

Approval Chart for Curriculum Changes

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

Course Number _____ or Degree Plan(s) Doctorate of Occupational Therapy
 State the requested change and reason. A memo may be attached if more space is necessary.

See proposal documents provided.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

				COUNCIL ¹						
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A		I			I	I
2.	Description (not affecting content)	A	A	A		I			I	I
3.	Course term(s)	A	I	A		I			I	I
4.	Content (substantive change)	A	A	A		I			A	I
5.	Number of hours (lecture, lab, contact)	A	A	A		A			A	I
6.	Course number within the hundred	A	A	I		I			I	I
7.	Course number beyond the hundred	A	A	A		A			A	I
8.	Prerequisites	A	A	A		I			I	I
9.	Course fee(s)	A	--	A		--			A	I
10.	From U to G or G to U	A	A	A		A			A	I
11.	Cross list with another department: U or G level	A	A	A		A			A	I
12.	Department of record	A	A	A		A			A	I
13.	Open or close a course	A	A	A		A			A	I
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A		A			A	I

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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		COUNCIL ³							Board of Trustees		
		Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD		Provost	Faculty
Change to a Degree Plan											
1.	University Requirements — Change in approved course content ⁶	A	A	A	A			A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A			A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A			A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A			A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A			A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A			A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A			A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A			A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.									
10.	GPA — Revise major or cumulative requirement	A	A	A	A			A	A	A	--
11.	Minor — Revise course selection	A	A	A	I			I	--	I	--
12.	Minor — Add	A	A	A	A			A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A			A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.									
15.	Degree — Add	A	A	A	A			A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A			A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.									
18.	Any change to a graduate degree program	A	A	A	A			A	--	A	--

COUNCIL'										
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

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COUNCIL ³									
	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A
2.	Admission requirements	--	--	--		A		A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A

¹ Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

² The Dean and Department should respond to the Provost's recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

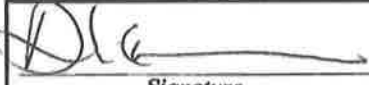
⁶ Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that "general requirements for graduation" means the enumerated items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Signature	10-1-2019 Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
 Signature	10-1-2019 Approval date
_____ Signature	_____ Approval date

Dean(s)	
 Signature	10-1-2019 Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

**New Program Application
Doctor of Occupational Therapy**

I. Program Identification

A. Program title:

Doctor of Occupational Therapy

B. Degree type:

Clinical Entry-level Doctorate

This degree is an entry-level clinical degree for the profession of occupational therapy. It is not considered a research degree for the profession. As an entry point into the profession, these students will receive the same credential as those getting a masters' degree at the clinical level in occupational therapy. It is an entry point into the profession like the MSOT. However, this degree does have an extra research project and capstone experience that will allow students to have more opportunities in leadership.

C. Home department or unit:

Department of Occupational Therapy

D. Program developer and credentials:

Hope A. Hodges, OTR, PhD, and Catherine Candler, OTR, PhD, BCP

E. Where programs will be offered and delivery methods:

Abilene Christian University Abilene Campus, face to face program

F. Proposed date of implementation

Fall 2021

II. Program details

A. Program description:

The goal of the Doctor of Occupational Therapy degree is to prepare students for leadership and specialized focus in the field of occupational therapy. Graduates will be eligible to sit for the National Board for Certification in Occupational Therapy, Inc. and to become licensed Occupational Therapists. The 85-hour program consists of two and a half years of graduate education, including two 12-week fieldwork education rotations and a 14-week doctoral capstone experience. The capstone experience consists of two parts: the capstone project and the capstone experience. For the capstone experience student will complete an individual 14-week capstone experience in the students chosen area of specialization for the purpose of implementing the doctoral project. The capstone project Completion of a doctoral capstone project which includes: review of the literature; needs assessment; identifying the needs within the area of specialization; implementation of a plan to address the needs; and a public dissemination of a report of the outcomes.

The entry-level occupational therapy doctoral degree program is seeking candidacy status from the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is: www.acoteonline.org.

B. Program mission statement:

The mission of the Doctorate in Occupational Therapy is to prepare occupational therapy students to think and act critically, missionally, and globally through Christian service as specialized occupational therapy professionals and leaders throughout their respective communities.

C. Program outcomes:

Graduates of the ACU OTD program will demonstrate:

- Competency in essential practice skills that serve as the basis for ongoing professional development and refinement
- Consistent application of critical thinking in evidential reasoning, clinical reasoning, and self-reflection
- Commitment to lifelong learning and continuous professional development
- Identification with the field of occupational therapy expressed by a professional commitment characterized by active promotion of its ideals and heritage, awareness of the forces that may impact it, and leadership in the organizations that seek to maintain its integrity

D. Target Audience

Occupational therapy is expected to grow by 18% over the next 10 years (Bureau of Labor Statistics <https://www.bls.gov/ooh/healthcare/occupational-therapists.htm>). At the initiation of ACU's MSOT program in 2014 there were 147 occupational therapy degree programs at the master level and 6 offered doctoral education. This trend has shifted. In July 2019 125 master programs were available and 30 doctorate (ACOTE <https://www.aota.org/Education-Careers/Accreditation.aspx>). In addition, each of the public institutions offering occupational therapy programs in Texas have taken steps to shift their offerings to the doctoral level. Today's student now has a range of education options in doctoral as well as master level education. The department of occupational therapy at ACU remains dedicated to the quality generalist education currently offered through its MSOT. The target audience for this degree program are those individuals who desire to expand their options further for leadership and specialized focus within the profession. The proposed ACU OTD program is aimed toward those applicants who are seeking advanced careers in occupational therapy beyond generalist practice.

E. Admission requirements

1. A completed application for admission with a nonrefundable application fee.
2. An official transcript(s) in English (or translated to English) of all previous colleges attended. The transcript must indicate an earned bachelor's degree from a regionally accredited college or university or equivalent.
3. A minimum cumulative undergraduate GPA of 3.20
4. Completion of the following prerequisite courses:
 - a. Anatomy and Physiology (6-8 credit hours) (Must be completed prior to submission of application)
 - b. Life Span Development / Human Development (3 credit hours; must cover human development across the entire life span)
 - c. Abnormal Psychology (3 credit hours; a course in the study of personality cannot substitute for this requirement)
 - d. Statistics (3 credit hours; may be taken in any discipline)
 - e. Medical terminology (may be taken as a 1- to 3-hour course or certificate course)
5. A minimum prerequisite GPA of 3.20

6. Two letters of recommendation (one must be from an occupational therapist who has observed the student). Recommendation forms should be submitted through the online application.
7. Applicants must have performed a minimum of 40 hours of volunteer/observation activity in an OT setting. 40 hours is standard across the state and nation in many programs. However, at ACU, we prefer to 80-100 observation hours to ensure our applicants have a more precise understanding of the profession of occupational therapy. Applicants are encouraged to complete observation hours in more than one clinical setting. Applicants should download and complete the Occupational Therapy observation hours form.
8. Applicants must complete an essay as part of the application process. ACU requires occupational therapy applicants to submit a 2-3 page, double-spaced personal essay regarding your interest in and journey towards the field of occupational therapy. Your essay should include: spiritual and/or life experiences that influenced your decision to apply to occupational therapy school, and clinical experience or observation that evoked passion about occupational therapy.

