DOCTOR OF OCCUPATIONAL THERAPY PROGRAM
Mission
The Mission of the Methodist University Program in Occupational Therapy is to cultivate exceptional clinicians who become professional leaders committed to advancing human health and wellness through participation in everyday life activities. Our graduates think critically through the use of contemporary evidence-based practice and demonstrate the distinct value of authentic occupational therapy practices through their body of knowledge, specialized skills, and client-centered care.

Vision
The Methodist University Program in Occupational Therapy will be a leader in occupational therapy education for the development of diverse and critically thinking practitioners. The program will generate compassionate and ethical leaders who will serve their communities and the profession as a bridge between biomedical and sociocultural health through the delivery of authentic, evidence-based use of daily life activities to improve health. Through their practice, our graduates will engage, enrich, and empower the lives and communities they serve.

Accreditation

Regional
Methodist University is fully accredited by the Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC). Effective August 2015, Methodist University is accredited as a Level V Doctoral degree granting institution. The Doctor of Occupational Therapy degree is pending approval by SACSCOC.

ACOTE
Methodist University is considered to be a Developing Program by the Accreditation Council of Occupational Therapy Education (ACOTE). There are several phases that are involved in the pre-accreditation process. As the program completes the various phases of the pre-accreditation process leading to full accreditation the updated status will appear below.

Current Accreditation Status
As of February 2017, Methodist University is considered to be a Developing Program by the Accreditation Council of Occupational Therapy Education (ACOTE).

Accreditation Timeline
- Candidacy Application Due: December 15, 2017
- Candidacy Decision: April 2018
- Students Accepted into Program: May 2018
- Initial Study Report Due: March 2, 2020
- Initial Review Decision: June 2020
- On Site Evaluation: Fall 2020
- Final Accreditation Decision: December 2020
The new Thomas R. McLean Health Sciences Building
Dedicated on Oct. 20, 2016
What is Occupational Therapy?
Occupational Therapy is an exciting profession that serves individuals and communities as a bridge between medical science and the social-cultural human arts. Historically, OT began in mental health by utilizing meaningful activity to improve the lives of those with mental illness. OT was inherently rooted in psychology, cognition and sociology even before OT immersed itself in the health and medical models of care. Occupational therapists are leaders in the field in addressing chronic disease, disability, and mental health conditions in a variety of health care settings, schools, home-based care, and communities. OT is not just about recovery from an illness or disability, but it is authentically focused on the capacity for participation in meaningful daily activities to improve health and well-being in anyone, regardless of age or health status.

Why the OTD Degree?
According to the American Occupational Therapy Association, “In response to the changing demands of higher education, the health care environment, and within occupational therapy, it is the position of the American Occupational Therapy Association (AOTA) Board of Directors that the profession should take action to transition toward a doctoral-level single point of entry for occupational therapists, with a target date of 2025. Support of high quality entry-level doctoral education for occupational therapists will benefit the profession, consumers, and society.”

Program Overview
The program was started in August 2015 and formally approved by the University in February 2016. The Program is not yet accredited by the Accreditation Council of Occupational Therapy Education (ACOTE), which is required for licensure (for more information, See Accreditation). However, the Program will submit an application for candidacy with an anticipated start date of August 2018.

- Program length: 3 years (36 months)
- Semesters: 9
- Total credit hours: 112
  - Didactic credits: 92
  - Clinical credits: 20
Admissions Pathways
The Department of Occupational Therapy offers two avenues for admission into the entry-level Doctor of Occupational Therapy Degree (OTD) Program.
- Traditional Pathway
- Health Sciences Pathway

The Traditional Pathway
- This pathway will require candidates to possess a baccalaureate degree from an accredited college or university (degree in any field) or be in the senior year of undergraduate study. A completed bachelor’s degree will be required prior to enrollment in the OTD program, as evidenced by a final official college/university transcript. A minimum overall grade point average (for both undergraduate and, if applicable, graduate study) of 3.0 on a 4.0 scale will be required.

The Health Sciences Pathway
- Preferential consideration for admission into the OTD Program upon successful completion of a Methodist University bachelor's degree.
- This pathway is open to all traditional freshman students admitted to Methodist University who desire to pursue a bachelor degree in the following majors:
  - Psychology
  - Biology
  - Kinesiology

Admissions Procedures
In addition to the degree requirements, candidates for admission will also have to achieve the following:
1. A minimum prerequisite grade point average of 3.0 on a 4.0 scale, and have no prerequisite courses with a grade less than a “B-”. Additionally, successful applicants must have earned at least a B+ in all prerequisite Anatomy and Physiology coursework.

