

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond In Writing

Course Number: OCCT 625 Occupational Therapy in Pediatrics 1

Degree Plan(s): Master of Science in Occupational Therapy (MSOT) and Occupational Therapy Doctorate (OTD)

Ongoing student, faculty and clinical site feedback support the need to introduce a new course to the OT curricula. Additional internal program evaluations related to student first time and overall pass rate on national board exam support additional course work in the area of pediatrics. Currently, the MSOT and OTD curricula house one course specific to the practice of occupational therapy in pediatrics, occurring in the second fall semester. Adding an additional two credit hour course in the first Spring Semester allows for improved scaffolding of information, allowing time for students to concentrate on learning common pediatric diagnoses and developmental milestones. This lays the foundation for subsequent coursework related to application and integration of these principles to the practice of occupational therapy. The additional credit hours proposed will take the place of two credit hours removed from the curriculum after closing OCCT 703 course. Therefore overall credit hours will remain the same for each degree plan.

Proposed syllabus is attached for review.

		Dept./School	College	Dean	TEC	AUAC/Grad	Provost
	Campus-Level Academic Review¹						
	Change to a Course Include signatures from all chairs/program directors for cross-listed courses. ¹						
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 (change of course outcomes)	A	A	A	I	I	A
5.	Number of credit hours	A	A	A	A	A	A
6.	Course number within the hundred	A	A	I	I	I	I
7.	Course number beyond the hundred	A	A	A	A	A	A
8.	Prerequisites	A	A	A	I	I	I
9.	Course restriction (e.g., majors only, junior standing)	A	A	A	A	A	A
10.	Level change (U to G or G to U)	A	A	A	A	A	A
11.	Cross list course	A	A	A	A	A	A
12.	Department of record	A	A	A	A	A	A
13.	Open or close a course	A	A	A	A	A	A
	Change to a Degree Plan						
14.	Educational Program — Revise	A	A	A	A	A	A

15.	Educational Program — Adopt/revise admission requirements	A	A	A	A	A	A
16.	GPA — Revise program-required GPA	A	A	A	A	A	A
17.	Minor — Revise	A	A	A	A	A	A

		Dept./School	College	Dean	TEC	AUAC/Grad	Provost	Campus Faculty	Senior VPAA	President
	Full Review									
	Change to Catalog Information (for Campus)									
18.	General requirements for Bachelor's and Associate Degrees	-	-	-	-	A	A	A	A	I
19.	Policies governing academic probation and suspension	-	-	-	-	A	A	A	A	I
20.	Requirements for graduating with honors	-	-	-	-	A	A	A	A	I
	Change to a Degree Plan									
21.	Educational Program — Add or Discontinue ²³	A	A	A	A	A	A	A	A	I
22.	Educational Program — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	A	A	-	A	I
24.	Minor — Discontinue (Provost-proposed)	R	-	R	A	A	A	-	A	I
25.	Degree — Add or Discontinue	A	A	A	A	A	A	A	A	I
26.	Degree — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I

		Dept./School	College	Dean	AUAC	Provost	UGEC	University Faculty	Senior VPAA	President
	Change to General Education Requirements for Undergraduates (System)									
27.	Change course outcomes of an included course	A	A	A	A	A	A	-	A	I
28.	Add or drop a required course from the General Education Requirements	A	-	A	-	A	A	A	A	I
29.	Add or drop a course from a menu within the General Education Requirements	A	-	A	-	A	A	-	A	I
30.	Comprehensive revision of General Education Requirements	-	-	-	-	A	A	A	A	I

Notes

² Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible. Master's programs must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours beyond the master's.

⁴ When a department/school or dean proposes closing a program, approval routing follows the typical process beginning with the department/school. An administrative proposal by the provost or senior vice president for academic affairs would follow the "provost-proposed" routing on the chart.

