

Approval Chart for Curriculum Changes

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

Course Number PHP 201 or Degree Plan(s) _____

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

Please see attached course application.

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	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										
	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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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.

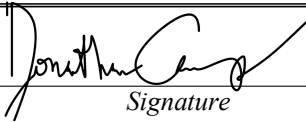
⁶ Courses that satisfy ACU’s University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and “not narrowly focus on those skills, techniques, and procedures specific to a particular occupation 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)	
 Autumn Sutherland (Sep 14, 2021 16:39 CDT)	
Signature	Approval date
Signature	Approval date

College Academic Council(s)	
	
Signature	Sep 17, 2021 Approval date
Signature	Approval date

Dean(s)	
 Greg Straughn (Sep 22, 2021 13:23 CDT)	
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

Application for a New Course v10.7

Instructions:

- Consult with the Registrar's Office to confirm a course number and ask any questions about effects on related degree plans.
- Complete the New Course Application.
- Create the course syllabus. Refer to the Syllabus Checklist and consult with the Adams Center Instructional Design team with any questions.
- Submit the application and syllabus to the Adams Center Instructional Design team by email to director Berlin Fang for review and recommendations.
- Submit the application and syllabus for library review to Associate Dean Mark McCallon.
- Compile the full application and attachments. This includes at a minimum the approval chart, new course application, syllabus, and letters reviewing the syllabus and library support.
- Conduct departmental vote to approve addition of the course.
- Submit to College Academic Council.
- Your college will route the application from this point. The department chair will be notified of necessary meetings with university councils.

The course developer completes this application with all relevant supporting documentation before the new course is reviewed by the department or any academic council.

Syllabus Checklist v10.7

NOTE: It is not necessary to submit this checklist with the New Course Application. The checklist is used by the Adams Center in syllabus review. All items below are required unless otherwise marked.

About the Course

- Course number and title
- Credit hours
- Semester and year
- Meeting time and place (if face-to-face)
- Prerequisite/corequisite

About the Instructor(s)

- Name and title or rank
- Office location
- Phone number(s)
- Email address
- Office hours / contact expectations

Mission Statements

- ACU mission statement
- College mission statement
- Departmental mission statement
- Personal mission statement (optional)

Unique Christian Perspective

- Description of how learning and Christian faith are integrated in the course

Course Content

- Catalog description
- Intended audience
- Outline of topics
- Format of course/types of activities student should expect in the course

Teaching/Learning Methods and Format of Class Sessions

- Description of the types of activities students should expect in the course

Materials

- Required and optional materials, including textbooks, etc.

Student Learning Outcomes/Measurements

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

Assessment/Grading Criteria

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

University Policies

- Special needs policy — ADA
- Academic integrity policy and link
- Title IX policy

Course Policies

Expectations and consequences regarding:

- Attendance (if face-to-face)
- Tardiness (if face-to-face)
- Participation
- Course-specific academic integrity information
- Late assignment/exam policy

Course Calendar

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

- Exam dates
- Assignments
- Due dates and other deadlines
- Schedule of readings and topics
- Statement to reserve right to modify the calendar as necessary

Schedule Type definitions for Section I-13.

Traditional Lecture	Traditionally formatted course that may include a variety of teaching methods.
Traditional Lab	Usually affiliated with lecture course. Provides application of knowledge and learning experiences related to lecture content.
Traditional Lecture/Lab	Traditionally formatted course that may include a variety of teaching methods, and for which a lab experience is included and graded with the lecture portion of the course. One grade for both.
Experiential Learning	Application of knowledge or a learning experience not typically connected to a lecture course, examples include PEAC, theatre workshop, field experience, practicum, internship and active research courses.
Seminar	Course in which a topic is discussed by a teacher and a small group of students. Examples include colloquia and workshops.
Studio	Application of knowledge or a learning experience that combines lecture, active learning and discussion among the teacher and students in a studio environment. Examples include art, design and music.
Thesis	Required course for students working on graduate thesis.
Dissertation	Required course for students working on doctoral dissertation.

Guidance for writing student learning outcomes in Section III-B.

