

**Curriculum Change Form**  
**(Present only one proposed curriculum change per form)**  
**(Complete only the section(s) applicable.)**

**Part I**

|  |   |  |
|--|---|--|
| (Check one)<br><input type="checkbox"/> New Course (Parts II, IV)<br><input type="checkbox"/> Course Revision (Parts II, IV)<br><input type="checkbox"/> Course Dropped (Part II)<br><input type="checkbox"/> New Program (Part III)<br><input checked="" type="checkbox"/> Program Revision (Part III)<br><input type="checkbox"/> Program Suspended (Part III) | Department Name<br>College<br>*Course Prefix & Number<br>*Course Title (30 characters)<br>*Program Title<br>*Provide only the information relevant to the proposal. | Occupational Therapy<br>College of Health Sciences<br><br>Occupational Science <del>Therapy</del><br>(Major <u>X</u> , Option __; Minor __; or Certificate __) |
|--|---|--|

|                              |                       |  |
|------------------------------|-----------------------|--|
| <b>Proposal Approved by:</b> | <b>Date</b>           |  |
| Departmental Committee       | <u>March 15 2002</u>  | Graduate Council*                                      |
| College Curriculum Committee | <u>April 17, 2002</u> | Council on Academic Affairs                            |
| General Education Committee* | _____                 | Approved <u>X</u> Disapproved <u>Corrected version</u> |
| Teacher Education Committee* | _____                 | Faculty Senate**                                       |
|                              |                       | Board of Regents**                                     |
|                              |                       | Council on Postsecondary Edu.***                       |
|                              |                       | <u>NA</u>  |

\*If Applicable (Type NA if not applicable.)  
 \*\*Approval needed for new, revised, or suspended programs  
 \*\*\*Approval/Posting needed for new degree program or certificate program

**Completion of A, B, and C is required: (Please be specific, but concise.)**

**A. 1. Specific action requested:** (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)  
 To revise the Bachelor of Science in Occupational Therapy to a Bachelor of Science in Occupational Science as a route of entry into the Master of Science in Occupational Therapy

**A. 2. Effective date:** (Example: Fall 2001)  
Fall 2002

**A. 3. Effective date of suspended programs for currently enrolled students:** (if applicable)  
May 2007

**B. The justification for this action:**  
 The Department of Occupational Therapy is proposing a revised curriculum model. Two movements within the profession have created the impetus for change. First, in recognition of the critical thinking and social responsibility required of health professionals today, post-baccalaureate entry into the profession has been mandated. To meet the standards of the Accreditation Council for Occupational Therapy Education, the last BS in Occupational Therapy will be awarded in the Spring of 2007 (see suspension plan). In order to provide the necessary foundational knowledge for students entering the professional master of science degree, a revision from the current BS in Occupational Therapy to a BS in Occupational Science is being proposed. This degree will allow students several options at graduation; to enter a graduate program in OT or other rehabilitation profession or to seek employment in a variety of health and human service areas.  
 (The reconfiguration of the Master of Science for Occupational Therapy will be submitted to the University in the Fall of 2002.)

**C. The projected cost (or savings) of this proposal is as follows:**

**Personnel Impact:** None

**Operating Expenses Impact:** None

**Equipment/Physical Facility Needs:** None

**Library Resources:** None

**Part II. Recording Data for New, Revised, or Dropped Course**

(For a new required course, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide (a) the current catalog text and (b) the proposed text, reflecting the exact changes being proposed.
3. For a dropped course, provide the current catalog text.

Current Catalog Text

New or Revised\* Catalog Text

(\*Use ~~strikeout~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

See Attached

**Part III. Recording Data for New, Revised, or Suspended Program**

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide (a) the current program requirements and (b) the revised program, reflecting the exact changes being proposed.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

Current Program Requirements as Shown in Catalog

The current catalog copy with strike outs is attached. Also included is a revised catalog copy with all of the information as it should appear in the catalog.

