

ACU Dallas Approval Chart for Curriculum Changes

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

Course Number: HCAD 491

or Degree Plan(s):

Circle the number that corresponds to the requested change.

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

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

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

	Change to Undergraduate University Requirements	U	A	A	F	D	O	C	S
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								
1.	General requirements for graduation including course requirements that are common to all majors for all degrees	--	--	A	--	A	A	A	A
2.	Admission requirements	--	--	A	--	A	A	A	A

Program Director/Department Chair


Meghan Hope (Jul 30, 2020 16:00 CDT)

Jul 30, 2020

Meghan Hope

Date

Dean

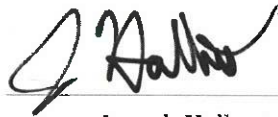


Jul 30, 2020

Joe L. Cope, Dean

Date

College Academic Council



August 4, 2020

Joseph Halbert, Chair

Date

University General Education Council

Jessica Smith, Chair

Date

Undergraduate Academic Council

N/A

Chair's signature

Date

Provost

Robert Rhodes, Provost

Date

Faculty

N/A

Faculty Senate Chair's signature

Date

President

Phil Schubert

Date

Application for a New Course v10.7

Consult with program director and dean before changing responses in red type.

Course ID (<i>Subject and Number</i>)	HCAD 491
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I. Systems and Catalog Information Complete each item.

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

16	Maximum Enrollment	25
17	Catalog Description (50 words or less)	This course provides a culminating, student-centered experience in which students analyze and synthesize knowledge and skills from across their program to demonstrate mastery of learning. This course serves as the writing-intensive and capstone course.
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? All
22b	Will the course be offered in spring terms?	☐ No ☒ Yes If yes: all, even, or odd years? All
22c	Will the course be offered in summer terms?	☐ No ☒ Yes If yes: all, even, or odd years? All
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>	Fall 2 2022
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</i>	☒ No ☐ Yes If yes, provide rationale:

	<i>explain compelling extenuating circumstances.</i>	
26	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	☒ No ☐ Yes If yes, provide course ID, term, and enrollment:
27	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-4.</i>	none

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 is a required course in the BS Healthcare Administration degree program that went through the CGPS Academic Council in June 2020.

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

This course provides students the opportunity to make a summative assessment of their learning as they plan vocational goals in this Healthcare Administration capstone course. This course also serves as a writing intensive course. As such, this is a required course for all students.

III. Course Design

- A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.

This course is intended for senior Healthcare Administration majors who are in their final term of their degree program.

2. State the overarching course goal(s) in performance terms.

The goal of this course is: 1) to prepare students to effectively use disciplinary sources to frame and answer a research question of substantial complexity, 2) for students to gain practice and proficiency in applying a range of knowledge and skills to real world case studies, and 3) for students to demonstrate the development of a sense of self that integrates faith and science.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Students will demonstrate the development of a sense of self that integrates faith and healthcare leadership principles	Reflective Essay
2	Students will gain practice and proficiency in applying a range of knowledge and skills to real world case studies, and	Case studies
3	Students will effectively use disciplinary sources to frame and answer a research question of substantial complexity,	Capstone Research Project

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

Resources for the course will be determined by the Subject Matter Expert (in consultation with the Program Director) when the course is under development with the instructional design team.

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.

If this course fulfills the Capstone requirement for ACU majors, please submit the Capstone Course Application as a supplement to your new course materials.

If this course is intended to fulfill Writing Intensive requirements, a syllabus must be reviewed by Cole Bennett before the council date. Include his supporting memo in the council folder.

HCAD 491: Healthcare Administration Capstone

2020 Section HCAD 491 3 Credits 07/10/2020 to 10/14/2020 Modified 07/27/2020

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 Bachelor of Science in Healthcare Administration is to provide students with technical skills and leadership abilities critical in the rapidly changing healthcare industry. Christian principles, leadership skills, and industry expertise and knowledge provide a foundation for the program to prepare students for meaningful and impactful healthcare administration careers.

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

This course provides a culminating, student-centered experience in which students analyze and synthesize knowledge and skills from across their program to demonstrate mastery of learning. This course serves as the writing-intensive and capstone course.

Program and Student Learning Outcomes

PLO #1: Students will demonstrate an awareness of *leadership, ethics, and Christian values* essential for shaping the healthcare system.

- SLO 1.3: Students will reflect on the place of religious principles in the healthcare delivery system.

PLO #2: Students will demonstrate an understanding of the *healthcare environment*.

- SLO 2.2: Students will demonstrate an understanding of healthcare systems and venues of care.

