Abilene Approval Chart for Curriculum Changes

A = Approve   I = Information Item   R = Respond In Writing

Course Number: FIN 489, Advanced Financial Management   **or Degree Plan(s):**
#13: Open a course – see attachments

	Campus-Level Academic Review[1]	Dept./School	College	Dean	TEC	AUAC/Grad	Provost
	Change to a Course Include signatures from all chairs/program directors for cross-listed courses.[1]						
1.	Title (description unchanged)	A	A	A	I	I	I
2.	Description (not affecting content)	A	A	A	I	I	I
3.	Course term(s)	A	I	A	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	I	A
5.	Number of credit hours	A	A	A	A	A	A
6.	Course number within the hundred	A	A	I	I	I	I
7.	Course number beyond the hundred	A	A	A	A	A	A
8.	Prerequisites	A	A	A	I	I	I
9.	Course restriction (e.g., majors only, junior standing)	A	A	A	A	A	A
10.	Level change (U to G *or* G to U)	A	A	A	A	A	A
11.	Cross list course	A	A	A	A	A	A
12.	Department of record	A	A	A	A	A	A
13.	Open or close a course	A	A	A	A	A	A
	Change to a Degree Plan						
14.	Educational Program — Revise	A	A	A	A	A	A
15.	Educational Program — Adopt/revise admission requirements	A	A	A	A	A	A
16.	GPA — Revise program-required GPA	A	A	A	A	A	A
17.	Minor — Revise	A	A	A	A	A	A

	Full Review	Dept./School	College	Dean	TEC	AUAC/Grad	Provost	Campus Faculty	Senior VPAA	President
	Change to Catalog Information (for Campus)									
18.	General requirements for Bachelor's and Associate Degrees	–	–	–	–	A	A	A	A	I
19.	Policies governing academic probation and suspension	–	–	–	–	A	A	A	A	I
20.	Requirements for graduating with honors	–	–	–	–	A	A	A	A	I
	Change to a Degree Plan									
21.	Educational Program — Add or Discontinue[2 3]	A	A	A	A	A	A	A	A	I
22.	Educational Program — Discontinue (Provost-proposed)	R	–	R	A	A	A	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	A	A	–	A	I
24.	Minor — Discontinue (Provost-proposed)	R	–	R	A	A	A	–	A	I
25.	Degree — Add or Discontinue	A	A	A	A	A	A	A	A	I
26.	Degree — Discontinue (Provost-proposed)	R	–	R	A	A	A	A	A	I

	Change to General Education Requirements for Undergraduates (System)	Dept./School	College	Dean	AUAC	Provost	UGEC	University Faculty	Senior VPAA	President
27.	Change course outcomes of an included course	A	A	A	A	A	A	–	A	I
28.	Add or drop a required course from the General Education Requirements	A	–	A	–	A	A	A	A	I
29.	Add or drop a course from a menu within the General Education Requirements	A	–	A	–	A	A	–	A	I
30.	Comprehensive revision of General Education Requirements	–	–	–	–	A	A	A	A	I

Notes

[2] Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

[3] For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible. Master's programs must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours beyond the master's.

[4] When a department/school or dean proposes closing a program, approval routing follows the typical process beginning with the department/school. An administrative proposal by the provost or senior vice president for academic affairs would follow the "provost-proposed" routing on the chart.

Updated 8/1/2023

Department/School(s)

Kyle Tym[illegible]

Chair Signature Date 04/08/2025

Chair/Program Director Signature Date

College Academic Council(s)

Arisoa Randrianasolo
Arisoa Randrianasolo (Apr 8, 2025 21:34 CDT) 04/08/2025

Chair Signature Date

Chair Signature Date

Dean(s)

Laura Phillips 04/09/2025

Signature Date

Signature Date

Teacher Education Council

Signature Date

Campus Academic Council:
Abilene Undergraduate or Abilene Graduate

Wes Crawford
Wes Crawford (Apr 17, 2025 17:09 CDT) Apr 17, 2025

Signature Date

Provost

Susan Lewis (Apr 18, 2025 13:06 CDT)   Apr 18, 2025

Signature   Date

University General Education Council

Signature   Date

University Faculty

Abilene Faculty Senate Chair signature   Date

Dallas Faculty Council Chair signature   Date

Senior Vice President for Academic Affairs

Signature   Date

President

Signature   Date

Abilene New Course Application

You may delete the preceding instructional pages before submitting application.