## Department of Occupational Therapy

### Chair

Dr. Onda Bennett  
(859) 622-3300  
Dizney 103

### Faculty

K. Allen, J. Anderson, A. Blakeney, A. Cunningham, B. Cunningham, L. Emery, E. Fehringer, T. Fisher, R. Huebner, J. Kalscheur, L. Kautzmann, D. Marken, ~~L. Martin, G. Masagatani~~, K. Nicholas, S. O'Brien, D. Pierce, G. St. Michel, C. Schneck, A. Shordike, K. Splinter-Watkins, K. Tuminski, and J. Westfall

The Occupational Therapy educational program facilitates an understanding of occupational patterns in people with and without disabilities. The Department provides a continuum of educational experiences which will develop an Occupational Therapy knowledge base, the ability to think and reason, professional behaviors, leadership and collaborative values in occupational therapy practitioners.

The Department of Occupational Therapy currently offers a baccalaureate and masters degree and participates in a collaborative doctoral program. Students will be admitted to the baccalaureate program through Fall 2003. Following that time, in accordance with the standards for an accredited educational program, the Department will offer only the masters degree. Students with a baccalaureate degree in a related field should contact the Department for current options in post-baccalaureate education.

The professional phase of the baccalaureate curriculum is designed to include five semesters of academic course work plus 24 weeks of Level II fieldwork. All students in the program complete Level I fieldwork experiences at off campus sites during the junior and senior years. Students then complete two Level II fieldwork experiences after all prerequisite course is complete. Students in Level II fieldwork experiences are placed in agencies across the United States, primarily in the Southeastern region. Students are not guaranteed a Level II placement in the Bluegrass region nor in any other specific location. Students must be prepared to be flexible in planning for this phase of the program. All Level II experiences must be completed within twenty-four (24) months following completion of academic course work.

Transportation to all fieldwork sites as well as acquisition of housing and health insurance for Level II experiences are the responsibility of the student. Proof of CPR certification and liability insurance is required for both Level I and Level II fieldwork experiences. Many agencies have specific requirements that the student must meet before starting Level I and/or Level II fieldwork (e.g. immunizations, physical exams, and tests).

Following successful completion of the program, the graduate is eligible to sit for the national certification examination given by the National Board for Certification in Occupational Therapy (NBCOT), and apply for state licensure in those states requiring licensure. NBCOT is located at 800 S. Frederick Avenue, Suite 200, Gaithersburg, MD, 20877.

For more information regarding the profession, contact the American Occupational Therapy Association (AOTA), 4720 Montgomery Lane, Bethesda, Maryland, 20814, [www.aota.org](http://www.aota.org).

Curriculum Requirements, including admissions requirements, may change. Students seeking admission or admitted to the program are advised to keep themselves adequately informed of changes in order to complete requirements in a timely manner. Information on curricular changes will be announced in advance by the Department, and will be published in Department publications. These may be obtained from the Department office.

### Admission Requirements and Procedures

In order to apply to the professional occupational therapy program, all students must have been officially admitted by the Admissions Office, Eastern Kentucky University by the Occupational Therapy program deadline date. Refer to the section on General Academic Information for general admission requirements for the University and the General Admission Policies for the College of Health Sciences.

Students who declare their major as occupational therapy are admitted to the University as pre-occupational therapy students. However, admission to pre-occupational therapy does not guarantee admission to the professional program. Transfer students do not have to be enrolled in courses at the university at the time of application to the professional occupational therapy program.

### Criteria for Admission to the Professional Occupational Therapy Program

Candidates shall be selected from among applicants who have met the criteria listed below, and who have additional relevant background as described further below. Students are admitted in both the fall and spring semesters.

1. Students must have earned a minimum of 32 semester hours (100 level or higher) of college credit before application.
2. Students must have minimum GPA of 3.0 on a 4.0 scale.
3. Any developmental course requirements must have been completed at the time of application. For transfer students, any university developmental course requirements determined after admission must have been completed prior to enrollment in the program. See University Requirements regarding transfer students.
4. The following prerequisite courses must be completed with a grade of 2.0 or better before applying to the program: A minimum of three semester hours or its equivalent in human anatomy with a lab (BIO 171), in human physiology (BIO 301), in general psychology (PSY 200), and six semester hours of freshman English composition (ENG 101, 102, or 105).
5. Students must demonstrate an understanding of occupational therapy through at least one of the following:
  - a. Completion of OTS 111 or an equivalent course, or
  - b. Completion of 20 hours of volunteer experience with a registered occupational therapist. At the time of application, the applicant must submit: a written statement by an OTR verifying the volunteer experience. or
  - c. Employment in an occupational therapy setting documented by an OTR. At the time of application, written verification by an OTR must be attached to the application.

