

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond In Writing

Course Number: PHP305 **or Degree Plan(s):**

Short description: Creation of a new experiential learning course that has been taught as a special topics course on multiple occasions. PHP305 is a medical missions seminar associated with a short-term service trip organized through the Center for Pre-Health Professions with Halbert Center support. The course covers best practices in medical missions and is an experiential learning course for ACU pre-health professions students.

		Dept./School	College	Dean	TEC	AUAC/Grad	Provost
	Campus-Level Academic Review¹						
	Change to a Course Include signatures from all chairs/program directors for cross-listed courses. ¹						
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 (change of course outcomes)	A	A	A	I	I	A
5.	Number of credit hours	A	A	A	A	A	A
6.	Course number within the hundred	A	A	I	I	I	I
7.	Course number beyond the hundred	A	A	A	A	A	A
8.	Prerequisites	A	A	A	I	I	I
9.	Course restriction (e.g., majors only, junior standing)	A	A	A	A	A	A
10.	Level change (U to G or G to U)	A	A	A	A	A	A
11.	Cross list course	A	A	A	A	A	A
12.	Department of record	A	A	A	A	A	A
13.	Open or close a course	A	A	A	A	A	A
	Change to a Degree Plan						
14.	Educational Program — Revise	A	A	A	A	A	A
15.	Educational Program — Adopt/revise admission requirements	A	A	A	A	A	A
16.	GPA — Revise program-required GPA	A	A	A	A	A	A
17.	Minor — Revise	A	A	A	A	A	A

		Dept./School	College	Dean	TEC	AUAC/Grad	Provost	Campus Faculty	Senior VPAA	President
	Full Review									
	Change to Catalog Information (for Campus)									
18.	General requirements for Bachelor's and Associate Degrees	-	-	-	-	A	A	A	A	I
19.	Policies governing academic probation and suspension	-	-	-	-	A	A	A	A	I
20.	Requirements for graduating with honors	-	-	-	-	A	A	A	A	I
	Change to a Degree Plan									
21.	Educational Program — Add or Discontinue ^{2 3}	A	A	A	A	A	A	A	A	I
22.	Educational Program — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	A	A	-	A	I
24.	Minor — Discontinue (Provost-proposed)	R	-	R	A	A	A	-	A	I
25.	Degree — Add or Discontinue	A	A	A	A	A	A	A	A	I
26.	Degree — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I

		Dept./School	College	Dean	TEC	AUAC/Grad	Provost	Campus Faculty	Senior VPAA	President
	Change to General Education Requirements for Undergraduates (System)									
27.	Change course outcomes of an included course	A	A	A	A	A	A	-	A	I
28.	Add or drop a required course from the General Education Requirements	A	-	A	-	A	A	A	A	I
29.	Add or drop a course from a menu within the General Education Requirements	A	-	A	-	A	A	-	A	I
30.	Comprehensive revision of General Education Requirements	-	-	-	-	A	A	A	A	I

Notes

² Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g., BIBL 101 and BIBO 101).

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible. Master's programs must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours beyond the master's.

⁴ When a department/school or dean proposes closing a program, approval routing follows the typical process beginning with the department/school. An administrative proposal by the provost or senior vice president for academic affairs would follow the "provost-proposed" routing on the chart.

Department/School(s)



3/27/25

Chair Signature

Date

Chair/Program Director Signature

Date

College Academic Council(s)



4/8/2025

Chair Signature

Date

Chair Signature

Date

Dean(s)



4/8/2025

Signature

Date

Signature

Date

Teacher Education Council

Signature

Date

**Campus Academic Council:
Abilene Undergraduate or Abilene Graduate**

Signature

Date

Provost

Signature

Date

University General Education Council

Signature

Date

University Faculty

Abilene Faculty Senate Chair signature

Date

Dallas Faculty Council Chair signature

Date

Senior Vice President for Academic Affairs

Signature

Date

President

Signature

Date

Abilene New Course Application

You may delete the preceding instructional pages before submitting application.

Course ID (<i>Subject Code and Number</i>)	PHP305
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1. Systems and Catalog Information Complete each item.

