



**PROGRAM REVIEW REPORT**

**DEPARTMENT OF OCCUPATIONAL THERAPY**

**Submitted to the Board of Regents**

**FEBRUARY 2001**

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## **Introduction**

The Department of Occupational Therapy at Florida Gulf Coast University offers an upper level division program which leads to a Bachelor of Science in Occupational Therapy degree. Graduates of the FGCU Bachelor of Science in Occupational Therapy will be eligible to take the Certification Examination for Occupational Therapist Registered OTR, administered by the National Board for Certification in Occupational Therapy (NBCOT). The length of the program is 128 credit hours, with 60 upper level division credit hours required. Currently, there are six full-time faculty members, including the department chair, one part-time faculty assistant, and one full-time executive secretary. The total student enrollment is 46, with the first cohort scheduled to graduate in June 2001.

This report incorporates evaluative information and data for elements of Program Review as specified by the Board of Regents, and specific data related to the performance measures and standards established by Senate Bill 2502, Section 54.

On December 4, 1997, a Letter of Intent was forwarded to the Accreditation Council for Occupational Therapy Education (ACOTE) in order to initiate the first step of the accreditation process of a new program. A development

plan was submitted by May 15, 1998, and on August 13, 1998, ACOTE granted the Department of Occupational Therapy Developing Program Status. The second step of the accreditation process was initiated in September 1998, and a self-study was submitted on April 1, 1999.

“The Accreditation Council for Occupational Therapy (ACOTE) of the American Occupational Therapy Association (AOTA) accredits programs for the occupational therapist. ACOTE establishes, maintains, and promotes appropriate standards of quality for educational programs in occupational therapy and provides recognition for educational programs that meet or exceed the minimum standards outlined in the Essentials. The Essentials are the minimum standards of quality used in accrediting programs that prepare individuals to enter the occupational therapy profession. The extent to which a program complies with these standards determines its accreditation status; the Essentials therefore constitute the minimum requirements to which an accredited program is held accountable. The standards are to be used for the development, evaluation, and self-analysis of baccalaureate and post-baccalaureate occupational therapy entry-level professional programs. The 1991 Essentials were updated in 1995 to reflect the creation of the Accreditation Council for Occupational Therapy Education and to comply with 1994 United States Department of Education criteria for recognition of accrediting agencies” (1991 OT Essentials – Updated, ACOTE) (See Appendix A).

Program review is a specific requirement for accreditation. In the Essentials, it states that “ The program must have a continuing system for reviewing the effectiveness of the educational program especially as measured by student

achievement and must prepare timely self-study reports to aid the staff, the sponsoring institution and the accrediting agencies in assessing program qualities and needs. Programs shall routinely secure sufficient qualitative and quantitative information regarding the program graduates to demonstrate an ongoing evaluation of outcomes consistent with the graduate competencies specified by the educational program. As well, the results of ongoing evaluation must be appropriately reflected in the curriculum and other dimensions of the program. The program must systematically use the information obtained in its evaluation to foster student achievement with respect to the certificate or degree offered” (1991 OT Essentials – Updated, ACOTE) (See Appendix A).

According to the Evaluators’ Report of On-site Evaluation (ROSE), The FGCU Dean of the Office of Planning and Evaluation and the Associate Dean of Institutional effectiveness and Assessment were commended for their collaboration with the Department of Occupational Therapy in the development of a systematic program evaluation plan. The latter ensures a dynamic formative and summative cycle of data collection, in addition to a well-documented plan of action for program improvement (ROSE, February 9, 2000) (See Appendices B, C).

“ACOTE met on March 29-31, 2000, and reviewed the Evaluators’ Report of Initial On-Site Evaluation of the occupational therapy program offered on the baccalaureate level at Florida Gulf Coast University, Fort Myers, Florida. ACOTE voted that the report be accepted as amended; that the program status be ACCREDITATION, and that no additional report regarding the on-site evaluation be required. Because no areas of

noncompliance were cited in the enclosed report, accreditation has been awarded for a period of 7 years and the next on-site evaluation has been listed for the 2006/2007 academic year” ( Stephen L. Heater, Chairperson, ACOTE, April 10, 2000) (See Appendix D).

