

The seal of Lincoln Memorial University is a circular emblem. It features a central portrait of Abraham Lincoln, with his right hand resting on a book. The outer ring of the seal contains the text "COLLEGE OF MATHEMATICS, SCIENCES & HEALTH PROFESSIONS" at the top and "LINCOLN MEMORIAL UNIVERSITY" at the bottom, separated by two stars on each side. The years "1891" and "2024" are also visible on the left and right sides of the seal, respectively. The seal is rendered in a light gray, semi-transparent style.

**Lincoln Memorial University –  
College of Mathematics, Sciences, and Health Professions  
Doctor of Occupational Therapy**

# **CATALOG 2026-2027**

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Welcome to the LMU-West Knoxville OTD Program. Consistent with the mission and purpose of Lincoln Memorial University (LMU), the mission of the Doctor of Occupational Therapy (OTD) Program is to graduate *critical thinking* practitioners who lead the way in *client-centered, evidence-based* interventions through *collaborative care* to the individuals, communities and population of rural Appalachia and beyond. The LMU OTD prepares graduates to be entry-level occupational therapists. Experienced occupational therapists with a wide range of specialties and interests teach the curriculum. The program is primarily delivered in a traditional face-to-face format, allowing students to build relationships with faculty and peers that often last a lifetime.

This catalog is a supplement to the Lincoln Memorial University General Graduate Catalog, which students should consult for information on matters not covered in this document.

The policies, programs, curricula, and fees set forth in this catalog are subject to change at any time at the discretion of Lincoln Memorial University (LMU). Because of the possibility of change or undetected error, important points of fact and interpretation should be confirmed by the appropriate University official.

## Section I: University General and Accreditation Information

### University Accreditation

Lincoln Memorial University is accredited by the [Southern Association of Colleges and Schools Commission on Colleges \(SACSCOC\)](#) to award associate, baccalaureate, masters, educational specialist, and doctorate degrees. Lincoln Memorial University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Lincoln Memorial University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website ([www.sacscoc.org](http://www.sacscoc.org)).

Individual program accreditation has been granted by:

- [Accreditation Commission for Education in Nursing, Inc. \(ACEN\)](#)
- [Accreditation Council for Business Schools and Programs \(ACBSP\)](#)
- [Accreditation Council for Occupational Therapy Education \(ACOTE\)](#)
- [Accreditation Review Commission on Education for the Physician Assistant, Inc. \(ARC-PA\)](#)
- [Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association \(ABA\)](#)
- [American Osteopathic Association-Commission on Osteopathic College Accreditation \(AOA-COCA\)](#)
- [American Veterinary Medical Association – Committee on Veterinary Technician Education and Activities \(AVMA-CVTEA\)](#)
- [American Veterinary Medical Association – Council on Education \(AVMA-COE\)](#)
- [Commission on Accreditation in Physical Therapy Education \(CAPTE\)](#)
- [Commission on Dental Accreditation \(CODA\)](#)
- [Council for Accreditation of Counseling and Related Educational Programs \(CACREP\)](#)
- [Council for the Accreditation of Educator Preparation \(CAEP\)](#)
- [Council on Accreditation of Nurse Anesthesia Educational Programs \(COA-NAEP\)](#)
- [Council on Social Work Education \(CSWE\)](#)
- [National Accrediting Agency for Clinical Laboratory Sciences \(NAACLS\)](#)

Individual program approval has been granted by:

- [State of Tennessee Department of Education](#)
- [Tennessee Board of Law Examiners](#)
- [Tennessee Board of Nursing](#)
- [Tennessee Higher Education Commission](#)
- [Kentucky Board of Nursing](#)
- [Kentucky Council on Postsecondary Education](#)
- [Kentucky Commission on Proprietary Education](#)
- [Florida Board of Nursing](#)
- [Florida Department of Education Commission for Independent Education](#)
- [State Council of Higher Education for Virginia](#)

### Presidents of Lincoln Memorial University

Cyrus Kehr	1897-1898
John Hale Larry	1899-1904
William L. Stooksbury	1904-1910
George A. Hubbell	1910-1922
Robert O. Matthews	1923-1927

Hervin Roop	1929-1931
H. Robinson Shipherd	1931-1932
Stewart W. McClelland	1932-1947
Robert L. Kincaid	1947-1958
Robert C. Provine	1958-1963
H. LaMarr Rice	1963-1967
Herbert Y. Livesay	1967-1973
Charles West	1973
Frank W. Welch	1973-1981
Gary J. Burchett	1981-1991
Scott D. Miller	1991-1997
R. Martin Peters	1997-1998
Jerry C. Bishop	1998-2001
Nancy B. Moody	2002-2009
C. Warren Neel	2009-2010
B. James Dawson	2010-2017
E. Clayton Hess	2017-2023
Jason McConnell	2024-present

## LMU Mission and Purpose Statement

Lincoln Memorial University is a comprehensive values-based learning community dedicated to providing quality educational experiences at the undergraduate, graduate, and professional levels. The University strives to give students a foundation for a more productive life by upholding the principles of Abraham Lincoln's life: a dedication to individual liberty, responsibility, and improvement; a respect for citizenship; recognition of the intrinsic value of high moral and ethical standards; and a belief in a personal God.

While primarily committed to teaching, the University supports research and service. The University's curriculum and commitment to quality instruction at every level are based on the beliefs that graduates must be able to communicate clearly and effectively in an era of rapidly and continuously expanding communication technology, must have an appreciable depth of learning in a field of knowledge, must appreciate and understand the various ways by which we come to know ourselves and the world around us, and must be able to exercise informed judgments.

The University believes that one of the major cornerstones of meaningful existence is service to humanity. By making educational, service, and research opportunities available to students, Lincoln Memorial University seeks to improve life for the students it serves. While serving students from

throughout the state, nation, and many other countries, the University retains a commitment to enrich the lives of people and communities in the Appalachian region.

*Revised July 6, 2017; approved by Board of Trustees, November 10, 2017*

*Reviewed and reaffirmed by LMU Board of Trustees, April 30, 2026*

## Institutional Goals

Lincoln Memorial University is a private, independent, non-sectarian University with a clearly defined mission that distinguishes it from other educational institutions. While the University cherishes its heritage and rich traditions, it recognizes that dynamic growth and change are required to meet the needs of today's students. The University has identified the following institutional goals that are derived from its mission and reflect its vision for the future:

1. Make educational opportunities available to all without reference to social status.
2. Strengthen student recruitment and retention by fostering an academic and social environment that facilitates success and rewards achievement.
3. Maintain fiscal integrity in all University activities, programs, and operations through efforts to increase endowment and financial standing.
4. Provide quality educational experiences that have their foundation in the liberal arts and professional studies, promote high personal standards, and produce graduates with relevant career skills to compete in an ever-changing, increasingly global society.
5. Advance Cumberland Gap, Appalachia, and the global community through public service and outreach activities in continuing education, health care, leadership development, recreation, and the fine and performing arts.
6. Serve as a critical educational, cultural, and recreational center for the areas served and develop and maintain facilities, which are safe, accessible, and conducive to the development of body, mind, and spirit.
7. Attract and retain a highly qualified faculty and staff, committed to teaching, research and service.
8. Commit resources to support the Institution's primary role of teaching, and, as appropriate, research and service.
9. Support faculty and staff development programs with priority for allocation of resources determined by institutional needs.

10. Improve technological resources for faculty, staff, and students in all academic programs regardless of where or how programs are delivered.
11. Develop and implement academic programs in response to anticipated or demonstrated educational needs and continuously evaluate and improve the effectiveness of current programs.
12. Provide a caring and nurturing environment where students, faculty, and staff with varied talents, experiences, and aspirations come together to form a community that encourages students to grow intellectually and personally to meet their academic and career goals.
13. Provide quality educational opportunities through selected degree programs for students who live and/or work a significant distance from the Lincoln Memorial University main campus, and for whom other options are not as accessible or satisfactory.

*Reviewed and reaffirmed by LMU Board of Trustees, April 30, 2026.*

## Off-Campus Instructional Sites

To meet the needs of the population of its service area, LMU operates a number of [off-campus instructional sites](#) in communities where clusters of students and potential students have demonstrated need and support.

### **Selected programs or courses are offered at**

- **LMU-Cedar Bluff**  
421 Park 40 North Boulevard  
Knoxville, TN 37923
- **LMU-Chattanooga**  
555 Walnut Street Building A South, Suite A and Suite B  
Chattanooga, TN 37402
- **LMU-Corbin**  
14892 North U.S. Highway 25E Second Floor  
Corbin, KY 40701  
Licensed by the Kentucky Commission on Proprietary Education
- **LMU-DeBusk Veterinary Teaching Center (DVTC)**  
203 DeBusk Farm Drive  
Ewing, VA 24248  
The State Council of Higher Education for Virginia (SCHEV) has certified LMU to operate in Virginia. LMU offers the following programs at the DVTC:  
[AS in Veterinary Medical Technology](#)  
[BS in Veterinary Health Science](#)  
[BS in Veterinary Health Industry](#)  
Clinical Skills courses for the Doctor of Veterinary Medicine degree

- **LMU-Duncan School of Law (DSOL)**  
601 West Summit Hill Drive  
Knoxville, TN 37920
- **LMU-Lexington**  
Saint Joseph Hospital 1451 Harrodsburg Road, 4th Floor  
Lexington, KY 40504  
Licensed by the Kentucky Council on Postsecondary Education
- **LMU-Orange Park**  
335 Crossing Blvd.  
Orange Park, FL, 32073  
Licensed by the Florida Commission for Independent Education
- **LMU-Tampa**  
636 Grand Regency Blvd.  
Brandon, FL 33510  
Licensed by the Florida Commission for Independent Education
- **LMU-Tower**  
1705 St. Mary's Street  
Knoxville, TN 37917
- **LMU-West Knoxville**  
9737 Cogdill Road  
Knoxville, TN 37932

## Board of Trustees

Lincoln Memorial University is a private, non-profit institution controlled by a self-perpetuating Board of Trustees. Board members are elected on the basis of commitment to the programs and purposes of Lincoln Memorial University. Board members receive no remuneration but work on behalf of the University. The Board establishes the broad guidelines of philosophy and institutional purpose and names the President to carry out their guidelines.

<b>Autry O.V. (Pete) DeBusk, Chairman</b>	
<b>Brian C. DeBusk, First Vice-Chairman</b>	
<b>Gary J. Burchett, Second Vice-Chairman</b>	
<b>Sam A. Mars, III, Secretary</b>	
Gary J. Burchett	Harrogate, TN
Jerome (Jerry) E. Burnette	Knoxville, TN
Autry O.V. (Pete) DeBusk	Knoxville, TN
Brian C. DeBusk	Knoxville, TN
Nicole L. DeBusk	Knoxville, TN
Frederick S. Fields	San Francisco, CA
Robert W. Finley, Sr.	Lockport, IL
Richard A. Gillespie	Knoxville, TN
Charles W. Holland	Knoxville, TN
Terry L. Lee	Harrogate, TN
Sam A. Mars, III	Harrogate, TN

Timothy B. Matthews	Knoxville, TN
Alan C. Neely	New Tazewell, TN
Dorothy G. Neely	Tazewell, TN
(Joseph) Mark Padgett	Sarasota, FL
Noah Patton	Tazewell, TN
Todd E. Pillion	Abingdon, VA
Kenneth O. Rankin	Dublin, OH
Carroll E. Rose	Tazewell, TN
James Jay Shoffner	Middlesboro, KY
Joseph F. Smiddy	Church Hill, TN
E. Steven (Steve) Ward	Knoxville, TN
Michele Wilson-Jones	Stearns, KY
Jerry W. Zillion	Germantown, MD
Judy Hounshell*	Rose Hill, VA
*Alumni Representative	

## Administration

President's Cabinet	Academic Administrators
Jason McConnell, DBA President of the University	Chessica Cave, EdD Dean, College of Arts, Humanities, Education, and Social Sciences
Stacy Anderson, PhD, DVM, MS Executive Dean, Richard A. Gillespie College of Veterinary Medicine	Tammy Dean, DNP Dean, Caylor School of Nursing
Kimberly Carney, DVM, MPH Dean, College of Veterinary Medicine, Orange Park	Kelsey Metz, PhD Dean, School of Business
Jody Goins, EdD Executive Vice President for Administration	Paula Miksa, DMS Dean, School of Medical Sciences
David Laws Vice President of Facilities Planning, Management, & Safety Services	Ryan Overton, PhD, PE Dean, School of Engineering
Teanna Moore, DO Dean and Chief Academic Officer, DeBusk College of Osteopathic Medicine	Adam Rollins, PhD Executive Dean, College of Mathematics, Sciences, and Health Professions
Matthew Lyon, JD, MPA Vice President and Dean, Duncan School of Law	
Debra Moyers, DBA Executive Vice President, Finance	
Jay Stubblefield, PhD Executive Vice President for Academic Affairs	
Frank Woodward, DPA Vice President for University Advancement	
Qi Wang, DDS Dean, College of Dental Medicine	

## Equal Opportunity and Nondiscrimination Policy

Lincoln Memorial University is an Equal Opportunity educational institution. In support of its Mission Statement, LMU is committed to equal opportunity in recruitment, admission, and retention for all students and equal opportunity in recruitment, hiring, training, promotion, and retention for all employees. In furtherance of this commitment, Lincoln Memorial University prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, veteran status, military status, sexual orientation, marital status, parental status, gender, gender identity, gender expression, and genetic information in all University programs and activities. Lincoln Memorial University prohibits retaliation against any individual for 1) filing, or encouraging someone to file, a complaint of discrimination; 2) participating in an investigation of discrimination; or 3) opposing discrimination. "Retaliation" includes any adverse action or act of revenge against an individual for filing or encouraging someone to file a complaint of discrimination, participating in an investigation of discrimination, or opposing discrimination. The Office of Institutional Compliance investigates allegations of prohibited discrimination, harassment, and retaliation involving members of the LMU community.

