

# Application for a New Course v10.5

|                                            |         |
|--------------------------------------------|---------|
| <b>Course ID</b> <i>Subject and Number</i> | ITC 480 |
| <b>Date APPROVED</b>                       |         |
| <b>Date DENIED</b>                         |         |

## I. Systems and Catalog Information Complete each item.

|     |                                                         |                                                           |
|-----|---------------------------------------------------------|-----------------------------------------------------------|
| 1   | Course Developer                                        | James Prather                                             |
| 2   | Course Teacher                                          | James Prather                                             |
| 3   | Course Title                                            | SITC Senior Capstone:<br>Reflections on Faith and<br>Work |
| 4   | Course Abbreviation (if title is<br>over 30 characters) | N/A                                                       |
| 5   | College                                                 | College of Business                                       |
| 6   | Department                                              | SITC                                                      |
| 7   | Number of Credit Hours                                  | 3                                                         |
| 8   | Is the course Fixed Credit or<br>Variable Credit?       | Fixed                                                     |
| 9   | Is the course repeatable?                               | No.                                                       |
| 10  | Maximum number of times<br>course may be repeated       | N/A                                                       |
| 11  | Maximum number of hours<br>credit                       | 3                                                         |
| 12  | Explanation for variable credit                         | N/A                                                       |
| 13a | Course contact hours - LEC                              | 3/week                                                    |
| 13b | Course contact hours - Lab                              | N/A                                                       |

|     |                                                  |                                                                                                                                                                                                                                                                                                                            |
|-----|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 13c | Course contact hours - Practicum                 | N/A                                                                                                                                                                                                                                                                                                                        |
| 13d | Course contact hours - Seminar                   | N/A                                                                                                                                                                                                                                                                                                                        |
| 13e | Course contact hours - Studio                    | N/A                                                                                                                                                                                                                                                                                                                        |
| 13f | Course contact hours - Online                    | N/A                                                                                                                                                                                                                                                                                                                        |
| 13g | Course contact hours - Colloquium                | N/A                                                                                                                                                                                                                                                                                                                        |
| 13h | Course contact hours – Field Experience          | N/A                                                                                                                                                                                                                                                                                                                        |
| 13j | Course contact hours - Internship                | N/A                                                                                                                                                                                                                                                                                                                        |
| 13k | Course contact hours - Research                  | N/A                                                                                                                                                                                                                                                                                                                        |
| 13m | Course contact hours - Workshop                  | N/A                                                                                                                                                                                                                                                                                                                        |
| 13n | Course contact hours – Other (specify)           | N/A                                                                                                                                                                                                                                                                                                                        |
| 14  | Instructor Workload                              | 3 hours                                                                                                                                                                                                                                                                                                                    |
| 15  | Grade Mode (check all appropriate):              | <input checked="" type="checkbox"/> Standard<br><input type="checkbox"/> Credit/No Credit<br>(undergrad only)                                                                                                                                                                                                              |
| 16  | Maximum Enrollment                               | 40                                                                                                                                                                                                                                                                                                                         |
| 17  | <b>Catalog Description</b><br>(50 words or less) | <i>The senior-year integrative capstone experience will challenge students to critically analyze, synthesize, and write about the major discipline from the perspective of Christian Worldview. The capstone is a confluence of a liberal arts education where students are challenged to integrate their knowledge in</i> |

|     |                                                                                                                                                                                                 |                                                                     |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
|     |                                                                                                                                                                                                 | <i>technology, science, humanities, social sciences, and bible.</i> |
| 18  | List any prerequisites (course/s, test scores, class standing, major, etc.)                                                                                                                     | Senior standing                                                     |
| 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                                                                              | N/A                                                                 |
| 21  | Does this course have any special student costs? Yes/No<br><i>Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>                              | N/A                                                                 |
| 22a | How often will it be offered?<br><b>Fall</b>                                                                                                                                                    |                                                                     |
| 22b | How often will it be offered?<br><b>Spring</b>                                                                                                                                                  | Every Spring                                                        |
| 22c | How often will it be offered?<br><b>Summer</b>                                                                                                                                                  |                                                                     |
| 23  | First semester this course will be offered<br><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> | Spring 2018                                                         |
| 24  | List course/s that should be deleted, include the last semester for course/s being deleted<br><i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>    |                                                                     |
| 25  | Is this course required for a degree/s? Yes/No<br><i>If "Yes," attach a revised</i>                                                                                                             | Yes, see revised degree plan attached.                              |

