

Approval Chart for Curriculum Changes

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

Course Number OCCT 734 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 Spring 2023.

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

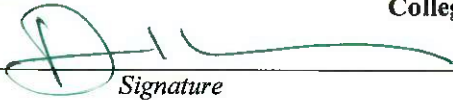
Change to a Course		Dept./School	College Academic	Deans	COUNCIL ³				Provost	President
					TEC	UGEC	UUAC	GRAD		
1.	Title (description unchanged)	A	A	A		I			I	I
2.	Description (not affecting content)	A	A	A		I			I	I
3.	Course term(s)	A	I	A		I			I	I
4.	Content (substantive change)	A	A	A		I			A	I
5.	Number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

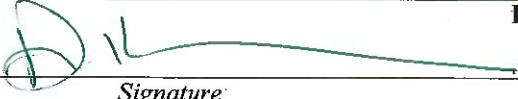
Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

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

College Academic Council(s)	
	<i>3-3-2021</i>
<i>Signature</i>	<i>Approval date</i>
<i>Signature</i>	<i>Approval date</i>

Dean(s)	
	<i>3-3-2021</i>
<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 734
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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	Leadership in Occupational Therapy
4	Course Abbreviation for Banner if title is more than 30 characters	Leadership in OT
5	College	College Education and Health 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	
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	15
17	Catalog Description (50 words or less)	Effective leadership in program development, policy 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.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	None
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)	None
20	If the course is cross-listed, specify the Course ID(s)	NO
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>	SPRING 2023
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 fifth semester Doctor of Occupational Therapy students

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

The overarching goal of the course is to address leadership and administrative skills as required by the American Council of Occupational Therapy Examiners for an accredited doctor of occupational therapy program.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
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1	Apply the principles of instructional design and teaching and learning in preparation for work in an academic setting.	Design and delivery of a learning module within the course.
2	Evaluate context, policy issues, federal and state legislation and regulations, socioeconomic conditions, political, geographic, and demographic factors for informed decisions in advancing proposals for change or innovation in programmatic needs, service delivery, policy development or social arenas.	Conduct an environmental scan for a business proposal and advocacy situation.
3	Create a business plan based on evaluation and selection of a contextually appropriate model for marketing, start up and continued funding with of consideration of grants, staffing, program evaluation for quality management/improvement , and strategic plan for a venture related to the concerns of occupational therapy	Creation of a business proposal
4	Demonstrate leadership in the design of personnel management strategies inclusive of competency-based legal and ethical supervision, motivation and professional development.	Within the business proposal design strategies for the wellbeing and advancement of personnel
5	Demonstrate knowledge of responsibilities related to liability issues of practice and roles related to providing service on a contractual basis.	Exam questions concerning legal issues

6	Understand mechanisms for the promotion of occupational therapy by educating others and how to advocate for opportunities for the profession to address societal needs.	Write a letter to an individual of influence on behalf of a need related to the wellbeing of occupational therapy clients
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3. Text and Resources

Jacobs, K. & McCormack, G. (2019). *The occupational therapy manager*, 6th Ed. AOTA Press: Bethesda, MD.

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.

Leadership in Occupational Therapy Syllabus



College of Education and Human Services
Department of Occupational Therapy
OCCT 734 Leadership in 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.

Occupational Therapy Doctoral Program Mission Statement: To prepare occupational therapy students to think and act critically, missionally, and globally in Christian service as specialized occupational therapy professionals and leaders throughout their respective communities.

Credit Hours 2

Instructor and Contact Information

Catherine Candler, OTR, PhD, BCP

Catherine.candler@acu.edu

Hardin Administration Building Rm 315

Class time and location

April 2023

Hardin Rm 317

About the Students

OCCT 734 is a graduate course in the Doctor of Occupational Therapy degree

Course Scripture

A dispute also arose among them, as to which of them was to be regarded as the greatest. And he said to them, "The kings of the Gentiles exercise lordship over them, and those in authority over them are called benefactors. But not so with you. Rather, let the greatest among you become as the youngest, and the leader as one who serves. For who is the greater, one who reclines at table or one who serves? Is it not the one who reclines at table? But I am among you as the one who serves. Luke 22:24-27

Course Description

Effective leadership in program development, policy 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.

Course Objectives:

- Apply the principles of instructional design and teaching and learning in preparation for work in an academic setting.
- Evaluate context, policy issues, federal and state legislation and regulations, socioeconomic conditions, political, geographic, and demographic factors for informed decisions in advancing proposals for change or innovation in programmatic needs, service delivery, policy development or social arenas.
- Create a business plan based on evaluation and selection of a contextually appropriate model for marketing, start up and continued funding with of consideration of grants, staffing, program evaluation for quality management/improvement , and strategic plan for a venture related to the concerns of occupational therapy.
- Demonstrate leadership in the design of personnel management strategies inclusive of competency-based legal and ethical supervision, motivation and professional development.
- Demonstrate knowledge of responsibilities related to liability issues of practice and roles related to providing service on a contractual basis.
- Understand mechanisms for the promotion of occupational therapy by educating others and how to advocate for opportunities for the profession to address societal needs.

ACOTE Standards

B.5.1	Identify, analyze, and evaluate the contextual factors; current policy issues; and socioeconomic, political, geographic, and demographic factors on the delivery of occupational therapy services for persons, groups, and populations to promote policy developments and social systems as they relate to the practice of occupational therapy.
B.5.2	Identify, analyze, and advocate for existing and future service delivery models and policies, and their potential effect on the practice of occupational therapy and opportunities to address societal needs.
B.5.3	Demonstrate knowledge of and evaluate the business aspects of practice including, but not limited to, the development of business plans, financial management, program evaluation models, and strategic planning.
B.5.4	Identify and evaluate the systems and structures that create federal and state legislation and regulations and their implications and effects on persons, groups, and populations, as well as practice and policy.
B.5.6	Demonstrate leadership skills in the ability to plan, develop, organize, and market the delivery of services to include the determination of programmatic needs and service delivery options, and formulation and management of staffing for effective service provision.
B.5.7	Demonstrate leadership skills in the ability to design ongoing processes for quality management and improvement (e.g., outcome studies analysis and client engagement surveys) and develop program changes as needed to demonstrate quality of services and direct administrative changes.

