I. Welcome, Announcements, and Brief Reports

1- Approval of the Minutes of the October 23, 2013 meeting — Anna Sosa
2- Graduate Student Government Report — Crystal Ewen
3- Dean’s Remarks — Ramona Mellott

II. Curricular Changes

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<td>A. College of Education</td>
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<td>Major Reqmts-Course(s) Added, Major Reqmts-Course(s) Deleted, Major Reqmts-Unit Change</td>
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Elementary Education-Continuing Professional; M.Ed.

8 Term Plan: Program of Study

Support: NCATE

Continuing Professional Emphasis
Reading K-12 Emphasis
Support: ADE Reading Endorsements

2. Elementary Education-Continuing Professional; M.Ed. Fall 2014 New Subplan, Subplan Reqmts-
Course(s) Added, Subplan Reqmts-
Course(s) Deleted

3. Occupational Therapy; OTD Fall 2014 New Plan

OTD 600 OTD 600 4 OCCUPATIONAL ENGAGEMENT AND PARTICIPATION ACROSS THE LIFE SPAN

OTD 601 OTD 601 2 PRACTICE COMPETENCY II AND FIELDWORK LEVEL I

OTD 602 OTD 602 3 OCCUPATIONAL THERAPY PRACTICE THEORY AND MODELS

OTD 620 OTD 620 4 HUMAN ANATOMY

OTD 621 OTD 621 4 NEUROSCIENCE FOUNDATIONS FOR PRACTICE

OTD 622 OTD 622 4 CONDITIONS IMPACTING OCCUPATIONAL PERFORMANCE

OTD 623 OTD 623 3 HUMAN MOVEMENT FOR OCCUPATION

OTD 631 OTD 631 3 OCCUPATIONAL PERFORMANCE EVALUATION AND ASSESSMENTS

B. College of Health and Human Services

OCCUPATIONAL THERAPY

1. Occupational Therapy; OTD Fall 2014 New Plan

OTD 600 OTD 600 4 OCCUPATIONAL ENGAGEMENT AND PARTICIPATION ACROSS THE LIFE SPAN

OTD 601 OTD 601 2 PRACTICE COMPETENCY II AND FIELDWORK LEVEL I

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III. Informational Items

A. November 20, 2013 FAST TRACK Report

IV. Policy Items

A. Dismissal Policy

V. Agenda Items for Next UGC Meeting
MINUTES
UNIVERSITY GRADUATE COMMITTEE

November 20, 2013

Members Present: Michael Amundson (History), Colleen Byron (Administration), Joe Collentine (Modern Language), William Crawford (English), Richard Dean (Sub – Physician Assistant Studies), Crystal Ewen (Graduate Student Government), Evie Garcia (Ex-officio: Graduate College), Amy Hughes (Ex-officio: Cline Library), Stephanie Hurst (Chemistry), April Brown Judd (Mathematics and Statistics), Tom Kolb (Forestry), Alan Lew (Geography, Planning, and Recreation), John Masserini (Music), Gretchen McAllister (Teaching and Learning), Ramona Mellott (Ex-officio: Graduate Dean), Marcia Metcalf (College of Business), Catherine Propper (Biological Sciences), Jim Sample (School of Earth Sciences and Environmental Sustainability), Brant Short (School of Communication), Anna Sosa (Chair, Communication Sciences and Disorders), Barbara Tomlinson (School of Nursing), Niranjan Venkatraman (Engineering), and Meghan Warren (Physical Therapy).

Members Absent: Yuly Asencion-Delaney (Modern Languages), Karen Applequist (Educational Specialties), Steven Barger (Psychology), Michael Costelloe (Criminology and Criminal Justice), Kim Curtis (Sustainable Communities), Patrick Deegan (Ex-officio: Extended Campuses), Gary Emanuel (Educational Leadership), Michelle Harris (Sociology), Fred Hurst (Ex-officio: Extended Campuses), Mary McLellan (Educational Psychology), Patricia Peterson (Faculty Senate Representative), Carol Thompson (Politics and International Affairs), Kerry Thompson (Anthropology), and David Trilling (Physics and Astronomy).

Guests: Patricia Crist (Occupational Therapy), Jean Ann Foley (Teaching and Learning), Scott Galland (Curriculum and Assessment), Sherry Markel (Teaching and Learning), Jenny Scott (Extended Campuses), Lisa Williams (Registrar), and Lisa Wischmeier (Extended Campuses).

Graduate College: Kirsten Slaughter-Rice

The meeting was called to order at 3:04 by Anna Sosa.

