

Application for a New Course v10.5

Course ID <i>Subject and Number</i>	OCCT 661
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Hope Martin, OTR, PhD, CHT
2	Course Teacher	Donna Walls, OTR, CHT Dr. Hope Martin, OTR, PhD, CHT
3	Course Title	Hand and Upper Extremity Conditions
4	Course Abbreviation (if title is over 30 characters)	Hand and Upper Extremity Cond
5	College	Education and Human Services
6	Department	Occupational Therapy
7	Number of Credit Hours	4
8	Is the course Fixed Credit or Variable Credit?	F
9	Is the course repeatable?	Y
10	Maximum number of times course may be repeated	1
11	Maximum number of hours credit	4
12	Explanation for variable credit	
13a	Course contact hours - LEC	2
13b	Course contact hours - Lab	2
13c	Course contact hours - Practicum	
13d	Course contact hours - Seminar	
13e	Course contact hours - Studio	
13f	Course contact hours - Online	
13g	Course contact hours - Colloquium	
13h	Course contact hours – Field Experience	
13j	Course contact hours - Internship	
13k	Course contact hours - Research	
13m	Course contact hours - Workshop	
13n	Course contact hours – Other (specify)	
14	Instructor Workload	6
15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	25
17	Catalog Description (50 words or less)	This course will provide an overview of principles in treatment and common injuries/conditions for the shoulder, elbow, wrist and hand. Course study will integrate the student's knowledge of anatomy and kinesiology and move toward specific assessment and treatment of the upper extremities. Lab sessions will focus on advanced splinting, assessment tools, and

		intervention techniques.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	OCCT 601 OCCT 639
19	List any co-requisites	
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	
21	Does this course have any special student costs? Yes/No <i>Attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	N
22a	How often will it be offered? Fall	1
22b	How often will it be offered? Spring	0
22c	How often will it be offered? Summer	0
23	Frequency? All, odd, or even years?	All
24	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Fall, 2015
25	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	
26	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	Yes
27	Should the addition of this course be retroactively applied to the degree plan it supports? Yes/no and explain	No. This is a new program.
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i> <i>(Note: New courses are NOT required to be taught as Special Topics courses prior to being approved. However, courses may be taught once as Special Topics before it is proposed. See the Course Descriptions section of the Catalog for details.)</i>	No.
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept</i>	

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	This course meets Standards B.2.6, B.2.7, B.2.10, B.3.1, B.4.1, B.5.11, B.5.15, and B.5.16 of the Education Standards for the American Council for the Accreditation of OT Education (ACOTE). Standard B.2.6 – Students will analyze the effects of heritable diseases, genetic conditions, disability, trauma, and injury to the physical and mental health and occupational performance of the individual. Standard B.2.7 - Students will demonstrate task analysis in areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors to formulate an intervention plan. Standard B.2.10 - Students will use clinical reasoning to explain the rationale for and use of compensatory strategies when desired life tasks cannot be performed. Standard B.3.1 - Students will apply theories that underlie the practice of occupational therapy. Standard B.4.1 - Students will use standardized and nonstandardized screening and assessment tools to determine the need for occupational therapy intervention. These tools include, but are not limited to, specified screening tools; assessments; skilled observations; occupational histories; consultations with other professionals; and interviews with the client, family, significant others, and community. Standard B.5.11 - Students will Provide design, fabrication, application, fitting, and training in orthotic devices used to enhance occupational performance and participation. Train in the use of prosthetic devices, based on scientific principles of kinesiology, biomechanics, and physics. Standard B.5.15 - Students will Demonstrate safe and effective application of superficial thermal and mechanical modalities as a preparatory measure to manage pain and
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		improve occupational performance, including foundational knowledge, underlying principles, indications, contraindications, and precautions.
		Standard B.5.16 - Students will Explain the use of deep thermal and electrotherapeutic modalities as a preparatory measure to improve occupational performance, including indications, contraindications, and precautions.
2	Justification State the justification for adding this course to the current curriculum. Represent the need.	This course is part of the new Occupational Therapy program.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	Graduate MSOT Students
2	State the overarching course goal(s) in performance terms.	The students will understand the basic principles guiding occupational therapy for the upper extremity and will develop entry-level skills in upper extremity rehabilitation.

