

Application for a New Course v10.7

Discard instructional pages A-C before submitting application. Consult with program director and dean before changing responses in red type.

Course ID (<i>Subject and Number</i>)	INTG 420
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I. Systems and Catalog Information Complete each item.

1	Course Developer	J. Scott Self
2	Course Instructor	TBD
3	Course Title	Integrated Studies Capstone
4	Course Abbreviation for Banner if title is more than 30 characters	n/a
5	College	College of Graduate and Professional Studies
6	Department or School	School of Undergraduate Studies
7	Number of Credit Hours	3
8a.	Number of contact hours – lecture	3
8b.	Number of contact hours – lab/activity	0
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	N/A
11	Is the course repeatable for additional credit?	No
12	Maximum total number of credit hours a student can earn for this course	3
13	What type of course is this? (Select one option. Please see Schedule Type definitions on Page C.)	☒ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation
14	Number of faculty workload hours	3
15	Grade Mode	☒ Standard

		__Credit/No Credit (undergrad only)
16	Maximum Enrollment	30
17	Catalog Description (50 words or less)	Students will practice integrative thinking, reflect on and articulate their vocational priorities and articulate their life goals in this capstone and writing-intensive course. Prerequisite: Senior standing. For majors only.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Senior standing. For majors only.
19	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)	n/a
20	If the course is cross-listed, specify the Course ID(s)	N/A
21	Does this course require any additional student course fees?	☒ No __ Yes If yes, attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-7.
22a	Will the course be offered in fall terms?	__ No ☒ Yes If yes: all, even, or odd years? All
22b	Will the course be offered in spring terms?	__ No ☒ Yes If yes: all, even, or odd years? All
22c	Will the course be offered in summer terms?	☒ No __ Yes If yes: all, even, or odd years? No
23	First semester this course will be offered under new Course ID. <i>May not be earlier than two parts of the term in the future.</i>	Spring II 2021
24	Is this course required for a degree/s?	__ No ☒ Yes If yes, attach a revised degree plan(s) reflecting the placement of the new course.
25	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</i>	☒ No __ Yes If yes, provide rationale:

	<i>circumstances.</i>	
26	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>	☒ No ☐ Yes If yes, provide course ID, term, and enrollment:
27	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 in Section IV-4.</i>	n/a

II. Curriculum

- A. Explain effect on degree plans. If the addition of the course alters degree requirements, submit a separate Approval Chart for Curriculum Change to update the degree plan.
This was a planned course in the degree plan from the inception of the degree. Therefore it does not alter degree requirements.

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.
The BS in Integrated Studies is a flexible degree program that allows students to customize their degree plan to best fit their career goals and needs. Students in this program have the opportunity to focus their studies on two fields and complete one culminating course that focuses on the articulation of social responsibility and their vocational priorities, giving them a framework to pursue their career goals. This capstone course is the culmination of the interdisciplinary experience.

III. Course Design

- A. Audience and Course Goal
- Describe the intended audience, including prerequisite skills. For seniors near the end of their integrated degree plan. We anticipate that they would have already completed two fields prior to the course.
 - State the overarching course goal(s) in performance terms.

INTG 420 is an important culminating course for students in the Integrated Studies program. The goals for this course are as follows:

- PO #1. Students will demonstrate the development of knowledge in two academic disciplines and have the ability to transfer knowledge among situations.
PO #2. Students will effectively communicate within a variety of contexts.
PO #3. Students will demonstrate the development of a sense of self that integrates personal strengths with vocational and social priorities.