PLO #3 Students will gain an understanding of the *knowledge and operations skills* necessary to implement quality patient care and appropriate responses for organizational adaptation to emerging healthcare trends and issues.

- SLO 3.3: Students will understand research methods and quality improvement processes to advance healthcare delivery.

Student Learning Outcome	Measurement
1 Students will demonstrate the development of a sense of self that integrates faith and healthcare leadership principles	Reflective Essay
2 Students will gain practice and proficiency in applying a range of knowledge and skills to real world case studies, and	Case studies
3 Students will effectively use disciplinary sources to frame and answer a research question of substantial complexity,	Capstone Research Project

☰ 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.

Capstone Research Project

In the course of this class, students will write a 2000-3000 word research paper that makes a sustained argument utilizing several scholarly sources. The paper needs to demonstrate the following: a) the student's ability to develop a major research question, b) select critical sources (not every source should justify your conclusion), c) use proper APA guidelines, d) cite sources when necessary, e) write using a scholarly voice, f) critically synthesize sources to make an argument, g) make connections between the chosen topic and former learning experiences (in healthcare administration classes and other classes), and h) connect the topic with past experiences or future trends (in society or healthcare).

The Capstone Research Project is a scaffolded research project that requires students to develop a research question and find critical sources (supporting and negating their viewpoint). Their project will culminate in a short video presentation demonstrating their work product in the course. The Capstone Research Project will be developed over the entire 7 weeks of the course through various discussions and assignments and conclude with a final written paper and video presentation.

Reflective Essay - Faith and Vocation

Throughout your coursework you have had the opportunity to engage theological themes, practices, and stories pertaining to the three voices of vocation (identity, context, and experience/relationship with God). Prepare a 2-3 page paper in which you reflect on the role of faith and vocation in your discipline and your personal growth. Given your engagement with the elements and what you have been learning about who you are, the world around you, and how you understand God, what particular practices, disciplines, postures, etc. do you commit to embrace and embody moving forward? In what ways do you intend to connect your vocational identity with your discipline or future career goals in the healthcare industry?

Case Study Analysis

Students will prepare a comprehensive case study analysis applying theory learned from previous courses and independent research. The analysis will be developed over the course of 3 weeks. Students will post initial responses to parts of the case study in Discussion boards so that they may view other student perspectives and ideas while also commenting on differing approaches and viewpoints. At the conclusion of the course, students will consolidate their Discussion post responses along with additional research and context to provide a comprehensive analysis of the case study. The case study write up will draw upon knowledge from a variety of courses throughout the program, include a minimum of five scholarly articles, and consist of at least 750 words.

Resume/Cover Letter

In the first two weeks of class, students will be asked to prepare a resume and cover letter in response to a job posting. The cover letter should be in an appropriate professional format, and should be addressed to a fictional (or real) person in charge of hiring or accepting people into the position. The résumé should be formatted for the students' target audience.

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 to 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

Share and Discuss a Job Posting	1	Discussion	20
Research Topic and Question for Capstone Research Project	2	Assignment	50
Research Topic Discussion	2	Discussion	25
Resume and Cover Letter	2	Assignment	100
Introduction and Detailed Outline for Capstone Research Project	3	Assignment	50
Faith and Healthcare Reflective Essay	3	Assignment	150
Faith and Vocation Commentary	3	Discussion	25
Reference List with at least Eight References for Capstone Research Project	4	Assignment	50
Case Study Section 1 Response	4	Discussion	25
Case Study Section 2 Response	5	Discussion	25
Case Study Section 3 Response	6	Discussion	25
Case Study Written Analysis	6	Assignment	200
Final Capstone Research Project	7	Assignment	250
Video Presentation of Capstone Research Project	7	Discussion	25
Total Points			1000

Course Outline and Schedule

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

Application for Capstone Course for Existing Course

Course Subject and Number HCAD 491

Course Name Healthcare Administration Capstone

Contact Person Meghan Hope

For Capstone courses: Explain how your course or courses will meet the learning outcomes:

- Habits of mind that foster integrative thinking between the liberal arts core curriculum and their major field of study.

For the Capstone Research Project assignment, students are required to make connections between their chosen topic and former learning experiences (in healthcare administration classes and other classes) and connect the topic with past experiences or future trends (in society or healthcare administration). Therefore, this assignment requires that students practice integrative thinking with learning from courses outside of their major.

- Achievement and demonstration through advanced research and/or creative projects the ability to frame questions, carry out critical analysis, and produce work of substantial complexity and quality related to their chosen field of study.