2. Competencies and Measurements

ACOTE	SLO's	NBCOT	Assignment
B.2.6.	Students will analyze the effects of heritable diseases, genetic conditions, disability, trauma, and injury to the physical and mental health and occupational performance of the individual.	10102 10106 10202 10203 20101 20102 20103 30201 30301	Assigned Case Study and required Evaluation Summary Form pgs. 95-97 in required text
B.2.7.	Students will demonstrate task analysis in areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors to formulate an intervention plan.	10202 10203 20102	Evaluation Summary Form Assignment pgs. 95-97 in required text
B.2.10.	Students will use clinical reasoning to explain the rationale for and use of compensatory strategies when desired life tasks cannot be performed.	30108 30115 30213 30214 30303 30304 30305 30306 30307	Case Study 1-1 and Case Study 1-2 pg. 12 required text

B.3.1.	Students will apply theories that underlie the practice of occupational therapy.	10201 30303	Biomechanical Frame of Reference – Trombly and Pedretti
B.4.1.	Students will use standardized and nonstandardized screening and assessment tools to determine the need for occupational therapy intervention. These tools include, but are not limited to, specified screening tools; assessments; skilled observations; occupational histories; consultations with other professionals; and interviews with the client, family, significant others, and community.	10103 10104 20101 20102 20103 20201 20202 20203	Introduce DASH Assessment Tool Evaluation Grip Strength Evaluating Pinch Strength Evaluating Edema
B.5.11	Students will provide design, fabrication, application, fitting, and training in orthotic devices used to enhance occupational performance and participation. Train in the use of prosthetic devices, based on scientific principles of kinesiology, biomechanics, and physics.	030101 030106 030201 030206	Splints in Lab: Volar Wrist Splint Ulnar Gutter wrist Splint Functional Position Splint Resting Hand Splint Finger Trough Dorsal extension Splint
B.5.15	Students will demonstrate safe and effective application of superficial thermal and mechanical modalities as a preparatory measure to manage pain and improve occupational performance, including foundational knowledge, underlying principles, indications, contraindications, and precautions.	030101 030201 030205 040201 040202 040205	Moist Heat vs. Dry Heat TENS (Transtelectrical Neuromuscular Stimulation)
B.5.16	Students will explain the use of deep thermal and electrotherapeutic modalities as a preparatory measure to improve occupational performance, including	030101 030201 030205 040201 040202 040205	NMES (Neuromuscular Electrical Stimulation) Ultra Sound Iontophoresis

	indications, contraindications, and precautions.		
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3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.
2. For **combined undergraduate/graduate** courses, make two lists:
 - a. full publication information; label **Undergraduate**.
 - b. full publication information; label **Graduate**. Indicate number of pages required.

Required Texts:

Lecture:

Cooper, C. Fundamentals of Hand Therapy. *Clinical Reasoning and Treatment Guidelines for Common Diagnoses of the Upper Extremity* (2007). Mosby Elsevier Publishers. St. Louis, MO.

Jacobs, M. and Austin, N. *Splinting the Hand and Upper Extremity: Principles and Process* (2002). Lippincott Williams & Wilkins. Philadelphia, PA.

Lab:

Pendleton, H. & Schultz-Krohn, W. Pedretti's *Occupational Therapy: Practice Skills for Physical Dysfunction* 7th ed. (2013). Mosby Elsevier Publishers. St. Louis, MO.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Dean of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the Library report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
4	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.
5	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.
6	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.
7	Justification — Attach all documents referred to in Section II-2
8	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
9	Provide documentation for all additional attachments here

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Course Number and Name OCCT 661

Primary Department


Department Chair

5-5-15
Date


Dean of the College

5.5.15
Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

VI. Actions *Place all actions on one page.*

Course ID: OCCT 661

Course Title: _____

1. College Academic Council: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ☒ Denied ☐ J. Bruce Scott 5.5.15
College Dean or Director Date

Approved ☐ Denied ☐ _____
College Dean or Director Date

2. Graduate Council: (for graduate level courses)

Approved ☐ Denied ☐ _____
Dean of Graduate School Date

3. Teacher Education Council: (when applicable)

Approved ☐ Denied ☐ _____
TEC Chair Date

4. University General Education Council: (when applicable)

Approved ☐ Denied ☐ _____
Provost's designee Date

5. University Undergraduate Academic Council: (*undergraduate level courses*)

Approved ☐ Denied ☐ _____
Vice Provost Date

6. Academic Provost: (for all courses)

Approved ☐ Denied ☐ _____
Provost Date

7. President of the University: (for all courses)

Approved ☐ Denied ☐ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

ACU Syllabus Checklist

Revised on July 15, 2014 based on ACU New Course Application v10.5.

