

Application for a New Course v7.1

Course ID <i>Subject and Number</i>	BIBM 439 – Teaching for Spiritual Formation
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Houston Heflin
2	Course Teacher	Houston Heflin
3	Course Title	Teaching and Learning for Spiritual Formation
4	Course Abbreviation (if title is over 30 characters)	Teaching for Spiritual Formation
5	College	College of Biblical Studies
6	Department	Department of Bible, Missions, & Ministry
7	Number of Credit Hours	3
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	3 credit hours
12	Explanation for variable credit	N/A
13a	Course contact hours - LEC	
13b	Course contact hours - Lab	
13c	Course contact hours - Practicum	
13d	Course contact hours - Seminar	The collaborative learning environment of this course is assisted through the use of lecture, discussion, cooperative learning, and student presentations.
13e	Course contact hours - Studio	
13f	Course contact hours - Online	
13g	Course contact hours - Colloquium	
13h	Course contact hours – Field Experience	
13j	Course contact hours - Internship	
13k	Course contact hours - Research	
13m	Course contact hours - Workshop	
13n	Course contact hours – Other (specify)	
14	Instructor Workload	3 hours of instruction = 1 course for instructor
15	Grade Mode (check all appropriate):	☒ X Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	30
17	Catalog Description (50 words or less)	This course explores teaching and learning in both formal and informal contexts for the purpose of spiritual formation.

		Emphasis is given to the theory and practice of teaching, principles of learning, and the organization of planned learning experiences within the church.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	BIBL 101, 102, 211 and 212
19	List any co-requisites	N/A
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	
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
22	How often will it be offered? Fall	Once each fall
23a	How often will it be offered? Spring	
23b	How often will it be offered? Summer	
23c	How often will it be offered? Fall	
24	Frequency?	Annually
25	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 2012
26	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>	BIBM 430 Education Ministry of the Church (last taught fall 2010) BIBM 438 Teaching Ministry in the Church (last taught spring 2011)
27	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
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.</i>	Yes – This course was offered as a Special Topics course in Fall 2011 with the designation, BIBM 440. The enrollment for this term was 14 students.
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of 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.	Because ministry majors are required to take a teaching ministry course this new course will meet that requirement.
2	Justification State the justification for adding this course to the current curriculum. Represent the need	This new course meets two specific criteria for General Education Bible electives: it “expands specialized ministry knowledge and skills that will enhance a student’s service or leadership in the world” and it “engages in the study and practice of Christian spirituality and formation not available in lower level General Education courses.” Course objectives that specifically address these goals include: “Present lessons that incorporate components of quality curriculum.” “Articulate a philosophy of teaching and learning for spiritual formation.” “Equip and train others for the ministry of teaching.” The course specifically connects with the fifth departmental SLO for our majors: “Integration of their learning toward the reflective practice of ministry.”

III.Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	The audience for this course includes Bible majors and students of other majors who are interested in teaching and learning. These students will become minister or volunteer teachers in churches.
2	State the overarching course goal(s) in performance terms.	By the end of this course students will become more skillful teachers who create engaging learning experiences and lead others in their roles as teachers.

2. Competencies and Measurements

COMPETENCIES	MEASUREMENT
a. Describe the ways people learn, including themselves.	a. Write a reflective paper on their preferred learning style, articulating how this influences their teaching. b. Maintain a weekly learning journal and compose a cumulative reflection on the semester of learning.
b. Design teaching notes that incorporate the multiple components of curriculum.	Create two one-hour learning experiences for a specific age group (children, youth, adults). The teaching notes should include cognitive, affective, and behavioral objectives, engaging learning strategies, as well as time frames for each activity.

c. Evaluate the quality of published curriculum materials for use in church ministry.	In groups, create a 1-page single-spaced report to church leadership making a recommendation for the use of a specific published curriculum.
d. Evaluate the effectiveness of teaching in the context of the church.	Attend three different churches during a time of Christian education (Bible class or small group), and write a 3 to 4 page paper comparing and contrasting your experiences with the classroom set up, teaching methods, strategies, and content. At least one of these experiences should be in an ethnic setting different from your own.
e. Create and lead an experience that incorporate components of quality curriculum.	Teach a one-hour class based on one of the teaching notes created for a specific age group. (This will be video recorded. A follow-up personal evaluation will be written after students watch their teaching experience.)
f. Articulate a philosophy of teaching and learning for spiritual formation.	Write a 10 to 12 page research paper on Philosophy of Education for Spiritual Formation.
g. Equip and train volunteers for their roles as teacher.	Compose a 4 to 6 minute audio podcast focusing on one aspect of teaching and learning in the church for use as an equipping tool with volunteers.
h. Apply principles of educational theory and spiritual formation to practical church contexts.	Complete a final exam over course content.