This policy is widely disseminated in University publications, including the employee handbook and all LMU student catalogs and handbooks. All members of the University community bear responsibility for compliance with this policy. Compliance is monitored and reported annually through the offices of the Office of Institutional Compliance, the Department of Human Resources, and LMU Campus Police and Security.

This policy is in compliance with federal and state law, including the provisions of Title VII of the Civil Rights Act of 1964, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the ADA Amendments Act of 2008, Executive Order 11246, the Vietnam Era Veterans Readjustment Act of 1974 as amended by the Jobs for Veterans Act, the Uniformed Services Employment and Reemployment Rights Act, as amended, the Genetic Information Nondiscrimination Act of 2008, and the Tennessee Human Rights Act.

*Revised 5/28/2026*

## Family Educational Rights and Privacy Act (FERPA)

The program complies with the provisions of the Family Educational Rights and Privacy Act (FERPA), 1974, as amended. This law maintains that the program will provide for the confidentiality of student education records. Identifiable information from a student's educational record will only be accessible to program faculty, staff, and other LMU employees with a legitimate educational need for the information. Student grades are recorded, stored, and secured with the LMU Registrar. All other student educational records are maintained by the Program. Please see <https://www.lmunet.edu/registrar/ferpa/index.php> for detailed information regarding FERPA and the list of disclosures that LMU may make without student consent in accordance with FERPA.

## Section II: Program General and Accreditation Information

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The Lincoln Memorial University's Doctor of Occupational Therapy program is located at 9731 Cogdill Road, Knoxville, TN, 37932. The phone number for the department is 865-338-5731.

### LMU-Knoxville OTD Program Mission

Consistent with the mission and purpose of Lincoln Memorial University, the mission of the Doctor of Occupational Therapy program at Lincoln Memorial University is to graduate critical thinking practitioners who lead the way in client-centered, evidence-based interventions through collaborative care to the individuals, communities, and populations of rural Appalachia and beyond.

### LMU-Knoxville OTD Program Vision

Be recognized as a global leader in occupational therapy by continuously preparing practitioners who act as agents of change to meet societal needs through advocacy, inclusivity, scholarship, and life-long learning.

## Administration, Faculty, and Staff

### College of Mathematics, Sciences, and Health Professions

- Executive Dean & Chief Academic Officer - Adam Rollins, PhD
- Assistant Dean for Undergraduate Programs - Julie Hall, PhD

### OTD Program Administration, Faculty, and Staff

- Program Director & Assistant Professor - Colleen Bullen, OTD, OTR/L
- Director of Clinical and Didactic Education & Associate Professor - Emma Cummings, OTD, OTR/L, BCPR
- Academic Fieldwork Coordinator & Assistant Professor - Acacia Gambrel, OTD, OTR/L
- Doctoral Capstone Coordinator & Associate Professor - Jillian Pindar, OTD, OTR/L
- Director of Research & Associate Professor - Elizabeth Schmidt, PhD, OTR/L
- Director of Innovation & Associate Professor - Deborah Ruediger, OTD, OTR/L, CHES, CAPS
- Assistant Professor - Rachel Ellis, EdD, OTR/L
- Associate Professor - Deborah Zeitlin, OTD, OTR/L
- Program Administrative Coordinator - Kathy Chumley
- Clinical Education Administrative Coordinator - Alicia Belt, B.S.

## Tuition, Fees, and Charges

For information on tuition, fees, and charges, please visit this site: [OTD Tuition and Fees](#)

## Section III: Admissions and Enrollment

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### Pathways to Admission in Occupational Therapy

#### **Pathways to Admission in Occupational Therapy**

All application materials must be uploaded and submitted to the Occupational Therapy Centralized Application Service (OTCAS). Applications will open mid-July every year.

Consistent with the University's mission, applicants from the Appalachian region are given preference in the admissions process. Students who are graduates (or who plan to graduate) from Lincoln Memorial University will be guaranteed an interview provided they have met all the admissions prerequisite criteria. Lincoln Memorial University students are not guaranteed acceptance into the program, but they are granted a preferred status which may be beneficial in a competitive admissions environment.

### **Pathways to Admission in Occupational Therapy**

There are 3 options to enter into the occupational therapy program.

#### **1. Direct entry (traditional admission pathway)**

Applicants have received a bachelor's degree and have completed a minimum of 90 semester hours of undergraduate education from a college or university accredited by an accrediting agency recognized by the U.S. Department of Education (DOE) prior to anticipated enrollment. Graduate Record Examination (GRE) scores are NOT required for application.

#### **2. 3+3 that results in only an OTD**

Applicants must complete a minimum of 90 semester hours of undergraduate education from a college or university accredited by an accrediting agency recognized by the U.S. Department of Education (DOE) prior to anticipated enrollment. Graduate Record Examination (GRE) scores are NOT required for application.

#### **3. 3+3 that results in a B.S. General Exercise Science and an OTD**

### **(Internal to LMU undergraduates only via the Guaranteed Professional Admission (GPA) Pathways**

Please see below for our requirements for Undergraduate students who elect the 3+3 pathway that results in a bachelor's degree in Exercise Science:

- High school graduate with a grade point average (GPA) of 3.2 or higher on a 4.0 scale
- Minimum Math ACT score of 21 or minimum Math SAT score of 530
- Students will be required to answer an occupational therapy-focused writing prompt/personal statement
- Two (2) character references from (choose two of the following)
  - Guidance counselor/humanities teacher
  - Science teacher
  - Coach

- Employer

Students admitted as BS/OTD will be granted acceptance into the OTD program upon satisfactory completion of the above requirements. Full acceptance will be granted pending satisfactory completion of the criteria for progression to the Professional OTD Program. Students must also complete LMU's general education core curriculum requirements in addition to the BS requirements to earn a baccalaureate degree in General Exercise at the end of the second year of the OTD program.

Preference is given to applicants with permanent residence in the Appalachian region of the following states: TN, KY, VA, NC, OH, WV, PA, AL, and GA.

## **Admissions Requirements**

Students must achieve the following requirements prior to enrollment:

- 3.0 overall GPA on all college coursework
- 3.0 overall GPA on all prerequisites
- Minimum of 40 hours of shadowing occupational therapists
- Three professional letters of reference
- Personal Statement
- Applications are submitted at OTCAS.org

Prior to matriculation into the Program, applicants must have completed all prerequisite coursework with a C grade or better of the following prerequisite courses:

- Anatomy and Physiology I with Lab (4 credits)
- Kinesiology or Biomechanics (3 credits)
- Human Growth and Development OR Lifespan Development (3 credits)
- Abnormal Psychology (3 credits)
- Introduction to Psychology, Sociology, Anthropology, OR Philosophy (3 credits)
- Statistics (3 credits)
- Medical Terminology (3 credits)

The courses listed below are recommended for entry into the program.

- Anatomy and Physiology II with Lab (4 credits)
- Kinesiology or Biomechanics (3 credits)

Substitution of requirement for any of the above prerequisite courses may be granted by the occupational therapy program admissions committee on an individual basis.

## Advanced Placement Policy

Advanced Placement (AP) credits are not accepted to fulfill prerequisite requirements. However, if you've completed a higher-level course in the same subject area (e.g., a more advanced biology course to replace an introductory biology prerequisite), it may be accepted as a substitution. Be sure to provide the course description and syllabus for review, as substitutions are considered on a case-by-case basis.

## Transfer of Credits

There is no credit for experiential learning or work experience. Previous OT coursework is non-transferable into the OTD program.

# Section IV: Program Curriculum

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## Description of the LMU-West Knoxville OTD Educational Program

The Program is a full-time cohort program completed over nine (9) semesters in 36 months leading to a Doctor of Occupational Therapy (OTD). The OTD Program is designed to train future occupational therapists to provide high-quality, client-centered care in the Appalachian region and beyond. This 110-credit program provides a solid foundation in occupational therapy and includes opportunities for interprofessional education. The first six (6) semesters are completed in the classroom (Didactic Phase), and the final three (3) semesters are completed at the fieldwork and capstone sites of the Program's Clinical Affiliates (Clinical Phase). Students must successfully complete the Didactic Phase, including acquisition of Didactic Phase Learning Outcomes, before beginning the Clinical Phase. Students must successfully complete the Clinical Phase to graduate. Throughout the Program, students are supported in their acquisition of clinical knowledge, skills, and development of professional conduct necessary for the delivery of high-quality client-centered care for the people of the Appalachian region and beyond.

## Instructional Design

The Philosophical Base of Occupational Therapy (2017) identifies the fundamental belief that occupations hold therapeutic value. The use of occupation, particularly

meaningful occupations, is critical for promoting the health of individuals, groups, communities, and populations. LMU OTD integrates this belief within its own philosophy of learning and curriculum design. In an effort to prepare practitioners to address occupational needs, students are provided opportunities to recognize the influence of diverse occupational contexts, personal factors, and the environment.

Consistent with the Philosophy of Occupational Therapy Education (2018), LMU OTD recognizes the impact of the learning context and the teaching-learning process on students. The curriculum is intentional in its design to promote clinical reasoning, critical thinking, and evidence-based practice throughout all didactic and experiential components. Students gain an understanding of theory, client-centered practice, and collaborative care as they develop their professional skills and identity. The majority of the OTD program is delivered mostly in a face-to-face format. All courses are delivered through the university LMS. The student to faculty ratio in lecture is 60:1. The student to faculty ratio in labs is 15:1.

The teaching-learning process for LMU OTD is supported by opportunities for active learning, self-reflection, and lifelong learning (AOTA, 2018). As a guide for curricular design, the program utilizes L. Dee Fink's approach to significant learning experiences (2013) to facilitate students' personal growth and understanding of occupational therapy. Using a learner-centered focus, LMU OTD recognizes that learning has occurred when there is a change in the learner (Fink, 2013). This is facilitated through the use of Fink's Taxonomy of Significant Learning which includes foundational knowledge, application, integration, human dimension, caring, and learning how to learn. Rather than serving as a traditional hierarchy, the taxonomy emphasizes interaction of all categories in achieving significant learning. Faculty recognize each of these categories in the creation of significant learning experiences.

American Occupational Therapy Association. (2017). Philosophical base of occupational therapy. *American Journal of Occupational Therapy*, 71(Suppl. 2), 7112410045. <https://doi.org/10.5014/ajot.2017.716S06>

American Occupational Therapy Association. (2018). Philosophy of occupational therapy education. *American Journal of Occupational Therapy*, 72(Suppl. 2), 7212410070. <https://doi.org/10.5014/ajot.2018.72S201>

Fink, L.D. (2013). *Creating significant learning experiences: An integrated approach to designing college courses*. Jossey Bass.