## **Florida Gulf Coast University**

### **Vision & Purpose**

#### **Vision**

Florida Gulf Coast University is dedicated to providing a learning-centered environment that offers the highest quality educational opportunities for the development of the knowledge, insights, competencies, and skills necessary for success in life and work. To maintain this learning-centered environment, the university as a whole and its units and individuals will actively practice continuous planning and assessment leading to improvement and renewal (p. 11, FGCU Catalogue, 2000-01).

#### **Purpose**

Florida Gulf Coast University is a comprehensive public university created to address the educational needs of the rapidly growing Southwest Florida population and the increasing number of students who are seeking admittance into the State University System. The university’s primary service area consists of Charlotte, Collier, Glades, Hendry, and Lee counties, with specialized programs drawing students from the state and beyond. The university seeks to employ innovative ideas and technologies in the development and delivery of programs and services. The university also

pursues regional and community-based public service activities and projects. To support the roles of teaching and public service, faculty and students are encouraged to engage in a wide array of creative inquiry and scholarship, including applied scholarship that focuses on the unique Southwest Florida environment and other issues of importance to the region and state. The library, which utilizes information technology in the delivery of instruction and information resources, actively promotes student learning and supports the information needs of the university (p.11-12, FGCU catalogue, 2000-01).

## **COMPONENTS OF PROGRAM REVIEW**

### **MISSION STATEMENT**

The mission of the Department of Occupational Therapy at Florida Gulf Coast University is to provide an exceptional educational opportunity for students who will be the entry-level occupational therapy professionals of the future. The occupational therapy curriculum is student-focused, with an emphasis on self-directed learning, interdisciplinary collaboration, and community-based fieldwork experiences. Alternative and technological teaching methods stress client-centered therapy practice, critical thinking, and professional competencies that provide the framework for lifelong learning, research, and compliance to ethical standards of practice. The curriculum defines the current role of the occupational therapist working with diverse populations and challenges students to be proactive to the needs of consumers and the changes in health care delivery. Awareness of cultural diversity and individual needs are emphasized in the curriculum in order to enhance the client-therapist relationship, and to teach students to be better

informed, responsible, and caring citizens. The Department of Occupational Therapy is committed to a diverse student population and provides equal opportunity to all students who wish to pursue a career in occupational therapy.

The Department of Occupational Therapy strives to:

- Provide continuing education opportunities to all health care practitioners in the community.
- Educate the health care consumer about the value and scope of occupational therapy in order to make informed decisions about individual health care management.
- Encourage faculty and student involvement in public service by sharing knowledge and experience, and by providing assistance and consultation.
- Promote and strengthen the involvement of Florida Gulf Coast University occupational therapy faculty and students, and local therapists in occupational therapy professional organizations at the regional, state, and national levels.

The Evaluators' Report of On-site Evaluation (ROSE) for the Accreditation Council for Occupational Therapy Education stated that the occupational therapy curriculum design clearly incorporated the mission and philosophy of the program and the university; the latter was viewed as one of the major strengths of the occupational therapy program.

(ROSE, February 9, 2000) (See Appendix B).

## **Student Learning Outcomes**

As part of the self-study, this element was addressed under Essential I.E. Program Evaluation. A matrix was created to indicate assessment criteria and measures, as well as to indicate how the data would be used to bring about change. (See Appendix C). This matrix was further developed, whereby expected outcomes and timeframe were added (See Appendix D).

The following learning outcomes have been established by the Department of Occupational Therapy at FGCU to enable the individual to progress professionally from the role of the student to that of an experienced, active member of the occupational therapy community and the community at large.

Graduates of the occupational therapy program will:

- demonstrate self-directed learning within the educational, professional and community environments.
- critically analyze the currently accepted OT theories/models in order to determine appropriate use in everyday practice.
- demonstrate selection and application of therapeutic approaches appropriate to clients' needs.
- evaluate professional growth via maintenance of a personal portfolio.
- utilize knowledge of cultural, political, and economic differences when working as members of an interdisciplinary team and in the client-therapist relationship.

