

Application for a New Course v10.5

Course ID <i>Subject and Number</i>	OCCT 735
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Hope A. Martin, OTR, PhD, CHT
2	Course Teacher	Hope A. Martin, OTR, PhD, CHT Catherine Chandler, OTR, PhD, BCP Lisa Tekell, OTR/L, DOT
3	Course Title	Research In OT II
4	Course Abbreviation (if title is over 30 characters)	
5	College	CEHS
6	Department	Occupational Therapy
7	Number of Credit Hours	3
8	Is the course Fixed Credit or Variable Credit?	Fixed
9	Is the course repeatable?	Yes
10	Maximum number of times course may be repeated	once
11	Maximum number of hours credit	3
12	Explanation for variable credit	
13a	Course contact hours - LEC	2
13b	Course contact hours - Lab	
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	1
13m	Course contact hours - Workshop	
13n	Course contact hours – Other (specify)	
14	Instructor Workload	3
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 supports beginning research skills in a practice setting with a faculty-led research activity embedded into the second portion of this

		course.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Pre-requisite: Statistics OCCT 673 Research in OT
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 <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	No
22a	How often will it be offered? Fall	Every Fall
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?	Every Fall
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	
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. (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.8.5, B.8.6, B.8.7, B.8.8, and B.8.9 of the Education Standards for the American Council for the Accreditation of OT Education (ACOTE). Standard B.8.5 - Students will understand and critique the validity of research studies, including their design (both quantitative and qualitative) and methodology. Standard B.8.6 - Students will demonstrate the skills necessary to design a scholarly proposal that includes the research question, relevant literature, sample, design, measurement, and data analysis. Standard B.8.7 - Students will participate in scholarly activities that evaluate professional practice, service delivery, and/or professional issues (e.g., Scholarship of Integration, Scholarship of Application, Scholarship of Teaching and Learning). THE INTENT OF STANDARD B.8.7 IS TO EMPHASIZE THE "DOING" PART OF THE RESEARCH PROCESS THAT CAN SUPPORT BEGINNING RESEARCH SKILLS IN A PRACTICE SETTING. SYSTEMATIC REVIEWS THAT REQUIRE ANALYSIS AND SYNTHESIS OF DATA MEET THE REQUIREMENT FOR THIS STANDARD. NARRATIVE REVIEWS DO NOT MEET THIS STANDARD. A CULMINATING PROJECT RELATED TO RESEARCH IS NOT REQUIRED FOR THE MASTER'S LEVEL. IF IT IS CONSISTENT WITH THE PROGRAM'S CURRICULUM DESIGN AND GOALS, THE PROGRAM MAY CHOOSE TO REQUIRE A CULMINATING RESEARCH LEARNING ACTIVITY (E.G., SYSTEMATIC REVIEW OF LITERATURE, FACULTY-LED RESEARCH ACTIVITY, STUDENT RESEARCH PROJECT). Standard B.8.8 - Students will demonstrate skills necessary to write a scholarly report in a format for presentation or publication. Standard B.8.9 - Students will demonstrate an
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		understanding of the process of locating and securing grants and how grants can serve as a fiscal resource for scholarly activities.
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 be able to participate in a culminating research activity with their peers and professor mentor.

2. Competencies and Measurements

Date	Topic	Assignment	Percent of Grade
Session 1	Embarking on the Journey and Identifying a topic	Ch. 1 and 2 in Required text	
Session 2	Reviewing the Literature	Ch. 3 In required text In class three tracks of research will be presented and the tracks will decide on literature review topic	10%
Session 3	Quantitative Research Methodology and Design	Ch. 6 Required Text	
Session 4	Technical Aspects of Quantitative Research	Ch. 7 Required text	Meet with Mentor 10%
Session 5	Qualitative Research methodology and Design	Ch. 8 Required Text	Literature review due 15%
Session 6	Technical Aspects of Qualitative Research	Ch. 9 Required Text	Meet with Mentor 10%
Session 7	Common Tasks Along the Journey	Ch. 11 Required Text	
Session 8	The Art of Writing up Research	Ch. 12 Required Text	
Session 9	Work with Mentors		10%
Session 10	Class Discussion about findings so far Outline for a Grant Proposal	Appendix O required Text	Rough draft of project due 15%
Session 11	The art of Presenting the Research Study or Evidence-Based Practice		