THE NUMBER OF ADMISSIONS ANNUALLY IS LIMITED AND COMPLETION OF CRITERIA FOR ADMISSION DOES NOT ENSURE ACCEPTANCE INTO THE PROGRAM. CANDIDATES WILL BE SELECTED FROM THOSE MEETING THE CRITERIA FOR ADMISSION TO THE PROFESSIONAL OCCUPATIONAL THERAPY PROGRAM THROUGH REVIEW OF:

- .. Academic Performance History (primarily GPA)
- .. Health-related volunteer or paid work experience including COTA experience and/or credential.
- .. Evidence of important work behaviors/work reference forms.

In the event a student is not accepted into the Occupational Therapy program, the student may reapply for the next or subsequent semester by submitting a new application.

**Admission Procedures**

1. Students must obtain and submit application forms for the occupational therapy program to the Department of Occupational Therapy, Ditzney 103. Admissions materials included with the application forms will provide additional details and instructions for the applicant.
2. Students desiring consideration for spring admissions must submit all documents by September 15. Students desiring consideration for fall admission must submit all documents by March 1.
3. Written notification of admission status will be mailed on or before November 1 for spring admission and April 1 for fall admission.
4. The student who wishes to accept the offer of admission to the occupational therapy program must notify the Department of Occupational Therapy of acceptance, in writing, postmarked by November 15 for spring admission and April 15 for fall admission.
5. Students are officially admitted to the occupational therapy program at the time of enrollment in the professional program.

**Progression and Retention in the program:**

In order for students to follow the established progression of the program sequence, they must:

- Complete all major (OTS) and support courses with a grade of 2.0 or better.
- A major (OTS) course may be repeated only once, and not more than three repeats in all major (OTS) courses combined, excluding Level I and Level II fieldwork.
- Meet all major (OTS) course prerequisites with a grade of 2.0 or better before enrolling in the subsequent OTS course.

Clinical sites for fieldwork placement are in great demand locally and nationally, and certain regulations unique to the Occupational Therapy Department are in place in order to make sure that students continuing in the program as planned will have clinical sites available at the planned time.

1. Students who fail to progress in the program as planned for any reason (e.g., failure or withdrawal from required course or fail to meet standards of professional behavior) will be admitted to further occupational therapy courses on a space-available basis only.
2. Enrollment in required Level I and Level II fieldwork courses (OTS 341, 462, 473; and OTS 481, 482 respectively) is subject to **special restrictions**. Refer to the Occupational Therapy Student Handbook for details regarding fieldwork regulations.
3. Students may be granted a (one) leave of absence from the Occupational Therapy program for a maximum of one year. Students granted a leave of absence from the program must follow the readmission procedures of the University and the College to reenter the program. They do not need to reapply to the program. Details are described in the Occupational Therapy Student Handbook and on the Leave of Absence forms. These forms may be obtained from the Department of Occupational Therapy office.

Dismissal from the University will automatically be considered dismissal from the occupational therapy program.

**Readmission to the Occupational Therapy Program**

Students not retained in the program either voluntarily or by not meeting the above criteria may appeal the decision and/or petition for readmission, in writing, to the Admission and Retention Committee.

**Appeals**

Students may petition for a waiver of any regulation or appeal any action resulting from application of the above regulations. Appeals regarding waiver of a regulation should be addressed to the Admissions and Retention Committee. Appeal of grade should be addressed to the Academic Practices Committee. See the University Student Handbook for details of appeal procedures.

**Baccalaureate Degree**

**OCCUPATIONAL THERAPY (B.S.)**  
**Department of Occupational Therapy**

CIP Code: 51.2306

SEE REVISION

**Major Requirements** ..... 64 hours

OTS 232, 320, 331, 335, 341, 352, 353, 354, 362, 425, 431, 432, 454, 455, 462, 473, 478, and 481, 482 (six month off-campus internships).

**Supporting Course Requirements** ..... 29 hours

CHS 105, BIO 171, 271, 301, 371, EMC 104, PSY 200, 280, 308, CHS 207 and any three hour statistics course or three hour combination of courses.

**General Education Requirements** ..... 42 hours

Standard General Education Program, excluding course categories 13, 15, and 16. Refer to Section Four of the *Catalog* for details on the General Education and University requirements.

**University Requirements** ..... 4 hours

HSO 100 and three hours of restricted electives.

