

**ACADEMIC POLICIES COMMITTEE  
LONG FORM PROPOSAL TEMPLATE**

- Proposals should use this long form if they:
  - Need faculty and/or WASC approval.
  - Request elimination, addition or revision of multiple courses and/or courses impacting other departments or schools.
  - Request elimination, addition or revision of a major, minor, concentration or credential program.
- All submitted proposals need to adhere to the following template in order to facilitate the work of the Academic Policies Committee.

**Section 1: Proposal Summary**

1. **Today's Date: April 16, 2018**
2. **Academic Unit Name: School of Theology & Christian Ministry**
3. **Submitted by: Mark Maddix, Dean**
4. **Recorded Department/School Vote** (Please provide the number and percentage of department/school faculty who voted in approval for this proposal): Voted unanimously (100%) of the School faculty
5. **Academic Year** (Provide academic year and semester changes are to take place): Fall 2018
6. **Is this proposal a result of a Program Review (Yes/No)? If not, please provide explanation: Yes**
7. **Overall Proposal Rationale** We are proposing to include four additional GE offerings along with CHU395 as part of our upper division GE. The reason for the changes is to provide students will more current issues in the area of theology with a particular focus on the integration of faith and vocation.

**Section 2: Impact**

1. **Impact on Other Department(s)/School(s)** (Are there other departments/schools impacted by this proposal? No, the dropping of THE 306 may impact the Sustainable Business minor, but we can replace it with one of the other GE courses.
2. **Impact on Library Services:**
  - a. Will there be any new library acquisitions needed to support the proposed changes? (Yes/No): NO; determined in conversation with Librarian

- b. If yes, please contact the Director of Ryan Library and provide further information below.
- i. Provide the date the director was contacted:
  - ii. Briefly describe the needed acquisitions:

### Section 3: What and Why

**Proposals** (For each proposal or group of proposals, provide a description and rationale.):

**The School of Theology GE Curriculum will consist of the following changes:**

Upper Division theology will change from two offerings of 3 units (choose either THE 306 Life of Holiness & CHU 395 Christian Tradition) to choosing one of the following options:

- **CHU 395 Christian Tradition (3)**-A historical survey of the ideas, practices, and institutions of Christianity from the end of the New Testament period to the present, with attention to the Wesleyan-Arminian tradition. BIB100 prerequisite
- **CHU 340 Women in the Christian Tradition (3):** A historical survey addressing the ideas, practices, and institutions of Christianity emphasizing the contribution and challenges of women as disciples, preachers, martyrs, writers and community leaders from the end of the New Testament period to the present with attention to the Wesleyan and American Holiness traditions. BIB100 prerequisite
- **THE 305 Christian Faith and the Sciences (3):** This course explores the doctrine of creation and other Christian beliefs in careful and respectful dialogue with the natural sciences, especially cosmology, psychology, and biological evolution. BIB100 prerequisite
- **THE 360 Christian Life as Vocation (3):** A study of the theology and practice of vocation as they have developed in the biblical and Christian traditions. Students will be led to reflect on career and professional life in a Christian way. The course will also study Christian ethical ways of living in the world. BIB100 prerequisite
- **THE 370 Global Christianity (3):** This survey course covers Christianity's two-thousand-year history looking at its origins and history in the Middle East, Africa, Asia. The great expansion of Christianity into Europe and the West will be highlighted while the primary focus will be on more Christian movements and theology from the Global South. BIB100 prerequisite

### Section 4: \*\*\*FOR NEW PROGRAMS ONLY\*\*\*

**A. Course Learning Outcomes** – Please provide the course learning outcomes.

**THE 305 Christian Faith and the Sciences (3)**

- Demonstrate the intellectual integrity, rich diversity, and coherence of the Christian tradition in its dialog with the natural sciences.

- Explain the characteristic features of Wesleyan theology and the ways in which it embodies the central affirmations of the Christian tradition.
- Demonstration an understanding of Christian Scripture, Tradition, and Ethics, including engagement in acts of devotion and works of mercy.