- demonstrate the use of ethical reasoning and professional integrity in decision making as it relates to client outcomes.
- demonstrate oral and written skills for effective professional performance of an entry-level occupational therapist.
- utilize the constructs of group theory within interdisciplinary teams and in client-therapist interactions.
- demonstrate competent use of technology for gathering and processing information to produce individual or collaborative projects.
- demonstrate an enthusiasm to participate in and contribute to community and professional activities and associations.
- facilitate creative problem solving within the framework of client-centered practice.

### **Program Components/Course/Requirements:**

#### I. Admissions Criteria (see Appendix F)

#### II. Required Courses in the Degree Program (53 hours)

NUR 3125	Physiological Responses to Alterations in Health (3)
OTH 3000	Defining Occupational Therapy (2)
OTH 3012C	Dynamics of Communication (3)
OTH 3220C	Identification of Occupational Performance Issues: Birth to Adolescence (3)
OTH 3221C	Identification of Occupational Performance Issues: Early to Late Adulthood (3)

OTH 3016	Theoretical Approaches: Selection & Application (2)
OTH 3413	Applied Kinesiology (3)
OTH 3417C	Gross Human Anatomy (4)
OTH 3429C	Neuroanatomy of the Human Central Nervous System (3)
OTH 4224C	Assessment of Occupational Performance Components: Part I (3)
OTH 4225C	Assessment of Occupational Performance Components: Part II (3)
OTH 4230	Action Plan: Evaluation to Outcomes (2)
OTH 4845	Fieldwork Level II (7 weeks) (3)
OTH 4232C	Implementation & Evaluation (6)
OTH 4109C	Assistive Technologies & Strategies for Functional Living (2)
OTH 4846	Fieldwork Level II (8 weeks) (3)
OTH 4847	Fieldwork Level II (9 weeks) (3)
OTH 4932	Special Topics (2)

College of Health Professions Common Core (9 hours)

IHS 3101	Foundations & Dynamics of Health Services Delivery (3)
IHS 3203	Dynamics of Organizational Management for Health Services Organizations (3)
IHS 4504	Research Methods & Applications to Health Care Systems (3)

University Requirements (6 hours)

IDS 3920            University Colloquium (3)

IHS 4938            Health Professions Senior Seminar (3)

### **Course Review Process**

The Occupational Therapy faculty systematically reviews each course taught within the Department of Occupational Therapy. A course review form is used (see Appendix G), in order to document recommended modifications/revisions. This review process is carried out at the beginning of each semester (courses taught in the previous semester are reviewed), once student evaluations have been obtained and noted.

## **DATA COLLECTION**

### **DATA COLLECTED TO DATE**

#### **Program Enrollment**

SEMESTER	ADMITTED	COMPLETED	IN PROGRESS
Spring 99	30	0	25
Spring 00	12	0	10
Spring 01	10	0	10

#### **Retention Rate (%)**

SEMESTER	RETENTION RATE (%)
Spring 99	83%
Spring 00	83%
Spring 01	100%

## **Data Analysis**

By the end of the summer 2001, the first cohort of students will have graduated. The GPA at time of admission and the GPA at time of graduation will be compared; as well, a post-graduate survey will be carried out, and information will be collected from fieldwork educators. By the end of the year 2001, data will be available from the National Board for Certification in Occupational Therapy (NBCOT), concerning success rate of graduates having completed the national certification exam. This data will be used to review admission requirements, student selection process, advancement policy, and learning/teaching strategies used within the curriculum. As well, feedback from fieldwork educators will be used to determine how well the curriculum matches current practice (See Appendix C).

## **Resources and Support Services**

Currently, human, physical, and learning resources are adequate to address the goals and objectives of the Department of Occupational Therapy. As the University continues to expand, additional instructional space and learning resources will become available. In the near future, additional storage space will have to be secured, in order to expand the amount of instructional materials available to both professors and students. As well, the number of off-campus fieldwork sites available for clinical instruction will have to increase, in order to ensure a variety of learning experiences.

