

Application for a New Course v7.1

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

I. Systems and Catalog Information Complete each item.

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

		Emphasis is given to the theory and practice of teaching, principles of learning, and the organization of planned learning experiences within the church.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	BIBL 101, 102, 211 and 212
19	List any co-requisites	N/A
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	
21	Does this course have any special student costs? Yes/No <i>Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	No
22	How often will it be offered? Fall	Once each fall
23a	How often will it be offered? Spring	
23b	How often will it be offered? Summer	
23c	How often will it be offered? Fall	
24	Frequency?	Annually
25	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Fall 2012
26	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	BIBM 430 Education Ministry of the Church (last taught fall 2010) BIBM 438 Teaching Ministry in the Church (last taught spring 2011)
27	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	Yes
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i>	Yes – This course was offered as a Special Topics course in Fall 2011 with the designation, BIBM 440. The enrollment for this term was 14 students.
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	N/A

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	Because ministry majors are required to take a teaching ministry course this new course will meet that requirement.
2	Justification State the justification for adding this course to the current curriculum. Represent the need	This new course meets two specific criteria for General Education Bible electives: it “expands specialized ministry knowledge and skills that will enhance a student’s service or leadership in the world” and it “engages in the study and practice of Christian spirituality and formation not available in lower level General Education courses.” Course objectives that specifically address these goals include: “Present lessons that incorporate components of quality curriculum.” “Articulate a philosophy of teaching and learning for spiritual formation.” “Equip and train others for the ministry of teaching.” The course specifically connects with the fifth departmental SLO for our majors: “Integration of their learning toward the reflective practice of ministry.”

III. Course Design

1. Audience and Course Goal

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

2. Competencies and Measurements

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

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

3. Text and Resources

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

REQUIRED TEXTS

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

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

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

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

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

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

IV. Supporting Documentation

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

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

V.Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Primary Department

Department Chair

Date

Dean of the College

Date

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

Department Chair

Date

Dean of the College

Date

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

Department Chair

Date

Dean of the College

Date

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

A.Course ID: _____

Course Title: _____

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

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

Approved ____ Denied ____ _____
College Dean or Director Date

Approved ____ Denied ____ _____
College Dean or Director Date

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

Approved ____ Denied ____ _____
Dean of Graduate School Date

3.University Undergraduate Academic Council Action:

For undergraduate level courses only

Approved ____ Denied ____ _____
Associate Provost Date

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

Approved ____ Denied ____ _____
Provost or designee Date

5.University Budget Committee Action: (when applicable)

When applicable – see New Course Application Instructions

Approved ____ Denied ____ _____
Chair, University Budget Committee Date

6.Academic Provost Action: (for all courses)

Approved ____ Denied ____ _____
Provost Date

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

Approved ____ Denied ____ _____
President Date

Attach notes, comments, or conditions from appropriate councils:



BIBM 439

Teaching for Spiritual Formation

**Fall
2011**

**Abilene Christian University
Department of Bible, Missions, and Ministry
Course Syllabus—3 Credit Hours**

Dr. Houston Heflin

houston.heflin@acu.edu
ACU Phone: 325-674-3714
ACU Office: 242
ACU Box: 29401

TIMES & LOCATION OF COURSE

Biblical Studies Building Room 219
Tuesday and Thursday
9:20am – 10:50am

OFFICE HOURS

T, R 1pm-4:30pm

MISSION OF ACU

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

MISSION OF THE COLLEGE OF BIBLICAL STUDIES

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

MISSION OF THE DEPARTMENT OF BIBLE, MISSIONS, AND MINISTRY

The mission of the Department of Bible, Missions, and Ministry (DBMM) is twofold: 1) to equip all departmental majors with a broad spectrum of knowledge, skills, and experiences in preparation for further study or for engagement in ministry; and 2) to provide all ACU students with biblical and spiritual resources with which they may discern their Christian calling and vocation in order to live as committed disciples.

