

Application for a New Course v10.7

Instructions:

- Consult with the Registrar's Office to confirm a course number and ask any questions about effects on related degree plans.
- Complete the New Course Application.
- Create the course syllabus. At a minimum, the syllabus must contain the course title, course number, and Student Learning Outcomes for the course. Refer to the Syllabus Checklist and consult with the Instructional Design team with any preliminary course questions.
- Submit the application and syllabus for provisional library review to Associate Dean Mark McCallon.
- Compile the full application and attachments. This includes at a minimum the approval chart, new course application and syllabus.
- Submit for program approval.
- Submit to the College Academic Council.

The course developer completes this application with all relevant supporting documentation before the new course is reviewed by the program or any academic council.

Once course design is complete, the final syllabus and original approved application will be submitted to Associate Dean Mark McCallon for final library review and to Lori Anne Shaw for Instructional Design review. The application, final syllabus, library review, and instructional design review will be submitted for full review and approval through the ACU Dallas Course Standards Committee.

Syllabus Checklist v10.7

NOTE: It is not necessary to submit this checklist with the New Course Application. All items below are required unless otherwise marked.

About the Course

- Course number and title
- Credit hours
- Semester and year
- Meeting time and place (if face-to-face)
- Prerequisite/corequisite

Mission Statements

- ACU mission statement
- College mission statement
- Departmental mission statement
- Personal mission statement (optional)

Unique Christian Perspective

- Description of how learning and Christian faith are integrated in the course

Course Content

- Catalog description
- Intended audience
- Outline of topics
- Format of course/types of activities student should expect in the course

Teaching/Learning Methods and Format of Class Sessions

- Description of the types of activities students should expect in the course

Materials

- Required and optional materials, including textbooks, etc.

Student Learning Outcomes/Measurements

- Specific outcomes stated in measurable terms
- Assignments or instruments that will be used to assess the outcomes

Assessment/Grading Criteria

- Complete and accurate details of factors and elements that will compose the final grade
- Weight or point value of all graded elements
- Grading scale with expectations for letter grades
- Extra credit opportunities (optional)

University Policies

- Special needs policy — ADA
- Academic integrity policy and link
- Title IX policy

Course Policies

Expectations and consequences regarding:

- Attendance (if face-to-face)
- Tardiness (if face-to-face)
- Participation
- Course-specific academic integrity information
- Late assignment/exam policy

Course Calendar

Calendar is not required for New Course Application, but it must be included in all syllabi distributed to students.

- Exam dates
- Assignments
- Due dates and other deadlines
- Schedule of readings and topics
- Statement to reserve right to modify the calendar as necessary

Schedule Type definitions for Section I-13.

Traditional Lecture	Traditionally formatted course that may include a variety of teaching methods.
Traditional Lab	Usually affiliated with lecture course. Provides application of knowledge and learning experiences related to lecture content.
Traditional Lecture/Lab	Traditionally formatted course that may include a variety of teaching methods, and for which a lab experience is included and graded with the lecture portion of the course. One grade for both.
Experiential Learning	Application of knowledge or a learning experience not typically connected to a lecture course, examples include PEAC, theatre workshop, field experience, practicum, internship and active research courses.
Seminar	Course in which a topic is discussed by a teacher and a small group of students. Examples include colloquia and workshops.
Studio	Application of knowledge or a learning experience that combines lecture, active learning and discussion among the teacher and students in a studio environment. Examples include art, design and music.
Thesis	Required course for students working on graduate thesis.
Dissertation	Required course for students working on doctoral dissertation.

Guidance for writing student learning outcomes in Section III-B.