|    |                                                                                                                                                                                                                                                                                                                                                                                                             |                                                             |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
|    | <i>degree plan(s) reflecting the placement of the new course.</i>                                                                                                                                                                                                                                                                                                                                           |                                                             |
| 26 | Should the addition of this course be retroactively applied to the degree plan it supports? Yes/no and explain                                                                                                                                                                                                                                                                                              | Yes. This course covers an existing hole in the curriculum. |
| 27 | Has this course been offered as a Special Topics course? Yes/No<br><i>If "Yes," specify the Course ID and enrollment for each term it was taught.<br/>(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> | No.                                                         |
| 28 | List any courses in which content overlaps the proposed course. (Course ID and Name)<br><i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>                                                                                                                                                                                                  | N/A                                                         |

## II. Curriculum

|   |                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                      |
|---|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Degree Plan</b> Explanation of how this course affects degree requirements.                                     | Students will be required to take an additional course, lowering the amount of free electives in some SITC degree plans.                                                                                                                                                                                                                                             |
| 2 | <b>Justification</b> State the justification for adding this course to the current curriculum. Represent the need. | There is currently no class in our curriculum where students are asked to critically reflect on their discipline from a Christian worldview. This may occur in small amounts here and there, but it does not exist to this magnitude. Topics covered here that are not covered elsewhere include in-depth case studies, vocational ministry, and a theology of work. |

## III. Course Design

### 1. Audience and Course Goal

|   |                                                                |                                                                                                                                          |
|---|----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Describe the intended audience, including prerequisite skills. | Seniors. Prerequisite skills are the ability to write papers, hopefully learned through general education and core classes.              |
| 2 | State the overarching course goal(s) in performance terms.     | For students to reflect on what their life and career will be like after graduation (for many this will be their final semester at ACU). |

### 2. Competencies and Measurements

|   | Competency                                                                                                                                       | Measurement                                                                                                                   |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| 1 | Investigate and explore habits of mind that foster integrative thinking between the liberal arts core curriculum and their major field of study. | Weekly reflection papers on spiritual disciplines with specific focus on how to integrate them into the technology workplace. |
| 2 | Achievement and demonstration through                                                                                                            | Analyze two case studies involving ethical dilemmas in                                                                        |

|   |                                                                                                                                                                                                                                                                    |                                                                                                            |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
|   | advanced research the ability to frame questions, carry out critical analysis, and produce work of substantial complexity and quality related to the field of Information Technology, Digital Entertainment Technology, Computer Science, and Information Systems. | the field and write a short research paper on each.                                                        |
| 3 | Reflect on the student's time at ACU, what they have learned, and what they will take with them as they get ready to move on.                                                                                                                                      | Produce integrative portfolio with required artifacts in academics, extra-curricular, and spiritual areas. |
| 4 | Envision life after graduation working in the major discipline with specific focus on global Christian mission.                                                                                                                                                    | Final paper: a theology of work.                                                                           |
| 5 |                                                                                                                                                                                                                                                                    |                                                                                                            |
| 6 |                                                                                                                                                                                                                                                                    |                                                                                                            |
| 7 |                                                                                                                                                                                                                                                                    |                                                                                                            |
| 8 |                                                                                                                                                                                                                                                                    |                                                                                                            |
| 9 |                                                                                                                                                                                                                                                                    |                                                                                                            |

### 3. Text and Resources

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

Srygley, David. *From Cloisters to Cubicles: Spiritual Disciplines for the Not-So-Monastic Life*. Bloomington, IN: WestBow Press, 2015.

Stevens, R. Paul. *The Other Six Days: Vocation, Work, and Ministry in Biblical Perspective*. Grand Rapids, MI: Eerdmans, 1999.