I. Welcome, Announcements, and Brief Reports
A. Approval of the Minutes from the October 23, 2013, Meeting – Anna Sosa

The minutes were approved by all present.

B. Graduate Student Government Report – Crystal Ewing

Crystal Ewing reported on the increase in social events by the Graduate Student Government (GSG) to involve other graduate students, including a tailgate party at the last football game. Several of the representatives attended NAGPS in early November and learned other ways to market GSG to graduate students. GSG also has feedback on the Dismissal Policy, which will be mentioned when the policy is discussed.
C. Dean’s Remarks – Ramona Mellott

Dean Mellott provided an update on the 3 Minute Research Project and distributed the Call for Abstracts that was sent to graduate students, graduate coordinators, and departmental staff. Additional information and training will be provided to interested students in January. Students from all disciplines are encouraged to participate, and she requested that members also encourage their students to take part in this competition. The goal of this project is to teach good communication skills to graduate students, so they can present their research to a lay audience. Several members provided feedback about the project, including the need for students to communicate their research clearly and quickly and how this project pairs well with the five minute presentations currently done at conferences. Any questions regarding the project should be directed to Dean Mellott.

Dean Mellott announced the new Associate Dean of the Graduate College, John Masserini. Dr. Masserini will join the Graduate College in January, and she asked the committee to join her in welcoming him.

Dean Mellott presented Dr. Garcia with a plaque from the committee thanking her for her hard work and dedicated service to the UGC. Dr. Garcia said a few words, and light refreshments were served.

II. Curricular Changes – Consent Items.

There were no Curricular Changes or Consent Items.

III. Action Items

A. College of Education

1. Teaching and Learning

   a. Secondary Education-Continuing Professional; MEd, Fall 2014 – Major Requirements-Course(s) Added, Course(s) Deleted, Unit Change

Jean Ann Foley, Associate Professor in the Department of Teaching and Learning, summarized the changes to the Secondary Education – Continuing Professional Master’s degree. The changes focus on the understanding of curriculum with current issues in education. Six credits were removed from the elective course requirements, and two elective courses that had not been offered in 5 years were removed. These elective courses were replaced with secondary content courses that were previously offered as required courses. Students will have more options to fashion their own degrees to meet requirements. The change to a 30-hour degree reflects feedback from the students and will align with other programs offered throughout the state.

Dr. Sosa noted that potentially affected units were notified, and they did respond.

A motion was approved for the changes to the degree.

   b. Elementary Education-Continuing Professional; MEd, Fall 2014 – New Subplan, Subplan Reqmts-Course(s) Added, Course(s) Deleted

Sherry Markel in the Department of Teaching and Learning, summarized the changes to the degree subplan. Students will be able to obtain the reading endorsement for the state of Arizona, which requires 15 hours.
A motion was approved for changes to the degree.

