

Abilene Approval Chart for Curriculum Changes

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

Course Number: **BIBM 201** or Degree Plan(s):

		Dept./School	College	Dean	TEC	AUAC/Grad	Provost
	Campus-Level Academic Review¹						
	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

		Dept./School	College	Dean	TBC	AUAC/Grad	Provost	Campus Faculty	Senior VPAA	President
	Full Review									
	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 ²³	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

		Dept./School	College	Dean	AUAC	Provost	UGEC	University Faculty	Senior VPAA	President
	Change to General Education Requirements for Undergraduates (System)									
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)

<u>Clifford A. Barbarick</u>	<u>December 1, 2023</u>
Chair Signature	Date

Chair/Program Director Signature	Date
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College Academic Council(s)

<u>Christopher R. Hutson</u>	<u>12-1-23</u>
Chair Signature	Date

Chair Signature	Date
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<u>[Signature]</u>	<u>12-1-23</u>
Signature	Date

Signature	Date
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Teacher Education Council

Signature	Date
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**Campus Academic Council:
Abilene Undergraduate or Abilene Graduate**

Signature	Date
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Provost

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 (<i>Subject Code and Number</i>)	BIBM 201
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1. Systems and Catalog Information Complete each item.

A	Course Developer	Amanda Pittman
B	Course Instructor	varies
C	Course Title	Ministry Workshop
D	Course Abbreviation for Banner if title is more than 30 characters	N/A
E		CBS - Biblical Studies ▾
F		BIMM - Bible, Missions & Ministry ▾
G		1 ▾
G1		0 ▾
G2		15 ▾
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?	Yes ▾
J	Maximum total number of credit hours a student can earn for this course	4
K		Experiential Learning (EL) ▾ See Schedule Type definitions in the Reference section.
L		1 ▾
M		Standard ▾
N	Maximum Enrollment	40

O	Catalog Description (50 words or less)	In this one-hour course, students will participate actively in and reflect critically on an experiential learning opportunity related to a topic of theological and/or practical importance for ministry. Topics vary; see semester schedule. The course may be repeated because the content varies. Some sections charge a course fee for materials, travel, or equipment. For majors only.
P	List any prerequisites (course/s, test scores, class standing, major, etc.)	
Q	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> 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?	Yes, every year ▾
T2	Will the course be offered in spring terms?	Yes, every year ▾
T3	Will the course be offered in summer terms?	Yes, every year ▾
U	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Fall 2024
V	Is this course required for a program(s)?	Yes ▾ If yes, attach a completed curriculum proposal to change the program(s).

W	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	No - If yes, provide rationale:
X	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	Yes - If yes, provide course ID, term, and enrollment: BIBM 240.M1, Spring 2022, Enrollment—18 BIBM 240.M1, Spring 2023, Enrollment—10 BIBM 240.M2, Spring 2023, Enrollment—8 BIBM 240.M1, Fall 2023, Enrollment—3 BIBM 240.M2, Fall 2023, Enrollment—5
Y	List any courses in which the content overlaps the proposed course. (Course ID and Name). <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering.</i>	Dr. Brad East has piloted a Special Topics course on Christian discipleship in a digital age. He taught two sections in fall 2021 and one in fall 2022. One potential ministry workshop we are planning is an experiential "riff" on wisdom for ministers in a digital age. In that case, we would discourage majors from taking both courses.

2. Curriculum

- A. Explain any effects of this course on any degree plans. If the addition of the course alters program requirements, submit a separate [Approval Chart for Curriculum Change](#) to update the program.

We are proposing a revision of the current Bachelor of Arts degree plans, inclusive of both majors and all tracks. Under the new degree plan, students will be required to complete three different sections of BIBM 201, which will cumulatively replace one three-hour elective currently listed in the degree plan.

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

The proposed workshops both fill a current need and build on a current strength. The workshops create space for active and collaborative exploration of important subjects that may be addressed in specific courses, but would benefit from more holistic and sustained attention. Given our knowledge of students' needs together with our aspirations for them post-graduation, we believe that developing experiential learning opportunities on subjects the faculty deem of critical importance to students' theological and ministerial development would make a marked improvement in their training. The workshops also build on and build toward a long-standing strength in the DBMM's experiential learning opportunities: the required internship, bookended by the corresponding pre- and post-internship course sequence. The workshops we are proposing would be completed prior to the start of their summer internship, coinciding with other forms of preparation for it. Finally, these workshops are an excellent fit for our department because the various centers in the College of Biblical

Studies, like Halbert and the Carl Spain Center, provide potential partners in developing and implementing the workshops.

3. Course Design

A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.

This course is designed for Bible majors in both majors and all tracks. Students are intended to complete three workshops prior to graduation, beginning in the spring of their freshman year. Given the experiential nature of the course, there are no prerequisites.

