

Approval Chart for Curriculum Changes

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

Course Number OCCT 782 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.

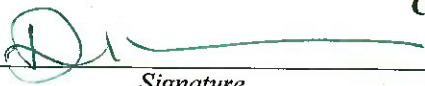
				COUNCIL ³						
Change to a Course		Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Course term(s)	A	I	A	I				I	I
4.	Content (substantive change)	A	A	A	I				A	I
5.	Number 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 <i>or</i> G to U	A	A	A	A				A	I
11.	Cross list with another department: U or G level	A	A	A	A				A	I
12.	Department of record	A	A	A	A				A	I
13.	Open or close a course	A	A	A	A				A	I
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	I

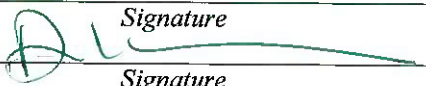
Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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)	
	2-2-2021
<i>Signature</i>	<i>Approval date</i>
<i>Signature</i>	<i>Approval date</i>

Dean(s)	
	3-3-2021
<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 782
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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	Specialized Professional Preparation
4	Course Abbreviation for Banner if title is more than 30 characters	Specialized Prof Prep
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)	Engage in authentic discussion and faculty advising about professional development, individual strengths and weaknesses. Design professional development plan for professional entry. Complete a capstone plan inclusive of literature review, needs assessment, goals/objectives, evaluation and dissemination coordinated with an approved capstone experience in area of specialization. Seminar.
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
22b	Will the course be offered in spring terms?	☐ No ☒ Yes If yes: all years
22c	Will the course be offered in summer terms?	☒ No ☐ Yes
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 prepare students for their capstone experience/project and entry into the profession of occupational therapy

- B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Demonstrate knowledge of applicable national requirements for credentialing and requirements for licensure, certification, or registration consistent with federal and state laws and how these affect the provision of care and programs.	Quizzes Resume assignment
2	Describe occupational therapy roles beyond entry level, including academic roles, and apply professional development planning to advanced achievement.	Quizzes Professional Development Plan
3	Demonstrate knowledge of how the role of a professional is enhanced by participating and engaging in local, national, and international leadership positions in organizations or agencies.	Quizzes Professional Development Plan
4	Understand high stakes testing strategies and apply them for personal exam preparation	Quizzes NBCOT Exam preparation activities
5	Document and obtain approval for a capstone project inclusive of literature review, needs assessment, goals/objectives and evaluation and dissemination plan coordinated with an approved capstone experience for the development of in-depth skills within an area of specialization	Approved Capstone Proposal Presentation of Proposal

3. Text and Resources

NBCOT Exam Study Pack

Davis, L. & Rosee, M. (2015). Occupational therapy student to clinician: Making the transition. 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.

Specialized Professional Preparation



College of Education and Human Services
Department of Occupational Therapy
OCCT 782 Specialized Professional Preparation

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

TBA

Class time and location

April 2023
Hardin Rm 317

About the Students

OCCT 782 is a graduate course in the Doctor of Occupational Therapy degree

Course Scripture

Prepare your work outside, get everything ready for yourself in the field, and after that build your house. Proverbs 24:27.

Course Description

Engage in **authentic** discussion and faculty advising about professional development, individual strengths and weaknesses. Design professional development plan for professional entry. Complete a capstone plan inclusive of literature review, needs assessment, goals/objectives, evaluation and dissemination coordinated with an approved capstone experience in area of specialization. Seminar.

Course Objectives:

- Demonstrate knowledge of applicable national requirements for credentialing and requirements for licensure, certification, or registration consistent with federal and state laws and how these affect the provision of care and programs.
- Describe occupational therapy roles beyond entry level, including academic roles, and apply professional development planning to advanced achievement.
- Demonstrate knowledge of how the role of a professional is enhanced by participating and engaging in local, national, and international leadership positions in organizations or agencies.
- Understand high stakes testing strategies and apply them for personal exam preparation
- Document and obtain approval for a capstone project inclusive of literature review, needs assessment, goals/objectives and evaluation and dissemination plan coordinated with an approved capstone experience for the development of in-depth skills within an area of specialization

ACOTE Standards

B.5.5	Provide care and programs that demonstrate knowledge of applicable national requirements for credentialing and requirements for licensure, certification, or registration consistent with federal and state laws.
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.7.2	Demonstrate knowledge of how the role of a professional is enhanced by participating and engaging in local, national, and international leadership positions in organizations or agencies.
B.7.4	Identify and develop strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards.
D.1.4.	Ensure that there is a valid memorandum of understanding for the doctoral capstone experience, that, at a minimum, includes individualized specific objectives, plans for supervision or mentoring, and responsibilities of all parties. The memorandum of understanding must be signed by both parties.
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

Readings

Class Discussion

Guest Speakers

Written Assignments

Project Presentation

Required Text:

NBCOT Exam Study Pack

Davis, L. & Rosee, M. (2015). Occupational therapy student to clinician: Making the transition. SLACK Inc.

Supporting Course Documents:

Select readings from:

Taff, S. D., Grajo, L.C., & Hooper, B.R. (2020). Perspectives on occupational therapy education: Past, Present and Future. SLACK Inc.

Competencies	Measurements
Demonstrate knowledge of applicable national requirements for credentialing and requirements for licensure, certification, or registration consistent with federal and state laws and how these affect the provision of care and programs.	Resume Quizzes
Describe occupational therapy roles beyond entry level, including academic roles, and apply professional development planning to advanced achievement.	Professional Development Plan Quizzes
Demonstrate knowledge of how the role of a professional is enhanced by participating and engaging in local, national, and international leadership positions in organizations or agencies.	Professional Development Plan Quizzes
Understand high stakes testing strategies and apply them for personal exam preparation	NBCOT Study pack tasks
Document and obtain approval for a capstone project inclusive of literature review, needs assessment, goals/objectives and evaluation and dissemination plan coordinated with an approved capstone experience for the development of in-depth skills within an area of specialization	Approved Capstone Proposal Capstone Presentation

Grading

20% Quizzes

10% Resume

10% Professional Development Plan

20 % NBCOT Study pack tasks

30 % Approved Capstone Proposal

10% Capstone Presentation

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
Session 1	Reflection over FWII experiences. Discussion on continued professional development
Session 2	Meet with Capstone Mentors

Session 3	Meet with Site Mentors
Session 4	Review of Capstone Proposal drafts and areas for revision identified. Class workshop.
Session 5	Writing a resume
Session 6	Roles beyond graduation: Teaching in an academic program
Session 7	Formulation of a professional development plan
Session 8	NBCOT Exam Preparation
Session 9	NBCOT Exam Preparation
Session 10	NBCOT Exam Preparation
Session 11	NBCOT Exam Preparation
Session 12	NBCOT Exam Preparation
Session 13	Joint meeting with Capstone Advisors and Site Mentors for final input/approval
Session 14	Capstone Proposal Presentations
Session 15	Capstone Proposal Presentations
	Course Exam

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%20Students/Harassment_Policy)

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

Feb 22, 2021

Re: Review of OCCT 782 Specialized Professional Preparation

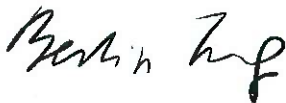
Dear Dr. Candler,

Thank you for submitting the application for courses: OCCT 782 Specialized Professional Preparation, 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 782 – Specialized Professional Preparation

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.