	Student Learning Outcome	Measurement
	<i>Instructions:</i> Outcomes should be observable and measurable, and stated in terms of student performance. It can be helpful to complete the sentence “Students will be able to...” If the outcomes are primarily cognitive, consider using Bloom’s Taxonomy to evaluate whether the competencies are at an appropriate level for the course. In the rarer instances where affective or psychomotor competencies are used, give careful attention to measurement techniques.	<i>Instructions:</i> Detail the instrument that will be used to gather the measurement. Examples might include: written papers, quizzes, tests, verbal presentations, video, audio, portfolio artifacts, demonstrations, performances, etc. This column should indicate where you will look for evidence of the type of student work that you expect.
1	Defend dietary goals in light of current research.	Weekly Reading Journal, Research Paper
2	Examine personal values, attitudes and expectations to enhance self-awareness for greater effectiveness as a social work professional.	Field Instructor Evaluation
3	Integrate terminology from literary history into writing.	Research Paper

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 (Subject and Number)	BIBO 325
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Ben Ries
2	Course Instructor	
3	Course Title	Christian Perspectives of Vocation
4	Course Abbreviation for Banner if title is more than 30 characters	Christian Perspectives Voc
5	College	College of Graduate and Professional Studies
6	Department or School	
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	28
17	Catalog Description (50 words or less)	An analysis of the history and theology of vocation in the Christian tradition and its application in students' lives. This includes reflection on one's understanding of vocation and its implications on their faith, work, homelife, communities, and workplaces. Students will identify and develop spiritual practices that attend to vocational identity.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	None
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)	None
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?
22b	Will the course be offered in spring terms?	☐ No ☒ Yes If yes: all, even, or odd years?
22c	Will the course be offered in summer terms?	☐ No ☒ Yes If yes: all, even, or odd years?
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>	Summer 1, 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 circumstances.</i>	☒ No ☐ Yes If yes, provide rationale:
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>	

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 course may be used to fulfill the upper level selections of Bible (300-499) in Additional University Requirements. The course has been offered as a special topics course as BIBO 440 on two occasions.
- B. Justify the addition of this course to the current curriculum, explaining the gap it meets. This is one of the two options available to online students to meet the Additional University Requirements

III. Course Design

- A. Audience and Course Goal
- Describe the intended audience, including prerequisite skills. The audience for this general education course are students in their upper-level coursework at ACU Dallas. The majority of students in this course will be non-traditional undergraduate students.
 - State the overarching course goal(s) in performance terms.
Program Learning Outcome #2: Students will gain experience interpreting and applying the Bible from historical, literary, and theological perspectives.

Program Learning Outcome #3: Students will acquire ministry skills and/or knowledge of various global and cultural contexts that encompass and challenge the Christian tradition.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Student Learning Outcome #2.1: Students will analyze the history and theology of vocation in the Christian tradition and its application in students' lives.	Discussion and Assignments
2	Student Learning Outcome #3.1: Students will evaluate interpretations of vocation and their implications for their faith, work, homelife, communities, and workplaces.	Discussion and Assignments
3	Student Learning Outcome #3.2: Students will identify and develop spiritual practices that attend to their vocational identity.	Discussion and Assignments

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**.

Textbook:

Palmer, P. J. (2000). *Let your life speak: Listening for the voice of vocation*. Jossey-Bass. ISBN: 9780787947354

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

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.

BIBO 440: ST: Christian Perspectives Voc

BIBO-440

2021 (Grad) Spring I 2021 Section 0 Credits 01/11/2021 to 03/05/2021 Modified 12/08/2020

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

The mission of the Department of Bible, Missions and Ministry is to provide biblical training, Christian spiritual formation, and a Christian worldview for every student in the university.

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

An analysis of the history and theology of vocation in the Christian tradition and its application in students' lives. This includes reflection on one's understanding of vocation and its implications on their faith, work, homelife, communities, and workplaces. Students will identify and develop spiritual practices that attend to their vocational identity.

Program and Student Learning Outcomes

Program Learning Outcome #2: Students will gain experience interpreting and applying the Bible from historical, literary, and theological perspectives.

- Student Learning Outcome #2.1: Students will analyze the history and theology of vocation in the Christian tradition and its application in students' lives.