Updated 8/1/2023

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Department/School(s)

Kari M. Miller

2/19/24

Chair Signature

Date

Chair/Program Director Signature

Date

College Academic Council(s)

Heidi Jones

Mar 5, 2024

Chair Signature

Date

Chair Signature

Date

Dean(s)

[Signature]

Mar 6, 2024

Signature

Date

Signature

Date

Teacher Education Council

Signature

Date

Campus Academic Council:
Abilene Undergraduate or Abilene Graduate

Signature

Date

Provost

Signature

Date

University General Education Council

Signature

Date

University Faculty

Abilene Faculty Senate Chair signature

Date

Dallas Faculty Council Chair signature

Date

Senior Vice President for Academic Affairs

Signature

Date

President

Signature

Date

Abilene New Course Application

You may delete the preceding instructional pages before submitting application.

Course ID (<i>Subject Code and Number</i>)	OCCT 625
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1. Systems and Catalog Information Complete each item.

A	Course Developer	Kari Williams
B	Course Instructor	Amy Gibbs
C	Course Title	Occupational Therapy in Pediatrics 1
D	Course Abbreviation for Banner if title is more than 30 characters	OT Pedi 1
E		CHBS - Health and Behavioral Sciences
F		OCCT - Occupational Therapy
G		2
G1		2
G2		1
H	Is the course for a fixed or variable number of credit hours?	Fixed If variable, explain rationale:
I	Is the course repeatable for additional credit?	No
J	Maximum total number of credit hours a student can earn for this course	2
K		<u>Lecture (LEC)</u> See Schedule Type definitions in the Reference section.

L		2
M		<u>Standard</u>
N	Maximum Enrollment	45
O	Catalog Description (50 words or less)	Develop basic knowledge and understanding of common diagnoses in occupational therapy practice for pediatric populations. Acquire a general understanding of the implication of developmental milestones and developmental diagnoses on engagement in occupation in the pediatric population. Lecture.
P	List any prerequisites (course/s, test scores, class standing, major, etc.)	
Q	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)	
R	If the course is cross-listed, specify the subject code and course number of the other course	
S	Does this course require any additional student course fees?	<u>No</u> If yes, attach a completed course fee form .
T1	Will the course be offered in fall terms?	<u>Yes, every year</u>
T2	Will the course be offered in spring terms?	<u>Yes, every year</u>

T3	Will the course be offered in summer terms?	<u>No</u>
U	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Spring 2025
V	Is this course required for a program(s)?	<u>Yes</u> If yes, attach a completed curriculum proposal to change the program(s).
W	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>	<u>No</u> If yes, provide rationale:
X	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>	<u>No</u> If yes, provide course ID, term, and enrollment:
Y	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.</i>	

2. Curriculum

- A. Explain any effects of this course on any degree plans. If the addition of the course alters program requirements, submit a separate [Approval Chart for Curriculum Change](#) to update the program.

This course will be a requirement for both the Master of Science in Occupational Therapy (MSOT) and Occupational Therapy Doctorate (OTD).

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

Internal program evaluation with faculty involvement identified the potential need to increase the number of credit hours in the OT curricula specifically related to the practice of OT with the pediatric population. Currently, there is one course specific to the practice of OT with the pediatric population. Addition of this course will allow for a more in depth understanding of this important and prevalent practice area. By adding this course to the curriculum, students will now

be able to first gain basic knowledge that underlies OT practice in pediatric practice and then learn how to analyze and implement more in-depth concepts later in the curriculum. Additionally, new accreditation standards have recently been passed by the accrediting body for OT education (ACOTE) and indicate a need to address these areas further in our current curriculum. Students have also traditionally reported a desire for a more in-depth study of this practice area allowing them more time to understand these concepts before clinical fieldwork rotations.

Of note also, due to recent accreditation updates, there is a course we are proposing to close out, and the credit hours will be better served in this new course. Therefore, the total credit hours in the degree plan will not change.

Program Evaluation including input from several stakeholders including students, faculty, fieldwork supervisors and accreditation bodies indicates the need to update the curriculum to include this course as described above.

