarks
2. Pierre Hadot, *What is Ancient Philosophy?* pp. 1-6, 9-51, 55-281
3. Plato, *The Phaedrus* (<http://classics.mit.edu/Plato/phaedrus.html>)
4. Aristotle, *The Metaphysics*, Books I, IV, V, XII
(<http://classics.mit.edu/Aristotle/metaphysics.html>)
5. Plotinus, *The Enneads*, the First Ennead, Eighth Tractate, Sections 1-12; the Third Ennead, Eighth Tractate, Sections 1-10; the Fifth and Sixth Enneads (<http://www.sacred-texts.com/cla/plotenn/index.htm>)
6. Discussion of Reflection Paper

Tuesday

1. Origen, *On First Principles*, Book I.1-7 (pp. 1-84), Book IV.1-4 (pp. 333-431)
2. Gregory of Nyssa, "An Answer to Ablabius: That We Should Not Think of Saying There are Three Gods" and "An Address On Religious Instruction" in *Christology of the Later Fathers* (Philadelphia: The Westminster Press, 1954), pp. 256-326
3. Gregory of Nazianzus, "Orations," in *Daley*, pp. 62-154
4. Cyril of Alexandria, *On the Unity of Christ*, trans. John Anthony McGuckin (St. Vladimir's Press, 1995), pp. 49-133

Wednesday

1. Augustine, *The Enchiridion*, *Confessions*, and *The Trinity*, Books I-II, IV-VII
2. Pseudo Dionysius: *The Complete Works*, pp. 47-142
3. Maximus the Confessor, *On Difficulties*, vol. 1, pp. 63-141, 151-343, 363-377, 409-419, and vol. 2, pp. 73-95, 99-187, 213-217, 231-233
4. Discussion of Reflection Paper

Thursday

1. Anselm, "Why God Became Man" and "Proslogion," in *Anselm of Canterbury: The Major Works*, pp. 82-104, 260-357
2. Aquinas, *Basic Works*, pp. 2-34, 49-84, 97-100, 116-137, 160-249, 316-375
3. Julian of Norwich, *Showings*, pp. 175-341
4. Discussion of Reflection Paper

Friday

1. Concluding Reflections
2. Discussion of Reflection Paper

Classroom Virtues and Practices

- I. **Desire for truth**—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, and so forth.
- II. **Epistemic Humility**—the capacity to take into account feedback and correction from reliable sources of informed judgment while acknowledging the limits of our knowledge and the fallibility of our judgments.

- III. **Intellectual 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. **Open-mindedness**—the desire to engage in an open-ended search for knowledge, understanding, wisdom, and so on. Presumed here is the capacity to take seriously different ideas and counterarguments, recognizing that being impulsive in assessing evidence fosters intellectual deficiencies and hinders intellectual growth, both personally and communally.
- V. **Courage**—the willingness to articulate one's own position while considering other perspectives. Responding to objections entails tenacity but should not be confused with close-mindedness.
- VI. **An Integrative Habit of Mind**—the capacity to grasp how things fit together in light of one another and how an understanding of this sort relates to the situation at hand.

Application for a New Course v10.6

Instructions:

Sequence:

- Consult with the Registrar's Office to discuss the degree plan and course number.
- Complete the New Course Application
- Create the course Syllabus – *See the associated Syllabus Checklist*
- Submit both paper and electronic versions of the Application and Syllabus to Instructional Design Director, Berlin Fang
- *Adams Center schedules review appointment within ten days of receipt of all items*
- Meet with Adams Center Instructional Design team
- Make any necessary changes to application / syllabus
- Obtain the Library Review
- Obtain Preliminary Approval Signatures (Department Chair, Deans)
- Gather all attachments to application
- Submit to College Academic Council
- Submit to Teacher Education Council (if applicable)
- Submit to UGEC/UUAC/Grad Council (as required)

The course developer completes this application with supporting documentation (Section IV) and approval signatures of department chair and college dean (Section V) before the new course is reviewed by any academic council. **If the course is to be cross-listed, be certain to obtain signatures from all participating departments.**

Syllabus Checklist v10.6

Course ID BIBD635 Developer Fred Aquino

NOTE: It is not necessary to submit this checklist with the New Course Application. It is provided to assist the course developer in ensuring that all essential syllabus elements are addressed. The checklist is used by the Adams Center in syllabus review. All items below are required unless otherwise marked.

About the Course " Course number and title " Credit hours " Semester and year " Meeting time and place " Pre-requisite/co-requisite About the Instructor(s) " Name and title or rank " Office location " Phone number(s) " Email address " Office hours / contact expectations Mission Statements " ACU mission statement " College mission statement " Departmental mission statement " Personal mission statement (optional) Unique Christian Perspective " Description of how learning and Christian faith are integrated in the course Course Content " Catalog description " Intended audience " Outline of topics " Format of course/types of activities student should expect in the course Teaching/Learning Methods and Format of Class Sessions " Description of the types of activities students should expect in the course Materials " Required and optional materials, including textbooks, etc.	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 expectations for letter 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: - o Attendance and Tardiness - o Participation - o Course specific academic integrity policy (optional) Course 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 - o Late assignment/exam policy " Schedule of readings and topics " Statement to reserve right to modify the calendar as necessary
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Writing Course Competencies

	Competency	Measurement Instrument
	<i>Instructions:</i> Competencies should be observable and measurable, and stated in terms of student performance. In some cases it might be valuable to complete the sentence “Students will be able to. .” If the competencies are primarily cognitive, consider using Bloom's Taxonomy to evaluate whether the competencies are at an appropriate level for the course. In the more rare instances where affective or psychomotor competencies are used, give careful attention to measurement techniques.	<i>Instructions:</i> Detail the instrument that will be used to gather the measurement. Examples might include: written papers, quizzes, tests, verbal presentations, video, audio, portfolio artifacts, demonstrations, performances, etc. This column should indicate where you will look for evidence of the type of student work that you expect. <i>Note that this is distinct from the Measurement Standard which provides some detail about what constitutes valid and acceptable student performance.</i>
Ex. 1	Defend dietary goals in light of current research.	Weekly Reading Journal, Research Paper
Ex. 2	Examine personal values, attitudes and expectations to enhance self-awareness for greater effectiveness as a social work professional. . .	Field Instructor Evaluation
Ex. 3	Integrate terminology from literary history into writing	Research Paper

Schedule Type definitions

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