- B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
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1.1	Students will show evidence of developing knowledge in two disciplines.	Assignments: Research problem, revises research problem, annotated bibliography, revised annotated bibliography
1.2	Students will create a solution to a research problem using skills, abilities, theories or methodologies from more than one discipline.	Assignments: Disciplinarity and experience, Draft a solution (Parts 1 and 2)
2.1	Students will craft clear and concise written communication for different audiences and purposes.	Assignment: Draft a solutions (Part 2)
2.2	Students will create coherent and professional oral presentations.	Assignment: The rule of vocation
3.1	Students will identify and reflect on their gifts and experiences and articulate how their abilities can fill a societal need and connect to their vocational priorities.	Assignments: Portfolio/resume
3.2	Students will construct a personal mission statement that reflects personal, academic and career goals.	Discussions: All 7 Weeks Assignments: Personal brand, The rule of vocation

3. 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**.
 - a. Repko, A.F., Szostak, R., Phillips Buchberger, M. (2020). *Introduction to interdisciplinary studies*, 3rd Ed. Sage Publications, Inc. (eText ISBN: 9781544379388)
 - b. Garber, S. (2014). *Visions of vocation: Common grace for the common good*. Intervarsity Press. (eText ISBN: 9780830896264) Available through the ACU library.
- B. full publication information; label **Graduate** - n/a

IV. 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.
3	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's provisional memo of support.

Attach if applicable	
4	Content Overlap — Include one document for each course you listed in Section I-28. Attach statement from instructor/dept chair of existing course justifying the new offering.
5	Program Resources — List the resources that support the course and are available only through the program, if applicable. Attach the list of the holdings and the location/s.
6	Resources — List resources (other than library or program 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 any documents to which you refer in Section II-B.

INTG 420: Integrated Studies Capstone

2020 Section INTG 420 3 Credits 05/12/2020 to 05/12/2021 Modified 07/10/2020

Mission Statements

University Mission Statement

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

This mission is achieved through the following:

- Exemplary teaching, offered by a faculty of Christian scholars, that inspires a commitment to learning;
- Significant research, grounded in the university's disciplines of study, that informs issues of importance to the academy, church, and society; and
- Meaningful service to society, the academic disciplines, the university, and the church, expressed in various ways, by all segments of the Abilene Christian University community.

College Mission Statement

The mission of the College of Graduate and Professional Studies (CGPS) is to prepare students for Christian service and leadership by providing them with the knowledge and skills to advance their careers, thereby placing them in positions of influence for the expansion of God's purposes in the world.

Program Mission Statement

To introduce students to and engage them in the process of thinking critically, globally, and missionally, preparing them for the rigor of academic excellence and university life at ACU.

Integration of Christian Faith

Within the College of Graduate and Professional Studies, faith integration is the intentional and comprehensive focus on the intersection of faith, education, and context. Students will engage in theological reflection and lived practice as they pursue their academic discipline resulting in a more grounded understanding of their identity, relationship to the world, and connection to the life and mission of God.

Course Description

Students will practice integrative thinking, reflect on and articulate their vocational priorities and articulate their life goals in this capstone and writing-intensive course. Prerequisite: Senior standing. For majors only.

Program and Student Learning Outcomes

PLO #1. Students will demonstrate the development of knowledge in two academic disciplines and have the ability to transfer knowledge among situations.

- SLO 1.1 Students will show evidence of developing knowledge in two disciplines.

- SLO 1.2 Students will create a solution to a research problem using skills, abilities, theories or methodologies from more than one discipline.

PLO #2. Students will effectively communicate within a variety of contexts.

- SLO 2.1: Students will craft clear and concise written communication for different audiences and purposes.
- SLO 2.2: Students will create coherent and professional oral presentations.

PLO #3. Students will demonstrate the development of a sense of self that integrates personal strengths with vocational and social priorities.

- SLO 3.1: Students will identify and reflect on their gifts and experiences and articulate how their abilities can fill a societal need and connect to their vocational priorities.
- SLO 3.2: Students will construct a personal mission statement that reflects personal, academic and career goals.