# Curricular Threads

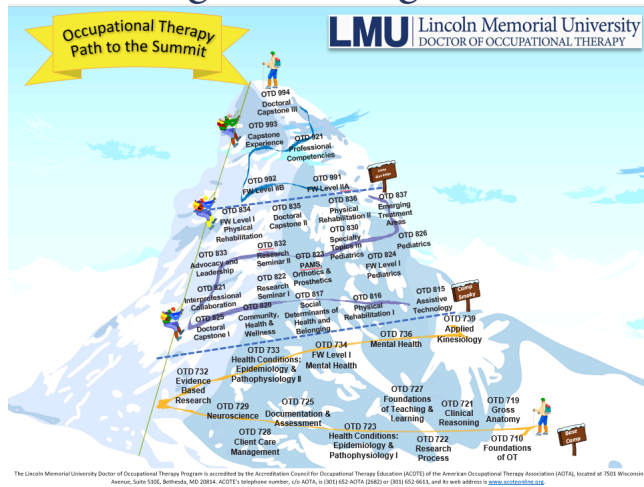
There are four curricular threads that are present throughout the curriculum. They are listed below:

- **Collaborative Care:** Students will demonstrate effective communication skills to serve as a valued member of an interprofessional team.
- **Clinical Reasoning:** Students will apply clinical reasoning throughout the occupational therapy process, integrating critical thinking, therapeutic use of self, and occupation-based practice.
- **Evidence-Based:** Students will demonstrate dedication to evidence-based, scholarly occupational therapy practice and lifelong learning.
- **Client-Centered:** Students will develop, implement, and evaluate client-centered care that is inclusive of the beliefs and needs of clients.

In accordance with the Philosophical Base of Occupational Therapy (2017), students are provided opportunities to recognize the influence of diverse occupational contexts, personal factors, and the environment. As such, students learn to recognize the value and positive impact of both client-centered and collaborative care. To ensure students provide meaningful, occupation-based intervention, they learn the importance of evidence-based practice while developing clinical reasoning skills that facilitate the occupational therapy process.

American Occupational Therapy Association. (2017). Philosophical base of occupational therapy. *American Journal of Occupational Therapy*, 71(Suppl. 2), 7112410045. <https://doi.org/10.5014/ajot.2017.716506>

## OTD Program Pictogram



The students' ascension of the mountain is defined by three camps:

**Base Camp (Year 1):** Students learn the programmatic expectations, develop an understanding of the Philosophy of Learning, and acquire foundational knowledge to facilitate success on the remainder of their journey. Base Camp courses largely focus on the basic sciences and foundational knowledge of occupational therapy while providing initial exposure to all curricular threads.

OTD 710 Foundations of Occupational Therapy

OTD 719 Functional Gross Anatomy

OTD 722 Research I

OTD 723 Health Conditions: Epidemiology & Pathophysiology I

OTD 725 Introduction to Documentation

OTD 727 Foundations of Teaching & Learning

OTD 728 Client Care Management

OTD 729 Neuroscience

OTD 731 Clinical Reasoning

OTD 732 Research II

OTD 733 Health Conditions: Epidemiology & Pathophysiology II

OTD 734 FW Level I Mental Health

OTD 736 Mental Health

OTD 739 Applied Kinesiology

**Camp Smoky (Year 2):** Students develop a deeper understanding and appreciation for the occupational therapy process as they engage in courses focused on evaluation and intervention for different populations. Camp Smoky courses provide opportunities for clinical application within Level I fieldwork and community partnership experiences. Additional emphasis is placed on the Evidence-Based curricular thread as students continue to develop their research agendas and capstone proposals.

OTD 815 Assistive Technology

OTD 816 Physical Rehabilitation I

OTD 817 Social Determinants of Health and Belonging

OTD 820 Community Health and Wellness

OTD 821 Interprofessional Collaboration

OTD 822 Research Seminar I

OTD 823 PAMs, Orthotics, & Prosthetics

OTD 824 FW Level I Pediatrics

OTD 825 Doctoral Capstone I

OTD 826 Pediatrics

OTD 830 Specialty Topics in Pediatrics

OTD 832 Research Seminar II

OTD 833 Advocacy & Leadership

OTD 835 Doctoral Capstone II

OTD 836 Physical Rehabilitation II

OTD 837 Advanced and Emerging Practice Areas in Occupational Therapy

OTD 834 FW Level I Physical Rehabilitation

**Camp Blue Ridge (Year 3):** Students use their knowledge acquired at Base Camp and Camp Smoky to establish competence as entry-level practitioners. Camp Blue Ridge courses focus on clinical experiences that allow students to apply all curricular threads within practice.

OTD 991 FW Level II A

OTD 992 FW Level II B

OTD 921 Professional Competencies

OTD 993 Capstone Experience

OTD 994 Doctoral Capstone III

## Curriculum Outline and Course Descriptions

*Didactic Phase (79.0 credit hours)*

Year 1 (Base Camp) 39.0 credit hours

Summer Term (10.0 credit hours)

**OTD 710: Foundations of Occupational Therapy (4.0 credit hours)**

This course is designed to introduce students to the history and philosophy of the occupational therapy profession, the evolution of occupation, and contemporary OT practice. This course provides an overview of the Occupational Therapy Practice Framework, the function of professional organizations, the continuum of care, and the use of theory in OT practice. Students will also explore legal and regulatory considerations regarding supervision, reimbursement, and HIPAA. (Prerequisites - Admission into the LMU OTD Program)

### **OTD 719: Functional Gross Anatomy (6.0 credit hours)**

This course is focused on gross human anatomy and is presented in a regional approach. Students learn anatomical terminology and correlate structure with function through lectures, laboratory dissection, and demonstrations. (Prerequisites - Admission into the LMU OTD Program)

Fall Term (14.0 credit hours)

### **OTD 722: Research I (3.0 credit hours)**

This course introduces students to foundational concepts in research methodology and analysis, with a focus on understanding, critiquing, and applying evidence to occupational therapy practice. Key topics include research terminology, study designs, ethical considerations in research, and analysis. Students will develop skills to appraise the quality and relevance of research studies, evaluate levels of evidence, and interpret data to inform evidence-based clinical decision-making. Emphasis is placed on integrating research findings to enhance occupational therapy interventions across diverse populations. (Prerequisites - None)

### **OTD 723: Health Conditions: Epidemiology & Pathophysiology I (2.0 credit hours)**

This course introduces common conditions seen in occupational therapy practice with an approach of understanding normal body function and impacts of health and disease. The first of a two-course sequence, students will learn terminology related to health, disease, and epidemiology; essential physiologic concepts that contribute to the maintenance of homeostasis; and the impact of pathophysiology on the body systems including integumentary, cardiopulmonary, gastrointestinal, urinary, and endocrine systems. The role of the occupational therapist in considering the functional deficits that result from specific conditions in the body systems will be explored. (Prerequisites - OTD 719)

### **OTD 725: Introduction to Documentation (2.0 credit hours)**

This course will introduce students to the purpose and mechanics of documentation. Emphasis is placed on the structure of SOAP notes, the development of occupation-based goals, and justification for occupational therapy services across the continuum of care. Students will additionally be introduced to various reimbursement systems, funding mechanisms, and treatment/diagnosis codes. (Prerequisites - None)

**OTD 727: Foundations of Teaching & Learning (2.0 credit hours)**

This course will introduce the learner to basic theories of adult teaching and learning. A focus on teaching and learning in a higher education setting, as well as client settings, will be explored. Multiple learning theories will be studied with an emphasis on how these affect one's decisions in selecting teaching strategies. Students will analyze selected theories and their use in a variety of educational settings. (Prerequisites - None)

**OTD 728: Client Care Management (2.0 credit hours)**

In this course, students will be introduced to interprofessional collaboration as they learn and practice skills for safe client care. This course will emphasize the assessment of vital signs, appraisal of lab values, standard precautions and infection control, client positioning and draping, bed mobility, transfers, and body mechanics. Students will begin to develop problem solving and clinical reasoning skills applied primarily in the acute care and inpatient rehabilitation settings to facilitate effective interprofessional dynamics. This course contains a laboratory component. (Prerequisites - OTD 710)

**OTD 729 Neuroscience (3.0 credit hours)**

This course allows students to study the structure and function of the human nervous system in greater detail, emphasizing the connections and communication between the central and peripheral systems in order to apply neuroscience principles in the promotion of health and wellness and the recovery from illness and/or injury. Neuroanatomy components of the CNS and PNS; neurophysiology, including electrical and chemical transmission; functional cognitive, motor, and sensory systems; and concepts related to neuroplasticity, neurodegenerative disease, and functional impairments will be explored. (Prerequisites - OTD 719)

**Spring Term (15.0 credit hours)**

**OTD 731: Clinical Reasoning (2.0 credit hours)**

This course will introduce students to therapeutic reasoning and its application through the occupational

therapy process. Students will engage in individual and group-based activities to deepen their understanding of therapeutic use of self, apply different types of clinical reasoning, select assessments and interventions that are client-centered, and incorporate evidence-based practice. Emphasis will be placed on reflection as a means of monitoring learning and gauging readiness to apply therapeutic reasoning within clinical practice. (Prerequisites - OTD 710, OTD 725)

**OTD 732: Research II (3.0 credit hours)**

This course builds upon foundational research concepts introduced in Research I, advancing students' skills in methodology, data analysis, and evidence integration for occupational therapy practice. Emphasis is placed on conducting literature reviews, applying advanced critical appraisal techniques, and synthesizing research findings to address complex clinical questions and inform clinical practice. This course emphasizes ethical considerations in research to deepen their understanding of research ethics, including considerations for vulnerable populations, conflicts of interest, and oversight in study design and implementation. (Prerequisites - OTD 722)

**OTD 733: Health Conditions: Epidemiology & Pathophysiology II (2.0 credit hours)**

The second of a two-course sequence, this course explores common conditions in occupational therapy practice with an approach of understanding normal body function and impacts of health and disease. Course content focuses on the neurovascular and musculoskeletal systems and health conditions that impact specific or broad populations. The role of the occupational therapist in considering the functional deficits that result from specific conditions in the body systems will be explored. (Prerequisites - OTD 723)

**OTD 734: FW Level I Mental Health (1.0 credit hour)**

Level I fieldwork courses run concurrently with a specific evaluation and intervention course. Students will be afforded the opportunity to apply knowledge and skills obtained in the didactic course through virtual environments, simulated environments, standardized patients, faculty practice, faculty-led site visits, and/or supervision by a fieldwork educator in a practice environment. Professional development and appropriate behaviors are a key focus during Level I fieldwork. (Corequisite - OTD 736)

**OTD 736: Mental Health (4.0 credit hours)**

This course will introduce occupational therapy practice for mental health populations. Theoretical foundations of mental health rehabilitation, including assessment and

evidenced-based treatment in various rehabilitation settings, will be taught. Utilizing clinical reasoning, students will apply various theories and frames of reference associated with mental health practice. Family and client-centered care and collaborative consultation across a range of settings will be emphasized. This course contains a laboratory component. (Prerequisites - OTD 710)

**OTD 739: Applied Kinesiology (3.0 credit hours)**

This course will teach students the study of movement. Students will use clinical reasoning to determine appropriate evidenced-based biomechanical evaluation and assessment of musculoskeletal structures to identify normal and abnormal movement patterns. Students will learn to evaluate joint range of motion and strength to better allow client-centered care, thus improving client outcomes. This course contains a laboratory component. (Prerequisites - OTD 719)

Year 2 (Camp Smoky) 40.0 credit hours

Summer Term (9.0 credit hours)

**OTD 815: Assistive Technology (3.0 credit hours)**

This course introduces a variety of assistive technology devices with application throughout the lifespan. Universal design and environmental modifications are explored in depth. Considering a client's occupational profile, students use technology to assist and prepare the client for independence in occupational engagement and purposeful, meaningful activity. This course contains a laboratory component. (Prerequisites - OTD 729, OTD 733, OTD 739)

**OTD 816: Physical Rehabilitation I (4.0 credit hours)**

This course introduces the practice area of physical rehabilitation where students will develop comprehensive skills in the occupational therapy process, specifically for the adult population. Students will expand on previous foundational knowledge and clinical reasoning to aid in assessment and treatment planning for adults with various physical impairments and diagnoses. Grounded in theory and occupational therapy frameworks and models, students will develop their individualized approach to client-centered, occupation-based care. Through lecture and laboratory experiences, students will advance their skills in assessment and evidence-based intervention development and implementation, while considering relevant contexts, performance skills, and client factors. (Prerequisites - OTD 710, OTD 723, OTD 729, OTD 731, OTD 733, OTD 734, OTD 736, OTD 739)