	Student Learning Outcome	Measurement
	<i>Instructions:</i> Outcomes should be observable and measurable, and stated in terms of student performance. It can be helpful to complete the sentence “Students will be able to...” If the outcomes are primarily cognitive, consider using Bloom’s Taxonomy to evaluate whether the competencies are at an appropriate level for the course. In the rarer instances where affective or psychomotor competencies are used, give careful attention to measurement techniques.	<i>Instructions:</i> Detail the instrument that will be used to gather the measurement. Examples might include: written papers, quizzes, tests, verbal presentations, video, audio, portfolio artifacts, demonstrations, performances, etc. This column should indicate where you will look for evidence of the type of student work that you expect.
1	Defend dietary goals in light of current research.	Weekly Reading Journal, Research Paper
2	Examine personal values, attitudes and expectations to enhance self-awareness for greater effectiveness as a social work professional.	Field Instructor Evaluation
3	Integrate terminology from literary history into writing.	Research Paper

Application for a New Course v10.7

Discard instructional pages A-C before submitting application

Course ID (<i>Subject and Number</i>)	CPHP 201
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I. Systems and Catalog Information Complete each item.

1	Course Developer	M. Cynthia Powell/Diana Flanagan
2	Course Instructor	M. Cynthia Powell/Diana Flanagan
3	Course Title	Introduction to Health Professions Seminar
4	Course Abbreviation for Banner if title is more than 30 characters	Intro to Health Professions
5	College	Arts and Sciences
6	Department or School	Chem / Biochem
7	Number of Credit Hours	1
8a.	Number of contact hours – lecture	1
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	1
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	1

15	Grade Mode	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	40
17	Catalog Description (50 words or less)	Introduces second-year pre-health professions students to healthcare career paths, team-based health care practice, and healthcare systems as well as essential pre-professional competencies. Students will prepare a pre-professional portfolio and have opportunities to develop professional skills that will support their applications to graduate health professions programs.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Sophomore standing
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)	N/A
20	If the course is cross-listed, specify the Course ID(s)	
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-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	Fall 2022

	offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	
24	Is this course required for a degree/s? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	☒ 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 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: Two sections: CHEM240.01, CHEM240.02, Fall 2021, total enrollment: 63
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-D.</i>	No substantial overlap with existing courses.

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.

CPHP201 will not be required for any degree programs, but all students wishing to pursue a career in health professions will be encouraged to enroll in this course.

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

Each year approximately 200 ACU entering freshmen declare a concentration in health professions with the intention to pursue graduate work in one of eight traditional areas of practice: medicine, dentistry, pharmacy, physician's assistant, optometry, physical therapy, occupational therapy, or veterinary medicine. An additional 90-120 students enter ACU intending to complete a degree in nursing and 20-30 students begin degrees planning to pursue speech pathology. These pre-health professions students comprise an estimated one-third of all entering freshmen and choose majors that literally span the university. While nursing is an undergraduate degree and speech pathology graduate students usually complete an undergraduate major in the same field,

other health professions' graduate programs give *no admissions preference* to students based on undergraduate major. Though students will often state that they are a "pre-med" major or "pre-PT" major, no such majors exist. A student may choose a major in any field and must complete graduate-program prescribed prerequisites to be eligible to apply for a graduate health professions program. Our pre-health students earn degrees in Business, Bible, English, Psychology, Kinesiology or Nutrition, Chemistry or Biochemistry, Biology, Music and others.

The difficulty of the health professions prerequisite coursework and associated academic and social challenges of various degrees mean that an ACU freshman cohort may have 160 students declaring "pre-medicine" as their career goal, but by mid-semester of the freshmen year, this number is often no more than 120 students. As students progress through the prerequisite course sequence integrated into whatever major they have chosen, the majority of the original cohort migrate out of the career track sometimes leaving the university. During the semester before application 20-30 students typically remain committed to medical school application. After taking the Medical College Admission Test, it is not unusual for a number of these students to choose to forgo the application process due to low MCAT scores. We do not have as robust of data for the other health professions since the number of ACU students interested in these professions are fewer and less stable, but the trends are similar. While it can seem discouraging, health professions advisers at other universities report similar attrition among their pre-health professions population; this is a wide-spread challenge for those tasked with preparing students for graduate work in health professions.