Course Title and Number

OCCT 661 Hand and Up

Reviewer

David Christianson

Developer

Hope Martin

About the course

- ☒ Course number and title
- ☒ Credit hours
- ☐ Semester and year
- ☒ Meeting time and place
- ☒ Prerequisites/co-requisites

About the instructor(s)

- ☒ Name and title or rank
- ☐ Office location
- ☐ Contact information
- ☐ Office hours/contact expectations

Mission statements

- ☒ ACU mission statement
- ☒ College mission statement
- ☒ Department 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

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.

Learning Objectives/Competencies

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

Assessment/Grading Criteria

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

University Policies

- ☒ Special needs policy -ADA
- ☒ Academic integrity policy (recommended)
- ☐ Title IX policy (recommended)

Course Policies

Expectations and consequences regarding:

- ☒ Participation
- ☒ Attendance and tardiness
- ☐ Course specific academic integrity policy (optional)

Calendar

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

- ☒ Exam dates
- ☒ Assignments
- ☒ Due dates and other deadlines (and late assignment/exam policy)
- ☒ Schedule of readings and topics
- ☐ Statement to reserve the right to modify the calendar as necessary

Any comments?

Please add the semester and year.
Please add the instructors' contact information, office location, office hours, and contact expectations.
Please describe how learning and Christian faith will be integrated in this course.

Submit

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Hand and Upper Extremity Conditions Syllabus



College of Education and Human Services

Department of Occupational Therapy

OCCT 661 Hand and Upper Extremity Conditions

General Course Information

Mission Statements

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

College of Education & Human Services Mission Statement: To equip students for global ministry through exemplary practice and service in education and human services.

Department of Master of Science in Occupational Therapy Mission Statement: To prepare occupational therapy students to think and act critically, missionally, and globally in Christian service and leadership throughout their respective communities.

Credit Hours

4 (2 lecture 2 lab)

Instructor(s)

Donna Walls, OTR, CHT

Office: Hardin Administration Building Suite 204

Dr. Hope Martin, OTR, PhD, CHT

Office: Hardin Administration Building Suite 204

Please contact professors individually by email to arrange visit times.

Class time and location

Fall 2015

Monday, 9:00 am – 1:00 pm, Administration Building Room 317 (lecture)

Monday, Tuesday, 1:30 - 3:30 pm, Administration Building Room 317 (lab)

About the Students

OCCT 661 is a graduate course in the Master of Science in Occupational Therapy degree

Course Scripture:

Ecclesiastes 9:10 *"Whatever your hand finds to do, do it with all of your might."*

An appreciation for the creation of the detailed physiological and anatomical structures of the upper extremity will be discussed throughout the class sessions.

Prerequisites

OCCT 601

OCCT 639 (Adult)

Course Content**Course Description**

This course will provide an overview of principles in treatment and common injuries/conditions for the shoulder, elbow, wrist and hand. Course study will integrate the student's knowledge of anatomy and kinesiology and move toward specific assessment and treatment of the upper extremities. Lab sessions will focus on advanced splinting, assessment tools, and intervention techniques.

Course Objectives

ACOTE	SLOs
B.2.6.	Analyze the effects of heritable diseases, genetic conditions, disability, trauma, and injury to the physical and mental health and occupational performance of the individual.

B.2.7.	Demonstrate task analysis in areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors to formulate an intervention plan.
B.2.10.	Use clinical reasoning to explain the rationale for and use of compensatory strategies when desired life tasks cannot be performed.
B.3.1.	Apply theories that underlie the practice of occupational therapy.
B.4.1.	Use standardized and nonstandardized screening and assessment tools to determine the need for occupational therapy intervention. These tools include, but are not limited to, specified screening tools; assessments; skilled observations; occupational histories; consultations with other professionals; and interviews with the client, family, significant others, and community.
B.5.11	Students will provide design, fabrication, application, fitting, and training in orthotic devices used to enhance occupational performance and participation. Train in the use of prosthetic devices, based on scientific principles of kinesiology, biomechanics, and physics.
B.5.15	Students will demonstrate safe and effective application of superficial thermal and mechanical modalities as a preparatory measure to manage pain and improve occupational performance, including foundational knowledge, underlying principles, indications, contraindications, and precautions.
B.5.16	Students will Explain the use of deep thermal and electrotherapeutic modalities as a preparatory measure to improve occupational performance, including indications, contraindications, and precautions.

Teaching/Learning Methods

Required Texts:

Lecture:

Cooper, C. *Fundamentals of Hand Therapy. Clinical Reasoning and Treatment Guidelines for Common Diagnoses of the Upper Extremity (2007)*. Mosby Elsevier Publishers. St. Louis, MO.

