

Abilene Approval Chart for Curriculum Changes

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

Course Number: OCCT 733 **Degree Plan(s):** OTD

Addition of course OCCT 733 in OTD degree plan replaces previous course of OCCT 643 from previous degree requirements to meet the specific requirements for doctoral degree per updated accreditation standards in effect August 1, 2025.

Because this change was needed to meet these requirements, the course was added to the Spring 2025 semester as a special topics course and is already included and listed in the course catalog as a degree requirement. https://catalog.acu.edu/preview_program.php?catoid=20&poid=10020&returnto=1155

		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

	Department/School(s)	3/24/25
Chair Signature		Date

Chair/Program Director Signature	Date
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	College Academic Council(s)	03/26/2025
Chair Signature		Date

Chair Signature		Date
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	Dean(s)	04/01/2025
Signature		Date

Signature	Date
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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

Instructions

- Consult with the Registrar's Office to confirm a course number and ask any questions about effects on related degree plans.
- Complete the New Course Application.
- Create the course syllabus. Refer to the Syllabus Checklist and consult with the Adams Center Instructional Design team with any questions.
- Submit the application and syllabus to the Adams Center Instructional Design team by email to Scott Hamm for review and recommendations.
- Submit the application and syllabus for library review to Associate Dean Mark McCallon.
- Compile the full application and attachments. This includes at a minimum the approval chart, new course application, syllabus, and letters reviewing the syllabus and library support.
- Conduct departmental vote to approve addition of the course.
- Submit to College Academic Council.
- Your college will route the application from this point. The department chair will be notified of necessary meetings with university councils.

The course developer completes this application with all relevant supporting documentation before the new course is reviewed by the department or any academic council.

Abilene New Course Application

You may delete the preceding instructional pages before submitting application.

Course ID (<i>Subject Code and Number</i>)	OCCT 733
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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	Research Process in Occupational Therapy Doctoral Seminar
D	Course Abbreviation for Banner if title is more than 30 characters	Research in OT Doc Sem
E		CHBS - Health and Behavioral Sciences ▾
F		OCCT - Occupational Therapy ▾
G		2 ▾

G1		2 ▾
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	2
K		Lecture (LEC) ▾ See Schedule Type definitions in the Reference section.
L		2 ▾
M		Standard ▾
N	Maximum Enrollment	45
O	Catalog Description (50 words or less)	Learn the processes of innovation for a continued development of a body of knowledge through research for occupational therapy practice, quantitative and qualitative research methods. Produce valid evidence-based reviews of occupational therapy practices and synthesize scientific literature related to occupational therapy.
P	List any prerequisites (course/s, test scores, class standing, major, etc.)	Students must have satisfactorily completed all courses in the OTD curriculum sequence that occur prior to this semester.
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)	n/a
R	If the course is cross-listed, specify the subject code and course number of the other course	n/a

S	Does this course require any additional student course fees?	No ▾ If yes, attach a completed course fee form .
T1	Will the course be offered in fall terms?	No ▾
T2	Will the course be offered in spring terms?	Yes, every year ▾
T3	Will the course be offered in summer terms?	No ▾
U	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Spring 2026
V	Is this course required for a program(s)?	Yes ▾ 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>	Yes ▾ If yes, provide rationale: It is currently being taught as a special topics course to ensure the doctoral students are meeting all accrediting standards. It is in the current degree plan as a special topics course under OCCT 740
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>	Yes ▾ If yes, provide course ID, term, and enrollment: CRN-22164 Term: 202520 Enrollment: 15
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>	N/A

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 has been approved by the college and graduate councils to be added to meet accreditation requirements for this degree, hence being taught as a special topics this semester. It is already included in the published degree requirements/degree plan in the catalog.
https://catalog.acu.edu/preview_program.php?catoid=20&poid=10020&returnto=1155

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

This course meets requirements for doctoral degree as specified by the accreditation council for occupational therapy education (ACOTE) updated standards that were amended this year.