2. Candidates are expected to have no more than two prerequisite courses remaining to be taken in the spring semester after they apply.
- Upper Level Science, 8 credits: Must be 200 level or above; no lab is required. Suggested courses include but are not limited to human anatomy, neuroanatomy, pathophysiology, cellular physiology, zoology, genetics, kinesiology or exercise physiology, and cognitive neuroscience. Botany, ecology, and geology are not accepted.
- Abnormal Psychology, 3 credits: An abnormal psychology or a psychopathology course fulfills this requirement.
- Developmental Psychology, 3 credits: Any child development or a lifespan course that includes learning principles and motor, language, cognitive, emotional and social development fulfills this requirement.
- Human Anatomy and Physiology, 8 credits: Human Anatomy and Physiology I and II or individual courses of Human Anatomy and Human Physiology with a lab in each.
- Social Science, 3 credits: Suggested courses include, but are not limited to other psychology courses, sociology, anthropology, economics, political science, public health, epidemiology, gerontology and urban studies.
- Statistics, 3 credits: You may choose behavioral, educational, psychological or mathematical statistics. Business statistics does not fulfill this requirement.

3. All prerequisite courses must have been completed within ten years prior to application.
GRE and Other Testing
In addition to the prerequisite requirements, we are proposing that all candidates achieve competitive scores on the Graduate Record Examination (GRE) taken within the past five years. The GRE is required for admission to the program.

If the candidate is a non-native speaker of English, a Test of English as a Foreign Language (TOEFL) will also be required.

Application Process
All candidates for admission must submit the following:
- Apply through the Occupational Therapy Centralized Application System (OTCAS).
- Two letters of recommendation are required from:
  - A professor, teacher, academic advisor, (or someone who is familiar with scholastic performance).
  - A person who supervised observation experiences, or
  - Someone who is familiar with professional work capacity, commitment, and dependability.

- Applicants must submit official copies of all transcripts and official GRE scores directly to the program.
- Each applicant must complete a minimum of 30 hours of occupational therapy-related experience or observation of two different settings or populations. It is strongly recommended, but not required, that a portion of the hours include observation with an occupational therapist.
Prior to being submitted to the Admissions Committee, all courses and grades entered by the applicant will be verified by the OTD Program Admissions Director. Once the application has been verified, the information will be forwarded to the OTD Program Admissions Committee.

**Portfolio**
The initial phase of the admissions process is designed to ensure that students enrolled in the OTD Program possess the academic credentials to successfully complete the program of study. The Admissions Committee will use a number of criteria during this phase of the admissions process to score the applicants:

- Undergraduate Cumulative Grade Point Average (GPA): The applicant’s total GPA for credit hours taken at the undergraduate level.
- GPA of Prerequisite Course Work: The applicant’s GPA calculated on the prerequisite courses required for admission into the OTD Program.
- Graduate Record Examination Scores: Quantitative, Verbal Reasoning, and Analytical Writing scores.

Additional factors that may affect the applicant’s score during Phase I of the admissions process include:

- Assessment of the clinical/observation experience attained by the applicant prior to submitting the application. Clinical exposure and experience will be assessed based on both variety of clinical sites and quantity of hours.
- The faculty value the skills and perspectives that are inherently developed as part of experiences such as traveling abroad, research publications/presentations, certifications, athletic achievements, and artistic or other creative pursuits. Therefore, if an applicant has demonstrates a range of life experiences and/or leadership endeavors; points will be awarded to the Portfolio Admission Score (PAS).

Scoring rubrics for each of the criteria will be used to produce a PAS by the OTD Program Admissions Committee to determine the top applicants who will then be moved into Phase II of the admissions process.

**On-site Interview**
The second phase of the application process is an on-site interview. Applicants will be selected for an interview based on the Phase I admission score. The OTD Program will invite the top applicants for an on-site interview with the OTD faculty and students. The interview process involves a series of program interactions, individual interviews, and an on-site writing sample. Based on this process, an Onsite Interview Score (OIS) will be awarded to each candidate and added to his or her PAS that was based on the Portfolio materials.

