

Abilene Approval Chart for Curriculum Changes

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

Course Number: PHP310 **or Degree Plan(s):**

Short description: Creation of a new experiential learning course that has been previously taught as a special topics course. PHP310 is a clinical internship course that includes preparation for a placement in a clinical setting, the reflection on learning during an extended clinical observation experience.

		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>)	PHP310
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1. Systems and Catalog Information Complete each item.

A	Course Developer	M. Cynthia Powell
B	Course Instructor	Diana Flanagan, Brad Rix
C	Course Title	Clinical Healthcare Internship
D	Course Abbreviation for Banner if title is more than 30 characters	
E	College	OSE - Onstead Science and Engineering ▾
F	Department or School	CHEM - Chemistry and 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?	No ▾
J	Maximum total number of credit hours a student can earn for this course	One credit hour
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)	PHP310 is an experiential learning course. Students will participate in an internship in a healthcare setting, gaining practical, hands-on experience. They will have the opportunity to develop skills and gain insights into the realities of a career in healthcare provision while still in undergraduate studies.
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?	☐ No
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>	Summer 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 piloted twice for a few students as an “independent study” internship course. Our hope is to develop additional internship opportunities and expand student participation in the future. Summer 2024 PHP340.01 (1 student) Summer 2023 PHP340.01 (2 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

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 a experiential learning menu for 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.

As ACU has encouraged inclusion of Experiential Learning in degree programs across the institution, we began developing some options for prehealth professions students that would support their development as future healthcare professionals. ACU has had a long-standing shadowing program and this semester we have been reorganizing the

program and are beginning to develop more opportunities for students to observe in hospitals and clinics. We believe that adding a course that encourages students to reflect deeply on the impact of their observation and participation in healthcare settings has had on their understanding of healthcare systems, provider/patient interactions and skills that are important for medical professionals will improve student learning during clinical experiences.

3. Course Design

A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.

ACU pre-health professions students, sophomore or higher standing, completion of freshmen level chemistry and biology courses with a grade of C or higher.

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

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	The student will be able to articulate the role, duties, and responsibilities of a full-time healthcare provider or medical researcher.	Student reflection: The student will assess and explain of the role, duties, and responsibilities of a full-time professional in the internship setting and assess the essential skills necessary for success.
2	The student will assess his/her personal growth and ability to engage in professional interactions as well as his/her ability to frame questions and analyze situations critically.	Student reflection: The student will describe how the internship has impacted their personal growth and how they are developing the essential skills they identified during week one.
3	The student will reflect on how Christian faith has impacted their internship experience and relate experiences to personal spiritual growth and values.	Student reflection: The student will write a response that describes how Christian faith has impacted their role as an intern in the workplace and relate internship experiences to personal spiritual growth and values.
4	The student will evaluate their internship experience and how it has impacted their consideration of career choices, potential areas of healthcare specialization, and/or graduate study.	Student reflection: The student will evaluate their internship experience and how it has impacted their consideration of career choices, potential areas of healthcare specialization, and/or graduate study.

5	Student will learn scribing skills by keeping a weekly log of activities for use in future applications	The student will record activities participated in each day, including who they observed, what tasks they completed, and any new skills learned
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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**.

No textbook is required.

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

N/A

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

Clinical Internship PHP310
Spring 2026
1 Credit Hour

Course Title: PHP310 Clinical Internship (One-hour experiential learning course)

Meeting Times/Locations: Locations and times to be determined by internship partner. A minimum of 50 hours in clinic will be completed by the student.

Pre-requisites: Faculty approval. Completion of 60 hours with an overall GPA of 3.0 or higher. Completion of General Chemistry I and II with labs, Introduction to Biology I and II with labs with grades of C or higher.

Instructors:

Dr. Diana Flanagan, Associate Professor of Biology
Office Room 103, Halbert-Walling Research Center
Office Phone (325) 674-2749
Email dlf09b@acu.edu
Office hours: by appointment

Dr. Brad Rix, Associate Professor of Chemistry
Office Room 105, Halbert-Walling Research Center
Office Phone (325) 674-2159
Email brad.rix@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.

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. Internships offer students the chance to work alongside medical professionals in hospitals, clinics, or research facilities, gaining valuable experience in patient care, clinical procedures, and medical research.

Catalog description: **PHP310** is an experiential learning course. Students will participate in an internship in a healthcare setting, gaining practical, hands-on experience. They will have the opportunity to develop skills and gain insights into the realities of a career in healthcare provision while still in undergraduate studies.