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

Students will learn to critically analyze and synthesize current evidence based scholarly work and write and present scholarly reports to support evidence based practice. Students will gain an understanding of the ethical research practices and understand the procedures necessary to conduct human subjects research. Culmination of this work will be presented through public peer presentations of scholarly work.

- B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Understand and use basic quantitative statistics and qualitative analysis for the purpose of establishing and delivering evidence-based practice.	Qualitative Research Appraisal Evidence Based Practice Project
2	Locate and critique and synthesize quantitative and qualitative research to analyze and evaluate scholarly work.	Quantitative and Qualitative Research Appraisal Evidence Based Practice Project (systematic review)

3	Demonstrate a sophisticated understanding of research ethics, including adherence to institutional, national, and international ethical standards in human subjects research.	Completion Certificates (CITI training) Course Exam
4	Conduct a systematic or scoping review to assess the state of evidence and inform research-driven practice.	Evidence Based Practice Project
5	Produce and disseminate high-quality scholarly work through rigorous writing, presentation, and publication for academic and professional audiences.	Evidence Based Practice Project

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:

Brown, C. (2023). The evidence-based practitioner: Applying research to meet client needs, second edition. F.A. Davis

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

Research Process in Occupational Therapy Doctoral Seminar Syllabus



College of Health and Behavioral Science
Department of Occupational Therapy
OCCT 733 Research Process in Occupational Therapy Doctoral Seminar

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.

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.

Credit Hours

Three (3) Hours

Instructor and Contact Information

Dr. Amy Gibbs

Arg15a@acu.edu

Hardin Administration Building, Suite 311A

Dr. Nathan Short

Ins23a@acu.edu

Hardin Administration Building, Suite 311D

Class times and location

Monday 10-11:50 AM

Lab 3

Tuesday 10-11:50 AM

Lab 3

About the Students

OCCT 733 is a graduate course for the Doctor of Occupational Therapy degree

Course Description

Learn the processes of **innovation** for a continued development of a body of knowledge through research for occupational therapy practice, quantitative and qualitative research methods. Produce valid evidence-based reviews of occupational therapy practices and synthesize scientific literature related to occupational therapy. Lecture and Seminar.

Course Scripture

Do not despise the words of the prophets, but test everything that is said. Hold on to what is good.

1 Thessalonians 5:20-21.

Course Objectives:

Understand and use basic quantitative statistics and qualitative analysis for the purpose of establishing and delivering evidence-based practice.

Locate and critique and synthesize quantitative and qualitative research to analyze and evaluate scholarly work. Demonstrate a sophisticated understanding of research ethics, including adherence to institutional, national, and international ethical standards in human subjects research.

Conduct a systematic or scoping review to assess the state of evidence and inform research-driven practice.

Produce and disseminate high-quality scholarly work through rigorous writing, presentation, and publication for academic and professional audiences.

ACOTE Standards

ACOTE	Learning Objective	Instructional Methods	Assessment
B.1.4	Demonstrate the ability to use quantitative statistics and qualitative analysis to interpret tests and measurements for the purpose of establishing and delivering evidence-based practice.	Lecture In class learning activities	Qualitative Research Appraisal Evidence Based Practice Project
B.5.1	Locate, select, critique, and synthesize quantitative and qualitative research that contributes to the development of a body of knowledge and evidence-based decision making. This includes the: • Level of evidence • Validity of research studies • Strength of the methodology • Relevance to the profession of occupational therapy	Lecture In class learning activities Group project Professional Presentation	Quantitative and Qualitative Research Appraisal Evidence Based Practice Project (systematic review)
B.5.2	Design, implement, and disseminate a scholarly study (e.g., systematic reviews, secondary data analysis, observational, case study, qualitative) that advances knowledge translation, professional practice, service delivery, or professional issues (e.g., scholarship of discovery, scholarship of integration, scholarship of application, scholarship of teaching and learning).	Lecture In class learning activities	Qualitative Research Appraisal Quantitative Research Appraisal Course Exam
B.5.3	Select, apply, and interpret quantitative and qualitative methods for analyzing evidence to inform occupational therapy	Lecture In class learning activities Professional presentation	Literature Review: Background of the Project

	practice to include: • Basic descriptive, correlational, and inferential quantitative statistics. • Analysis and synthesis of qualitative data		Evidence Based Practice Project Research Day Poster Presentation
B.5.4	Demonstrate an understanding of the ethical policies and procedures necessary to conduct human-subject research, educational research, or research related to population health.	ACU IRB required training: Protecting Human Research Participants training from the Office of Human Research Protections and Responsible Conduct of Research Training published by the Office of Research Integrity	Completion Certificates Course Exam

