

Approval Chart for Curriculum Changes

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

Course Number: New Course OCCT 715

Degree Plan: MSOT

State the requested change and reason. A memo may be attached if more space is necessary.

For further information refer to attachments:

MSOT Proposed Degree Plan & Catalog Changes

MSOT DEGREE PLAN TABLE

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

				COUNCIL ³					
Change to a Course		Dept./School	College Academic	Deans	TEC	UGEC	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 <i>or</i> 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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	Change to a Degree Plan	COUNCIL ³							Provost	Faculty	President	Board of Trustees
		Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD				
1.	University Requirements — Change in approved course content ⁶	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	--

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

See email confirmation

College Academic Council(s)	
Signature	Approval date
Signature	Approval date

Dean(s)	
Signature	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

Application for a New Course v10.7

The addition of this proposed course, **OCCT 715 Statistics and Outcome Measures** is part of a comprehensive plan to improve the delivery of accreditation standard based content in the MSOT degree and align this degree with the OTD degree proposed to begin Fall 2021.

OVERVIEW OF REQUESTED CURRICULUM CHANGES FOR 2020-21 COURSE CATALOG

Overall degree plan changes for the MSOT with this change in bold are as follows.

1. Delete the research project courses OCCT 643 and OCCT 735 from the MSOT degree plan. Retain these courses in the OTD.

Rationale: These research project courses have a format similar to an academic thesis and exceed accreditation standards. Running these courses with the recently expanded cohort size of 45 has proved unwieldy raising questions concerning their effectiveness.

2. Counter the removal of OCCT 643 and OCCT 735 with select content into the proposed course **OCCT 715 Statistics and Outcome Measures**.

Rationale: Emphasis of accreditation standards are on competency as research consumers rather than producers of research studies. The addition of OCCT 715 will directly address skills based on statistics and research methods needed by the practitioner, particularly related to occupational therapy assessments and outcome measures, part of a therapists daily work.

3. Separate and add independent labs to the three primary courses that teach occupational therapy evaluation and intervention techniques.

Rationale: Current combined lecture/lab format embraces too wide a scope in skill and knowledge. Adjusting the credit hours of these courses into separate lecture and lab courses will allow for smaller class size labs taught in sections, greater specificity of content, and veracity in evaluation of student performance

This recommendation pertains to:

- OCCT 639
 - Currently 6 credit hours. Drop this to 4 credit hours lecture format.
 - Create a 2 credit hour co-requisite lab course.
- OCCT 635
 - Currently 4 hours. Course to remain 4 hours lecture format.
 - Adjust course description to reflect this change
 - Create a 2 credit hour co-requisite lab course.
- OCCT 661
 - Currently 4 hours. Drop this to 2 hour lecture format.
 - Adjust course description to reflect this change
 - Create a 2 credit hour co-requisite lab course.

These changes to the degree plan will not affect the total credit hours of 69 for the MSOT program. These changes also articulate with the proposed OTD program.

Application for a New Course v10.7

Discard instructional pages A-C before submitting application

Course ID (<i>Subject and Number</i>)	OCCT 715
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Department of Occupational Therapy
2	Course Instructor	Catherine Candler
3	Course Title	Statistics and Outcome Measures
4	Course Abbreviation for Banner if title is more than 30 characters	
5	College	College of Education and Human Services
6	Department or School	Occupational Therapy
7	Number of Credit Hours	2
8a.	Number of contact hours – lecture	2
8b.	Number of contact hours – lab/activity	0
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	
11	Is the course repeatable for additional credit?	No
12	Maximum total number of credit hours a student can earn for this course	2
13	What type of course is this? (Select one option. Please see Schedule Type definitions on Page C.)	☒ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation
14	Number of faculty workload hours	2

15	Grade Mode	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	45
17	Catalog Description (50 words or less)	Utilize statistical tools that underlie the science of outcome measures. Authenticity in interpretation and application of measurement tools to client evaluation and progress monitoring
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	
19	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	
20	If the course is cross-listed, specify the Course ID(s)	
21	Does this course require any additional student course fees?	☒ No ☐ Yes If yes, attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-8.
22a	Will the course be offered in fall terms?	☐ No ☒ Yes If yes: all years
22b	Will the course be offered in spring terms?	☒ No ☐ Yes If yes: all, even, or odd years?
22c	Will the course be offered in summer terms?	☒ No ☐ Yes If yes: all, even, or odd years?
23	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Fall 2020
24	Is this course required for a degree/s?	☐ No ☒ Yes If yes, attach a revised degree plan(s) reflecting the placement of the new course.

25	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	☒ No ☐ Yes If yes, provide rationale:
26	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	☒ No ☐ Yes If yes, provide course ID, term, and enrollment:
27	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-D.</i>	

II. Curriculum

- A. Explain effect on degree plans. If the addition of the course alters degree requirements, submit a separate Approval Chart for Curriculum Change to update the degree plan.

The addition of this course is a part of action based on the program faculty's annual evaluation process.

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

The addition of this course allows more effective and efficient address of occupational therapy program accreditation standards.

III. Course Design

- A. Audience and Course Goal
1. Describe the intended audience, including prerequisite skills.
 2. State the overarching course goal(s) in performance terms.

This course is designed as part of the foundational instruction provided in the MSOT program. MSOT students will enroll in this course their first semester. Basic statistical knowledge needed for professional competence will be covered with emphasis on the context of occupational therapy client evaluation and progress monitoring.

