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| For Academic Affairs and Research Use Only | |
| CIP Code: |  |
| Degree Code: |  |

**Course Revision Proposal Form**

**[ ] Undergraduate Curriculum Council**

**[ X ] Graduate Council**

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to [curriculum@astate.edu](mailto:curriculum@astate.edu) for inclusion in curriculum committee agenda.

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| --- | --- |
| Christine E. Wright 2/26/2019 **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| Christine E. Wright 2/26/2019 **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Head of Unit (If applicable)** |
| Evi Taylor 3/6/2019 **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Susan Hanrahan 3/7/2019 **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **General Education Committee Chair (If applicable)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

1. Contact Person (Name, Email Address, Phone Number)

Dr. Christine Wright

[cwright@astate.edu](mailto:cwright@astate.edu)

870-972-2274

2. Proposed Starting Term and Bulletin Year for Change to Take Effect

The current course, OTD 7272 Capstone, is being replaced with two separate courses to match the new ACOTE standards. The new courses will include:

1. OTD 7271 (scheduled to start Fall 2020)
2. OTD 7281 (scheduled to start Spring 2021)

3. Current Course Prefix and Number

The current course prefix and number is OTD 7272 Capstone

3.1 – **[ YES]** Request for Course Prefix and Number change

If yes, include new course Prefix and Number below. *(Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. Proposed number for experimental course is 9. )*

OTD 7271 Capstone Preparation I: Introduction to the Doctoral Capstone Experience and OTD 7281 Capstone Preparation II: Development of the Doctoral Capstone Experience

3.2 – **YES** If yes, has it been confirmed that this course number is available for use?

Yes, course prefix numbers provided by and approved by Meredith McFadden. Meredith also advised that this is a course revision not a new course.

*If no: Contact Registrar’s Office for assistance.*

4. Current Course Title

OTD 7272 Capstone

4.1 – **[YES]** Request for Course Title Change

If yes, include new Course Title Below.

OTD 7271 Capstone Preparation I: Introduction to the Doctoral Capstone Experience and OTD 7281 Capstone Preparation II: Development of the Doctoral Capstone Experience

1. If title is more than 30 characters (including spaces), provide short title to be used on transcripts. *Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis).*

OTD 7271 Capstone Prep I

OTD 7281 Capstone Prep II

1. Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

NA

5. – **[YES ]** Request for Course Description Change.

If yes, please include brief course description (40 words or fewer) as it should appear in the bulletin.

OTD 7271 Capstone Preparation I: Introduction to the Doctoral Capstone Experience. Provides an overview of the Doctoral Capstone experiences. This course assists the learner with developing individual capstone experience objectives. Prerequisite, Admission to the OTD program. Fall.   
   
OTD 7281 Capstone Preparation II: Development of the Doctoral Capstone Experience. This course assists the learner in identifying a mentor and placement to implement final capstone project in the areas of, but not limited to, research, theory, leadership, program development, policy development, advocacy and or education. Prerequisite, Admission to the OTD program. Spring.

6. – [**NO** ] Request for prerequisites and major restrictions change.

*(If yes, indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).*

1. **Yes / No** Are there any prerequisites?
   1. If yes, which ones?

Admission to the OTD program.

* 1. Why or why not?

Admission to the OTD program are required per ACOTE standards.

1. **Yes** Is this course restricted to a specific major?
   1. If yes, which major? Doctorate of Occupational Therapy

7. – [**NO** ] Request for Course Frequency Change(e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*

a. If yes, please indicate current and new frequency:

Not applicable to graduate courses.

8. – [**NO** ] Request for Class Mode Change

*If yes, indicate if this course will be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please* *indicate the current and choose one.*

Enter text...

9. – [**NO** ] Request for grade type change

*If yes, what is the current and the new grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])*

Enter text...

10. **NO** Is this course dual listed (undergraduate/graduate)?

a. If yes, indicate course prefix, number and title of dual listed course.

Enter text...

11**. NO** Is this course cross listed?