A	Course Developer	M. Cynthia Powell
B	Course Instructor	M. Cynthia Powell, Joel Ruch
C	Course Title	Medical Missions Seminar
D	Course Abbreviation for Banner if title is more than 30 characters	
E	College	OSE - Onstead Science and Engineering ▾
F	Department or School	C&BC - Chemistry & Biochemistry ▾
G	Number of Credit Hours	1 ▾
G1	Number of Lecture Contact Hours	0 ▾
G2	Number of Lab Contact Hours	1 ▾
H	Is the course for a fixed or variable number of credit hours?	Fixed ▾ If variable, explain rationale:
I	Is the course repeatable for additional credit?	Yes ▾
J	Maximum total number of credit hours a student can earn for this course	Three credit hours
K	Course Schedule Type	Experiential Learning (EL) ▾ See Schedule Type definitions in the Reference section.
L	Number of Faculty Workload Hours	1 ▾
M	Grading Mode	Standard ▾
N	Maximum Enrollment	20

O	Catalog Description (50 words or less)	PHP305 incorporates training in best practices in intercultural service and medical missions into preparation for and participation in a short-term service trip with a domestic or international Christian ministry. Students will learn from medical practitioners and ministers who are serving medically fragile populations. Experiential learning credit.
P	List any prerequisites (course/s, test scores, class standing, major, etc.)	N/A
Q	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
R	If the course is cross-listed, specify the subject code and course number of the other course	N/A
S	Does this course require any additional student course fees?	☐ No If yes, attach a completed course fee form .
T1	Will the course be offered in fall terms?	☐ No
T2	Will the course be offered in spring terms?	☒ Yes, every year
T3	Will the course be offered in summer terms?	☒ Yes, every year
U	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Spring 2026
V	Is this course required for a program(s)?	☒ Yes If yes, submit a separate completed curriculum proposal to change the program(s). (The program it will be required for is a NEW program that we hope will be going through councils at the same time as this proposal)

W	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 ▾ If yes, provide rationale:
X	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>	Yes ▾ If yes, provide course ID, term, and enrollment: The course has been offered two-three times a year for the last several years and enrollment varies with the number of students we are able to take on each medical mission trip. Spring 2025 PHP340.02 (7 students) PHP340.03 (18 students) Summer 2024 PHP240.01 (9 students) Spring 2024 PHP340.J1 (9 students) PHP340.02 (13 students) Summer 2023 PHP240.01 (10 students) Spring 2023 PHP240.J1 (15 students) PHP240.01 (9 students) Spring 2022 CHEM440.03 (7 students)
Y	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.</i>	N/A (See attached email from Joel Ruch on behalf of the Halbert Center for Missions, who indicates that there are not courses that significantly overlap with this course.)

2. Curriculum

- A. Explain any effects of this course on any degree plans. If the addition of the course alters program requirements, submit a separate [Approval Chart for Curriculum Change](#) to update the program.

This course will not impact any current degree programs. It will be included in two new degree programs being submitted for approval at the same time as this course is being submitted.

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

For many years ACU students have participated in short term mission trips. Regular team meetings before trips that included trip training have always been part of the structure of the programs. When the Halbert Center for Missions was formed and they began oversight of mission trips, the Faculty Pre-Medical Adviser began collaborating with Halbert staff to plan a consistent curriculum that would provide more consistent training for all of the medical mission teams sponsored by the Center for Pre-Health Professions. Over the past 2 years, this curriculum has been honed and we are pleased with the training we are able to provide students as they prepare to serve in underserved communities. We feel that preparing for the trips and reflecting on lessons learned help students internalize their experiences and allow them to continue to grow as future medical professionals. This course provides a vehicle to encourage students to experience medical mission trips as more than just another “adventure”. It encourages students to engage in reflection that can have meaningful spiritual impact.

3. Course Design

A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.

ACU pre-health professions students, no prerequisite skills are required.

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

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Students will be able to learn to define poverty from a Christian worldview	Student reflection on content of Unit 1 in Helping Without Hurting in Short Terms Missions curriculum
2	Students will be able to articulate the differences between relief work, rehabilitation work, and development work in under resourced settings.	Student reflection on content of Unit 2 in Helping Without Hurting in Short Terms Missions curriculum
3	Students will be able to articulate key characteristics of best practices in medical missions.	Student reflection on content of Unit 3 in Helping Without Hurting in Short Terms Missions curriculum
4	Students will reflect on how their personal experiences before and	Student reflection written post trip

	during a short-term service trip have impacted their attitudes toward serving underserved populations.	
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C. 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**.

Corbett, Steve, and Brian Fikkert. *Helping Without Hurting in Short-Term Missions: Participant's Guide*. Moody Publishers, 2014.

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

4. 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.
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 1Y. 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 2B.