**Total Curriculum Requirements** ..... 139 hours

Health Sciences

New or Revised\* Program  
(\*As information should appear in the catalog.)

## **Department of Occupational Therapy**

The Department of Occupational Therapy provides a continuum of educational experiences that will prepare a student for a career as an occupational therapist or health and human service worker. In 2007 all students seeking to practice as an occupational therapist must have a Masters degree. At ECU there are two routes of entry into the Master of Science degree program in occupational therapy. Undergraduate students can be accepted into the Bachelor of Science in Occupational Science program. Upon graduation these students can apply for admission to the Master of Science in OT, another graduate program or seek employment in a variety of health and human service areas. Individuals with a bachelors degree in another field and who meet the prerequisites can enter a pre-curricular sequence that will qualify them to apply for admission to the Master of Science in OT. ECU also offers advanced degrees at the Master or Doctoral level for registered occupational therapists. For further information on the Master of Science and/or doctoral program see the Graduate Catalog.

Master of Science graduates are eligible to sit for the national certification examination given by the National Board for Certification in Occupational Therapy (NBCOT), and apply for state licensure, if indicated. NBCOT is located at 800 S. Frederick Ave., Suite 200, Gaithersburg, MD, 20877.

### **Bachelors Degree in Occupational Science (BS in OS)**

Occupational science is the study of human occupation – how we occupy our time through pleasurable, productive and restorative activities. The curriculum will prepare students for a variety of health and human service areas or entry into a graduate professional program. While many graduates of the BS in OS will apply for entry into the Master of Science program for occupational therapy, students interested other graduate programs or in non-credentialed health care, education or community positions will be well prepared through the Bachelor of Science in Occupational Science. The BS program focuses on occupational science with flexibility to develop other areas of interest. Electives are available in psychology, children and families services, biology, community health, gerontology and business. This broad based education, with occupational science knowledge as the core could prepare students for careers as a job coach for persons with a developmental disability, mental health associate, senior citizen program coordinator, medical sales representative, case manager, independent living skills coordinator or activity coordinator.

The curriculum model is based on learning cycles; each cycle incorporates seminar, concepts and knowledge base, active learning experiences and portfolio creation and assessment elements. The faculty believe that learning is optimal when educators orchestrate student immersion in personally meaningful challenges which they actively process in a supportive environment. Learning occurs through this supportive faculty/student relationship.

#### **Progression and Retention in the Program:**

In order for students to follow the established progression of the program sequence they must:

- Meet all major (OTS) course prerequisites with a grade of 2.0 or better before enrolling in the subsequent OTS courses.

#### **Appeals**

Students may petition for a waiver of any of the above regulations. Appeals regarding waiver of a regulation should be addressed to the Admissions and Retention Committee. Appeal of grade should be addressed to the Academic Practices Committee. See the University Student Handbook for details of the appeal procedures.

Baccalaureate Degree  
Occupational Science  
Department of Occupational Therapy  
CIP Code: 51.2306

**Major Requirements**

~~OTS232, 320, 331, 341, 352, 353, 354, 362, 425, 431, 454, 455, 462, 473, AND 481, 482,~~ 64 hours  
(six month off-campus internships).

OTS 101, 201, (or 203), 335, 301, 302, 311, 312, 313, 362, 401, 402, 432,  
421, 422, 430, 478 **48 hours**

**Supporting Course Requirements**

~~CHS 105, EMC 104, PSY 280, 308, CHS 207.~~ 29

BIO 171, 301, BIO 271, BIO 371, PSY 200, ENG 300, STA 215 **21 hours**

**General Education Requirements**

**42 hours**

**40 hours**

Standard General Education Program excluding course categories 03, 13, 15, 16

Refer to Section Four of the Catalog for details on the General Education and University Requirements

**Free Electives**

**15 hours**

**University Requirements**

**4 hours**

HSO 100 and three hours of restricted electives

~~TOTAL CURRICULUM REQUIRMENTS~~ 139 Hours

**TOTAL CURRICULUM REQUIRMENTS:** **128 Hours**

## Eastern Kentucky University

### Bachelor of Science in Occupational Science Master of Science in Occupational Therapy

*Learning to Empower Lives Through Occupation*

#### Curriculum Design

##### Futureground

The Department of Occupational Therapy has proposed a new curriculum model. Two movements within the profession have created the impetus for change. First, in recognition of the critical thinking and social responsibility required of health professionals today, post-baccalaureate entry into the profession has been mandated. To meet the standards of the Accreditation Council for Occupational Therapy Education, the last students will graduate with a professional entry baccalaureate degree in Occupational Therapy in the Spring of 2006. Eastern Kentucky University will accept its first students in the professional entry master of science degree program in the summer of 2004.