Session 12	Presentations		30%
Session 13	Presentations		
Session 14	Presentations		

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 Text:

Hissong, A.N., Lape, J.E., Bailey, D.M.(2015). *Research for the Health Professional*. F.A. Davis, Philadelphia, PA

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 735

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

Dean of the College

Date

Date

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

Department Chair

Dean of the College

Date

Date

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

Course ID: OCCT 735

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 ☐ *James 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:

Application for a New Course v10.5

Instructions:

Sequence:

- Consult with the Registrar's Office to discuss the degree plan and course number.
- Complete the New Course Application
- Create the course Syllabus – *See the associated Syllabus Checklist*
- Submit both paper and electronic versions of the Application and Syllabus to the Adams Center
- *Adams Center schedules review appointment within ten days of receipt of all items*
- Meet with Adams Center Instructional Design team
- Make any necessary changes to application / syllabus
- Obtain the Library Review
- Obtain Preliminary Approval Signatures (Department Chair, Deans)
- Gather all attachments to application
- Submit to College Academic Council
- Submit to Teacher Education Council (if applicable)
- Submit to UGEC/UUAC/Grad Council (as required)

The course developer completes this application with supporting documentation (Section IV) and approval signatures of department chair and college dean (Section V) before the new course is reviewed by any academic council. **If the course is to be cross-listed, be certain to obtain signatures from all participating departments.**

Syllabus Checklist v10.5

Course ID _____ Developer _____

NOTE: It is not necessary to submit this checklist with the New Course Application. It is provided to assist the course developer in ensuring that all essential syllabus elements are addressed. 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 ☐ Pre-requisite/co-requisite 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.	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 expectations for letter 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: - o Attendance and Tardiness - o Participation - o Course specific academic integrity policy (optional) Course 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 - o Late assignment/exam policy ☐ Schedule of readings and topics ☐ Statement to reserve right to modify the calendar as necessary
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Writing Course Competencies

	Competency	Measurement Instrument
	<i>Instructions:</i> Competencies should be observable and measurable, and stated in terms of student performance. In some cases it might be valuable to complete the sentence “Students will be able to. .” If the competencies are primarily cognitive, consider using Bloom's Taxonomy to evaluate whether the competencies are at an appropriate level for the course. In the more rare 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. <i>Note that this is distinct from the Measurement Standard which provides some detail about what constitutes valid and acceptable student performance.</i>
Ex. 1	Defend dietary goals in light of current research.	Weekly Reading Journal, Research Paper
Ex. 2	Examine personal values, attitudes and expectations to enhance self-awareness for greater effectiveness as a social work professional. . .	Field Instructor Evaluation
Ex. 3	Integrate terminology from literary history into writing	Research Paper

ACU Syllabus Checklist

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

Course Title and Number

OCCT 735 Research in I

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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Research In OT II Syllabus



College of Education and Human Services

Department of Occupational Therapy

OCCT 735 Research In OT II

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

3

Instructor and Contact Information

Hope Martin, OTR, PhD, CHT – lead professor

Catherine Candler, OTR, PhD, BCP - mentor

Lisa Tekell, OTR/L, MOT, OTD – mentor

All offices are located in the Hardin Administration Building Suite 204.

Please contact professors individually by email to arrange visit times.

Class time and location

Fall 2015

Tuesdays 9:00 am – 11:00 AM

Administration Building Room 317

About the Students

OCCT 735 is a graduate course in Master of Science in Occupational Therapy degree

Prerequisites

Statistics (pre-requisites)

OCCT 637 Research in OT

Course Scripture

Proverbs 1:7 :*"The fear of the Lord is the beginning of all knowledge"*

Course Content**Course Description**

This Course supports beginning research skills in a practice setting with a faculty-led research activity embedded into the second portion of this course.

