

Approval Chart for Curriculum Changes

A = Approval I = Information*

Course Number BIBM 491 Senior Capstone Experience or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

See the attached document outlining the proposal for the Department of Bible, Missions, and Ministry Senior Capstone Experience.

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.

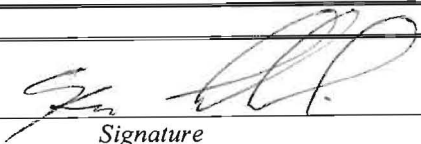
** This refers to the specific chart within the "Academic Information" section of the catalog which lists grades that can be awarded and the associated grade points for each grade.

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

Attached is the Bible department syllabus for our Capstone course (BIBM491 Senior Capstone Experience). This course was already approved by the UGEC as an expanded 3 hour sequence (2 hours credit for BIBM 329, *Field Education*, and 1 hour credit BIBM 491, *Senior Capstone*. specifically in response to the university's desire to have a senior-level integrative capstone as part of our general education program prior to the development of the CCIT recommendation. The This is a single capstone for all of our majors.

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.

- a. "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.

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