B. College of Health and Human Services
   1. Occupational Therapy
      a. Occupational Therapy; OTD, Fall 2014 – New Plan
      b. OTD 600, “Occupational Engagement and Participation Across the Life Span,” Fall 2014 – New Course
      c. OTD 601, “Practice Competency II and Fieldwork Level I,” Fall 2014 – New Course
      d. OTD 602, “Occupational Therapy Practice Theory and Models,” Fall 2014 – New Course
      e. OTD 620, “Human Anatomy,” Fall 2014 – New Course
      f. OTD 621, “Neuroscience Foundations for Practice,” Fall 2014 – New Course
      g. OTD 622, “Conditions Impacting Occupational Performance,” Fall 2014 – New Course
      h. OTD 623, “Human Movement for Occupation,” Fall 2014 – New Course
      k. OTD 633, “Educational Strategies and Learning in Healthcare and Academic Settings,” Fall 2014 – New Course
      l. OTD 640, “Biomechanical Function and Occupational Performance,” Fall 2014 – New Course
      m. OTD 641, “Psychosocial Function, Behavioral Health and Occupational Performance,” Fall 2014 – New Course
      n. OTD 642, “Pediatric Neurological and Sensorimotor Function and Occupation Performance,” Fall 2014 – New Course
      o. OTD 643, “Neurological and Sensorimotor Function and Occupational Performance: Adult,” Fall 2014 – New Course
      p. OTD 644, “Environmental Adaptation and Rehabilitation Technology,” Fall 2014 – New Course
      q. OTD 645, “Cognitive and Perceptual Function and Occupational Performance,” Fall 2014 – New Course
      r. OTD 646, “Upper Extremity Function and Occupational Performance,” Fall 2014 – New Course
      s. OTD 647, “Emerging Practice Seminar,” Fall 2014 – New Course
      t. OTD 650, “Evidence-Based Practice and Professional Communication,” Fall 2014 – New Course
      u. OTD 651, “Scholarship of Practice Approaches and Design,” Fall 2014 – New Course
      v. OTD 652, “Practice-Scholar Proposal Development Seminar,” Fall 2014 – New Course
      w. OTD 653, “Practice-Scholar Apprenticeship I,” Fall 2014 – New Course
      x. OTD 654, “Practice-Scholar Apprenticeship II,” Fall 2014 – New Course
      y. OTD 660, “Practice Competency I,” Fall 2014 – New Course
      z. OTD 670, “Health Policies, Service Delivered and Sustainability,” Fall 2014 – New Course
aa. OTD 708, “Fieldwork Level II,” Fall 2014 – New Course
bb. OTD 748, “Integrated Practice Seminar,” Fall 2014 – New Course
c. OTD 755, “Practice Scholar Apprenticeship III,” Fall 2014 – New Course
d. OTD 756, “Practice-Scholar Apprenticeship IV,” Fall 2014 – New Course
e. OTD 761, “Practice-Scholar Residency Professional Development Plan,” Fall 2014 – New Course
ff. OTD 762, “Practice Competency III,” Fall 2014 – New Course
g. OTD 771, Program Leadership and Administrative Processes,” Fall 2014 – New Course
hh. OTD 772, “Inspired Practice Through Visionary Leadership,” Fall 2014 – New Course
ii. OTD 790, “Residency Qualification Examination,” Fall 2014 – New Course
jj. OTD 791, “Practice-Scholar Residency,” Fall 2014 – New Course
kk. OTD 792, “Practice-Scholar OTD Capstone,” Fall 2014 – New Course

Patricia Crist, Founding Chair of the Occupational Therapy Program, introduced the new degree program and courses. The doctorate degree in clinical Occupational Therapy will prepare occupational therapists in the state. There are currently only 4-5 other programs approved in the nation. The program is up for the initial review by the accrediting organization in January.

In responses to questions, Dr. Crist responded that students can complete the degree in 33 consecutive months, including 6 months of fieldwork. The degree includes a 16-week residency and capstone experience at the end of the degree, which will provide experience in advanced areas of systems theory and public practice. Students will work with faculty to define a residency program, and Dr. Crist is currently working on finding mentors on campus and in the Flagstaff and Phoenix communities. One member asked if students had the opportunity to travel elsewhere, and Dr. Crist noted that some students may even travel internationally for their residencies, depending on their career goals.

Another member asked about the board review in the capstone course. Dr. Crist explained that there is a required exam, and the course reviews the examinations published by the national accreditation board. Student will not only review the exams, but they will also be ready to take the exam and have already passed all of the required courses prior to their residency. The program will receive data on both the group and individual scores from the examinations. Faculty at NAU will then determine the passing score for students at NAU and how to address students who do not receive passing scores.

Dr. Sosa asked how the OTD 790 will be offered. Dr. Crist noted that it may take the form of comprehensive or national exams. Students would enroll in and receive 1-credit hour for taking the examination. Dean Mellott asked if there was a course for reading for comprehensive exams and whether other doctoral programs offered the same type of course. Dr. McAllister noted that doctoral students in Teaching and Learning can take a directed reading course to prepare for comprehensive exams. Dr. Crist explained that they added a credit to the examination preparation so as to not hinder anyone from moving forward. If students do not do well enough on the exams, there are other options for moving forward, including practice competencies and subject areas. ATKI is already used by most programs, and there is a movement to set a minimum score. NAU will have the ability to set their own score minimum.
Students will apply to both the CAS system and Graduate College, and the program has already received 57 applications to date through the CAS system. Twenty-four students will be admitted to determine how the space and environment will work to help students meet the degree requirements.

Dr. Crist noted that between six and eight faculty members will be hired for the degree program. Depending on experimental learning aspects of the degree, as many as ten faculty members would be hired. This is an entrepreneurial program, which is funded through student tuition and fees. Dean Mellott stated the program will eventually be 100% self-supporting.

One member asked if the anatomy course would be cross-listed, since they are down in Phoenix. Dr. Crist responded that the course will not be cross-listed, and she is currently working with an anatomist to create a synergetic class.

A motion was approved for the new plan and new courses.

IV. Informational Items
   A. November 20, 2013 FAST TRACK Report

Item was reviewed with no comment by representatives.