**OTD 817: Social Determinants of Health and Belonging (2.0 credit hours)**

Health disparities, such as access to care and disability status, and their relevance to occupational therapy will be discussed. Health disparities prevalent in rural Appalachia will be a focus during the class. The overall intention of this course is to provide students an introduction to social factors that may impact individual, population, and community health, including how experiences of inclusion, exclusion, and belonging shape well-being and participation. Attention will be given to how systems, environments, and social structures can either support or hinder a sense of belonging within communities and health-related occupations. This course will use evidence-based approaches to examine intervention strategies aimed at improving population health outcomes. (Prerequisites - None)

Fall Term (15.0 credit hours)

**OTD 820: Community Health and Wellness (2.0 credit hours)**

This course provides students with the opportunity to recognize and analyze a prevalent problem affecting individuals or populations within local communities, develop potential solutions, and assess the effectiveness of these solutions in community-based settings. Students will conduct a needs assessment, design and implement an evidence-based program, and then evaluate and report on the program's outcomes. (Prerequisites - OTD 817)

**OTD 821: Interprofessional Collaboration (1.0 credit hour)**

This course focuses on experiential learning of the core competency domain of interprofessional communication. This course immerses students in opportunities to develop the skills and behaviors necessary to effectively communicate with patients, families, and other professional members of the interprofessional collaborative healthcare team. This course will consider student exposure to patients with musculoskeletal and neurological disorders from previous and concurrent coursework using case-based problem-solving and high-fidelity simulation experiences. Each session will utilize elements of planning, preparation, debriefing, and evaluation consistent with the requirements of an IPE experience and will focus on a specific behavior or skill necessary to the enhancement of trust, respect, and collaboration in interprofessional practice. (Prerequisites - OTD 731)

**OTD 822: Research Seminar I (2.0 credit hours)**

This course is the first of a two-part series designed to guide students through the research process under faculty mentorship. Working in collaborative groups, students will design or refine research protocols to address questions related to scholarship of discovery, integration, application, or teaching and learning. Students will have the opportunity to utilize diverse methods - such as systematic reviews, secondary data analysis, observational studies, case studies, or qualitative research - and initiate data collection and analysis as appropriate, ensuring adherence to ethical guidelines and regulatory standards. (Prerequisites - OTD 722, OTD 732)

**OTD 823: PAMs, Orthotics, and Prosthetics (3.0 credit hours)**

This course provides an evidence-based, systematic approach to selecting, designing, applying, and fabricating splints and orthotic/prosthetic devices. While emphasizing the upper extremity, the course also introduces select lower extremity devices. Students will explore physical agent modalities (PAMs), including electrical and thermal applications, and their practical use. Through a combination of lectures and hands-on laboratory activities, students will develop the knowledge and clinical reasoning skills needed for the fabrication, modification, and application of devices essential to clinical practice. (Prerequisites - OTD 729, OTD 733, OTD 739, OTD 816)

**OTD 824: FW Level I Pediatrics (1.0 credit hour)**

Level I fieldwork courses run concurrently with a specific evaluation and intervention course. Students will be afforded the opportunity to apply knowledge and skills obtained in the didactic course through virtual environments, simulated environments, standardized patients, faculty practice, faculty-led site visits, and/or supervision by a fieldwork educator in a practice environment. Professional development and appropriate behaviors are a key focus during Level I fieldwork. (Corequisite - OTD 826)

**OTD 825: Doctoral Capstone I (2.0 credit hours)**

This is the first course in a three-part doctoral capstone series. It serves as an introduction to the capstone process, where students will learn about the project progression throughout the curriculum and the timeline for completing its components. Students will explore potential capstone project topics and be introduced to the ACOTE focus areas. As students identify an area of focus for their capstone project, they will be paired with a faculty mentor. Under the mentor's guidance, students will begin conducting

a literature review and initiate communication with potential community partners. (Prerequisites - OTD 722, OTD 732)

**OTD 826: Pediatrics (4.0 credit hours)**

This course will introduce the occupational therapy practice for pediatric populations. The activities of infants, children, and youth will be studied along with developmental milestones and how they relate to ADLs, play, school, leisure, and social and family interactions. Using clinical reasoning, students will apply various evidence-based theories and frames of reference associated with pediatric practice. Family centered care and collaborative consultation across a range of settings will be emphasized. This course contains a laboratory component. (Prerequisites - OTD 710, OTD 728, OTD 729, OTD 733, OTD 739)

**Spring Term (16.0 credit hours)**

**OTD 830: Specialty Topics in Pediatrics (2.0 credit hours)**

This course will provide advanced exploration of occupational therapy within pediatric settings. Activities throughout the course will ask students to further develop clinical reasoning skills across current and emerging pediatric service settings. Topics such as school system practice, collaborative consultation, as well as other pediatrics topics will be covered. (Prerequisites - OTD 824, OTD 826)

**OTD 832: Research Seminar II (2.0 credit hours)**

This course is the second of a two-part series designed to guide students through the research process under faculty mentorship. Students will demonstrate competency in data collection, analysis, and interpretation related to their specific study design, synthesizing their findings to draw meaningful conclusions. This course culminates with students disseminating their findings with peers, faculty, and external stakeholders, highlighting the implications of their work. (Prerequisites - OTD 722, OTD 732, OTD 822)

**OTD 833: Advocacy & Leadership (3.0 credit hours)**

This course prepares students for leadership and management roles across micro- and macro-level contexts within various health systems. Students examine how organizational structures, healthcare delivery models, and social, economic, political, and ethical forces influence professional practice and service access. Emphasis is placed on developing leadership capacities in decision-making, collaboration, systems thinking, and professional responsibility. Students explore strategies to lead

effectively within teams and organizations, influence policy, and advocate for individuals, groups, and populations across diverse practice settings. (Prerequisites - OTD 710, OTD 731)

**OTD 834: FW Level I Physical Rehabilitation (1.0 credit hour)**

Level I fieldwork courses run concurrently with a specific evaluation and intervention course. Students will be afforded the opportunity to apply knowledge and skills obtained during the didactic course to simulated scenarios and experiences led and facilitated by course faculty and the clinical education department. Professional development and appropriate behaviors are a key focus during Level I fieldwork. (Prerequisites - OTD 816; corequisite - OTD 836)

**OTD 835: Doctoral Capstone II (2.0 credit hours)**

This is the second course in the doctoral capstone series. In this course, students will finalize their capstone project idea, select a site, and identify an expert mentor for their capstone experience and project. Students will collaborate with both their faculty mentor and expert mentor to develop individualized learning objectives and create a project proposal for committee approval. (Prerequisites - OTD 825)

**OTD 836: Physical Rehabilitation II (4.0 credit hours)**

This course expands on the evaluation and intervention planning foundations introduced in OTD 816, emphasizing advanced application of the occupational therapy process for adults in physical rehabilitation settings. Students integrate assessment data, client priorities, contextual factors, and evidence to address occupational performance needs of individuals with complex conditions and multiple comorbidities. Emphasis is placed on clinical reasoning, intervention selection, grading and progression, discharge planning, care transitions, and interprofessional collaboration. Through lecture and immersive laboratory experiences, students apply evaluations and interventions within realistic clinical scenarios to strengthen technical skills, professional behaviors, and higher-level clinical reasoning in preparation for fieldwork and advanced practice. (Prerequisites - OTD 816)

**OTD 837: Advanced and Emerging Practice Areas in Occupational Therapy (2.0 credit hours)**

This course provides an in-depth exploration of occupational therapy service delivery in advanced and emerging practice areas. Students will demonstrate knowledge in care coordination, case management, transition services, and funding mechanisms relevant to

program development, alongside the consultative process with various stakeholders. Students will also evaluate and discuss effective mechanisms for referring clients to internal and external specialists, including community agencies. (Prerequisites - OTD 816)

*Clinical Phase (31.0 credit hours)*

Year 3 (Camp Blue Ridge) 31.0 credit hours

**Summer Term (9.0 credit hours)**

**OTD 991: FW Level II A (9.0 credit hours)**

This is the first of two 12-week fieldwork experiences designed to continue the development of the student to become a competent, entry-level, generalist occupational therapist. Students will be assigned to a fieldwork experience based on the program's curricular design. The Level II fieldwork experience provides the student the opportunity to apply the occupational therapy skills and theory they learned during the didactic phase of the curriculum in a clinical or community setting where, by the conclusion of the experiences, they will demonstrate entry-level competency in occupational therapy standards of practice. In support of the University mission, one of the two fieldwork experiences, Fieldwork Level II A or II B, will take place in a setting located in the Appalachian region. (Prerequisites - Successful completion of all previous coursework)

**Fall Term (9.0 credit hours)**

**OTD 992: FW Level II B (9.0 credit hours)**

This is the second of two 12-week fieldwork experiences designed to continue the development of the student to become a competent, entry-level, generalist occupational therapist. Students will be assigned to a fieldwork experience based on the program's curricular design. The Level II fieldwork experience provides the student the opportunity to apply the occupational therapy skills and theory they learned during the didactic phase of the curriculum in a clinical or community setting where, by the conclusion of the experiences, they will demonstrate entry-level competency in occupational therapy standards of practice. In support of the University mission, one of the two fieldwork experiences, Fieldwork Level II A or II B, will take place in a setting located in the Appalachian region. (Prerequisite - Successful completion of all previous coursework)

### Spring Term (13.0 credit hours)

#### **OTD 921: Professional Competencies (1.0 credit hour)**

This course explores skills, knowledge, and attributes that are specifically valued by AOTA and other professional associations, organizations, and bodies connected to the profession of occupational therapy, both current and future. Students will research criteria required to be an entry-level occupational therapy practitioner, including national certification, state licensure, and professional duties. (Prerequisites - Successful completion of all previous coursework)

#### **OTD 993: Capstone Experience (10.0 credit hours)**

This 14-week experience promotes student growth and enhances professional skills, providing students with an opportunity to gain an innovative perspective within the occupational therapy profession. As a critical component of the capstone process, the primary goal of this experience is to implement the student's capstone project. (Prerequisites - Successful completion of all previous coursework)

#### **OTD 994: Doctoral Capstone III (2.0 credit hours)**

This is the final course in the doctoral capstone series, where students will complete their individualized doctoral capstone projects. In this course, students will summarize their procedures, analyze and interpret their findings, and discuss their sustainability plan. Students will also disseminate their doctoral capstone projects to faculty and community members at a Scholarship Symposium. (Prerequisites - Successful completion of all previous coursework)

*\*Level I Fieldwork will be completed in accordance with ACOTE accreditation standards. One credit hour of Level I Fieldwork equates to not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or the equivalent amount of work over a different amount of time.*

*\*Supervised Level II Fieldwork and Capstone Experiences during the Clinical Phase are based on ACOTE Standards. Coursework required during the clinical phase is to be completed outside of fieldwork and capstone working hours.*

*\*110 Total Credit Hours*

## Student Learning Outcomes

1. Students will demonstrate foundational knowledge of the basic sciences (anatomy, neurology, epidemiology, pathology, kinesiology) to assist them

in developing tailored interventions for a variety of populations and diagnoses consistent with entry-level practice.

2. Students will commit to life-long learning with the ability to critically appraise current and relevant literature to support evidence-based assessment and intervention for clients across the lifespan.
3. Students will utilize their therapeutic use of self to provide client-centered and collaborative care with persons, groups, and populations.
4. Students will effectively communicate within intraprofessional and interprofessional teams to facilitate the occupational therapy process.
5. Students will use clinical reasoning to provide quality care for clients across the lifespan.
6. Students will advocate for persons, groups, and populations and the profession of occupational therapy.
7. Students will promote diversity, equity, inclusion, justice, access, and belonging through engagement in the community.

## Combined Degree Pathways

This combined degree pathway is intended for individuals who are in the process of earning a Doctor of Occupational Therapy (OTD) degree at Lincoln Memorial University. The objective of the MBA portion of the pathway is to stress the student's role as manager and leader, while providing a foundational knowledge in business to complement the corresponding professional degree.