The Department of Occupational Therapy is in the process of filling a faculty position, which has been vacated this past fall. Once this faculty position is filled, the number of full-time faculty and support staff will be adequate to address the needs of the curriculum, as well as provide advising and mentoring to students, on an individual basis.

## **Identification of Strengths, Opportunities, & Barriers**

### **STRENGTHS**

Major strengths of the program, as stated in the ROSE Report consist of the following:

1. The Program Director has demonstrated exemplary leadership in the development of this program. She brings a wealth of teaching and administrative experience as well as strong clinical skills. She is respected by the administration, faculty, students and fieldwork educators for her contributions to occupational therapy education.
2. The occupational therapy faculty are commended for their strong team approach to curriculum development and implementation as well as a strong commitment to the education and professional development of the occupational therapy students in this program.
3. An active interdisciplinary component in this curriculum enhances the learning experiences for occupational therapy students.

4. The fieldwork educators are committed to the education of occupational therapy students in a time of considerable limitations in allocation of agency resources for clinical education programs.

5. The curriculum design is a product of strong, collaborative planning and development from all the occupational therapy faculty as demonstrated by their ability to articulate the design as a whole and specifically in relation to courses that are taught. It is a design that clearly addresses contemporary adult learning theory and principles and incorporates the mission and philosophy of the program and the university.

6. The infusion of innovative instructional technology has significantly enriched the interaction among faculty and students in all learning activities across the occupational therapy curriculum.

(See Appendix B)

An Advisory Council composed of occupational and physical therapists, medical doctors, and members from organizations within the Southwest Florida community was formed, and held its first meeting on September 30, 1998. This Council continues to meet on a regular basis, providing feedback from the community, as well as supporting fund raising events, student recruitment, and increasing public awareness about the profession of occupational therapy.

## **OPPORTUNITIES**

The Accreditation Council for Occupational Therapy Education (ACOTE) unanimously voted at its August 1999 meeting to adopt a motion stating, “only post-baccalaureate occupational therapy degree programs will be

eligible to receive or maintain ACOTE accreditation status as of January 1, 2007". As a result of this motion, the Department of Occupational Therapy plans to replace the current baccalaureate level occupational therapy program with a master's level program by fall of 2003.

The Department of Occupational Therapy received continuing education provider status (provider number #2) through the Florida Department of Health – Board of Occupational Therapy Practice in September 1999. Since then, a total of 7 continuing education courses have been offered.

The Department of Occupational Therapy endeavors to expand the number and types of courses made available to health care practitioners in the community (See Appendix E).

## **BARRIERS**

A number of potential barriers exist. These include:

- The program was recently accredited and is still considered fairly new; thus, it must compete with other private and state programs that have a long-standing reputation.
- Employment opportunities in the health care field are limited in the Southwest Florida region; this may impact the number of applicants into the program.
- The health care environment is volatile, impacting employment opportunities and retention of occupational therapists. The restructuring and downsizing which often occurs, despite a healthy economy, affects employment opportunities and access to a variety of innovative work settings.

- Reimbursement issues (Medicare) may cause a decrease in the number of student fieldwork placements, which in turn would affect the diversity of learning experiences and size of cohort.

## **PLANS FOR CONTINUOUS IMPROVEMENT**

The Department of Occupational Therapy is committed to implement a variety of strategies that will facilitate continuous program improvement.

These include:

- individual academic advising and mentoring , in order to model professional and ethical behavior, and encourage life-long learning.
- process of encouraging students to develop a comprehensive professional portfolio, along with a self-assessment of one's own professional behavior, will be further enhanced.
- instruction for fieldwork education, to ensure that all clinical educators will be better prepared to supervise students.
- students' input concerning curricular revisions, admissions requirements, and student recruitment
- a systematic review process of all interdisciplinary college core courses. This process will ensure that all students will experience interdisciplinary learning and teaming.
- a process of reviewing all courses, with the purpose of ensuring that all content be compliant with the recently approved Standards (ACOTE).