After the interviews are completed, core faculty will meet to rank order the applicants based on the total application score (PAS + OIS). Through this process the faculty will identify the top 30 applicants for acceptance and create a wait list for admission to the OTD Program.
## Curriculum

### Fall-Year 1, Term 1 | 15 weeks

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tr>
<td>OTD 5200</td>
<td>Human Anatomy I</td>
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<td>Occupational Therapy Practice Foundations</td>
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<td>Health Conditions that Impact Occupational Performance</td>
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<td>Emerging Trends in OT Practice I</td>
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<td>OTD 5280</td>
<td>Therapeutic Communication &amp; Collaborative Care</td>
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<td>OTD 5300</td>
<td>Essential Skills for Evidence-Based Practice</td>
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Total Semester Credit Hours: 16 credits

### Spring-Year 1, Term 2 | 15 weeks

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<td>OTD 5400</td>
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<td>OTD 5450</td>
<td>Environmental Factors Influencing Occupational Performance</td>
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<td>Functional Neuroscience</td>
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<td>Evaluation of Occupational Performance I</td>
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<td>OTD 6500</td>
<td>Fieldwork and Professional Practice I</td>
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Total Semester Credit Hours: 16 credits

### Summer-Year 1, Term 3 | 8 weeks

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<td>Clinical &amp; Community Research Workshop I</td>
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<td>OTD 5420</td>
<td>Professional Skills &amp; Techniques II</td>
<td>3</td>
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<td>OTD 5620</td>
<td>Evaluation of Occupational Performance II</td>
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<td>OTD 5750</td>
<td>Biomechanics to Support Occupational Performance</td>
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Total Semester Credit Hours: 10 credits

### Fall-Year 2, Term 1 | 15 weeks

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<td>Clinical &amp; Community Research Workshop II</td>
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<td>OTD 5800</td>
<td>Health Promotion and Self-Management</td>
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<td>OTD 6000</td>
<td>Interventions to Support Occupational Performance of Adults in Rehabilitation Settings</td>
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<td>OTD 6020</td>
<td>Interventions to Support Occupational Performance of Children, Youth and Families</td>
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<td>OTD 6240</td>
<td>Clinical Case-Based Learning I</td>
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<td>OTD 6510</td>
<td>Fieldwork and Professional Practice II</td>
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Total Semester Credit Hours: 17 credits

### Spring-Year 2, Term 2 | 15 weeks

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<td>OTD 6100</td>
<td>Psychosocial and Mental Health Interventions to Support Occupational Performance</td>
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<td>OTD 6120</td>
<td>Interventions to Support Occupational Performance of Older Adults</td>
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<td>OTD 6150</td>
<td>Supporting Occupational Performance with Technology and Environments</td>
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<td>OTD 6180</td>
<td>Management and Policy for a Dynamic OT Practice Environment</td>
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<td>OTD 6260</td>
<td>Clinical Case-Based Learning II</td>
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Total Semester Credit Hours: 18 credits

### Summer-Year 2, Term 3 | 12 weeks

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Total Semester Credit Hours: 6 credits

### Fall-Year 3, Term 1 | 12 weeks

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Total Semester Credit Hours: 6 credits

### Spring-Year 3, Term 2 | 15 weeks

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<tr>
<td>OTD 5350</td>
<td>Dissemination of Clinical &amp; Community Research</td>
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<td>OTD 6800</td>
<td>Leadership Symposium for Healthcare Professionals</td>
<td>2</td>
</tr>
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<td>OTD 6810</td>
<td>Contemporary Practice Model Development</td>
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<td>OTD 6850</td>
<td>Teaching &amp; Education Strategies</td>
<td>3</td>
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<td>OTD 6920</td>
<td>Program Development for Community &amp; Population Health</td>
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<td>OTD 6990</td>
<td>Professional Competency Seminar</td>
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Total Semester Credit Hours: 15 credits

### Summer-Year 3, Term 3 | 16 weeks

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<td>OTD 7000</td>
<td>Doctoral Experiential Component</td>
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Total Semester Credit Hours: 8 credits

Total Credit Hours: 112
The Methodist OTD Program feels strongly that the application of knowledge and skills through experiential learning in real practice contexts is a critical piece of professional training. In addition to hands-on laboratory activities in the classroom, community-based projects, and practical examinations, our program requires five full-time professional fieldwork experiences for a total of 42 weeks of professional fieldwork education.

**Level I Fieldwork**
The purpose of this experience is to introduce students to the fieldwork experience and develop a basic comfort level with understanding the needs of clients. Level I Fieldwork is not intended to foster independent performance, but to include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process. Experiences may include those directly related to occupational therapy, as well as other situations to enhance an understanding of the developmental stages, tasks, and roles of individuals throughout the life span. Day care centers, schools, hospitals, neighborhood clinics, hospice, homeless shelters, community mental health centers, and therapeutic activity or work centers are among the many possible sites. During this experience, students are able to interact with clients, begin to cultivate their therapeutic communication skills, and practice skills they have learned in the classroom in a real-world setting under the supportive supervision of a clinical instructor.

