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

**New Course Proposal Form**

**[ ] Undergraduate Curriculum Council**

**[X] Graduate Council**

|  |
| --- |
| **[X] New Course or [ ]Experimental Course (1-time offering) (Check one box)** |

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 2/27/2019 **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| Christine E Wright 2/27/2019 **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Head of Unit (If applicable)** |
| Evi Taylor 3/7/2019 **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)

Christine Wright, [cwright@astate.edu](mailto:cwright@astate.edu), 870-972-2274

2. Proposed Starting Term and Bulletin Year

Fall 2019

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

OTD 7363

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

Teaching and Learning in OT

5. Brief course description (40 words or fewer) as it should appear in the bulletin.

The course provides an introduction to the professorate, curriculum design, and teaching and learning   
 strategies.

6. Prerequisites and major restrictions. (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** Are there any prerequisites?
   1. If yes, which ones?

Admission to the OTD Program.

* 1. Why or why not?

The course will not be offered outside of the OTD program.

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

7. Course frequency(e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*

N/A

8. Will this course 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 choose one.

Lecture

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Standard Letter

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

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.

Enter text...

**11.2** – **Yes / No** Are these courses offered for equivalent credit?

Please explain. Enter text...

12. **Yes / No** Is this course in support of a new program?

a. If yes, what program?

No

13. **Yes / No** Does this course replace a course being deleted?

a. If yes, what course?

No

14. **No** Will this course be equivalent to a deleted course?

a. If yes, which course?

Enter text...

15. **Yes** Has it been confirmed that this course number is available for use?

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

Course prefix number provided and approved by Meredith McFadden.

16. **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...

**Course Details**

17. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

| **Course Agenda** | | | |
| --- | --- | --- | --- |
| **Part I: The Professorate** | | | |
|  |  | What is a Professor? How do you become a Professor? | Crepeau, E.B., Thibodaux, L. and Parham, D. (1999). Academic Juggling Act: Beginning and Sustaining an Academic Career. AJOT |
|  |  | What is the academic culture?  What does tenure mean?  How is teaching in a professional program different from other college teaching? | Crepeau, E.B., Thibodaux, L. and Parham, D. (1999). Academic Juggling Act: Beginning and Sustaining an Academic Career. AJOT |
|  |  | What is required in an Occupational Therapy program? | 2018 ACOTE Standards and Interpretive Guide |
|  |  | How do we learn?  Effective teaching for effective learning | Bradshaw, Ch. 1 |
|  |  | How to use Occupational Adaptation to inform teaching | Supplemental Readings |
| **Part II: Course Mechanics** | | | |
|  |  | How do I develop a course? | Supplemental Readings |
|  |  | How do I write a syllabus? | Supplemental Readings |
|  |  | How do I write test questions?  How do I develop assignments? | **Midterm Exam**  Supplemental Readings |
|  |  | How do I grade tests and assignments? | Supplemental Readings |
| **Part III: Teaching and Learning** | | | |
|  |  | How do I help a student develop clinical reasoning? | Bradshaw, Ch. 5 |
|  |  | Creating an active classroom with lecture  Problem-based learning | Bradshaw, Ch. 10  Bradshaw, Ch. 12 |
|  |  | Teaching in Skills Lab  Patient Simulation | Bradshaw, Ch. 16 Bradshaw, Ch. 17 |
|  |  | Clinical Education | Bradshaw, Ch. 21 |
|  |  | Giving and receiving feedback  Evaluating Teaching Resources | Bradshaw, Ch. 28  Bradshaw, Ch. 29 |
|  |  | Program Evaluation | Bradshaw, Ch. 30 |
|  |  | Lecture Presentations | Syllabus Assignment Due |

18. Special features (e.g. labs, exhibits, site visitations, etc.)

N/A

19. Department staffing and classroom/lab resources

Dr. Christine Wright will teach course and request classroom space in the College of Nursing and Health Professions.

1. Will this require additional faculty, supplies, etc.?

No

20. **No** Does this course require course fees?