B.5.8	Develop strategies for effective, competency-based legal and ethical supervision of occupational therapy and non-occupational therapy personnel. Analyze staff development and professional abilities and competencies of supervised staff as they relate to job responsibilities.
B.6.4	Demonstrate an understanding of the process of locating and securing grants and how grants can serve as a fiscal resource for scholarly activities and program development.
B.6.6	Demonstrate an understanding and apply the principles of instructional design and teaching and learning in preparation for work in an academic setting.
B.7.3	Promote occupational therapy by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public.
B.7.5	Demonstrate knowledge of personal and professional responsibilities related to: Liability issues under current models of service provision. Varied roles of the occupational therapist providing service on a contractual basis.

Teaching/Learning Methods

Lecture

Readings

Class Discussion

Guest Speakers

Written Assignments

Project Presentation

Required Text:

Jacobs, K. & McCormack, G. (2019). *The occupational therapy manager*, 6th Ed. AOTA Press: Bethesda, MD.

Supporting Course Documents:

Literature and online resources posted by the instructor

Competencies	Measurements
Apply the principles of instructional design and teaching and learning in preparation for work in an academic setting.	Chapter Teaching Assignment
Evaluate context, policy issues, federal and state legislation and regulations, socioeconomic conditions, political, geographic, and demographic factors for informed decisions in advancing proposals for change or innovation in programmatic needs, service delivery, policy development or social arenas.	Business/ Program Proposal Assignment Book Chapter Exam
Create a business plan based on evaluation and selection of a contextually appropriate model for marketing, start up and continued funding with of consideration of grants, staffing, program evaluation for quality management/improvement, and strategic plan for a venture related to the concerns of occupational therapy.	Business/ Program Proposal Assignment Book Chapter Exam
Demonstrate leadership in the design of personnel management strategies inclusive of competency-based legal and ethical	Business/ Program Proposal Assignment Book Chapter Exam

supervision, motivation and professional development.	
Demonstrate knowledge of responsibilities related to liability issues of practice and roles related to providing service on a contractual basis.	Business/ Program Proposal Assignment Book Chapter Exam
Understand mechanisms for the promotion of occupational therapy by educating others and how to advocate for opportunities for the profession to address societal needs.	Occupational Therapy Promotion Letter Assignment Book Chapter Exam

Grading

- 40% Business/ Program Proposal Assignment
10% Team Blogs
30% Chapter Teaching Assignment
Average of two grades
○ Individual Video Lecture
○ Team Chapter Learning Module
5% Occupational Therapy Promotion Letter Assignment
15% Book Chapter Exam

Grade	Percent*
A	90-100
B	89-80
C	79-70
D	69-60
F	59-50

Note* Decimal scores will not be considered in final course grading.

Course Schedule

Rough Outline

Course is taught in sessions delivered over four weeks in April

Date	Topic	Assignment
Session 1	Christian Leadership	
Session 2	Trends in OT Delivery Systems Starting an OT Practice	Ch 3 Evolution of Occupational Therapy Delivery Systems Ch 9 Starting a New Program, Business, or Practice Ch 10 Entrepreneurship
Session 3	Marketing Analysis	Ch 8 Marketing
Session 4	Marketing Mix	
Session 5	Sources of Revenue	Ch 25 Reimbursement Ch 11 Grants
Session 6	Proposal Check Meetings and Work Shop time	Developed program proposal idea and draft market assessment due.
Session 7	Evidence Based Management	Ch 6 Strategic Planning Ch 23 Evidence-based Management Ch 26 Evaluating OT Services

		Lost in Knowledge Translation Ch 27 Managing Organizational Change
Session 8	Sustaining an OT Practice	Ch 7 Budget
Session 9	Leadership	Ch 18 Leadership Ch 19 Passion=Energy=Quality: Leading others to love their work How to Win Friends and Influence People Parts 3 & 4
Session 10	Personnel	Ch 13 Personnel Management Ch 12 Communication Ch 14 Conflict Resolution Ch 16 Mentoring and Prof Dev
Session 11	Advocacy	Ch 28 Federal Policy Ch 29 State Policy
Session 12	Professional Soft Skills	Ch 15 Motivating Employees
Session 13	Legal Issues	Ch 32 Legal Dimensions Ch 35 Accrediting Organizations
Session 14	Consultation	Ch 33 Consultation
Session 15	Business/ Program Proposal Poster Presentations	Advocacy Letter Assignment Due EBP Assignment Due
	Course Exam	Business/Program Proposal due midnight Friday May 4

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.
2. See Academic Integrity and Honesty Policy for details of what constitutes academic dishonesty and resultant disciplinary actions. www.acu.edu/campusoffices/provost

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: [www.acu.edu/campusoffices/studentlife/judicial/For Students/Harassment_Policy](http://www.acu.edu/campusoffices/studentlife/judicial/For_Students/Harassment_Policy)

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

Feb 22, 2021

Re: Review of OCCT 734 Leadership in Occupational Therapy

Dear Dr. Candler,

Thank you for submitting the application for courses: OCCT 734 Leadership in Occupational Therapy, 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 734 – Leadership in Occupational Therapy

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.
