

Approval Chart for Curriculum Changes

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

Course Number IPE 302 or Degree Plan(s) _____

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

See documents provided.

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	UAC	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	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A				A	I
6.	Course number within the hundred	A	A	I	I				I	I
7.	Course number beyond the hundred	A	A	A	A				A	I
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	I
11.	Cross list with another department: U or G level	A	A	A	A				A	I
12.	Department of record	A	A	A	A				A	I
13.	Open or close a course	A	A	A	A				A	I
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	I

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								Board of Trustees
Provost-Proposed Change		Provost	Department	Dean	TEC	UAC	Graduate	Faculty	President	
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

Approval Chart for Curriculum Changes

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COUNCIL³

	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

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.

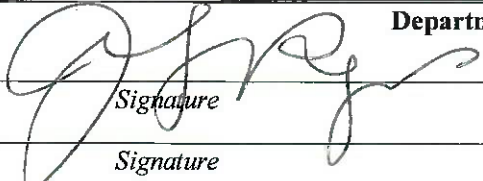
⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

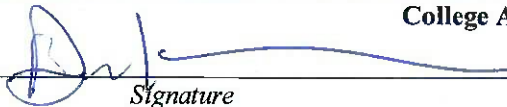
⁶ Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation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

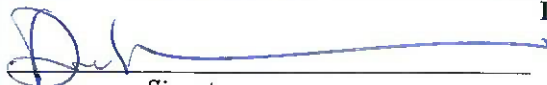
⁷ The UUAC approved the clarification that "general requirements for graduation" means the enumerated items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Signature	<u>11/3/20</u> Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
 Signature	<u>11-3-2020</u> Approval date
_____ Signature	_____ Approval date

Dean(s)	
 Signature	<u>11-3-2020</u> 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

Application for a New Course v10.7

Discard instructional pages A-C before submitting application

Course ID (<i>Subject and Number</i>)	IPE 302 Topics in Interprofessional Education
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Dana Kennamer
2	Course Instructor	Various
3	Course Title	Topics in Interprofessional Education
4	Course Abbreviation for Banner if title is more than 30 characters	IPE
5	College	CEHS
6	Department or School	Social Work – Courses will be housed for Banner purposes in Social Work, but will be administered by the Director of Interprofessional Education, currently Jenn Rogers in the Department of Teacher Education.
7	Number of Credit Hours	1
8a.	Number of contact hours – lecture	15 hours Courses typically meet in a Thursday, Friday, Saturday format with the following times: • Thursday from 5:00-8:50 PM • Friday from 5:00-9:50 PM • Saturday from 9:00 AM -4:00 PM
8b.	Number of contact hours – lab/activity	
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	
11	Is the course repeatable for additional credit?	Yes
12	Maximum total number of credit hours a student can earn for this course	Unlimited
13	What type of course is this?	☒ Traditional lecture

	(Select one option. Please see Schedule Type definitions on Page C.)	☐ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation
14	Number of faculty workload hours	1
15	Grade Mode	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	20
17	Catalog Description (50 words or less)	An exploration of interprofessional engagement and collaboration in health, human service and education fields.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Sophomore standing; Majors in the College of Education and Human Services or the School of Nursing; Others by permission
19	List any corequisites	NA
20	If the course is cross-listed, specify the Course ID(s)	No
21	Does this course require any additional student course fees?	☒ No – See below ☐ Yes If yes, attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-8.
22a	Will the course be offered in fall terms?	☐ No ☒ Yes If yes: all, even, or odd years?
22b	Will the course be offered in spring terms?	☐ No ☒ Yes If yes: all, even, or odd years?
22c	Will the course be offered in summer terms?	☒ No ☐ Yes If yes: all, even, or odd years?
23	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Fall 2021