2. State the overarching course goal(s) in performance terms.

Students will (a) engage in a practical or hands-on experience with some topic of professional and personal development central to a life of ministry and (b) practice skills of reflection.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Engage in an active and interactive learning experience focused on a topic or question of contemporary relevance for ministry.	Participation in the manner specified by the syllabus
2	Evaluate their own participation in and growth through the experience through reflection.	Summative reflection artifact
3		
4		
5		

C. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings. For **combined undergraduate/graduate** courses, make two lists:

- A. full publication information; label **Undergraduate**.
- B. full publication information; label **Graduate**.

Because this is an experiential learning course, assigned texts are not required but may be assigned based on subject matter and instructor preference.

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.

BIBM 201.XX - Ministry Workshop
Experiential Learning Course; 1 hour course credit
[Semester and Year]
[Time and Place]

[Faculty Name]
Department of Bible, Missions, and Ministry
Abilene Christian University
Office: Biblical Studies Building ###
Telephone: 325-674-####
E-mail: xxxxxxxx@acu.edu
Office Hours: TBD

MISSION:

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

The mission of the College of Biblical Studies is to provide leadership, preparation, and resources for effective worldwide ministry in the cause of Christ.

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 live as committed disciples.

PURPOSE AND AUDIENCE:

This one-hour experiential learning course is designed for Bible majors. In it, students preparing for ministry of whatever variety will integrate faith and learning through active and experiential engagement with different topic(s) and/or context(s) pertaining to Christian ministry in our contemporary context. This course section will be focused on [insert topic here].

COURSE CATALOG DESCRIPTION:

In this one-hour course, students will participate actively in and reflect critically on an experiential-learning opportunity related to a topic of theological and/or practical importance for ministry. Topics vary; see semester schedule. The course will be repeated, because the content varies. For majors only.

REQUIRED MATERIALS:

Since this is an experiential learning course, no textbooks or other reading materials are required.

COMPETENCIES AND MEASUREMENTS

	Student Learning Outcome	Measurement
1	Participate in an active and interactive learning experience focused on a topic of contemporary relevance for ministry.	Attendance

2	Evaluate their own participation in the experience through reflection.	Final reflection artifact
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GRADING SCALE

This course will be graded on the standard letter grade scale - A, B, C, D, and F. Numerical grades will not be assigned. The following rubric will be used to determine final grades in all Ministry Workshop experiential learning courses:

A	Students who earn this grade will... - Actively participate in at least 95% of all gatherings and activities (excused absences do not count against this total). Beyond simple presence, active participation entails preparation for gatherings and activities, contribution to discussions, remaining focused and avoiding distraction, and charitable engagement with others both enrolled in the course and in the context. - Complete each step of the course experience in the correct sequence and timeline, meeting all appropriate benchmarks for activity completion and assignment submission. - Evaluate their engagement in the activity through completion of the assigned reflection activities in a manner that demonstrates thoughtfulness, integration of the experience within one's own identity and vocation, and advanced college level writing.
B	Students who earn this grade will... - Actively participate in 85-95% of all gatherings and activities. Beyond simple presence, active participation entails preparation for gatherings and activities, contribution to discussions, remaining focused and avoiding distraction, and charitable engagement with others both enrolled in the course and in the context. - Complete each step of the course experience in the correct sequence and timeline, meeting all appropriate benchmarks for activity completion and assignment submission. - Evaluate their engagement in the activity through completion of the assigned reflection activities in a manner that demonstrates thoughtfulness, integration of the experience within one's own identity and vocation, and college level writing.
C	Students who earn this grade will... - Actively participate in 75-85% of all gatherings and activities. Beyond simple presence, active participation entails preparation for gatherings and activities, contribution to discussions, remaining focused and avoiding distraction, and charitable engagement with others both enrolled in the course and in the context. - Complete most steps of the course experience in the correct sequence and timeline, meeting most appropriate benchmarks for activity completion and assignment submission. - Evaluate their engagement in the activity through completion of the assigned reflection activities in a manner that demonstrates some thoughtfulness, some integration of the experience within one's own identity and vocation, and meet minimum standards for college level writing.
D	Students who earn this grade will... Actively participate in 65-75% of all gatherings and activities. Beyond simple

	presence, active participation entails preparation for gatherings and activities, contribution to discussions, remaining focused and avoiding distraction, and charitable engagement with others both enrolled in the course and in the context. • Complete some steps of the course experience in the correct sequence and timeline, meeting some appropriate benchmarks for activity completion and assignment submission. • Evaluate their engagement in the activity through completion of the assigned reflection activities, but in a manner that does not demonstrate much thoughtfulness, integration, or college level writing skill.
F	Students who earn this grade will... • Actively participate in less than 65% of all gatherings and activities.. • Fail to complete course experiences and meet course benchmarks in the designed manner. • Fail to submit the reflection assignments and/or submit assignments that fail to meet the criteria.