V. Policy Items
   A. Dismissal Policy

Dr. Garcia summarized the changes to the policy. The title was changed to the “Academic Continuation Policy” because the undergraduate policy using this language. Several members suggested calling the policy the “Academic Continuation and Dismissal Policy” to be more descriptive. The other committee members agreed with this suggestion.

Course grades in Section 1A were further clarified. “Course” was added to provide clarification that the D or F grades referred to overall course grades, instead of individual assignment grades. In Section II, students may not receive 6 or more units of “C” grades. If students receive two “C” grades, they receive a low grade hold notification and letter, rather than waiting for the third “C” grade as previous policy versions did. Departments may also recommend dismissal for academic issues other than low grades, including failure to make progress.

Academic units may also recommend that a student be placed on probation (Section II.). The Graduate College is not always automatically notified if a student is failing to make progress because different programs have different requirements. Since requirements do vary, departments are able to make this recommendation to the Graduate College.

Ms. Ewen, on behalf of GSG, provided feedback on the policy. Students were concerned that departments may not submit all of the materials submitted by the student (Section III). She suggested adding “with a copy to the student” to “The academic unit must submit the unit’s review materials and all materials submitted by the student” sentence in Section III. Dr. Garcia suggested the addition of “must submit to the Graduate College” to the same sentence.

Dr. Garcia will contact Occupational Therapy and ask if they would like an exception to the 6 units of “C” grades.
The policy was approved pending the discussed changes.

The Dismissal Policy will be sent to legal counsel for review, and the committee will be notified if there are any significant changes. The policy will be effective in spring 2014.

VI. Announcements

Dr. Garcia told the committee about a student success webpage the Graduate College is creating, which will be live soon. The website provides resources to make student success more likely. The committee will be notified once the site is live. The committee was asked to provide feedback on the site and resources and to consider adding a link to the webpage on their own websites.

Dr. Garcia, Masserini, and Mellott are currently working on a transition plan, so Dr. Masserini will be up to speed when he joins the Graduate College on January 6, 2014.

Dr. Garcia reminded the Review Committee that there is an upcoming meeting in December. Dr. Sosa asked for any volunteers to replace the open position on the Review Committee, perhaps from the College of Arts and Letters or the College of Education. April Brown Judd from the Department of Mathematics volunteered. Dr. Sosa will send a call for other nominations to the entire committee, and any additional nominations will be voted on via e-mail.

VII. Agenda Items for Next UGC Meeting

Niranjan Venkatraman requested that the revised proposal for restructuring curriculum and assessment be included on the next UGC Meeting agenda.

Dean Mellott provided an update of the Academic Integrity Policy, which is currently under revision. The committee will have an opportunity to review the revised policy. The revised policy may include the requirements of signing and affirming a code of conduct and completing an online tutorial on academic integrity before students can register for classes.

The meeting was adjourned at 3:58 pm.
If this proposal represents changes to the intent of the plan or its integral components, review by the college dean, graduate dean (for graduate items) and/or the provost may be required prior to college curricular submission.

All Plans with NCATE designation, or plans seeking NCATE designation, must include an NCATE Accreditation Memo of Approval from the NAU NCATE administrator prior to college curricular submission.

UCC proposals must include an updated 8-term plan. UGC proposals must include an updated program of study.

1. College: College of Education 2. Academic Unit: Dept. of Teaching & Learning

3. Academic Plan Name: Secondary Education-Continuing Professional; M.Ed. (SECEDMED)

4. Emphasis: Secondary


6. Current student learning outcomes of the plan. If structured as plan/emphasis, include for both core and emphasis.

Master’s in Secondary Education Program Outcomes
1. Commitment to students and their learning:
   a. Graduates will be dedicated to making knowledge accessible to all students.
   b. Graduates recognize the individual differences that distinguish their students from one another and take account for these differences in their

Show the proposed changes in this column (if applicable). Bold the changes, to differentiate from what is not changing, and change font to Bold Red with strikethrough for what is being deleted. (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes).
practice.

2. Knowledgeable of subject matter and how to teach it:
   a. Graduates have a deep understanding of the history, structure and real-world applications of the subject.
   b. Graduates are able to use diverse instructional strategies to teach for understanding.

3. Responsible for managing and monitoring student learning:
   a. Graduates have the ability to move fluently through a range of instructional techniques, keeping students motivated, engaged, and focused.
   b. Graduates can engage students and organize instruction to meet instructional goals.
   c. Graduates use multiple methods for measuring student growth and understanding.

