

Approval Chart for Curriculum Changes

A = Approval I = Information*

Course Number **BIBM 429** _____ or Degree Plan(s) _____

The course number for BIBM 329, "Field Education" needs to be changed to BIBM 429 to signify that it fits with the course sequence for the Senior Capstone experience for the DBMM. Students are required to enroll in BIBM 391, "Ministry in Context," in the spring semester of their junior year and then take the fieldwork course during the summer between their junior and senior year. The final component of the Senior Capstone experience is the completion of BIBM 491, "Senior Capstone," in the fall of their senior years.

BIBM 391 is a 3 hour course, BIBM 429 is a 2 hour course, and BIBM 491 is a 1 hour course for a total of 6 hours that comprises their Senior Capstone experience for DBMM majors.

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

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

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

** In most cases, approval by only one council is necessary.

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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Change to a Degree Plan		Dept./School	College Academic	Deans	COUNCIL			Provost	Faculty	President	Board of Trustees
					UGEC	UUAC	GRAD				
1.	University Requirements — Require or change a specific course from a menu within a degree plan	A	A	I		I		I	--	I	--
2.	University Requirements — Substitute an existing course for a university requirement within a degree plan	A	A	A		A		A	--	A	--
3.	University Requirements — Add a course to or drop a course from the University Requirements	A	A	A		A		A	A	A	--
4.	University Requirements — Change in approved course content	A	A	A		A		A	--	A	--
5.	Major — Revision of major ♦	A	A	A		A		A	--	A	
6.	Major — Adopt or change admission requirements	A	A	A		A		A	--	A	--
7.	Major — Add or discontinue	A	A	A		A		A	A	A	I
8.	GPA — Revise major or cumulative requirement	A	A	A		A		A	A	A	--
9.	Minor — Revise course selection	A	A	A		I		I	--	I	--
	Minor — Add or discontinue	A	A	A		A		A	--	A	--
10.	Degree — Add or discontinue	A	A	A		A		A	A	A	A
11.	Any change to a graduate degree program*	A	A	A		A		A	--	A	--

♦ 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.

* All graduate degree plan changes must go through the Graduate Council.

Revised 2-16-11

Approval Chart for Academic Information Changes

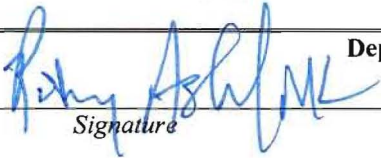
Change to the Catalog		Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	General requirements for graduation including course requirements that are common to all majors for all degrees*	--	--	--		A		A	A	A	--
2.	Admission requirements	--	--	--		A		A	A	A	--
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A	--
4.	Requirements for graduating with honors	--	--	--		A		A	A	A	--
5.	Definitions of grades and grade points awarded by faculty**	--	--	--		A		A	A	A	--
6.	Other academic policy changes	--	--	--		A		A	--	A	--

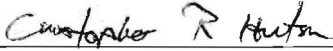
* The UUAC approved the clarification that “general requirements for graduation” means the seventeen items in the “General Requirements for Bachelor’s Degrees” section of the catalog. This clarification applies to undergraduate degrees and includes associate’s degrees.

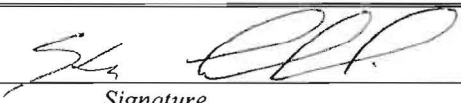
** This refers to the specific chart within the “Academic Information” section of the catalog which lists grades that can be awarded and the associated grade points for each grade.

Revised 4-13-11

Curriculum/Catalog Changes Approval Sheet

Department/School Chair(s)	
 Signature	4-3-14 Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
 Signature	4-14-14 Approval date
_____ Signature	_____ Approval date

Dean(s)	
 Signature	4-14-14 Approval date
_____ 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

Board of Trustees	
_____ Chair's signature	_____ Approval date

Application for Capstone Course for Existing Courses

Course Subject and Number BIBM 329 (changed to BIBM 429) and BIBM 491

Course Name Field Education and Senior Capstone, respectively

Contact Person Dr. Rodney Ashlock, Chair, and Dr. Jeanene Reese, Associate Chair, DBMM

Attached are the Department of Bible, Mission, and Ministry Field Education forms for BIBM 329, *Field Education*, and the syllabus for BIBM 491, *Senior Capstone*. These courses were already approved by the UGEC as an expanded 3-hour sequence (2 hours credit for BIBM 329, now designated as BIBM 429, and 1 hour credit BIBM 491). However, the necessary documentation was not evident in Councils' minutes or in the ACU catalog. Therefore, the materials are being resubmitted for approval with the understanding that these adjustments will be applied retroactively to ACU catalogs: 2011, 2012, and 2013. This sequence of courses fulfills the university's requirement to have a senior-level integrative capstone as part of our general education program prior to the development of the CCIT recommendation.