**Level II Fieldwork**
The Level II Fieldwork experience is designed to promote clinical reasoning and reflective practice, to support ethical practice through transmission of the values and beliefs of the profession, to communicate and model professionalism as a developmental process and a career responsibility, and to expand knowledge and application of a repertoire of occupational therapy assessments and interventions related to human occupation and performance. Through this fieldwork experience, students learn to apply theoretical and scientific principles learned in the didactic portion of the academic program to address actual client needs and develop a professional identity as an occupational therapy practitioner within an interdisciplinary context (AOTA, 2012). By the end of the 12 weeks of the Level II experience, students should be performing the entry-level competencies expected of the site affiliation.

**Doctoral Experiential Component**
The Doctoral Experiential Component (DEC) is designed to cultivate occupational therapists with advanced skills (those that are beyond a generalist level) and include an in-depth experience in one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development (ACOTE, 2011). The doctoral experiential component provides an in-depth, customized experience specific to the doctoral pursuit of the occupational therapy student, and the opportunity to extend and refine knowledge and skills acquired in the curriculum. The DEC is a 16-week experience that is designed by the student under the mentorship and guidance of faculty. Throughout the curriculum, coursework and faculty mentorship facilitate the student’s development of his or her learning plan that follows the trajectory of his or her interests, values, and professional goals.

**Level I Fieldwork affiliations:** Two 1-week placements (40 hours, full-time). Semesters 2 and 4
**Level II Fieldwork affiliations:** Two 12-week placements (40 hours, full-time). Semesters 6 and 7
**Doctoral Experiential Component:** One 16-week placement (640 hours). Semester 9
OTD Program Facilities

The new Thomas R. McLean Health Sciences Building is a 38,800-square-foot facility that houses the OTD Program, the DPT Program, and two undergraduate programs, Athletic Training and Kinesiology.

The Thomas R. McLean Health Sciences Building is designed with the intention of providing innovative, collaborative, and inviting learning spaces to meet the needs of all of the health science programs housed in the facility. In addition to the educational and community areas designed to facilitate interdisciplinary interaction across the health sciences programs, the OTD Program has designated classrooms, laboratories, and office space in the building.

The Activities of Daily Living Laboratory
The Activities of Daily Living (ADL) Laboratory is an active learning classroom space that includes a functional kitchen, bedroom, bathroom, living room, and laundry. It allows students to seamlessly apply knowledge and skills into practice. These instructional spaces are designed to replicate a typical home and not be fully ADA compliant; however a full range of home modification and adaptive equipment are available for students to implement and utilize, as they would with clients.

This functional apartment suite is fully compatible with our cutting-edge motion capture technology that offers comprehensive analysis of motor control and biomechanical function of upper extremity, lower extremity, head, and trunk motions with a portable 12 sensor Polhemus G-4 electromagnetic system. Additionally, this innovative learning space will utilize video capture that will enable students to view and review their activities to have immediate and lasting access to essential formative feedback.

The Motor Control and Pediatric Laboratory
The Motor Control and Pediatric Laboratory is equipped to support both classroom and faculty research agendas across Health Sciences programs. This space is a specialized area to teach motor control and sensory processing strategies necessary for the management of pediatric and adult patients with developmental and neurological deficits. From a research perspective, the equipment will provide the resources to examine balance and motor control issues for neurologic dysfunctions across the life-span. The equipment in this space includes gait training equipment, adult/pediatric adjustable height parallel bars, and a curb and ramp training set. This space also includes equipment designed to challenge balance and sensory processing, such as two ceiling mounts for various suspended swings, numerous scooters, pediatric balance boards, and integrated play equipment.

The Human Performance Laboratory
The Human Performance Laboratory (HPL) provides the faculty, students, and local community with the benefits of state-of-the-art research and education testing facilities for the purpose of promoting health, fitness, and improved functional performance. The HPL is equipped to facilitate interdisciplinary education and faculty research agendas across Health Sciences programs pertaining to cardiovascular, metabolic, muscular, and respiratory system responses to exercise and adaptations to exercise training. Equipment that will be available for use in the HPL includes SwimEx Aquatic Therapy Pool with V-Groove Treadmill, Quark CPET Metabolic Testing System, Quark C12x 12-lead ECG, COSMED Ergobike Ergometer, Trackmaster Treadmill, BodPod™ whole body plethysmograph, Biodex System 4 Pro Orthopaedic Testing and Rehabilitation System, Biodex Balance System, heart rate monitors, Nonin pulse oximeters, and handheld dynamometer.