## IV. Supporting Documentation

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

|   |                                                                                                                                                                                                                                                                                                                                         |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Library</b> — 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. <b>Attach</b> the signed copy of the Library report.                                                                                                   |
| 2 | <b>Instructional Design</b> — The application and syllabus must be reviewed by the Adams Center. <b>Attach</b> a copy of the Adams Center Review Letter.                                                                                                                                                                                |
| 3 | <b>Content Overlap</b> — Include one document for each course you listed in Section I-I.<br><b>Attach</b> statement from instructor/dept chair of existing course justifying the new offering.                                                                                                                                          |
| 4 | <b>Departmental Resources</b> — List the resources that support the course and are available only through the department, if applicable. <b>Attach</b> the list of the holdings and the location/s.                                                                                                                                     |
| 5 | <b>Resources</b> — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.).<br><b>Attach</b> a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.                |
| 6 | <b>Expenses</b> — 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.). <b>Attach</b> a complete list of all items, the estimated cost of each and the source of the funds. |
| 7 | <b>Justification</b> — <b>Attach</b> all documents referred to in Section II-2                                                                                                                                                                                                                                                          |
| 8 | <b>Syllabus</b> — <b>Attach</b> 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 ITC 480 Reflections on Faith and Work

### Primary Department

[Signature]

Department Chair  
Dean of the College

10.03.16

Date

[Signature]

11/18/16

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: ITC 480

Course Title: Reflections on Faith and Work

**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 ☐ David P. Smith 10-3-16  
College Dean or Director Date

Approved ☒ Denied ☐ Brian C. 10/18  
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:

## Syllabus Checklist v10.5

Course ID ITC 480

Developer James Prather

*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.*

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>About the Course</b></p> <ul style="list-style-type: none"> <li>" Course number and title</li> <li>" Credit hours</li> <li>" Semester and year</li> <li>" Meeting time and place</li> <li>" Pre-requisite/co-requisite</li> </ul> <p><b>About the Instructor(s)</b></p> <ul style="list-style-type: none"> <li>" Name and title or rank</li> <li>" Office location</li> <li>" Phone number(s)</li> <li>" Email address</li> <li>" Office hours / contact expectations</li> </ul> <p><b>Mission Statements</b></p> <ul style="list-style-type: none"> <li>" ACU mission statement</li> <li>" College mission statement</li> <li>" Departmental mission statement</li> <li>" Personal mission statement (optional)</li> </ul> <p><b>Unique Christian Perspective</b></p> <ul style="list-style-type: none"> <li>" Description of how learning and Christian faith are integrated in the course</li> </ul> <p><b>Course Content</b></p> <ul style="list-style-type: none"> <li>" Catalog description</li> <li>" Intended audience</li> <li>" Outline of topics</li> <li>" Format of course/types of activities student should expect in the course</li> </ul> <p><b>Teaching/Learning Methods and Format of Class Sessions</b></p> <ul style="list-style-type: none"> <li>" Description of the types of activities students should expect in the course</li> </ul> | <p><b>Learning Objectives/Competencies</b></p> <ul style="list-style-type: none"> <li>" Specific competencies stated in measurable terms</li> <li>" Assignments or instruments that will be used to assess the competencies.</li> </ul> <p><b>Assessment/Grading Criteria</b></p> <ul style="list-style-type: none"> <li>" Complete and accurate details of factors and elements that will comprise the final grade.</li> <li>" Weight or point value of all graded elements</li> <li>" Grading scale with expectations for letter grades</li> <li>" Extra credit opportunities (optional)</li> </ul> <p><b>University Policies</b></p> <ul style="list-style-type: none"> <li>" Special needs policy - ADA</li> <li>" Academic integrity policy (recommended)</li> <li>" Title IX policy (recommended)</li> </ul> <p><b>Course Policies</b></p> <ul style="list-style-type: none"> <li>" Expectations and consequences regarding: <ul style="list-style-type: none"> <li>o Attendance and Tardiness</li> <li>o Participation</li> <li>o Course specific academic integrity policy (optional)</li> </ul> </li> </ul> <p><b>Course Calendar</b></p> <p>(Note: Calendar is not required for Course Application, but it must be included in all syllabi distributed to students.)</p> <ul style="list-style-type: none"> <li>" Exam dates</li> <li>" Assignments</li> <li>" Due dates and other deadlines <ul style="list-style-type: none"> <li>o Late assignment/exam policy</li> </ul> </li> <li>" Schedule of readings and topics</li> <li>" Statement to reserve right to modify the</li> </ul> |
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|                                                                                  |                       |
|----------------------------------------------------------------------------------|-----------------------|
| <b>Materials</b><br>" Required and optional materials, including textbooks, etc. | calendar as necessary |
|----------------------------------------------------------------------------------|-----------------------|