4. Think systematically about their practices and learn from experience:
   a. Graduates are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.
   b. Graduates critically examine their contexts of schools to improve their practice.

5. Contribute as members of learning communities:
   a. Graduates are familiar with how to be leaders and actively seek and build partnerships with community groups and businesses.
   b. Graduates are able to work with other professionals on instructional policy, curriculum development and staff development.
   c. Graduates know how to work collaboratively with parents to engage
them productively in the work of the school.

Based on National Board Certified Teachers (NBCT) Core Propositions
7. Current catalog plan overview and requirements in this column. Cut and paste the **Overview** and **Details** tabs, in their entirety, from the current online academic catalog: (http://catalog.nau.edu/Catalog/)

In addition to University Requirements:
- Complete individual plan requirements.

Candidates in this program are required to demonstrate content knowledge, pedagogical knowledge and skills, and professional knowledge to be eligible to graduate from this program. In addition to course grades, content, pedagogical, and professional knowledge or skills are demonstrated through candidate performance on key assessments embedded in the following course(s):
- **ECI 675**

**Minimum Units for Completion**

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<tr>
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</tr>
<tr>
<td>Research</td>
<td>Individualized research offered as an option.</td>
</tr>
</tbody>
</table>

**Details - Program of Study**

**ADDITIONAL ADMISSION REQUIREMENTS**

Admission requirements over and above admission to NAU are required.

**MASTER'S REQUIREMENTS**

Take the following 36 units:
- **EPS 605 (3 Units)**

Select one course from (3 units):
- **EDR 610, EDR 611, EPS 525**

Select three courses from (9 units):
- **ECI 521, ECI 593, ECI 599, ECI 603, ECI 652, ECI 659, ECI 671, ECI 696 or other**

---

Show the proposed changes in this column. **Bold** the changes, to differentiate from what is not changing, and change font to **Bold Red with strikethrough** for what is being deleted.

In addition to University Requirements:
- Complete individual plan requirements.

Candidates in this program are required to demonstrate content knowledge, pedagogical knowledge and skills, and professional knowledge to be eligible to graduate from this program. In addition to course grades, content, pedagogical, and professional knowledge or skills are demonstrated through candidate performance on key assessments embedded in the following course(s):
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**ADDITIONAL ADMISSION REQUIREMENTS**

Admission requirements over and above admission to NAU are required.

**MASTER'S REQUIREMENTS**

Take the following 36 **30** units:
- **EPS 605 (3 Units)**

Select one **two** courses from (3 6 units):
- **EDR 610, EDR 611, EPS 525, EPS 605, EDF 500, EDF 630, EDF 670, EDF 671, EDF 672, EDF 673, EDF 677**

Select three courses from (9 units):
- **ECI 521, ECI 593, ECI 599, ECI 603, ECI 569, ECI 542, ECI 555, ECI 652, ECI**
Select one course from (3 units):
- EDF 500, EDF 630, EDF 670, EDF 671, EDF 672, EDF 673, EDF 677

Select one course from (3 units):
- ECI 666, ECI 675

Select courses in a content area commonly taught in the public schools or in endorsement courses in reading, special education, and technology (9 units)

Select one course from (3 units):
- ECI 698 (3 units)
or
- ECI 699 – for the research, writing, and oral defense of an approved thesis (6 units)

Please note that if you choose the thesis option you may end up taking more than the 6 units of thesis credit you can count toward your degree because you must register for ECI 699 each semester while you are working on your thesis.

Also note that preparing a thesis generally requires one semester of residency, in Fall, Spring, or Summer.

Please be aware that at least fifty percent of your courses must be at the 600-level or above.

Courses are offered during Fall, Spring, and Summer in Flagstaff and at statewide locations.

Be aware that some courses may have prerequisites that you must also take. For prerequisite information click on the course or see your advisor.

Select one course from (3 units):
- ECI 666, ECI 675

Select courses in a content area commonly taught in the public schools or in endorsement courses in reading, special education, and technology (9 units)

Additional coursework, select from (3 units):
- ECI 698 (3 units)
or
- ECI 699 – for the research, writing, and oral defense of an approved thesis (3 units)

Please note that if you choose the thesis option you may end up taking more than the 3 units of thesis credit you can count toward your degree because you must register for ECI 699 each semester while you are working on your thesis.

Also note that preparing a thesis generally requires one semester of residency, in Fall, Spring, or Summer.

Please be aware that at least fifty percent of your courses must be at the 600-level or above.