Week	Course Level Objectives	Outcome Measures	Aligned Student Learning Outcomes
1	Describe a research problem that addresses an unknown or underdeveloped facet of knowledge	Assignment: Create a Research Problem	1.1
	Describe a research problem that implicates a change in policy or practice	Assignment: Create a Research Problem	1.1
	Reflect upon the nature of vocation within the self	Discussion Question: Reflecting upon "who you are."	3.2
2	Define the disciplinary contributions relevant to the research problem	Assignment: Revise a Research Problem	1.1
	Reflect upon the nature of vocation within the context	Discussion Question: Reflecting upon where you are	3.2
3	Summarize scholarly sources in abstract form to demonstrate understanding	Assignment: Annotated Bibliography	1.1
	Reflect upon the nature of vocation within a relationship with God	Discussion Question: "Being" with God	3.2
4	Appraise scholarly sources to identify their value in addressing the research problem	Assignment: Revised Annotated Bibliography	1.1
	Critique the applicability of scholarly sources to the research problem	Assignment: Revised Annotated Bibliography	1.1

	Reflect upon values and intentions of "being" in the vocational setting	Discussion Question: How do you choose "to be?"	3.2
5	Appraise the contributions and limitations of disciplinary and non-disciplinary approaches to the research problem	Assignment: Disciplinary and Experience	1.2
	Define a personal "brand" that delimits and communicates core values	Assignment: Personal Brand	3.2
	Reflect upon values and intentions of practice in the vocational setting	Discussion Question: How do you plan "to be?"	3.2
6	Design a novel/new solution to the research problem	Assignment: Draft a Solution Part 1	1.2
	Defend the justification of the solution through an interdisciplinary lens	Assignment: Draft a Solution Part I	1.2
	Reflect upon values and intentions of reaction in the vocational setting	Discussion Question: How will you react "to being?"	3.2
7	Critique the policy/practice changes implicated in the solution	Assignment: Draft a Solution Part II	1.2, 2.1
	Construct a resume that communicates experience, education, and personal brand	Assignment: Portfolio/Resume	3.1, 3.2
	Describe personal rules of vocation in actions of thought, practice, and reaction in the vocational setting.	Discussion Question: The Rule of Vocation	2.2, 3.2

Course Materials

Required Textbook:

- Repko, A.F., Szostak, R., Phillips Buchberger, M. (2020). *Introduction to interdisciplinary studies*, 3rd Ed. Sage Publications, Inc. (eText ISBN: 9781544379388)

Recommended Textbook:

- Garber, S. (2014). *Visions of vocation: Common grace for the common good*. Intervarsity Press. (eText ISBN: 9780830896264) Available through the ACU library.

Course Requirements

The requirements for this course include participating in online discussions and completing all of the assignments. General descriptions of the course requirements are below. See the Canvas modules for detailed assignment instructions.

Discussion Questions

In order to actively participate in discussions, you will need to log in multiple days each week. This will help you stay up-to-date on the discussions and allow you to make more thoughtful postings. You are expected to answer all of the discussion questions assigned in a week in a substantive manner. All initial postings and responses will be due by 11:59 pm CST by the due date indicated in Canvas. No late posting will be accepted.

Weekly Assignments

Note: the full assignment description, due date and instructions for each are found in the Modules section in your online classroom (Canvas). Please pay careful attention to the instructions provided and the rubrics for each assignment.

Create a Research Problem

Create a research problem statement that is interdisciplinary and a real-world problem.

Revise a Research Problem

Engage in the iterative process and reflect upon the "so what?"

Annotated Bibliography

Listen to the discussion in disciplinary scholarly journals.

Revised Annotated Bibliography

Engage in the iterative process and reflect upon revision.

Disciplinarity and Experience

Appraise contributions and limitations of disciplinary perspectives and engage narratives of experience.

Personal Brand

Describe the attributes of self that are most important to a brand identity.

Draft a Solution Part I

Draft a solution to the interdisciplinary problem

Draft a Solution Part II

Compile the research project and reflect upon the process.

Portfolio/Resume

Draft a resume that expresses objective, brand, experience, education, and skills.

Course Policies

Note: Please see the Canvas course for information on the faculty as well as all due dates.