In addition to these two laboratory spaces the Thomas R. McLean Health Sciences Building also houses the following interdisciplinary educational and research spaces:
- The Motion Analysis Laboratory
- Mobility Courtyard
- Clinical Skills Lab
FAQ: IS MU OTD RIGHT FOR ME?

What is the difference between an entry-level Master (MSOT or MOT) of Occupational Therapy and a Clinical Doctorate of Occupational Therapy (OTD)?

Both the MOT and OTD prepare a graduate for entry-level practice in a variety of environments (hospitals, schools, home health, skilled nursing, community agencies, etc.). Both degree programs require students to have a baccalaureate degree for admission. Both MOT and OTD programs require Level I and Level II fieldwork. Currently, either degree option is a path to entry-level practice.

The entry-level OTD program includes advanced coursework, including a capstone project and 16-week doctoral experiential component, which prepares graduates to develop advanced practice leadership skills in addition to entry-level skills. Graduates gain skills in the areas of advanced clinical practice, clinical research, policy and advocacy and education.

In April 2014, The American Occupational Therapy Association (AOTA) recommended that entry-level occupational therapists complete doctoral degrees. Currently, Methodist University only offers an entry-level OTD option.

What is the difference between a Ph.D. and an OTD?

An entry-level clinical doctorate of occupational therapy (OTD) prepares graduates to take the National Board of Certification in Occupational Therapy (NBCOT) exam and practice as a registered and licensed occupational therapist. OTD programs offer clinical research coursework and experiences, but they are not as extensive nor specialized as Ph.D. coursework.

A Ph.D. prepares students for a career in research and academic teaching in a specialized field of study. A Ph.D. program does NOT prepare graduates to become licensed occupational therapists. Some graduates may choose to pursue an academic research career with a Ph.D. program after completing a clinical degree (MOT or OTD).

What is the difference between an “entry-level OTD” and a “post-professional OTD”?

And entry-level doctoral program is designed for students who have a baccalaureate degree in any area and have never practiced as an occupational therapist before. This program will prepare them to sit for the NBCOT exam and become a licensed occupational therapist. A post-professional doctoral program is designed for an occupational therapist who wishes to advance their education and skills by obtaining a clinical doctorate. Currently, Methodist University offers only an entry-level OTD option.

What does it mean that you are a “Developing Program”?

The entry-level occupational therapy doctoral degree program has applied for accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449; (301) 652-AOTA; www.acoteonline.org.

The program must be granted Candidacy Status, have a preaccreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

What if ACOTE Accreditation is withheld or delayed?

As an institution and a program, we are fully committed to a successful initial accreditation review and working to develop a strong entry-level program. In the unlikely event that ACOTE determines that the program does not meet accreditation standards following the initial application for accreditation and withholds accreditation the following contingency plan has been developed:

1) Methodist University will work with ACOTE to identify deficient areas and write an immediate plan to remediate students in those areas and address any other areas of concern identified in the summary of action.

2) Students enrolled in the OTD program at the time that initial accreditation is withheld will be immediately notified of this change in accreditation status, classes will be suspended, and no new students will be enrolled into the program.

3) Methodist University would work to identify an ACOTE accredited program at another institution that would be willing to commit to supporting the students through the successful completion of the program in the event of a non-accreditation action. The Program has initiated dialogue regarding the development of a relationship with other accredited OTD Programs for the purpose of assisting students within the Program to complete their education. Details regarding the extent to which interested programs are able and willing to assist will be delineated based on the circumstances.

4) Students may not wish to transfer to another accredited OTD program, or insufficient placements may be available. In these circumstances, students will have the option of remaining in the Program until the adverse event identified by ACOTE has been addressed and the Program successfully achieves accreditation status.

5) In the event that ACOTE does not retroactively include the charter class upon reconsideration or appeal of the adverse decision, Methodist University has developed a financial contingency plan to support unforeseen events inclusive of non-accreditation issues. In this case, the financial plan includes funds that have been built into the business plan to provide a 25% tuition refund for the charter class.
Why Methodist University?

- University enrollment: 2,500
- OTD enrollment: 30 per class
- Brand new facilities
- Six graduate programs
- Great location in Fayetteville, N.C.
- 617-acre campus

Contact

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@methodist_news

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