Courses are offered during Fall, Spring, and Summer in Flagstaff and at statewide locations.

Be aware that some courses may have prerequisites that you must also take. For prerequisite information click on the course or see your advisor.
8. Justification for proposal:
The Master's of Education in Secondary Education is a continuing professional degree designed for those interested in deepening their understanding of the social, cultural, and professional complexities that inform and shape the secondary education contexts. The program maintains a focus on professional understanding of the role of curriculum in relationship with current issues in education including more diverse student populations and enhanced regulation of schools. The courses removed from the electives section are replaced with courses revised by current faculty and approved by the UGC. The only credits that have been dropped are in the elective category. The rationale for this change was to eliminate courses that had not been offered within the past five years. Moving a required course into the electives category allows students to design the focus of their degree while still maintaining the rigor. These changes produce a 30 hour continuing professional Master's of Arts in Secondary Education degree that reflects feedback gained through the capstone seminar course as well as a more rigorous approach to current issues in education.

9. NCATE designation, if applicable:
   - Initial Plan
   - Advanced Plan
   - Remove Designation

See effective dates calendar.

11. Will this proposal impact other plans, sub plans, or course offerings, etc.?
    Yes ☒ No ☐

    If yes, describe the impact and include a letter of response from each impacted academic unit. Please see attached notification/response by EPS.

Answer 12-13 for UCC/ECCC only:

12. A major is differentiated from another major by required course commonality: 24 units of the required credit hours of a major must be unique, (i.e. not common or not dual use as a required element in another major), to that major. Does this plan have 24 units of unique required credit?
    Yes ☐ No ☒

13. Minor: A planned group of courses from one or more subject matter areas, consisting of at least 18 hours and no more than 24 hours. At least 12 hours of the minor must be unique to that minor to differentiate it from other minors.

    Does this minor have 12 units of unique required credit?
    Yes ☐ No ☒
Answer 14-15 for UGC only:

14. If this is a non-thesis plan, does it require a minimum of 24 units of formal graded coursework?  
   Yes ☐  No ☐
   If no, explain why this proposal should be approved.

15. If this is a thesis plan, does it require a minimum of 18 units of formal graded coursework?  
   Yes ☐  No ☐
   If no, explain why this proposal should be approved.

Scott Galland
Reviewed by Curriculum Process Associate  10/25/2013  Date

Approvals:

Department Chair/ Unit Head (if appropriate)  Date

Chair of college curriculum committee  Date

Dean of college  Date

For Committee use only:

UCC/UGC/ECCC Approval  Date

Approved as submitted:  Yes ☐  No ☐

Approved as modified:  Yes ☐  No ☐
Answer 14-15 for UGC only:

14. If this is a non-thesis plan, does it require a minimum of 24 units of formal graded coursework? Yes ☐ No ☐

If no, explain why this proposal should be approved.

15. If this is a thesis plan, does it require a minimum of 18 units of formal graded coursework? Yes ☐ No ☐

If no, explain why this proposal should be approved.

Reviewed by Curriculum Process Associate

Approvals:

Department Chair/Unit Head (if appropriate)

Chair of college curriculum committee

Dean of college

For Committee use only:

UCC/UGC/ECCC Approval

Approved as submitted: Yes ☐ No ☐

Approved as modified: Yes ☐ No ☐
Good Morning Scott,

After visiting with key faculty, the EPS department is okay with Secondary Education – Continuing Professional M.Ed. moving EPS 605 to an optional block.

Thank you, and please let me know if you need any additional information.
Robert

---

Hi Robert,

This email is to notify you that the Department of Teaching & Learning is proposing to remove EPS 605 as a required course and make it optional for their Secondary Education-Continuing Professional MEd.

Please let me know that you got this
Thanks!

Scott Galland
Curriculum Process Associate
Office of Curriculum, Learning Design, and Academic Assessment
928-523-1753
928-699-9147 (cell)
scott.galland@nau.edu
# Approved Program of Study

Courses selected with the approval of the advisor.