Updated 8/19/2024

Medical Mission Seminar PHP305
Spring 2026
1 Credit Hour

Course Title: PHP305 Medical Missions Seminar (One-hour seminar course)

Meeting Times/Locations: Two three-hour seminar meetings: ex. January 24, 2026 6-9 pm, January 25, 2026 9am-1 pm
Team meetings/dinners: TBD, 2 hr meeting before trip, 2 hr meeting post trip
One week mission trip: TBD in partnership with our ministry partners:
 Dry Bones Ministry, Denver CO
 Health Talents International, Guatemala
 Olive Branch Ministries, Peru
Regular team debriefing meetings during weeklong trips

Co-requisites: Commitment to participate in a Medical Mission Trip organized with the Center for Pre-Health Professions through Halbert Center for Missions during the semester or summer after the course is taken. (Note that trip participation is a required part of the course and contributes heavily to the course grade.)

Instructors:

Dr. Cynthia Powell, Professor of Chemistry, Executive Director, Center for Pre-Health Professions
Office Room 324, Halbert-Walling Research Center
Office Phone: 325-674-2864
Email: powellc@acu.edu
Office hours: Monday 1:00-5:00 pm, Wednesday 9:00 -11:00 am, and Thursdays 2:00-3:00 pm

Joel Ruch, Halbert Center for Missions
Office Room: BSB 287
Office Phone: Email: joel.ruch@acu.edu
Office Hours: By appointment

Mission Statements:

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

Onstead College of Science and Engineering: To explore and understand God's creation in the natural world and apply the acquired knowledge and principles to address its issues and challenges.

Center for Pre-Health Professions: The mission of ACU's Center for Pre-Health Professions is to equip and support pre-health students in their preparation for careers as healthcare professionals by enhancing students' intellectual development and training students for Christian service and leadership.

Halbert Center for Missions: To engage students in experiences that connect them to God's mission.

Unique Christian Perspective: Our academic goal is to provide excellent preparation for application and acceptance into health professions graduate programs where you will be trained to become excellent healthcare providers. However, our over-arching goal is to prepare you spiritually and emotionally to be ambassadors for Christ in a hurting world. Part of that preparation is providing the opportunity to learn about best practices in medical missions, both local and international. The material in this course is explicitly focused on learning to serve medically fragile populations and demonstrate the love of Christ through serving patients.

Catalog description: PHP305 incorporates training in best practices in intercultural service and medical missions into preparation for and participation in a short-term service trip with a domestic or international Christian ministry. Students will learn from medical practitioners and ministers who are serving medically fragile populations. Experiential learning credit.

Intended audience: ACU students who are preparing for careers as health care providers.

Tentative Course Schedule. The instructor reserves that right to adjust the course schedule as needed.

WHEN	TOPIC/READING	Faculty leader	ACTIVITY/ASSIGNMENT
Before first meeting: Readings/ Responses	Helping without Hurting in Short Term Missions: Units 1 & 2 & 3 What is poverty? (4 types) Asset-based vs Need-based assessment Relief, rehabilitation, and development		Plan about an hour to work through Unit 1 and an hour to work through Unit 2 in the book you've been asked to purchase. This will include watching a 15-20 minute video, reading the unit chapter and answering questions from the book. It will be best if you do these two units on two separate days, so that you have time to think about what you've read in the first unit for a day before completing the second unit. You will be asked to enter your answers for the questions in the book into the appropriate assignment in the Canvas class.
Jan 24			
2-2:15 pm	Call to worship and service	CPHP	Call to worship
2:15 - 2:45 pm	Learning about team members	CPHP	Get to know team members activity: Tell each other about someone who has offered you hospitality and had a major impact on you spiritually
2:45 - 3:05 pm	Engage with and expand on HWH Unit 1 What is poverty? (4 types)	CPHP	Discussion, and engagement with supplementary content to provide context and explore the implications and application of HWH concepts.
3:05 - 3:25 pm	First step toward identifying faithful and effective Christian engagement: Begin contrasting Jesus & his project with common gospels in contemporary American evangelical Christianity.	Halbert Center	Pair-Share Discussions: How do you usually hear Jesus' basic message and purpose described?

			2. How does BibleProject's SotM 1: <i>On Earth as It Is in Heaven</i> video convey Jesus' message and purpose?
		CPHP	SLIDE 15: Trip Goals - HWH's expectations and goals for short-term trips
3:25 pm	BREAK		
3:30-3:45 pm	Brief intro of resources on serving cross-culturally / charity work	CPHP	Intro: Would you rather? Activity
3:50- 4:10 pm	HWH Unit 2 Asset-based vs Need-based assessment	CPHP	Discussion, and engagement with supplementary content to provide context and explore the implications and application of HWH concepts.
4:10 - 4:30 pm	The Single Story	CPHP	Video and discussion
4:30 - 5:00 pm	Guatemala Intro	CPHP	
Jan 25th 9 am - 1 pm			
9 am -9:15 am	Call to worship and service, Review	CPHP	
9:15 - 9:45 am	Learning about team members	CPHP	Make a list of cross-cultural experiences in scripture, then share one of your "favorites" with the group. (Of course Jesus coming to earth was the ultimate cross-cultural experience!)

