

Abilene Approval Chart for Curriculum Changes

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

Course Number: OCCT 725 **Degree Plan(s):** Occupational Therapy Doctorate (OTD)

Due to increased cohort size and accreditation requirements, it is necessary to add an additional course for completion of capstone requirements. This course will replace OCCT 643 Mentored Research 1 which is currently taught in the first spring semester. This course will be offered in the students final Spring semester which aligns with a proposal defense of their capstone plan and meets new accreditation requirements related to scholarly activity and OTD capstone completion. Addition of this course does not alter degree requirements. The course allows for a dedicated time and place in which the program can ensure students are meeting required milestones in the Capstone process to support timely completion of the current OTD degree requirements. Currently, the students take OTD Seminars I-IV throughout the degree plan to support this process, and it has been determined that an additional OTD Seminar (proposed here as OTD Seminar V) is necessary to ensure students have oversight in completion of the capstone proposal process.

Total Credit hours for degree are unchanged due to other changes in course sequencing.

Course will be taught by Capstone Coordinator and will be in an online format.

Course Description:

OCCT 725 Doctor of Occupational Therapy Seminar V: Complete a capstone project plan inclusive of literature review, needs assessment, goals/objectives, evaluation and dissemination coordinated with an approved capstone experience in an area of specialization. Seminar.

		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

11

Department/School(s)

Kari M. Miller

4/19/2024

Chair Signature

Date

Chair/Program Director Signature

Date

College Academic Council(s)

Heidi Jones

Apr 28, 2024

Chair Signature

Date

Chair Signature

Date

Dean(s)



Apr 29, 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 OCCT 725	Doctor of Occupational Therapy Seminar V
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1. Systems and Catalog Information Complete each item.

A	Course Developer	Kari Williams
B	Course Instructor	Leslye Molamphy
C	Course Title	Doctor of Occupational Therapy Seminar V
D	Course Abbreviation for Banner if title is more than 30 characters	OTD Sem V
E		CHBS - Health and Behavioral Sciences
F		OCCT - Occupational Therapy
G		1
G1		1
G2		0
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	1
K		Seminar (SEM) See Schedule Type definitions in the Reference section.

L		1
M		<u>Credit/No Credit (Undergraduate Only)</u> <u>This is a graduate level course, but needs to be credit/no credit</u>
N	Maximum Enrollment	30
O	Catalog Description (50 words or less)	Complete a capstone project plan inclusive of literature review, needs assessment, goals/objectives, evaluation and dissemination coordinated with an approved capstone experience in an area of specialization. Seminar.
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>No</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 the Occupational Therapy Doctorate (OTD). It does not alter the content and overall degree requirements, but provides a dedicated course to support the process and ensure students are meeting regular markers of progress toward completion of capstone requirements. It also satisfies the accreditation requirements related to doctoral capstone expectations.

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

Students are required to complete a Capstone project and experience to satisfy requirements for an OTD degree. This is regulated by our secondary accreditation body ACOTE. As our number of students in the OTD program continues to grow, it is becoming increasingly difficult to ensure every student stays on track with progression in the Capstone development process. Currently in the curriculum there are seminars OTD I-IV (1 credit hour each) in which students participate in the process of planning and developing

a capstone project and experience. After running the OTD program for 3 cohorts and increasing the size of the cohort every year we have found the need to add in a Fifth (OTD Capstone V) course to ensure all of the accreditation requirements and necessary benchmarks are met.

Additionally, with a change in accreditation requirements, there are more specific requirements related to documenting the capstone process. Requirements related to other areas of the curriculum have been removed with the newest accreditation requirements.

These changes in requirements have led us to concurrently propose to close a course in the OTD degree program, and the new course proposed here (OTD 725) will absorb the credit hours to ensure that appropriate time is given to completion of the capstone requirements. Therefore, the overall credit hours of the degree and of the Spring semester will not change.

3. Course Design

A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.
 - i. Graduate Students in the OTD program. Enrollment in the OTD program is 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 OTD curriculum sequence that occur prior to this semester.
2. State the overarching course goal(s) in performance terms.
 - i. 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
 - ii. Understand requirements for doctoral level writing and dissemination of the capstone project for publication on the ACU Library Commons.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Student will articulate in writing a complete plan for capstone experience	Approved and signed written agreement from capstone site and capstone coordinator
2	Student will articulate in writing a plan for capstone project and dissemination	Completed and Approved IRB proposal
3	Student will articulate to audience of peers and professionals the plan and purpose of the capstone experience and project	Satisfactory completion of oral capstone proposal defense

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:

DeJuliis, E. D. & Bednarski, J. A. (2020). *The entry-level occupational therapy doctorate capstone: A framework for the experience and project*. SLACK

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.