COURSE DESCRIPTION

This practical theology course explores teaching and learning in both formal and informal contexts for the purpose of spiritual formation. The course explores the theory and practice of teaching, principles of learning, principles of spiritual formation, and the organization of planned learning experiences within the church.

PREREQUISITES

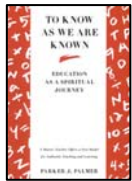
As an upper level course, it is assumed students will have completed BIBL 101, 102, 211, and 212.

COURSE OBJECTIVES

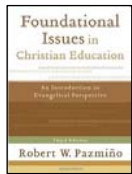
The purpose of this course is to equip students with resources to become self-directed learners and skillful teachers as they lead others toward the imitation of Christ. As a result of this course students will be able to ...

- a. Identify their preferred learning style and articulate how this influences their teaching.
- b. Design teaching notes that incorporate the multiple components of curriculum.
- c. Evaluate the quality of published curriculum materials for use in church ministry.
- d. Evaluate the effectiveness of teaching in the context of the church.
- e. Present lessons that incorporate components of quality curriculum.
- f. Articulate a philosophy of teaching and learning for spiritual formation.
- g. Equip and train others for the ministry of teaching.
- h. Apply principles of educational theory and spiritual formation to practical church contexts.

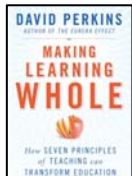
REQUIRED TEXTS



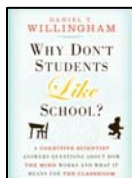
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Pazmino, Robert W. 2008. *Foundational Issues in Christian Education: An introduction in evangelical perspective. 3rd Edition*. Grand Rapids, MI: Baker.



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

COURSE COMPETENCIES AND MEASUREMENT

COMPETENCIES	MEASUREMENT
a. Describe the ways people learn, including themselves.	a. Write a reflective paper on their preferred learning style, articulating how this influences their teaching. b. Maintain a weekly learning journal and compose a cumulative reflection on the semester of learning.
b. Design teaching notes that incorporate the multiple components of curriculum.	Create two one-hour learning experiences for a specific age group (children, youth, adults). The teaching notes should include cognitive, affective, and behavioral objectives, engaging learning strategies, as well as time frames for each activity.
c. Evaluate the quality of published curriculum materials for use in church ministry.	In groups, create a 1-page single-spaced report to church leadership making a recommendation for the use of a specific published curriculum.
d. Evaluate the effectiveness of teaching in the context of the church.	Attend three different churches during a time of Christian education (Bible class or small group), and write a 3 to 4 page paper comparing and contrasting your experiences with the classroom set up, teaching methods, strategies, and content. At least one of these experiences should be in an ethnic setting different from your own.
e. Create and lead an experience that incorporate components of quality curriculum.	Teach a one-hour class based on one of the teaching notes created for a specific age group. (This will be video recorded. A follow-up personal evaluation will be written after students watch their teaching experience.)
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g. Equip and train volunteers for their roles as teacher.	Compose a 4 to 6 minute audio podcast focusing on one aspect of teaching and learning in the church for use as an equipping tool with volunteers.
h. Apply principles of educational theory and spiritual formation to practical church contexts.	Complete a final exam over course content.

SUMMARY OF ASSIGNMENTS

1. Weekly Learning Journal	(15%)	Thursdays
2. Two Teaching Notes	(15%)	22 Sep.
3. Evaluation of Published Curriculum	(05%)	13 Oct.
4. Philosophy of Teaching and Learning	(20%)	27 Oct.
5. Evaluation of Teaching in the Church	(10%)	17 Nov.
6. Teaching Experience	(15%)	8-17 Nov.
7. Audio Podcast	(05%)	6 Dec.
8. Final Exam	(10%)	Fri. 16 Dec.
9. Participation	(05%)	