- provision of continuing education courses to the community. An in-depth needs assessment will be carried out, in order to determine a list of topics and types of courses preferred.
- expand marketing efforts, in order to increase student enrollment.
- explore emerging fieldwork placements, in order to increase the number and variety of fieldwork experiences.

As a result of having to phase out the baccalaureate degree in occupational therapy and replace it with a Master's entry-level, the curriculum will be revised; thus, all courses will be reviewed collectively and individually, to determine which components will be transferred to the Master's entry-level program, and which elements will need to be modified/removed.

Once the curriculum is restructured, this information will be used to determine faculty resources, and other budgetary needs required to implement the new program.

# **APPENDIX A**





# **APPENDIX B**



# APPENDIX C



**FLORIDA GULF COAST UNIVERSITY**  
**College of Health Professions**  
**Department of Occupational Therapy**  
**Institutional Effectiveness Measures**

Unit Mission Statement	Purpose	Expected Results	Assessment Criteria and Measures	Use of Assessment Results for Change
<p>The mission of the Department of Occupational Therapy at Florida Gulf Coast University is to provide an exceptional educational opportunity for students who will be the entry-level occupational therapy professionals of the future. The occupational therapy curriculum is student-focused, with an emphasis on self-directed learning, interdisciplinary collaboration, and community-based fieldwork experiences. Alternative and technological teaching methods will be used to stress client-centered therapy practice, critical thinking, and professional competencies that will provide the framework for lifelong learning, research, and compliance to ethical standards</p>	<p>The Department of Occupational Therapy:</p> <ul style="list-style-type: none"> <li>• Prepares students to be exemplary occupational therapy professionals -practitioners -educators -researchers -advocates</li> <li>• Graduates will strive to use ethical reasoning &amp; professional integrity in proactive decision making.</li> <li>• Graduates will use current and evolving</li> </ul>	<p>Graduates of the Occupational Therapy Program will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate self-directed learning within the educational, professional and community environments.</li> <li>2. Critically analyze the currently accepted OT theories/models in order to determine appropriate use in everyday practice.</li> <li>3. Demonstrate selection and application of therapeutic approaches to client's needs.</li> <li>4. Evaluate professional growth via maintenance of a personal portfolio.</li> </ol>	<ol style="list-style-type: none"> <li><u>1.</u> <ol style="list-style-type: none"> <li>A. Professional Portfolio</li> <li>B. Post-graduate survey</li> <li>C. GPA at time of graduation</li> <li>D. NBCOT &amp; state licensure</li> </ol> </li> <li><u>2.</u> <ol style="list-style-type: none"> <li>A. Fieldwork evaluation</li> <li>B. Survey</li> <li>C. Professional focus groups</li> <li>D. Professional Portfolio</li> </ol> </li> <li><u>3.</u> <ol style="list-style-type: none"> <li>A. Fieldwork evaluation</li> <li>B. Survey – graduates &amp; fieldwork educators</li> <li>C. Professional Portfolio</li> </ol> </li> <li><u>4.</u> <ol style="list-style-type: none"> <li>A. Portfolio</li> </ol> </li> <li><u>5.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Feedback from post grad survey, percentage of graduates obtaining NBCOT &amp; state licensure, results of professional portfolio will be used, review admission requirements, student selection process, advancement policy and learning/teaching strategies used within the curriculum</li> <li>2. Interpret information from fieldwork evaluation, survey and focus groups to revise content area pertaining to theories and models, as well as learning/teaching strategies</li> <li>3. Feedback will be used to determine if curriculum is matching current practice, as well as evaluate the learning/teaching strategies</li> <li>4. Interpret the information from the portfolio to review advancement policies, requirements for successful completion of fieldwork, and the need assessment of mentoring</li> </ol>