*(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross listed course.)*

**11.1** – If yes, please list the prefix and course number of cross listed course.

NA

**11.2** – **NO** Are these courses offered for equivalent credit?

Please explain. NA

12. **NO** Is this course change in support of a new program?

a. If yes, what program?

The new courses are not in support for a new program but supports the curriculum redesign.

13. **NO** Does this course replace a course being deleted?

a. If yes, what course?

OTD 7272 Capstone is being split into two courses (OTD 7271 and OTD 7281) to match changes in the ACOTE standards. The new ACOTE standards altered the application of the term “capstone”. A capstone used to be the scholarly research paper but the term “capstone” now applies to the former level III doctoral fieldwork experience. To align with ACOTE changes, the previous capstone course (OTD 7272) where students completed their scholarly research paper, is split into two courses to prepare the students for their capstone experience.

14. **NO** Will this course be equivalent to a deleted course or the previous version of the course?

a. If yes, which course?

Enter text...

15. **NO** Does this course affect another program?

If yes, provide confirmation of acceptance/approval of changes from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

16. Does this course require course fees? **NO**

*If yes: Please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Revision Details**

17. Please outline the proposed revisions to the course.

*Include information as to any changes to course outline, special features, required resources, or in academic rationale and goals for the course.*

Enter text...

**OTD Capstone I: Introduction to the Doctoral Capstone Experience**

This course will explore different areas of capstone experiences required by the ACOTE standards.

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| **Session** | **Topic** | **Readings & Assignment** |
| Week 1 | Community Based Occupational Therapy | **Readings:**  Scaffa & Reitz, Chap 1: Community Based Practice: Occupation in Context |
| Week 2 | Public & Community Health | **Readings:**  Scaffa & Reitz, Chap 2: Public Health, Community Health, and Occupational Therapy |
| Week 3 | Theoretical Framework for Community Based Practice | **Readings:**  Scaffa & Reitz, Chap 3: Theoretical Framework for Community Based Practice |
| Week 4 | Legislation and Policy:   * Legislation and Disabilities * Federal and State Legislation | **Readings:**  Scaffa & Reitz, Chap 4: Legislation and Policy Issues |
| Week 5 | Children and Youth   * Early Intervention | **Readings:**  Scaffa & Reitz, Chap 9: Early Intervention Programs  **Assignment:**  Discussion Post I: Early Intervention |
| Week 6 | Children and Youth:   * Psychosocial Services | **Readings:**  Scaffa & Reitz, Chap 10: Community Based Services for Children and Youth with Psychosocial Issues  **Assignment:**  Discussion Post II: Children and Youth Psychosocial Services |
| Week 7 | Productive Aging:   * Adult Day Service Programs * Assisted Living Facilities * Retirement Communities | **Readings:**  Scaffa & Reitz, Chap 12: Adult Day Service Programs and Assisted Living Facilities  Scaffa & Reitz, Chap 15: Aging in Place and Naturally Occurring Retirement Communities  **Assignment:**  Discussion Post III: Productive Aging |
| Week 8 | Work and Industry:   * Work and Career Transition * Welfare to Work * Ticket to Work | **Readings:**  Scaffa & Reitz, Chap 17: Work and Career Transitions  Scaffa & Reitz, Chap 18:Welfare to Work and Ticket to Work Programs  **Assignment:**  Discussion Post IV: Work and Industry |
| Week 9 | Mental Health:   * Community Mental Health Programs * Forensic Mental Health Practice | **Readings:**  Scaffa & Reitz, Chap 19: Community Mental Health Programs  Scaffa & Reitz, Chap 21: Forensic Mental Health Practice within the Community  **Assignment:**  Discussion Post V: Mental Health |
| Week 10 | Accessibility and Community Integration: | **Readings:**  Scaffa & Reitz, Chap 22: Accessibility and Community Integration  **Assignment:**  Discussion Post VI: Accessibility and Community Integration |
| Week 11 | Substance Abuse Disorders:   * Community-Based Approaches | **Readings:**  Scaffa & Reitz, Chap 20: Community-Based Approaches for Substance Abuse  **Assignment:**  Discussion Post VII: Substance Abuse Disorders |
| Week 12 | Health Promotion and Wellness:   * Faith-Based Organizations * Lifestyle Redesign | **Readings:**  Scaffa & Reitz, Chap 25: Occupational Therapy in Faith-Based Organizations  Scaffa & Reitz, Chap 26: Lifestyle Redesign Programs  **Assignment:**  Discussion Post VIII: Health Promotion and Wellness |
| Week 13 | Primary HealthCare Settings:   * Primary Health Care Services * Health Promotion Programs | **Readings:**  Scaffa & Reitz, Chap 27: Occupational Therapy in Primary Healthcare Setting  **Assignment:**  Discussion Post IX: Primary HealthCare Settings |
| Week 14 | Academic Communities | **Readings:**  Scaffa & Reitz, Chap 28: Health Promotion Initiative’s with Academics  **Assignment:**  Discussion Post X: Academics |
| Week 15 | Future Practice:   * Community Based Practice | **Readings:**  Scaffa & Reitz, Chap 29: Future Directions in Community Practice |
| Week 16 | Final Exam | Final Exam |