The MBA portion of the pathway begins during the fall term of OTD students' Year 1. OTD/MBA students will follow a cohort model, and will complete one or two prescribed online MBA courses in conjunction with their OTD coursework. OTD/MBA students will complete the General MBA curriculum. The OTD/MBA combined degree pathway does not allow for any double-counted credit hours. LMU limits eligibility for this pathway to exceptional students who meet the enrollment criteria. Students are still required to meet the student learning outcomes (SLOs) for each program, so the quality and integrity of both programs are not jeopardized.

For more information, please visit the MBA/Professional OTD Catalog page.

# Section V: Academic Information

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## Assessment of Student Performance

The program conducts frequent, objective, and documented assessments of student performance related to Student Learning Outcomes for the purpose of monitoring and documenting student progress in a manner that promptly identifies deficits in knowledge and/or skills and establishes means for remediation. All assessments are based on the instructional objectives, found in course syllabi and materials for other learning activities, which guide student achievement of Student Learning.

## Program Assessment

The program utilizes formative assessments to support student achievement of Student Learning Outcomes and accreditation standards to monitor student progress in meeting instructional objectives for each course. These assessments may be for the purpose of student self-assessment or may be recorded for a grade. Formative assessments may be administered in several forms, including but not limited to quiz questions, synchronous or asynchronous discussions, written, audio, or video assignments and participation in simulated patient encounters. Formative assessments allow faculty to support each student's academic success by providing ongoing feedback on areas related to course-specific instructional objectives.

The program utilizes summative assessments to assess student achievement of Student Learning Outcomes as appropriate for the course content and learning objectives. These graded assessments may be administered in several forms, including but not limited to exam questions, assignments, and lab practicals. Summative assessments allow faculty to provide students with periodic feedback related to course-specific learning outcomes.

The program utilizes cumulative assessments covering Didactic Phase Learning Outcomes related to occupational therapy knowledge in the form of the OTKE®. Students will receive results from the OTKE®, but performance on the OTKE® does not impact student progress through the program

All assessments are the property of the Program. Students may not duplicate assessment items in any form at any time. Faculty may review assessments for students who earned a grade of  $\leq 75\%$  to identify the student's knowledge/skill deficits. This information is shared with the student's faculty advisor to discuss during advising sessions.

## Grading System

Letter grades for each assessment/course correspond with the following numeric ranges:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60- 69%
- F = < 60%

Final course grades are rounded to the nearest whole number. Grades with a decimal value of .5 or greater are rounded up to the next whole number, and grades with a decimal value below .5 are rounded down. Example: A final course grade of 89.5 is recorded as 90, while a final course grade of 89.4 is recorded as 89. Some assessments may be computed and recorded as pass/fail. This is noted in the syllabus of each course. Extra credit opportunities are not allowed in the LMU OTD program.

OTD students are expected to demonstrate ethical, professional, and academically honest conduct in all academic and clinical components of the program.

## Good Academic Standing

Students are considered in Good Academic Standing when they meet all published academic progression requirements, including maintaining a minimum semester (term) GPA of 3.0 and a minimum cumulative GPA of 3.0, and complying with all program and university academic policies. Academic standing is evaluated at the end of each semester once final grades are posted. Students are required to progress through the curriculum in sequence and to demonstrate academic performance consistent with readiness for advanced coursework and clinical education.

## Course Registration

Matriculating students are registered by the Registrar. For the remaining semesters, both didactic and clinical phases, students are responsible for completing course registration.

## Remediation

Remediation opportunities for formative and summative assignments are provided at the discretion of the course instructor. The instructor will determine the need, scope, format, and deadline for any remediation based on individual student performance, course objectives, and academic standards. When remediation is offered, the instructor will communicate expectations and timelines in writing and apply the remediation process equitably (to all students) within the course. The course instructor will communicate this information and complete the remediation within a week of the original assignment and/or assessment. Students are permitted a maximum of two remediation attempts per assessment. Remediation is not required in every course or for every practical examination.

## At Risk

An “at-risk” student is a student whose academic performance indicates an increased likelihood of course failure or academic probation. A student may be identified as at risk at any point during a course when the overall course grade falls below 80% or when other documented academic concerns suggest the student may not successfully meet course requirements without additional support.

When a student is identified as at risk, the course director will notify the student via LMU email. The student’s faculty advisor may be copied on communication to promote awareness and support. The communication should outline the nature of the concern and provide guidance regarding strategies, supports, or course-specific recommendations to assist the student in improving academic performance.

## Graduation Requirements

All Level II Fieldwork and the Doctoral Experiential Component must be completed within 24 months of the conclusion of the didactic portion of the curriculum, and the entire curriculum must be completed within 72 months of beginning the OTD program. To be eligible for graduation, students must successfully complete the 110-credit hour fixed-sequence curriculum, attain a cumulative GPA of 3.0 or higher, earn a “Pass” for all courses that are graded on a “Pass/Fail” basis, not be on academic or professional probation, successfully complete a Doctoral Capstone Project, and be in good academic and financial standing.

## Attendance Policy

Attendance for in-person and synchronous classes is also evaluated as part of a student’s professionalism performance as it is essential for developing the cognitive, affective, and psychomotor skills required in the occupational therapy profession. Examples of potentially excused absences may include (but are not limited to):

- Participation in university-sponsored activities
- Hazardous weather conditions
- Personal hardship
- Extended illness or hospitalization
- Family emergencies
- Death of a loved one

The OTD Program reserves the right to request documentation to verify the reason for an excused absence. Excessive tardiness or absenteeism may result in a meeting with an OTD Policies and Procedures Committee representative. Based on the nature and frequency of the absences, disciplinary action may include professional probation.

## Section VI: Academic Conduct and Professional Behaviors

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### Academic Warning

Academic Warning is a structured support status. It is not Academic Probation and does not count as a probationary period.

#### *First Semester Provision*

Because the first semester establishes the initial program cumulative GPA, a first-semester GPA below 3.0 results in Academic Warning (First-Semester) and a required Academic Success Plan. A student will not be placed on Academic Probation based on the first semester alone.

#### Academic Warning Criteria (Beginning Semester 2)

Beginning in the second semester, an Academic Warning is issued when:

- Semester GPA is below 3.0, and cumulative GPA remains 3.0 or higher.

## Academic Warning Procedure and Documentation

When an Academic Warning is triggered, the Program Director and Advisor complete the steps below. *A student may receive no more than one Academic Warning for the duration of the program; if this happens, the student will be placed on Academic Probation.*

### 1. Written Notice Issued

The Program Director sends an Academic Warning Notice to the student that includes the GPA finding, the basis for the Academic Warning, and the required next steps.

### 2. Required Meeting

The student must meet with the Program Director and Advisor during the first week of the new semester. The student is responsible for completing an Academic Success Plan in conjunction with the Program Director and Advisor. The plan establishes clear expectations, specific action steps, and deadlines for demonstrating improved performance.

### 3. Advisor Check-In (minimum of 2)

The student completes no less than two (2) check-ins with the assigned faculty advisor during the semester. Check-In 1 occurs no later than the midpoint of the semester. Check-In 2 occurs no later than two (2) weeks before the end of the semester. The advisor documents completion of each check-in and provides the documentation to the Program Director for the student's program file.

### 4. End-of-Semester Review

At the end of the Academic Warning semester, the Program Director reviews whether the student met the Academic Success Plan expectations and determines whether the student returns to Good Academic Standing based on semester (term) and cumulative GPA calculations. Failure to complete required and documented components of the Academic Success Plan (including the initial required meeting) may result in disciplinary review.

## Academic Probation

Academic probation is assigned to students who do not meet the academic standards required for satisfactory progress in the program. Students are allowed to be on Academic Probation only once for the duration of the program.

A student may be placed on Academic Probation under any of the following conditions:

- the cumulative GPA falls below 3.0 at the end of any semester after the first semester,
- the student earns a GPA below 3.0 for a second semester (does not have to be consecutive semesters)
- failure to uphold the documented criteria in the Academic Success Plan

## Academic Probation Procedure and Documentation

When Academic Probation occurs, the Program Director and Advisor complete the steps below.

### 1. Notification of Academic Probation

The student will be notified via their LMU official email by the Program Director two days after the release of all final grades.

### 2. Required Meeting

The student must meet with the Program Director and Advisor during the first week of the new semester. During this meeting, the student will complete the Academic Probation Acknowledgment Form and the Academic Probation Advising Form in conjunction with the Program Director and Advisor. The plan establishes clear expectations, specific action steps, and deadlines for demonstrating improved performance.

### 3. Advisor Check-In (minimum of 2)

The student completes no less than two (2) check-ins with the assigned faculty advisor during the semester. Check-In 1 occurs no later than the midpoint of the semester. Check-In 2 occurs no later than two (2) weeks before the end of the semester. The advisor documents completion of each check-in and provides the documentation to the Program Director for the student's program file.

### 4. End-of-Semester Review

At the end of the Academic Probation semester, the Program Director reviews whether the student met the Academic Probation Advising Form expectations and determines whether the student returns to Good Academic Standing based on semester (term) and cumulative GPA calculations. Possible outcomes may include return to Good Academic Standing, continuation on Academic Probation, or further action in accordance with program progression and dismissal policies.

# Professional Behaviors

## Purpose

The Occupational Therapy Program is a professional program. Students are expected to demonstrate professional behaviors consistent with the responsibilities of health care providers in all settings (classroom, lab, fieldwork/clinical education, online learning, and program-related activities).

## Policy

Students must consistently demonstrate professional behaviors that support safe practice, effective learning, and a respectful learning environment. Professional behaviors are evaluated as part of program progression and readiness for clinical education. Failure to meet professional behavior expectations may result in remediation and/or disciplinary action.

## Professional behavior expectations include, but are not limited to:

- **Respect and civility:** professional communication; appropriate tone and language; respectful disagreement; no harassment, discrimination, intimidation, or retaliation.
- **Accountability and integrity:** honesty; responsibility for one's actions; compliance with program, course, and site policies; meeting deadlines; accepting and implementing feedback.
- **Preparedness and participation:** punctuality; preparation for class/lab/fieldwork; active engagement; attire and hygiene consistent with safety and site requirements.
- **Professional communication and boundaries:** timely, clear, respectful communication with faculty, staff, peers, clients, and clinical educators; appropriate boundaries; appropriate use of program communication systems.
- **Safety and judgment:** adherence to safety procedures; practicing within level of training and supervision; appropriate judgment in lab and clinical contexts.
- **Confidentiality and technology use:** protection of sensitive information; appropriate use of electronic communication and social media.
- **Collaboration:** reliability in teamwork; constructive conflict resolution; professional conduct in group work.

## Reporting and Review Process

Professional behavior concerns that are significant, repeated, or impact safety or learning may be documented by faculty, staff, or clinical educators and communicated to the student. Reported concerns will be forwarded to the

Policies and Procedures Committee (PPC) for review. The PPC may request additional information and/or meet with the student to ensure a fair and thorough evaluation of the concern(s).

## Committee Recommendations and Program Action

Following review, the Policies and Procedures Committee will make recommendations to the LMU OTD Program Director regarding appropriate next steps. The Program Director will determine and implement any further action in accordance with program and University policies.

## Possible Outcomes

Actions may include, but are not limited to:

- coaching and documented warning
- a Professional Behaviors Improvement Plan (expectations, measurable goals, supports, and timeline)
- required remediation activities
- limitations on participation in lab/clinical activities when safety is a concern
- referral through applicable academic/professional standing processes, including probation, suspension, or dismissal, depending on severity, frequency, and/or risk

# Section VII: Dismissal, Withdrawals, and Appeals Process

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The following conditions may be subject to dismissal:

- Violation of terms of academic or professional probation
- Failure to demonstrate competency through the achievement of a passing score on the two additional practical exam retake attempts, resulting in course failure (F)
- Failure to pass the skills check-out/checkoffs during the student's final opportunity, according to the written criteria designated by the faculty member, resulting in course failure (F)
- Failure to achieve a semester GPA of 3.0 in two consecutive semesters
- Two failures in a single course
- Failure to meet Minimum Technical Standards for Occupational Therapy Practice

Dismissal decisions are based on a comprehensive review of a student's academic and professional performance. The

OTD Program Director makes the decision on dismissal. Students will receive a formal notification of academic dismissal via their LMU email address.

## Appeals Process

Students have the right to appeal academic or programmatic decisions, including course grades, academic probation, progression decisions, or program dismissal. The purpose of the appeals process is to ensure that decisions are reviewed fairly and in accordance with program and university policies.