1. With respect to the *learning outcomes* **BIBM 429** accomplishes the following:

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

The on site supervisor will assign their intern two books that will help deepen their knowledge in that particular ministry discipline. These sources are likely to be utilized in their BIBM 491 as they write their assigned case studies and pose their research questions.

- b. "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."

A series of evaluation forms designed by the Field Education Director will be filled out by the on site supervisor at the 4 week mark and at the conclusion of the summer internship.¹ The lowest scores in ministry competencies will be noted at 4 weeks. The initial evaluation will count for 10% of your grade. The student will be expected to analyze their performance and design a strategic plan for improvement in those areas. This strategic plan serves as the foundation for the development of their vocational plan in BIBM 491,

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

A resume reflecting the student's past ministry experiences, research, and creative abilities will be turned into the Field Education Director and will carry over into their work in BIBM 491.

¹ See attached Field Ed forms.

2. With respect to the required products the course accomplishes the following:

- a. “A required paper with a minimum length of 2000 words ... and worth a minimum of 10% of the grade for the course ... including the proper citation of a minimum of 5 appropriate sources ...”

Using the two assigned books (see 1a), each student will write a 2000 word paper that integrates what they learned from the reading and make at least four connections with knowledge gained from their liberal arts core curriculum. The paper is worth 10% of the grade for the course.

- b. “An assignment that demonstrates the student’s ability to think critically about faith and vocation.”

The on site supervisor will critique the initial strategic plan and how well the plan is carried out in the final evaluation. The on site supervisor will give you a final grade. This assignment will count for 70% of your total grade.

- c. “A resume reflecting the student’s scholarship (research and creative activities), accomplishments, co-curricular activities, leadership, internships, etc.

3. With respect to the learning outcomes **BIBM 491** accomplishes the following:

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

This is accomplished through the first learning competency outlined on pages 2, 3 of the syllabus. Students are required to compose a case study reflection based on their internship experiences and process these cases in class through the lenses of professional wisdom from the liberal arts and theological wisdom from sources in Christian history.

- b. “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.

This is accomplished through the second learning competency outlined on pages 2, 4 of the syllabus. Students are required to create two independent research questions that guide a process of inquiry culminating in a 2,000 to 3,000-word paper written as though submitted for publication in their respective discipline (preaching, children’s ministry, missions, etc.) within the broader field of biblical studies.

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

This is accomplished through the first and third learning competencies outlined on pages 2, 3, 4 of the syllabus. In addition to the case study critical reflection where students think critically about their disciplines, the students are required to articulate a plan for their own Christian service. This vocation plan requires thinking critically, globally, and missionally, about the students’ discipline and Christian service.

2. With respect to the required products the course accomplishes the following:

- a. “A required paper with a minimum length of 2000 words ... and worth a minimum of 10% of the grade for the course ... including the proper citation of a minimum of 5 appropriate sources ...”

This is accomplished through the second competency listed on page 2, 4 of the syllabus, an article based on research questions reflecting an area of inquiry in the students’ intended profession.

- b. “An assignment that demonstrates the student’s ability to think critically about faith and vocation ...”

This is accomplished through the third competency listed on page 2, 4 of the syllabus, a vocation plan describing the student’s vision for service in their discipline.

- c. “A resume reflecting the student’s scholarship (research and creative activities), accomplishments, co-curricular activities, leadership, internships, etc.

This is accomplished through the fourth competency listed on page 3 of the syllabus, a current resume that reflects the student’s scholarship, employment, and service.

We hope these changes are sufficient to meet the requirements and expectations for the senior-year integrative capstone sequence for the DBMM.

Rodney Ashlock
Assistant Professor and Chair
Bible, Missions, and Ministry

Jeanene Reese
Associate Professor and Associate Chair
Bible, Missions, and Ministry

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Abilene Christian University
Department of Bible, Missions, and Ministry
Course Syllabus

Dr. Houston Heflin

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ACU Phone: 325-674-3714

ACU Office: 242

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TIME & LOCATION OF COURSE

Biblical Studies Building Room 103

Tuesday / Thursday

12:00pm – 1:20 pm

OFFICE HOURS

Mon: 2-4:30pm

Wed: 2-4:30pm

Fri: 2-4pm

MISSION OF ACU

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

MISSION OF THE COLLEGE OF BIBLICAL STUDIES

To provide leadership preparation and resources for effective worldwide ministry in the cause of Christ.