9:45 - 10:00 am	Engage with and expand on HWH Unit 3 Relief, rehabilitation, and development	CPHP	Discussion, and engagement with supplementary content to provide context and explore the implications and application of HWH concepts in medical missions settings.
10:00 -10:30 am	Intro to the: ● depth of the problem(s) — our “gospel” and charity both need fundamental overhaul ● necessity of other perspectives, and therefore... ● centrality of relationship and reconciliation for faithful and effective Christian engagement Maintaining a positive orientation while necessarily dealing with negatives	Halbert	Pair-Share Discussion activities: 1. Storytime: “When the Elephant Dances...” 2. Poverty book titles 3. Shapes analogy 4. BibleProject’s SotM 5: <i>Conflict in Relationships</i> 5. Re-Imagining STM’s prescription for a reconciled relationship
10:30-10:45 am	BREAK		
10:45-11:15	Engage with and expand on HWH Unit 4 The Kingdom is upside down...serving and encouraging. Learning alongside.	CPHP	Watch HWH Video #4 together and discuss
11:15 -11:45 am	What’s next? Travel arrangements/details Pair and Pray	CPHP	Summarize time together Volunteers to work on kids activities Sending
11:45 - 12:00 noon	Final things		
Jan 2026 TBD	HWH Units 5 -7		How does this experience impact my life and faith going forward? How will I maintain the memory of the

	Shared meal and intentional discussion based on personal reflection papers due before this meeting.		changes in my heart and make sure that I continue to serve in every context? Guided group discussion.
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Format of course/Teaching and Learning methods: As indicated in the course schedule, the course will begin with two three hour seminars, either over a weekend or on successive weekday evenings. Students will be asked to complete some reading and watch some short videos and write responses to prompts related to these resources before the seminar meetings. During the seminar, the group will discuss content the students have prepared, will be introduced to the theology of missions and best practices in medical missions through short lectures, video content and group discussions. The group will also spend time in team-building activities and will engage in activities and discussions that will help prepare the group members for the location they will travel to as a team. Before the trip, the group will meet for a final trip preparation and meal together. After the trip the group will meet for debriefing and a meal.

Required materials: Most materials are free and will be provided through a Canvas course site. One book is required: Corbett, Steve, and Brian Fikkert. *Helping Without Hurting in Short-Term Missions: Participant's Guide*. Moody Publishers, 2014. It can be purchased in print or electronic format for less than \$10 here: [LINK TO Amazon page for TEXT](#)

Student Learning Outcomes:

1. Students will be able to learn to define poverty from a Christian worldview. (Student reflection HWH Units 1)
2. Students will be able to articulate the differences between relief work, rehabilitation work, and development work in under resourced settings. (Student reflection HWH Unit 2)
3. Students will be able to articulate key characteristics of best practices in medical missions. (Student reflection HWH Unit 3)
4. Students will reflect on how their personal experiences before and during a short-term service trip have impacted their attitudes toward serving underserved populations. (HWH 5-7 student reflection, post-trip)

Grading: Grading will be based on preparation for, attendance and participation in the face-to-face seminar training before the medical mission trip, participation in the week-long mission trip, and participation in the debriefing sessions after the trip. There will be reading and reflection assignments that students will be required to complete before the weekend seminar, and a final reflection writing assignment. A required daily journal entry should be completed each day of the medical mission trip. Each of these will be graded according to a provided rubric. Late assignments will be accepted with a 5% penalty for each day past the assignment due date.

20% Written reflections on reading before initial training.

- 20% Attendance and participation in 7 hours of training before the trip.
- 10% Written responses to trip experiences
- 30% Attendance and participation in the medical mission trip.
- 10% Final reflection response due before the debriefing meeting.
- 10% Attendance and participation in a 2-hour debriefing meeting after the trip.

Grades will be assigned according to the following scale:

A (90-100) B (80-89.9) C (70-79.9) D (60-69.9) F (below 60)

University Policies:

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: Any relevant accommodations will be provided as needed.