Program Learning Outcome #3: Students will acquire ministry skills and/or knowledge of various global and cultural contexts that encompass and challenge the Christian tradition.

- Student Learning Outcome #3.1: Students will evaluate interpretations of vocation and their implications for their faith, work, homelife, communities, and workplaces.
- Student Learning Outcome #3.2: Students will identify and develop spiritual practices that attend to their vocational identity.

Week	Course Level Objectives	Outcome Measures	Aligned Student Learning Outcomes
1	Describe the basic historical and theological use of "vocation" in the Christian tradition.	Discussion Question: The History of Vocation	SLO 2.1
	Identify the contemporary implications of the historical and theological use of "vocation" and demonstrate how they integrate into one's life today.	Assignment: A Working Theology of Vocation	SLO 2.1
	Articulate a theology of vocation.	Assignment: A Working Theology of Vocation	SLO 2.1
2	Examine habits, disciplines and postures that currently shape identity, engagement with others and relationship with God.	Assignment: Video Essay: Who Am I?	SLO 3.1
	Reflect upon how identity, context, and experience of God inform understandings of vocation.	Discussion Question: Listening for the Voice of Vocation Assignment: Video Essay: Who Am I?	SLO 3.1
3	Contrast the ways socio-economic realities influence understandings of vocation.	Discussion Question: Gender, Poverty, and Culture	SLO 3.1
	Analyze cultural differences that affect interpretations and experiences of vocation.	Assignment: A Sociology of Vocation	SLO 3.1
4	Analyze the relationship between work and home life, (including the presence of seasons, such as parenthood) as they influence understandings of vocation.	Assignment: Honoring The Unseen	SLO 3.1
	Create a temporal plan for a healthy rhythm of sabbath and rest from work.	Discussion Question: Sabbath, Rest, and Vocation	SLO 3.1, SLO 3.2
5	Apply understandings of personal vocation and how it intersects with communal responsibility, civic engagement, social contributions, and service.	Discussion Question: Good Neighbors	SLO 3.1

	Evaluate the cultural messages promoting and discouraging loving our neighbor.	Assignment: "Exposing Harmful Messages"	SLO 3.1
	Describe the ways power, competition, and xenophobia influence loving others.	Discussion Question: Good Neighbors	SLO 3.1
6	Explore traditional Christian spiritual disciplines and their impact on vocational formation and identity.	Assignment: Practices that Sustain Us	SLO 3.2
	Evaluate disciplines and postures that help maintain a grounded and centered life in Christ for home, work, and community life.	Discussion Question: Spiritual Disciplines: What I've been learning Assignment: Practices that Sustain Us	SLO 3.2
	Examine habits, disciplines and postures that currently shape identity, engagement with others and relationship with God.	Discussion Question: Spiritual Disciplines: What I've been learning Assignment: Practices that Sustain Us	SLO 3.2
7	Reflect upon how identity, context, and experience of God inform understandings of vocation.	Discussion Question: Impactful Artifact, Concept, or Moment	SLO 3.1
	Evaluate disciplines and postures that help maintain a grounded and centered life in Christ for home, work, and community life.	Assignment: Rule of Vocation	SLO 3.1
	Create a rule of vocation that identifies those commitments, priorities, disciplines, and postures that promote a grounded and sustainable vocational identity centered in Christ.	Assignment: Rule of Vocation	SLO 3.2
	Articulate a theology of vocation.	Assignment: Rule of Vocation	SLO 2.1

Course Materials

- Palmer, P. J. (2000). *Let your life speak : listening for the voice of vocation*. Jossey-Bass. ISBN: 9780787947354

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.

A Working Theology of Vocation

Write an essay that articulates a working theology of vocation that addresses the nature of God as it is connected to vocation.

Video Essay: Who am I?

Create a selfie video in which you reflect on what your emotional world has to teach you about who you are, what you care about, and how your work and life is (or is not) an expression of your identity.

