

Oklahoma Baptist University, Doctor of Occupational Therapy Program Admissions, Advanced Placement, Transfer of Credit, and Experiential Learning Policies

1. Admission Standards and Policies

The admissions process for the Oklahoma Baptist University (OBU) Doctor of Occupational Therapy (OTD) program is designed to identify and admit candidates who demonstrate strong academic preparation, professional potential, and alignment with the program's mission. Through a holistic review process, the program considers each applicant's academic achievement, professional and interpersonal characteristics, life experiences, and potential to succeed in rigorous doctoral-level education. Consistent with OBU's Christ-centered mission, the program seeks to prepare future occupational therapists who demonstrate compassion, integrity, servant leadership, and a commitment to serving diverse individuals, families, and communities. The following policies have been set forth to ensure a fair, consistent, transparent, and mission-aligned admissions process while maintaining the academic and professional standards necessary for success in the OTD program and the occupational therapy profession.

Eligibility Criteria:

Admission Requirements

- Application for admission completed in OTCAS
- Completed bachelor's degree with cumulative 3.0 GPA
- A grade of 'C' or higher in required pre-requisite courses
- Three (3) letters of recommendation preferred from:
 - OT practitioner
 - Professional reference
 - Personal reference
- Personal statement (uploaded into OTCAS system)
- Resume (recommended)
- Recommended 30 hours of OT observation within past 5 years
- TOEFL, Duolingo, IELTS scores for applicants whom English is not their first language or those who have completed a degree and pre-requisite courses outside of the United States
- Hybrid learning, technology, lab immersion, and background check disclosures (located in OTCAS application)
- Willingness to complete an admissions interview
- Willingness to complete background check, drug screen, and provide proof of immunizations and other health requirements for fieldwork placements if accepted into the program

Prerequisite Degree Requirements

- Human Anatomy and Physiology I and II with labs — 8 credit hours total
 - This can be anatomy and physiology separate (4 credits each) or combined anatomy/physiology courses I and II (4 credits each for 8 total)
- Medical Terminology — 1–3 credit hours
- Statistics — 3 credit hours
- General Psychology — 3 credit hours
- Abnormal Psychology — 3 credit hours
- Lifespan or Human Development — 3 credit hours
- Social Science (Sociology, Anthropology) — 3 credit hours

A grade of 'C' or higher must be earned in each course. Anatomy and Physiology must have been taken in the last 7 years.

Interview Process:

Candidates who meet the minimum requirements will be invited to participate in a virtual interview that will be reviewed by members of the admissions committee. The interview evaluates the applicant's verbal and nonverbal communication skills, professionalism, and personal life experiences, including the applicant's ability to provide examples that demonstrate the competencies of leadership, cultural humility, self-efficacy, and flexibility. The interview also provides an opportunity for applicants to demonstrate how their experiences, perspectives, and personal qualities may contribute positively to the profession and the community.

2. Advanced Placement Policy Statement:

Advanced placement (AP) into the Oklahoma Baptist University Doctor of Occupational Therapy program is not accepted due to the nature of the Doctor of Occupational Therapy curriculum.

3. Transfer of Credit Policy Statement:

Transfer credits from other accredited graduate programs will not be considered for the Oklahoma Baptist University Doctor of Occupational Therapy program due to the nature of the Doctor of Occupational Therapy curriculum. Undergraduate students applying for the OTD program may transfer undergraduate credits in adherence with Oklahoma Baptist University's undergraduate admissions policies.

4. Credit for Experiential Learning Policy Statement:

The Oklahoma Baptist University (OBU) Doctor of Occupational Therapy (OTD) program does not award academic credit toward the doctoral degree for prior experiential learning, including employment, volunteer service, or other professional experience.

Rationale

All OTD students are required to complete the established curriculum, including formal coursework, fieldwork, and supervised clinical experiences, to ensure consistent achievement of program outcomes and required professional competencies. Prior experiential learning cannot substitute for these academic or clinical requirements.

The program recognizes that students may bring valuable professional, healthcare, community, or service experiences to their education. These experiences may enhance learning and contribute to students' development in areas such as:

- Cultural competence and understanding of diverse populations
- Communication, leadership, and teamwork
- Application of academic knowledge to real-world situations
- Professional, ethical, and compassionate practice
- Integration of Christian values and service into professional practice

Students are encouraged to draw upon relevant prior experiences through classroom discussion, reflection, case application, and clinical experiences. However, such experiences do not reduce or replace any required OTD coursework, fieldwork, or clinical requirements.

5. Evidence that the Admissions Process Aligns with the Institutional Mission and Vision

The Oklahoma Baptist University Doctor of Occupational Therapy (OTD) program is intentionally aligned with the University's mission to transform lives by equipping students to pursue academic excellence, integrate faith with all areas of knowledge, engage a diverse world, and live worthy of the high calling of God in Christ.

This alignment is reflected throughout the OTD program. The program provides rigorous doctoral-level professional education that develops clinical competence, evidence-based practice, scholarly inquiry, leadership, and lifelong learning. The curriculum intentionally integrates Christian faith and professional knowledge, preparing graduates to approach occupational therapy practice with compassion, integrity, ethical responsibility, and a Christ-centered worldview.