## I. Introduction to Graduate Work (6 units)

<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>EDR 610</td>
<td>Introduction to Research</td>
</tr>
<tr>
<td>EDR 611</td>
<td>Action Research</td>
</tr>
<tr>
<td>EPS 525</td>
<td>Introduction to Statistics</td>
</tr>
<tr>
<td>EPS 605</td>
<td>Applied Educational Psychology</td>
</tr>
<tr>
<td>EDF 500</td>
<td>Cultural Foundations of Education</td>
</tr>
<tr>
<td>EDF 630</td>
<td>Foundations of Education Law</td>
</tr>
<tr>
<td>EDF 670</td>
<td>Philosophy of Education</td>
</tr>
<tr>
<td>EDF 671</td>
<td>History of American Education</td>
</tr>
<tr>
<td>EDF 672</td>
<td>Comparative Education</td>
</tr>
<tr>
<td>EDF 673</td>
<td>International Education</td>
</tr>
<tr>
<td>EDF 677</td>
<td>Educational Sociology</td>
</tr>
</tbody>
</table>

Courses sponsored by the College of Education.

## II. Professional Education Courses (9 units)

<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ECI 521</td>
<td>Questioning Strategies</td>
</tr>
<tr>
<td>ECI 542</td>
<td>Teacher Leadership</td>
</tr>
<tr>
<td>ECI 593</td>
<td>(Titles vary)</td>
</tr>
<tr>
<td>ECI 599</td>
<td>(Titles vary)</td>
</tr>
<tr>
<td>ECI 652</td>
<td>Gender Issues in Education</td>
</tr>
<tr>
<td>ECI 659</td>
<td>Instructional Problems in Jr. High and Middle Schools</td>
</tr>
<tr>
<td>ECI 671</td>
<td>Content Area Reading</td>
</tr>
<tr>
<td>ECI 696</td>
<td>Professional Problems of Teachers</td>
</tr>
<tr>
<td>ECI 569</td>
<td>Transformative Education</td>
</tr>
<tr>
<td>ECI 555</td>
<td>Marginalized Populations in Secondary Education</td>
</tr>
</tbody>
</table>

## III. Curriculum Construction: (3 units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECI 666</td>
<td>Problems in Secondary School Curriculum</td>
</tr>
<tr>
<td>ECI 675</td>
<td>Principles of Curriculum Construction</td>
</tr>
</tbody>
</table>

## IV. Major Field: (9 units)

Nine hours are to be taken in a content area commonly taught in the public schools, or endorsement courses in reading, special education and technology.

## V. Closure: (3 units)

<table>
<thead>
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<tbody>
<tr>
<td>ECI 698</td>
<td>Capstone Experience OR</td>
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<tr>
<td>ECI 699</td>
<td>Thesis-</td>
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For the research, writing, and oral defense of an approved thesis may require you to enroll in more than the 6 units of thesis credit that can be counted toward this degree because you must register for ECI 699 each term you are working on your thesis.

Total Units Required: 30 units

At least fifty percent of your courses must be at the 600 level or above.
In addition, you must be admitted to this degree program before taking your last 12 hours of graduate work.

9-12-08
MEMO

To: Dr. Pamela Powell  
From: Gypsy M. Denzine, PhD, Assistant Vice Provost  
Date: 5/9/13  
Regarding: NCATE accreditation implications of the MEd. in Secondary Education: Continuing Professions proposed program changes

I write in my capacity as the Northern Arizona University NCATE coordinator. This review is in regards to compliance with NCATE/CAEP accreditation. The Continuing Professions degree is not reviewed by the Arizona Department of Education because it does not lead to the issue of an institutional recommendation. This memo addresses accreditation and state review issues only, and should not be construed as an endorsement of any proposed changes.

Additionally, this verification does not include evaluation of the content related assessments required by the NAU Professional Education Unit. It is noted, the Secondary Education: Continuing Professions degree does not have an associated Specialized Professional Association (SPA). However, there are still several assessment requirements established by the PEU that are needed for the Unit level Institutional Report.

Accreditation Verification: The proposed program changes for MEd. in Secondary Education: Continuing Professions maintain documentation of candidate performance regarding institutional, state, and national level standards and criteria required for NAU’s NCATE accreditation status.

Rationale: The program changes involve reducing the number of credits in the degree program from 36 to 30 credit hours, which does not affect candidates’ ability to demonstrate State, NCATE/CAEP or Unit level standards. The proposed change does not jeopardize NCATE/CAEP accreditation and serves our students well.
If this proposal represents changes to the intent of the plan or its integral components, review by the college dean, graduate dean (for graduate items) and/or the provost may be required prior to college curricular submission.

All Plans with NCATE designation, or plans seeking NCATE designation, must include an NCATE Accreditation Memo of Approval from the NAU NCATE administrator prior to college curricular submission.

UCC proposals must include an updated 8-term plan.
UGC proposals must include an updated program of study.