Sociology of Vocation

Write a sociology of vocation that accounts for the experiences of those and obstacles faced by those who might have fewer resources and possibly fewer vocational choices. Your writing should include at least three sources and identify at least two types of people facing obstacles that limit vocational choices.

Honoring the Unseen

Create an audio/visual tribute honoring those who do the work around us required for living that is often unseen. Write a prayer or poem about these workers and then capture at least three images that communicate the essence of their service and combine them with your written prayer or poem for the tribute.

Exposing Harmful Messages

Find and evaluate three negative cultural messages promoting the antithesis of the appeal to “love your neighbor as yourself.” Write an explanation of how these three messages influence the receivers who consume them and expose any harmful consequences they might have culturally.

Practices that Sustain Us

Engage with two spiritual disciplines in the first six weeks of class and collaborate with 2 or 3 classmates to reflect upon and develop a presentation that identifies and describes the ways in which these spiritual disciplines help one be more present in their vocation.

Rule of Vocation

Create a rule of vocation that identifies those commitments, priorities, disciplines, and postures that promote a grounded and sustainable vocational identity centered in Christ.

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
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
The History of Vocation	1	Discussion	20
A Working Theology of Vocation	1	Assignment	100
Listening for the Voice of Vocation	2	Discussion	25
Video Essay: Who Am I?	2	Assignment	100
Gender, Poverty, and Culture	3	Discussion	25
A Sociology of Vocation	3	Assignment	100
Sabbath, Rest, and Vocation	4	Discussion	25
Honoring The Unseen	4	Assignment	100
Good Neighbors	5	Discussion	25
"Exposing Harmful Messages"	5	Assignment	100
Spiritual Disciplines: What I've been learning	6	Discussion	25
Practices that Sustain Us	6	Assignment	125
Impactful Artifact, Concept, or Moment	7	Discussion	25
Rule of Vocation	7	Assignment	200
		Total Points	1000

Course Outline and Schedule

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

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: March 11, 2021
TO: Dr. Scott Self
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for BIBO 440 – Vocational Formation

After reviewing the course development document for the course, the Library can support the proposed course. Please contact your librarian liaison, Melissa Atkinson (melissa.atkinson@acu.edu), if additional library resources are needed for the course. Thank you very much for the opportunity to view the course development document.

ACU Dallas Approval Chart for Curriculum Changes

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

Course Number: BIBO 325

or Degree Plan(s):

Circle the number that corresponds to the requested change.

		Program	Dean	College Academic	Provost	President
	Change to a Course					
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

		Program	Dean	College Academic	Provost	President	Board of Trustees
	Change to a Degree Plan						
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

		Program	Dean	College Academic	UGEC	UUAC	Provost	Faculty	President
	Change to Undergraduate University Requirements								
15.	University Requirements — Change in approved course content	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
17.	University Requirements — Add or drop a course from a menu within the University Requirements chart	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
	Change to Catalog Information For Campus								
1.	General requirements for graduation including course requirements that are common to all majors for all degrees	--	--	A	--	--	A	--	A
2.	Admission requirements	--	--	A	--	--	A	--	A
3.	Policies governing academic probation and suspension	--	--	A	--	--	A	--	A
4.	Requirements for graduating with honors	--	--	A	--	--	A	--	A

**Program Director/Department Chair**

Mar 11, 2021

J. Scott Self

Date

Dean(s)Nannette W. Glenn, Ph.D.

Nannette W. Glenn, Ph.D. (Mar 11, 2021 09:59 CST)

Mar 11, 2021

Nannette Glenn

Date

College Academic Council

Joseph Halbert

Date

University General Education Council

N/A

Chair's signature

Date

Undergraduate Academic Council

N/A

Chair's signature

Date

Provost

Robert Rhodes

Date

Faculty

N/A

Faculty Senate Chair's signature

Date

President

Phil Schubert

Date