***Note:** The acceptance threshold may be higher due to the competitive nature of acceptance. Students who are admitted to the OTD program must have access to a computer throughout the entirety of the program.

Health Standards/Technical Standards/Performance Indicators

- All students admitted to the program must complete CPR prior to Fieldwork Level II experience. This information will be provided during program orientation and fieldwork orientation the first week of the program.
- To protect health and well-being, all students are required to have appropriate immunizations before transition into the fieldwork portion of the program. This is discussed in the fieldwork orientation the first week of the program.

F. Projected total enrollment first 5 years

The OTD would use a cohort model with 10 available spots per year. Demand for entry level programs in occupational therapy is high and full enrollment is anticipated for the first five years yielding 50 total students in the first five years.

Because the MSOT and OTD share a number of courses, it's relevant to look at enrollment in the degree programs together. The current ACU MSOT program admits 45 students per academic year. These students progress through the 2-year program as a cohort.

Projected Occupational Therapy Enrollment

	MSOT 1	MSOT 2	OTD 1	OTD 2	OTD 3	Total
2021-22	45	45	10			100
2022-23	45	45	10	10		110
2023-24	45	45	10	10	10	120
2024-25	45	45	10	10	10	120
2025-26	45	45	10	10	10	120

G. CIP code

51.2306

III. Rationale and need for program

A. Mission fit

The core values of our curriculum fit the vision and mission of ACU with the three key threads being Service, Innovation and Leadership with Faith permeating the entire curriculum.

We believe that participation in meaningful occupation is essential to mental, physical, and spiritual health. We believe in teaching students to recognize that occupation in its broadest sense is a great gift from God and therefore requires great responsibility. This responsibility is taught through our core values of: **Faith, Service, Authenticity, Innovation, Competency and Leadership**. We do this by knowing students individually, engaging students in meaningful, innovative experiences, and exposing students to varied social conditions to instill compassion and willingness.

B. Societal need

Occupational therapy is a diverse profession that addresses illness and disability across the life-span and is an important part of treatment for a wide segment of the population. The U.S. Department of Labor projects that employment for occupational therapists will grow 18 percent in the years between 2018 and 2028 (See Appendix 1. Societal Needs). As the profession expands, the need for leadership increases. Higher level practice degrees develop a unique set of skills promoting specialization and leadership that create efficiency within healthcare systems. The proposed OTD will maintain excellence in the field of occupational therapy by providing leaders who initiate clinical innovation using evidence-based practices, demonstrate activism through distinctive roles in health care and public health systems, and disseminate knowledge through presentation and publication. Program graduates will be employed in leadership positions in health care specialty areas, management, and as clinical faculty in higher education.

C. Employment demand and career opportunities

1. Jobs

Graduates of the OTD program will be eligible for employment as occupational therapy practitioners. Occupational therapy practitioners serve children and youth, health and wellness, mental health, productive aging, rehabilitation and disability and work and industry. In addition, OTD-trained occupational therapists will be eligible for advanced positions in leadership, management and as clinical faculty.
(<https://www.aota.org/Education-Careers/Considering-OT-Career.aspx>)

2. Job Market

Spring 2019, *U.S. News and World Report* ranked Occupational Therapist # 9 in "Best Health Care Jobs." *Glassdoors* rated occupational therapy #8 in a list of "10 High-Paying Jobs with Tons of Open Positions." Jobs for occupational therapists are growing and expected to continue to grow as reported by the U.S. Bureau of Labor Statistics. These projections have been analyzed by state; in Texas, a 32% increase in occupational therapy jobs from 2016 to 2026 has occurred. There have been 850 new job openings during this time.

Links to further job market information can be found at <https://www.aota.org/Education-Careers/Considering-OT-Career/JobOutlook.aspx>

3. Texas Entry Level and Mean Wages

Statewide, occupational therapists in Texas earn an average of \$89,358 annually (Texas Wages and Employment Projections, <https://texaswages.com/WDAWages>).

D. Prospective student interest

Prospective student interest in ACU's occupational therapy programs has been consistently high. Potential applicants request for campus visits have required the planning of preview days prior to the December 14, 2019, application deadline day. Applications are accepted via the Occupational Therapy Common Application System (OTCAS). As of September 17, 2019, 392 applicants have registered interest with 64 complete applications. The OTD has been designed to reach for individuals who desire to expand their entry level options into the profession further for leadership and specialized focus within the profession. Each of the public institutions offering occupational therapy programs in Texas have taken steps to shift all their offerings to the doctoral level. Today's student now has a range of education options in doctoral as well as master level education. The OTD will allow ACU to meet this growing interest in advanced entry level training.

E. Disciplinary benchmarking

A recent ACU task force demonstrated market growth in health sciences careers. Many of the closely related Health Sciences are experiencing growth due to the same reasons occupational therapy is experiencing growth, i.e. the baby boom generation is aging, staying active longer and wanting to age in their own homes rather than facilities. Not all professions, however are experiencing the rapid growth and demand for several reasons. One difference noted by the Bureau of Labor statistics is that occupational therapy is uniquely equipped to address more holistic needs than some professions given its diverse background in the hard and social sciences. In addition, occupational therapy addresses needs across the lifespan, which also uniquely prepares occupational therapy to address issues from birth to death.

An accredited entry level doctoral occupational therapy program is available in the state of Texas from the University of St. Augustine for Health Sciences-Austin Campus, a private institution. This offering includes a part-time hybrid track.

Three additional programs are currently open in Candidacy Status and are approved to accept students. These include one private institution, the University of St. Augustine for Health Sciences-Dallas Campus and two public institutions, University of Texas Health Science Center at San Antonio and University of Texas Medical Branch.

Four programs are in the applicant process. These include one private institution, Baylor University, and three public institutions: Texas Tech University, Texas Woman's University, and University of Texas Rio Grande Valley.