The Capstone Research Project is a scaffolded research project that requires students to develop a research question and find critical sources (supporting and negating their viewpoint). Their project will culminate in a video presentation demonstrating their work product in the course.

- Reflect and demonstrate their ability to think critically, globally, and missionally about their discipline.

The Capstone Research Project requires students to connect their research topic to past experiences or future trends in society or healthcare administration, prompting them to think globally about their topic. They are also required to submit an annotated bibliography and will have several critical sources so that they can develop an argument using multiple perspectives.

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

- Research assignment

This course includes the following research assignment:

In the course of this class, students will write a 2000-3000 word research paper that makes a sustained argument utilizing several scientific sources.

The paper needs to demonstrate the following: a) the student's ability to develop a major research question, b) select critical sources (not every source should justify your conclusion), c) use proper APA guidelines, d) cite sources when necessary, e) write using a scholarly voice, f) critically synthesize sources to make an argument, g) make connections between the chosen topic and former learning experiences (in healthcare administration classes and other classes), and h) connect the topic with past experiences or future trends (in society or healthcare).

The Capstone Research Project is a scaffolded research project that requires students to develop a research question and find critical sources (supporting and negating their viewpoint). Their project will culminate in a short video presentation demonstrating their work product in the course.

The Capstone Research Project will be developed over the entire 7 weeks of the course in the following manner:

Week 1	Assignment: Begin preliminary research and topic selection	0
Week 2	Assignment: Submit research question and topic for instructor approval	50

	Discussion- Share research topic with class and discuss in detail why you have selected the topic and what you hope to explore	25
Week 3	Assignment: Students will submit a written introduction and detailed outline of paper	50
Week 4	Assignment – Students will submit a draft reference list with at least eight references	50
Week 5	Research/write paper	0
Week 6	Proofread and edit paper	0
	Assignment- Submit final paper	250
Week 7	Discussion –Students will post a ten minute video presenting the finding of their research	25
	Total Points	450

- Faith and vocation assignment

Students will reflect on the role of faith and vocation in their discipline and personal growth in a 2-3 page reflective essay. Students will identify particular practices, disciplines, and postures, they commit to embrace and embody moving forward. Students will also discuss ways they intend to connect their vocational identity with their discipline and future career goals in the healthcare industry.

- Comprehensive skills and accomplishments inventory

In the first two weeks of class, students will be asked to prepare a resume and cover letter in response to a job posting. The cover letter should be in an appropriate professional format, and should be addressed to a fictional (or real) person in charge of hiring or accepting people into the position they desire. The résumé should be formatted for the students' target audience.

Attachments: Attach a course syllabus

- If necessary, attach additional explanatory material that might be helpful to faculty reviewing this course for capstone and writing intensive status, such as assignments or grading rubrics.

Core Curriculum Implementation Team (CCIT)
Recommendation for the Senior-Year Integrative Capstone
Approved by UGEC 11.14.2012, UUAC 12.5.2012

“In addition to other discipline-related course goals, the senior-year integrative capstone experience will challenge the student to critically analyze, reflect, and write about the major discipline from the perspective of Christian Worldview” (Liberal Arts Core Curriculum at ACU, p. 6.). While it is understood that the senior-year integrative capstone will vary widely across the disciplines including a specific course or cluster of courses, it is important that there be some common elements across major fields of study. Each department will submit to the UGEC its plan for implementing the senior-year integrative capstone. Students who complete their senior-year integrative capstone should have demonstrated the following student learning outcomes:

- Habits of mind that foster integrative thinking between the liberal arts core curriculum and their major field of study.
- Achievement and demonstration through advanced research and/or creative projects the ability to frame questions, carry out critical analysis, and produce work of substantial complexity and quality related to their chosen field of study.
- Reflect and demonstrate their ability to think critically, globally, and missionally about their discipline.

The student learning outcomes for the senior-year integrative capstone may be accomplished using a wide variety of assignments, projects, internships, research, performances, presentations, or other products; however, the following products are required of each senior-year integrative capstone and will contribute to the calculation of grades:

- A required paper with a minimum length of 2000 words (approximately 7 pages) and worth a minimum of 10% of the assessment for the course in which it is included. This paper provides an opportunity for a summative assessment of the student's information literacy skills, including the proper citation of a minimum of 5 appropriate sources that support their research. Options to satisfy this prompt include, but are not limited to, a traditional research paper; an evaluative/reflective essay that accompanies a creative or scholarly work (such as a senior art show or recital), describing elements of the creative process; or a business plan that incorporates market research and analysis with the proposal of a specific entrepreneurial venture.
- An assignment that demonstrates the student's ability to think critically about faith and vocation as it is expressed in a particular discipline met by a course or experience in the students' degree plan or major.
- A comprehensive skills and accomplishments inventory reflecting the student's scholarship (research and creative activities), accomplishments, co-curricular activities, service, leadership, internships, integrative thinking, knowledge, etc.