Jacobs, M. and Austin, N. *Splinting the Hand and Upper Extremity: Principles and Process (2002)*. Lippincott Williams & Wilkins. Philadelphia, PA.

Lab:

Pendleton, H. & Schultz-Krohn, W. *Pedretti's Occupational Therapy: Practice Skills for Physical Dysfunction 7th ed. (2013)*. Mosby Elsevier Publishers. St. Louis, MO.

Supporting Course Documents

Competencies and Measurements:

ACOTE	SLOs	NBCOT	Assignment
B.2.6.	Students will analyze the effects of heritable diseases, genetic conditions, disability, trauma, and injury to the physical and mental health and occupational performance of the individual.	10102 10106 10202 10203 20101 20102 20103 30201 30301	Assigned Case Study and required Evaluation Summary Form pgs. 95-97 in required text
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B.2.10.	Students will use clinical reasoning to explain the rationale for and use of compensatory strategies when desired life tasks cannot be performed.	30108 30115 30213 30214 30303 30304 30305 30306 30307	Case Study 1-1 and Case Study 1-2 pg. 12 required text
B.3.1.	Students will apply theories that underlie the practice of occupational therapy.	10201 30303	Biomechanical Frame of Reference – Trombly and Pedretti
B.4.1.	Students will use standardized and nonstandardized screening and assessment tool to determine the need	10103 10104 20101 20102 20103 20201	Introduce DASH Assessment Tool Evaluation Grip Strength Evaluating Pinch Strength Evaluating Edema

	for occupational therapy intervention. These tools include, but are not limited to, specified screening tools; assessments; skilled observations; occupational histories; consultations with other professionals; and interviews with the client, family, significant others, and community.	20202 20203	
B.5.11	Students will provide design, fabrication, application, fitting, and training in orthotic devices used to enhance occupational performance and participation. Train in the use of prosthetic devices, based on scientific principles of kinesiology, biomechanics, and physics.	030101 030106 030201 030206	Splints in Lab: Volar Wrist Splint Ulnar Gutter wrist orthotic Functional Position orthotic Resting Hand orthotic Finger Trough Dorsal extension orthotic
B.5.15	Students will demonstrate safe and effective application of superficial thermal and mechanical modalities as a preparatory measure to manage pain and improve occupational performance, including foundational knowledge, underlying principles, indications,	030101 030201 030205 040201 040202 040205	Moist Heat vs. Dry Heat TENS (Transelectrical Neuromuscular Stimulation)

	contraindications, and precautions.		
B.5.16	Students will explain the use of deep thermal and electrotherapeutic modalities as a preparatory measure to improve occupational performance, including indications, contraindications, and precautions.	030101 030201 030205 040201 040202 040205	NMES (Neuromuscular Electrical Stimulation) Ultra Sound Iontophoresis

Course Schedule

** Please note: This schedule is tentative and is subject to change

Date	Topic	Assignment	Percent of Grade
Session 1	Fundamentals of Hand Therapy Review of UE Anatomy	Ch. 1 in Cooper Cadaver Lab	Cadaver Lab
Session 2	UE Anatomy Review Cont.	Ch. 2 in Cooper	Cadaver Lab participation 10%
Session 3	Common Shoulder Diagnoses	Ch. 10	Lab assessment of Shoulder
Session 4	Common Elbow Diagnoses	Ch. 11	Lab assessment of the elbow
Session 5	Test #1		Written 10% Lab 10%
Session 6	Common Wrist Problems	Ch. 13	Lab assessment of the wrist
Session 7	Wrist	Ch. 13, Cont.	Lab continued Splinting the wrist
Session 8	Wrist Cont.		Wrist Splinting Cont.
Session 9	Test #2		Written 10% Lab 10%
Session 8	Common Finger and Thumb Diagnoses	Ch. 14 and 15	Lab: Splinting the finger
Session 9	Arthritis	Ch. 17	Lab: Guest examples; treating

			Arthritis in the clinic
Session 10	Test 3		15%
Session 11	Peripheral Nerve Problems	Ch. 13	Lab: Evaluating Peripheral Nerve issues Splinting for Peripheral Nerve issues
Session 12	Common Forms of Tendinitis in the UE	Ch. 14	Lab: treatment and Splinting 2 Splints = 10% of final grade
Session 13	Tendon Injury	Ch. 16	The Basics: Differentiating between Protocols
Session 14	Stiffness	Ch. 23 Why is this a big problem in the Hand?	Lab: treating the stiff hand
Session 15	CRPS (Complex Regional Pain Syndrome)	Ch. 18	Case Study: How does this happen? Is it real? 10%
Session 16	Pearls in Hand Therapy	Group assessment Final Project	
Final Exam			15%