Course ID (*Subject Code and Number)*	FIN 489

1. Systems and Catalog Information Complete each item.

A	Course Developer	JODY JONES
B	Course Instructor	JODY JONES
C	Course Title	ADVANCED FINANCIAL MANAGEMENT
D	Course Abbreviation for Banner if title is more than 30 characters	
E	College	COBA - Business Administration
F	Department or School	FIN - School of Finance
G	Number of Credit Hours	3
G1	Number of Lecture Contact Hours	3
G2	Number of Lab Contact Hours	0
H	Is the course for a fixed or variable number of credit hours?	Fixed If variable, explain rationale:
I	Is the course repeatable for additional credit?	No
J	Maximum total number of credit hours a student can earn for this course	3
K	Course Schedule Type	Lecture (LEC) See Schedule Type definitions in the Reference section.
L	Number of Faculty Workload Hours	3
M	Grading Mode	Standard
N	Maximum Enrollment	25

O	**Catalog Description** (50 words or less)	Advanced Financial Management serves as the capstone course for finance majors. It is intended to meet two academic goals: It is the culmination of an undergraduate student's field of study and focuses on the application of knowledge from across the curriculum.
P	List any prerequisites (course/s, test scores, class standing, major, etc.)	FIN 310 & FIN 311, with a "C" or better; Senior standing
Q	List any corequisites (these *must* be taken at the same time; note that a single requirement cannot be both a prerequisite *and* a corequisite)	
R	If the course is cross-listed, specify the subject code and course number of the other course	
S	Does this course require any additional student course fees?	No If yes, attach a completed course fee form.
T1	Will the course be offered in **fall** terms?	No
T2	Will the course be offered in **spring** terms?	Yes, every year
T3	Will the course be offered in **summer** terms?	No
U	First semester this course will be offered under new Course ID. *May not be earlier than the coming fall semester.*	SPRING 2026
V	Is this course required for a program(s)?	Yes If yes, submit a separate completed curriculum proposal to change the program(s).

W	Should the addition of this course be retroactively applied to the degree plan it supports? *This is rare, and rationale should explain compelling extenuating circumstances.*	Yes IT COULD SUBSTITUTE FOR MGMT 439 FOR FINANCE MAJORS UNDER PREVIOUS CATALOGS
X	Has this course been offered as a Special Topics course? *New courses are not required to be taught as Special Topics courses prior to approval.*	No If yes, provide course ID, term, and enrollment:
Y	List any courses in which the content overlaps the proposed course. (Course ID and Name). *Attach a statement from the instructor/dept chair of the existing course justifying the new offering.*	

2. Curriculum

A. This course will serve as the capstone course for students majoring in finance. It will replace the current capstone offering (MGMT 439) and will not increase hours in the degree nor major.

B. It will raise the number of required finance hours from 15-21 to 18-24 and reflect those of our peers. It will also provide a discipline specific ethics component needed for professional (CFA Institute) recognition.

3. Course Design

A. Audience and Course Goal

1. **Intended audience:** This course is a Senior-level finance course. This course primarily serves as the capstone course for students majoring in finance. Finance majors will receive priority registration. The anticipated cap is 25 students. State the overarching course goal(s) in performance terms.
2. A. It is the culmination of an undergraduate student's field of study and focuses on the application of knowledge from across the curriculum.
   B. As a capstone requirement, this is a writing-intensive course. The writing portion of this course should help students as they combine analytical and communication skills.

B. Student Learning Outcomes and Measurements

COBA Learning Outcome	Assignment	Course LO
Written and oral communication (able to communicate effectively orally and in writing)	Company Assessment and Presentation	Students will assess a company's value using a top-down methodology and express their findings both in writing and orally
Analytical thinking (able to analyze and frame problems)	Ethics cases 1-3	Students will differentiate between ethical and unethical business practices within the finance discipline
Reflective thinking (able to understand oneself in the context of society).	Personal Inventory	Students will determine how their skills and aptitudes might apply to their career and how it may have changed throughout their academic experience
Finance Learning Outcome	**Assignment**	**Course LO**
FIN 3. Students will understand the fundamental financial concepts associated with investing and financial planning.	FIN 3.2 - Students will prepare an analysis of a stock's value relative to reported financial data. Final Project	Students will calculate the intrinsic value of a company using fundamental models and determine why models may have different outcomes

C. **Text and Resources**

Fundamentals of Financial Management
Concise 11th Ed
Brigham and Houston

CFA Institute. (2019). Ethics in practice casebook (2nd ed.).