Engaged Learning in an Online Format

This online course invites students into a community of engaged scholarship. The course consists of seven weekly modules, with a new module beginning each Tuesday morning in the Canvas LMS (Learning Management System). We expect students to log in to the course frequently, master the course material, whether written or in other digital media formats, and to engage the professor and fellow students through the Canvas medium.

Note: If a student fails to log in the course for the first 7 days of the official course, the student will receive an email notifying them that they are at risk to be administratively withdrawn from the course. The student will have 72 hours to log into the course from that email notification. If the student does not log into the course in that period of time, they will be administratively

withdrawn. The last day to withdraw from a course is the Wednesday before the last week of class. Please reference the handbook calendar for a full list of dates. If a student has not participated in the course at any point, before the last week of class the student will be administratively withdrawn. An assignment is defined as a paper, quiz, discussion post, or project in the course. If a life situation occurs that will prevent the student from participating in the course for a brief period of time, the student is responsible for communicating this to their Student Service Advisor and/ or New Student Ambassador, and instructor to make appropriate arrangements.

Technology Requirements

Students should ensure they meet the technology requirements as outlined in the ACU Online Student Handbook.

Paper Specifics

In this course, specific instructions for each paper are given in the assignment directions. Please pay attention to the instructions given, such as the number of resources needed and how to cite sources.

Papers should be submitted through the Canvas submission portal as a .docx, .doc, or .pdf files, no email submissions will be accepted. All papers should be neat, contain no misspellings, contain no typing errors, and employ proper grammar and syntax. If your paper contains pervasive grammatical errors, the professor may return the paper without grading it and ask for a rewrite for a maximum grade of 80%. Your faculty will determine the date for submission of the revised paper.

Late Assignments

Assignments are due by 11:59 pm Central Standard time on the due date. Refer to the Canvas Syllabus link or the Canvas Modules link for a list of all due dates. Penalty for late assignments is 10% per calendar day late. Weekend days are counted as late days. No credit will be awarded for late discussion posts. Extra credit will not be available in this course.

Academic Integrity

Academic Integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes but is not limited to reading assignments, assessments and examinations, attendance at required out-of-class activities, written or oral presentations, laboratory experiments and research. Assignments may or may not be submitted through the TurnItIn plagiarism checker.

The Academic Integrity and Honesty Policy is available on the ACU Provost's Office [webpage](#), where you may find detailed information regarding what constitutes academic dishonesty and resultant disciplinary actions. The student should seek clarification from the instructor regarding the re-use of work, as this may or may not be appropriate and is dependent on the assignment. Academic dishonesty may have, but not be limited to, the following consequences:

- losing points on an assignment.
- failing an assignment.
- failing a course.
- having a record of improper conduct in the dean's office which oversees the course in which the infraction was made.
- being dismissed from the university.

The process and timeline for appeals can be found on the ACU Provost's Office webpage.

* ACU Learner Support, Resources, and Services

Anti-Harassment Policy

Harassment will not be tolerated at Abilene Christian University. As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Harassment is defined as unwelcome behavior or conduct based on sex, religion, race, age, color, national origin, veteran's status, disability, or any other characteristic protected by law when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in University programs or activities, (2) submission to, or rejection of, such conduct by an individual is used as the basis for a decision affecting an individual's employment, education, or participation in University programs or activities, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or

offensive environment for work, education, or participation in a University program or activity. Therefore, it is the purpose of the Anti-Harassment Policy to maintain a work and academic environment that is free of harassment, sexual or otherwise. This policy applies to all members of the ACU community, including trustees, faculty, staff, students, and volunteers at Abilene Christian University. For a more in-depth review of the university's anti-harassment policy, the full definition of harassment, and procedure for reporting, visit: <http://www.acu.edu/student-life/anti-harassment.html>.

