

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: 16:46
TO: Dr. Hope Martin
FROM: Mark McCallon, Associate Dean for Library Services
RE: New Course Proposal, OCCT 739 – Management and Leadership in OT

The library has examined the course proposal and is able to support the proposed course. Please contact your librarian liaison, Mark McCallon (mccallonm@acu.edu), if additional library resources are needed to support the proposed course. Thank you.

ACU Syllabus Checklist

Revised on July 15, 2014 based on ACU New Course Application v10.5.

Course Title and Number

OCCT 739 Management

Reviewer

David Christianson

Developer

Hope Martin

About the course

- ☒ Course number and title
- ☒ Credit hours
- ☒ Semester and year
- ☒ Meeting time and place
- ☒ Prerequisites/co-requisites

About the instructor(s)

- ☒ Name and title or rank
- ☒ Office location
- ☒ Contact information
- ☐ Office hours/contact expectations

Mission statements

- ☒ ACU mission statement
- ☒ College mission statement
- ☒ Department 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

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.

Learning Objectives/Competencies

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

Assessment/Grading Criteria

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

University Policies

- ☒ Special needs policy -ADA
- ☒ Academic integrity policy (recommended)
- ☒ Title IX policy (recommended)

Course Policies

Expectations and consequences regarding:

- ☒ Participation
- ☒ Attendance and tardiness
- ☐ Course specific academic integrity policy (optional)

Calendar

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

- ☒ Exam dates
- ☒ Assignments
- ☐ Due dates and other deadlines (and late assignment/exam policy)
- ☒ Schedule of readings and topics
- ☒ Statement to reserve the right to modify the calendar as necessary

Any comments?

Be sure to list office hours once those are determined.
Please include a description of how faith and learning will be integrated in this course. A guest lecture is identified for Christian Leadership. How will students integrate this information into their learning through assignments or class discussions?

Submit

Never submit passwords through Google Forms.

Powered by

This form was created inside of myACU.

[Report Abuse](#) - [Terms of Service](#) - [Additional Terms](#)

Monday, November 16, 2015

Abilene Christian University

Re: OCCT 739 Application

Dear Hope,

The Adams Center for Teaching and Learning has completed the review OCCT 739: Management and Leadership in OT. The syllabus was reviewed based on the ACU Syllabus Guidelines. The syllabus proposed meets or exceeds most of the expectations described in these guidelines.

Please address the following before submitting the syllabus to the academic Council.

- Be sure to list office hours once those are determined.
- Please include a description of how faith and learning will be integrated in this course. A guest lecture is identified for Christian Leadership. How will students integrate this information into their learning through assignments or class discussions?

There is no need to return the syllabus to the Adams Center for further review. Of course, if you would like to discuss this suggestion or any other aspect of your syllabus or instructional strategies, please contact me and we will schedule a time as soon as possible. We are here to serve you as you help prepare students for Christian service and leadership throughout the world.

Grace and Peace,

A handwritten signature in black ink, appearing to read "David Christianson". The signature is stylized with a large "D" and a cursive "Christianson".

David Christianson
Instructional Designer
Adams Center for Teaching and Learning
Abilene Christian University

Application for a New Course v10.5

Instructions:

Sequence:

- Consult with the Registrar's Office to discuss the degree plan and course number.
- Complete the New Course Application
- Create the course Syllabus – *See the associated Syllabus Checklist*
- Submit both paper and electronic versions of the Application and Syllabus to the Adams Center
- *Adams Center schedules review appointment within ten days of receipt of all items*
- Meet with Adams Center Instructional Design team
- Make any necessary changes to application / syllabus
- Obtain the Library Review
- Obtain Preliminary Approval Signatures (Department Chair, Deans)
- Gather all attachments to application
- Submit to College Academic Council
- Submit to Teacher Education Council (if applicable)
- Submit to UGEC/UUAC/Grad Council (as required)
-

The course developer completes this application with supporting documentation (Section IV) and approval signatures of department chair and college dean (Section V) before the new course is reviewed by any academic council. **If the course is to be cross-listed, be certain to obtain signatures from all participating departments.**