IV. Curriculum

A. Degree plan

It is the intent of the Department of Occupational Therapy at Abilene Christian University to offer two interconnected entries into the profession of occupational therapy, the Master of Science in Occupational Therapy (MSOT) and the proposed Doctor of Occupational Therapy degrees. In line with the standards set by the Accreditation Council of Occupational Therapy Examiners, the purpose of the MSOT is to prepare graduates to practice as a generalist with a broad exposure to practice settings and practice areas, including new and emerging areas. The proposed OTD degree seeks to confer graduates additional in-depth knowledge in practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory. Students in the OTD program complete the same or similar courses with the MSOT for generalist preparation. Concurrently and following completion of this preparation, the OTD requirements include a higher level of learning criteria and evidence of individualized skill specialization within the field of occupational therapy through successful completion of doctoral capstone project and experience.

OTD Degree Plan

Prerequisite Degree Requirements

This program requires a baccalaureate degree from a regionally accredited institution along with a minimum of 40 hours volunteer/observation activity in an occupational therapy setting and the following coursework:

- Anatomy & Physiology I and II with labs (6-8 hours) (Must be completed prior to submission of application)
- Life Span Development (3 hours)
- Statistics (3 hours)
- Abnormal Psychology (3 hours)
- Medical Terminology (1-3 hours)

Major Requirements

Core Courses

Year One (Fall) 17 Credit Hours

- OCCT 601 Musculoskeletal Anatomy (Credit Hours 4)
- OCCT 603 Foundations of Occupational Therapy (Credit Hours 2)
- OCCT 607 Intro to Making (Credit Hours 4)
- OCCT 611 Adult Populations in Occupational Therapy I (Credit Hours 2)
- OCCT 617 Social Conditions (Credit Hours 2)
- OCCT XX1 Statistics and Outcome Measures (Credit Hours 2)
- OCCT XX2 Doctor of Occupational Therapy Seminar I (Credit Hours 1)

Year One (Spring) 17 Credit Hours

- OCCT 631 Neuroscience (Credit Hours 3)
- OCCT 637 Research in Occupational Therapy I (Credit Hours 2)
- OCCT 639 Adult Populations in Occupational Therapy II (Credit Hours 6)
- OCCT 641 Health Conditions Seminar (Credit Hours 2)
- OCCT 643 Mentored Research (Credit Hours 1)

- OCCT 690 Physical Disabilities Fieldwork Level I and Documentation (Credit Hours 2)
- OCCT XX3 Doctor of Occupational Therapy Seminar II (Credit Hours 1)

Year One (Summer) 8 Credit Hours

- OCCT 651 Occupational Therapy for Mental Health and Wellness (Credit Hours 3)
- OCCT 655 Mental Health and Wellness Fieldwork Level I and Documentation (Credit Hours 2)
- OCCT 670 Group Process (Credit Hours 2)
- OCCT XX4 Doctor of Occupational Therapy Seminar III (Credit Hours 1)

Year Two (Fall) 17 Credit Hours

- OCCT 635 Occupational Therapy in Pediatrics (Credit Hours 6)
- OCCT 661 Hand and Upper Extremity Conditions (Credit Hours 4)
- OCCT 695 Pediatrics Fieldwork Level I (Credit Hours 2)
- OCCT 711 Ethical and Professional Decision Making in Occupational Therapy (Credit Hours 1)
- OCCT 735 Research Process in Occupational Therapy II (Credit Hours 3)
- OCCT XX5 Doctor of Occupational Therapy Seminar IV (Credit Hours 1)

Year Two (Spring) 12 Credit Hours

- OCCT 703 Implementing Occupational Therapy Treatment (Credit Hours 2)
- OCCT 790 Fieldwork Level II (Credit Hours 6)
- OCCT XX6 Leadership in Occupational Therapy (Credit Hours 2)
- OCCT XX7 Specialized Professional Preparation (Credit Hours 2)

Year Two (Summer) 6 Credit Hours

- OCCT 795 Fieldwork Level II (Credit Hours 6)

Year Two (Fall) 8 Credit Hours

- OCCT XX8 Doctoral Capstone Experience (Credit Hours 6)
- OCCT XX9 Doctoral Capstone Project (Credit Hours 2)

TOTAL Major Hours: 85

B. Courses

The OTD program will consist of a total of 31 courses. Nine of these courses are specific to the OTD. The remaining 22 courses will concurrently serve students in the OTD and the MSOT degree programs. All courses are shown in *Appendix 4. Curriculum Design*. Course descriptions are located in *Appendix 5. OTD Courses*.

C. New Courses

Implementation of the OTD will require the creation of 9 new courses as highlighted in yellow in *Appendix 5. OTD Courses*.

The deadlines to approve the new courses have been set with the provost's office. The courses, their for submission to the CEHS council for curriculum approval, and the target date for first offering are:

Course code and number	Course name	Deadline for submission to CEHS AC	Projected date of first offering
OCCT XX1	Statistics and Outcome Measures	October 2020	Fall 2021
OCCT XX2	Doctor of Occupational Therapy Seminar I	October 2020	Fall 2021
OCCT XX3	Doctor of Occupational Therapy Seminar II	February 2021	Spring 2022
OCCT XX4	Doctor of Occupational Therapy Seminar III	February 2021	Spring 2022
OCCT XX5	Doctor of Occupational Therapy Seminar IV	October 2021	Fall 2022
OCCT XX6	Leadership in Occupational Therapy	February 2022	Spring 2023
OCCT XX7	Specialized Professional Preparation	February 2022	Spring 2023
OCCT XX8	Doctoral Capstone Experience	February 2022	Fall 2023
OCCT XX9	Doctoral Capstone Project	February 2022	Fall 2023

V. Assessment plan

A. Curriculum map

A map of the curriculum to outcomes is located in *Appendix 6. Curriculum Map*

B. Outcome assessment measures

Outcome assessment measures are located in *Appendix 7. Assessment Measures*

C. Description of assessment cycle

The OTD program will be evaluated annually. The Program Director will collect assessment measure data and assemble it in a report to faculty each January. Faculty will meet and discuss the implications of the data in a designated faculty meeting to occur before the end of February. At that meeting potential responses will be discussed. An implementation plan including goals, strategies, individuals responsible, and timeline will be generated and evaluated for impact the next year.