### 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 " <b>Students will be able to. . .</b> " 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.<br>This column should indicate <b>where</b> 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

# ITC 480 – SENIOR CAPSTONE: REFLECTIONS ON FAITH AND WORK

TTH 1:30 – 2:50 PM

JAMES PRATHER, SPRING 2018



**Instructor:** James Prather  
**Phone:** 325-674-2493  
**Email:** jrp09a@acu.edu

**Office:** Mabec Business Building 258  
**Office Hours:** MTWR 9:00 – 12:00

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world. We achieve our mission by providing a supportive, welcoming, Christ-centered community in which we foster academic excellence through innovative education, real-world learning opportunities, and faculty-guided research.

The mission of the College of Business Administration is to glorify God by creating a distinctively Christian environment in which excellent teaching, combined with scholarship, promotes the intellectual, personal and spiritual growth of business students, and educates them for Christian service and leadership throughout the world.

The mission of the School of Information Technology and Computing is to provide students with the *highest quality education* possible in the ever-changing high-tech arena, and to establish within them a *foundation of faith* from which they can lead and serve in world-changing ways.

## Course Description

*The senior-year integrative capstone experience will challenge the student to critically analyze, reflect, synthesize, and write about the major discipline (IT/DET/CS/IS) from the perspective of Christian Worldview. This class will serve as a confluence of a liberal arts education where students are challenged to integrate their knowledge in technology, science, humanities, social sciences, and bible. Students will read about and discuss Christian discipleship in the workplace, habits of the mind for maintaining Christian faith, and wrestle with ethical/moral dimension of their chosen career field.*

## Course Outcomes

Students who complete their capstone will have demonstrated the following student learning outcomes:

- Investigate and explore habits of mind that foster integrative thinking between the liberal arts core curriculum and their major field of study.
- Achievement and demonstration through advanced research the ability to frame questions, carry out critical analysis, and produce work of substantial complexity and quality related to the field of Information Technology, Digital Entertainment Technology, Computer Science, and Information Systems.
- Exploration of cyber ethics: ethical use of information systems, privacy and anonymity, intellectual property rights, professional responsibility, and the global societal impact of information systems.
- Critically reflect upon and envision the discipline globally with regard to Christian mission.

## Course Competencies

|   | Competency                                                                                  | Measurement                                                                                                              |
|---|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| 1 | Investigate and explore habits of mind that foster integrative thinking between the liberal | Weekly reflection papers on spiritual disciplines with specific focus on how to integrate them into the technology work- |

|   |                                                                                                                                                                                                                                                                                                          |                                                                                                            |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
|   | arts core curriculum and their major field of study.                                                                                                                                                                                                                                                     | place.                                                                                                     |
| 2 | Achievement and demonstration through advanced research the ability to frame questions, carry out critical analysis, and produce work of substantial complexity and quality related to the field of Information Technology, Digital Entertainment Technology, Computer Science, and Information Systems. | Analyze two case studies involving ethical dilemmas in the field and write a short research paper on each. |
| 3 | Reflect on the student's time at ACU, what they have learned, and what they will take with them as they get ready to move on.                                                                                                                                                                            | Produce integrative portfolio with required artifacts in academics, extra-curricular, and spiritual areas. |
| 4 | Envision life after graduation working in the major discipline with specific focus on global Christian mission.                                                                                                                                                                                          | Final paper: a theology of work.                                                                           |

#### Text

*From Cloisters to Cubicles: Spiritual Disciplines for the Not-So-Monastic Life* by David Srygley (2015)  
*The Other Six Days* by R. Paul Stevens (1999)

#### Prerequisites

Senior Standing

#### Format

Class will mainly consist of lecture, discussion, and small group activities.