<p>of practice. The curriculum defines the current role of the occupational therapist working with diverse populations and challenges students to be proactive to the needs of consumers and the changes in health care delivery. Awareness of diversity and individual needs are emphasized in the curriculum in order to enhance the client-therapist relationship, and to teach students to be better informed, responsible, and caring citizens. The Department of Occupational Therapy is committed to a diverse student population and provides equal opportunity to all students who wish to pursue a career in occupational therapy.</p> <p>The Department of Occupational Therapy:</p> <ul style="list-style-type: none"> <li>• Provide continuing education opportunities to all health care practitioners in the community.</li> <li>• Educate the health care</li> </ul>	<p>technologies as a vehicle to promote</p> <ul style="list-style-type: none"> <li>• professional growth.</li> <li>• Is proactive in its collaboration and participation in College of Health Professions interdisciplinary education.</li> <li>• Contributes to the integral functions of the College of Health Professions and the university.</li> <li>• Provides continuing education opportunities to health care practitioners in the community.</li> <li>• Educate the health care consumer about</li> </ul>	<p>5. Utilize knowledge of cultural, political, and economic differences when working as a member of an interdisciplinary team and in the client-therapist relationship.</p> <p>6. Demonstrate the use of ethical reasoning and professional integrity decision making as it states to client outcomes.</p> <p>7. Demonstrate oral and written skills for effective professional performance of an entry-level occupational therapist.</p> <p>8. Utilize the constructs of group theory within interdisciplinary teams and in client-therapist interactions.</p> <p>9. Demonstrate competent use of technology for gathering and processing information to produce individual or collaborative projects.</p> <p>10. Demonstrate an enthusiasm to participate in and contribute to community and professional</p>	<p>A. Employer Survey/Advisory Council, focus groups B. Fieldwork evaluation C. Portfolio D. Clients' survey</p> <p><u>6.</u> A. Fieldwork evaluation B. Portfolio C. Focus Groups D. Graduates' survey</p> <p><u>7.</u> A. Portfolio B. Fieldwork evaluation C. Graduates' survey</p> <p><u>8.</u> A. Fieldwork evaluation B. Employer' survey C. Clients' Survey D. Graduates' Survey E. Professional Portfolio</p> <p><u>9.</u> A. Portfolio/personal CD Rom B. Fieldwork evaluation C. Pre-post technology test D. Graduates' survey/ Advisory Council/</p>	<p>5. Utilized the information collected to review content area taught re:diversity and teaming</p> <p>6. Feedback from fieldwork, focus groups, survey and portfolio will be used to review student selection process, admissions criteria, content area re: ethics and professionalism</p> <p>7. Assess advancement policy, admissions criteria, student selection process, content area re: documentation, oral and written communication skills</p> <p>8. Determine if content area re: group theory and process is adequate, as well as assess learning/teaching strategies used in this domain</p> <p>9. Assess the pre-testing of admitted students as it relates to technology skills, evaluate teaching/mentoring carried out within the curriculum, as it relates to technology</p> <p>10. Assess the student selection process, volunteer/work experience, as well as how professionalism is being emphasized throughout the curriculum</p>
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<p>consumer about the value and scope of occupational therapy in order to make informed decisions about individual health care management.</p> <ul style="list-style-type: none"> <li>• Encourage faculty and student involvement in public service by sharing knowledge and experience, and by providing assistance and consultation.</li> <li>• Promote and strengthen the involvement of Florida Gulf Coast University's occupational therapy faculty and students, and local therapists in occupational therapy professional organizations at the regional, state, and national levels.</li> </ul>	<p>the value and scope of occupational therapy in order to make informed decisions about individual health care management.</p> <ul style="list-style-type: none"> <li>• Encourage involvement in public service by sharing knowledge and experience, and by providing assistance and consultation.</li> <li>• Promote and strengthen the involvement of occupational therapy in regional, state and national organizations.</li> </ul>	<p>activities and associations.</p> <p>11. Facilitate creative problem solving within the framework of client-centered practice.</p>	<p>focus groups</p> <p><u>10.</u></p> <p>A. Portfolio</p> <p>B. Membership in professional-related groups</p> <p>C. Graduates' survey</p> <p><u>11.</u></p> <p>A. Fieldwork evaluations</p> <p>B. Portfolio</p> <p>C. Clients' survey</p>	<p>11. Review requirements of successful completion of fieldwork</p>
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**APPENDIX D**







## **APPENDIX E**









# APPENDIX F

**FLORIDA GULF COAST UNIVERSITY**  
**College of Health Professions**  
**Department of Occupational Therapy**

**Admissions Criteria**

The following are the minimum requirements for admission to the Bachelor of Science in occupational therapy program. (Note: The occupational therapy program is a limited access program. Meeting the minimum requirements for admission does not guarantee admission to the occupational therapy program.)