Program Outcome	Year A	Year B
Practice	Measures 1 and 2	Measures 1 and 2
Thinking	Measure 1	Measure 2
Lifelong Learning	Measure 1	Measure 2
Leader	Measure 1	Measure 2

UNITED STATES DEPARTMENT OF LABOR

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Occupational Therapists

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Summary What They Do Work Environment How to Become One Pay Job Outlook State & Area Data Similar Occupations More Info

Job Outlook

About this section

Employment of occupational therapists is projected to grow 18 percent from 2018 to 2028, much faster than the average for all occupations. Occupational therapy will continue to be an important part of treatment for people with various illnesses and disabilities, such as Alzheimer's disease, cerebral palsy, autism, or the loss of a limb. However, demand for occupational therapy services is related to the ability of patients to pay, either directly or through health insurance.

The need for occupational therapists is expected to increase as the large baby-boom generation ages and people remain active later in life. Occupational therapists can help senior citizens maintain their independence by recommending home modifications and strategies that make daily activities easier. Therapists also play a role in the treatment of many conditions and ailments commonly associated with aging, such as arthritis and stroke.

Occupational therapists also will be needed in a variety of healthcare settings to treat patients with chronic conditions, such as diabetes. Patients will continue to seek noninvasive outpatient treatment for long-term disabilities and illnesses, either in their homes or in residential care environments. These patients may need occupational therapy to become more independent and to perform a variety of daily tasks.

Demand for occupational therapy services also will stem from patients with autism spectrum disorder. Therapists will continue to be needed in schools to assist children with autism in improving their social skills and accomplishing a variety of daily tasks.

Job Prospects

Job opportunities should be good for licensed occupational therapists in all settings, particularly acute hospital, rehabilitation, and orthopedic settings where the elderly receive treatment. Occupational therapists with specialized knowledge in a treatment area also will have better job prospects.

Employment projections data for occupational therapists, 2018-28

Occupational Title	SOC Code	Employment, 2018	Projected Employment, 2028	Change, 2018-28		Employment by Industry
				Percent	Numeric	
Occupational therapists	29-1122	133,000	156,800	18	23,700	Get data

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

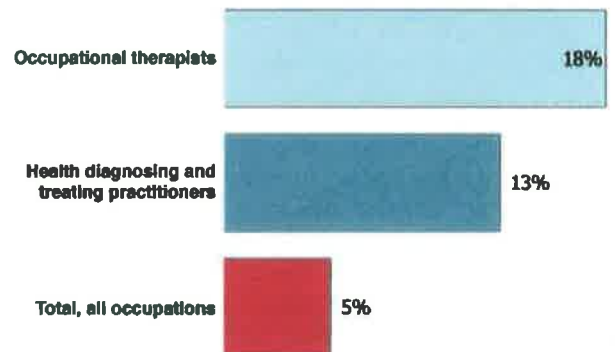
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State & Area Data >

SUGGESTED CITATION:

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Occupational Therapists, on the Internet at <https://www.bls.gov/ooh/healthcare/occupational-therapists.htm> (visited September 04, 2019).

Occupational Therapists
Percent change in employment, projected 2018-28



Note: All Occupations includes all occupations in the U.S. Economy.
Source: U.S. Bureau of Labor Statistics, Employment Projections program

Workforce Rankings

- **Occupational Therapy Assistant**

- #1 Best Health Care Support Job
- #60 in The 100 Best Jobs

- **Occupational Therapist**

- #9 Best Health Care Job
- #11 in The 100 Best Jobs

- **Occupational Therapist**

- #8 on Glassdoors “10 High-Paying Jobs with Tons of Open Positions”

- **Occupational Therapist**

- Business Insider “18 High-Paying jobs for people who hate math”



Talent Sourcing Report™

Gartner

Occupational Therapists Texas

Q Search Definition: Occupational Therapists in Texas

HIRING SCALE



Potential Candidates in the workforce:

9,400

Direct Employers currently competing:

156

Open Jobs posted by Direct Employers:

812

Average posting duration

40 days

RECRUITMENT INDICATORS

DEMAND PRESSURE

NATIONALLY



CANDIDATES / JOB OPENING

LOCALLY



CANDIDATES / JOB OPENING

COMPETITIVE INTENSITY

NATIONALLY



CANDIDATES / DIRECT EMPLOYER

LOCALLY



CANDIDATES / DIRECT EMPLOYER

MARKET SALARY

10th 25th Median Salary 75th 90th

CANDIDATE SUPPLY COUNT

Estimated potential candidates who might fit your requirements: 9,400

Baseline	All Candidates in United States	154,005,000
Location	All MSAs in Texas	12,776,900
Occupation	Occupational Ther...	9,400

* All numbers are estimates based on our data and third party data.

SKILLS AND CERTIFICATIONS

Skills

Pediatrics
Geriatrics
Utilization review
Orthotic devices
Patient Electronic Medical Reco...

Certifications

Certification in Cardiopulmonar...
Continuing Education (CE)
Basic Life Support (BLS)
Driver's License
Certified Occupational Therapy ...

JOB TITLES

Occupational Therapist
Occupational Therapist Travel
Occupational Therapist Snf
Occupational Therapist Home Health
Occupational Therapist Skilled
Occupational Therapist Skilled ...
Occupational Therapist Travel Snf
Occupational Therapist Skilled ...
Pediatric Occupational Therapist
Occupational Therapy Travel

Occupational Therapists Texas

Q Search Definition: Occupational Therapists in Texas

GENDER/ETHNICITY

Candidate Supply: 9,400

Women	Men
6,045	675
425	65
275	65
1,300	400
150	< 5
Total: 8,195	Total: 1,205

EDUCATIONAL ATTAINMENT

Candidate Supply: 9,400

Current Openings: 812

95	High School	32
1,050	Associate's	22
4,930	Bachelor's	329
2,550	Master's	400
675	Doctorate	0

ACTIVE COMPETITION

Direct Employers found: 156

Aveanna Healthcare
Gentiva Health Services
Kindred Healthcare
Reliant Rehabilitation
Ensign Group
HealthSouth
Epic Health Services, Inc.
Genesis HealthCare
Select Medical Corporation
HCA - The Healthcare Company

HISTORICAL HIRING

Employers found: 1,081

The Delta Companies
RehabCare
Kindred Healthcare
BROOKDALE
Health Services, Inc.
Advanced Travel Therapy
The Healthcare Company
Compass Home Health
HealthSouth
Memorial Hermann