24	Is this course required for a degree/s?	☒ No ☐ Yes If yes, attach a revised degree plan(s) reflecting the placement of the new course. <i>Note: In the future, some departments plan to include an IPE requirement. These degree changes have not yet gone through councils.</i>
25	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	☒ No ☐ Yes If yes, provide rationale:
26	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	☐ No ☒ Yes If yes, provide course ID, term, and enrollment: As part of the CEHS IPE pilot, the following courses were offered in spring 2020: SOCW 440 Interprofessional Skills in Simulation SOCW 440 Interprofessional Education and Vocation SOCW 440 Interprofessional Education and Ethics The Ethics course is now approved as a stand-alone course and will not be included in the topics course selections These courses were cross-listed as CSD, EDUC, and KINE courses. The new IPE prefix, will provide greater clarity. In spring 2021 we will continue offering the following courses using an EDUC prefix: EDUC 340 Interprofessional Skills in Simulation EDUC 440 Interprofessional Education and Ethics
27	List any courses in which the content overlaps the proposed course.	NA

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.

The course is not currently required in a degree plan. However, the School of Social Work will be submitting a proposal later to add two IPE courses to the degree this semester – the recently approved course IPE 310 Interprofessional Education and Ethics

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

Health, human services and education fields are interdisciplinary in nature. Limiting learning to individual departmental contexts does not optimally prepare our students for the multidisciplinary nature of the professions represented in CEHS and nursing. These courses will provide context for our students to practice the communication, collaboration and advocacy skills they will need when they enter their chosen vocation.

The College of Education and Human Services began our IPE Initiative two years ago. This collaborative initiative provides opportunity for experiential learning and curriculum integration that aligns with the NSSE Engagement Indicators & High-Impact Practices including the following:

- Higher-Order Learning
- Reflective & Integrative Learning
- Collaborative Learning

III. Course Design

A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.

This course is designed for students in majors in the College of Education and Human Services and the School of Nursing. Students must have completed 30 hours (sophomore standing) prior to enrolling in the course. Others may enroll by permission. The Director of Interprofessional Education, currently Jenn Rogers, will communicate each semester with advisors who work with students in other fields who might benefit from and contribute to the interprofessional learning context. These majors include Child and Family Services, Psychology, and teaching majors housed outside of the College of Education and Human Services.

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

To guide this initiative, the IPE Implementation Team developed the following internal definition and the IPE Competencies to guide our work.

Interprofessional Education at ACU: When students from two or more professions learn about, from, and with each other to demonstrate effective collaboration and improve social determinants of health and/or educational outcomes (adapted from World Health Organization, 2010).

ACU IPE Competencies

Values/Ethics of Interprofessional Practice

- Work in cooperation with those who receive services, those who provide services, and others who contribute to or support the delivery of services.
- Interact with high standards of ethical conduct within the client/student, family, and IPE team relationship.
- Manage ethical dilemmas specific to IPE situations within one's own professional scope of practice.

Roles/Responsibilities

- Communicate one's roles and responsibilities clearly to clients/students, families, and other professionals.
- Communicate with team members to clarify each member's responsibility in executing components of a treatment plan or intervention.
- Use unique and complementary abilities of all members of the team to optimize client/student services.

Interprofessional Communication

- Organize and communicate information with clients/students, families, and team members in a form that is understandable, avoiding discipline-specific terminology when possible.
- Express one's knowledge and opinions to team members involved in client/student service with confidence, clarity, and respect, working to ensure a common understanding of information and treatment and service decisions.
- Recognize how one's own uniqueness, including experience level, expertise, culture, power, and hierarchy within the team, contributes to effective communication, conflict resolution, and positive interprofessional working relationships (University of Toronto, 2008).

Teams and Teamwork

- Describe the process of team development and the roles and practices of effective teams.
- Use process improvement strategies as needed to increase the effectiveness of interprofessional teamwork and team-based services.
- Reflect on individual and team performance for individual, as well as team, performance improvement.