COURSE FORMAT

BIBM 201.XX is a one-hour experiential learning course. This means that the course format is participative and interactive rather than lecture-based. It is designed to invite students to encounter contexts and activities outside of the typical lecture classroom, engage in problem solving, consider interesting and complex questions, collectively explore practical implications, and reflect on all of the above as it pertains to their preparation for ministry. Students should come to each meeting prepared to engage with others, to participate attentively and with a desire to learn, and to reflect pastorally, personally, and theologically through concrete reflection activities.

ATTENDANCE

Given the experiential nature of the course, attendance is required and constitutes a major component of the grade earned in the workshop. In the event that circumstances arise that make attendance and participation challenging, students should contact the professor so that the appropriate plans can be made.

PARTICIPATION

Participation in this course will be assessed in the following ways:

- Attendance at required gatherings and activities
- Participation in small and large group discussions
- Completion of the planned tasks and activities

LATE WORK POLICY

Since this is not a traditional classroom-based course, the final reflection artifact constitutes the only assignment that you will submit. Since that assignment is built into the experience, it cannot be submitted after the fact.

UNIVERSITY POLICIES

Alpha Scholars Program

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 Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at 325-674-2667.

Anti-Harassment Policy

At ACU, we strive to comply with all applicable legal requirements prohibiting, preventing, and responding to harassment against any member of the ACU community (e.g., Title VI, VII, and IX). Moreover, as a Christian community, ACU has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected.

Our Anti-Harassment Policy outlines specific definitions and procedures related to discriminatory and sexual harassment, sexual misconduct, assault, stalking, and relationship violence. If you experience harassment in any of these forms, we encourage you to report it so that we can help maintain a work and academic environment free of unlawful harassment.

As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. When I am not able to keep your information confidential, I will only share it with responsible administrators on campus who can provide you with services and resources. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence or stalking that you report to me. If you would prefer to share information in a confidential setting, I encourage you to speak with someone in the ACU Counseling Center. All of your options are available for review by clicking on the link to ACU's policy.

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, Dean of your school, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following this link.

Recording Policy

The classroom is a place where we ask questions, test ideas, and explore sensitive topics. Sometimes in a debate, a student or instructor may take an unusual or extreme position in order to test a hypothesis. You should not assume that any statement made in the course of a conversation is that person's only and final thought on a topic. If you are troubled by a position that someone takes in class, please go to that person and discuss your concerns.

The classroom is a private space, where all members of the class have a reasonable expectation of privacy, as we work through ideas and issues. As a member of this class, you must respect the privacy of all other members of the class by not sharing any recording of class conversation without the express, written consent of all people who are seen or heard in the recording.

Students are not permitted to record a class by any means without prior, express authorization from the course instructor. The instructor may permit a student to record a class session

- for the personal use of the student,
- for the benefit of another student who is unavoidably absent, or
- as part of an accommodation for a student with a disability.

Permission to record that may be given by an instructor under certain circumstances is limited to permission to record for personal use only. It is never permissible to copy, email, file-share, sell, Web-serve, or otherwise distribute such recordings without the express, written consent of all participants in the recording. Course materials prepared by the instructor (including Power Point presentations, study guides, and handouts), together with the content of all lectures and review sessions presented by the instructor, are the property of the instructor.

Sharing part or all of any course recordings provided by the professor without the express written consent of the professor as well as everyone else in the recording is a violation of the academic integrity policy (see here) and will be handled in accordance with the procedures and penalties outlined in that policy.

COURSE SCHEDULE

TBD [not required at time of new course application process]

2/24/23

Dr. Amanda Pittman
BSB 239
325-674-3704
amanda.j.pittman@acu.edu

Re: Review of BIBM 201: Ministry Workshop

Dear Dr Pittman,

Thank you for the submission of BIBM 201: Ministry Workshop. I reviewed the syllabus based on the [ACU Syllabus Guidelines](#). I find the syllabus meeting university requirements and recommendations.

This letter is not meant to be a final approval in the course application process. Instead it is intended as a reference which will be read by your department chair and members of the council, who may also have questions or comments of their own.

Thank you for allowing the Adams Center team to review your course application. We would love to work with you on your syllabus, as well as the design, development, or revision of this and other courses. If there is anything else we can do to help you, please feel free to let me know.

Sincerely yours,

A handwritten signature in black ink that reads "Amy Boone". The signature is written in a cursive, flowing style.

ABILENE CHRISTIAN UNIVERSITY
LIBRARY

M E M O R A N D U M

DATE: February 27, 2023
TO: Dr. Amanda Pittman
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application BIBM 201 & 202– Ministry Workshops

The library can adequately support the proposed course. Thank you for letting us review the course application.