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. However, I am required to share with the Title IX coordinator information regarding sexual misconduct or information about an incident that may have occurred at ACU. Students may speak to someone confidentially by contacting the ACU Counseling Center.

ACU Online Student Handbook

The current version can be found [here](#)

(https://acuonline.my.salesforce.com/sfc/p/#E0000000cKPT/a/440000006AA9/RWbLcDg6R9gR8DgTJwQdECczCHnjwM1_0WvJs6b4qeY).

ACU Dallas Student Code of Conduct

The ACU Online Student Handbook contains an online student Code of Conduct which describes appropriate and inappropriate forms of electronic communication and online behavior as well as information about student integrity in scholarly work. Students may be dismissed from the university for failing to adhere to the Code of Conduct.

ADA Compliance Statement

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 or alpha@acu.edu.

Library

Abilene Christian University provides library services to online students through the Distance Learning Portal at <http://guides.acu.edu/distance>. Students will use their single sign-on credentials to gain access to the library content. The Distance Learning Portal contains information about citation help, requesting materials, research guides, and degree program specific resources. Video tutorials on how to search the library's resources, including electronic journal titles, are available for students to view at any time. ACU also has dedicated staff that serve our online students, for help with refining topics, including dissertation and final project topics, searching databases, or other library help. To contact the online librarian, please visit <http://guides.acu.edu/c.php?g=824708&p=5887421>. For research assistance, you can visit <http://asklibrary.acu.edu> and submit your question through the web form or get help via text or chat.

✓ Grading

Grades are awarded based on point accumulation. Each assignment has a maximum number of points that can be earned by successfully completing the assignment. Partial points will be awarded for meeting some but not all of the standards identified for each project or assignment.

Letter grades correspond to the percentage of points accumulated as outlined in the table below. No extra credit will be given.

Range	Grade Assigned
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89.5% - 100%	A
79.5% to <89.5%	B
69.5% to <79.5%	C
59.5% to <69.5%	D
0% to <59.5%	F

Points Per Assignment

Deliverable	Week	Type	Points
Getting to Know Your Class	1	Discussion	5
Reflecting upon "who you are."	1	Discussion	20
Create a Research Problem	1	Assignment	100
Reflecting upon where you are	2	Discussion	25
Revise a Research Problem	2	Assignment	100
"Being" with God	3	Discussion	25
Annotated Bibliography	3	Assignment	100
How do you choose "to be?"	4	Discussion	25
Revised Annotated Bibliography	4	Assignment	100
How do you plan "to be?"	5	Discussion	25
Disciplinarity and Experience	5	Assignment	100
Personal Brand	5	Assignment	25
How will you react "to being?"	6	Discussion	25
Draft a Solution Part I	6	Assignment	100
The Rule of Vocation	7	Discussion	25
Draft a Solution Part II	7	Assignment	100

Portfolio/Resume	7	Assignment	100
		Total Points	1000

Course Outline and Schedule

(Schedule subject to change; See the Canvas course for updated information on due dates.)

Application for a Capstone Course at Abilene Christian University

Course Code and Title: INTG420 - Integrated Studies Capstone

Course Description: Students will practice integrative thinking, reflect on and articulate their vocational priorities and articulate their life goals in this capstone and writing-intensive course. Prerequisite: Senior standing. For majors only.

Course Developer: J. Scott Self

Briefly 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.
Designing a course from a strictly interdisciplinary perspective represents new challenges; the faculty cannot predict which knowledge, methods, or epistemologies students will bring to the endeavor. Some may bring combinations of business, IT, and psychology, while others may bring combinations of theology, literature, and education. A course where conceptual interdisciplinarity is the learning outcome cannot reliably predict interactions between post-positivist and critical-theory paradigms. In fact, this difficulty in predictability provides an opportunity to treat conceptual interdisciplinarity as the paradigm. Rather than adapting assignments to include interdisciplinary learning outcomes, INTG 420 focuses upon the dimensions of interdisciplinarity; it is *the* strategy of inquiry.
- 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.
Students will learn to identify and define interdisciplinary problems, appreciate disciplinary contributions to solutions, analyze disciplinary weaknesses, integrate narratives of experience, and propose solutions.
- Reflect and demonstrate their ability to think critically, globally, and missionally about their discipline.
Interdisciplinary problem solving - particularly in this course - are focused upon real-world problems that require pragmatic solutions. Students are challenged to appreciate and critically assess the weaknesses of disciplinary approaches, practice epistemic humility in listening to the experiences and narratives of people affected by the problem, and propose novel and creative solutions.