B. IPE 302 STANDARDIZED STUDENT LEARNING OUTCOMES AND MEASUREMENTS

	STUDENT LEARNING OUTCOME Note: SLOs are informed by the CEHS IPE Competencies included above.	MEASUREMENT
1	Identify and communicate the unique contributions of their chosen field in interprofessional contexts.	Research and analysis assignments including the following: • Reading Response Assignments • Presentations • Multimedia Projects • Interviews • Simulations • Guided Discussions/Socratic Seminars
2	Students will explore relationships between professions in health and human services and education contexts.	Research and analysis assignments including the following: • Reading Response Assignments • Presentations • Multimedia Projects • Interviews • Simulations • Guided Discussions/Socratic Seminars

3	Students will collaborate with other professional stakeholders within and outside of their chosen field.	Research and analysis assignments including the following: • Reading Response Assignments • Presentations • Multimedia Projects • Interviews • Simulations • Guided Discussions/Socratic Seminars
4	Students will identify and reflect on qualities of effective advocacy and/or leadership within interprofessional contexts.	Research and analysis assignments including the following: • Reading Response Assignments • Presentations • Multimedia Projects • Interviews • Simulations • Guided Discussions/Socratic Seminars

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**.

Readings vary by section/topic and draw primarily on full-text articles and other web-based materials published by the recognized organizations for each field represented in the course.

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

IV. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
3	Instructional Design — The syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center letter.
4	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.
Attach if applicable	

5	Content Overlap — Include one document for each course you listed in Section I-27. Attach statement from instructor/dept chair of existing course justifying the new offering. NA
6	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. NA
7	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. NA
8	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. NA
9	Justification — Attach any documents to which you refer in Section II-B.

**Abilene Christian University Fall 2021
IPE 302 Topics in Interprofessional Education
Interprofessional Education and Skills in Simulation**

Faculty: TBA

Dates and Times: TBA

- Thursday from 5:00-8:50 PM
- Friday from 15:00-9:50 PM
- Saturday from 9:00 AM -4:00 PM

Location: TBA

Minimum requirements: Sophomore standing; major in the College of Education and Human Services or the School of Nursing; others may enroll with permission.

UNIVERSITY MISSION STATEMENT

To educate students for Christian service and leadership throughout the world.

COLLEGE OF EDUCATION AND HUMAN SERVICES MISSION STATEMENT

The mission of the College of Education and Human Services is to equip students for global service and leadership through exemplary practice in education and human services, informed by a Christian perspective.

CHRISTIAN PERSPECTIVE

Faculty is responsible for facilitating student learning in preparation for professional careers in health, human services and/or education and accept the responsibility to model Christian character, authenticity, service, and leadership in professional practice. These professional fields are inherently spiritual in nature as they are focused on human health and flourishing across the lifespan. The curriculum of the course will integrate the mission of the university; knowledge of the student's chosen discipline; and concepts that reflect the behaviors, attitudes, and values consistent with faith-informed professional practice.

ACU IPE CURRICULUM FRAMEWORK

The following guides all IPE 320 Topics in Interprofessional Education courses . Each course will focus on aspects of the framework appropriate to the identified course topic.

***Definition of Interprofessional Education at ACU:** When students from two or more professions learn about, from, and with each other to demonstrate effective collaboration and improve social determinants of health and/or educational outcomes (adapted from World Health Organization, 2010).*

ACU IPE Competencies

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- Communicate one's roles and responsibilities clearly to clients/students, families, and other professionals.
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- Recognize how one's own uniqueness, including experience level, expertise, culture, power, and hierarchy within the team, contributes to effective communication, conflict resolution, and positive interprofessional working relationships (University of Toronto, 2008).

Teams and Teamwork

- Describe the process of team development and the roles and practices of effective teams.
- Use process improvement strategies as needed to increase the effectiveness of interprofessional teamwork and team-based services.
- Reflect on individual and team performance for individual, as well as team, performance improvement.

CATALOG DESCRIPTION

An exploration of interprofessional engagement and collaboration in health, human service and education fields.