The second impetus for change is the maturing of occupational therapy as the profession realizes the power of its roots in human occupation. The new discipline of occupational science is transforming the profession and providing it with a wealth of foundational knowledge. A bachelor of science in occupational science is being offered to prepare students to enter the master of science in occupational therapy, or if they choose, to enter other master's level educational programs, or to seek employment in health and human services.

In meeting these challenges, the faculty have created a transforming curriculum design influenced by the learning paradigm principles articulated by Barr and Tagg in 1995. The shift in health care to evidenced-based practice and client-centered care is a socio-cultural parallel to the shift in education to the scholarship of teaching and learner-centered approaches. These parallels and occupational therapy's core belief in growth and adaptation through active engagement in doing make the learning paradigm an especially good fit. Additionally, the curriculum design is informed by research in the neurophysiology of learning which indicates that learning is optimal when educators orchestrate student immersion in personally meaningful challenges which they actively process in a supportive environment.

##### Description of Curriculum Design

Occupation, communication, diversity, reasoning and professional identity are themes that reflect the profession's core and the essential values, knowledge and skills of occupational therapists. These five themes illuminate the curriculum and are visible throughout all its aspects. The curriculum model is based on learning cycles; each cycle incorporates seminar, concepts and knowledge base, active learning experiences and portfolio creation and assessment elements. These elements are outlined in the following descriptors:

### Seminar

Seminars provide students and faculty with a collegial forum designed to tie the five themes of the curriculum together and to assist students in "putting it all together." Students bring to these ongoing conversations their educational and life experiences, as well as their study in occupational science and occupational therapy. Faculty members, occupational therapy practitioners, graduate assistants and other student participants may act as seminar co-facilitators.

### Concepts and Knowledge Base

In professional life, both articulate and tacit knowledge are recognized as essential to successful practice (Mattingly and Fleming, 1994). Recognizing this, the curriculum provides opportunities for learning in both domains. Students acquire verbal and rational knowledge through course participation and independent study. A variety of media and active learner strategies are available to help each learner construct and sustain a sound knowledge base. Students develop the necessary skills to maintain competency throughout their careers.

Tacit knowledge, that which is not readily communicated through language, is learned by "apprenticeship" in real-life situations with opportunities to observe, reflect and act. Multiple aspects of the program provide for this kind of experiential and reflective learning.

### Active Learning Experiences

The Eastern Kentucky University Department of Occupational Therapy has had many ties with the broader community through its fieldwork programs and service projects. These ties strengthen and expand as the new curriculum fosters the department's mission "to facilitate the continued evolution of excellence in occupational therapy through a fusion of teaching, research and practice." Students serve as they learn and as they engage in professionally and socially relevant scholarship and research in collaboration with fellow students, faculty coaches and other university and community partners.