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

- Research assignment
Capstone Research Project (2000 word minimum, ~7 pages)
The research assignment is scaffolded in all seven weeks of the course. Students will learn to identify and articulate an interdisciplinary problem, appreciate perspectives of disciplinarity, critically evaluate limitations of disciplinary contributions, integrate narrative experiences, and

propose novel and creative solutions. A major facet of interdisciplinary research is the iterative process, which has been knit into the scaffolded assignment as well.

- Faith and vocation assignment

Students will reflect summatively on the past vocational assignments and moments of meaning in the discussions over the first six weeks. These culminate into a “Rule of Vocation” where students will share praxes and intentional plans to experience God’s pleasure in their vocation.

- Comprehensive skills and accomplishments inventory

Students will be guided through a series of reflections to create a resume/portfolio of experience, education, skills, and objectives that communicates a personal brand. Since interdisciplinary students may be entering a range of different career paths, the format of the resume/portfolio is left to the student, and key elements of content are developed and evaluated.

Bachelor of Science in Integrated Studies

MAJOR REQUIREMENTS

The integrated studies major will include all graduation requirements for the bachelor of science degree.

Choose two fields of study with a minimum of 15 hours in a field. (36 hours)

Fields of study are defined as areas in which the university offers undergraduate degree programs.

Each field must include a minimum of 15 hours.

Fields will be reviewed and verified by the Program Director or a faculty member credentialed to teach in the discipline.

Integrated Studies Core (3 hours)

INTG 420 Integrated Studies Capstone (capstone and writing intensive course)

ELECTIVES (Minimum: 25 Credit Hours)

Total Major Hours: 64

Other Graduation Requirements: Minimum GPA in major requirements: 2.00, Minimum GPA for graduation: 2.00.

Minimum advanced hours: 33, Minimum total hours: 120

*Courses numbered 0** do not count in minimum hours required for degree.*

ABILENE CHRISTIAN UNIVERSITY
LIBRARY

M E M O R A N D U M

DATE: July 10, 2020

TO: Dr. Scott Self

FROM: Mark McCallon, Library Associate Dean for Library Information Services

RE: Library Support for INTG 420 – Integrated Studies Capstone

After viewing the course development document, the Library is able to support the proposed course. Please let Melissa Atkinson, Online Learning Librarian, know if additional resources are needed for the course.

From: Scott Self jss00c@acu.edu
Subject: Re: Integrated Studies Capstone Syllabus- WI review
Date: July 14, 2020 at 12:36 PM
To: Dr. Bennett Cole cole.bennett@acu.edu
Cc: Dr. Lee Sarah skm00c@acu.edu



Thank you Dr. Bennet. The final assignment requires greater than 2,000 words, and will be the measured analytical WAC-assignment.

JSS

On Jul 14, 2020, at 12:34 PM, Cole Bennett <cole.bennett@acu.edu> wrote:

This course meets or exceeds the WAC parameters. I'm not sure which assignment Dr. Self intends to be the WAC-assignment (750-1000 words, analytical or persuasive), but he seems to have more than one to choose from.

CB

On Tue, Jul 14, 2020 at 10:01 AM Sarah Lee <skm00c@acu.edu> wrote:

Hi Cole!

Attached is the syllabus for the Integrated Studies Capstone course, designed by Scott Self. This one is farther along than our other ones and has already been designed. Take a look and let us know what you think in terms of fitting the WI guidelines.