An appeal must be submitted in writing to the Program Director and Policies and Procedures Committee within five (5) business days of notification of the decision being appealed. The appeal should clearly describe the basis for the appeal and include any relevant supporting documentation. Grounds for appeal may include procedural error, new information not previously available, or evidence that the decision was made in an arbitrary or unfair manner.

Upon receipt of the appeal, the Policies and Procedures Committee will review the documentation. The student may be asked to provide additional information or clarification as part of the review process. The Policies and Procedures Committee will review the information and provide a recommendation to the Program Director. Appeals related to grades will be reviewed directly by the Program Director and will not be directed to the Policies and Procedures Committee.

The Program Director will then review the appeal information and recommendation from the Policies and Procedures Committee. After review, the student will receive written notification of the decision. If the student believes the matter has not been resolved at the program level, they may pursue additional appeals to the Executive Dean of the College. The decision made by the Executive Dean is considered final.

All decisions made through the appeals process will be communicated to the student via their official university email.

Retaliation of any kind is strictly prohibited against any individual who submits an appeal in good faith. This includes, but is not limited to, intimidation, adverse academic or professional consequences, or any form of discriminatory treatment. The OTD Program ensures that all complaints and appeals are addressed respectfully, consistently, and without fear of reprisal. All records of complaints, including the nature of the complaint and its

resolution, are maintained by the OTD Program in a secure location on a secure institutional shared drive for a period of seven (7) years.

If a student is dismissed from the program, the student may reapply to a new cohort of students for the following or applicable academic year. Students who are readmitted into the OTD Program agree to retake all courses and provide evidence of competency in both didactic and practical components. This will ensure that the student maintains continuity of information and is ready to proceed to clinical education experiences in a safe, efficient, and effective manner. Reapplication to the OTD Program does not automatically guarantee reacceptance. It will be the student's responsibility to contact the LMU Student Financial Services to determine eligibility for financial aid.

## Leave of Absence

The OTD Program Director or LMU-CMSHP Dean can grant a leave of absence (LOA). Only students in good academic standing in the current semester's coursework may be considered for a medical leave of absence. Exceptional circumstances may be considered at the discretion of the OTD Program Director or LMU-CMSHP Dean. Leave of absence is granted for medical and/or personal conditions that will impact the student's ability to complete coursework in the future. They cannot be used to justify poor grades prior to the request.

For a student to request a leave of absence, the student must submit a written request and meet with the OTD Program Director to discuss the reasons for the leave. Requests may be referred to the Dean of the LMU College of Mathematics, Sciences, and Health Professions at the discretion of the Program Director. The OTD Program will then notify the student in writing about the decision regarding the leave and any requirements about the student's return to campus. Leave of absence is granted for up to one year.

Before a student's leave of absence can begin, the student must go through LMU-CMSHP's prescribed check out procedure. The student must meet with the Office of Financial Aid to discuss how the leave will affect their financial aid eligibility. The official date of the leave of absence will be the date of receipt of the student's official request. Any tuition refunds or outstanding balances will be based on this date. Forms for this check out are available from the Office of Admissions and Student Services.

Students seeking to return from a leave of absence must demonstrate that all approved terms and conditions of the leave have been met and submit required documentation in writing before reinstatement will be considered.

Submission of all required materials is the responsibility of the student and must be received by the OTD Program Director no later than the end of the 4th week of the semester preceding the semester in which the student seeks readmission.

Students granted a medical leave of absence must provide written clearance from a licensed physician or licensed mental healthcare provider affirming that the student's physical and/or mental health is sufficient to continue in their professional education. This documentation must be submitted and approved by the OTD Program Director prior to the student's return to the OTD Program. Requests may be referred to the Dean of the LMU College of Mathematics, Sciences, and Health Professions at the discretion of the Program Director.

## Withdrawal

Due to the cohort-based structure and sequential design of the Occupational Therapy Doctorate (OTD) curriculum, students are expected to progress through required coursework with their assigned cohort. Many courses are offered only once per academic year and serve as prerequisites for subsequent coursework. As a result of this structure, students may not withdraw from individual required OTD courses while remaining enrolled in the program. If a student is unable to continue in a required course after the University's add/drop period, the student must formally resign from the program in accordance with university procedures.

Students who resign from the program and seek to return at a later time must apply for readmission and are subject to space availability and program policies in effect at the time of readmission. Resignation from the program does not waive the student's financial responsibility to LMU. [For more information, visit LMU's Financial Services page by following this link.](#)

Students who are granted a leave of absence or who elect to withdraw from the Program are required to complete an exit interview with the Financial Aid Officer and return their LMU-OTD student name badge and parking tag to the Campus Police and Security Team. Failure to do so will result in the Program withholding all records pertaining to the student's attendance.

\*\*All Level II Fieldwork and the Doctoral Experiential Component must be completed within 24 months of the conclusion of the didactic portion of the curriculum, and the entire curriculum must be completed within 72 months of beginning the OTD program.

# Section VI: Student Services and Information

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## Accessible Education Services

Students with disabilities are responsible for contacting the Office of Accessible Education Services. For contact information and to learn more about the Office of Accessible Education Services, visit [Accessible Education Services](#) online to request accommodation(s).

## Financial Services

The Director of Financial Services is responsible for providing qualified students with the appropriate documents and counseling to secure financial assistance in the form of loans, scholarships, and grants. It is very important to be aware of the completion dates for the Free Application for Federal Student Aid (FAFSA) requirements. Student applicants receive financial aid information during student applicant interviews. Accepted and enrolled students are supported by representatives from Student Financial Services.

For information regarding tuition, fees, and costs, please visit the following website: [2026-2027 Cost of Attendance Including Tuition & Fees](#)

## Cost of Attendance

The LMU Student Financial Services Office provides and communicates information on financial aid and student accounts. For the most recent cost of attendance, please visit <https://www.lmunet.edu/student-financial-services/tuition-and-fees/graduate-and-professional>.

## Refund Policies

Resignation is defined as a student-initiated discontinuation of the student's enrollment in the Program where the student is eligible to reapply to the Program. The Program uses the term "resign" or "resignation" as opposed to "withdraw" or "withdrawal." Students voluntarily resigning from the Program must submit a letter of resignation to the Program Director. Course grades for students who chose to resign may be designated by LMU's registrar as "WD" for "withdraw" on the student's transcript for that course/semester. Resignation from the Program

does not waive the student's financial responsibility to LMU. [For more information visit LMU's Financial Services page by following this link.](#)

## Veterans Benefits

In accordance with the Veterans Benefits and Transition Act of 2018, Section 367(e) of title 38 (Public Law 115-407), a student who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation & Employment, or Chapter 33, Post 9/11 GI Bill\*\* benefits shall be permitted to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a Certificate of Eligibility for entitlement to educational assistance under Chapter 31 or 33 (a Certificate of Eligibility can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs website – eBenefits, or a VAF 28-1905 form for Chapter 31) and ending on the earlier of the following dates:

1. The date on which payment from the VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following receipt of the Certificate of Eligibility

The university shall not impose any penalty, including the assessment of fees, the denial of access to classes, libraries, or other institutional facilities, or require the student to borrow additional funds, in order to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under Chapter 31 or 33.

Beginning with the terms starting after December 17, 2021, students using their Post 9/11 GI Bill will be required to verify their enrollment at the end of each month. Students receiving the Montgomery GI Bill will not be impacted by this change. They are already required to verify their enrollment. After December 17, 2021, all impacted students with a US mobile phone number on file with the VA will receive an opt-in text as their next enrollment period approaches. Students who do not have a mobile phone number on file will not be able to use text verify. They will be automatically enrolled into email verification

\*GI Bill is a registered trademark of the US Department of Veteran Affairs

The Office of the Registrar houses official academic records. The student's permanent academic record may contain the following:

- Name

- Social Security number (partial number since 1980) or numeric identifier
- Chronological summary of LMU coursework and grades
- Transfer credits, special credits (SC), and credits by examination (CE)
- Degree earned
- Date(s) degree requirements completed, and degree conferred

Instructors report final grades to the Registrar at the end of the course. Students receive their grades electronically through WebAdvisor. Any student wishing to receive a printed copy of his/her grades must submit a written request to the Office of the Registrar before the week of final exams.

Electronic transcripts (including course grades) are retained permanently.

To receive due consideration, any challenge regarding the accuracy of a student's academic record must be submitted in writing by that student to the Registrar within one year of the term in question.

The student may obtain or have forwarded to designated parties' copies of his/her academic transcript by submitting a written request to the Office of the Registrar. The cost of each physical transcript is \$10.00. The fee for electronic transcripts is \$6.75. The student's account with the Finance Office must be paid in full and Perkins student loans must be in a current non-defaulted status prior to the release of any official grades, academic transcripts, or access to WebAdvisor.

## Change of Personal Information

Students must notify the OTD Department, Office of the Registrar and Director of Financial Services, as soon as possible with any change in name, contact information, or emergency contact(s) information in person or via email communication. Students must provide the Registrar, LMU Alumni Services, and Director of Financial Services with their current name and physical address at graduation.

## Credential Awarded

Upon graduation from the LMU-Knoxville OTD Program, students are awarded the degree of Doctor of Occupational Therapy (OTD) from Lincoln Memorial University. Graduates are eligible to take the National Board Certification Examination (NBCOT®) \*\*

A felony conviction may affect a graduate's ability to sit for the NBCOT® Certification Examination or attain state

licensure. Lincoln Memorial University Department of Occupational Therapy assumes no responsibility for ineligibility to sit for the NBCOT® Certification Examination or the denial of state licensure.

**\*\*Please review the requirements for NBCOT® exam eligibility at [nbcot.org](http://nbcot.org)**

## Verification of Program Completion/Degree Awarded

Many state licensing boards, and some hospital credentialing boards require verification of Program Completion/Degree Awarded. FERPA guidelines are followed by the department when completing these forms.

## Official Transcript Request

Many state licensing boards and some hospital credentialing boards require official transcripts. Lincoln Memorial University follows FERPA guidelines in fulfilling requests for official transcripts. Students must submit all requests for official transcripts to the Registrar.

## Appendix A

### Receipt of the LMU OTD Program Student Catalog

I \_\_\_\_\_, have been provided a copy of the Student Catalog for my review and agree to abide by all policies. Furthermore, I attended orientation for the LMU-Knoxville Doctor of Occupational Therapy (OTD) Program on \_\_\_\_\_ and was provided opportunities to ask questions regarding LMU and OTD Program academic policies, procedures, and regulations. I understand that it is my responsibility to ask program faculty and/or leadership any future questions that I have regarding these policies.