MISSION OF THE DEPARTMENT OF BIBLE, MISSIONS, AND MINISTRY

To provide preparation for congregational leadership through biblical and theological studies and Christian spiritual formation for effective worldwide ministry in the cause of Christ.

COURSE DESCRIPTION

This writing intensive course is the final segment of a three-stage approach for training upper-level majors in the Department of Bible, Missions, and Ministry. It is preceded by BIBM 391, *Ministry in Context*, and BIBM 396, *Field Education*. The course creates a context for practicing theological reflection on ministry, critical thinking, improving writing skills, understanding the minister or missionary as servant and leader, and adding skills for future service.

COURSE GOALS

The goal of this course is to develop reflective practitioners of missions and ministry, regardless of vocation. As a result of this course students will gain confidence in their ability to respond reflectively and theologically to ministry situations, write according to the disciplinary expectations of the field, conduct original research, articulate a plan for future Christian service, and they will practice habits that contribute to a healthy relationship with God and healthy relationships with fellow disciples.

REQUIRED TEXTS

Barton, Ruth Haley. 2009. It begins with you: How the spiritual formation of the pastor effects the spiritual formation of the congregation. *Common Ground Journal*. 7 (1): 26-36.

Brueggemann, Walter. 2011. Prophetic leadership: Engaging in counter-imagination. *Journal of Religious Leadership*. 10 (1): 1-23.

Moore, Mary Elizabeth. 2008. Stories of vocation: Education for vocational discernment. *Religious Education*. 103 (2): 218-239.

Nouwen, Henri J. 1992. *In the Name of Jesus: Reflections on Christian Leadership*. New York, NY: The Crossroad Publishing Company.

Porter, Steven L; Ortberg, John C., Jr.; Moreland, J.P.; Kapic, Kelly M.; Preston, Aaron; Willard, Dallas. 2009. Book Symposium: Knowing Christ Today: Why we can trust spiritual knowledge. *Journal of Spiritual Formation and Soul Care*. 2 (2): 245-285.

COURSE COMPETENCIES AND MEASUREMENT

COMPETENCIES	MEASUREMENT
1. Learners will apply theological reflection and critical thinking to everyday living and ministry contexts.	a. Prepare a 5 to 7-minute Internship Podcast Report on your internship experience with emphasis on personal learning and growth. (10%) b. Write an 80 to 100-line case study reflection on a critical incident emerging from field education that articulates the issues of that experience. (20%) c. Attend a Summit lecture by Walter Brueggemann comparing and contrasting the speaker's article and his speech. In addition, write five engaging interview-style questions for the speaker demonstrating theological and critical thought. (This assignment should be 1-page single-spaced). (10%)
2. Learners will conduct original research on an aspect of missions and ministry.	Write a 2,000 – 3,000 word article (7 to 8 pages) based on an area of inquiry integrating learning from at least 2-3 disciplines in your intended profession. (20%)
3. Learners will articulate a plan for future Christian service and how it will be assessed.	Write a 750 – 1000 word (3 to 4 page) vocation plan reflection that outlines how you intend to live out your Christian calling. (10%) Make this the writing

	intensive paper.
4. Learners will demonstrate writing skills consistent with the expectations of the discipline.	a. Audio Podcast Report on Internship b. Case Study Reflection c. Independent Research Article d. Vocation Plan Projection e. Resume

SUMMARY OF ASSIGNMENTS

1. Field Education Forms	30 Aug (R)	(05%)
2. Internship Podcast Report	30 Aug (R)	(10%)
3. Case Study Critical Reflection	6 Sep (R)	(15%)
4. Quizzes (3)	4, 11, 13 Sep	(15%)
4. Summit Report	20 Sep (R)	(10%)
5. Research Article	15 Nov (R)	(20%)
6. Vocation Plan	Finals Week	(10%)
7. Resume	Finals Week	(05%)
8. Participation	Ongoing	(10%)

ASSIGNMENT DESCRIPTIONS AND DUE DATES

1. Field Education Forms (05%)

Due: 30 Aug.

Forms from the Field Education Manual should be completed and submitted to the Director of Field Education or Missions Supervisor by Thursday 30 August. Forms submitted after this date will be subject to a reduction in grade.

2. Internship Podcast Report (10%)

Due: 30 Aug.

Prepare a 5 to 7-minute report on your internship experience (around 2 single spaced pages). The emphasis of your presentation should be on your personal learning and growth during the internship. Use your time strategically to answer the following questions:

- a. What surprised you?
- b. What experience was most memorable?
- c. What did you learn?
 - 1) about working with others in ministry, including staff, missionaries, chaplains, patients, interns, church members, or people in general?
 - 3) about yourself?
 - 4) about God?