All applicants must have:

- Secured, or be eligible for, admission to Florida Gulf Coast University (FGCU).
- Completed all Florida State University System (SUS) general education, CLAST, Gordon Rule, and foreign language requirements by the enrollment date.
- Completed all common prerequisite courses for occupational therapy by the application date. All common prerequisites for occupational therapy must be completed, with a minimum grade of C. These are currently:

	<b>BSC X010/X010L</b>	<b>Any Biology I w/lab</b>	<b>4 semester hours</b>
BSC X085/X085L	Any Human Anatomy & Physiology I w/lab	4 semester hours	
BSC X086/086L	Any Human Anatomy & Physiology II w/lab	3 semester hours	
PHY X024/X024L	Any Introductory General	4 semester hours <b>Physics</b>	
	<b>CHM X045</b>	<b>Any General Chemistry</b>	<b>3 semester hours</b>
STA X023	Statistics or any Introductory	3 semester hours <b>Statistics</b>	
PSY X012	Any Introductory General Psychology	3 semester hours	
DEP 2004	Any Life Span Human Development Course. Must include infant & child & adolescent & adult & aging	3 semester hours	
SYGXXXX or ANTXXXX	Any Sociology or Anthropology	3 semester hours	
XXX XXXX or CLP 3144	Any Abnormal Psychology	3 semester hours	

- Achieved a Grade Point Average (GPA) of at least 3.0 (on a 0 to 4 scale) on all SUS common prerequisite courses, with a grade of C or higher in each course.
- Achieved a cumulative GPA of at least 3.0 (on a 0 to 4 scale) for the most recent 60 (+/-) credits.

- Students who have not completed general education, CLAST, Gordon Rule and foreign language requirements at the time of application, but who will have completed all of these requirements by the first day of class, may apply for admission. The selection process is competitive, so students who have completed all admissions criteria prior to the application deadline receive priority consideration. Calculation of the GPAs for common prerequisites and 60 (+/-) hours earned is based on the courses completed by the application deadline. Applicants must provide assurance that all required lower division coursework will be completed prior to the specified enrollment date. Applicants must document courses completed, courses in progress (via official registration document), and plan for completing any remaining courses. If selected for provisional admission, applicants are required to submit official documentation (e.g., transcripts, original grade reports) attesting to successful completion of all courses prior to the first class day of the semester in which accepted. The GPA for the most recent 60 (+/-) hours will be re-calculated to assure the GPA has not dropped below the established minimum criteria for admission. If these requirements have not been met, students will not be able to enroll.
- Submitted a CHP Supplemental Application, including personal statement on choice of occupational therapy as a career and Volunteer/Work Experience documentation.

## **APPENDIX G**

**Department of Occupational Therapy**

**Course Review Date:**

**Course name, # & CRN:**

**Semester:**

**Faculty:**

	<b>Met/ Partially Met/ Unmet</b>	<b>Retain, remove, modify, add</b>
<b>Course objectives</b>		

<b>Evaluations/grading system</b>	<b>Retain, remove, modify, add</b>

	<b>Retain, modify, remove, add</b>
<b>Teaching strategies/methodologies</b>	

<b>Activities</b>	
<b>Texts, videos, etc.</b>	

**Summary of Student Feedback on course:**

- 

**Summary of Faculty members' feedback on course:**

- 

**Changes to be implemented, including timeline:**

- 

**Recommended # of instructors for next offering:**

**Potential guest speakers, include credentials, phone # & address if known:**