Grade Criteria

Grade	Percent	Point Range
A	90-100	900-1000
B	89-80	800-899
C	79-70	700-799
D	69-60	600-699
F	59-00	599-000

Course Policies

ADA Compliance:

The ACU Student Disability Services Office (a part of Alpha Academic Services) facilitates disability accommodations in cooperation with instructors. In order to be eligible for accommodations, you must be registered with Disability Services and a

separate request must be made for each class in which accommodations are needed. Call extension 2667 for an appointment with the Director of Disability Services.

Attendance:

As stated in the ACU Course Catalogue, class attendance is expected. Attendance is imperative for development of understanding and meeting course objectives; therefore, attendance will be recorded. Zeros will be recorded for any quiz, exam or assignment due during or completed in class when a student is absent (only exception: see University Sponsored Events). A student who notifies the instructor when he/she is ill or foresees an absence (NOT University sanctioned) is not excused from the class without appropriate documentation (i.e. physician documentation).

University Sponsored Absences:

It is the student's responsibility to:

1. Arrange to take tests, labs etc. more than 48 hours prior to the University absence.
2. Check before returning to class to determine if an in-class assignment was assigned during University sponsored absence.

Attire and Professionalism:

At all class meetings, attire should be comfortable, but in good taste and reflecting professional demeanor. Hats/caps, for males or females, are not to be worn during any test, quiz or other evaluation period.

Academic Integrity:

University Policy for Academic Integrity and Honesty

1. Academic Integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes but is not limited to reading assignments, assessments and examinations, attendance at required out-of-class activities, written or oral presentations, laboratory experiments and research.
2. See Academic Integrity and Honesty Policy for details of what constitutes academic dishonesty and resultant disciplinary actions.

www.acu.edu/campusoffices/provost

Cell Phones, Calculators and other Electronic Devices:

1. Unless being utilized for academic purposes as instructed by the professor, to prevent disruption of classes, all cell phones must be turned to the OFF or vibrate (w/out sound) setting and put away during class time. No cell phone is to be answered inside the classroom or in close proximity to the classroom door – be courteous with usage just outside the class.
2. With the possibility that sensitive information can be accessed, students are not to leave their phones in sight during examinations. Likewise, students are cautioned that inappropriate use of a cell phone outside of the classroom shall be construed as cheating and result in associated penalties.

Sexual Harassment:

Harassment will not be tolerated at Abilene Christian University. As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Therefore it is the purpose of this policy to maintain a work and academic environment that is free of harassment, sexual or otherwise. This policy applies to all members of the ACU community, including trustees, faculty, staff, students, and volunteers at Abilene Christian University. For a more in-depth look at the university's anti-harassment policy, full definition of harassment, and procedure for reporting, visit:

[www.acu.edu/campusoffices/studentlife/judicial/For Students/Harassment_Policy](http://www.acu.edu/campusoffices/studentlife/judicial/For%20Students/Harassment_Policy)

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: May 5, 2015
TO: Dr. Hope Martin
FROM: Mark McCallon, Associate Dean for Library Services
RE: New Course Proposal, OCCT 661 – Hand and Upper Extremity Conditions

The library has examined the course proposal and is able to support the proposed course. Please contact your librarian liaison, Mark McCallon (mccallonm@acu.edu), if additional library resources are needed to support the proposed course. Thank you.

Thursday, April 30, 2015

Abilene Christian University

Re: OCCT 661 Application

Dear Hope,

The Adams Center for Teaching and Learning has completed the review OCCT 661: Hand and Upper Extremity Conditions. The syllabus was reviewed based on the ACU Syllabus Guidelines. The syllabus proposed meets or exceeds most of the expectations described in these guidelines.

Please address the following before submitting the syllabus to the academic Council.

- Please add the semester and year.
- Please add the instructors' contact information, office location, office hours, and contact expectations.
- Please describe how learning and Christian faith will be integrated in this course.

There is no need to return the syllabus to the Adams Center for further review. Of course, if you would like to discuss this suggestion or any other aspect of your syllabus or instructional strategies, please contact me and we will schedule a time as soon as possible. We are here to serve you as you help prepare students for Christian service and leadership throughout the world.

Grace and Peace,

David Christianson
Instructional Designer
Adams Center for Teaching and Learning
Abilene Christian University