GRADUATE SUPPLY

University / College: Total Graduate Supply

Graduate Program



Occupational Therapy/Thera...
295

Graduate Education Level

0	Associate's
6	Bachelor's
277	Master's
12	Doctorate
Total	295

Graduate Gender and Ethnicity

Women	Men
140	18
11	< 5
14	< 5
71	14
12	6
Total: 254	Total: 41

Occupational Therapists Texas

Q Search Definition: Occupational Therapists in Texas

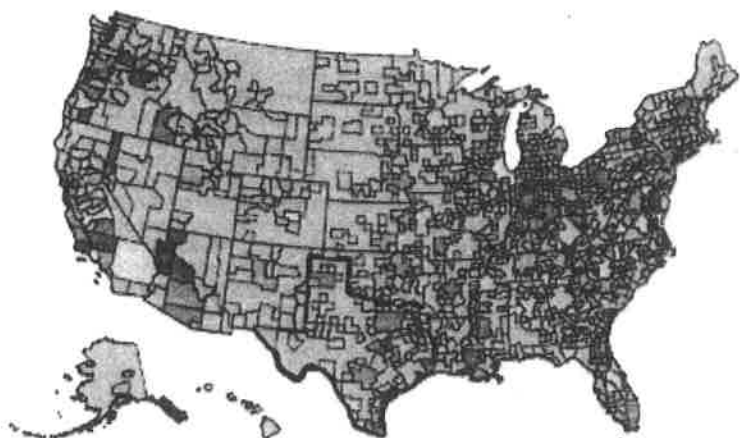
CANDIDATE LOCATIONS

Alternate Location	Job Volume *	Salary Range	Candidate Supply	Demand Pressure	Competitive Intensity	Hiring Scale
Appleton, WI	5	\$73K - 85K	100	20	34	7
Pittsburgh, PA	22	\$72K - 89K	1,800	75	151	8
Baton Rouge, LA	20	\$50K - 108K	500	21	42	8
Claremont-Lebanon, NH	11	\$71K - 99K	300	10	33	9
Albany-Schenectady-Troy, NY	10	\$76K - 112K	600	55	79	9
Scranton--Wilkes-Barre--Hazleton, PA	6	\$61K - 81K	600	48	144	9
Miami-Fort Lauderdale-West Palm Beach, ...	86	\$71K - 96K	1,800	19	39	10
Detroit-Warren-Dearborn, MI	74	\$76K - 101K	2,300	23	69	10
Gainesville, FL	14	\$75K - 86K	400	24	53	10
Youngstown-Warren-Boardman, OH	13	\$64K - 89K	400	20	30	11

HIRING SCALE HEAT MAP

☐ Unavailable ☐ Selected Locations

Easier-to-fill jobs Harder-to-fill jobs



ABOUT TALENTNEURON

TalentNeuron provides you with the most comprehensive source of global talent demand and supply data, predictive analytics, insights into real-time job market and location data, and competitive intelligence to help you make informed recruiting and talent planning decisions. It provides recruiting organizations with real-time business intelligence on jobs, employers, and talent with data on hiring demand and talent supply data to create a true talent intelligence platform for hard-to-fill positions.

TalentNeuron contains tools and insight that can help recruiters:

- Unlock hidden reserves of candidates for hard-to-fill positions,
- Reduce time-to-fill by streamlining the relationship with hiring managers,
- Analyze real-time employment trends, and
- Increase the strategic value of your department with on-demand access to company-level research that HR executives can use to gather valuable competitive intelligence on what your competition is doing.

| Abilene Christian University | 2018 - 2019 Cycle | Admissions

► Designations by Local Status

► Designations by Decision

▼ Designations by Application Status

214  In Progress

4  Received

0  Complete

264  Verified

1  On Hold

3  Undelivered

486 Total

Verified – Applicants that met or exceeded expectations

Total – Applicants that started the application process but did not complete or meet admission requirements for some reason

Appendix 4 - Curriculum Design

ACU MSOT/ OTD Curriculum Themes and Threads

- Courses in Bold OTD only.
- New courses highlighted in yellow

Themes:

- Core Content: Foundational information ancillary to the practice of occupational therapy
- Occupation: Knowledge, skills and attitudes directly applicable to occupational therapy practice
- Process: Value oriented engagement in occupational therapy practices

Pre-requisites	Anatomy and Physiology I & II with labs (6-8 hours) Statistics (3 hours) Abnormal Psychology (3 hours) Medical Terminology (1-3 hours) Life Span Development (3 hours)					
Themes	Core Content	Occupation	Process	Service	Authenticity	Competency
First Year			Innovation			
Fall	OCCT 601 Musculoskeletal Anatomy (offered fall)	OCCT 603 Foundations of Occupational Therapy (offered fall)	OCCT 607 Intro to Making (offered fall)	OCCT 617 Social Conditions (offered fall)	OCCT XX1 Statistics and Outcome Measures (offered fall)	OCCT XX2 Doctor of Occupational Therapy Seminar I (offered fall)
		OCCT 641 Adult Populations in Occupational Therapy (offered spring)				
Credit Hours 17	4	2	4	2	2	1
Spring	OCCT 631 Neuroscience (offered spring) OCCT 641 Health Conditions Seminar (offered spring)	OCCT 639 Adult Populations in Occupational Therapy II (offered spring) OTD Specific Lab Section	OCCT 637 Research in OTI (offered spring) OCCT 643 Mentored Research (offered spring, summer as needed)		OCCT 690 Physical Disabilities Fieldwork Level 1 and Documentation (offered spring) OTD Specific Section	OCCT XX3 Doctor of Occupational Therapy Seminar II (offered spring)
Credit Hours 17	3	6	2		2	1
Summer		OCCT 651 Occupational Therapy for Mental Health and Wellness (offered summer)		OCCT 670 Group Process (offered summer)	OCCT 655 Mental Health and Wellness Fieldwork Level I and Documentation (offered summer)	OCCT XX4 Doctor of Occupational Therapy Seminar III (offered summer)
Credit Hours 8		3		2	2	1

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Second Year						
Fall		OCCT 635 Occupational Therapy in Pediatrics <i>(offered fall)</i> OTD Specific Lab Section OCCT 661 Hand and Upper Extremity Conditions <i>(offered fall)</i> OTD Specific Lab Section	OCCT 735 Research Process in Occupational Therapy II <i>(offered fall)</i>	OCCT 711 Ethical and Professional Decision Making in OT <i>(offered fall)</i>	OCCT 695 Pediatrics Fieldwork Level I <i>(offered fall)</i> OTD Specific Section	OCCT XX5 Doctor of Occupational Therapy Seminar IV <i>(offered fall)</i>
Credit Hours	6	3		1	2	1
17	4					
Spring					OCCT 790 Fieldwork Level II <i>(offered summer)</i> OCCT 703 Implementing Occupational Therapy Treatment <i>(offered spring)</i> OCCT XX6 Leadership in Occupational Therapy <i>(offered spring)</i> OCCT XX7 Specialized Professional Preparation <i>(offered spring)</i>	
Credit Hours					6	2
12					2	2
Summer					OCCT 795 Fieldwork Level II <i>(offered summer)</i>	
Credit Hours					6	
6						
Third Year						
Fall					OCCT XX9 Doctoral Capstone Project <i>(offered fall)</i>	OCCT XX8 Doctoral Capstone Experience <i>(offered fall)</i>
Credit Hours					2	6
8						
TOTAL						
85						

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Appendix 5 - OTD Courses

ACU OTD Course Descriptions September 2019

Courses are listed by semester in numerical order

Courses marked in bold are written for OTD students only. Other courses are attended by MSOT and OTD students.