ASSIGNMENT DESCRIPTIONS AND DUE DATES

1. Weekly Learning Journal and Synopsis (15%)

Due: Thursdays

The learning journal serves as an opportunity to chronicle insights and learning from the course. Each Thursday during the first 10 weeks of the course students are to submit a review of their learning from that week in the form of a journal entry on the course Blackboard site. Questions to consider include: When was I most engaged in the learning process this week? What insight surprised me? What have I heard before that I found familiar? What was new? What should I recall in future ministry experiences? The final synopsis will be a two-page highlight of the most significant learning from this course and the content or learning that you perceive to be of greatest value to your future Christian service. **Purpose of Project:** to practice theological reflection on ministry and gain insight from reflecting on both the practice of ministry and the wisdom of community.

2. Two Teaching Notes (15%)

Due: 22 September

Prepare two teaching note outlines for two one-hour classes. One class will be based on a passage of your choosing from the theme “Bible Stories Everyone Should Know”. The second class should be topical (based on a social issue, Christian virtue, current event, etc.). Both teaching outlines should include the following components:

- Subject: Passage of Scripture selected
- Students: Age/demographic of audience you have selected
- Objectives: Outline at least three learning goals for participants
- Setting: Imagine an ideal setting for this lesson and describe this place
- Strategies: Include three learning strategies to help students engage content
- Self: What could the teacher do to prepare for this lesson?
- Styles: Which learning styles does this experience most suit?
- Evaluation: How will you know you are successful as a teacher?
- Timing: How long will each aspect of the learning experience last?

Be as detailed as possible with this class outline in order to more easily implement your teaching plan. **Purpose of Project:** To prepare for teaching ministry by creating learning experiences that can be used in a church setting.

3. Evaluating Published Curriculum (05%)

Due: 13 October

In groups, create a one-page report to church leadership making a recommendation for the use of a specific published curriculum. You will have group time in class to read and evaluate the educational and spiritual quality of various published materials. As a group you will create a report that compares and contrasts the curriculum material and defends your selection of the material to use at your church. Why was the other curriculum rejected? What distinguishes this material in comparison with others? **Purpose of Project:** To gain skills evaluating the quality of various resources. To practice discernment and working on a team.

4. Philosophy of Teaching and Learning (20%)

Due: 27 October

Write a 10 to 12-page research paper on your Philosophy of Teaching and Learning for Spiritual Formation. This paper should address your understanding of the teaching and learning process. What is occurring as someone learns? How do people learn best? In addition, what is the role of the teacher in education? What is the responsibility of the learner? What are the philosophical components of education that teachers should understand? How does Christian education address the important questions of philosophy? **Purpose of Project:** To articulate our personal understanding and beliefs about education to improve our teaching.

5. Evaluating Teaching in the Church (10%)

Due: 17 November

Attend three different churches during a time of Christian education (Bible class or small group) and write a 3 to 4 page paper comparing and contrasting your experiences with the classroom set up, teaching methods, strategies, participants and content. What was beneficial to the educational experience and what, if anything, detracted from the experience? Did the teacher teach “as one with authority”? How was the classroom managed? Do you believe there were positive educational outcomes? Did the students learn anything? Attend a comparable educational experience at each church and at least one of these experiences should be in an ethnic setting different from your own. **Purpose of Project:** To gain insights from the education ministries of various churches and learn about teaching through observation.

6. Teaching Experience (15%)

Due: 8-17 November

Each student will teach a one-hour class based on one of the teaching notes created earlier in the semester. Part of your grade (5%) will include your personal reflection on teaching after viewing the video of your class. This reflection should be one single-spaced page that addresses: What did you do well? What can you improve in the future? Were the risks you took successful? What did you learn from the experience? Your teaching reflection is due one week after you present your lesson. **Purpose of Project:** To gain experience preparing and leading educational experiences.

7. Audio Podcast (05%)

Due: 6 December

Compose a 4 to 6 minute audio podcast focusing on one aspect of teaching and learning in the church for use as an equipping tool with volunteers. **Purpose of Project:** To practice articulating concise educational theories and teaching strategies for use by volunteer teachers.

