

Application for a New Course v7.1

Course ID <i>Subject and Number</i>	BIBM 491 – Senior Capstone
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developers	Houston Heflin, Jeanene Reese, David Kneip, & Jerry Taylor
2	Course Teacher	Houston Heflin
3	Course Title	Senior Capstone Experience
4	Course Abbreviation (if title is over 30 characters)	
5	College	College of Biblical Studies
6	Department	Department of Bible, Missions, & Ministry
7	Number of Credit Hours	1
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	1 credit hour
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 course will entail face to face classroom instruction
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	
15	Grade Mode (check all appropriate):	☒ _X_ Standard ☐ _ Credit/No Credit (undergrad only)
16	Maximum Enrollment	
17	Catalog Description (50 words or less)	This course is the final segment of a three-stage approach for training upper-level majors in the Department of Bible, Missions, and Ministry. It is preceded by BIBM 391, <i>Ministry in Context</i> , and BIBM 396, <i>Field Education</i> . The course creates a context for practicing theological reflection on

		ministry, critical thinking, understanding the minister or missionary as servant and leader, and adding skills for future service.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	BIBM 391 <i>Ministry in Context and</i> BIBM 396 <i>Field Education</i>
19	List any co-requisites	
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 completed "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	No
22	How often will it be offered? Fall	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 491 Reflections on Missions and Ministry Fall 2011 – last semester taught
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>	No
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.	This course will serve as the third of three experiences for Bible majors. Ministry in Context during the junior year will prepare them for internship experiences during the following summer. When students return the fall of their senior year they will be enrolled in the Senior Capstone Experience.
2	Justification State the justification for adding this course to the current curriculum. Represent the need	This course will fulfill the writing-intensive requirements for a course that all majors are required to take as students work on a document beginning in the Ministry in Context course and complete the document in the Senior Capstone Experience. In addition, the course focuses on the reflective practice of ministry after internships.

III.Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	
2	State the overarching course goal(s) in performance terms.	

2. Competencies and Measurements

COMPETENCIES	MEASUREMENT
1. Learners will apply theological reflection and critical thinking to everyday living and ministry contexts.	a. Prepare a 5 to 7-minute Internship Podcast Report on your internship experience with emphasis on personal learning and growth. (10%) b. Write an 80 to 100-line case study reflection on a critical incident emerging from field education that articulates the issues of that experience. (15%) c. Attend a Summit lecture by Rachel Held Evans comparing and contrasting her book and her presentation. In addition, write five engaging interview-style questions for Evans demonstrating theological and critical thought. (10%)
2. Learners will conduct original research on an aspect of missions and ministry.	Write a 3,000 – 4,000 word article (8 to 11 pages) based on an area of inquiry in your intended profession. (25%)
3. Learners will articulate a plan for future Christian service.	Write a 3 to 4 page vocation plan reflection that outlines how you intend to live out your Christian calling. (15%)

3. Text and Resources

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

Evans, Rachel Held. 2010. *Evolving in Monkey Town*. Grand Rapids, MI: Zondervan.

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

Smith, Gordon T. 1999. *Courage and Calling: Embracing your God-given Potential*. Downers Grove, IL: InterVarsity Press.

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

- a. full publication information; label **Undergraduate**.
- b. 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 491
Senior Capstone Experience

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

TIME & LOCATION OF COURSE

Biblical Studies Building Room 219
Tuesday / Thursday
8:00am – 9:20am

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

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

COURSE DESCRIPTION

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

COURSE GOALS

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

REQUIRED TEXTS

Evans, Rachel Held. 2010. *Evolving in Monkey Town*. Grand Rapids, MI: Zondervan.

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

Smith, Gordon T. 1999. *Courage and Calling: Embracing your God-given Potential*. Downers Grove, IL: InterVarsity Press.

COURSE COMPETENCIES AND MEASUREMENT

COMPETENCIES	MEASUREMENT
1. Learners will apply theological reflection and critical thinking to everyday living and ministry contexts.	a. Prepare a 5 to 7-minute Internship Podcast Report on your internship experience with emphasis on personal learning and growth. (10%) b. Write an 80 to 100-line case study reflection on a critical incident emerging from field education that articulates the issues of that experience. (15%) c. Attend a Summit lecture by Rachel Held Evans comparing and contrasting her book and her presentation. In addition, write five engaging interview-style questions for Evans demonstrating theological and critical thought. (10%)
2. Learners will conduct original research on an aspect of missions and ministry.	Write a 3,000 – 4,000 word article (8 to 11 pages) based on an area of inquiry in your intended profession. (25%)
3. Learners will articulate a plan for future Christian service.	Write a 3 to 4 page vocation plan reflection that outlines how you intend to live out your Christian calling. (15%)

SUMMARY OF ASSIGNMENTS

1. Field Education Forms	1 Sep (R)	(05%)
2. Internship Podcast Report	1 Sep (R)	(15%)
3. Case Study Critical Reflection	8 Sep (R)	(20%)
4. Summit Interview Questions	22 Sep (R)	(10%)
5. Research Article Due	17 Nov (R)	(25%)
6. Vocation Plan	13 Dec. (T)	(15%)
7. Participation	Ongoing	(10%)

ASSIGNMENT DESCRIPTIONS AND DUE DATES

1. Field Education Forms (05%)

Due: 1 Sep.

Forms from the Field Education Manual should be completed and submitted to the Director of Field Education or Missions Supervisor by Thursday 1 September. Forms submitted after this date will be subject to a reduction in grade.

2. Internship Podcast Report (15%)

Due: 1 Sep.