3. Course Design

A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.
 - i. Graduate Students in MSOT and OTD programs. Enrollment in the MSOT and OTD are required and the course is not open to students in other degree programs.
 - ii. Prerequisites include Students must have satisfactorily completed all courses in the MSOT and OTD curriculum sequence that occur prior to this semester.
2. State the overarching course goal(s) in performance terms.
 - i. Students will be introduced to common pediatric diagnoses and gain an understanding of developmental milestones and how each impacts a child's occupational performance leading to the student's ability to begin understanding the role of the occupational therapist in the pediatric setting and prepare students for future clinical placements and national licensure board examinations.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Students will identify factors about common pediatric diagnoses and how those factors impact development and engagement in occupation	Daily Quizzes Diagnosis Study Guide Final Exam
2	Students will identify developmental milestones and how developmental milestones impact engagement in occupation or lead to a diagnosis.	Daily Quizzes Final Exam

3		
4		
5		

C. 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**.

GRADUATE:

Required:

Batshaw, M. L., Roizen, N. & Pellegrino, L. (2019). *Children with disabilities, 8th*

Ed. Paul H. Brooks Publishing

Recommended:

O'Brien, J, & Kuhaneck, H. (2020). *Case-Smith's occupational therapy for children and adolescents, 8th Ed.* Elsevier

Atchison, B., & Dirette, D. (2023). *Conditions in Occupational Therapy: Effect on occupational performance, 6th Ed.* Wolters Kluwer

4. 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.
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 1Y. 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 2B.

Occupational Therapy in Pediatrics I Syllabus Spring 2025



College of Health and Behavioral Sciences

Department of Occupational Therapy

OCCT 625 Occupational Therapy in Pediatrics I

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.

Department of Occupational Therapy Mission Statements

Master of Science in Occupational Therapy Mission Statement: To prepare occupational therapy students to think and act critically, missionally, and globally in Christian service and leadership throughout their respective communities.

Doctoral in Occupational Therapy 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.

Instructor and Contact Information

Amy Gibbs, PhD, OTR, CEIM

325-674-6529

Arg15b@acu.edu

Hardin Administration Building Suite 311A.

Please contact me by email to arrange visit times

Class time and location

Lab 3

Jan 6-9, 2025

Daily from 9-12, 3 hours per day for 4 consecutive days

Remainder of the semester

Weekly 1 hour sessions

About the Students

OCCT 625 is a graduate course in the Master of Science in Occupational Therapy (MSOT) degree and Doctorate of Occupational Therapy Degree (OTD)

Course Scripture

Mathew 19:14 *Jesus said, "Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these."*

Course Content

Course Description

Develop basic knowledge and understanding of common diagnoses in occupational therapy practice for pediatric populations. Acquire a general understanding of the implication of developmental milestones and developmental diagnoses on engagement in **occupation** in the pediatric population. Lecture.

Credit Hours: 2 hours

Student Learning Objectives:

1. Students will identify factors about common pediatric diagnoses and how those factors impact development and engagement in occupation.
2. Students will identify developmental milestones and how developmental milestones impact engagement in occupation or lead to a diagnosis.

Text:**Required:**

Batshaw, M. L., Roizen, N. & Pellegrino, L. (2019). *Children with disabilities, 8th Ed.* Paul H. Brooks Publishing

Recommended:

O'Brien, J. & Kuhaneck, H. (2020). *Case-Smith's occupational therapy for children and adolescents, 8th Ed.* Elsevier

****You will need for the fall and would be helpful for any camps over the summer**

Atchison, B., & Dirette, D. (2023). *Conditions in Occupational Therapy: Effect on occupational performance, 6th Ed.* Wolters Kluwer

Calendar

Date	Class time	Chapters	Assignments	In Class
Jan 6	9-12	Developmental Milestones: gross/fine motor	Daily reading quiz Daily follow up discussion	Milestone study sheet
Jan 7	9-12	Developmental Milestones: self-care	Daily reading quiz Daily follow up discussion	Milestone study sheet
Jan 8	9-12	Developmental Milestones: social/emotional	Daily reading quiz Daily follow up discussion	Milestone study sheet
Jan 9	9-12	Developmental Milestones: sensory, cognitive	Daily reading quiz Daily follow up discussion	Milestone study sheet
Week 1 Jan 21	11-11:50	Chapters 11:Development	Daily reading quiz	Work on DX study guides

