

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number NURS 308 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

Add an NURS section to the existing Global Health Care course (CHEM 308, BIOL 308, COMP 308).

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³								
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Course term(s)	A	I	A	I				I	I
4.	Content (substantive change)	A	A	A	I				A	A
5.	Number of hours (lecture, lab, contact)	A	A	A	A				A	A
6.	Course number within the hundred	A	A	I	I				I	I
7.	Course number beyond the hundred	A	A	A	A				A	A
8.	Prerequisites	A	A	A	I				I	I
9.	Course fee(s)	A	--	A	--				A	I
10.	From U to G <i>or</i> G to U	A	A	A	A				A	A
11.	Cross list with another department: U or G level	A	A	A	A				A	A
12.	Department of record	A	A	A	A				A	A
13.	Open or close a course	A	A	A	A				A	A
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	A

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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		COUNCIL ³										
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

COUNCIL ³										
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

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COUNCIL ³										
	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--	A			A	A	A
2.	Admission requirements	--	--	--	A			A	A	A
3.	Policies governing academic probation and suspension	--	--	--	A			A	A	A
4.	Requirements for graduating with honors	--	--	--	A			A	A	A
5.	Other academic policy changes	--	--	--	A			A	--	A

¹ Councils may request additional information about “Information” items. These items are approved as “Consent Agenda.”

² The Dean and Department should respond to the Provost’s recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU’s University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and “not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession” (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that “general requirements for graduation” means the enumerated items in the “General Requirements for Bachelor’s Degrees” section of the catalog.

Revised 3-8-17

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
<u>Marcia R. Strough</u>	<u>3-27-18</u>
Signature	Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
_____ Signature	_____ Approval date
_____ Signature	_____ Approval date

Dean(s)	
<u>Betsy Hammond</u>	_____ Approval date
Signature	Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

Requested change:

Add an NURS section to the existing Global Health Care course (CHEM308, BIOL308, COMP308).

Adding an NURS section to the Global Healthcare course would allow nursing faculty to teach the course in conjunction with medical mission trips and potential study abroad experiences. Cynthia Powell has worked with nursing faculty in medical mission trips with students and has indicated her support of adding an NURS section. Dr. Powell also provided the historical context that the first iteration of the Global Healthcare course was taught by Dr. Susan Kehl when she was a member of the nursing faculty at Patty Hanks Shelton. This request would not add to ^{or} take away from existing degree or major requirements. It will benefit students by providing an additional avenue for meeting cultural competency degree requirements. This course may also be an option for nursing to use in future study abroad opportunities for nursing and pre-nursing students.

**GLOBAL HEALTHCARE
CHEM308, BIOL308 or COMP308
3 credit hours, Summer 2016, 7 week session**

Location: As arranged

Time: M, Tu, Th 9:30-11:00 formal class time

Instructor:

Cynthia B. Powell, Ph.D.
Associate Professor of Chemistry
Chair, ACU Health Professions Advisory Committee
Pre-medical Adviser

Email: powellc@acu.edu
Office: FSC 277B, 674-2864
Cell: 325-370-1353

Office hours:

Office hours will be determined after the student observation and service activity schedule is set. Since much of the course is experiential, students will have many hours of interaction with the instructor.

Purpose:

The course will introduce students to healthcare systems and healthcare delivery. It will emphasize cultural sensitivity and introduce themes of Christian servant-leadership in healthcare.

Course Description:

A study of healthcare delivery systems, quality of healthcare, and the impact of socioeconomic factors and culture on the delivery of healthcare through readings, discussion and interviews. Field experience will be gained through service-learning activities and observation within the local medical community.

Course Synopsis and Outline:

Dates for reading assignments and written assignments will be coordinated with the service activity schedule and the schedule of medical observation that must be arranged on site. In addition to formal class time, students will be expected to participate in a minimum of 4 hours of shadowing activity each week and 4 hours of observation or service activity in the local community. Additional opportunities for shadowing/service will be provided for those who are interested. Participation in language labs is expected (4 hours weekly), as is attendance at planned group activities intended to help students interact with the local culture and medical community.