**Description of Assignments:**

**Discussion Post I-X**

* **Purpose:** Provide students the opportunity to increase their knowledge of community practice in occupational therapy to help develop capstone objectives grounded in research, theory, leadership, program development, policy development, advocacy and or education.
* Each week students will be asked to complete one discussion post based on the weekly readings and respond to one post. Each discussion post must address the following:
  + Identify and explain how the community-based practice setting supports participation, health, and well-being for the clients it serves.
  + Identify and explain the contextual factors related to the community-based practice setting that may strengthen the setting.
  + Identify and explain the contextual factors related to the community-based practice setting that may inhibit the services offered and offer potential strategies for improvement.

**Final Exam:**

**Purpose:** Advances students’ knowledge about community-based practice settings.

**Capstone II: Development of the Doctoral Capstone Experience**

This course will develop student objectives for student’s Doctoral Capstone experiences.

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| **Session** | **Topic** | **Readings & Assignment** |
| Week 1 | Capstone Experiences | **Readings:**  ACOTE D Standards |
| Week 2 | Selecting Capstone Sites | **Readings:**  ACOTE D Standards |
| Week 3 | Presentation from former students on capstone experiences | **Readings:**  ACOTE D Standards |
| Week 4 | Leadership Capstone | **Readings:**  American Journal of Occupational Therapy Readings |
| Week 5 | Theory Capstone | **Readings:**  American Journal of Occupational Therapy Readings |
| Week 6 | Program Development Capstone | **Readings:**  American Journal of Occupational Therapy Readings |
| Week 7 | Policy Development Capstone | **Readings:**  American Journal of Occupational Therapy Readings |
| Week 8 | Advocacy Capstone | **Readings:**  American Journal of Occupational Therapy Readings |
| Week 9 | Education Capstone | **Readings:**  American Journal of Occupational Therapy Readings |
| Week 10 | Writing Capstone Objectives | **Readings:**  American Journal of Occupational Therapy Readings |
| Week 11 | Writing Capstone Objectives | **Assignment:**  Scholarship of Learning Plan |
| Week 12 | Class Presentation on Objectives | **Assignment Due:**  Draft of Scholarship of Learning Plan |
| Week 13 | Class Presentation on Objectives | **Assignment:**  Revise Scholarship of Learning Plan |
| Week 14 | Class Presentation on Objectives | **Assignment:**  Revise Scholarship of Learning Plan |
| Week 15 | Class Presentation on Objectives | **Assignment:**  Revise Scholarship of Learning Plan |
| Week 16 | Class Presentation on Objectives | **Assignment:**  Final Scholarship of Learning Plan Due |

**Description of Assignment:**

**Scholarship of Learning Plan:**

**Purpose:** Produce a scholarly learning plan outlining how a student intends to complete his or her level Doctoral Capstone experience.