Teaching/Learning Methods

Lecture

Discussion

In-class learning activities

Written Assignments

Group Project

Professional Presentation

Special Requirements: None

Reference Text:

Brown, C. (2023). The evidence-based practitioner: Applying research to meet client needs, second edition. F.A.

Davis

Readings as posted by the instructor

Competencies and Measurements:

15 Literature Review: Background of the Project

10 Qualitative Research Appraisal

10 Quantitative Research Appraisal

50 Evidence Based Practice Project

Must successfully complete all steps of the EBP assignment on time to receive a passing grade

- Team Blog
- PICO & Scenario
- CAPs
- Zotero Bibliography
- In class presentation
- CAT Document & Rapid Review
- Approved EBP poster
- Public presentation

P/F IRB Certificate: successful completion required to pass the course

P/F Grant Certificate: successful completion required to pass the course

15 Course Exam

Late assignments will be penalized one grade level per day. **NOTE: Final grade will not consider decimal points.**

Grade Criteria

Grade	Percent
A	90-100
B	89-80
C	79-70

D	69-60
F	59-50

Course Schedule 2025 Overview

Please refer to Canvas for greater detail

Week	Lecture	Seminar	Readings	Readings for seminar	Assignments due Lecture	Assignments due Seminar
1	How to write a review of literature Search Workshop Zotero	Intro to Rapid Review	Ch. 1 and 2	Tricco, A. C., Antony, J., Zarin, W., Striffler, L., Ghassemi, M., Ivory, J., ... & Straus, S. E. (2015). A scoping review of rapid review methods. <i>BMC Medicine</i> , 13, 1-15.	<i>*Each week, teams will complete the discussion board topic</i>	<i>*Each week, teams will complete the discussion board topic</i>
2	HOLIDAY	Collab Topics with OT Faculty				
3	Writing Workshop/ mapping - write the literature review for EBP	Searching the Evidence for a Rapid Review	Ch. 3 and 9		Lit review Due 2/23/25	
4	Qualitative Designs	Selecting Studies for a Rapid Review	Ch. 11 and 12		Qual appraisal due 3/2/25	
5	Qualitative Data	APA Review/ Practice				

6	Appraisal of Qualitative article	Research Writing: Intro				
7	PICO/ Levels of Evidence Review of stats Differences	Research Writing: Methods	Ch. 4		Quant appraisal due 3/23/25	
8	Quant Designs/ biases	Research Writing: Results	Ch. 10			
*	SPRING BREAK					
9	Appraisal of Quant designs- CAT	Research Writing: Discussion/ Conclusion	Ch. 8			
10	Steps in the EBP Process CAP Template p. 293	Synthesizing Findings	Ch. 2 and 13			
11	EBP Workshop	Work Day: Drafting manuscript				
12 FW Week 1	EBP Workshop & Team Meetings	Work day			Grant and IRB modules due 4/20/25	
13 FW Week 2	EBP Workshop & Team Meetings	Work day			EBP rough draft due 4/20/25 Poster rough draft due 4/20/25	
14	EBP Poster Workshop	Peer-review & Feedback			EBP & Rapid Review due 4/27/25	

	IRB Module: Ethics Respond to final editing				Poster due 4/27/25	
15	EBP Due Poster Presentation in class, TBD faculty invitations	Responding to Final Edits				
16	FINAL Date and Time: May 5 at 9AM	TOTA Submission				

Course Policies

See ACU OT Departmental Handbook for Departmental Policies

ADA Compliance Policy:

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 ACU website provides more information at <https://acu.edu/about/uap/overview/>

Please contact faculty to discuss any approved accommodations that you require for this class.

