

Approval Chart for Curriculum Changes

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

Course Number OCCT 721 or Degree Plan(s) _____

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

This course is a part of the new Doctor of Occupational Therapy Degree, approved and scheduled to enroll first students Fall 2021.

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

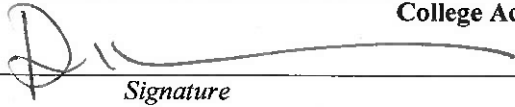
				COUNCIL ³								
Change to a Course				Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)			A	A	A	I				I	I
2.	Description (not affecting content)			A	A	A	I				I	I
3.	Course term(s)			A	I	A	I				I	I
4.	Content (substantive change)			A	A	A	I				A	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.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
<i>Catherine Candler</i>	October 21, 2021
<i>Signature</i>	<i>Approval date</i>
<i>Signature</i>	<i>Approval date</i>

College Academic Council(s)	
	11-3-2020
<i>Signature</i>	<i>Approval date</i>
<i>Signature</i>	<i>Approval date</i>

Dean(s)	
	11-3-2020
<i>Signature</i>	<i>Approval date</i>
<i>Signature</i>	<i>Approval date</i>

Teacher Education Council	
<i>Chair's signature</i>	<i>Approval date</i>

General Education Council	
<i>Chair's signature</i>	<i>Approval date</i>

Undergraduate Academic Council	
<i>Chair's signature</i>	<i>Approval date</i>

Graduate Council	
<i>Chair's signature</i>	<i>Approval date</i>

Provost	
<i>Signature</i>	<i>Approval date</i>

Faculty	
<i>Chair of faculty senate</i>	<i>Approval date</i>

President	
<i>Signature</i>	<i>Approval date</i>

Application for a New Course v10.7

Discard instructional pages A-C before submitting application

Course ID (<i>Subject and Number</i>)	OCCT 721
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Catherine Candler
2	Course Instructor	Catherine Candler
3	Course Title	Doctor of Occupational Therapy Seminar I
4	Course Abbreviation for Banner if title is more than 30 characters	OTD Seminar I
5	College	College Education and Health Services
6	Department or School	Occupational Therapy
7	Number of Credit Hours	1
8a.	Number of contact hours – lecture	1
8b.	Number of contact hours – lab/activity	
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	1
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	1

15	Grade Mode	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	15
17	Catalog Description (50 words or less)	Examination of distinguishing features of leadership venues in the profession of occupational therapy. History, people, organizations, and current initiatives within the areas of clinical practice, research, administration, leadership, program and policy development, advocacy, education and theory development.
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, even, or odd years? ALL
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 2021
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>	NONE

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.

This course is a part of the new Doctor of Occupational Therapy Degree, approved and scheduled to enroll first students Fall 2021.

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

III. Course Design

- A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.

This course will be offered to first semester Doctor of Occupational Therapy students

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

The overarching goal of the course is to provide the students with an overview of leadership venues in occupational therapy and to select an area of specialization and initiate the doctoral experience and capstone projects.

- B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Describe examples of leadership processes in occupational therapy and their desired impact and influence on society.	Leadership Book Club Blog
2	Evaluate occupational therapy history, philosophical base, theory, and sociopolitical climate and their importance in meeting society's current and future occupational needs as well as how these factors influence and are influenced by practice.	Leadership Lecture Series Blg
3	Select an area of personal specialization from among areas in clinical practice; research, administration, leadership, program and policy development, advocacy, education or theory development.	Personal Mission Statement

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:

- A. full publication information; label **Undergraduate**.
- B. full publication information; label **Graduate**.

Greenleaf, R. K. (1977). *Servant leadership: A journey into the nature of legitimate power and greatness*. New York: Paulist Press.

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.

OCCT 721 Doctor of Occupational Therapy Seminar I
Syllabus



College of Education and Human Services

Department of Occupational Therapy

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: The mission of the College of Education and Human Services is to equip students for global service and leadership through exemplary practice in education and human services, informed by a Christian perspective.

Doctor of Occupational Therapy 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.

Credit Hours

One (1) Hours

Instructor and Contact Information

Dr. Catherine Candler
Hardin Administration Building, Suite 313
325-672-2474
cfc15a@acu.edu
Office Hours via Zoom by appointment

Class time and location

Fall Semester 2021
Friday 9:00 – 10:00 am

About the Students

OCCT 721 is a graduate course in the Doctor of Occupational Therapy degree

Course Scripture

If I then, your Lord and Teacher, have washed your feet, you also ought to wash one another's feet. For I have given you an example, that you also should do just as I have done to you. John 13: 14-15

Course Description

Examination of distinguishing features of leadership venues in the profession of occupational therapy. History, people, organizations, and current initiatives within the areas of clinical practice, research, administration, leadership, program and policy development, advocacy, education and theory development.