This audio recording can be created in the Learning Studio, with your own computer (using recording software such as GarageBand), or on a mobile device (using software such as Voice Memos). Once created, the file should be submitted to the course files location in the area

labeled “Internship Podcasts.” The name of the file should be labeled with the word “Internship” followed by your last name. For example, “InternshipHeflin.”

3. Case Study Critical Reflection (20%)

Due: 6 Sep.

Write an 80 to 100-line case study reflection on a critical incident emerging from your field education. Critical does not necessarily mean emergency but can include issues of crisis, theological uncertainty, or relational conflict. Those students whose cases are selected for discussion in class will be required to meet with the instructor about their case. The purpose of this meeting will be to make any necessary edits or revisions prior to sharing the case in class.
Purpose of Project: to practice theological reflection and critical thinking about ministry.

4. Summit Report (10%)

Due: 20 Sep.

After reading Brueggemann’s article and attending one of his Summit presentations, write a 1-page single spaced comparison between his writing and his presentation. (What was similar, what was different, what surprised you, etc.). At the conclusion of your paper, create five interview-style questions that you would like to ask Brueggemann. What questions emerge from his comments that need clarification? What questions could you ask that would continue the conversation in new ways?

Purpose of Project: to practice critical thinking, theological reflection, and good interviewing as you process the content of the speaker.

5. Independent Research Article (20%)

Due: 15 Nov.

The Independent Research Article is a 2,000 to 3,000 word (6 to 8 page) paper based on an area of inquiry in your intended profession. It is to be created and submitted as though you were submitting it for publication in a journal. Considering your personal interests and future ministry/mission plans, create two research questions to guide your project. Once you’ve identified the questions to answer, proceed to search for what others have said in the literature. As you learn from others’ ideas, remember that your article should be more than a synopsis of what others have said. It should also incorporate your own perspectives and recommendations for answering the research question(s) and proposing any solutions that might help your peers in missions and ministry. You should expect to engage and incorporate 8 to 10 sources for this project. **Purpose of Project:** to pursue a subject of relevance to ministry and practice writing for publication.

6. Vocation Plan (10%)

Due: Finals Week

After reading Moore’s article write a 750 to 1,000 word (3 to 4 page) paper reflecting briefly on both your personal calling and perceived communal calling, then focus the majority of the paper on your vision for living the Christ-life. How do your perceptions of personal giftedness match the area of missions or ministry you intend to pursue? In what career do you see yourself in 5 years and then in 20 years as you live out your Christian vocation? What is your plan for living out your calling? How will you evaluate that you are successful in living with purpose? **Purpose of Reflection:** to practice theological reflection and thinking critically, globally, and missionally about ourselves as servants of the gospel.

7. Resume (05%)

Due: Finals Week

Create an updated, crisp, error-free resume that reflects your employment, academic work, service, and extra-curricular activities. This should be a final product, ready for dissemination to prospective employers.

8. Class Participation & Attendance (10%)

Due: Ongoing

It is important for our class time to be a collaborative learning environment. In order for this to happen we all must come prepared. It is the responsibility of every student to come to class on time having read the assignments for that day and engaging in the classroom environment through active listening and posing thoughtful questions that contribute to the discussion. Please note that 5% of your participation grade is associated with classroom engagement and 5% is determined by your physical presence in class. Those missing 0 to 1 class periods during the semester will receive all 5 points. Those missing 2 class periods will receive 3 points. Those missing 3 or more class periods will receive 0 points.

ASSESSMENT CRITERIA

Course assignments should be submitted at the beginning of the class period on the day they are due. Assignments that are submitted one to seven days after they are due will be subject to one letter grade reduction. Assignments that are submitted eight to fourteen days late will be subject to another letter grade reduction. Assignments will not be accepted after the fourteenth day.

LEARNING EVALUATION

Students' grades will reflect evaluation based on quality and completion of assignments, and active classroom participation. Students are expected to participate in discussions by sharing questions and thoughtful comments that contribute to collaborative learning. The following scale will be used for student grades: A = 100-90, B = 89-80, C = 79-70, D = 69-60, F = 59-0.

ASSESSMENT MATRIX

Assignments will be assessed using the following matrix:

- A (90-100) – Demonstrates each of the following: critical thinking and theological reflection, original work or research, instructions were followed, free of grammatical errors.
- B (80-89) – Contains one or more of the following: biased assumptions and/or theological oversights, over-dependence on others' work or research, instructions were not followed, few grammatical errors.
- C (70-79) – Contains two or more of the following: biased assumptions and/or theological oversights, over-dependence on others' work or research, instructions were not followed, some grammatical errors.
- D (60-69) – Contains the following: failure to reflect critically or theologically, excessive dependence on others' work or research, instructions were not followed, many grammatical errors.