Texas Instruments BA 2 Plus Calculator

4. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	**Syllabus** — **Attach** the syllabus for the course based upon the anticipated first-semester offering.
4	**Library** — Submit new course application and syllabus to the Library dean's office. **Attach** the Library's memo.
Attach if applicable	
5	**Content Overlap** — Include one document for each course you listed in Section 1Y. **Attach** statement from instructor/dept chair of existing course justifying the new offering.
6	**Departmental Resources** — List the resources that support the course and are available only through the department, if applicable. **Attach** the list of the holdings and the location(s).
7	**Resources** — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). **Attach** a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
8	**Expenses** — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). **Attach** a complete list of all items, the estimated cost of each and the source of the funds.
9	**Justification** — **Attach** any documents to which you refer in Section 2B.

Course Syllabus: FIN 489, Advanced Financial Management

About the Course

Advanced Financial Management serves as the capstone course for finance majors. It is intended to meet two academic goals:

1. It is the culmination of an undergraduate student's field of study and focuses on the application of knowledge from across the curriculum.
2. As a capstone requirement, this is a writing-intensive course. The writing portion of this course should help students as they combine analytical and communication skills.

Course number and title: FIN 489 Advanced Financial Management

Credit Hours: 3

Semester and year: Spring, every year

Meeting time and place: Preferred Tuesday, Thursday

Prerequisites:

FIN 310 & FIN 311, both with a "C" or better

Senior Standing

Intended audience: This course is a senior-level finance course. This course primarily serves as the capstone course for students majoring in finance. Finance majors will receive priority registration. The anticipated cap is 25 students.

About the Teacher

Jody L Jones, EdD

Associate Professor of Finance

Office location: Mabee Business Building (MBB) 158
Phone number(s): 325.674.2570 (Office)

405.973.8467 (Cell) Do not call or text after 10:00 PM unless it is an emergency.

Email address: jxj16c@acu.edu

You are also encouraged to use Canvas Inbox for personal communication.

Office hours:

Monday & Wednesday, 10:00 AM-Noon, Tuesday & Thursday 9:30-noon, or by appointment.

Mission Statements

ACU Mission:

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

College Mission:

The mission of the College of Business Administration is to educate business and technology professionals for Christian service and leadership throughout the world. This mission is accomplished through:

1. Holistic student learning and development
2. Research and innovation
3. Service and leadership

Department Mission:
The Dukes School of Finance equips students with the critical thinking and problem-solving skills needed to make an impact in the finance work of businesses, both small and large.

Personal mission statement:

Use the talents God gave you to make the world better for everyone in it.

Unique Christian Perspective:

High ethical and moral standards are at the bedrock of the financial world. Successful financial markets must assume integrity on the part of their many participants. Trust between counterparties enables trades in the various financial marketplaces.

Proverbs 27:23 New International Version (NIV)

Be sure you know the condition of your flocks,
give careful attention to your herds;

The news is periodically headlined by people in the financial world accused of wrongdoing that they knew was wrong, operating in the hope that they would not be caught. They were corrupt. Less newsworthy but equally damaging to society are those who err due to negligence. This poses a considerable challenge for all of us. We must be aware that our negligence hurts someone, maybe to a large degree.

Course Content

Format of Class:

While this course is primarily lecture-based, 4 of the 16 weeks will operate in a "Flipped" classroom as students will lead discussions on ethics topics.

Instructional Materials

Textbook:

Fundamentals of Financial Management
Concise 11th Ed
Brigham and Houston

CFA Institute. (2019). Ethics in practice casebook (2nd ed.).