Title IX Policy:

At ACU, we strive to comply with all applicable legal requirements prohibiting, preventing, and responding to sexual misconduct against any member of the ACU community. The full Title IX policy and process can be found at <https://acu.edu/human-resources/title-ix-and-sexual->

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.
3. See ACU OT Department handbook for further information, all ACU OT Departmental policies supercede University policies.

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/ForStudents/Harassment_Policy

AI Policy:

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

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

University Resources

I care about your class experience. The university also has a number of resources in place to support the ACU community both in this class and all aspects of university life. Bias Education and Response Team (BERT):

Bias incidents affect our ability to work with, instruct and learn from each other. For more information about the reporting process of bias incidents at ACU, see <https://acu.edu/about/diversity-and-inclusion/bert/>.

SOAR (Student Opportunities, Advocacy, and Resources)

SOAR partners with faculty, staff, parents and students to assist ACU students and connect them to resources available to support their path to success. For more information about SOAR or to make a SOAR recommendation, see <https://acu.edu/soar-program/>.

Mental Health Resources

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. Abilene Christian University is committed to supporting students addressing any of these concerns.

You can contact the Medical Care and Counseling Center at counseling@acu.edu, or by calling 325-674-2626. In addition, you can access free confidential counseling services through the Timely Care app by googling "timely.md acu" or calling (833) 484-6359.

In a crisis situation contact the National Suicide Prevention Hotline open 24/7 by dialing 988, or call the Police at 911.



Marc 18, 2025

Dr. Kari Williams,
Assistant Professor
Department Chair and Program Director,
Department of Occupational Therapy
Hardin-Administration 313
(325) 674-2789
Kxw14d@acu.edu

Re: Research Process in Occupational Therapy Doctoral Seminar (OCCT 733)

Dear Dr. Williams,

Thank you for submitting Research Process in Occupational Therapy Doctoral Seminar (OCCT 733) to us for review. I have reviewed it based on the ACU Syllabus Guidelines. On the syllabus checklist there were a few items (semester/year; pre-reqs; title/rank/phone) that were not yet included, but is not necessary to resubmit and I trust you will address these as appropriate for your department.

Please note that this letter is intended as a reference, which will be read by the department chair and council members, who may also have questions or comments of their own. If you have any questions, please feel free to let me know.

Sincerely,

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

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

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

MEMORANDUM

DATE: March 5, 2025
TO: Dr. Kari Williams
FROM: Mark McCallon, Associate Dean for Library Services
RE: Updated Course - OCCT 733 Research Process in Occupational Therapy
Doctoral Seminar

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

Occupational Therapy, OTD (OTD)

Prerequisite Degree Requirements

This program requires a baccalaureate degree from a regionally accredited institution along with a minimum of 40 hours volunteer/observation activity in an occupational therapy setting and the following coursework:

Anatomy & Physiology I and II with labs (6-8 hours)
Life Span Development (3 hours)
Statistics (3 hours)
Abnormal Psychology (3 hours)
Medical Terminology (1-3 hours)

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 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

- [OCCT 722 - Doctor of Occupational Therapy Seminar II](#) Credit Hours: 1
- [OCCT 733 - Research Process in Occupational Therapy Doctoral Seminar](#) Credit Hours: 3

Total: 19 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 II Lab](#) 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 - Scholarly Study in Occupational Therapy](#) Credit Hours: 2

Total: 16 Credit Hours

Year Two (Spring)

- [OCCT 725 - Doctor of Occupational Therapy Seminar V](#) Credit Hours: 1
- [OCCT 734 - Leadership in Occupational Therapy](#) Credit Hours: 2
- [OCCT 790 - Fieldwork Level II](#) Credit Hours: 6

Total: 9 Credit Hours

Year Two (Summer)

- [OCCT 782 - Specialized Professional Preparation](#) Credit Hours: 2
- [OCCT 795 - Fieldwork Level II](#) Credit Hours: 6

Total: 8 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