In response to these challenges, undergraduate institutions are increasing pre-health profession student support to more broadly prepare students to fill a variety of healthcare roles as well as assuring that students have key information about career options. The difficulty is clearly not student interest, as more than 30% of our entering students are interested in careers in healthcare; nor, is the difficulty lack of opportunity for graduate health sciences education as the number of graduate programs has steeply increased in the last decade. Rather, the challenge is a limited stream of adequately prepared undergraduate students and students whose skill sets are not well-matched with career aspirations. Increasing opportunities to learn about health careers, evaluate personal interests and skills, and develop pre-professional competencies should have a positive impact on student career outcomes and a positive impact on ACU student retention.

The addition of this seminar course is aligned with the trend in pre-professional education across the nation.

III. Course Design

A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.
Sophomore (second-year) students who are preparing for a career in health professions. They should have successfully completed one academic year after high school graduation and completed freshmen level courses required as prerequisites for their intended health professions graduate program.
2. State the overarching course goal(s) in performance terms.

The basis for this course is the essential competencies identified by the American Association of Medical College's Website (<https://students-residents.aamc.org/applying-medical-school/article/core-competencies/>) which profoundly illustrates that preparing pre-health professions students extends beyond providing science content and observation opportunities. Through this seminar course we hope to provide training in and assessment of key hard and soft skills and guide students as they make career choices that align with their individual skill sets. By the end of the course, students should be familiar with the essentials of the organization of the US healthcare system, understand team-based medical practice in clinic and hospital settings, be aware of a wide variety of health professions careers and the education required to enter a profession, and have completed assessment of personal skills and attributes related to professional goals. They will assemble a pre-professional portfolio and prepare a career goal map that will help guide their career decisions as they complete their undergraduate degrees.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Be able to reflect on personal characteristics and experiences that provide motivation for a career in health sciences.	A personal statement essay that describes motivation and preparation for a career in health professions.
2	Be able to describe team-based medical practice in clinic and hospital settings.	Reflection assignments in response to class sessions during which teams from a hospital and from a clinic present.
3	Be able to assess personal skills and attributes related to professional goals and will have enhanced self-awareness by examining personal values, attitudes and expectations.	Reflection assignments in response to appropriate class sessions. Completion of self-evaluation tools.
4	Be able to identify essential pre-professional competencies and know how to demonstrate personal proficiency in these areas.	Completion of a pre-professional portfolio that includes specific goals for enhancing preparation in each of the AAMC competency areas.
5	Be able to map the key steps to successful application to a graduate professional program.	Completion of an individualized map for a successful application to professional school that includes a primary and secondary career goal.

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**.

No textbooks are required. Resources for this course are available free of charge online and include materials available on the professional Websites for each health profession.

- 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.
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.
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.
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.
9	Justification — Attach any documents to which you refer in Section II-B.

PHP201: Intro to Health Professions Course Syllabus

Mission Statements:

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

College of Arts and Sciences: The mission of the College of Arts and Sciences is to educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a liberal arts education with professional and career education.

Chemistry & Biochemistry: The ACU Department of Chemistry and Biochemistry integrates a Christian worldview with strong academic instruction and experience, educating students for Christian service and leadership throughout the world.

Biology Department: The Department of Biology educates students for Christian service and leadership by preparing them to become biological scientists, pre-college teachers, and health care professionals.

Instructor: Dr. Cynthia B. Powell
Office: Halbert-Walling Research Center 105 or 324
Phone: 325-674-2864 or 325-674-2351
Email: powellc@acu.edu *email is the best way to contact me outside of class
Lecture: Mondays 6:00-6:50 PM, HAL 100
Office Hours: Mondays 2:00-5:00 PM (HAL 105)
Wednesdays 2:00-5:00 PM (HAL 105)
Fridays 9:00-11:00 AM (HAL 105)
[Link to Schedule Office Hour Appt.](#)

Instructor: Dr. Diana L. Flanagan
Office: Halbert-Walling Research Center 103 or 212
Phone: 325-674-2749
Email: dlf09b@acu.edu *email is the best way to contact me outside of class
Lecture: Mondays 6:00-6:50, HAL 303 A&B
Office Hours: Mondays 2:00-5:00 (HAL 103)
Wednesdays 10:00-11:00 & 2:00-5:00 (HAL 103)
[Link to Schedule Office Hour Appt.](#)

Course Title: PHP201 Introduction to Health Professions Seminar

Catalog description: Introduction to Health Professions Seminar is designed for second-year pre-health professions students. Students will explore healthcare career paths, team-based health care practice, and healthcare systems as well as essential pre-professional competencies. They will prepare a pre-professional portfolio and have opportunities to develop professional skills that will support their applications to graduate health professions programs.