Application for a New Course v10.5

Course ID <i>Subject and Number</i>	OCCT 739
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Catherine Candler, OTR, PhD, BCP
2	Course Teacher	Catherine Candler, OTR, PhD, BCP
3	Course Title	Management and Leadership in OT
4	Course Abbreviation (if title is over 30 characters)	
5	College	Education and Human Services
6	Department	Occupational Therapy
7	Number of Credit Hours	2
8	Is the course Fixed Credit or Variable Credit?	Fixed
9	Is the course repeatable?	Yes
10	Maximum number of times course may be repeated	1
11	Maximum number of hours credit	2
12	Explanation for variable credit	
13a	Course contact hours - LEC	2
13b	Course contact hours - Lab	
13c	Course contact hours - Practicum	
13d	Course contact hours - Seminar	
13e	Course contact hours - Studio	
13f	Course contact hours - Online	
13g	Course contact hours - Colloquium	
13h	Course contact hours – Field Experience	
13j	Course contact hours - Internship	
13k	Course contact hours - Research	
13m	Course contact hours - Workshop	
13n	Course contact hours – Other (specify)	
14	Instructor Workload	2
15	Grade Mode (check all appropriate):	☒ X Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	25
17	Catalog Description (50 words or less)	After successfully completing the course, students will be able to plan and manage the delivery of evidence-based and occupation-based therapy services that are efficacious and cost effective and provided within the varying contexts of a dynamic health care environment. Students will employ professional, collaborative

		skills to integrate input from multiple systems, business models, and governing structures into the planned delivery of occupational therapy services.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	OCCT 711
19	List any co-requisites	
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	
21	Does this course have any special student costs? Yes/No <i>Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	
22a	How often will it be offered? Fall	0
22b	How often will it be offered? Spring	1
22c	How often will it be offered? Summer	0
23	Frequency? All, odd, or even years?	All
24	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Spring 2016
25	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	
26	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	Yes
27	Should the addition of this course be retroactively applied to the degree plan it supports? Yes/no and explain	No. This course was included in the original degree plan previously approved
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught. (Note: New courses are NOT required to be taught as Special Topics courses prior to being approved. However, courses may be taught once as Special Topics before it is proposed. See the Course Descriptions section of the Catalog for details.)</i>	No
29	List any courses in which content	

	overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	
--	---	--

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	This course meets Standards B.6.5, B.7.1, B.7.2, B.7.3, B.7.4, B.7.5, B.7.6, B.7.7, B.7.8, B.9.8, B.9.9, B.9.12 and B.9.13 of the Education Standards for the American Council for the Accreditation of OT Education (ACOTE). Standard B.6.5 – Students will analyze the trends in models of service delivery, including, but not limited to, medical, educational, community, and social models, and their potential effect of the practice of occupational therapy. Standard B.7.1 - Students will describe and discuss the impact of contextual factors on the management and delivery of occupational therapy services. Standard B.7.2 – Students will describe the systems and structures that create federal and state legislation and regulations and their implications and effects on practice. Standard B.7.3 - Students will demonstrate knowledge of applicable national requirements for credentialing and requirements for licensure, certification, or registration under state laws. Standard B.7.4 - Students will demonstrate knowledge of various reimbursement systems (e.g., federal, state, third party, private payer), appeals mechanisms, and documentation requirements that affect the practice of occupational therapy. Standard B.7.5 - Students will demonstrate the ability to plan, develop, organize, and market the delivery of services to include the determination of programmatic needs and service delivery options and formulation and management of staffing for effective service provision. Standard B.7.6 - Students will demonstrate the ability to design ongoing processes for quality improvement (e.g., outcome studies analysis) and develop program changes as needed to ensure quality of services and to direct
---	---	--

		administrative changes. Standard B.7.7 - Students will develop strategies for effective, competency-based legal and ethical supervision of occupational therapy and non-occupational therapy personnel. Standard B.7.8 - Students will describe the ongoing professional responsibility for providing fieldwork education and the criteria for becoming a fieldwork educator. Standard B.9.8 - Students will explain and justify the importance of supervisory roles, responsibilities, and collaborative professional relationships between the occupational therapist and the occupational therapy assistant. Standard B.9.9 - Students will describe and discuss professional responsibilities and issues when providing service on a contractual basis. Standard B.9.12 - Students will describe and discuss strategies to assist the consumer in gaining access to occupational therapy services. Standard B.9.13 - Students will demonstrate professional advocacy by participating in organizations or agencies promoting the profession (e.g., AOTA, state occupational therapy associations, advocacy organizations).
2	Justification State the justification for adding this course to the current curriculum. Represent the need.	This course is part of the new Occupational Therapy program.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	Graduate MSOT Students
2	State the overarching course goal(s) in performance terms.	Students will be able to plan and manage the delivery of evidence-based and occupation-based therapy services that are efficacious and cost effective and provided within the varying contexts of a dynamic health care environment. Students will employ professional, collaborative skills to integrate input from multiple

		systems, business models, and governing structures into the planned delivery of occupational therapy services.
--	--	--