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

21. Justification for course being included in program. Must include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

**B.6.6. Preparation for Work in an Academic Setting** states that our students mustbe able to*demonstrate an   
 understanding and apply the principles of instructional design and teaching and learning in preparation for work in   
 an academic setting.* Therefore, instead of offering elective 3-course cognate sequences in education, business, or  
 behavioral intervention, we will provide a 3-course sequence with representation from all of the cognate series to   
 every student. The first course is OTD 7353 *Implementing Behavioral Strategies*. OTD 7353 is already active. The  
 second course is OTD 7363 *Concepts of Occupational Therapy Instructional Design*. The third course is OTD 7373  
 *Business Principles in Occupational Therapy.*

At the conclusion of the course, the learner will:

1. Understand college structure, tenure, promotion and other issues of academia.
2. Understand time management skills to find a balance within teaching, research, and service.
3. Analyze the application of accreditation criteria and outcome assessment on curricular development and evaluation in health professions education.
4. Examine issues and policies influencing the education of health professionals.
5. Evaluate theories of student assessment and evaluation.
6. Analyze evaluation tools used for assessment of student learning and performance.
7. Analyze the social, educational, and professional forces that influence curriculum design in health disciplines
8. Delineate the relationship of curricular components to teaching/learning.
9. Formulate selected curricular components (specific to a health discipline) consistent with program mission/philosophy.
10. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

The Accreditation Council for Occupational Therapy Education new standards become effective July 31, 2020. We want bring the Fall 2019 incoming class in under the new standards now since we are already implementing a new curriculum design. In order to be compliant with the new standards we must address standard **B.6.6. Preparation for Work in an Academic Setting**.

c. Student population served.

Occupational Therapy Doctorate Program

d. Rationale for the level of the course (lower, upper, or graduate).

The course is only offered at the graduate level because we are a doctoral program.

**Assessment**

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

22. 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?

1. The American Occupational Therapy Association considers academic education as an area of practice. Therefore, the program-level learning outcome for this course is 3) Provide intervention that is ethically, socially, economically, politically, and environmentally relevant to individuals and populations in the lower Mississippi delta region.

This course will not fit into the existing assessment process. We are introducing a new assessment process with the new curriculum design. The entering class of Fall 2019 will begin under the new assessment process.

23. 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)** | Provide intervention that is ethically, socially, economically, politically, and environmentally relevant to individuals and populations in the lower Mississippi delta region. |
| Assessment Measure | Certification exam |
| Assessment  Timetable | Fall, annually. |
| Who is responsible for assessing and reporting on the results? | Dr. Christine Wright – course instructor and the Occupational Therapy Department Curriculum Committee. |

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

**Course-Level Outcomes**

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

|  |  |
| --- | --- |
| **Outcome 1** | Understand college structure, tenure, promotion and other issues of academia. |
| Which learning activities are responsible for this outcome? | Reading  Lecture |
| Assessment Measure | Exam |

*(Repeat if needed for additional outcomes)*

|  |  |
| --- | --- |
| **Outcome 2** | Understand time management skills to find a balance within teaching, research, and service. |
| Which learning activities are responsible for this outcome? | Reading  Small and large group discussion |
| Assessment Measure | Time management plan assignment |

|  |  |
| --- | --- |
| **Outcome 3** | Analyze the application of accreditation criteria and outcome assessment on curricular development and evaluation in health professions education. |
| Which learning activities are responsible for this outcome? | Reading  Large group discussion  Lecture |
| Assessment Measure | Exam |

|  |  |
| --- | --- |
| **Outcome 4** | Examine issues and policies influencing the education of health professionals. |
| Which learning activities are responsible for this outcome? | Reading  Small and large group discussion |
| Assessment Measure | Exam |

|  |  |
| --- | --- |
| **Outcome 5** | Evaluate theories of student assessment and evaluation. |
| Which learning activities are responsible for this outcome? | Reading  Lecture  Large group discussion |
| Assessment Measure | Exam |

|  |  |
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| **Outcome 6** | Analyze evaluation tools used for assessment of student learning and performance. |
| Which learning activities are responsible for this outcome? | Small and Large group discussion |
| Assessment Measure | Evaluation tool analysis assignment |

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| --- | --- |
| **Outcome 7** | Analyze the social, educational, and professional forces that influence curriculum design in health disciplines |
| Which learning activities are responsible for this outcome? | Reading  Small and large group discussion |
| Assessment Measure | Exam |

|  |  |
| --- | --- |
| **Outcome 8** | Delineate the relationship of curricular components to teaching/learning. |
| Which learning activities are responsible for this outcome? | Reading  Lecture |
| Assessment Measure | Exam |

|  |  |
| --- | --- |
| **Outcome 9** | Formulate selected curricular components (specific to a health discipline) consistent with program mission/philosophy. |
| Which learning activities are responsible for this outcome? | Reading  Lecture  Small and large group discussion |
| Assessment Measure | Curriculum development assignment |

**Bulletin Changes**

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| **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 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.

***OTD 7363.*** *Concepts of Occupational Therapy Instructional Design*

*The purpose of this course is to prepare learners for work in an academic setting. Prerequisite, Admission to the OTD Program. Fall.*

p. 375