Number of Credit Hours: 1

Required materials: There are no required textbooks or resources. You will need access to Canvas and the use of a computer to complete class assignments.

Prerequisites: Sophomore standing and completion of a minimum of one year of coursework pertinent for a pre-health professions career track. If required by the chosen career-track, completion of General Chemistry I and II and Introductory Biology I and II is strongly recommended.

Unique Christian Perspective: As future healthcare professionals you will be interacting with a diverse population experiencing health stress that may be extreme. Our goal is to prepare you academically to become excellent providers, but also to prepare you spiritually and emotionally to be ambassadors for Christ in a hurting world.

Anticipated Outcomes and Competency Measures: The course content is designed to integrate the interpersonal and intrapersonal competencies that the American Association of Medical Colleges have listed as essential for entering medical students which are applicable to all health professions.. This [link](#) provides more detailed information on the competencies.

The table below details the anticipated outcomes and how these will be measured.

	Student Learning Outcome	Measurement
1	Be able to reflect on personal characteristics and experiences that provide motivation for a career in health sciences.	A personal statement essay that describes motivation and preparation for a career in health professions.
2	Be able to describe team-based medical practice in clinic and hospital settings.	Reflection assignments in response to class sessions during which teams from a hospital and from a clinic present.
3	Be able to assess personal skills and attributes related to professional goals and will have enhanced self-awareness by examining personal values, attitudes and expectations.	Reflection assignments in response to appropriate class sessions. Completion of self-evaluation tools.
4	Be able to identify essential pre-professional competencies and know how to demonstrate personal proficiency in these areas.	Completion of a pre-professional portfolio that includes specific goals for enhancing preparation in each of the AAMC competency areas.
5	Be able to map the key steps to successful application to a graduate professional program.	Completion of an individualized map for a successful application to professional

		school that includes a primary and secondary career goal.
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Text: There is no required textbook. All readings will be posted to Canvas. Students are expected to read and come to class prepared for discussion.

Grading:

Letter grades will be assigned according to the proportion of total points earned using the following scale: A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F ≤ 59%.

The course grade will consist of the following:

- | | |
|---|-----|
| 1) Attendance & active participation | 20% |
| 2) In-class assignments (reflections, discussion questions) | 20% |
| 3) Completed ePortfolio Assignments | 30% |
| 4) Career Research Project | 30% |

Detailed information for each graded assignment will be posted to Canvas.

Please note: Late work will not be accepted. Any assignment submitted after the due date and time will receive no credit. No email submissions will be accepted. All documents must be uploaded to Canvas.

Attendance Policy: This course is heavily discussion/activity-oriented and depends on consistent student attendance. Excused absences include days missed for ACU-sponsored activities and personal emergencies as permitted by course instructors.

Tardiness Policy: It is essential to be on time for each session to gain the most from our class experience. Being on time shows respect to your fellow students. We encourage you to arrive on time and stay until the end of each class session. We will use weekly in-class response quizzes to take attendance. Quizzes may be given at the beginning or end of class.

- If a student accrues **3 “absences”** (20% of the class), that student will receive an “F” as a final grade.

Information shared with us: We hope you will feel comfortable in confiding concerns to us and asking advice or counsel. We are on your side. In our sexually charged society, however, you need to know that we work under some legal guidelines. We will seek to keep information you share with us private to the greatest extent possible, but we have mandatory reporting responsibilities to share information regarding sexual misconduct and crimes we learn about to help make our campus a safer place for all. The ACU extended statement concerning this is <http://www.acu.edu/community/offices/administrative/dean-of-students/sexual-assault-and-anti-harassment-title-ix/overview.html>

Harassment policy: At ACU, we strive to comply with all applicable legal requirements prohibiting, preventing, and responding to harassment against any member of the ACU community (**e.g., Title VI, VII, and IX**). Moreover, as a Christian community, ACU has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Our **Anti-Harassment Policy** outlines specific definitions and procedures related **discriminatory and sexual harassment, sexual misconduct, assault, stalking, and relationship violence**. If you experience harassment in any of these forms, we encourage you to [report it](#) so that we can help maintain a work and academic environment free of unlawful harassment.