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

MEMORANDUM

DATE: July 23, 2020
TO: Meghan Hope
CC: Dr. Sarah Lee
FROM: Mark McCallon, Library Associate Dean for Library Information Services
RE: New Courses in Healthcare Administration

The Brown Library can provide a provisional endorsement of the following new courses:

HCAD 201 Introduction to Health Services Administration
HCAD 241 Survey of Community and Public Health Issues
HCAD 256 Research & Statistics in Healthcare
HCAD 262 Fundamentals of Health Information Management
HCAD 287 Healthcare Personnel and Interdisciplinary Team Leadership
HCAD 327 Innovation & Trends in Healthcare
HCAD 365 Healthcare Financial Analysis
HCAD 385 Healthcare Marketing & Strategic Planning
HCAD 411 Healthcare Quality & Safety
HCAD 421 Long Term Care Administration
HCAD 491 Healthcare Administration Capstone
HCAD 311 Current Issues in Global Public Health
HCAD 441 Introduction to Epidemiology
HCAD 461 Healthcare Disparities
HCAD 432 Conflict Management in Healthcare

with the agreement that the Library will have the opportunity to review and comment on each course as it is adapted or created for the online modality. This review will be made as part of the instructional design process.

ABILENE CHRISTIAN UNIVERSITY
DUNCUM CENTER SOLUTIONS

MEMORANDUM

DATE: July 27, 2020
To: Dr. Meghan Hope
FROM: Lori Anne Shaw, Executive Director for Duncum Center Solutions
RE: New Courses in Healthcare Administration

Duncum Center Solutions (DCS), the instructional design team for ACU Dallas, is pleased to provide provisional support for the following new courses:

- HCAD 201 Introduction to Health Services Administration
- HCAD 241 Survey of Community and Public Health Issues
- HCAD 256 Research & Statistics in Healthcare
- HCAD 262 Fundamentals of Health Information Management
- HCAD 287 Healthcare Personnel and Interdisciplinary Team Leadership
- HCAD 327 Innovation & Trends in Healthcare
- HCAD 365 Healthcare Financial Analysis
- HCAD 385 Healthcare Marketing & Strategic Planning
- HCAD 411 Healthcare Quality & Safety
- HCAD 421 Long Term Care Administration
- HCAD 491 Healthcare Administration Capstone
- HCAD 311 Current Issues in Global Public Health
- HCAD 441 Introduction to Epidemiology
- HCAD 461 Healthcare Disparities
- HCAD 432 Conflict Management in Healthcare

with the agreement that the DCS instructional design team will have the opportunity to review and comment on each course as it is adapted or created for the online modality.



Meghan Hope <meh17f@acu.edu>

Approval for HCAD 491 Organizational Leadership Capstone Writing Intensive Course

3 messages

Meghan Hope <meh17f@acu.edu>
To: Cole Bennett <bcb00b@acu.edu>
Cc: Sarah Lee <skm00c@acu.edu>

Mon, Jul 27, 2020 at 12:42 PM

Hi Cole,

Please see the attached syllabus (HCAD 491) for your review as the Writing Intensive course for the BS Healthcare Administration program. The Case Study Analysis will be used for assessment by the Writing Across the Curriculum committee. Do not hesitate to reach out if you have any questions or concerns. Thank you for your assistance.

Have a blessed day,
Meghan Hope

 **HCAD_491_Healthcare_Administration_Capstone_2020.pdf**
75K

Cole Bennett <cole.bennett@acu.edu>
To: Meghan Hope <meh17f@acu.edu>
Cc: Sarah Lee <skm00c@acu.edu>

Mon, Jul 27, 2020 at 1:41 PM

Hello Meghan,

This syllabus meets the parameters for a Writing Intensive course.

CB

[Quoted text hidden]

--

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

Meghan Hope <meh17f@acu.edu>
To: Cole Bennett <cole.bennett@acu.edu>
Cc: Sarah Lee <skm00c@acu.edu>

Mon, Jul 27, 2020 at 2:21 PM

Great! Thank you so much.

Meghan

On Jul 27, 2020, at 1:42 PM, Cole Bennett <cole.bennett@acu.edu> wrote:

[Quoted text hidden]