8. Final Exam (10%)

Due: Friday 16 December 8am-9:45am

9. Classroom Participation (05%)

Ongoing

It is important for our class time to be a collaborative learning environment. In order for this to happen we all must come prepared. It is the responsibility of every student to come to class on time having read the assignments for that day and engaging in the classroom environment through active listening and posing thoughtful questions that contribute to the discussion. Please note that 5% of your participation grade is associated with classroom engagement and 5% is determined by your physical presence in class. Those missing 0 to 1 class periods during the semester will receive all 5 points. Those missing 2 class periods will receive 4 points. Those missing 3 class periods will receive 3 points. Those missing 4 class periods will receive 2 points. Those missing 5 or more class periods will receive 0 points.

ASSESSMENT MATRIX AND CRITERIA

Student papers will be assessed using the following matrix:

- A (90-100) – Paper demonstrates each of the following: critical thinking and theological reflection, original work or research, free of grammatical errors, assignment instructions were followed.
- B (80-89) – Paper contains one or more of the following: biased assumptions and/or theological oversights, over-dependence on others' work or research, grammatical errors, assignment instructions were not followed.
- C (70-79) – Paper contains two or more of the following: biased assumptions and/or theological oversights, over-dependence on others' work or research, grammatical errors, assignment instructions were not followed.
- D (60-69) – Paper contains the following: failure to reflect critically or theologically, excessive dependence on others' work or research, many grammatical errors, assignment instructions were not followed.
- F (0-59) – Paper was incomplete, not submitted, or contains errors that do not reflect the quality of work expected in an upper-level course.

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

TEACHING METHODS

The collaborative learning environment of this course is assisted through the use of lecture, discussion, cooperative learning, and student presentations.

LEARNING EVALUATION

Students' grades will reflect evaluation based on quality and completion of assignments (90%), and active classroom participation (10%). Students are expected to participate in discussions by sharing questions and thoughtful comments that contribute to collaborative learning. The following scale will be used for student grades: A = 100-90, B = 89-80, C = 79-70, D = 69-60, F = 59-0.

ACADEMIC INTEGRITY

Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of

God. Violations will be addressed as described in the Policy. While the university enforces the Policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff and student body is responsible for protecting the integrity of learning, scholarship and research. The full Policy is available for review at the Provost's office web site (<http://www.acu.edu/campusoffices/provost>) and the following offices: Provost, College Deans, Dean of Campus Life, Director of Student Judicial Affairs, Director of Residential Life, Education and Academic Departments.

PLAIGIARISM

Plagiarism is a form of cheating and will be dealt with as explained above in the policy on Academic Integrity. Plagiarism occurs whenever a person offers someone else's writing, research or ideas as their own. Some common cases of plagiarism are:

- Lifting a paper off the internet, or from a fellow student, even if you alter it a bit.
- Lifting sentences or whole paragraphs from other's work without clearly putting the material in quotation form and giving full credit in proper citation form.
- Using another's research results without giving them credit.
- Putting someone else's ideas in your own words without giving them credit.

Please avoid these and other kinds of plagiarism. Like all cheating, it is sinful and it robs students of the educational gain they should have had.

COURSE PROTOCOLS

Assignment Formatting

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

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

Attendance

Students are expected to attend all class meetings and remain in class during meeting times. The school defines excused absences from class as those involving a) a school sponsored trip, b) the death of an immediate family member, or c) illness significant enough to warrant a doctor's note. More than two unexcused absences will significantly affect your grade. Students who must be absent for part or all of a class meeting due to an important commitment should notify the instructors in advance.