See the full university policy by following [this link](#).

Statement Regarding Disabilities: If you have a documented disability and wish to discuss academic accommodations, you must contact the *ACU Student Disability Services Office* (part of *Alpha Academic Service*) at (325) 674-2667 to make an appointment with the Director of Disability Services. In order to receive accommodations, you must be registered with them for each class in which you need accommodations. They will make necessary arrangements in cooperation with instructors.

Academic Integrity Policy:

Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failure to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one's own, and 3) Falsifying information orally or in writing. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of your school, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following [this link](#).

Technology in the Classroom: Cellular Phones, Pagers, and Recorders are not allowed in the classroom. Lectures or classroom materials may not be posted to any form of social media or internet websites.

Agree Not to Share

ALL Course Materials posted in Canvas or handed out in class are copyrighted and are not to be shared in any format. This includes pictures, problems, or documents, provided by instructor or teaching assistants. No materials used in this class, including, but not limited to, online pages, images/pictures, documents, videos, problems, examples, assessment items (questions on quizzes or exams), in class materials, review sheets, or additional problem sets, may be shared online (or in any other way) or with anyone outside of the class unless you have the author's/creator's explicit, written permission. Such unauthorized sharing of materials is considered an act of academic dishonesty. Any suspected unauthorized sharing of materials will be investigated and if warranted, will be reported. These reports can result in sanctions, including but not limited to, failure in the assignment and/or course.

Tentative Course Schedule
(Any changes will be announced in class and posted to Canvas)

	*AAMC Competency #	Assignment
<u>Week 1</u>		
Introduction to the course		Group Activity
AAMC Pre-professional competencies	all	Healthcare Exp Record
<u>Week 2</u>		
Growth Mindset & Grit Survey	#8, #9	STaRT
Approaches to Study/Reflection		Study Habits Reflection
<u>Week 3</u>		
Organization of Healthcare Systems	#3, #5	Reflection
<u>Week 4</u>		
ePortfolio Introduction (Includes personal statement)	#9	due 12/6
<u>Week 5</u>		
Service Fair	#1	Halbert-Walling Atrium Complete 3 hrs of service
<u>Week 6</u>		
Healthcare Models Who is on a healthcare team? Professionalism	#4, #15	Small Group "report"
<u>Week 7</u>		
Faith in Practice	#6, #7, #13	Reflection
<u>Week 8</u>		
Health & Wellness	#5, #8, #15	Small Group "report"

Week 9

Hospital Practice Healthcare Teams	#4, #5, #13	Submit & ask 2 questions Virtual shadowing, reflection
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Week 10

Private Practice Healthcare Team	#4, #5, #13	Submit & ask 2 questions Virtual shadowing, reflection
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Week 11

Independent Practice Areas	#4, #5, #13	Submit & ask 2 questions Virtual shadowing, reflection
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Week 12

Implicit Bias; Diversity, Equity, Inclusion	#2, #3, #15, #13	Reflection
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Week 13

Career Research Project	#9, #13	due 12/6
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Week 14

Social Determinants of Health	#2, #3, #15, #13	Reflection
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Week 15

Leadership Training	#4-#8, #15	Reflection
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Week 16 (12/6)

Completed ePortfolio & Career Research Project due at end of final exam period

* AMMC Competencies are provided at the end of this syllabus for your easy reference

<https://www.aamc.org/services/admissions-lifecycle/competencies-entering-medical-students>

<https://students-residents.aamc.org/media/10606/download>

The 15 Core Competencies for Entering Medical Students (defined below) have been endorsed by the AAMC Group on Student Affairs (GSA) Committee on Admissions (COA). The

competencies fall into four categories: Interpersonal, Intrapersonal, Thinking and Reasoning, and Science.