2. Competencies and Measurements

ACOTE	SLO's	Measured by:
B.6.5.	Students will analyze the trends in models of service delivery, including, but not limited to, medical, educational, community, and social models, and their potential effect of the practice of occupational therapy.	Business plan/ Program proposal Assignment Final Exam
B.7.1	Students will describe and discuss the impact of contextual factors on the management and delivery of occupational therapy services.	Business plan/ Program proposal Assignment Final Exam
B.7.2.	Students will describe the systems and structures that create federal and state legislation and regulations and their implications and effects on practice.	Final Exam
B.7.3.	Students will demonstrate knowledge of applicable national requirements for credentialing and requirements for licensure, certification, or registration under state laws.	Final Exam
B.7.4	Students will demonstrate knowledge of various reimbursement systems (e.g., federal, state, third party, private payer), appeals mechanisms, and documentation requirements that affect the practice of occupational therapy.	Final Exam
B.7.5	Students will demonstrate the ability to plan, develop, organize, and market the delivery of services to include the determination of programmatic needs and service delivery options and formulation and management of staffing for effective service provision.	Business plan/ Program proposal Assignment Final Exam
B.7.6.	Students will demonstrate the ability to design ongoing processes for quality improvement (e.g., outcome studies analysis) and develop program changes as needed to ensure quality of services and to direct administrative changes.	Evidence based Program Evaluation Assignment Final Exam
B.7.7.	Students will develop strategies for effective, competency-based legal and ethical supervision of occupational therapy and non-occupational therapy personnel.	Business plan/ Program proposal Assignment Final Exam
B.7.8.	Students will describe the ongoing professional responsibility for providing fieldwork education and the criteria for becoming a fieldwork educator.	Final Exam
B.9.8.	Students will explain and justify the importance of supervisory roles, responsibilities, and collaborative professional relationships between the occupational	Final Exam

	therapist and the occupational therapy assistant.	
B.9.9.	Students will describe and discuss professional responsibilities and issues when providing service on a contractual basis.	Final Exam
B.9.12.	Students will describe and discuss strategies to assist the consumer in gaining access to occupational therapy services.	Business plan/ Program proposal Assignment Final Exam
B.9.13.	Students will demonstrate professional advocacy by participating in organizations or agencies promoting the profession (e.g., AOTA, state occupational therapy associations, advocacy organizations)	Final Exam

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.
2. For **combined undergraduate/graduate** courses, make two lists:
 - a. full publication information; label **Undergraduate**.
 - b. full publication information; label **Graduate**. Indicate number of pages required.

Required Texts and Readings

Jacobs, K. & McCormack, G. (2011). The Occupational Therapy Manager, 5th Ed. AOTA Press: Bethesda, MD.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Dean of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the Library report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
4	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.
5	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.
6	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.
7	Justification — Attach all documents referred to in Section II-2
8	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
9	Provide documentation for all additional attachments here

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Course Number and Name _____

Primary Department

Department Chair

Date



Dean of the College

12.01.2015

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

VI. Actions *Place all actions on one page.*

Course ID: _____

Course Title: _____

1. College Academic Council: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ☒ Denied ☐ Bruce Scott 12.01.2015
College Dean or Director Date

Approved ☐ Denied ☐ _____
College Dean or Director Date

2. Graduate Council: (for graduate level courses)

Approved ☐ Denied ☐ _____
Dean of Graduate School Date

3. Teacher Education Council: (when applicable)

Approved ☐ Denied ☐ _____
TEC Chair Date

4. University General Education Council: (when applicable)

Approved ☐ Denied ☐ _____
Provost's designee Date

5. University Undergraduate Academic Council: (*undergraduate level courses*)

Approved ☐ Denied ☐ _____
Vice Provost Date

6. Academic Provost: (for all courses)

Approved ☐ Denied ☐ _____
Provost Date

7. President of the University: (for all courses)

Approved ☐ Denied ☐ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

Management and Leadership in OT Syllabus



College of Education and Human Services

Department of Occupational Therapy

OCCT 739 Management and Leadership in OT

General Course Information

Mission Statements

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

College of Education & Human Services Mission Statement: To equip students for global ministry through exemplary practice and service in education and human services.