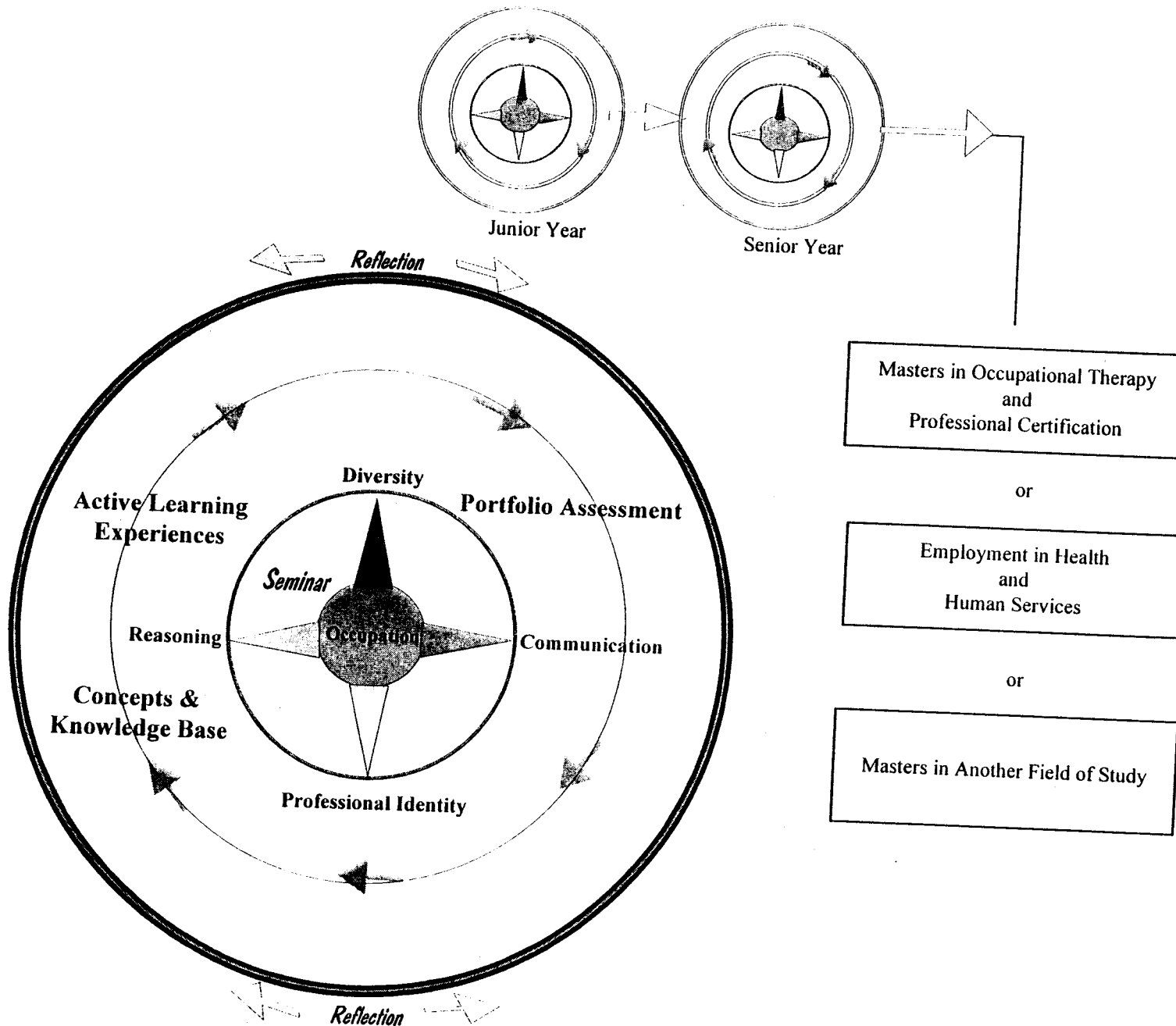
Active learning experiences, as reflected in this curriculum model, are those collaborative and contextually relevant learning opportunities designed for discovery, application, and integration of concepts and knowledge. These experiences occur in individual courses and as an integrative experience which occurs in each cycle.

### Portfolio Creation and Assessment

Portfolio creation and assessment contributes to self-discovery and facilitates the synthesis of student learning toward curriculum outcomes. Through their individual portfolios, students engage in self-reflection with constructive feedback from many sources and demonstrate abilities which support the curriculum outcomes. Faculty assessment of portfolios using performance standards serves as one measure of progression in the program.

