

Approval Chart for Curriculum Changes

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

Course Number OCCT 724 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 2022.

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

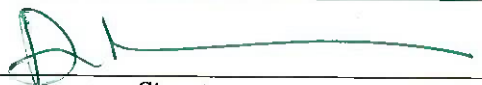
Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
Catherine Candler	February 12, 2021
Signature	Approval date
Signature	Approval date

College Academic Council(s)	
	3-3-2021
Signature	Approval date
Signature	Approval date

Dean(s)	
	3-3-2021
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

Discard instructional pages A-C before submitting application

Course ID (<i>Subject and Number</i>)	OCCT 724
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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 IV
4	Course Abbreviation for Banner if title is more than 30 characters	OTD Seminar IV
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)	Draft a capstone project proposal inclusive of literature review, needs assessment, goals/objectives and evaluation plan coordinated with an approved capstone experience for the development of in-depth skills within an area of specialization. Seminar.
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? ALL
23	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	FALL 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. This course occurs in the second year of the program.

- 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 fourth semester Doctor of Occupational Therapy students

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

The overarching goal of the course is to apply skills in needs assessment, goal setting, literature review and program evaluation to draft a project proposal for a doctoral capstone experience and project to be implemented by the student in the 7th semester of the program.

- B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
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1	• Apply needs assessment methodology to propose a project benefitting the aims of the capstone site within the area of specialization.	Capstone project proposal inclusive of ○ Needs assessment ○ Goals/objectives ○ Literature review for an evidence-based action plan ○ Evaluation plan
2	• Synthesize information from a review of the literature and current information sources to formulate an evidence-based action plan for the proposed capstone project	Capstone project proposal inclusive of ○ Needs assessment ○ Goals/objectives ○ Literature review for an evidence-based action plan ○ Evaluation plan
3	• Select among program evaluation strategies to measure for desired outcomes for the capstone project proposed	Capstone project proposal inclusive of ○ Needs assessment ○ Goals/objectives ○ Literature review for an evidence-based action plan ○ Evaluation plan

3. Text and Resources

Deluliis, E. & Bednarski, J. (2017). The entry level occupational therapy doctorate capstone: A framework for the experience and project. SLACK Inc.

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 724 Doctor of Occupational Therapy Seminar IV
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 2022

Eight 2 hour classroom sessions distributed throughout the semester. Actual date/location TBA

About the Students

OCCT 724 is a graduate course in the Doctor of Occupational Therapy degree

Course Scripture

A man's heart plans his way, but the Lord directs his steps. Proverbs 6:9

Course Description

Draft a capstone project proposal inclusive of literature review, needs assessment, goals/objectives and evaluation plan coordinated with an approved capstone experience for the development of in-depth skills within an area of specialization. Seminar.

Course Objectives

- Apply needs assessment methodology to propose a project benefitting the aims of the capstone site within the area of specialization.
- Synthesize information from a review of the literature and current information sources to formulate an evidence-based action plan for the proposed capstone project
- Select among program evaluation strategies to measure for desired outcomes for the capstone project proposed.

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, and provided in setting(s) consistent with the program's curriculum design, including individualized specific objectives and plans for supervision.
D.1.3	Ensure that preparation for the capstone project includes a literature review, needs assessment, goals/objectives, and an evaluation plan. Preparation should align with the curriculum design and sequence and is completed prior to the commencement of the 14-week doctoral capstone experience.
D.1.7	Document a formal evaluation mechanism for objective assessment of the student's performance during and at the completion of the doctoral capstone experience.
D.1.8.	Ensure completion and dissemination of an individual doctoral capstone project that relates to the doctoral capstone experience and demonstrates synthesis of in-depth knowledge in the focused area of study.

Teaching/Learning Methods

Lecture

Discussion

Mentorship

Special Requirements: None

Required Text:

Deluliis, E. & Bednarski, J. (2017). The entry level occupational therapy doctorate capstone: A framework for the experience and project. SLACK Inc.

Competencies	Measurements
Apply needs assessment methodology to propose a project benefitting the aims of the capstone site within the area of specialization.	80% Capstone project proposal inclusive of ○ 25% Needs assessment ○ 25% Goals/objectives

	○ 25% Literature review for an evidence-based action plan ○ 25% Evaluation plan
	20% Presentation of capstone project proposal
Synthesize information from a review of the literature and current information sources to formulate an evidence-based action plan for the proposed capstone project	80% Capstone project proposal inclusive of ○ 25% Needs assessment ○ 25% Goals/objectives ○ 25% Literature review for an evidence-based action plan ○ 25% Evaluation plan
	20% Presentation of capstone project proposal
Select among program evaluation strategies to measure for desired outcomes for the capstone project proposed.	80% Capstone project proposal inclusive of ○ 25% Needs assessment ○ 25% Goals/objectives ○ 25% Literature review for an evidence-based action plan ○ 25% Evaluation plan
	20% Presentation of capstone project proposal

Grading

- 80% Capstone project proposal inclusive of
- 25% Needs assessment
 - 25% Goals/objectives
 - 25% Literature review for an evidence-based action plan
 - 25% Evaluation plan
- 20% Presentation of capstone project proposal

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

	Class Session	Independent Work
WK 1	Designing the capstone experience and project. Capstone project examples	
WK 2	Review of needs assessment methodology	
WK 3		
WK 4		Capstone Advisor Meeting Site Mentor Communication Select project idea for development

WK 5	How to write a proposal	
WK 6	Project writing workshop	Capstone project needs assessment, goals and objectives
WK 7	Review of literature for an evidence-based action plan	
WK 8	Review of literature workshop	
WK 9		
WK 10		<i>Capstone Advisor Meeting: share lit review strategies and findings for method</i>
WK 11	Program evaluation and outcome measures	
WK 12	Project writing workshop	
WK 13		Project draft due
WK 14		<i>Capstone Advisor Meeting: Feedback on project draft</i>
WK 15	Presentations of Project Proposals	

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

Feb 22, 2021

Re: Review of OCCT724: Doctor of Occupational Therapy Seminar IV

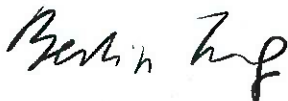
Dear Dr. Candler,

Thank you for submitting the application for courses: OCCT724: Doctor of Occupational Therapy Seminar IV, and I have reviewed it based on the [ACU New Course Application Guidelines](#). I find the syllabus to be meeting all the requirements except the two items:

- Prerequisite/co-requisite should be included.
- Typically, it is a good idea to align competencies and measurements more specifically by listing which measurements are used for which competencies. Many professors use a table format as shown here (<https://tinyurl.com/acusyllabustemplate>).

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: March 3, 2021
TO: Dr. Catherine Candler
FROM: Mark McCallon, Associate Dean for Library Services
RE: New Course Proposal, OCCT 724 – Doctor of Occupational Therapy Seminar IV

The library has examined the course proposal and is able to support the proposed course. Please contact your librarian liaison, Mark McCallon (mccallonm@acu.edu), if additional library resources are needed to support the proposed course. Thank you.