3. Text and Resources

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

REQUIRED TEXTS

Palmer, Parker. 1993. *To know as we are known: Education as a spiritual journey*. San Francisco, CA: HarperSanFrancisco.

Pazmino, Robert W. 2008. *Foundational Issues in Christian Education: An introduction in evangelical perspective*. 3rd Edition. Grand Rapids, MI: Baker.

Perkins, David. 2009. *Making learning whole: How seven principles of teaching can transform education*. San Francisco, CA: Jossey-Bass.

Willingham, Daniel T. 2009. *Why don't students like school? A cognitive scientist answers questions about how the mind works and what it means for the classroom*. San Francisco, CA: Jossey-Bass.

2. For **combined undergraduate/graduate** courses, make two lists:

- full publication information; label **Undergraduate**.
- full publication information; label **Graduate**. Indicate number of pages required.

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 Director of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the library director's 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	Degree Plan — The impact of the course must be reviewed by the Director of Curriculum. Attach degree plan signed by the Director of Curriculum.
4	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.
5	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
6	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
7	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
8	Justification — Attach all documents referred to in Section II-2
9	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
10	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.

Primary Department

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

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

Department Chair

Date

Dean of the College

Date

VI.Approvals *Place all approvals on one page.*

A.Course ID: _____

Course Title: _____

1.College Academic Council Action: (for all courses)

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

Approved ____ Denied ____ _____
College Dean or Director Date

Approved ____ Denied ____ _____
College Dean or Director Date

2.Graduate Council Action: (for graduate level courses)

Approved ____ Denied ____ _____
Dean of Graduate School Date

3.University Undergraduate Academic Council Action:

For undergraduate level courses only

Approved ____ Denied ____ _____
Associate Provost Date

4.University General Education Council Action: (when applicable)

Approved ____ Denied ____ _____
Provost or designee Date

5.University Budget Committee Action: (when applicable)

When applicable – see New Course Application Instructions

Approved ____ Denied ____ _____
Chair, University Budget Committee Date

6.Academic Provost Action: (for all courses)

Approved ____ Denied ____ _____
Provost Date

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

Approved ____ Denied ____ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

Appendix 3—Document 24

MEMORANDUM

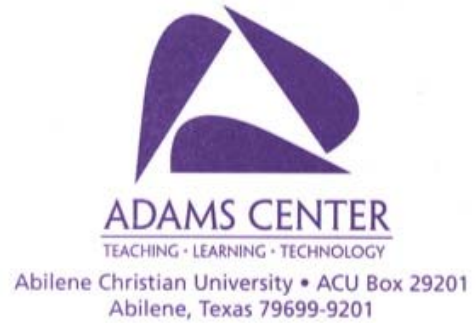
To: *The University Undergraduate Academic Council*

Regarding: Teaching & Learning for Spiritual Formation

Course Designer: Dr. Houston Heflin

Course Identification: BIBM 439

Date: 10.27.11



COMPLETION OF SYLLABUS REVIEW

The Adams Center for Teaching and Learning has reviewed the syllabus for Teaching & Learning for Spiritual Formation (BIBM 439). This syllabus adheres fully to the syllabus checklist and has the support of the Adams Center for Teaching & Learning.

A copy of this document should accompany the New Course Application as *Supporting Documentation (Section IV)* when presented to the UUAC. This document does not represent or address approval or review by the appropriate college academic council.

Sincerely,



Dr. Scott Hamm,
Director of Mobile Learning Research

Appendix 2—Document 23

MEMO

Date: October 19, 2011

From: Craig Churchill, Theological Librarian

To: Mark McCallon, Associate Dean for Library Services
Jeanene Reese, Associate Professor & Associate Chair, Dept. of Bible,
Missions, and Ministry

Re: Library Support for Proposed Course, “Teaching for Spiritual Formation”
(BIBM 439)

I am confident that our library holdings are more than adequate to fully support the course described (see syllabus attached). Don’t hesitate to contact me with questions.

Craig Churchill
Theological Librarian
churchillc@acu.edu
325-674-2347