		Assessment 12: Diagnosing Developmental Disabilities	Daily follow up discussion	
Week 2 Jan 28	11-11:50	Chapters 14: Intellectual Disability	Daily reading quiz Daily follow up discussion	Work on DX study guides
Week 3	11-11:50	15: Down Syndrome and Fragile X	Daily reading quiz Daily follow up discussion	Work on DX study guides
Week 4	11-11:50	Chapters 20: Learning Disability	Daily reading quiz Daily follow up discussion	Work on DX study guides
Week 5	11-11:50	Chapters 18: ASD	Daily reading quiz Daily follow up discussion	Work on DX study guides
Week 6	11-11:50	Chapters 23: Brain Injury & Fetal Alcohol syndrome	Daily reading quiz Daily follow up discussion	Work on DX study guides
Week 7	11-11:50	Chapters 27: Behavior disorders	Daily reading quiz Daily follow up discussion	Work on DX study guides
Week 8	11-11:50	19: ADHD	Daily reading quiz Daily follow up discussion	Work on DX study guides
Week 9	11-11:50	21: Cerebral Palsy	Daily reading quiz Daily follow up discussion	Work on DX study guides
Week 10	11-11:50	Sensory	Daily reading	Work on DX

		processing disorder	quiz Daily follow up discussion	study guides
Week 11	11-11:50	Muscular dystrophy	Daily reading quiz Daily follow up discussion	Work on DX study guides
Week 12	11-11:50	Orthopedic & Ehlers-Danlos syndrome	Daily reading quiz Daily follow up discussion	Work on DX study guides
Week 13	11-11:50	Pediatric Oncology	Daily reading quiz Daily follow up discussion	Work on DX study guides
Week 14	11-11:50	24: Visual Impairment	Daily reading quiz Daily follow up discussion	Work on DX study guides
Week 15	11-11:50	29: Pediatric Feeding disorder	Daily reading quiz Daily follow up discussion	Work on DX study guides
Final	11-11:50	Final	Final exam	

Class assignments:

- Dx Final Exam
- Dx study guides
- In-class assignments and activities
- Daily Quizzes
- Daily Discussion boards

Grade Criteria

Grade	Percent	Point Range
A	90-100	900-1000
B	80-89	800-899

C	70-79	700-799
D	60-69	600-699
F	59 or below	0-599

****No Rounding of grades and No Extra Credit****

Course Policies

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](#)

AI:

In general, your written work should be original. That is to say, you should generate and take responsibility for the ideas, structure, and content in papers and written work that is submitted for a grade. When you submit an assignment, you are claiming it as your original work. You should not use AI to directly generate written work. There are two reasons for this:

- 1) The purpose of writing assignments in this course is to help you learn to think and write well. Using AI to do your thinking and writing for you would defeat that purpose.
- 2) Even though AI can generate written content, high-quality writing that is original and human-generated will likely continue to be valuable and respected. The ability to participate in public and scholarly conversation through writing is worth your effort to acquire.

Allowed Use of AI

Students **are permitted** to use Large Language Models (LLM) such as ChatGPT, that operate using Artificial Intelligence (AI) for the following purposes:

- Organize research materials and notes
- Generate research overviews and historical information as a starting point (must be followed up by locating credible verification of factual information)
- Engage in pre-writing activities such as brainstorming, generating lists, discussing ideas, exploring opposing or alternate viewpoints, testing ideas, and essentially any writing activity that will not be submitted for a grade

Restricted Use of AI

Students **are NOT permitted** to use any AI software to –

- Draft essays, research papers, or any other written work for the course
- Revise any parts of the written work – the student must undertake all such revisions personally
- Generate arguments, thesis statements, or any other creative content
- Submit any AI-generated content as part of their academic work without explicit prior approval from the course instructor

It is essential that students understand why they must acknowledge their use of AI in any assignment as a fundamental part of academic integrity.