Department of Master of Science in Occupational Therapy Mission Statement: To prepare occupational therapy students to think and act critically, missionally, and globally in Christian service and leadership throughout their respective communities.

Credit Hours

2

Instructor and Contact Information

Catherine Candler, OTR, PhD, BCP

Catherine.candler@acu.edu

Hardin Administration Building Suite 204

Please arrange for office hours via email: cfc15a@acu.edu

Class time and location

April 6, 2016- April 21, 2016

Wednesday and Thursday only 1:30pm-4:30pm

About the Students

OCCT 739 is a graduate course in Master of Science in Occupational Therapy degree

Prerequisites

OCCT 711 Ethical and Professional Decision Making in OT

Faith and Learning Integration

Faith and Learning will be integrated by having a guest lecture mid-way through the course, session 4, *Christian Leadership in the Workplace*. This lecture was strategically placed in the course to allow for a knowledge base prior to addressing this subject, and then time following the course to integrate into the final portion and discussions in the course.

Course Description

After successfully completing the course, students will be able to plan and manage the delivery of evidence-based and occupation-based therapy services that are efficacious and cost effective and provided within the varying contexts of a dynamic health care environment. Students will employ professional, collaborative skills to integrate input from multiple systems, business models, and governing structures into the planned delivery of occupational therapy services.

Course Objectives and Measurement

ACOTE	SLO's	Measured by:
B.6.5.	Students will analyze the trends in models of service delivery, including, but not limited to, medical, educational, community, and social models, and their potential effect of the practice of occupational therapy.	Business plan/ Program proposal Assignment Final Exam
B.7.1	Students will describe and discuss the impact of contextual factors on the management and delivery of occupational therapy services.	Business plan/ Program proposal Assignment Final Exam
B.7.2.	Students will describe the systems and structures that create federal and state legislation and	Final Exam

	regulations and their implications and effects on practice.	
B.7.3.	Students will demonstrate knowledge of applicable national requirements for credentialing and requirements for licensure, certification, or registration under state laws.	Final Exam
B.7.4	Students will demonstrate knowledge of various reimbursement systems (e.g., federal, state, third party, private payer), appeals mechanisms, and documentation requirements that affect the practice of occupational therapy.	Final Exam
B.7.5	Students will demonstrate the ability to plan, develop, organize, and market the delivery of services to include the determination of programmatic needs and service delivery options and formulation and management of staffing for effective service provision.	Business plan/ Program proposal Assignment Final Exam
B.7.6.	Students will demonstrate the ability to design ongoing processes for quality improvement (e.g., outcome studies analysis) and develop program changes as needed to ensure quality of services and to direct administrative changes.	Evidence based Program Evaluation Assignment Final Exam
B.7.7.	Students will develop strategies for effective, competency-based legal and ethical supervision of occupational therapy and non-occupational therapy personnel.	Business plan/ Program proposal Assignment Final Exam
B.7.8.	Students will describe the ongoing professional responsibility for providing fieldwork education and the criteria for becoming a fieldwork educator.	Final Exam
B.9.8.	Students will explain and justify the importance of supervisory roles, responsibilities, and collaborative professional relationships between the occupational therapist and the occupational therapy assistant.	Final Exam
B.9.9.	Students will describe and discuss professional responsibilities and issues when providing service on a contractual basis.	Final Exam

B.9.12.	Students will describe and discuss strategies to assist the consumer in gaining access to occupational therapy services.	Business plan/ Program proposal Assignment Final Exam
B.9.13.	Students will demonstrate professional advocacy by participating in organizations or agencies promoting the profession (e.g., AOTA, state occupational therapy associations, advocacy organizations)	Final Exam

Teaching/Learning Methods

Lecture

Readings

Guest Speakers

Class Discussion

Written Assignments

Required Text

Jacobs, K. & McCormack, G. (2011). *The Occupational Therapy Manager*, 5th Ed. AOTA Press: Bethesda, MD.