The course will cover these main topics:

- (1) Organization and delivery of medical care within the United States specifically examining the roles of Medicare and Medicaid, private health insurance and non-governmental agencies.
- (2) The education and training of medical professionals and issues related to global health research.
- (3) Common systems of healthcare delivery in countries throughout the world including the following models: the Bismarck Model, the Beveridge Model, the National Health Insurance Model, and the Out-of Pocket Model.
- (4) Worldwide health issues and the international community response to these issues. (Examples include: HIV infection, malaria, drug-resistant TB, malnutrition, heart disease)
- (5) The impact of cultural beliefs and politics on the delivery of medical care. The impact of poverty on delivery of and availability of medical care.
- (6) The Christian response to a world in need of healing. Opportunities and responsibilities as a Christian health-care provider in the United States and abroad. The role of medical missions and characteristics of effective medical mission programs.

Texts:

Main Textbook #1: *Global Health Care; Issues and Policies*, 2nd edition, Carol Holtz, editor, Sudbury, Massachusetts, Jones and Bartlett Learning, 2013.
ISBN-13: 978-1449679590

Required reading: *The Healing of America: A Global Quest for Better, Cheaper, and Fairer Health Care*, T.R. Reid, New York, The Penguin Press, 2009.
ISBN-13: 978-0143118213

Supplemental Textbook #2: *When People Come First: Critical Studies in Global Health*, Joao Beihl and Adriana Petryna (editors), Princeton, New Jersey, Princeton University Press, 2013. ISBN-13: 978-0691157399

Supplemental reading: *Pathologies of Power: Health, Human Rights, and the New War on the Poor*, Paul Farmer, Berkley and Los Angeles, California, University of California Press, 2005. ISBN-13: 978-0520243262

Supplemental reading: *Cross-Cultural Servanthood: Serving the World in Christlike Humility*, Duane Elmer, Downer's Grove, Illinois, InterVarsity Press, 2006.
ISBN-13: 978-0830833788

Additional resource: *Reimagining Global Health: An Introduction*, Paul Farmer, Jim Yong Kim, Arthur Klienman, Matthew Basilio, Berkley and Los Angeles, California, University of California Press, 2013. ISBN-13: 978-0520271999

Class format:

Class time will be divided between classroom lectures/activities/discussion and participation in service-learning projects as well as observation of medical professionals in the local area. Written assignments will be completed and submitted electronically through a course blog. We will learn together as a community and each member of the community's participation is vital to the progress of thought and understanding. You are expected to prepare for class by completing reading assignments and responses to the reading assignments before each class session.

Course Competencies:

The course objectives are correlated with the primary topics of the course content.

- (1) Students will be able to describe the organization and delivery of medical care within the United States.
- (2) Students will understand and be able to describe the education and training of medical professionals and medical research process and funding in the United States and other countries studied.
- (3) Students will understand and be able to compare and contrast common systems of healthcare delivery in countries throughout the world.
- (4) Students will have an understanding of and be able to describe major worldwide health issues and the current international community response to these issues.
- (5) Students will be able to describe aspects of the impact of cultural beliefs and politics on the delivery of medical care as well as the impact of poverty on delivery of and availability of medical care and the ways these factors shape international response to worldwide health issues.
- (6) Students will be able to describe research pertaining to characteristics of effective medical mission programs and effective interventions in global healthcare crises.
- (7) Student will be able to examine their own assumptions about healthcare, the impact of culture and poverty on the delivery of healthcare, and begin to consider an appropriate response to worldwide health issues from a Christian perspective.