Texas Instruments BA 2 Plus Calculator

Assessment and Grading

Grading Criteria:

ASSESSMENT	POINTS
PERSONAL INVENTORY	25
ETHICS CASE 1	25
ETHICS CASE 2	25
ETHICS CASE 3	25
WORKING CAPITAL	100
CAPITAL BUDGETING	100
RESEARCH PRESENTATION	50
COMPANY ASSESSMENT	150
TOTAL	**500**

Personal Inventory: Students will reflect on their development over their course of their academic career. In this reflection, students must incorporate their skills, personality type, and how these connect with their vocational and professional goals. Submissions should be 300-400 words in length and use at least 3 sources. One must be Biblically based and the other must include a personality assessment (IE: MBTI).

Ethics Cases: Students will explore and evaluate 3 ethics cases. Each of the cases will focus on one of the pillars of the CFA Institute's ethics components. The 3rd case will also incorporate the students' Biblical lens as another means of evaluation. For each topic area, students are expected to lead discussion in a 'Flipped' classroom model. Each case is worth 25 points. Evaluations should be about 200 words in length and incorporate at least 3 academic sources.

Working Capital: Students will explore and analyze various tools used to manage working capital including, but not limited to: receivables factoring, cash concentration, and treasury management services. This may be evaluated by either case or examination and is worth 100 points.

Capital Budgeting: Building on their core finance courses, students will expand their analysis to include payments to shareholders, derivatives in capital instruments, and risk analysis. This may be evaluated by either case or examination and is worth 100 points.

Company Assessment and Presentation: Students will evaluate a company in the S&P 500. Their analysis must include:

1. An assessment of the external environment including macroeconomic factors
2. Evaluation of the company's governance and management structure. This should include an evaluation of the compensation modes.
3. Intrinsic price based on at least 2 fundamental models (IE: terminal value, Gordon Growth, DCF, etc.).
4. Risk assessment

Written projects should be at least 2500 words in length and use at least 10 credible sources. Written projects are worth 150 points.

Additionally, students will present their research and present a buy, sell, or hold recommendation based on their analysis. Presentations should be between 7-10 minutes in length and include at least 5 of the sources in their paper. Presentations are worth 50 points.

Final grade calculation:

Range of Points	**Final Letter Grade**
450-500	A
400-449	B
350-399	C
300-349	D
Below 300	F

Learning Outcomes

COBA Learning Outcome	**Assignment**	**Course LO**
Written and oral communication (able to communicate effectively orally and in writing)	Company Assessment and Presentation	Students will assess a company's value using a top-down methodology and express their findings both in writing and orally
Analytical thinking (able to analyze and frame problems)	Ethics cases 1-3	Students will differentiate between ethical and unethical business practices within the finance discipline
Reflective thinking (able to understand oneself in the context of society).	Personal Inventory	Students will determine how their skills and aptitudes might apply to their career and how it may have changed throughout their academic experience
Finance Learning Outcome	**Assignment**	**Course LO**
FIN 3. Students will understand the fundamental financial concepts associated with investing and financial planning.	FIN 3.2 - Students will prepare an analysis of a stock's value relative to reported financial data. Final Project	Students will calculate the intrinsic value of a company using fundamental models and determine why models may have different outcomes

Sample Schedule

Week	Topic	Sum/Form	Assignment(s) Due
1	Introductions Financial Reporting	Form	Ethics Case 1
2	Working Capital	Form	Cash Management
3	Working Capital	Form	Financing trade
4	Working Capital	Sum	Working Cap Analysis
5	Capital Markets	Form	Ethics Case 2
6	CAP Budget	Form	Repo and Div-Research Selection
7	CAP Budget	Form	Bonds w/options
8	CAP Budget	Form	M&A
9	CAP Budget	Sum	CAP Budget Project
10	Duty of Care	Sum	Personal Plan
11	Ethics and Faith	Sum	Ethics Case 3
12	Company Analysis	Form	Macro Trends-Research Draft
13	Company Analysis	Form	Discounting Cash Flow
14	Company Analysis	Form	Risk Management-Checkpoint Draft 2
15	Company Analysis	Form	Governance and Management
16	Company Analysis	Sum	Presentation
Final		Sum	Research Project

University Policies

ADA Compliance Policy:

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The ACU website provides more information at https://acu.edu/about/uap/overview-2/about-2/.

Please contact me to discuss any approved accommodations that you require for this class.