#### Grading

| Component                | Weight |
|--------------------------|--------|
| Reading Discussion       | 10%    |
| Weekly Reflection Papers | 15%    |
| Case Study #1            | 20%    |
| Case Study #2            | 20%    |
| Portfolio                | 10%    |
| Final Paper              | 25%    |

#### Reading Discussion

The reading will usually be light. It is important and expected that you do your reading preparation for class. Students will be called on at random to answer questions and discuss key concepts with the class. Failure to answer when called upon will lead to a loss of discussion points for that day. Each student begins with a 100 for their discussion grade and loses 2 points for failure to answer.

### **Weekly Reflection Papers**

Each week a one-page reflection paper will be due on the current chapter from Srygley. This small essay will contain a brief synopsis of the chapter, a reflection on how that particular spiritual discipline impacted the student's life during the week, and a meditation on how it could be implemented long-term.

### **Case Studies**

There will be two case studies assigned by the professor in which students will wrestle with moral and ethical dilemmas in the discipline. For each case study, each student will turn in a five-page paper with at least five cited sources. Each case study should include:

- Introduction to the problem
- At least two different approaches to the problem (with sources cited)
- A Christian response to these approaches (with Biblical text and Christian authors cited)
- A conclusion that ties all of these elements together with a prescription regarding what should be done

Each report will demonstrate the student's ability to think critically about faith and vocation as it is expressed within our discipline.

### **Portfolio**

Each student will construct a professional portfolio that will serve as a representation of their work in the School of Information Technology and Computing. This portfolio will be a comprehensive skills and accomplishments inventory reflecting the student's scholarship (research and creative activities), accomplishments, co-curricular activities, service, spiritual activity, leadership, internships, integrative thinking, knowledge, etc. The portfolio could serve as a resource for a potential employer to see the work that a student has accomplished in an easily accessible and impressive format. It will also serve as a way for students to reflect on their time at ACU in a holistic manner. Portfolios will probably be online, but exceptions may be made for some students who have done exceptional offline work.

Each portfolio will contain 10 artifacts. An artifact could be an assignment from a previous class that you are particularly proud of, a picture or video from a co-curricular activity, or something else representative of your time at ACU as approved by the professor. Each artifact must be accompanied by a one paragraph description followed by a one to two paragraph reflection (e.g. what about this assignment/experience was meaningful to you? How do you think it has shaped your personal or professional life? What about this will you carry forward with you through your life?). Each portfolio must contain (at least) the following artifacts:

- 4 assignments (program, video, animation, design, entrepreneurial business plan, etc.)
- 2 co-curricular activities (club, service projects, major student events, etc.)
- 2 other (church, spring break activities, summer internships, official SITC trips, etc.)
- 1 reflection on your academic journey at ACU
- 1 reflection on your spiritual journey at ACU

The two reflection pieces must be at least four paragraphs long. Students may choose to include more artifacts if they wish.

### **Final Paper**

Students will write a research paper with a minimum length of 2000 words (approximately 7 pages). This paper will be a summative assessment of the student's information literacy skills, including the proper citation of a minimum of 5 appropriate sources that support their research. This may be accomplished by the following:

- A theology of vocational ministry. This paper is not a generic theology of work, but a personal

theology of your how your career will be a major piece of your life's ministry. Allow your other course work throughout your degree program to influence your present understandings of ministry. Your goal is to demonstrate how your undergraduate experience at ACU informs your professional identity in a coherent manner. Please address the following questions in your paper:

- What are the biblical and theological foundations for your career as vocational ministry?
- How does God's ministry shape your practice of ministry?
- What biblical metaphor or theological themes inform your practice of ministry?
- How might context shape the practice of ministry?
- How does your vocational ministry engage the public square or the world?