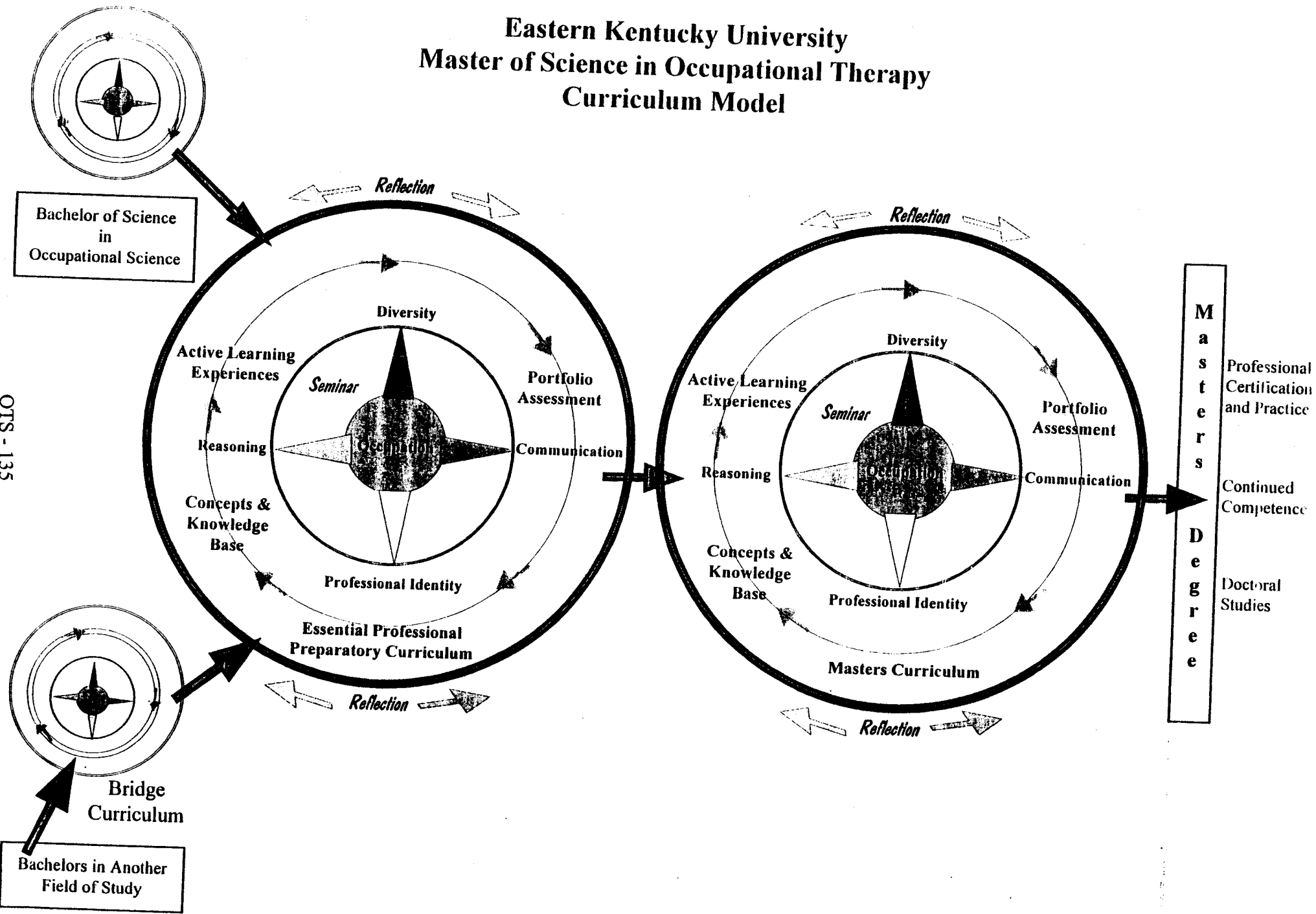
March 2002

Eastern Kentucky University  
Bachelor of Science in Occupational Science  
Curriculum Model



OTS - 134

# Eastern Kentucky University Master of Science in Occupational Therapy Curriculum Model



OTS - 135

**Eastern Kentucky University  
Department of Occupational Therapy  
Bachelor of Science in Occupational Science  
Curriculum Outcomes**

Curriculum Outcomes: Each student will individually develop, express and demonstrate these competencies and values through course work and articulation of a unique plan, process and presentation of achievements. The outcomes reflect the Department's vision; purpose; five themes including occupation, professional identity, reasoning, communication and diversity; and occupational science's core concepts and values.

**1) Curriculum Outcome:** Apply knowledge of occupational science to self and others

- Abilities:
- A. Demonstrate a useful understanding of concepts and models related to occupation
  - B. Explore the perspectives of other disciplines in the arts and sciences to deepen an understanding of human occupation
  - C. Explore strategies for promoting adaptation and occupational competence

**2) Curriculum Outcome:** Explore the profession of occupational therapy, and acquire the skills and attitudes needed to work effectively in health and human services

- Abilities:
- A. Explore the philosophy and history of occupational therapy to determine a career choice
  - B. Achieve self-knowledge including recognition of own culture, values, assets, needs and goals
  - C. Initiate and carry out plans of continued learning based on self-knowledge
  - D. Develop capacity to work collaboratively with others in multiple environments
  - E. Cultivate a spirit of service to support professional development while contributing to the community
  - F. Identify leadership responsibilities
  - G. Demonstrate an understanding of business and management practices