\_\_\_\_\_  
Student Name (print legibly)

\_\_\_\_\_  
Student Signature

Date

## Appendix B

### Academic Calendar Class of 2027

OTD Class of 2027	
<b>Summer Semester 2024</b>	
Classes Begin	May 20, 2024
Memorial Day - no classes	May 27, 2024
Independence Day - no classes	July 4, 2024
Classes End	August 2, 2024
Final Exams	August 5-9, 2024
<b>Fall Semester 2024</b>	
Labor Day - no classes	September 2, 2024
Classes Begin	September 3, 2024
Fall Break- no classes	October 10-11, 2024
Thanksgiving Break- no classes	November 27-29, 2024
Classes End	December 6, 2024
Final Exams	December 9-13, 2024
<b>Spring Semester 2025</b>	
Class Begin	January 6, 2025
MLK Day – no classes	January 20, 2025
Spring Break – no classes	March 17-21, 2025
Classes End	April 17, 2025
Good Friday – no classes	April 18, 2025
Final Exams/Capstone Dissemination	April 21-25, 2025
Graduation	TBD
<b>Summer Semester 2025</b>	
Classes Begin	May 19, 2025
Memorial Day – no classes	May 26, 2025
Independence Day – no classes	July 4, 2025
Classes End	August 1, 2025
Final Exams	August 4-8, 2025
<b>Fall Semester 2025</b>	
Classes Begin	August 25, 2025
Labor Day – no classes	September 1, 2025
Fall Break – no classes	October 9-10, 2025
Thanksgiving Break- no classes	November 26-28, 2025
Classes End	December 5, 2025
Final Exams	December 8-12, 2025
<b>Spring Semester 2026</b>	
Classes Begin	January 12, 2026
MLK Day – no classes	January 19, 2026
Spring Break – no classes	March 9-13, 2026*

Good Friday – no classes	April 3, 2026
Classes End	May 1, 2026
Final Exams/Capstone Dissemination	May 4-8, 2026
Graduation	May 8, 2026
<b>Summer Semester 2026</b>	
Classes Begin	May 26, 2026
Memorial Day – no classes	May 25, 2026
Independence Day – no classes	July 3, 2026
Classes End	August 7, 2026
Final Exams	August 10-14, 2026
<b>Fall Semester 2026</b>	
Classes Begin	August 24, 2026
Labor Day – no classes	September 7, 2026
Fall Break – no classes	TBD
Thanksgiving Break- no classes	November 25-27, 2026
Classes End	December 4, 2026
Final Exams	December 7-11, 2026
<b>Spring Semester 2027</b>	
Classes Begin	January 11, 2027
MLK Day – no classes	January 18, 2027
Spring Break – no classes	March 8-12, 2027*
Good Friday – no classes	March 26, 2027
Classes End	April 30, 2027
Final Exams/Capstone Dissemination	May 3-7, 2027
Graduation	TBD

During the Clinical Phase, timelines apply only to coursework. The actual dates for the 12-week Fieldwork or 14-week Capstone Experience will be provided to the student by the Clinical Education Department. ***\*This Academic Calendar is tentative and subject to change.***

## Academic Calendar Class of 2028

<b>OTD Class of 2028</b>	
<b>Summer Semester 2025</b>	
Classes Begin	May 19, 2025
Memorial Day – no classes	May 26, 2025
Independence Day – no classes	July 4, 2025
Classes End	August 1, 2025
Final Exams	August 4-8, 2025
<b>Fall Semester 2025</b>	
Classes Begin	August 25, 2025
Labor Day – no classes	September 1, 2025
Fall Break – no classes	October 9-10, 2025
Thanksgiving Break- no classes	November 26-28, 2025
Class Ends	December 5, 2025
Final Exams	December 8-12, 2025

<b>Spring Semester 2026</b>	
Classes Begin	January 12, 2026
MLK Day – no classes	January 19, 2026
Spring Break – no classes	March 9-13, 2026*
Good Friday – no classes	April 3, 2026
Classes End	May 8, 2026
Final Exams/Capstone Dissemination	May 4-8, 2026
Graduation	May 8, 2026
<b>Summer Semester 2026</b>	
Classes Begin	May 26, 2026
Memorial Day – no classes	May 25, 2026
Independence Day – no classes	July 3, 2026
Classes End	August 7, 2026
Final Exams	August 10-14, 2026
<b>Fall Semester 2026</b>	
Classes Begin	August 24, 2026
Labor Day – no classes	September 7, 2026
Fall Break – no classes	October 8-9, 2026
Thanksgiving Break- no classes	November 25-27, 2026
Classes End	December 4, 2026
Final Exams	December 7-11, 2026
<b>Spring Semester 2027</b>	
Classes Begin	January 11, 2027
MLK Day – no classes	January 18, 2027
Spring Break – no classes	March 8-12, 2027*
Good Friday – no classes	March 26, 2027
Classes End	April 30, 2027
Final Exams/Capstone Dissemination	May 3-7, 2027
Graduation	TBD
<b>Summer Semester 2027</b>	
Classes Begin	May 24, 2027
Memorial Day – no classes	May 24, 2027
Independence Day – no classes	July 5, 2027
Classes End	August 6, 2027
Final Exams	August 9-13, 2027
<b>Fall Semester 2027</b>	
Classes Begin	August 23, 2027
Labor Day – no classes	September 6, 2027
Fall Break – no classes	TBD
Thanksgiving Break - no classes	November 24-26, 2027
Classes End	December 3, 2027
Final Exams	December 6-10, 2027
<b>Spring Semester 2028</b>	
Classes Begin	January 10, 2028
MLK Day – no classes	January 17, 2028
Spring Break	March 13-17, 2028*

Good Friday	April 14, 2028
Classes End	April 28, 2028
Final Exams/Capstone Dissemination	May 1-5, 2028
Graduation	TBD

During the Clinical Phase, timelines apply only to coursework. The actual dates for the 12-week Fieldwork or 14-week Capstone Experience will be provided to the student by the Clinical Education Department. ***\*This Academic Calendar is tentative and subject to change.***

## Academic Calendar Class of 2029

OTD Class of 2029	
<b>Summer Semester 2026</b>	
Classes Begin	May 26, 2026
Memorial Day – no classes	May 25, 2026
Independence Day – no classes	July 3, 2026
Classes End	August 7, 2026
Final Exams	August 10-14, 2026
<b>Fall Semester 2026</b>	
Classes Begin	August 24, 2026
Labor Day – no classes	September 7, 2026
Fall Break – no classes	October 8-9, 2026
Thanksgiving Break- no classes	November 25-27, 2026
Class Ends	December 4, 2026
Final Exams	December 7-11, 2026
<b>Spring Semester 2027</b>	
Classes Begin	January 11, 2027
MLK Day – no classes	January 18, 2027
Spring Break – no classes	March 8-12, 2027*
Good Friday – no classes	March 26, 2027
Classes End	April 30, 2027
Final Exams/Capstone Dissemination	May 3-7, 2027
Graduation	TBD
<b>Summer Semester 2027</b>	
Classes Begin	May 24, 2027
Memorial Day – no classes	May 24, 2027
Independence Day – no classes	July 5, 2027
Classes End	August 6, 2027
Final Exams	August 9-13, 2027
<b>Fall Semester 2027</b>	
Classes Begin	August 23, 2027
Labor Day – no classes	September 6, 2027
Fall Break – no classes	TBD
Thanksgiving Break- no classes	November 24-26, 2027

Classes End	December 3, 2027
Final Exams	December 6-10, 2027
<b>Spring Semester 2028</b>	
Classes Begin	January 10, 2028
MLK Day – no classes	January 17, 2028
Spring Break – no classes	March 13-17, 2028*
Good Friday – no classes	April 14, 2028
Classes End	May 7, 2028
Final Exams/Capstone Dissemination	May 1-5, 2028
Graduation	TBD
<b>Summer Semester 2028</b>	
Classes Begin	May 22, 2028
Memorial Day – no classes	May 29, 2028
Independence Day – no classes	July 4, 2028
Classes End	August 4, 2028
Final Exams	August 7-11, 2028
<b>Fall Semester 2028</b>	
Classes Begin	August 21, 2028
Labor Day – no classes	September 4, 2028
Fall Break – no classes	TBD
Thanksgiving Break- no classes	November 22-24, 2028
Classes End	December 1, 2028
Final Exams	December 4-8, 2028
<b>Spring Semester 2029</b>	
Classes Begin	January 8, 2029
MLK Day – no classes	January 15, 2029
Spring Break – no classes	TBD
Good Friday – no classes	March 30, 2029
Classes End	April 27, 2029
Final Exams/Capstone Dissemination	April 30-May 4, 2029
Graduation	TBD

During the Clinical Phase, timelines apply only to coursework. The actual dates for the 12-week Fieldwork or 14-week Capstone Experience will be provided to the student by the Clinical Education Department. ***\*This Academic Calendar is tentative and subject to change.***

END OF STUDENT CATALOG

# Course Descriptions

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## Occupational Therapy

### OTD-710 : Foundations of Occupational Therapy

This course is designed to introduce students to the history and philosophy of the occupational therapy profession, the evolution of occupation, and contemporary OT practice. This course provides an overview of the Occupational Therapy Practice Framework, the function of professional organizations, the continuum of care, and the use of theory in OT practice. Students will also explore legal and regulatory considerations regarding supervision, reimbursement, and HIPAA. (Prerequisites - Admission into the LMU OTD Program)

**Credits 4**

### OTD-719 : Functional Gross Anatomy

This course is focused on gross human anatomy and is presented in a regional approach. Students learn anatomical terminology and correlate structure with function through lectures, laboratory dissection, and demonstrations. (Prerequisites - Admission into the LMU OTD Program)

**Credits 6**

### OTD-722 : Research I

This course introduces students to foundational concepts in research methodology and analysis, with a focus on understanding, critiquing, and applying evidence to occupational therapy practice. Key topics include research terminology, study designs, ethical considerations in research, and analysis. Students will develop skills to appraise the quality and relevance of research studies, evaluate levels of evidence, and interpret data to inform evidence-based clinical decision-making. Emphasis is placed on integrating research findings to enhance occupational therapy interventions across diverse populations. (Prerequisites - None)

**Credits 3**

### OTD-723 : Health Conditions: Epidemiology & Pathophysiology I

This course introduces common conditions seen in occupational therapy practice with an approach of understanding normal body function and impacts of health and disease. The first of a two-course sequence, students will learn terminology related to health, disease and epidemiology; essential physiologic concepts that contribute to the maintenance of homeostasis; and the impact of pathophysiology on the body systems including integumentary, cardiopulmonary, gastrointestinal, urinary, and endocrine systems. The role of the occupational therapist in considering the functional deficits that result from specific conditions in the body systems will be explored. (Prerequisites - OTD 719)

**Credits 2**

### OTD-725 : Introduction to Documentation

This course will introduce students to the purpose and mechanics of documentation. Emphasis is placed on the structure of SOAP notes, the development of occupation-based goals, and justification for occupational therapy services across the continuum of care. Students will additionally be introduced to various reimbursement systems, funding mechanisms, and treatment/diagnosis codes. (Prerequisites - None)

**Credits 2**

### OTD-727 : Foundations of Teaching & Learning

This course will introduce the learner to basic theories of adult teaching and learning. A focus on teaching and learning in a higher education setting, as well as client settings, will be explored. Multiple learning theories will be studied with an emphasis on how these affect one's decisions in selecting teaching strategies. Students will analyze selected theories and their use in a variety of educational settings. (Prerequisites - None)

**Credits 2**

### **OTD-728 : Client Care Management**

In this course, students will be introduced to interprofessional collaboration as they learn and practice skills for safe client care. This course will emphasize the assessment of vital signs, appraisal of lab values, standard precautions and infection control, client positioning and draping, bed mobility, transfers, and body mechanics. Students will begin to develop problem solving and clinical reasoning skills applied primarily in the acute care and inpatient rehabilitation settings to facilitate effective interprofessional dynamics. This course contains a laboratory component. (Prerequisites - OTD 710)

**Credits 2**

### **OTD-729 : Neuroscience**

This course allows students to study the structure and function of the human nervous system in greater detail, emphasizing the connections and communication between the central and peripheral systems in order to apply neuroscience principles in the promotion of health and wellness and the recovery from illness and/or injury. Neuroanatomy components of the CNS and PNS; neurophysiology, including electrical and chemical transmission; functional cognitive, motor, and sensory systems; and concepts related to neuroplasticity, neurodegenerative disease, and functional impairments will be explored.

(Prerequisites - OTD 719)

**Credits 3**

### **OTD-731 : Clinical Reasoning**

This course will introduce students to therapeutic reasoning and its application through the occupational therapy process. Students will engage in individual and group-based activities to deepen their understanding of therapeutic use of self, apply different types of clinical reasoning, select assessments and interventions that are client-centered, and incorporate evidence-based practice. Emphasis will be placed on reflection as a means of monitoring learning and gauging readiness to apply therapeutic reasoning within clinical practice. (Prerequisites – OTD 710, OTD 725)

**Credits 2**

### **OTD-732 : Research II**

This course builds upon foundational research concepts introduced in Research I, advancing students' skills in methodology, data analysis, and evidence integration for occupational therapy practice. Emphasis is placed on conducting literature reviews, applying advanced critical appraisal techniques, and synthesizing research findings to address complex clinical questions and inform clinical practice. This course emphasizes ethical considerations in research to deepen their understanding of research ethics, including considerations for vulnerable populations, conflicts of interest, and oversight in study design and implementation. (Prerequisites - OTD 722)

**Credits 3**

### **OTD-733 : Health Conditions: Epidemiology & Pathophysiology II**

The second of a two-course sequence, this course explores common conditions in occupational therapy practice with an approach of understanding normal body function and impacts of health and disease. Course content focuses on the neurovascular and musculoskeletal systems and health conditions that impact specific or broad populations. The role of the occupational therapist in considering the functional deficits that result from specific conditions in the body systems will be explored. (Prerequisites - OTD 723)

**Credits 2**

### **OTD-734 : FW Level I Mental Health**

Level I fieldwork courses run concurrently with a specific evaluation and intervention course. Students will be afforded the opportunity to apply knowledge and skills obtained in the didactic course through virtual environments, simulated environments, standardized patients, faculty practice, faculty-led site visits, and/or supervision by a fieldwork educator in a practice environment. Professional development and appropriate behaviors are a key focus during Level I fieldwork.