Courses marked OCCT XXX and highlighted in yellow are new courses.

Fall 1

OCCT 601 – Musculoskeletal Anatomy. 3 Credit Hours

Learn the **core** content of human musculoskeletal anatomy with an emphasis on the upper extremity anatomy. Engage in kinesthetic principles of movement in normal populations to provide a foundation to later apply to diseased or abnormal anatomy. Lecture and lab

OCCT 603 – Foundations of Occupational Therapy. 2 Credit Hours

Learn the concept of **occupation** based on the historical and theoretical foundations of the occupational therapy profession. Learn standards of practice, practice framework, values and responsibilities of the occupational therapy practitioner. Engage in events to promote advocacy and awareness profession. Lecture

OCCT 607 – Intro to Making. 4 Credit Hours

Learn the process of **innovation** as it relates to design theory, assistive technology, and activity analysis to support occupational performance, participation, health and well being of occupational therapy clients. Conduct activity analyses and complete design projects for varied client needs. Lecture and lab.

OCCT 611- Occupational Therapy for Adult Populations I. 2 Credit Hours

This is the first of two courses to learn occupational therapy assessment, evaluation, and intervention skills based on applicable theoretical reasoning for the adult client that is limited in **occupations** due to physical and or cognitive impairments. Lecture and lab.

OCCT 617 – Social Conditions. 2 Credit Hours

Learn the process of **service** and advocacy as it relates to the occupational performance, participation, health and well being of at-risk populations. Engage in service learning inclusive of case studies and reflective journals to examine clients who are at-risk for experiencing social injustice and/or occupational deprivation due to various global, social and political factors. Lecture and field experience

OCCT XX1 – Statistics and Outcome Measures. 2 Credit Hours

Utilize statistical tools that underlie the science of outcome measures. **Competency** in interpretation and application of measurement tools to client evaluation and progress monitoring. Lecture.

OCCT XX2 – Doctor of Occupational Therapy Seminar I. 1 Credit Hour.

Learn the distinguishing features of leadership venues in the profession of occupational therapy. Select an area of personal specialization from among specialized areas in clinical practice, research, administration, leadership, program and policy development, advocacy, education or theory development.

Spring 1

OCCT 631 – Neuroscience. 3 Credit Hours

Learn the **core** structure and function of the brain and how those principles apply to the development, remediation and compensation for physical, mental, cognitive, perceptual, neuromuscular, behavioral sensory skills and functions. Lecture and lab

OCCT 637 – Research in Occupational Therapy I. 2 Credit Hours.

Learn the processes of **innovation** for a continued development of a body of knowledge through research for occupational therapy practice, quantitative and qualitative research methods. Produce valid evidence based reviews of occupational therapy practices and explore scientific literature related to occupational therapy. Lecture

OCCT 639 – Adult Populations in Occupational Therapy II. 6 Credit Hours

Learn occupational therapy assessment, evaluation, and intervention skills based on applicable theoretical reasoning for the adult client that is limited in **occupations** due to physical and or cognitive impairments. Lecture and lab

OCCT 641 – Health Conditions Seminar. 2 Credit Hours

Learn **core** content of common medical conditions that benefit from occupational therapy services. Presentations will include guest lecturer from local physicians in their area of specialty. Learn ways that clients access occupational therapy services, the role of occupational therapy in health literacy, and use of telehealth in occupational therapy. Lecture and seminar

OCCT 643 – Mentored Research. 1 Credit Hour.

Initiate the processes of innovation through scholarly inquiry by engagement in research relevant to occupational therapy. Under the tutelage of a faculty mentor conduct a review of literature and design a research proposal. Seminar.

OCCT 690 – Physical Disabilities Fieldwork Level I and Documentation. 2 Credit Hours

Learn concepts of therapeutic use of self, teamwork, communication and documentation in the practice of occupational therapy for adult populations. Through field experiences, acquire beginning **competency** in application of occupational therapy clinical reasoning and intervention implementation and an understanding of the needs of the client in this population. Accurately reflect this reasoning in documentation. Field experience and seminar

OCCT XX3 – Doctor of Occupational Therapy Seminar II. 1 Credit Hour.

Identify area of specialization and initiate review of literature and plan for a needs assessment. Synthesize competencies gained throughout the semester for advanced applications.

Summer 1

OCCT 651 – Occupational Therapy for Mental Health and Wellness. 3 Credit Hours

Learn occupational therapy assessment, evaluation and intervention skills based on applicable theoretical reasoning in mental health. Identify and perform mental health assessments as they correlate with common behavioral health disorders and their effect on **occupation**. Lecture and lab

OCCT 655 – Mental Health and Wellness Fieldwork Level I and Documentation. 2 Credit Hours.

Learn features of practice settings, documentation practice of occupational therapy for mental health and community settings. Through field experiences, acquire beginning **competency** in application of occupational therapy clinical reasoning and intervention implementation and develop an understanding of the needs of the client in this population. Accurately reflect this reasoning in documentation. Field experience and seminar

OCCT 670 – Group Process. 2 Credit Hours.

Learn the process of group development and dynamics including communication, conflict resolution and the influence of culture and contexts on group process. Learn to effectively utilize **service**-based approach and therapeutic use of self with psychosocial frames of reference and theories of group development while actively leading and participating in group activities. Lecture

OCCT XX4 – Doctor of Occupational Therapy Seminar III. 1 Credit Hour.

Identify area of specialization and initiate review of literature and plan for a needs assessment. Synthesize competencies gained throughout the semester for advanced applications.

Fall 2

OCCT 635 – Occupational Therapy in Pediatrics. 6 Credit Hours.