The overarching goal of the course is attainment of comfort and applicable knowledge of common statistical terms used in occupational therapy assessments and outcome measures.

- B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Demonstrate the ability to use quantitative statistics and qualitative analysis to interpret tests and measurements for the purpose of establishing and delivering evidence-based practice.	Worksheets Exams Quizzes
2	Interpret criterion-referenced and norm-referenced standardized test scores on the basis of an understanding of sampling, normative data, standard and criterion scores, reliability, and validity.	Worksheets Exams Quizzes
3	Demonstrate an understanding and use of quantitative and qualitative methods for data analysis to include: Basic descriptive, correlational, and inferential quantitative statistics. Analysis and synthesis of qualitative data.	Worksheets Exams Quizzes

3. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings. For **combined undergraduate/graduate** courses, make two lists:

Hissong, A. N., Lape, J. E. & Bailey, D. M. (2015). Research for the Health Professional, 3rd Ed.
F.A. Davis: Philadelphia
ISBN-13: 978-0-8036-3916-4

IV. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
3	Instructional Design — The syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center letter.
4	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.

Attach if applicable	
5	Content Overlap — Include one document for each course you listed in Section I-27. Attach statement from instructor/dept chair of existing course justifying the new offering.
6	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
7	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
8	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
9	Justification — Attach any documents to which you refer in Section II-B.

Statistics and Outcome Measures
Syllabus



College of Education and Human Services

Department of Occupational Therapy

OCCT 715 Statistics and Outcome Measures

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.

Unique Christian Perspective

This course reflects the Christian value of authenticity, acceptance of self-reflected in honest contributions and interactions with society.

Credit Hours

Two (2) Hours

Instructor and Contact Information

Dr. Catherine Candler
Hardin Administration Building, Suite 313
325-672-2474
cfc15a@acu.edu

Class time and location

Fall Semester 2020
Tuesday 3:30 – 5:30 pm
Hardin 103

About the Students

OCCT 715 is a graduate course in Master of Science in Occupational Therapy degree

Course Description

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

Course Objectives

ACOTE	Student Learning Objective	Instructional Methods	Assessment
1.4	Demonstrate the ability to use quantitative statistics and qualitative analysis to interpret tests and measurements for the purpose of establishing and delivering evidence-based practice.	Lecture Worksheets Practice quizzes	Exams
4.7	Interpret criterion-referenced and norm-referenced standardized test scores on the basis of an understanding of sampling, normative data, standard and criterion scores, reliability, and validity.	Lecture Worksheets Practice quizzes	Exams Outcome Measure Appraisal Assignment
6.2	Demonstrate an understanding and use of quantitative and qualitative methods for data analysis to include: Basic descriptive, correlational, and inferential quantitative statistics. Analysis and synthesis of qualitative data.	Lecture Worksheets Practice quizzes	Exams

Teaching/Learning Methods

Lecture
Discussion
In class learning activities

Special Requirements: None

Required Text:

Hissong, A. N., Lape, J. E. & Bailey, D. M. (2015). Bailey's research for the health professional, 3rd Ed. F.A. Davis Co: Philadelphia.

Competencies and Measurements:

25 Statistics Exam
25 Outcome Measures and Assessments Exam
25 Outcome Measure Appraisal Assignment
25 Course Exam

Late assignments will be penalized one grade level per day. **NOTE: Final grade will not consider decimal points.**

Grade Criteria

Grade	Percent
A	90-100
B	89-80

C	79-70
D	69-60
F	59-50

Course Schedule

TBD

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 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.

See Academic Integrity and Honesty Policy for details of what constitutes academic dishonesty and resultant disciplinary actions. <https://www.acu.edu/community/offices/administrative/office-of-the-provost/academicintegrity-policy/overview.html>

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:

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: March 24, 2020
TO: Dr. Catherine Candler
FROM: Mark McCallon, Associate Dean for Library Resources
RE: Course Application for OCCT 715 – Statistics and Outcome Measures

After reviewing the course application and syllabus, the library can adequately support the proposed course. Thank you for letting us examine the course proposal.

Dr. Catherine Candler
Admin Building 313
cfc15a@acu.edu

February 27, 2020

Re: Review of OCCT715

Dear Dr. Candler,

Thank you for submitting the application for course *OCCT715: Statistics and Outcome Measures*. I have reviewed it based on the ACU New Course Application Guidelines. I find the syllabus to be meeting all the requirements except a few items that I want to bring to your attention:

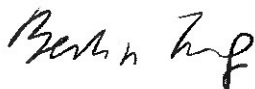
- The syllabus guideline requires "description of how learning and Christian faith are integrated in the course."
- Some information is included as placeholders for the time being, including term, year, and meeting time, which is fine. Please remember to add them when such information becomes available.
- The page for academic honesty should be:
<https://www.acu.edu/community/offices/administrative/office-of-the-provost/academic-integrity-policy/overview.html>

You can choose to add these items yourself. There is no further need to send it back to Adams Center for review.

Please note that this letter is not meant to be a final approval in the course application process. Your department chair and members of the council may have questions or comments of their own.

If you have any questions, please feel free to let me know. Please also let me know if we can be of any help in the design and facilitation of this course.

Sincerely,



Director of Instructional Design, Adams Center