Interpersonal Competencies

- 1) **Service Orientation:** Demonstrates a desire to help others and sensitivity to others' needs and feelings; demonstrates a desire to alleviate others' distress; recognizes and acts on his/her responsibilities to society; locally, nationally, and globally.
- 2) **Social Skills:** Demonstrates an awareness of others' needs, goals, feelings, and the ways that social and behavioral cues affect peoples' interactions and behaviors; adjusts behaviors appropriately in response to these cues; treats others with respect.
- 3) **Cultural Competence:** Demonstrates knowledge of socio-cultural factors that affect interactions and behaviors; shows an appreciation and respect for multiple dimensions of diversity; recognizes and acts on the obligation to inform one's own judgment; engages diverse and competing perspectives as a resource for learning, citizenship, and work; recognizes and appropriately addresses bias in themselves and others; interacts effectively with people from diverse backgrounds.
- 4) **Teamwork:** Works collaboratively with others to achieve shared goals; shares information and knowledge with others and provides feedback; puts team goals ahead of individual goals.
- 5) **Oral Communication:** Effectively conveys information to others using spoken words and sentences; listens effectively; recognizes potential communication barriers and adjusts approach or clarifies information as needed.

Intrapersonal Competencies

- 6) **Ethical Responsibility to Self and Others:** Behaves in an honest and ethical manner; cultivates personal and academic integrity; adheres to ethical principles and follows rules and procedures; resists peer pressure to engage in unethical behavior and encourages others to behave in honest and ethical ways; develops and demonstrates ethical and moral reasoning.
- 7) **Reliability and Dependability:** Consistently fulfills obligations in a timely and satisfactory manner; takes responsibility for personal actions and performance.
- 8) **Resilience and Adaptability:** Demonstrates tolerance of stressful or changing environments or situations and adapts effectively to them; is persistent, even under difficult situations; recovers from setbacks.
- 9) **Capacity for Improvement:** Sets goals for continuous improvement and for learning new concepts and skills; engages in reflective practice for improvement; solicits and responds appropriately to feedback.

Thinking and Reasoning Competencies

- 10) **Critical Thinking:** Uses logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.
- 11) **Quantitative Reasoning:** Applies quantitative reasoning and appropriate mathematics to describe or explain phenomena in the natural world.
- 12) **Scientific Inquiry:** Applies knowledge of the scientific process to integrate and synthesize information, solve problems and formulate research questions and hypotheses; is facile in the language of the sciences and uses it to participate in the discourse of science and explain how scientific knowledge is discovered and validated.
- 13) **Written Communication:** Effectively conveys information to others using written words and sentences.

Science Competencies

- 14) **Living Systems:** Applies knowledge and skill in the natural sciences to solve problems related to molecular and macro systems including biomolecules, molecules, cells, and organs.
- 15) **Human Behavior:** Applies knowledge of the self, others, and social systems to solve problems related to the psychological, socio-cultural, and biological factors that influence health and well-being.

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: September 14, 2021
TO: Dr. Cynthia Powell
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for CPHP 201 – Intro to Health Professions Seminar

After reviewing the course application and syllabus, the Library can support the proposed course. Thank you for letting the library review the course application.

Dr. Cynthia Powell

Halbert-Walling Research Center 105/324
powellc@acu.edu

Dr. Diana L. Flanagan

Halbert-Walling Research Center 103/212
dlf09b@acu.edu

Sep 9, 2021

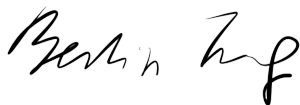
Re: Review of CPHP201

Dear Dr. Powell and Dr. Flanagan,

Thank you for submitting the application for course *CPHP201: Intro to Health Professions*. I have reviewed it based on the [ACU New Course Application Guidelines](#). I find the syllabus to be meeting all the requirements. Thank you for incorporating the items in my suggestions.

Please note that this letter is not meant to be a final approval in the course application process. Members of the council may have questions or comments of their own.

If you have any questions, please feel free to let me know. Please also let me know if we can be of any help in the design and facilitation of this course.

A handwritten signature in black ink, appearing to read "Berni Huff". The signature is fluid and cursive, with the first name "Berni" and the last name "Huff" clearly distinguishable.

Director of Instructional Design
Adams Center