Bias Education and Response Team (BERT): Bias incidents affect our ability to work with, instruct and learn from each other. For more information about the reporting process of bias incidents at ACU, see <https://acu.edu/about/diversity-and-inclusion/bert/>.

SOAR (Student Opportunities, Advocacy, and Resources): SOAR partners with faculty, staff, parents and students to assist ACU students and connect them to resources available to support their path to success. For more information about SOAR or to make a SOAR recommendation, see <https://acu.edu/soar-program/>.

Course Policies:

Agree Not to Share: Materials provided by instructors for this course are considered copyrighted and students will be expected to respect the limitations of copyright laws.

Attendance Policy: This is a participatory course. All students enrolled are expected to attend and participate in each meeting and the full mission trip. A student who is not able to participate in the mission trip due to circumstances will need to drop the course. A student who has an emergency that interferes with attending either the training or debriefing sessions will need to communicate with the instructors. Inability to participate in the before-trip training may require the student to drop the course, though, if possible, arrangements may be made to make up the missed work. In this case, missed work would have to be completed before the beginning of the mission trip, or the student would not be permitted to travel and would have to drop the course.

Academic Integrity Statement: Use of AI for class assignments

For this class, the use of AI is permissible under certain circumstances such as using generative AI as one might a search engine or other office aid software (i.e. citation software or grammar and spelling checkers). As is always the case, you must be cautious about information gathered using AI, as it is only as accurate as the internet sources scanned by the software.

The use of generative AI is not appropriate on assignments that require reflection or sharing one's beliefs, perspectives, or experiences, summarization of the work of other authors, and analysis and assimilation of relevant facts into an organized written document. Using AI for assignments such as these undermines personal academic growth. **Specifically in this course, you are not permitted to use AI to write responses for assigned reflective assignments.** You may use AI to search for ideas relevant to a course topic, if for example you want to learn more about a particular medical missions topic in order to understand the issues surrounding an assignment question. If a student uses AI to research foundational ideas for a reflection assignment, the student must disclose how AI contributed to the work. **Not disclosing use of AI to search background for an assignment or using AI to write all or part of an assignment for this class constitutes a violation of academic integrity. If the professors detect likelihood of inappropriate AI usage in a reflection response, the student will be required to orally respond to a series of reflective questions covering the same material during the professor's office hours and the grade for the reflection will be based on their oral response.**

Student behavior expectations: Students are expected to abide by the guidelines provided by the Center for Pre-Health Professions for appropriate dress and behavior while working with the partner ministry. These guidelines will be unique and culturally dependent. (Two examples: In rural Guatemala, female students will be asked to wear long skirts while in village clinics. Students will be required to observe curfews and refrain from consuming alcohol when traveling with missions' groups.)

ABILENE CHRISTIAN UNIVERSITY LIBRARY

MEMORANDUM

DATE: March 20, 2025
TO: Dr. Cynthia Powell
FROM: Dr. Mark McCallon, Associate Dean for Library Services
RE: PHP 305 – Medical Missions Seminar

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



March 24, 2025

Cynthia B. Powell, Ph.D.
Professor, Department of Chemistry and Biochemistry
Executive Director, Center for Pre-Health Professions
Abilene Christian University
powellc@acu.edu

Re: Medical Mission Seminar (PHP 305)

Dear Dr. Powell,

Thank you for submitting Medical Mission Seminar (PHP 305) to us for review. I have reviewed it based on the ACU Syllabus Guidelines. I found the syllabus to meet all aspects of the checklist.

Please note that this letter is intended as a reference, which will be read by the department chair and council members, who may also have questions or comments of their own. If you have any questions, please feel free to let me know.

Sincerely,

A handwritten signature in black ink, appearing to be "Scott E. Hamm", written over a horizontal line.

Dr. Scott E. Hamm,
Assistant Director, Adams Center



Joel Ruch

to Zane, me, Jonathan ▾

Wed, Mar 19, 9:54 AM (9 days ago)



Hi Cynthia!

1. Halbert's statements are:

OUR VISION

For ACU Students to realize our shared purpose in Christ and embrace their role in God's story.

OUR MISSION

To engage students in experiences that connect them to God's mission.

2. It doesn't interfere with other courses or have significant overlap. (The 3-hour WAM course uses three of the other/old HWH videos, not the series you're using with the participant's guide, and also uses SPENT, Single Story, and BibleProject, but it's restricted to WAM students from participating departments, which don't include CPHP or nursing.)



Joel Ruch 大江

Assistant Director, [Halbert Center](#)

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Abilene Christian University