Students should cite and reference the use of AI using appropriate guidelines (MLA, APA); for example, <https://apastyle.apa.org/Blog/how-to-cite-chatgpt>.

The instructor of record in each course has the authority to limit use of AI and determine appropriate parameters of use in varied assignments and projects.

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

Attendance:

As stated in the ACU Course Catalog, 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 absence.
2. Check before returning to class to determine if an in-class assignment was assigned during University sponsored absence.

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.

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.

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:

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](#).



Adams
Center

February 20, 2024

Dr. Kari Williams,
Assistant Professor
Department of Occupational Therapy
Department Chair, Occupational Therapy
Hardin Administration Building (ADM) 313
(325) 674-2789

Re: Review of Occupational Therapy in Pediatrics I (OCCT 625)

Dear Dr. Williams,

Thank you for submitting Occupational Therapy in Pediatrics I (OCCT 625) to us for review. I have reviewed it based on the ACU Syllabus Guidelines. I found the syllabus to meet all aspects of the checklist.

Please note that this letter is intended as a reference, which will be read by the department chair and members of the council, who may also 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.

Sincerely,

A handwritten signature in black ink, appearing to read 'Scott E. Hamm', with a long horizontal flourish extending to the right.

Dr. Scott E. Hamm,
Assistant Director, Adams Center

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: March 5, 2024
TO: Dr. Kari Williams
FROM: Mark McCallon, Associate Dean for Library Services
RE: New Course Proposal, OCCT 625 – Occupational Therapy in Pediatrics I

The library has examined the course proposal and syllabus. The Library 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.

Major Requirements

Doctor of Occupational Therapy courses are delivered in blocked sequence. All courses required in the previous semester must be successfully completed before enrollment in the subsequent semester.

Core Courses

Year One (Fall)

- OCCT 601 - Musculoskeletal Anatomy Credit Hours: 4
- OCCT 603 - Foundations of Occupational Therapy Credit Hours: 2
- OCCT 607 - Intro to Making Credit Hours: 4
- OCCT 611 - Adult Populations in Occupational Therapy I Credit Hours: 2
- OCCT 617 - Social Conditions Credit Hours: 2
- OCCT 715 - Statistics and Outcome Measures Credit Hours: 2
- OCCT 721 - Doctor of Occupational Therapy Seminar I Credit Hours: 1

Total: 17 Credit Hours

Year One (Spring)

- OCCT 625 - Occupational Therapy in Pediatrics I Credit Hours: 2
- OCCT 631 - Neuroscience Credit Hours: 3
- OCCT 637 - Research Process in Occupational Therapy Credit Hours: 2
- OCCT 638 - Adult Populations in Occupational Therapy II Lab Credit Hours: 2
- OCCT 639 - Adult Populations in Occupational Therapy II Credit Hours: 4
- OCCT 641 - Health Conditions Seminar Credit Hours: 2
- OCCT 643 - Mentored Research Credit Hours: 2
- OCCT 690 - Adult Fieldwork Level I and Documentation Credit Hours: 2
- OCCT 722 - Doctor of Occupational Therapy Seminar II Credit Hours: 1

Total: 18 Credit Hours

Year One (Summer)

- OCCT 651 - Occupational Therapy for Mental Health and Wellness Credit Hours: 3
- OCCT 655 - Mental Health and Wellness Fieldwork Level 1 and Documentation Credit Hours: 2
- OCCT 670 - Group Process Credit Hours: 2
- OCCT 723 - Doctor of Occupational Therapy Seminar III Credit Hours: 1

Total: 8 Credit Hours

Year Two (Fall)

- OCCT 635 - Occupational Therapy in Pediatrics II Credit Hours: 4
- OCCT 636 - Occupational Therapy in Pediatrics Lab II Credit Hours: 2
- OCCT 661 - Hand and Upper Extremity Conditions Credit Hours: 2
- OCCT 662 - Hand and Upper Extremity Conditions Lab Credit Hours: 2
- OCCT 695 - Pediatric Fieldwork Level I and Documentation Credit Hours: 2
- OCCT 711 - Ethics and Professional Decision Making Credit Hours: 1
- OCCT 724 - Doctor of Occupational Therapy Seminar IV Credit Hours: 1
- OCCT 735 - Mentored Research II Credit Hours: 2