Grading Criteria:

Your average will be calculated in the following way:

- 50%** Major projects (500 pts total)
- a. Presentation on aspect of healthcare in the United States. (assigned topics, 125 pts)
 - b. Book review on book selected by student chosen from a reading list and class presentation on the book. (Books relate to cultural impact and poverty impact on healthcare delivery, practice of the healthcare professional as mission, as well as aspects of short-term and fulltime medical missions. 125 pts)
 - c. Presentation on major worldwide health issue. (assigned topics, 125 pts)
 - d. Written response to summation of the course experience at the conclusion of the course. (125 pts)
- 30%** Responses to assigned readings and shadowing experiences and written preparation to lead class discussion on assigned case studies.
(6 assignments x 50 pts each = 300 pts total)
- 20%** Attitude and level of participation in volunteer and service-learning activities. (200 pts)

Grading Scale:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
below 60%	F

Attendance and Participation Policies:

Punctual daily attendance is essential and is expected for success in this course. Participation in planned group activities including chapel meetings and Sunday worship services is expected. Completion of all evaluation criteria is required. No late work will be accepted. Please inform your instructor if there are any medical or personal concerns that may affect your ability to complete coursework or participate in all activities.

Students are expected to have a positive attitude, to respect their fellow students and instructors and to accept the decisions of those responsible for the coursework and shadowing and service experiences. Respectful language, modest dress and polite behavior are expected. Academic honesty is the expected behavior. Please refer to the ACU's website for the university's full explanation of the consequences of violation of academic integrity.

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 accommodation in cooperation with instructors. In order to receive accommodations, students must be registered with Alpha Scholars Program and must complete a specific request for each class in which accommodations are needed. Any student who has a documented disability and wishes to discuss academic accommodations is invited to call the Alpha office directly at (325) 674-2667.

Course Calendar (The instructor reserves the right to modify this calendar as necessary.)

- Week 1** **Introduction: Cross-cultural Servanthood**
Class activities: Presentations on assigned US Healthcare topics
Design a healthcare system from the ground up!
Introduction to local culture (political, social, spiritual)
Reading: *Global Healthcare*, Ch 1-2
The Healing of America Ch 1-3
Cross-Cultural Servanthood, Ch 11
Community: Tour of medical/dental/allied health training facilities, Weekly shadowing
- Week 2** **Major Healthcare Systems: Economics and Cultural Factors**
Class activities: Compare and Contrast major systems
Compare and Contrast health provider education
Reading: *Global Healthcare*, Ch 3
The Healing of America Ch 4-9
Community: Tour of major public and private healthcare facilities, Weekly shadowing
- Week 3** **The Practices of Public Health and Politics**
Class activities: "Staged" Political Debate on Public Health Issues
Case studies
Reading: *Global Healthcare*, Ch 4
The Healing of America Ch 10-13
Pathologies of Power Ch 1
Community: Weekly shadowing, Service activity
- Week 4** **Global Health Research Methods, International Research Ethics**
Class activities: Cochrane Review Investigation
Case studies
Reading: *Global Healthcare*, Ch 5-6
When People Come First, Ch 2
Community: Weekly shadowing, Service activity
- Weeks 5-6** **Major Issues in Global Health, Impact of Culture**
Class activities: WHO data "scavenger hunt"
Presentations on Major Issues
Case studies
Reading: *Global Healthcare*, Ch 7
Pathologies of Power, Ch 5
Community: Weekly shadowing, Service activity
- Week 7** **Christian compassion: serving most effectively, NGOs, Medical Missions**
Class Activity: Book review presentations
Case studies
Reading: *Cross-Cultural Servanthood*, Ch 12-14
Assigned journal articles
Community: Weekly shadowing, Service activity

Final "Exam" will be two essays responding to the following prompts:

1. "How have your ideas about healthcare organization and delivery changed as a result of the Global Healthcare course? How will this impact the ways you plan to practice in

your career as a health professional?" (Support your response with data; include references when appropriate.)

2. "What have you learned about yourself during this course experience?"

