

Approval Chart for Curriculum Changes

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

Course Number OCCT 723 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.

Change to a Course		Dept./School	College Academic	Deans	COUNCIL ³				Provost	President
					TEC	UGEC	UUAC	GRAD		
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 723
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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 III
4	Course Abbreviation for Banner if title is more than 30 characters	OTD Seminar III
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)	Explore and identify sites for experiential learning to meet personal learning goals in an area of specialization within occupational therapy. Apply needs assessment methodology to vision projects benefitting the aims of the capstone site within the area of specialization.
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?
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? ALL
23	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	SUMMER 2022
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 third semester Doctor of Occupational Therapy students

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

The overarching goal of the course is to identify fieldwork sites for the doctoral experience and capstone projects and establish dialog with a Site Mentor.

- B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
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1	Utilize professional communication and approach techniques to dialog with individuals of influence within organizations related to an area of specialization in occupational therapy.	Site Selection Blog
2	Apply needs assessment methodology to vision potential projects benefitting the aims of the capstone site within the area of specialization.	Needs assessment and project visioning paper
3	Gain access and negotiate preliminary agreement for a doctoral capstone experience site.	Site Selection Blog
4	Articulate the relationships between the needs of today and Christ's model of leadership.	Leadership Book Club Blog

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**.

Unselected at this time

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 723 Doctor of Occupational Therapy Seminar III
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

Summer 2022
Online

Synchronous and Asynchronous

About the Students

OCCT 723 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

Explore and identify sites for experiential learning to meet personal learning goals in an area of specialization within occupational therapy. Apply needs assessment methodology to vision projects benefitting the aims of the capstone site within the area of specialization.

Course Objectives

- Utilize professional communication and approach techniques to dialog with individuals of influence within organizations related to an area of specialization in occupational therapy.
- Apply needs assessment methodology to vision potential projects benefitting the aims of the capstone site within the area of specialization.
- Gain access and negotiate preliminary agreement for a doctoral capstone experience site.
- Articulate the relationships between the needs of today and Christ's model of leadership.

ACOTE STANDARDS

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, <u>and provided in setting(s) consistent with the program's curriculum design</u> , including individualized specific objectives and plans for supervision.
D.1.5	Require that the length of the doctoral capstone experience be a minimum of 14 weeks (560 hours). This may be completed on a part-time basis and must be consistent with the individualized specific objectives and capstone project. No more than 20% of the 560 hours can be completed off site from the mentored practice setting(s), to ensure a concentrated experience in the designated area of interest. Time spent off site may include independent study activities such as research and writing. Prior fieldwork or work experience may not be substituted for this doctoral capstone experience.
D.1.6	Document and verify that the student is mentored by an individual with expertise consistent with the student's area of focus prior to the onset of the doctoral capstone experience. The mentor does not have to be an occupational therapist.

Teaching/Learning Methods

Lecture
Discussion
Mentorship

Special Requirements: None

Required Text:

TBA

Competencies and Measurements:

20% Site selection blog
40% Needs Assessment and Project Visioning Paper
20% Leadership Book Club blog

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

Course Schedule

Rough Outline

WK 1	Synchronous Zoom Rules for Approaching Sites Professional Communication	Assign Book Club Reading and Club Discussion Groups
WK 2	Professional Communication	Blog entry
WK 3	Strategizing for relevant capstone experiences	Site Contact Plan due
WK 4	Christ centered Leadership	Book Club Discussion Group Mtg Blog entry
WK 5		Blog entry
WK 6	Capstone Project Examples	Synchronous Zoom Check in Blog entry
WK 7		Blog entry
WK 8	Christ centered Leadership	Book Club Discussion Group Mtg Blog entry
WK 9	Applying needs assessment to the site selection process	Blog entry
WK 10	Christ centered Leadership	Book Club Discussion Group Mtg Blog entry
WK 11	Visioning the capstone project	Synchronous Zoom Check in Blog entry
WK 12		Needs assessment and Project Visioning Paper due

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 OCCT723

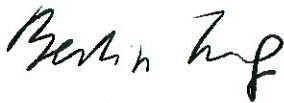
Dear Dr. Candler,

Thank you for submitting the application for course OCCT723: OTD Seminar III. 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 issues:

- Please add text book information when it becomes available.
- Please include information about office hours.
- Please add semester and year information.
- The course schedule could be more detailed, preferably arranged by week.
- Please add outline of topics to be covered in this course as it cannot be found from a detailed schedule.

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 723 – Doctor of Occupational Therapy Seminar III

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.