The OTD program also reflects OBU's commitment to preparing students for leadership and service. Its mission is to prepare Christ-centered servant leaders who pursue clinical excellence and scholarly practice and become transformative agents of hope and healing in diverse communities. This supports the University's vision of preparing students to serve as transformative servant-leaders and agents of change in their professions, communities, and the world.

Alignment is reflected in the admissions process by utilizing mission driven interview questions to explore applicants' motivation for pursuing occupational therapy, commitment to serving others, understanding of the profession, and desire to use their professional vocation to positively impact individuals and communities. Through the holistic review process, the admissions committee considers academic preparation alongside applicants' life experiences, personal statements, leadership, service, communication, professionalism, cultural humility, resilience, and potential for professional growth. This process allows the program to identify applicants whose values, experiences, and goals align with the mission of OBU and the OTD program.

Additionally, the program's emphasis on cultural humility, client-centered care, service, and engagement with diverse populations reflects OBU's commitment to engaging a diverse world and honoring the dignity of each person. The OTD program's focus on personal and professional identity formation further supports the University's commitment to educating the whole person and preparing graduates to use their professional vocation in meaningful service to others.

Through these commitments, the OTD program extends OBU's institutional mission into healthcare by preparing competent, compassionate, scholarly, and Christ-centered occupational therapists who are equipped to serve individuals and communities and contribute meaningfully to the profession.

6. Evidence that the Admissions Process Reflects Efforts to Recruit and Admit a Diverse Student Population

The Oklahoma Baptist University Doctor of Occupational Therapy program is committed to recruiting and admitting a student population that reflects a broad range of cultural, socioeconomic, educational, geographic, and experiential backgrounds. This commitment is reflected in both the program's recruitment efforts and its holistic admissions process.

Inclusive Recruitment and Outreach:

The program intentionally recruits prospective students from a broad range of backgrounds, ages, educational levels, professional experiences, and geographic locations. Recruitment and advertising efforts are directed toward a variety of prospective student populations, including current undergraduate students, individuals who have completed a bachelor's degree, Certified Occupational Therapy Assistants (COTAs), and individuals from a variety of undergraduate majors and academic disciplines.

Recruitment efforts extend across diverse communities and geographic regions throughout the United States rather than being limited to a single local or regional population. The program utilizes a variety of educational, healthcare, community, and faith-based settings to share information about the OTD program and the profession of occupational therapy. These efforts are designed to increase awareness of the program among individuals at different stages of their educational and professional journeys and provide qualified applicants with opportunities to pursue doctoral-level occupational therapy education.

Holistic Admissions Review:

The admissions process evaluates applicants beyond academic metrics alone. Following determination of eligibility, applicants are reviewed using a structured holistic process that considers academic preparation, servant leadership and cultural humility, self-efficacy and independence, flexibility and openness, professionalism, communication skills, interview performance, and resilience. This approach allows the admissions committee to consider each applicant's individual experiences, accomplishments, challenges, and potential for success within the profession.

Resilience and Educational Background Considerations:

The admissions process considers resilience and educational or environmental background factors as part of the applicant's overall holistic review. Evidence may be identified through essays, personal information, educational history, letters of recommendation, and other application materials. Voluntary disclosed factors may include first-generation college status, socioeconomic circumstances, educational opportunities, geographic factors, Pell Grant or federal student aid participation, and other circumstances that may have influenced an applicant's educational pathway.

These considerations provide the admissions committee with a broader understanding of each applicant's experiences, opportunities, challenges, and accomplishments. They allow the committee to evaluate applicants within the context of their individual circumstances rather than relying solely on quantitative academic measures. Consideration of these experiences also supports the program's efforts to recruit and admit students with varied educational, socioeconomic, geographic, and experiential backgrounds. Resilience and educational background factors are considered as part of the holistic review and do not replace established academic and prerequisite eligibility requirements.

Multiple Faculty Review and Interrater Reliability:

To support a consistent, comprehensive, and equitable admissions process, each applicant is reviewed by up to five faculty members serving on the admissions committee at various stages of the admissions process. Multiple faculty perspectives allow applicants to be evaluated from different professional and academic viewpoints rather than relying on the assessment of a single reviewer. The use of multiple reviewers and standardized evaluation criteria also supports interrater reliability and promotes consistency in the application of the admissions rubric.

Mission-Driven Interviews:

The admissions interview provides an additional opportunity to evaluate applicants' motivation for pursuing occupational therapy, commitment to service, professionalism, communication, and potential to contribute positively to individuals and communities. Interview questions are designed to assess characteristics consistent with the OTD program's mission and values while allowing applicants to share experiences and perspectives that may not be fully reflected in their academic record.

Commitment to Equity in Healthcare:

The admissions process recognizes that a diverse student body strengthens the educational environment and better prepares future occupational therapists to serve individuals and communities with varied needs, cultures, experiences, and circumstances. The program therefore seeks applicants who demonstrate cultural humility, compassion, adaptability, service, and a commitment to client-centered practice.

Through these recruitment and admissions practices, the OBU OTD program seeks to provide equitable consideration of qualified applicants while maintaining clearly defined academic and professional standards. The program will continue to evaluate its recruitment and admissions practices and make adjustments as appropriate to support its mission, student success, and the profession's need for occupational therapists prepared to serve diverse communities.