Responses to these prompts will be graded on thoughtfulness and thoroughness, not on whether the opinions expressed in them align with the opinions of the instructor!

We are life long learners. I believe that it is important for the instructor of this course to be constantly learning and be willing to be transparent about how his or her thoughts and ideas are changing in response to our shared experiences. Therefore, I will also respond to the two prompts at the end of the course and share my responses with the students enrolled in the course.

ABILENE CHRISTIAN UNIVERSITY

Educating Students for Christian Service and Leadership Throughout the World

Abilene, Texas 79699 • www.acu.edu • 325-674-2000



April 1, 2018

To Whom It May Concern,

The purpose of this letter is to express support for approval of cross-listing BIOL/CHEM/COMP 308 as a nursing course: NURS 308.

Several years ago, Global Healthcare BIOL/CHEM/COMP 308 was approved as a new upper division elective course cross-listed in three departments, as indicated by its course numbers. At the time of its approval, BIOL/CHEM/COMP 308 was also approved as a cultural competency course. The three departments listed in the course number are the departments that house the majority of our pre-health professions students who will pursue various careers in medicine, dentistry or allied health fields including speech pathology. While these departments house our pre-health professions students who will go on to professional graduate degrees, they do not house our ACU nursing students who are in current undergraduate training for their health care profession.

In the original course application, the justification for creating the course was given as follows:

"There are a large number of pre-health professions students in the ACU student body and many are very interested in serving underserved populations through medical careers and/or in doing domestic or foreign mission work. This course provides the opportunity to explore important cultural, economic, and political issues related to delivery of healthcare and will provide a platform for helping ACU pre-health professions students plan to become better stewards of their talents and careers. Most courses required for pre-health professions students are chemistry/biology courses that focus exclusively on the dense science material and leave little time for discussion of practical aspects of a career in science through medicine. This course would allow time for discussion of purposeful practice of science through medicine in a diverse world."

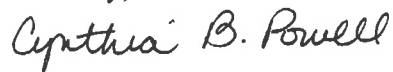
I believe that this justification is equally applicable to coursework for pre-nursing and nursing students at ACU. This segment of our student population is also large and our nursing faculty has the privilege of training future nurses who will have a very positive impact on the healthcare landscape.

At the time the proposal was submitted, the course had been taught as a special topics course three times during summers on study abroad campuses. Interestingly, it was first co-taught by Susan Kehl, ACU nursing faculty at the Intercollegiate nursing school and later founding dean of the ACU school of nursing, and Charles Mattis, Biology faculty member and later CAS dean. Two years later, Perry Reeves, Premedical adviser and Chemistry and Biochemistry Department faculty member taught the course. After these first two offerings, I have taught the course during even-numbered summers either in Montevideo, Uruguay or Leipzig, Germany. When we decided to take the Global Healthcare through the course approval process in an effort to include it as a regularly offered course, we originally considered including the NURS prefix and requesting that it be approved as an elective course for pre-nursing or nursing students. (We regularly have nursing students who participate in

this course and obviously one of the first faculty members to teach the course was a nursing professor.) The ACU nursing school was very new at the time and did not anticipate an advantage to including the NURS prefix. They were also overwhelmed with multiple other course approval processes, so we continued with the application without including the NURS prefix.

It is my understanding that at this time the ACU Nursing program would like to include NURS 308 as an elective in their program, so the course would become BIOL/CHEM/COMP/NURS 308. This would allow ACU nursing faculty to teach the course and potentially provide more opportunities for enrollment to those interested in all health professions including nursing. The feedback we have gotten from students on the value of the course as they progress in to health professions careers has been very positive. I am excited about this additional cooperation between faculty preparing students for careers in health care and anticipate that it will allow all of us to serve our students more effectively.

Sincerely,

A handwritten signature in cursive script that reads "Cynthia B. Powell".

Cynthia B. Powell, Ph.D.
Associate Professor of Chemistry
Director of Pre-health Professions Programs
Abilene Christian University