Classroom Etiquette

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

Respect for Divergent Viewpoints

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

Special Needs

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



Course Schedule

1	T	30 Aug.	Introduction of Class, Participants, & Syllabus	
2	R	1 Sep.	Theology of Teaching and Learning	Read Willingham ch. 1,2
UNIT 1: LEARNING AND COGNITION				
3	T	6 Sep.	Learning Styles Theory	Read Willingham ch. 7-9
4	R	8 Sep.	Learning and the Brain	Read Willingham ch. 3,4
5	T	13 Sep.	Learning and the Brain	Read Willingham ch. 5,6
6	R	15 Sep.	Creating Teaching Notes	
7	T	20 Sep.	<i>No Class – Attend Summit</i>	
UNIT 2: PHILOSOPHY AND EDUCATION				
8	R	22 Sep.	God Our Teacher	Two Teaching Notes
9	T	27 Sep.	Philosophy and Education	Read Pazmino p.85-117
10	R	29 Sep.	Educational Ideals in the Ancient World	Read Pazmino p.129-165
11	T	4 Oct.	Educational Philosophies Today	Read Pazmino p.117-128
UNIT 3: TEACHING AS LEADERSHIP				
12	R	6 Oct.	Leadership of the Self	Read Palmer intro & ch. 1
13	T	11 Oct.	Leadership of the Subject	Read Palmer ch. 2,3
14	R	13 Oct.	Leadership of the Students	Evaluation of Curriculum
15	T	18 Oct.	Leadership of the Settings	Read Palmer ch. 4,5
16	R	20 Oct.	Leadership of the Strategies	Read Palmer ch 6,7
17	T	25 Oct.	Led by the Holy Spirit	
UNIT 4: MAKING LEARNING WHOLE				
18	R	27 Oct.	Small Groups	Philosophy of T&LFSF
19	T	1 Nov.	Making Learning Whole	Read Perkins ch. 1,2
20	R	3 Nov.	Making Learning Whole	Read Perkins ch. 3,4
UNIT 5: PRACTICING THE ART OF TEACHING				
21	T	8 Nov.	Students Teach Lessons	
22	R	10 Nov.	Students Teach Lessons	
23	T	15 Nov.	Students Teach Lessons	
24	R	17 Nov.	Students Teach Lessons	Eval. of Church Teaching
25	T	23 Nov.	<i>Tues. before Thanksgiving</i>	
UNIT 6: SPIRITUAL FORMATION MINISTRY IN THE CHURCH				
26	T	29 Nov.	Church Calendar and Spiritual Formation	
27	R	1 Dec.	Spiritual Practices in Classes and Groups	
28	T	6 Dec.	Position Description, Responsibilities, Eval.	Audio Podcast
29	R	8 Dec.	Training Volunteer Teachers	
30	F	16 Dec.	Final Exam 8am-9:45am	Final Exam



Courseware and Copyright

COURSEWARE

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

No part of this course, including the syllabus, presentations, or handouts may be reproduced or transmitted in any form by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the instructor, except when used for instructional purposes where the instructor is acknowledged as the source of the material.

COPYRIGHT

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In association with Abilene Christian University

AdamAppendix 3—Document 25

MEMORANDUM

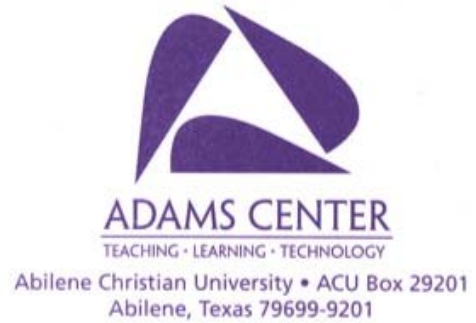
To: *The University Undergraduate Academic Council*

Regarding: Teaching & Learning for Spiritual Formation

Course Designer: Dr. Houston Heflin

Course Identification: BIBM 439

Date: 10.27.11



COMPLETION OF SYLLABUS REVIEW

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

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

Sincerely,



Dr. Scott Hamm,
Director of Mobile Learning Research

Appendix 2—Document 24

MEMO

Date: October 19, 2011

From: Craig Churchill, Theological Librarian

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

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

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

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