### **CHU 395 Christian Tradition (3)**

- Explain the intellectual integrity, rich diversity, and coherence of the Christian tradition in its historical development.
- Explain the characteristic features of Wesleyan theology and the ways in which it embodies the central affirmations of the Christian tradition.
- Demonstration an understanding of Christian Scripture, Tradition, and Ethics, including engagement in acts of devotion and works of mercy.

### **THE 360 Christian Life as Vocation (3)**

- Explain the intellectual integrity, rich diversity, and coherence of the Christian tradition, particularly with respect to the theology and practice of vocation.
- Explain the characteristic features of Wesleyan theology and the ways in which it embodies the central affirmations of the Christian tradition.
- Demonstration an understanding of Christian Scripture, Tradition, and Ethics, including engagement in acts of devotion and works of mercy.

### **THE 370 Global Christianity (3)**

- Explain the intellectual integrity, rich diversity, and coherence of the Christian tradition, particularly with respect to the larger story of global Christianity.
- Explain the characteristic features of Wesleyan theology and the ways in which it embodies global Christianity within cultural and historical understandings.
- Demonstration an understanding of Christian Scripture, Tradition, and Ethics, including engagement in acts of devotion and works of mercy.

### **CHU 340 Women in the Christian Tradition (3)**

- Explain the intellectual integrity, rich diversity, and coherence of the Christian tradition, particularly with respect to the various roles women have played in the Christian tradition.
- Explain the characteristic features of Wesleyan theology and the ways in which it embodies a theological view of the role of men and women in the family, church and society.
- Demonstration an understanding of Christian Scripture, Tradition, and Ethics, including engagement in acts of devotion and works of mercy.

**B. Assessment Plan** – Please provide an assessment plan.

The GE Assessment plan includes the implementation of the Duke DURAL survey to assess the religiosity of students in each of these courses. This is the survey we currently use to assess GLO 3: Students will demonstrate an understanding of Christian Scripture, Tradition, and Ethics, including engagement in acts of devotion and works of mercy.

**Section 5: Catalog Edits**

- **Step 1:**
  - In the Catalog Review folder (H:\Catalog Review) provided by the VPAA Office use *track changes* to revise, add or eliminate the current and/or proposed catalog text. This applies to majors, minors, concentrations or certificates. This proposed text will accompany the proposal.
- **Step 2:**
  - Arrange a meeting with the APC chair to review the completed portion of the proposal and to receive assistance from the Records liaison in submission of current and/or draft proposed catalog copy called for.

**Section 6: Summary Checklist**

**Review course and staffing impact with your academic unit's direct report (College Dean or Provost).**

**Total course additions: 4**  
**Total course deletions: 1**  
**Total unit additions: 0**  
**Total unit deletions: 0**

**Staff impact (increase or decrease): None**

**I have reviewed this proposal and the items above and believe the proposal meets all university requirements and is ready for APC review.**

**Department or School Direct Report:**

\_\_\_\_\_ **Date** \_\_\_\_\_

**College Dean or Provost as applicable:**

\_\_\_\_\_ **Date** \_\_\_\_\_

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- All submitted proposals need to adhere to the following template in order to facilitate the work of the Academic Policies Committee.

**Section 1: Proposal Summary**

1. **Today's Date: October 16, 2017**
2. **Academic Unit Name: School of Theology & Christian Ministry**
3. **Submitted by: Mark Maddix, Dean**
4. **Recorded Department/School Vote** (Please provide the number and percentage of department/school faculty who voted in approval for this proposal): Voted unanimously by the school faculty (100 percent).
5. **Academic Year** (Provide academic year and semester changes are to take place): Fall 2018
6. **Is this proposal a result of a Program Review (Yes/No)? If not, please provide explanation: Yes**
7. **Overall Proposal Rationale** (Briefly describe the nature of the proposed changes or the proposed new academic offering): The certificate programs were developed in collaboration with the Office of Spiritual Development and the School of Theology and Christian Ministries to provide students with a certification in a particular area of ministry (intercultural, spiritual formation, and leadership). The certificates include taking specific academic courses (9 units) and approved supervised experiences through the Office of Spiritual Development (20 hours).