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

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

This audio recording can be created in the Learning Studio, with your own computer (using recording software such as GarageBand), or on a mobile device (using software such as Voice Memos). Once created, the file should be submitted to the course Blackboard site in the area labeled "Internship Podcasts." The name of the file should be labeled with the word "Internship" followed by your last name. For example, "InternshipHeflin."

Due: 5 Sep.

Once the podcasts have been submitted, listen to three podcasts by your peers and comment on each of their Blackboard threads with these thoughts to guide you:

How was your internships similar or different? What about your friend's experience would have also challenged you? What lessons can you glean from their experience that would bless your future service?

3. Case Study Critical Reflection (20%)

Due: 8 Sep.

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

Purpose of Project: to practice theological reflection and critical thinking about ministry.

4. Summit Interview Questions (10%)

Due: 22 Sep.

After reading Rachel Held Evans' *Evolving in Monkey Town* and attending one of Evans' Summit presentations, write a 1-page single spaced comparison between her book and her presentation. At the conclusion of your paper, create five interview-style questions that you would like to ask Evans. What questions emerge from her comments that need clarification? What questions could you ask that would continue the conversation in new ways?

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

5. Independent Research Article (25%)

Due: 17 Nov.

The Independent Research Article is a 3,000 to 4,000 word (8 to 11 page) paper based on an area of inquiry in your intended profession. It is to be created and submitted as though you were submitting it for publication in a journal. Considering your personal interests and future ministry/mission plans, create one or more research questions to guide your project. Once you've identified the question(s) to answer, proceed to search for what others have said in the literature. As you learn from others' ideas, remember that your article should be more than a synopsis of what others have said. It should also incorporate your own perspectives and recommendations for answering the research question(s) and proposing any solutions that might help your peers in missions and ministry. **Purpose of Project:** to pursue a subject of relevance to ministry and practice writing for publication.

6. Vocation Plan (15%)

Due: 6 Dec.

After reading Smith's *Courage and Calling*, write a 3 to 4 page paper reflecting briefly on both your personal calling and perceived communal calling, then focus the majority of the paper on your vision for living the Christ-life. How do your perceptions of personal giftedness match the area of missions or ministry you intend to pursue? In what career do you see yourself in 5 years and then in 20 years as you live out your Christian vocation? What is your plan for living out your calling? **Purpose of Reflection:** to practice theological reflection and critical thinking about ourselves as servants of the gospel.

7. Class Participation & Attendance (10%)

Due: Ongoing

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

ASSESSMENT CRITERIA

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

LEARNING EVALUATION

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

ASSESSMENT MATRIX

Assignments will be assessed using the following matrix:

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

ACADEMIC INTEGRITY

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 for Research and Writing

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

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

Attendance

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

Classroom Etiquette

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

Respect for Divergent Viewpoints

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

Special Needs

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

COURSE SCHEDULE

UNIT 1: SENIOR CAPSTONE EXPERIENCE				
1	T	30 Aug.	Introduction of Course, Participants & Syllabus Internship Reflections / How to Write a Case	
2	R	1 Sep.	Personal Spiritual Formation (Goals for the Fall Semester)	Field Ed. Forms Due Internship Podcast Due
3	T	6 Sep.	Temptations of Christian Servants “In the Name of Jesus” Conversation	Read Nouwen
4	R	8 Sep.	Small Groups; Sharing & Selecting Cases	Case Study Due
5	T	13 Sep.	Cases # 1 and 2: Shared Wisdom	
6	R	15 Sep.	Cases # 3 and 4: Shared Wisdom	Read Evans
7	T	20 Sep.	<i>No Class – Attend Summit Presentations</i>	Read Evans
8	R	22 Sep.	Responding to Rachel Held Evans	Summit Review Due
9	T	27 Sep.	Things To Know About Churches	Read Smith
10	R	29 Sep.	Courage & Calling / Course Evaluation	Read Smith
	T	8 Nov.	<i>Internship Interviews</i>	
	R	17 Nov.	<i>No class – submit papers to faculty box</i>	Research Paper Due
	T	13 Dec.	Final 8am – 9:45am	Vocation Plan Due

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 instructors reserve 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 instructors, except when used for instructional purposes where the instructors are acknowledged as the source of the material.

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MEMORANDUM

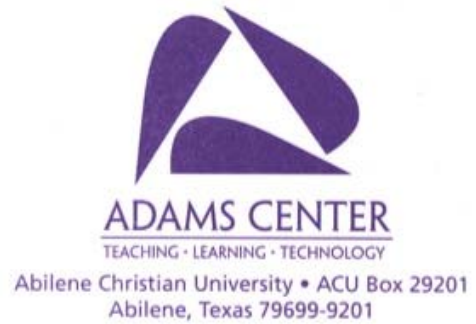
To: ***The University Undergraduate Academic Council***

Regarding: Senior Capstone

Course Designer: Dr. Houston Heflin

Course Identification: BIBM 491

Date: 10.27.11



COMPLETION OF SYLLABUS REVIEW

The Adams Center for Teaching and Learning has reviewed the syllabus for Senior Capstone (BIBM 491). 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

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, "Senior Capstone Experience"
(BIBM 491)

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

Memorandum

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Appendix 8—Document

To: University Undergraduate Academic Council

From: Dr. Laura Carroll, Director of Writing across the Curriculum

Date: December 1, 2011

RE: BIBM 491

During the curriculum revision for the DBBM, Drs. Jeanene Reese and Houston Heflin asked me to review the newly revised BIBM 491 course to ensure that it meets WAC guidelines. The course competencies, assignments, and percent of the course dedicated to writing are strong examples of a Writing Intensive course.

I recommend that BIBM 491 be designated a Writing Intensive course.