Develop essential knowledge, attitudes and skill in occupational therapy practice for pediatric populations. Acquire clinical reasoning and hands on abilities in occupational therapy assessment, intervention planning and implementation methods for pediatric populations. Lecture and lab

OCCT 661 – Hand and Upper Extremity Conditions. 4 Credit Hours.

Learn assessment, evaluation, and intervention skills for common conditions of the shoulder, elbow, wrist and hand that limit **occupation**. Learn use of therapeutic modalities. Fabricate commonly used orthoses. Lecture and Lab

OCCT 695 – Pediatrics Fieldwork Level I. 2 Credit Hours.

Learn features of prevalent diagnoses and practice settings in the practice of occupational therapy for pediatric populations. Through field experiences, acquire beginning **competency** in application of occupational therapy clinical reasoning and intervention implementation. Accurately reflect this reasoning in documentation. Field experience and seminar

OCCT 711 – Ethical and Professional Decision Making in Occupational Therapy. 1 Credit Hour.

Learn of ethical standards that govern the practice of occupational therapy and strategies for ethical decision-making to promote **authenticity** in the practice of occupational therapy. Lecture

OCCT 735 – Research Process in Occupational Therapy II. 3 Credit Hours.

Participate in the processes of innovation through scholarly inquiry by engagement in research relevant to occupational therapy. Under the tutelage of a faculty mentor design a research proposal, participate in implementation, document and present research results. Learn the basics of research funding. Seminar

OCCT XX5 – Doctor of Occupational Therapy Seminar IV. 1 Credit Hour.
Conduct needs assessment for the doctoral capstone. Explore and identify capstone experience sites. Synthesize competencies gained throughout the semester for advanced applications.

Spring 2

OCCT 703 – Implementing Occupational Therapy Treatment. 2 Credit Hours

Application of theoretical constructs to real time practice of occupational therapy. Reflect and analyze own performance for **competency** in occupational therapy evaluation and ongoing intervention within an inter-professional context. Discuss

appropriate mechanisms for referring, addressing, monitoring and reassessing of the needs of the client, caregivers, colleagues, healthcare providers and the public. Online course concurrent with 12 week fieldwork level II placement

OCCT 790 – Fieldwork Level II. 6 Credit Hours

Delivery of occupational therapy services to clients, focusing on **service, authenticity, innovation and competency** development. Develop entry-level practice skills delivering occupational therapy services to clients, focusing on the application of evidence-based purposeful and meaningful occupations while integrating psychosocial factors influencing engagement in occupation. Field Experience

OCCT XX6 – Leadership in Occupational Therapy. 2 Credit Hours.

Effective leadership in program development and service delivery. Skill in quality improvement assessment and designing targeted changes in response to outcome data. Transformative leadership for work groups, staffing management and development. Lecture

OCCT XX7 – Specialized Professional Preparation I. 2 Credit Hours.

Complete an approved capstone project proposal inclusive of literature review, needs assessment, goals/objectives and evaluation plan coordinated with an approved capstone experience design. Seminar.

Summer 2

OCCT 795 – Fieldwork Level II. 6 Credit Hours

Delivery of occupational therapy services to clients, focusing on **service, authenticity, innovation and competency** development. Develop entry-level practice skills delivering occupational therapy services to clients, focusing on the application of evidence-based purposeful and meaningful occupations while integrating psychosocial factors influencing engagement in occupation. Field Experience

Fall 3

OCCT XX8 – Doctoral Capstone Experience. 6 Credit Hours

The student will complete an individual 14-week capstone experience in the students chosen area of specialization for the purpose of implementing the doctoral project.

OCCT XX9 – Doctoral Capstone Project. 2 Credit Hours

Completion of a doctoral capstone project which includes: review of the literature; needs assessment; identifying the needs within the area of specialization; implementation of a plan to address the needs; and a public dissemination of a report of the outcomes.

Appendix B - Curriculum Map

	Practice	Introductory	Therapeutic	Evaluative Learning	Research
601 Anatomy	Intro				
602 Foundations	Intro				
607 Making	Adv				
817 Social Conditions	Adv				
811 Adult I	Adv				
X91 Statistic Outcome Measures					
XX2 OTD Seminar I	Intro				
631 Neuroscience	Intro				
641 Health Conf	Adv				
637 Research I	Intro				
643 Mentored Research	Adv				
639 Adult	Adv				
690 FWI Adult	Reinf				
XX3 OTD Seminar II	Adv				
651 Mental Health	Adv				
655 FWI Mental Health	Adv				
670 Group	Reinf				
XX4 OTD Seminar III	Adv				
625 Peds	Adv				
681 Hand	Adv				
695 FWI Peds	Adv				
735 Research II	Reinf				
XX5 OTD Seminar IV	Adv				
705 OT TK	Adv				
790 FWII	Adv				
711 Ethics	Adv				
XX6 Leadership in OT	Adv				
XX7 Spec Prof Pap	Adv				
795 FWII	Adv				
XX8 Capstone Proj	Adv				
XX9 Capstone Project	Adv				

- Competency in essential practice skills that serve as the basis for ongoing professional development and refinement
- Consistent application of critical thinking in evidential reasoning, clinical reasoning, and self-reflection
- Commitment to lifelong learning and continuous professional development.
- Identification with the field of occupational therapy expressed by a professional commitment characterized by active promotion of its ideals and heritage, awareness of the forces that may impact it, and leadership in the organizations that seek to maintain its integrity

Appendix 7 - Assessment Measures

OTD Outcome Assessment Measures

Program Outcome	Artifact	Competency Target	Ideal Target	Person Responsible	Timeline
Competency in essential practice skills that serve as the basis for ongoing professional development and refinement	Fieldwork Performance and Evaluation Document FWPE	90% of students will receive a passing score on the FWPE in each of their two fieldwork rotations	100% of students will receive a passing score on the FWPE in each of their two fieldwork rotations	Academic Fieldwork Coordinator	Annually each September
	National Board of Occupational Therapy Examiners Registration Examination	90% of students in each cohort will pass the exam within one year of graduation	100% of students in each cohort will pass the exam within one year of graduation	Academic Fieldwork Coordinator	Annually each December
Consistent application of critical thinking in evidential reasoning, clinical reasoning, and self-reflection	Fieldwork Level I Case study. Assigned in OCCT 635 in second fall semester. Five randomly selected assignments.	Given a 5 point Likert scale of critical thinking the average rating of 5 appointed faculty members will be between 3.5-5	Given a 5 point Likert scale of critical thinking the average rating of 5 appointed faculty members will be between 4.5-5	Five appointed faculty members.	Every other year.
	Fieldwork Level I Case study. Assigned in OCCT 639 in first fall semester. Five randomly selected assignments.	Given a 5 point Likert scale of critical thinking the average rating of 5 appointed faculty members will be between 3.5-5	Given a 5 point Likert scale of critical thinking the average rating of 5 appointed faculty members will be between 4.5-5	Five appointed faculty members.	Every other year
Commitment to lifelong learning and continuous professional development.	Professional development plans created in OCCTXX7	95% of professional development plans will contain specific continuing	100% of professional development plans will contain specific continuing	Appointed faculty member	Every other year