**Section 2: Impact**

1. **Impact on Other Department(s)/School(s)** (Are there other departments/schools impacted by this proposal? If so, how did the other department[s]/school[s] vote on this proposal?): Yes. I contacted each department chairs/deans and asked for recommendations regarding courses to be included in the certificate program.
2. **Impact on Library Services:**

- a. Will there be any new library acquisitions needed to support the proposed changes? (Yes/No): No
- b. If yes, please contact the Director of Ryan Library and provide further information below.
  - i. Provide the date the director was contacted:
  - ii. Briefly describe the needed acquisitions:

### Section 3: What and Why

**Proposals** (For each proposal or group of proposals, provide a description and rationale.):

#### **Intercultural Ministries Certificate**

**Purpose:** The intercultural ministries certificate is designed to help students develop a theoretical and practical understanding of ministry in diverse cultural contexts.

**Objectives:**

- To develop a theological framework of intercultural ministry.
- To understand diverse cultures, religions, and people groups.

Students are to complete nine academic units from the courses requirements listed below, and engage in 20 hours of approved intercultural ministries experiences offered by the office of spiritual development.

#### **Leadership Certificate**

**Purpose:** The leadership certificate is designed for students to gain knowledge and experience in leading and serving in a variety of ministry contexts.

**Objectives:**

- To develop a theological framework of Christian leadership.
- To understand leadership theories and approaches and their relationship to complex organizations.
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Students are to complete nine academic units from the courses requirements listed below, and engage in 20 hours of approved leadership sponsored experiences offered by the office of spiritual development.

#### **Spiritual Formation Certificate**

**Purpose:** The spiritual formation certificate is designed to help students engage in spiritual formational practices that help them grow in love of God, neighbor, and self.

**Objectives:**

- To develop a theological framework for spiritual formation.
- To understand inward, outward, and corporate spiritual formational practices.

- To gain an appreciation for setting boundaries and self-care.

Students are to complete nine academic units from the courses requirements listed below, and engage in 20 hours of approved leadership sponsored experiences offered by the office of spiritual development.

**Section 4: \*\*\*FOR NEW PROGRAMS ONLY\*\*\***

- A. Course Learning Outcomes** – Please provide the course learning outcomes.
- B. Assessment Plan** – Please provide an assessment plan.

<b>Intercultural Studies PLO's</b>	Students will apply cross-cultural awareness to the practice of ministry.	Spring 2019 (alternate years)
<b>CMI 155</b>	I	
<b>6 Units Elective</b>	I	
<b>Spiritual Formation PLO's</b>	Students will apply spiritual formational practices for faith formation.	Fall 2018 (alternate years)
<b>CMI 155</b>	I	
<b>CMI 325</b>	D	
<b>Leadership PLO's</b>	Students will apply core Christian leadership practices for ministry	Spring 2019 (alternate years)
<b>MGT 212</b>	I	
<b>CMI 410</b>	D	

**Section 5: Catalog Edits**

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- **Step 2:**
  - Arrange a meeting with the APC chair to review the completed portion of the proposal and to receive assistance from the Records liaison in submission of current and/or draft proposed catalog copy called for.

**Section 6: Summary Checklist**

**Review course and staffing impact with your academic unit's direct report (College Dean or Provost).**

**Total course additions: 0**

**Total course deletions: 0**

**Total unit additions: 0**

**Total unit deletions: 0**

**Staff impact (increase or decrease): None**

**Rotation of courses or deletions of sections to accommodate additions: No change**

**I have reviewed this proposal and the items above and believe the proposal meets all university requirements and is ready for APC review.**

**Department or School Direct Report:**

\_\_\_\_\_ **Date** \_\_\_\_\_

**College Dean or Provost as applicable:**

\_\_\_\_\_ **Date** \_\_\_\_\_