Total: 16 Credit Hours

Year Two (Spring)

- ~~OCCT 703 - Implementing Occupational Therapy Treatment Credit Hours: 2~~
- OCCT 734 - Leadership in Occupational Therapy Credit Hours: 2
- ~~OCCT 782 - Specialized Professional Preparation Credit Hours: 2~~
- OCCT 790 - Fieldwork Level II Credit Hours: 6

Total: 12 Credit Hours

Year Two (Summer)

- OCCT 782 - Specialized Professional Preparation Credit Hours: 2
- OCCT 795 - Fieldwork Level II Credit Hours: 6

Total: 6 Credit Hours

Year Three (Fall)

- OCCT 792 - Doctoral Capstone Experience Credit Hours: 6
- OCCT 794 - Doctoral Capstone Project Credit Hours: 2

Total: 8 Credit Hours

Total Major Hours: 85

Major Requirements

Master of Science in Occupational Therapy courses are delivered in blocked sequence. All courses required in the previous semester must be successfully completed before enrollment in the subsequent semester.

Core Courses

Year One (Fall)

- [OCCT 601 - Musculoskeletal Anatomy](#) Credit Hours: 4
- [OCCT 603 - Foundations of Occupational Therapy](#) Credit Hours: 2
- [OCCT 607 - Intro to Making](#) Credit Hours: 4
- [OCCT 611 - Adult Populations in Occupational Therapy I](#) Credit Hours: 2
- [OCCT 617 - Social Conditions](#) Credit Hours: 2
- [OCCT 715 - Statistics and Outcome Measures](#) Credit Hours: 2

Year One (Spring)

- [OCCT 625 - Occupational Therapy in Pediatrics I](#) Credit Hours: 2
- [OCCT 631 - Neuroscience](#) Credit Hours: 3
- [OCCT 637 - Research Process in Occupational Therapy](#) Credit Hours: 2
- [OCCT 638 - Adult Populations in Occupational Therapy II Lab](#) Credit Hours: 2
- [OCCT 639 - Adult Populations in Occupational Therapy II](#) Credit Hours: 4
- [OCCT 641 - Health Conditions Seminar](#) Credit Hours: 2
- [OCCT 690 - Adult Fieldwork Level I and Documentation](#) Credit Hours: 2
-

Year One (Summer)

- [OCCT 651 - Occupational Therapy for Mental Health and Wellness](#) Credit Hours: 3
- [OCCT 655 - Mental Health and Wellness Fieldwork Level 1 and Documentation](#) Credit Hours: 2
- [OCCT 670 - Group Process](#) Credit Hours: 2

Year Two (Fall)

- [OCCT 635 - Occupational Therapy in Pediatrics II](#) Credit Hours: 4
- [OCCT 636 - Occupational Therapy in Pediatrics Lab II](#) Credit Hours: 2
- [OCCT 661 - Hand and Upper Extremity Conditions](#) Credit Hours: 2
- [OCCT 662 - Hand and Upper Extremity Conditions Lab](#) Credit Hours: 2
- [OCCT 695 - Pediatric Fieldwork Level I and Documentation](#) Credit Hours: 2

- [OCCT 711 - Ethics and Professional Decision Making](#) Credit Hours: 1

Year Two (Spring)

- ~~[OCCT 703 - Implementing Occupational Therapy Treatment](#) Credit Hours: 2~~
- [OCCT 739 - Management and Leadership](#) Credit Hours: 2
- [OCCT 790 - Fieldwork Level II](#) Credit Hours: 6
- ~~[OCCT 791 - Professional Preparation](#) Credit Hours: 2~~

Year Two (Summer)

- ~~[OCCT 791 - Professional Preparation](#) Credit Hours: 2~~
- [OCCT 795 - Fieldwork Level II](#) Credit Hours: 6

Total: 69 Credit Hours

Total Major Hours: 69