Title IX Policy:

At ACU, we strive to comply with all applicable legal requirements prohibiting, preventing, and responding to sexual misconduct against any member of the ACU community. The full Title IX policy and process can be found at https://acu.edu/human-resources/title-ix-and-sexual-misconduct-information/.

Academic Integrity Policy:

"Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failure to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one's own, and 3) Falsifying information orally or in writing. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, the Dean of your school, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision at this link:

https://acu.edu/office-of-the-provost/academic-policies/

Course Policies

Attendance:
Students with more than 2 unexcused absences may be removed from the class. Students present must fill the role(s) of students not in attendance.

Tardiness:

Any student more than 10 minutes late for class without prior notice will be counted absent.

Participation:

Students are expected to attend and participate in class. Lack of academic participation will result in grade deductions in case and research presentations.

Disruptive student behavior will not be tolerated.

Late assignment/exam:

Late assignments will be penalized 50% per day.

Technology use:

Other than academically necessary use, laptops, phones, and other devices are forbidden in class.

- **Limited Ethical Use of AI is Allowed:** In this course, responsible use of AI-assisted writing tools includes drafting an outline for a paper, brainstorming topics, and improving the organization, sentence structure, or grammar of your original work. Inappropriate use of AI includes using AI beyond the parameters described above, such as copying AI-generated responses and representing them as your own original work. If using AI, be sure you have appropriately cited it.

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: April 1, 2025

TO: Dr. Jody Jones

FROM: Mark McCallon, Associate Dean for Library Resources

RE: Course Application for FIN 489 – Advanced Financial Management

---

After reviewing the course application and syllabus, the library can provide adequate support for the proposed course. Please contact your library liaison, Mark McCallon (mccallonm@acu.edu), to suggest specific resources that the library needs to purchase for future revisions to the course. Thank you for allowing us to review the course proposal.

Application for Capstone Designation for an Existing Course

Course Subject and Number FIN 489

COURSE NAME: ADVANCED FINANCIAL MANAGEMENT

CONTACT PERSON: JODY JONES

Program(s)/Major(s) for which this course will serve as capstone if approved:

BBA IN FINANCE/FINANCIAL MANAGEMENT

List the course currently fulfilling this capstone requirement: STRATEGIC MGMT/MGMT 439

If this application is approved, the capstone designation will be removed from the previous course and added to this new capstone course, beginning with the next catalog.

Include the following information in your application: ATTACHED

Explain how your course or courses will meet the learning outcomes:

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

Explain how your course or courses will meet the required assignments:

- Research assignment
- Faith and vocation assignment
- Comprehensive skills and accomplishments inventory

Attachments:

- Attach a course syllabus
- If necessary, attach additional explanatory material that might be helpful to faculty reviewing this course for capstone and writing intensive status, such as assignments or grading rubrics.

Core Curriculum Implementation Team (CCIT) Recommendation for the Senior-Year Integrative Capstone

Approved by UGEC 11.14.2012, UUAC 12.5.2012

"In addition to other discipline-related course goals, the senior-year integrative capstone experience will challenge the student to critically analyze, reflect, and write about the major discipline from the perspective of Christian Worldview" (Liberal Arts Core Curriculum at ACU, p. 6.).

While it is understood that the senior-year integrative capstone will vary widely across the disciplines including a specific course or cluster of courses, it is important that there be some common elements across major fields of study. Each department will submit to the UGEC its plan for implementing the senior-year integrative capstone.

Students who complete their senior-year integrative capstone should have demonstrated the following student learning outcomes:

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

The student learning outcomes for the senior-year integrative capstone may be accomplished using a wide variety of assignments, projects, internships, research, performances, presentations, or other products; however, the following products are required of each senior-year integrative capstone and will contribute to the calculation of grades:

- A required paper with a minimum length of 2000 words (approximately 7 pages) and worth a minimum of 10% of the assessment for the course in which it is included. This paper provides an opportunity for 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. Options to satisfy this prompt include, but are not limited to, a traditional research paper; an evaluative/reflective essay that accompanies a creative or scholarly work (such as a senior art show or recital), describing elements of the creative process; or a business plan that incorporates market research and analysis with the proposal of a specific entrepreneurial venture.
- An assignment that demonstrates the student's ability to think critically about faith and vocation as it is expressed in a particular discipline met by a course or experience in the students' degree plan or major.
- A comprehensive skills and accomplishments inventory reflecting the student's scholarship (research and creative activities), accomplishments, co-curricular activities, service, leadership, internships, integrative thinking, knowledge, etc.