COURSE DESCRIPTION

This course will rely on skills learned across selected helping professions (i.e. Athletic Training, Communications/Sciences and Disorders, Nursing, Nutrition/Dietetics, Occupational Therapy, Social Work, and Teacher Education) to engage in hands-on, experiential interprofessional simulation. Each student will be engaged in utilizing knowledge and skills gained in their respective disciplines to contribute to an interdisciplinary team in life-like simulation exercises. Time for preparation and adequate reflection will be built into this course.

PROFESSIONAL BEHAVIOR EXPECTATIONS

General professional behavior expectations are outlined in the ACU Student handbook. Professional behavior also includes promptness to scheduled classes, respectful email communication (outlined below), respectful oral communication with peers and faculty, and consideration for others in the classroom setting. Professional behavior requires student preparation for all class meetings with thorough and timely completion of readings and assignments. Student active participation serves as preparation for the professional contexts they will someday enter. Active engagement assumes attention to the topics, activities, speakers, faculty, peers, and clients involved in any given setting. Distractions should be for emergencies only, and faculty should be notified if potential phone or other issues are anticipated.

Communication Expectations

Use of ACU faculty email is the preferred method of contact. Please be aware that it is customary to allow at least 24 hours for a response to an email that is sent on a business day (Monday-Friday), but we will strive to reply to your emails as soon as possible and often before 24 hours has elapsed. Emails that are sent over the weekend may not be answered until the following Monday. It is our intention to answer all emails in a timely manner. Please keep in mind that email is a great tool but emails can get embedded in other threads and/or lost. If you feel that sufficient time has lapsed without a response, please try again, come by the office or try our cell phone.

COURSE POLICIES

Attendance and Late Work Policy

Because of the condensed and interactive nature of the course, students must be present for all class meetings in order to complete course requirements. Late work will not be accepted.

Academic Integrity

ACU expects its students to practice absolute academic integrity. Plagiarism, cheating and other forms of academic dishonesty are not acceptable at ACU. Students should consult the university's Academic Integrity Policy for a fuller description of the expectations of students and procedures for dealing with violations of the policy. Students may share notes and resources to facilitate one another's learning; however, it is considered unethical for one student to ask another for copies of papers, projects, old exams, or to show or exchange answers before, during or after exams, clinical validations or demonstrations. Please refer to the University's Academic Dishonesty Policy for any questions or examples.

Students with Disabilities

The ADA Compliance Statement from the University Access Programs-Alpha Scholars Program is as follows: "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." Additional information about the Alpha Scholars Program can be found at: University Access-Alpha Scholars.

TITLE IX POLICY:

As professors, one of our responsibilities is to help create a safe learning environment on our campus. We also have a mandatory reporting responsibility related to our role as professors. It is our 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. We will seek to keep the information you share private to the greatest extent possible. When we are not able to keep your information confidential, we will only share it with responsible administrators on campus who can provide you with services and resources. We are required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence or stalking that you report to me. If you would prefer to share information in a confidential setting, we encourage you to speak with someone in the [ACU Counseling Center](#). All of your options are available for review by clicking on the link to ACU's [policy](#).

COURSE LEARNING OUTCOMES, ASSESSMENTS AND GRADING SCALE

Course will include lecture, discussion, demonstrations, active learning, and practice. Student mastery of content will be assessed by a variety of individual and group projects, individual competency, and written assignments.

IPE 302 Topics in Interprofessional Education Standardized Student Learning Outcomes

STUDENT LEARNING OUTCOME	MEASUREMENT – See the Major Assignments section below for final grade calculation percentages.
Identify and communicate the unique contributions of their chosen field in interprofessional contexts.	Class Participation Discussions IPE Case Study Simulation
Students will explore relationships between professions in health and human services and education contexts.	Class Participation Discussions Zoom Panelist Discussion IPE Case Study Simulation Reflection Paper
Students will collaborate with other professional stakeholders within and outside of their chosen field.	Discussions IPE Case Study Simulation
Students will identify and reflect on qualities of effective advocacy and/or leadership within interprofessional contexts.	Zoom Panelist Discussion IPE Case Study Simulation Reflection Paper