18. Please provide justification to the proposed changes to the course.

The proposed changes were made to match the new ACOTE standards. The new ACOTE standards says a, “capstone” is no longer a scholarly study. According to the revised standards, a “capstone” is now a doctoral fieldwork experience. The original capstone course, OTD 7272, will be split into two parts to allow students to develop their Doctoral Capstone objectives. After meeting with Meredith McFadden, it was determined a course revision form was appropriate to note the changes tot eh course.

19. **NO** Do these revisions result in a change to the assessment plan?

*\*If yes: Please complete the Assessment section of the proposal on the next page.*

*\*If no: Skip to Bulletin Changes section of the proposal.*

***\*See question 19 before completing the Assessment portion of this proposal.***

**Assessment**

**Relationship with Current Program-Level Assessment Process**

20. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

* Apply leadership theories, factors, and contexts in order to develop and implement a capstone doctoral experience.
* Use professional reasoning to name and frame clinical situations in order to provide evidence and occupation-based interventions.

21. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

|  |  |
| --- | --- |
| **Program-Level Outcome 1 (from question #23)** | Type outcome here. What do you want students to think, know, or do when they have completed the course? |
| Assessment Measure | Please include direct and indirect assessment measure for outcome. |
| Assessment  Timetable | What semesters, and how often, is the outcome assessed? |
| Who is responsible for assessing and reporting on the results? | Who (person, position title, or internal committee) is responsible for assessing, evaluating, and analyzing results, and developing action plans? |

*(Repeat if this new course will support additional program-level outcomes.*

**Course-Level Outcomes**

22. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

|  |  |
| --- | --- |
| **Outcome 1** | Type outcome here. What do you want students to think, know, or do when they have completed the course? |
| Which learning activities are responsible for this outcome? | List learning activities. |
| Assessment Measure | What will be your assessment measure for this outcome? |

*(Repeat if needed for additional outcomes)*

**Bulletin Changes**

|  |
| --- |
| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**  - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)  - New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font).  - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)  *You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon 🡪 , and selecting the text you would like to apply the change to.*  *Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

**OTD 7232. Advocacy and Leadership** Course provides a summary review of the most recent literature and trends in areas of advocacy, leadership and management. This course will assist in preparation for these roles in the professional environment. Prerequisite, Admission to the OTD Program. Fall.

**OTD 7242. Development & Assessment** Provides an overview of the area of development and assessment as it relates to program, personal and professional development. The program may relate to many content areas such as occupational therapy services, societal change and strategic planning. Prerequisite, Admission to the OTD Program. Fall.

**OTD 7252. Health Care Delivery Systems** Provides an overview of the area of development and assessment as it relates to program, personal and professional development. The program may relate to many content areas such as occupational therapy services, societal change and strategic planning. Prerequisite, Admission to the OTD Program. Fall.

**OTD 726V. Level III Fieldwork: Doctoral Rotation** In-depth field experience in one or more of the following student selected areas including but not limited to clinical practice, research, theory, leadership, program development, policy development, advocacy and education. Prerequisite, Admission to the OTD Program. Spring.

**~~OTD 7272. Capstone~~** ~~Completion of the culminating doctoral project that relates to practice and demonstrates synthesis of advanced knowledge. Prerequisite, Admission to the OTD Program. Spring.~~

OTD 7271 Capstone Preparation I: Introduction to the Doctoral Capstone Experience. Provides an overview of the Doctoral Capstone experiences. This course assists the learner with developing individual capstone experience objectives. Prerequisite, Admission to the OTD program.

OTD 7281 Capstone Preparation II: Development of the Doctoral Capstone Experience. This course assists the learner in identifying a mentor and placement to implement final capstone project in the areas of, but not limited to, research, theory, leadership, program development, policy development, advocacy and or education. Prerequisite, Admission to the OTD program.

**OTD 7323. From Process to Practice** Development of knowledge and skills in the application of the OT process across clinical practice settings. Restricted to Occupational Therapy Doctorate majors.

**OTD 7353. Implementing Behavioral Strategies** Provides foundational knowledge and evidence-based application of behavioral psychology theory and related assessment, treatment and educational strategies for use with individuals with autism and other disorders in educational, health care, and community settings. Prerequisite, Admission to the OTD Program.