**3) Curriculum Outcome:** Demonstrate the effective use of a variety of reasoning processes

- Abilities:
- A. Demonstrate actions based on ethical reasoning and decision making
  - B. Develop self-directed study, scientific inquiry skills and basic research methodology
  - C. Develop the skills to be a consumer of, and participant in, scholarly inquiry based on a reflective response to social and environmental needs
  - D. Design and implement a rudimentary scientific inquiry project
  - E. Express the use of creative processes in life occupations and endeavors

**4) Curriculum Outcome:** Communicate with and develop alliances with diverse people, communities, agencies and disciplines to improve the health of communities

- Abilities:
- A. Understand different dimensions of diversity
  - B. Communicate meaningfully in written and verbal form
  - C. Understand the social and political structures and processes which influence public policy
  - D. Identify and examine the needs and resources of programs, agencies and communities
  - E. Express occupational science's unique value in society
  - F. Acquire an understanding of health issues and policies from a global perspective
  - G. Communicate acceptance and respect for individuals and their cultural identity and traditions
  - H. Demonstrate a command of electronic and other media in communicating

## ***FREQUENTLY ASKED QUESTIONS***

### **REGARDING THE BS IN OCCUPATIONAL SCIENCE OFFERED IN THE DEPARTMENT OF OCCUPATIONAL THERAPY -COLLEGE OF HEALTH SCIENCES -2002**

#### **WHAT IS OCCUPATIONAL SCIENCE?**

Occupational science is the study of human occupation. Occupations, as defined by the occupational therapy profession, "are the ordinary and familiar things that people do every day. This simple description reflects, but understates, the multidimensional and complex nature of daily occupations (AOTA, 1995, p. 1015). On a scientific level, occupation is a specific individual's personally constructed, non-repeatable, and uniquely contexted experience. Occupational scientists study how occupations are organized into patterns of routines that occupy people and enable them to adapt to the environmental demands (Yerxa, 1998).

#### **WHAT WILL GRADUATES FROM THE BS IN OCCUPATIONAL SCIENCE DO AFTER THEY FINISH?**

The BS in Occupational Science (OS) is the undergraduate degree en route to the Master of Science in Occupational Therapy. If a student chooses not to apply to the MS program in OT, a BS in OS will prepare the student to assume a health or human service position such as a mentor to at-risk youth to, job coach for persons with developmental disabilities or mental illness, coordinating programs for a senior citizen center or a special needs camp for children, coordinating volunteer services in hospitals, homeless shelters or nursing homes or serving as an activity coordinator in an assisted living center) or pursue an alternative graduate degree in physical therapy, social work, psychology.

#### **WHEN WILL STUDENTS BE ENROLLED INTO THE NEW BS in OS PROGRAM?**

Assuming that the program is approved by the University, during the 2002-03 Academic Year, students would declare this major upon approval by the University as a degreed program. Students will not be admitted into the BS Program. Pre Occupational Science majors will enroll in the Introductory Practicum in Occupation (OTS 101) in the Fall of 2002. The BS in Occupational Science will begin offering the degree courses in the Fall of 2003.

## **WHAT IS THE CURRICULUM DESIGN AND MODEL?**

The curriculum model is based on learning cycles and has five threads (themes) throughout each of the cycles and courses. Each cycle (year) incorporates a reflective seminar, concepts and knowledge base for the particular cycle, active learning experiences and creation of portfolio for self assessment and progression through the program.

## **WHAT ARE THE THREADS (THEMES) THROUGH THE CURRICULUM?**

Occupation is the core theme of the curriculum. The other themes are reasoning, identity as a health and human service provider, communication and diversity. These themes were selected due to what the literature supports in the way of what employers are looking for in the 21<sup>st</sup> century. These themes are congruent with the evolving proposal of general education at ECU.

## **DOES THE BS IN OCCUPATIONAL SCIENCE ALLOW FOR A MINOR?**

Yes, there are 13 free electives available in design of the curriculum, students could use these for the minor and include an additional 5- 8 hours during their four years to complete most minors. Students who are majoring in corrections, psychology, social work, nursing, etc. might opt to declare a minor in occupational science.

## **ARE THERE OTHER UNIVERSITIES THAT HAVE A SIMILAR PROGRAM?**

Yes, there are programs with a similar curriculum.