Course Objectives

- Describe examples of leadership processes in occupational therapy and their desired impact and influence on society.
- Evaluate occupational therapy history, philosophical base, theory, and sociopolitical climate and their importance in meeting society's current and future occupational needs as well as how these factors influence and are influenced by practice.
- Select an area of personal specialization from among areas in clinical practice; research, administration, leadership, program and policy development, advocacy, education or theory development.

ACOTE STANDARDS

B.3.1	Analyze and evaluate occupational therapy history, philosophical base, theory, and sociopolitical climate and their importance in meeting society's current and future occupational needs as well as how these factors influence and are influenced by practice.
D.1.1	Ensure that the doctoral capstone reflects the sequence and scope of content in the curriculum design so the doctoral capstone can allow for development of in-depth knowledge in the designated area of interest.
D.1.2	Ensure that the doctoral capstone is designed through collaboration of the faculty and student and provided in setting(s) consistent with the program's curriculum design, including individualized specific objectives and plans for supervision.

Teaching/Learning Methods

Readings

Lecture

Discussion

Special Requirements: None

Required Text:

The Servant as Leader by Robert K. Greenleaf

Competencies and Measurements:

40% Leadership Lecture Blog

40% Leadership Book Club Blog

20% Personal Mission Statement

Grade Scale

Decimal grades are included in computation of final grade. There will be no rounding of decimals in the final grade.

90 – 100	A
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80-89.9	B
70 – 79.9	C
60 – 69.9	D
< 60	F

Course Schedule

Rough Outline

WK 1	Welcome and orientation to the OTD program	Assign <i>The Servant as Leader</i> reading
WK 2	The Study and Promotion of Leadership in Occupational Therapy	Blog entry
WK 3		
WK 4	Leadership in Clinical Practice	Blog entry
WK 5	Leadership in program and policy development	Blog entry
WK 6		
WK 7	Leadership in Advocacy	Blog entry
WK 8		
WK 9	Leadership in Research and Theory Development	Blog entry
WK 10	Leadership in Administration	Blog entry
WK 11	Leadership in Education	Blog entry
WK 12	Office Appointments	
WK 13	Office Appointments	
WK 14	Office Appointments	
WK 15	Student presentation of their selected area of specialization & mission statements	Personal Mission Statement

Course Policies

ADA Compliance: Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please email alpha@acu.edu call their office directly at 325-674-2667

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). If you will be absent the expectation for this class is a personal call to the instructor PRIOR to the start of class. Texting a classmate to relay the information to the instructor is unacceptable. If for some reason, you are attending class virtually, you are still expected to attend during your assigned class time.

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.

Mask Requirements: Abilene Christian University is committed to providing a safe educational environment for all students, faculty, and staff. In order to create the healthiest environment possible, students and instructors must properly wear face coverings over their mouths and noses while in ACU buildings and while in the classroom. In addition, social distancing should be maintained within all classroom environments. Eating is not allowed in any classroom.

Any student who does not bring a face covering or refuses to wear one will be dismissed from class and be considered absent. If a student who is not wearing a face covering refuses to leave class, the instructor may dismiss in-person class for that day.

A student who refuses to wear a face covering will be subject to disciplinary action through the Student Handbook.

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. There will be times that you will be asked to dress in a more professional manner based on clinic visits or for guest speakers.

Academic Integrity: Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failure to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one's own, and 3) Falsifying information orally or in writing. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of your school, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following [this link](#).

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.

Anti-Harassment Policy: As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. When I am not able to keep your information confidential, I will only share it with responsible administrators on campus who can provide

you with services and resources. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence or stalking that you report to me. If you would prefer to share information in a confidential setting, I encourage you to speak with someone in the [ACU Counseling Center](#). All of your options are available for review by clicking on the link to ACU's [policy](#).

Assignments: Assignments are to be turned in as noted on Canvas. Failure to turn in an assignment by the due date/time will result in an automatic deduction of 10 percent of the assignment grade. Each day thereafter the assignment is late will result in a deduction of an additional 10 percent. If an assignment is more than 3 days late a zero will be recorded. Weekends count as part of the 3 days.

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

October 22, 2020

Re: Review of OCCT721

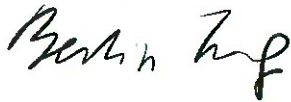
Dear Dr. Candler,

Thank you for submitting the application for course OCCT721: OTD Seminar I. I have reviewed it based on the [ACU New Course Application Guidelines](#). I find the syllabus to be meeting all the requirements except that these two issues:

- Please include information about office hours
- Please add semester and year information

You can make the change yourself. There is no need to bring the syllabus back for another 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.



Director of Instructional Design
Adams Center

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: October 26, 2020
TO: Dr. Catherine Candler
FROM: Mark McCallon, Associate Dean for Library Resources
RE: Course Application for OCCT 721 – Doctor of Occupational Therapy Seminar I

After reviewing the course application and syllabus, the library can adequately support the proposed course. If additional resources are needed, please contact Mark McCallon, Librarian Liaison for Occupational Therapy. Thank you for letting us examine the course proposal.