**Academic Integrity:**

Students are expected to abide by the University's policies and principles of academic integrity - [http://www.acu.edu/campusoffices/studentlife/judicial/For%20Students/Academic\\_Integrity\\_P.html](http://www.acu.edu/campusoffices/studentlife/judicial/For%20Students/Academic_Integrity_P.html)

In accordance with this policy, it is expected that any work you submit, as partial or full solution to any homework assignment or exam question, will be work begun and completed by yourself. Any program, function or other materials copied at any point from another source is plagiarism and a violation of the academic integrity policy. Similarly, it is expected that you will not provide or make available any work you have done to another student; this, too, is a violation of the academic integrity policy.

A first violation of the policy will result in a 10% reduction of the overall course grade, essentially a one-letter drop in the final grade. A second violation will result in an overall grade of 'F' for the course and a report submitted to the Dean of Students.

**Attendance Policy:**

I encourage you to be in attendance for every class session. During these times we will discuss issues and examples relevant to current material in the course. Attendance will be recorded and you may miss four (4) classes before your grade drops by one letter grade. Two (2) more unexcused absences (for a total of 6) will result in being dropped from the course with a WF. Excused absences are: illness (with doctor's note), death of family, or some other extenuating circumstance. Athletes may be excused when missing a class due to a game, but only if the instructor has been notified prior to that class period. Absences are counted because in the "real world," your boss expects you to be at work on time, every time, or you get fired.

**Students with Disabilities:**

Abilene Christian University is committed to providing a learning atmosphere that reasonably accommodates qualified persons with disabilities. If you feel you have a disability that may impair your capacity to successfully complete this course, please contact Student Disability Services (674-2750) in the Learning Enhancement Center. Student Disability Services assists students with disabilities in obtaining appropriate academic accommodations.

CS 480: Reflections on Faith and Work  
Spring 2018

| Week | Assignment Due                                        | Class Topic                                                                                                                                                          |
|------|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    |                                                       | -Your Life in Weeks (Wait But Why?)<br>-What is spiritual reflection?<br>-Portfolio Discussion and Example                                                           |
| 2    | -Weekly reflection paper (Syrgey Intro, 1)            | -Imposter syndrome<br>-Syrgey Chapter 1: Origins of Spiritual Disciplines<br>-Miroslav Volf: The Crisis of Work<br>-Case Study #1 Discussion                         |
| 3    | -Weekly reflection paper (Syrgey 2)<br>-Portfolio     | -Procrastination (Wait But Why?)<br>-Joel on Software: The Iceberg Secret<br>-Volf: Toward a Theology of Work<br>-Syrgey Chapter 2: Prayer                           |
| 4    | -Weekly reflection paper (Syrgey 3)                   | -10 Types of Friendships (Wait But Why?) / Toxic Relationships & Work<br>-Joel on Software: The Joel Test<br>-Syrgey Chapter 3: Study                                |
| 5    | -Weekly reflection paper (Syrgey 4)<br>-Case Study #1 | -Joel on Software: Getting Things Done When You're Only a Grunt<br>-Vanity Fair: Why Microsoft Is So Messed Up (Toxic Work Culture)<br>-Syrgey Chapter 4: Meditation |
| 6    | -Weekly reflection paper (Syrgey 5)                   | -More Joel on Software: Building Communities with Software<br>-BBC One: The Age of Loneliness<br>-Syrgey Chapter 5: Fasting                                          |
| 7    | -Weekly reflection paper (Syrgey 6)                   | -The Mythical Man-Month: Chapter 2<br>-Case Study #2 Discussion<br>-Syrgey Chapter 6: Simplicity<br>-SITC Prof Guest Lecture #1                                      |
| 8    | -Weekly reflection paper (Syrgey 7)                   | -Syrgey Chapter 7: Solitude & Silence<br>-Volf: Worker & Technology<br>-SITC Prof Guest Lecture #2                                                                   |
| 9    | -Weekly reflection paper (Syrgey 8)                   | -Do You Know Why Your Dog is Happier Than You? Tips for Living in the Moment.<br>-Syrgey Chapter 8: Submission<br>-SITC Prof Guest Lecture #3                        |
| 10   | -Weekly reflection paper (Syrgey 9)<br>-Case Study #2 | -Paul Stevens: Doing People Theology<br>-Syrgey Chapter 9: Service<br>-SITC Prof Guest Lecture #4                                                                    |
| 11   | -Weekly reflection paper (Syrgey 10)                  | -New York Times: The End of Reflection<br>-Habits of the Mind in an Age of Dis-                                                                                      |