Supporting Course Documents

Literature and online resources posted by the instructor

Competencies and Measurements

40% Business plan/ Program proposal Assignment

20% Evidence based Program Evaluation Assignment

40% Final Exam

Grade	Percent
A	90-100
B	89-80
C	79-70
D	69-60
F	59-50

Course Content and Schedule

** Please note: This schedule is tentative and is subject to change

Date	Topic	Assignment
Session 1	Occupational Therapy	Ch 3 Evolution of Occupational

Tuesday April 5 (3 hours)	Delivery Systems Guest Lecture: <i>Becoming a Leader/ Manager</i> Review of readings and instruction for Business plan/ Program proposal Assignment	Therapy Delivery Systems Ch 10 Entrepreneurship Ch 9 Starting a New Program, Business, or Practice Ch 6 Strategic Planning
Session 2 Tuesday April 5 (3 hours)	Managing Resources Guest Lecture: <i>Budgets</i>	Ch 13 Personnel Management Ch 25 Reimbursement Ch 7 Budget
Session 3 Wednesday April 6 (3 hours)	Creating a Marketing Plan Guest Lecture: <i>Marketing</i>	Ch 8 Marketing
Online Learning Activity (3 hours) Identify and interview an individual in a formal leader/manager position. Post your interview to Canvas. Respond to a minimum of 3 interviews posted by others.		
Session 4 Wednesday April 13 (2 hours)	Leadership vs. Management Guest Lecture: <i>Christian Leadership in the Workplace</i>	Ch 18 Leadership Ch 15 Motivating Others
Session 5 Wednesday April 13 (2 hours)	Interpersonal Skills Guest Lecture: <i>Leading People</i>	Ch 12 Communication Ch 14 Conflict Resolution Ch 16 Mentoring and Prof Dev
Session 6 Thursday April 14 (2 hours)	Program Evaluation	Ch 23 Evidence-based Management Ch 26 Evaluating OT Services Assigned articles
Session 7 Thursday April 14 (2 hours)	Integration of Evidence with Management Instruction for Evidence based Program Evaluation Assignment	Ch 27 Managing Organizational Change Assigned articles
Online Learning Activity:		
Session 8 Wednesday April 20 (2 hours)	Public Policy Guest Lecture: <i>Advocacy</i>	Ch 28 Federal Policy Ch 29 State Policy
Session 9 Wednesday April 20	Legal Aspects of Management Guest Lecture: Legal Issues	Ch 32 Legal Dimensions Ch 35 Accrediting Organizations

(2 hours)		
Session 10 Thursday April 21 (2 hours)		Business/ Program Plan Presentations
Session 11 Thursday April 21 (2 hours)	Exam	Exam

Course Policies

ADA Compliance

The ACU Student Disability Services Office (a part of Alpha Academic Services) facilitates disability accommodations in cooperation with instructors. In order to be eligible for accommodations, you must be registered with Disability Services and a separate request must be made for each class in which accommodations are needed. Call extension 2667 for an appointment with the Director of Disability Services.

Attendance

As stated in the ACU Course Catalogue, class attendance is expected. Attendance is imperative for development of understanding and meeting course objectives; therefore, attendance will be recorded. Zeros will be recorded for any quiz, exam or assignment due during or completed in class when a student is absent (only exception: see University Sponsored Events). A student who notifies the instructor when he/she is ill or foresees an absence (NOT University sanctioned) is not excused from the class without appropriate documentation (i.e. physician documentation).

UNIVERSITY SPONSORED ABSENCES

It is the student's responsibility to:

1. Arrange to take tests, labs etc. more than 48 hours PRIOR TO THE UNIVERSITY SPONSORED ABSENCE.
2. CHECK before returning to class to determine if an in-class assignment was assigned during University sponsored absence.

Attire and Professionalism

At all class meetings, attire should be comfortable, but in good taste and reflecting professional demeanor. Hats/caps, for males or females, are not to be worn during any test, quiz or other evaluation period.

Academic Integrity

University Policy for Academic Integrity and Honesty

1. 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.

2. See Academic Integrity and Honesty Policy for details of what constitutes academic dishonesty and resultant disciplinary actions.

www.acu.edu/campusoffices/provost

Cell Phones, Calculators and other Electronic Devices

1. Unless being utilized for academic purposes as instructed by the professor, to prevent disruption of classes, all cell phones must be turned to the OFF or vibrate (w/out sound) setting and put away during class time. No cell phone is to be answered inside the classroom or in close proximity to the classroom door – be courteous with usage just outside the class.

2. With the possibility that sensitive information can be accessed, students are not to leave their phones in sight during examinations. Likewise, students are cautioned that inappropriate use of a cell phone outside of the classroom shall be construed as cheating and result in associated penalties.

Sexual Harassment

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. Therefore it is the purpose of this 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 look at the university's anti-harassment policy, full definition of harassment, and procedure for reporting, visit:

www.acu.edu/campusoffices/studentlife/judicial/For Students/Harassment_Policy