CAPSTONE DESIGNATION REQUIREMENTS:

1. HABITS: "The Habits of Mind" requirements are primarily addressed through the final research project and ethics case 4.
    a. In ethics case 4, students are required to not only present discipline specific reasoning in their answer, but also incorporate their Biblical and overall world view(s). The intent of this case is to integrate students' understanding of industry expectations with their personal beliefs to show their interconnectedness.
    b. The final research project, though grounded in finance, will also require students to use written and verbal communication and quantitative skills. Likewise, the nature of their research will require understanding and application of economics, ethics, history, and political science as these all frame the "Top Down" analytical approach.
    c. In addition to the ethics cases, all of the companies from the research universe have global components. Likewise, all are subject to societal impact reporting (ESG) which may or may not align with students' missional understanding. This discourse not only fosters critical thinking, but is also timeless in the study of finance.
2. FAITH AND VOCATION:
    a. Faith and vocation is primarily assessed in the personal inventory. Of note, a similar assessment is required in Introduction to Finance (FIN 120) and will help with departmental longitudinal assessment.
3. RESEARCH:
    a. The final research project has requirements of:
        i. 2500 words
        ii. 10 sources
        iii. presentation

Application for Writing Intensive Course for Existing Course

Course Subject and Number FIN 489

Course Name ADVANCED FINANCIAL MANAGEMENT

Contact Person JODY JONES

For WI courses:

Explain the writing intensive nature of the course, addressing (1) types of writing students do (expository, analytical, scientific, etc.) and (2) opportunities for students to develop their writing skills (feedback, revisions, sequenced assignments, etc.).

Explain how your course or courses will meet these assignments:

- Has writing assignments as at least 30% of the course grade
- Has a substantive analytical or persuasive assignment, 750-3500 words, worth at least 5% of the course grade, that will be submitted to WAC for assessment.
- Is capped at 25 students
- Uses multiple approaches to writing

This course contains 5 writing assignments that account for 50% of the overall course grade. Assignments include reflective, expository, and analytical components spread across at least 5 assignments. The final assignment includes a persuasive element in which students will make a "buy, sell, or hold" recommendation.

myACU powered by Google

Karen Witemeyer <kmw03d@acu.edu>

Re: Writing-intensive course - new application for FIN 489

Kyle Tippens <kyle.tippens@acu.edu> Wed, Apr 9, 2025 at 11:37 AM
To: Cole Bennett <cole.bennett@acu.edu>
Cc: Jody Jones <jxj16c@acu.edu>, Karen Witemeyer <kmw03d@acu.edu>

Thank you for the quick response!

Kyle

On Wed, Apr 9, 2025 at 11:28 AM Cole Bennett <cole.bennett@acu.edu> wrote:

> Kyle and Jody,
>
> By means of this email, I affirm this course meets the parameters as a Writing-Intensive class at ACU.
>
> CB
>
> On Wed, Apr 9, 2025 at 3:58 PM Kyle Tippens <kyle.tippens@acu.edu> wrote:
>
>> Hi Cole,
>>
>> I hope you are splendid today!
>>
>> I'm learning how the application process works for writing-intensive courses--this is all new to me. Jody Jones has put together an application for Finance to have its own capstone course, and it's heading to AUAC very soon. We'd also like to designate it as a WI course.
>>
>> Here is the application--the WI application is addressed on p. 21. What are your thoughts? Next steps?
>>
>> Thanks for your consideration.
>>
>> Kyle
>>
>> --
>> T. Kyle Tippens
>> Associate Professor & Director, Dukes School of Finance
>> College of Business Administration Room 149
>> Abilene Christian University
>>
>> +1 (325) 674-4947 (office)
>> +1 (325) 829-3897 (cell)
>
> --
> --
> **B. Cole Bennett, Ph.D.**
> Professor and Chair, Dept. of Language and Literature
> Director, ACU Writing Center
> Director, Writing Across the Curriculum
> Abilene Christian University
> 325.674.2406

--
T. Kyle Tippens
Associate Professor & Director, Dukes School of Finance