Teaching/Learning Methods

Didactic lectures, synthesizing literature using library resources, and one-on-one faculty mentorship

Required Text:

Hissong, A.N., Lape, J.E., Bailey, D.M.(2015). Research for the Health Professional. F.A. Davis, Philadelphia, PA

Supporting Course Documents

Competencies and Measurements:

ACOTE	SLOs	NBCOT	Assignment
B.8.5	Students will understand and critique the validity of research studies, including their design (both quantitative and qualitative) and methodology.	010104 040102	Exam one
B.8.6	Students will demonstrate the skills necessary to design a scholarly proposal that includes the research question, relevant literature, sample, design, measurement, and data analysis.	040101 040102 040204	Literature review
B.8.7	Students will participate in scholarly activities that evaluate professional practice, service delivery, and/or professional issues (e.g., Scholarship of Integration, Scholarship of Application, Scholarship of Teaching and Learning). THE INTENT OF STANDARD B.8.7 IS TO EMPHASIZE THE "DOING" PART OF THE RESEARCH	040101 040102 040103 040204 040205	Work with Mentors

	PROCESS THAT CAN SUPPORT BEGINNING RESEARCH SKILLS IN A PRACTICE SETTING. SYSTEMATIC REVIEWS THAT REQUIRE ANALYSIS AND SYNTHESIS OF DATA MEET THE REQUIREMENT FOR THIS STANDARD. NARRATIVE REVIEWS DO NOT MEET THIS STANDARD. A CULMINATING PROJECT RELATED TO RESEARCH IS NOT REQUIRED FOR THE MASTER'S LEVEL. IF IT IS CONSISTENT WITH THE PROGRAM'S CURRICULUM DESIGN AND GOALS, THE PROGRAM MAY CHOOSE TO REQUIRE A CULMINATING RESEARCH LEARNING ACTIVITY (E.G., SYSTEMATIC REVIEW OF LITERATURE, FACULTY-LED RESEARCH ACTIVITY, STUDENT RESEARCH PROJECT).		
B.8.8	Students will demonstrate skills		Final Project

	necessary to write a scholarly report in a format for presentation or publication.		
B.8.9	Students will demonstrate an understanding of the process of locating and securing grants and how grants can serve as a fiscal resource for scholarly activities.		Class Discussion Session 11

Course Schedule

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

Date	Topic	Assignment	Percent of Grade
Session 1	Embarking on the Journey and Identifying a topic	Ch. 1 and 2 in Required text	
Session 2	Reviewing the Literature	Ch. 3 In required text In class three tracks of research will be presented and the tracks will decide on literature review topic	10%
Session 3	Quantitative Research Methodology and Design	Ch. 6 Required Text	
Session 4	Technical Aspects of Quantitative Research	Ch. 7 Required text	Meet with Mentor 10%
Session 5	Qualitative Research methodology and Design	Ch. 8 Required Text	Literature review due 15%

Session 6	Technical Aspects of Qualitative Research	Ch. 9 Required Text	Meet with Mentor 10%
Session 7	Common Tasks Along the Journey	Ch. 11 Required Text	
Session 8	The Art of Writing up Research	Ch. 12 Required Text	
Session 9	Work with Mentors		10%
Session 10	Class Discussion about findings so far Outline for a Grant Proposal	Appendix O required Text	Rough draft of project due 15%
Session 11	The art of Presenting the Research Study or Evidence-Based Practice		
Session 12	Presentations		30%
Session 13	Presentations		
Session 14	Presentations		

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	599-0

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 Absence:

It is the student's responsibility to:

1. Arrange to take tests, labs etc. more than 48 hours prior to the University sponsored 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 735 – Research in Occupational Therapy II

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 735 Application

Dear Hope,

The Adams Center has completed the review OCCT 735 Research in OT II. 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