		education goals	education goals		
	Doctoral Capstone Project. Five randomly selected project proposals.	Given a 5 point Likert scale of evidence of the ability to identify and plan for needed knowledge the average rating of 5 appointed faculty members will be between 3.5-5	Given a 5 point Likert scale of evidence of the ability to identify and plan for needed knowledge the average rating of 5 appointed faculty members will be between 4.5-5	Five appointed faculty members	Every other year
Identification with the field of occupational therapy expressed by a professional commitment characterized by active promotion of its ideals and heritage, awareness of the forces that may impact it, and leadership in the organizations that seek to maintain its integrity	Professional presentation of doctoral capstone. Survey of attendees	Given a 5 point Likert Scale presentation attendees will award an average rating between 4-5 for 90% of the presentations.	Given a 5 point Likert Scale presentation attendees will award an average rating between 4-5 for 100% of the presentations.	Doctoral Capstone Coordinator	Annually
	Post graduate membership in professional associations. Survey results	75% of graduates responding graduates will be a member in a professional association related to occupational therapy one year after graduation	95% of responding graduates will be a member in a professional association related to occupational therapy one year after graduation	Program Director	Every other year

M E M O R A N D U M

TO: Hope Martin
FROM: Chris Riley
DATE: September 20, 2019
RE: OTD Program Application

Support Summary

Thank you for your hard work on the OTD proposal dated September 18, 2019. I have reviewed it considering the various SACSCOC requirements the information needed to complete the new program prospectus for SACSCOS by December 2019. Based on that review, I am supportive of the application moving forward for the appropriate college and university-level councils.

Information Needed for SACSCOC Prospectus

In terms of the prospectus, there are two area that we need to address further with the help of the Provost Office: faculty sufficiency and physical space. Specifically, I will need your assistance in completing the Faculty Roster Form for faculty members scheduled to teach in the new program. This will require we present the qualifications of each faculty member to teach the courses assigned to them (or for qualifications for the faculty to be hired later). We will also need a narrative with supporting evidence that the number of full-time faculty members will be adequate to support the initiative and describe the impact on faculty workload of the new program as well as document scholarship and research capability of faculty members teaching in graduate programs and document faculty experience in directing student research.

For physical resources, while I know conversations have been on-going related to space, the prospectus will require that we describe the adequacy of physical facilities which will support the change; describe equipment which will be available for a new program or available at a new site; and more specifically describe the impact that the proposed change will have on physical facilities and equipment for existing programs and services.

I look forward to working with you and others to finalize the prospectus.

memo

To: Hope Hodges
From: Jessica Smith
Date: September 23, 2019
Re: New Program Application — Doctor of Occupational Therapy

This application for a Doctor of Occupational Therapy demonstrates clear outcomes and need for an additional clinical entry-level credential in this field.

The department offers a strong master's degree in occupational therapy, which provides a solid foundation for the OTD. Of the 85 hours required for an OTD, the department already offers 65 hours of applicable coursework. The overlap makes this a natural investment for the university.

The degree plan is clear, and the department has outlined 9 courses to add to the curriculum. The provost's office agreed to the course approval timeline outlined in Section IV.C., which will lead to all courses being approved by the end of the first year the program is offered, and all will be considered at least one year before being taught for the first time. The department has offered appropriate assessment plans for its outcomes.

The curricular elements of the proposal are ready for faculty consideration. The department is refining financial estimates required to complete Section VI, Required Institutional Support. Because all of these questions can be answered within a few weeks and this section is not part of the consideration of the academic councils, I recommend that the proposal move forward in the curriculum approval process. The proposal will not advance past the provost's office until all questions in Section VI are resolved to the satisfaction of the dean and provost.

Thank you for your work toward this addition to our curriculum.

MEMORANDUM

To: Hope Hodges
From: Jennifer Shewmaker
Date: September 24, 2019
Re: New Program Application — Doctor of Occupational Therapy

Support Summary

I have reviewed the OTD proposal dated September 18, 2019 and have considered the various requirements for institutional support. While there are specific issues that need to be clarified in terms of needed institutional support, I believe those can be resolved by further review with the Provost after council review. Based on that, I am supportive of the application moving forward for the appropriate college and university-level councils.

Clarification needed

There are two areas that need to be clarified related to Section VI, Required Institutional Support: faculty sufficiency and physical space.

To assure we meet the requirements of both SACS and ACOTE regarding faculty sufficiency, along with the faculty workload chart in Appendix 8, we need a spreadsheet identifying specific current and/or needed faculty members who meet the criteria for each of the required ACOTE roles required for the OTD (academic fieldwork coordinator, doctoral capstone coordinator, and program director) along with the faculty scheduled to teach in the new program and the qualifications of each faculty member to teach the courses assigned to them in the OTD or the needed qualifications for the faculty to be hired to teach these courses. With this spreadsheet we need a narrative demonstrating that the number of faculty members planned will be adequate to support the new program. A description of the impact of the new program on faculty workload should be included in this narrative.

We have confirmation from the Provost that the space adjoining the current MSOT labs has been secured for the OTD. To assure we have a plan that meets accreditation requirements for adequate space and equipment/supplies, we need a narrative describing the adequacy of physical facilities that will support the addition of the OTD, including a description of equipment available for the new program and the impact that the proposed change will have on physical facilities and equipment for existing programs and services.

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

MEMORANDUM

DATE: September 27, 2019
TO: Dr. Hope Hodges
FROM: Mark McCallon, Associate Dean for Library Information Services
RE: New Program Application – Doctor of Occupational Therapy

Thank you for the opportunity to review the application for the proposed Doctor of Occupational Therapy program

The Library can provide a provisional endorsement of the Doctor of Occupational program based on the proposed degree plan of sixty-five hours of coursework being an overlap of the previously approved Master's degree program. The Library will have the opportunity to review and comment on the syllabi and content of the nine new courses as they are brought to the academic councils and may propose new resources needed or inadequate resources at that time.

Thank you for letting us review the program application, and we look forward to working with you to make this program a success.