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. Planned for a 5-week internship during a summer. The student will participate in a clinical internship for a minimum of 100 hours over the span of 5-15 weeks in a single healthcare setting.

Pre-internship:

1. Reading on professionalism in the workplace: student reflection response required
2. Required meeting with overseeing faculty, TBD, to confirm completion of all documentation required by clinical partner and discussion of required assignments during the course of the internship.

During internship:

1. Daily log: The student will keep a record of activities participated in each day, including who they observed, what tasks they completed, and any new skills learned.
2. Weekly reflection: The student will write a reflection each week in response to a provided prompt that addressing competencies that are key for Christian healthcare providers. (See schedule of competencies/reflection topics below.)

	Competency	Measurement Instrument	Measurement Standard
1	The student will be able to articulate the role, duties, and responsibilities of a full-time healthcare provider or medical researcher.	Written Reflection	The student will assess and explain of the role, duties, and responsibilities of a full-time professional in the internship setting and assess the essential skills necessary for success.
2	The student will assess his/her personal growth and ability to engage in professional interactions as well as his/her ability to frame questions and analyze situations critically.	Written Reflection	The student will describe how the internship has impacted their personal growth and how they are developing the essential skills they identified during week one.
3	The student will reflect on how Christian faith has impacted their internship experience and relate experiences to personal spiritual growth and values.	Written Reflection	The student will write a response that describes how Christian faith has impacted their role as an intern in the workplace and relate internship experiences to personal spiritual growth and values.
4	The student will evaluate their internship experience and how it has impacted their consideration of career choices, potential areas of healthcare specialization, and/or graduate study.	Written Reflection	The student will evaluate their internship experience and how it has impacted their consideration of career choices, potential areas of healthcare specialization, and/or graduate study.
5	The student will write a final reflection in response to the internship experience	Written Reflection	The student will set personal goals in the areas of academic preparation, professional skills, and community involvement that they will pursue during the remainder of their undergraduate education to gain skill in areas that will allow them to pursue their growing interests.

Post-internship:

1. Final reflection
2. Exit interview with internship mentor in healthcare setting.
3. Exit interview with faculty mentor after returning to campus.

Format of course/Teaching and Learning methods: The course is primarily an onsite internship experience, with guided reflection assignments designed to help the student evaluate and internalize learning acquired through experience in the healthcare setting.

Required materials: Resources will be provided through the course Canvas class. You will need access to the internet and the use of a computer to complete reflections and assessments of your experiences.

Student Learning Outcomes (as articulated in the competency/assignments table above):

1. The student will be able to articulate the role, duties, and responsibilities of a full-time healthcare provider or medical researcher.
2. The student will assess his/her personal growth and ability to engage in professional interactions as well as his/her ability to frame questions and analyze situations critically.
3. The student will reflect on how Christian faith has impacted their internship experience and relate experiences to personal spiritual growth and values.
4. The student will evaluate their internship experience and how it has impacted their consideration of career choices, potential areas of healthcare specialization, and/or graduate study.

Grading: Grading will be based on participation in the face-to-face internship. Students will be required to keep a journal that details their internship work and their reflections on experiences during the internship. At the end of the summer experience, students will participate in a face-to-face debriefing session with the internship clinical mentor and the ACU faculty instructor and write a 2-3 page reflection paper on a topic agreed upon by the instructor and student participant.

- 30% Reflection essays (weekly prompts and grading rubrics provided)
- 10% Daily activity log and new skills learned (grading rubric provided)
- 50% Participation in the internship and assessment by clinical supervisor in the internship program
- 10% Final oral interview with ACU faculty supervisor

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 internship. All students enrolled are expected to attend and participate in each meeting and the full internship. A student who is not able to participate in the internship due to unforeseen 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 and arrange an alternative meeting time. Students must participate in the pre-internship training.

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 and the clinical internship setting for appropriate dress and behavior while working in the professional setting.

ABILENE CHRISTIAN UNIVERSITY LIBRARY

MEMORANDUM

DATE: March 20, 2025
TO: Dr. Cynthia Powell
FROM: Dr. Mark McCallon, Associate Dean for Library Services
RE: PHP 310 – Clinical Healthcare Internship

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: Clinical Internship (PHP 310)

Dear Dr. Powell,

Thank you for submitting Clinical Internship (PHP 310) 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 read "Scott E. Hamm", followed by a long horizontal line.

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