(Corequisite - OTD 736)

**Credits 1**

#### **OTD-736 : Mental Health**

This course will introduce occupational therapy practice for mental health populations. Theoretical foundations of mental health rehabilitation including assessment and evidenced-based treatment in various rehabilitation settings will be taught. Utilizing clinical reasoning, students will apply various theories and frames of reference associated with mental health practice. Family and client centered care and collaborative consultation across a range of settings will be emphasized. This course contains a laboratory component. (Prerequisites - OTD 710)

**Credits 4**

#### **OTD-739 : Applied Kinesiology**

This course will teach students the study of movement. Students will use clinical reasoning to determine appropriate evidenced-based biomechanical evaluation and assessment of musculoskeletal structures to identify normal and abnormal movement patterns. Students will learn to evaluate joint range of motion and strength to better allow client-centered care, thus improving client outcomes. This course contains a laboratory component. (Prerequisites - OTD 719)

**Credits 3**

#### **OTD-815 : Assistive Technology**

This course introduces a variety of assistive technology devices with application throughout the lifespan. Universal design and environmental modifications are explored in depth. Considering a client's occupational profile, students use technology to assist and prepare the client for independence in occupational engagement and purposeful, meaningful activity. This course contains a laboratory component. (Prerequisites - OTD 729, OTD 733, OTD 739)

**Credits 3**

#### **OTD-816 : Physical Rehabilitation I**

This course introduces the practice area of physical rehabilitation where students will develop comprehensive skills in the occupational therapy process, specifically for the adult population. Students will expand on previous foundational knowledge and clinical reasoning to aid in assessment and treatment planning for adults with various physical impairments and diagnoses. Grounded in theory and occupational therapy frameworks and models, students will develop their individualized approach to client-centered, occupation-based care. Through lecture and laboratory experiences, students will advance their skills in assessment and evidence-based intervention development and implementation, while considering relevant contexts, performance skills, and client factors. (Prerequisites - OTD 710, OTD 723, OTD 729, OTD 731, OTD 733, OTD 734, OTD 736, OTD 739)

**Credits 4**

#### **OTD-817 : Social Determinants of Health and Belonging**

Health disparities, such as access to care and disability status, and their relevance to occupational therapy will be discussed. Health disparities prevalent in rural Appalachia will be a focus during the class. The overall intention of this course is to provide students an introduction to social factors that may impact individual, population, and community health, including how experiences of inclusion, exclusion, and belonging shape well-being and participation. Attention will be given to how systems, environments, and social structures can either support or hinder a sense of belonging within communities and health-related occupations. This course will use evidence-based approaches to examine intervention strategies aimed at improving population health outcomes. (Prerequisites - None)

**Credits 2**

#### **OTD-820 : Community Health and Wellness**

This course provides students with the opportunity to recognize and analyze a prevalent problem affecting individuals or populations within local communities, develop potential solutions, and assess the effectiveness of these solutions in community-based settings. Students will conduct a needs assessment, design and implement an evidence-based program, and then evaluate and report on the program's outcomes. (Prerequisites - OTD 817)

**Credits 2**

### **OTD-821 : Interprofessional Collaboration**

This course focuses on experiential learning of the core competency domain of interprofessional communication. This course immerses students in opportunities to develop the skills and behaviors necessary to effectively communicate with patients, families, and other professional members of the interprofessional collaborative healthcare team. This course will consider student exposure to patients with musculoskeletal and neurological disorders from previous and concurrent coursework using case-based problem-solving and high-fidelity simulation experiences. Each session will utilize elements of planning, preparation, debriefing, and evaluation consistent with the requirements of an IPE experience and will focus on a specific behavior or skill necessary to the enhancement of trust, respect, and collaboration in interprofessional practice.

(Prerequisites - OTD 731)

**Credits 1**

### **OTD-822 : Research Seminar I**

This course is the first of a two-part series designed to guide students through the research process under faculty mentorship. Working in collaborative groups, students will design or refine research protocols to address questions related to scholarship of discovery, integration, application, or teaching and learning. Students will have the opportunity to utilize diverse methods—such as systematic reviews, secondary data analysis, observational studies, case studies, or qualitative research—and initiate data collection and analysis as appropriate, ensuring adherence to ethical guidelines and regulatory standards. (Prerequisites - OTD 722, OTD 732)

**Credits 2**

### **OTD-823 : PAMs, Orthotics, and Prosthetics**

This course provides an evidence-based, systematic approach to selecting, designing, applying, and fabricating splints and orthotic/prosthetic devices. While emphasizing the upper extremity, the course also introduces select lower extremity devices. Students will explore physical agent modalities, including electrical and thermal applications, and their practical use. Through a combination of lectures and hands-on laboratory activities, students will develop the knowledge and clinical reasoning skills needed for the fabrication, modification, and application of devices essential to clinical practice.

(Prerequisites - OTD 729, OTD 733, OTD 739, OTD 816)

**Credits 3**

### **OTD-824 : FW Level I Pediatrics**

Level I fieldwork courses run concurrently with a specific evaluation and intervention course. Students will be afforded the opportunity to apply knowledge and skills obtained in the didactic course through virtual environments, simulated environments, standardized patients, faculty practice, faculty-led site visits, and/or supervision by a fieldwork educator in a practice environment. Professional development and appropriate behaviors are a key focus during Level I fieldwork.

(Corequisite - OTD 826)

**Credits 1**

### **OTD-825 : Doctoral Capstone I**

This is the first course in a three-part doctoral capstone series. It serves as an introduction to the capstone process, where students will learn about the project progression throughout the curriculum and the timeline for completing its components. Students will explore potential capstone project topics and be introduced to the ACOTE focus areas. As students identify an area of focus for their capstone project, they will be paired with a faculty mentor. Under the mentor's guidance, students will begin conducting a literature review and initiate communication with potential community partners.

(Prerequisites - OTD 722, OTD 732)

**Credits 2**

### **OTD-826 : Pediatrics**

This course will introduce the occupational therapy practice for pediatric populations. The activities of infants, children and youth will be studied along with developmental milestones and how they relate to ADL, play, school, leisure, and social and family interactions. Using clinical reasoning, students will apply various evidence-based theories and frames of reference associated with pediatric practice. Family centered care and collaborative consultation across a range of settings will be emphasized. This course contains a laboratory component. (Prerequisites - OTD 710, OTD 728, OTD 729, OTD 733, OTD 739)

**Credits 4**

### OTD-830 : Specialty Topics in Pediatrics

This course will provide advanced exploration of occupational therapy within pediatric settings. Activities throughout the course will ask students to further develop clinical reasoning skills across current and emerging pediatric service settings. Topics such as school system practice, collaborative consultation, as well as other pediatrics topics will be covered.

(Prerequisites - OTD 824, OTD 826)

**Credits 2**

### OTD-832 : Research Seminar II

This course is the second of a two-part series designed to guide students through the research process under faculty mentorship. Students will demonstrate competency in data collection, analysis, and interpretation related to their specific study design, synthesizing their findings to draw meaningful conclusions. This course culminates with students disseminating their findings with peers, faculty, and external stakeholders, highlighting the implications of their work.

(Prerequisites - OTD 722, 732, 822)

**Credits 2**

### OTD-833 : Advocacy & Leadership

This course prepares students for leadership and management roles across micro- and macro-level contexts within various health systems. Students examine how organizational structures, healthcare delivery models, and social, economic, political, and ethical forces influence professional practice and service access. Emphasis is placed on developing leadership capacities in decision-making, collaboration, systems thinking, and professional responsibility. Students explore strategies to lead effectively within teams and organizations, influence policy, and advocate for individuals, groups, and populations across diverse practice settings. (Prerequisites - OTD 710, OTD 731)

**Credits 3**

### OTD-834 : FW Level I Physical Rehabilitation

Level I fieldwork courses run concurrently with a specific evaluation and intervention course. Students will be afforded the opportunity to apply knowledge and skills obtained during the didactic course to simulated scenarios and experiences led and facilitated by course faculty and the clinical education department. Professional development and appropriate behaviors are a key focus during Level I fieldwork. (Prerequisites - OTD 816; corequisite - OTD 836)

**Credits 1**

### OTD-835 : Doctoral Capstone II

This is the second course in the doctoral capstone series. In this course, students will finalize their capstone project idea, select a site, and identify an expert mentor for their capstone experience and project. Students will collaborate with both their faculty mentor and expert mentor to develop individualized learning objectives and create a project proposal for committee approval. (Prerequisites - OTD 825)

**Credits 2**

### OTD-836 : Physical Rehabilitation II

This course expands on the evaluation and intervention planning foundations introduced in OTD 816, emphasizing advanced application of the occupational therapy process for adults in physical rehabilitation settings. Students integrate assessment data, client priorities, contextual factors, and evidence to address occupational performance needs of individuals with complex conditions and multiple comorbidities. Emphasis is placed on clinical reasoning, intervention selection, grading and progression, discharge planning, care transitions, and interprofessional collaboration. Through lecture and immersive laboratory experiences, students apply evaluations and interventions within realistic clinical scenarios to strengthen technical skills, professional behaviors, and higher-level clinical reasoning in preparation for fieldwork and advanced practice. (Prerequisites - OTD 816)

**Credits 4**

### OTD-837 : Advanced and Emerging Practice Areas in Occupational Therapy

This course expands on OTD 816, emphasizing the advanced application of physical rehabilitation processes across diverse clinical contexts and real-world environments. Students will integrate and apply their knowledge and skills to address the unique client factors, performance challenges, and occupational needs of individuals with complex conditions or multiple comorbidities. The laboratory component offers immersive, hands-on experiences designed to reinforce clinical reasoning, technical proficiency, and professional competency. (Prerequisites - OTD 816)

**Credits 2**

### **OTD-921 : Professional Competencies**

This course explores skills, knowledge, and attributes that are specifically valued by AOTA and other professional associations, organizations, and bodies connected to the profession of occupational therapy, both current and future. Student will research criteria required to be an entry level occupational therapy practitioner, including national certification, state licensure, and professional duties. (Prerequisites - Successful completion of all previous coursework)

**Credits 1**

### **OTD-991 : FW Level II A**

This is the first of two 12-week fieldwork experiences designed to continue the development of the student to become a competent, entry-level, generalist occupational therapist. Students will be assigned to a fieldwork experience based on the program's curricular design. The Level II fieldwork experience provides the student the opportunity to apply the occupational therapy skills and theory they learned during the didactic phase of the curriculum in a clinical or community setting where, by the conclusion of the experiences, they will demonstrate entry-level competency in occupational therapy standards of practice. In support of the University mission, one of the two fieldwork experiences, Fieldwork Level IIA or IIB, will take place in a setting located in the Appalachian region. (Prerequisites - Successful completion of all previous coursework)

**Credits 9**

### **OTD-992 : FW Level II B**

This is the second of two 12-week fieldwork experiences designed to continue the development of the student to become a competent, entry-level, generalist occupational therapist. Students will be assigned to a fieldwork experience based on the program's curricular design. The Level II fieldwork experience provides the student the opportunity to apply the occupational therapy skills and theory they learned during the didactic phase of the curriculum in a clinical or community setting where, by the conclusion of the experiences, they will demonstrate entry-level competency in occupational therapy standards of practice. In support of the University mission, one of the two fieldwork experiences, Fieldwork Level IIA or IIB, will take place in a setting located in the Appalachian region. (Prerequisites - Successful completion of all previous coursework)

**Credits 9**

### **OTD-993 : Capstone Experience**

This 14-week experience promotes student growth and enhances professional skills, providing students with an opportunity to gain an innovative perspective within the occupational therapy profession. As a critical component of the capstone process, the primary goal of this experience is to implement the student's capstone project. (Prerequisites - Successful completion of all previous coursework)

**Credits 10**

### **OTD-994 : Doctoral Capstone III**

This is the final course in the doctoral capstone series, where students will complete their individualized doctoral capstone projects. In this course, students will summarize their procedures, analyze and interpret their findings, and discuss their sustainability plan. Students will also disseminate their doctoral capstone projects to faculty and community members at a Scholarship Symposium. (Prerequisite - Successful completion of all previous coursework)

**Credits 2**