Updated 8/1/2023

OCCT 725
Doctor of Occupational Therapy Seminar V



College of Health and Behavioral Sciences
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 Health and Behavioral Sciences Statement: The mission of the College of Health and Behavioral Sciences is to prepare students for Christian service and leadership with a collaborative commitment to holistic health and wellness by means of high-quality professional and pre-professional programs.

Doctor of Occupational Therapy Mission Statement: The mission of the Doctor of Occupational Therapy is 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

1

Instructors and Contact Information

Dr. Leslye Molamphy, OTD, OTR

lam22b@acu.edu

Please contact professor by email to arrange meeting times.

Class time and location

Spring 2025

Online

About the Students

OCCT 725 is a graduate course in the Doctor of Occupational Therapy degree

Prerequisites

Students must have satisfactorily completed all courses in the OTD curriculum sequence that occur prior to this semester.

Course Scripture

Course Description

Complete a capstone project plan inclusive of literature review, needs assessment, goals/objectives, evaluation and dissemination coordinated with an approved capstone experience in an area of specialization. Seminar.

Required Text:

Deluliis, E. D. & Bednarski, J. A. (2020). *The entry-level occupational therapy doctorate capstone: A framework for the experience and project*. SLACK

Course Objectives

- 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
- Understand requirements for doctoral level writing and dissemination of the capstone project for publication on the ACU Library Commons.

ACOTE STANDARDS

D.1.4	Document that the process for ensuring valid written agreements between the organization and the program are in effect prior to and for the duration of the capstone experience. Ensure that there is a valid plan for the individual doctoral capstone experience that, at a minimum, includes: • Individualized specific doctoral capstone experience objectives • Plans for evaluation, supervision, and mentoring • Responsibilities of all parties The agreement must be signed by all

Teaching/Learning Methods

Online Asynchronous Modules and Assignments; Synchronous Group Meetings as scheduled and Individual Meetings as assigned by Capstone Coordinator.

Course Schedule

Date	Readings/Assignment deadlines		Topic
Week 1	Synchronous Group Meeting		Course Expectations
Week 2	Check-in #1		IRB check-in
Week 3	open work		
Week 4	Check-in #2		review changes to Ch 1-3, timeline, objectives
Week 5	open work		
Week 6	open work		
Week 7	open work		
Week 8	Check-in #3 and Midterm Status Report Due		IRB check-in
Week 9	Synchronous Group Meeting		Written Site Agreement review
Week 10	Synchronous Group Meeting		APA Formatting and Template work
Week 11	Submit IRB		
Week 12	Synchronous Group Meeting		Ch 4 and 5 overview, scholarship review
Week 13	Synchronous Group Meeting/ Submit Written Site Agreement for signatures		Poster Formatting and Adobe Template Work
Week 14	Synchronous Group Meeting		Mock Defense Meetings
Week 15	Proposal Defenses		At scheduled times per capstone coordinator
Week 16	Final Check in- No final		ensure written agreement with capstone site and IRB are approved and signed

Grade Criteria

In order to receive credit for this course the student must satisfactorily have the following completed and approved by the instructor.

1. Approved and Signed written agreement from Capstone Experience Site
2. Completed and Approved IRB (if applicable)
3. Successful completion of Capstone Proposal Defense Meeting

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 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 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](#).



April 19, 2024

Dr. Kari Williams, OTR
Department Chair and Program Director,
Department of Occupational Therapy
Hardin Administration Building (ADM) 313
(325) 674-2789

Re: Review of Doctor of Occupational Therapy Seminar V (OCCT 725)

Dear Dr. Williams,

Thank you for submitting Doctor of Occupational Therapy Seminar V (OCCT 725) 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".

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

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: April 28, 2024
TO: Dr. Kari Williams
FROM: Mark McCallon, Associate Dean for Library Services
RE: New Course Proposal, OCCT 725 – Doctor of Occupational Therapy Seminar
V

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.