|    |                                       |                                                                                                                                                                |
|----|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    |                                       | traction<br>-Stevens: Calling in a Post-Vocational Age<br>-Syrgley Chapter 10: Confession<br>-SITC Prof Guest Lecture #5                                       |
| 12 | -Weekly reflection paper (Syrgley 11) | -The End of Summer: Life After College<br>-Stevens: Doing the Lord's Work<br>-Syrgley Chapter 11: Worship<br>-SITC Prof Guest Lecture #6                       |
| 13 | -Weekly reflection paper (Syrgley 12) | -New York Times: Why You'll Marry the Wrong Person<br>-Stevens: Mission – A People Sent by God<br>-Syrgley Chapter 12: Guidance<br>-SITC Prof Guest Lecture #7 |
| 14 | -Weekly reflection paper (Syrgley 13) | -Syrgley Chapter 13: Celebration<br>-Spiritual formation in the work place                                                                                     |
| 15 | -Final Paper                          |                                                                                                                                                                |

SITC Prof Guest Lecture Topics (not limited to):

- Vocational Ministry
- How to have a healthy work-life balance
- Why go to church?
- Professional relationships and dealing with toxic colleagues
- Life after college: now what?
- Free time: "Netflix and Chill" or personal development?
- The importance of finding community
- Don't be a workaholic
- Things your manager will want you to know and do (but no one will tell you)
- Should I go to grad school?
- When to look for a new job (while still employed) and when not to

Guest lectures could also include other professors from different departments, but should primarily come from SITC.

# ABILENE CHRISTIAN UNIVERSITY

## LIBRARY

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### MEMORANDUM

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**DATE:** January 9, 2017  
**TO:** James Prather  
**FROM:** Mark McCallon, Associate Dean for Library Services  
**RE:** Course Application for ITC 480 – SITC Senior Capstone

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After reviewing the course application, the library is able to support the proposed course. Please contact your librarian liaison, Mark McCallon ([mccallonm@acu.edu](mailto:mccallonm@acu.edu)), if additional library resources are needed to support the course. Thank you for the opportunity to evaluate the syllabus and course proposal.

March 3, 17

Dr. James Prather  
Mabee Business Bldg. 258  
Tel: (325)674 2493  
Email: jrp09a@acu.edu

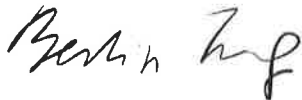
Dear Dr. Prather,

Thank you for submitting ITC480: Senior Capstone. I have reviewed it based on the ACU Syllabus Guidelines and found it to be meeting the requirements except the following items:

- Please add the competencies and measurement sections from application document to the syllabus as well.
- Class meeting place, credit hours and university mission are missing from the syllabus.

I am attaching a checklist I used for your reference only. You can make these changes on your own and submit the updated syllabus to the council. There is no need to bring your syllabus back 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.

A handwritten signature in black ink, appearing to read "Bernice Huff". The signature is fluid and cursive, with the first name "Bernice" and the last name "Huff" clearly distinguishable.

Director of Instructional Design, Adams Center

MEMORANDUM

TO: UUAC, ACU Registrar's Office

FROM: Laura Carroll, Director of Writing Across the Curriculum

DATE: March 1, 2017

RE: Writing Intensive Requirement

I have reviewed the requirements for SITC 480, and they meet the Writing Across the Curriculum guidelines. Therefore, I recommend this course be designated a Writing Intensive Course.