F (0-59) – Project was incomplete, not submitted, or contains errors that do not reflect the quality of work expected in an upper-level course.

ACADEMIC INTEGRITY & PLAIGIARISM

Both your instructor and the university expect you as the student to maintain the highest academic integrity as you study and learn. On individual assignments you should do your own work and research. On team assignments you should collaborate and make significant contributions to the final product.

Plagiarism may be the most frequent cause of academic dishonesty. It occurs whenever you claim someone else's material as your own and may result from simple failure to attribute the original source of words or ideas. It is a form of stealing and a form of lying. For this reason it is important in your education to remember where you encountered the information you use in writing and presentations.

To ensure you do not commit plagiarism in your work, please:

- a. cite all ideas that are not common knowledge or original to you.
- b. use quotation marks around quotes and reference the original author.
- c. paraphrase an author by using your own language and reference the original author.

At no time should you ever cut and paste material off of the internet without quotations and citing the source. You should not borrow the language and wording of another author without citing the original source. You should not borrow other people's ideas and claim them as your own.

To view the full ACU Academic Integrity Policy (including detailed examples of academic dishonesty and the consequences for such actions) please visit the following web site:

<http://www.acu.edu/campusoffices/provost>

COURSE PROTOCOLS

Assignment Formatting for Research and Writing

The following format and style matters apply to the development of course assignments:

1. Include a cover page with assignment name, course title & number, your name and date.
2. Use Times New Roman 12 point font or its equivalent.
3. Paragraphs should be double-spaced and margins should be set to 1 inch on all sides.
4. Use correct spelling and grammar.
5. Staple assignment pages together.
6. Pages should be numbered bottom center beginning with the first page of text.

Attendance

Students are expected to attend all class meetings and remain in class during meeting times. The school defines excused absences from class as those involving a) a school sponsored trip, b) the death of an immediate family member, or c) illness significant enough to warrant a doctor's note.

More than two unexcused absences will significantly affect your grade. Students who must be absent for part or all of a class meeting due to an important commitment should notify the instructors in advance.

Classroom Etiquette

Cell phones must be set to silent while in the classroom. Accepting phone calls inside the classroom is disruptive to the instructor and fellow students. Texting is also disruptive and not permitted in class. Notebook computers are useful for taking notes but should not be used for accessing email or surfing the internet during class.

Respect for Divergent Viewpoints

Students are expected to respect other individuals as created in the image of God. This means students will value each other in spite of differing viewpoints. In an academic environment where multiple perspectives are encouraged it is important to respect people when disagreeing with positions.

Special Needs

Students with special needs should inform the instructors at the beginning of the course.

COURSE SCHEDULE

SENIOR CAPSTONE EXPERIENCE				
1	T	28 Aug.	Introduction of Course, Participants & Syllabus Internship Reflections / How to Write a Case	
2	R	30 Aug.	Personal Spiritual Formation (Goals for the Fall Semester)	Field Ed. Forms Due Internship Podcast Due
3	T	4 Sep.	Temptations of Christian Servants “In the Name of Jesus” Conversation	Quiz - Nouwen book
4	R	6 Sep.	Small Groups; Sharing & Selecting Cases	Case Study Due
5	T	11 Sep.	Cases # 1 and 2: Shared Wisdom	Quiz - Barton article
6	R	13 Sep.	Cases # 3 and 4: Shared Wisdom	Quiz - Porter (Willard) article
7	T	18 Sep.	<i>No Class – Attend Summit Presentations</i>	Read Brueggemann article
8	R	20 Sep.	Responding to Brueggemann & Willard	Summit Review Due
9	T	25 Sep.	Things To Know About Churches	
10	R	27 Sep.	Courage & Calling / Course Evaluation	Read Moore article
		TBA	<i>Internship Interviews</i>	
		15 Nov.	<i>No class – submit papers to faculty box</i>	Research Paper Due
	R	13 Dec.	Final Class Meeting 10am to 11:45am	Vocation Plan Due Resume Due



Courseware And Copyright

COURSEWARE

This course syllabus is intended to accurately reflect the learning objectives, course format, assignments, assessments, course protocols, grading scale, policies on assignments, and course schedule that allow students to appraise the course. However, the instructor reserve the right to modify any part of this syllabus as may be necessary at any point due to circumstances that occur.

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