Thanks!

Sarah

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Sarah K. Lee, Ph.D.

Assistant Provost for Academic Initiatives and Innovation -
ACU Dallas Campus

skm00c@acu.edu | [214-305-9449](tel:214-305-9449)

Abilene Christian University
[16633 North Dallas Parkway, Suite 800](#)
[Addison, TX 75001](#)

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B. Cole Bennett, Ph.D.
Professor and [Writing Center Director](#)
Dept. of Language and Literature
Abilene Christian University
325.674.2406

ACU Dallas Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Advise & Respond

Course Number: INTG 420

or Degree Plan(s):

Circle the number that corresponds to the requested change.

	Change to a Course	1	2	A	O	S
1.	Title (description unchanged)	A	A	I	I	I
2.	Description (not affecting content)	A	A	I	I	I
3.	Course term(s)	A	A	I	I	I
4.	Content (substantive change)	A	A	A	A	I
5.	Number of credit hours	A	A	A	A	I
6.	Course number within the hundred	A	A	I	I	I
7.	Course number beyond the hundred	A	A	A	A	I
8.	Prerequisites	A	A	A	A	I
9.	Course fee(s)	A	A	--	A	I
10.	From U to G <i>or</i> G to U	A	A	A	A	I
11.	Cross list with another program or department	A	A	A	A	I
12.	Program/department of record	A	A	A	A	I
13.	Open or close a course	A	A	A	A	I
14.	New course (application required)	A	A	A	A	I

	Change to a Degree Plan	1	2	A	O	S	I
1.	Major/Program — Revision	A	A	A	A	A	--
2.	Major/Program — Adopt or change admission requirements	A	A	A	A	A	--
3.	Major/Program — Add	A	A	A	A	A	--
4.	Major/Program — Offer existing university program on campus	--	A	A	A	A	--
5.	Major/Program — Discontinue (proposed by Program or College)	A	A	A	A	A	I
6.	Major/Program — Discontinue (proposed by Provost)	R	R	A	A	A	I

7.	GPA — Revise major/program or cumulative requirement	A	A	A	A	A	--
8.	Minor — Revise course selection	A	A	I	I	I	--
9.	Minor — Add	A	A	A	A	A	--
10.	Minor — Discontinue (proposed by Program or College)	A	A	A	A	A	--
11.	Minor — Discontinue (proposed by Provost)	R	R	A	A	A	--
12.	Degree — Add	A	A	A	A	A	I
13.	Degree — Discontinue (proposed by Program or College)	A	A	A	A	A	I
14.	Degree — Discontinue (proposed by Provost)	R	R	A	A	A	I

	Change to Undergraduate University Requirements	U	C	B	A	F	S	D	O	C	S
15.	University Requirements — Change in approved course content	A	A	A	A	A	A	A	--	A	
16.	University Requirements — Add or drop a required course from the University Requirements chart	A	A	A	A	A	A	A	A	A	
17.	University Requirements — Add or drop a course from a menu within the University Requirements chart	A	--	--	A	A	A	A	--	A	
18.	University Requirements — Change hours within a menu on the University Requirements chart	A	A	A	A	A	A	A	A	A	
	Change to Catalog Information										
1.	General requirements for graduation including course requirements that are common to all majors for all degrees	--	--	A	--	A	A	A	A	A	
2.	Admission requirements	--	--	A	--	A	A	A	A	A	

Program Director/Department Chair



Jul 15, 2020

Scott Self, Program Director

Date

Dean(s)



Jul 15, 2020

Joe L. Cope, Dean

Date

College Academic Council

Joseph Halbert, Chair

Date

University General Education Council

Jessica Smith, Chair

Date

Undergraduate Academic Council

N/A

Chair's signature

Date

Provost

Robert Rhodes, Provost

Date

Faculty

N/A

Faculty Senate Chair's signature

Date

President

N/A

Phil Schubert

Date