Assignments & Final Grade Calculation Percentages (*Specific criteria will be provided when assigned.*)

Attendance and class participation (10%)

- Be present for online video conferencing
- Participate actively in group discussions
- View content presented modules
- Ask critical questions related to course content

Discussions (30%)

- Welcome to my Profession: students will provide a brief introduction of their selected profession/role.
- Interprofessional Collaboration in the Media: students will be asked to find a recent event (i.e. a media clip) that demonstrates effective collaboration between multiple disciplines.
- Students must utilize a minimum of 200 words for initial posts and respond to at least two peers using a minimum of 100 words for each response.

Zoom Panelist Discussion (10%)

- Students will be asked to participate in a live virtual discussion about a specific topic amongst a selected group of panelists who share differing perspectives and examples from clinical expertise.
- Students must come prepared to ask questions and actively engage in discussion.

IPE Case Study/Simulation (25%)

Based on readings and class activities, students will be asked to find a professional in their field that works with other professions to interview about their view of ethical decision making and personal experience with professional ethics. Students will write a reflection on this interview, and do in-depth assessment of how they (personally) anticipate dealing with ethical dilemmas when working with other professionals. Knowledge of class materials will be used adequately. More information will be given in class.

Reflection Paper (25%)

Students will write a reflection on this course and selected topic. This assignment will provide an in-depth assessment of how they interacted with other professionals and potential modifications for future practice. Knowledge of class materials will be used adequately. More information will be provided in the assignment description in Canvas.

Grading Scale

90-100 = A

80-89 = B

70-79 = C

60-69 = D

59 or less = F

COURSE CALENDAR

Friday	• Introduction • Welcome to my Profession Assignment (Beginning of Class) • IPE Collaboration Example	• Discussion Boards	I, III
Saturday	• Panel of professions • Stuck on an Island Scenario	• 1-2 questions per profession (Beginning of Class) • Upload Stuck on an Island scenario to discussion board	I, II, III
Sunday	• Case study/Simulation	• Case study presentation • Reflection Paper	I, I, III, IV
On week after the last class meeting	Reflection Paper due @ 11:59pm		

11-3-2020

Dr. Dana Kennamer
Phillips Education Building 101A
674-2112
dlp94a@acu.edu

Re: Review of IPE 302: Topics in Interprofessional Education

Dear Dr. Kennamer,

Thank you for the submission of IPE 302: Topics in Interprofessional Education. I reviewed the syllabus based on the [ACU Syllabus Guidelines](#). Based on the university guidelines, please add the following items when they are known and also consider adding ACU's Title IX policy. The Title IX policy is recommended, but not required. University approved Title IX language is below.

- Professor
- Professor's rank
- Office location
- Phone number
- Email
- Contact expectations
- Location of the class

Title IX language: 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. When I am not able to keep your information confidential, I will only share it with responsible administrators on campus who can provide you with services and resources. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence or stalking that you report to me. If you would prefer to share information in a confidential setting, I encourage you to speak with someone in the [ACU Counseling Center](#). All of your options are available for review by clicking on the link to ACU's [policy](#).

This letter is not meant to be a final approval in the course application process. Instead it is intended as a reference which will be read by your dean and members of the council, who may also have questions or comments of their own.

We would like to thank you for allowing the Adams Center team to review your course application. The instructional design team would love to work with you on your syllabus,

as well as the design, development or revision of this and other courses. If there is anything else we can do to help you, please feel free to let me know.

Sincerely yours,

A handwritten signature in cursive script that reads "Amy Boone". The signature is written in black ink and is positioned below the "Sincerely yours," text.

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: October 27, 2020
TO: Dr. Dana Kennamer
FROM: Mark McCallon, Associate Dean for Library Information Services
RE: Course Application for IPE 302 – Topics in Interprofessional Education

After reviewing the course proposal and course syllabus, the library does have adequate resources to support the proposed course. Thank you for letting us review the course proposal.