1. College: Education
2. Academic Unit: Teaching and Learning
3. Academic Plan Name: Elementary Education- Continuing Professional; M.Ed. (EEMED)
4. Emphasis: Continuing Professional Emphasis (NEW)
Reading K-12 Emphasis (NEW)
5. Plan proposal:
   - Plan Change
   - New Emphasis
   - Emphasis Change
   - Emphasis Deletion
6. Current student learning outcomes of the plan. If structured as plan/emphasis, include for both core and emphasis.
   DEVELOPMENT, LEARNING AND MOTIVATION
   1.0 Development, Learning, and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and
   Show the proposed changes in this column (if applicable). Bold the changes, to differentiate from what is not changing, and change font to Bold Red with strikethrough for what is being deleted. (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes).

   Core Student Learning Outcomes
   DEVELOPMENT, LEARNING AND MOTIVATION
   1.0 Development, Learning, and Motivation--
motivation.

CURRICULUM
2.1 Reading, Writing, and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;

2.2 Science—Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;

2.3 Mathematics—Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation;

2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;

2.5 The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;

2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;

2.7 Physical education—Candidates know, understand, and use—as appropriate to their

Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.

CURRICULUM
2.1 Reading, Writing, and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;

Continuing Professional Emphasis:
2.2 Science—Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;

2.3 Mathematics—Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation;

2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;

2.5 The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;

2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create
own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

INSTRUCTION
3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;
3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;
3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving;
3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;
3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

ASSESSMENT
4.0 Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

PROFESSIONALISM
5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning opportunities for student development and practice of skills that contribute to good health;
2.7 Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

INSTRUCTION
3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;
3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;
3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving;
3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;
3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

ASSESSMENT
4.0 Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

PROFESSIONALISM
5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources
community and actively seek out opportunities to grow professionally.
5.2 Collaboration with families, colleagues, and community agencies—
Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.
5.2 Collaboration with families, colleagues, and community agencies—
Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

### Reading K-12 Emphasis:
- **Determine individual student’s strengths and weaknesses in reading**
- **Provide effective instruction to develop all students’ reading abilities**
- **Guide classroom and school level instructional programs in reading**
- **Provide guidance to classroom teachers, school administrators and district level administrators in planning reading instruction**
- **Assist students in developing reading skills to be able to be critical thinkers, problem solvers, and life-long learners**
- **Model effective instruction to meet the needs of diverse learners**
- **Provide leadership to develop reading programs that incorporate current research and/or best instructional practices**
- **Demonstrate a variety of instructional and assessment methods including the use of technology**
Show the proposed changes in this column. **Bold** the changes, to differentiate from what is not changing, and change font to **Bold Red with strikethrough** for what is being deleted.

*Elementary Education-Continuing Professional; M.Ed.*

In addition to University Requirements:
- Complete individual plan requirements.

Candidates in this program are required to demonstrate content knowledge, pedagogical knowledge and skills, and professional knowledge to be eligible to graduate from this program. In addition to course grades, content, pedagogical, and professional knowledge or skills are demonstrated through candidate performance on key assessments embedded in the following course(s):

- ECI 620, ECI 649, ECI 675, ECI 698

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<td>View Program of Study</td>
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<tr>
<td>Emphasis, Minor, Certificate</td>
<td>Required</td>
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Additional Admission Requirements
Admission requirements over and above admission to NAU are required.
- NAU Graduate Online application required ([www.nau.edu/graduateapply](http://www.nau.edu/graduateapply)) for all programs. Details on admission requirements are included in the online application.
- Undergraduate degree from a regionally accredited institution
- Grade Point Average (GPA) of 3.00 (scale is

Effective Fall 2013
Admission to many graduate programs is on a competitive basis, and programs may have higher standards than those established by the Graduate College.

Transcripts
For details on graduate admission policies, please visit http://nau.edu/GradCol/Admissions/Graduate-Admissions-Policy/.

International applicants have additional admission requirements:
http://nau.edu/GradCol/Admissions/International/.

Individual program admission requirements include:
- Fingerprint clearance card
- Teaching certificate (if the applicant has one)
- Program of study signed by applicant and advisor

Master's Requirements
Take the following 30 units:
Select one course from (3 units):
- EPS 580, EPS 605, EPS 610, EPS 611
- EDF 500, EDF 630, EDF 670, EDF 671, EDF 672, EDF 673, EDF 677
Select one course from (3 units)
- EPS 525,
- EDR 610, EDR 611
Select two courses from (6 units):
- ECI 531, ECI 541, ECI 551, ECI 651, ECI 661, ECI 671
Select two courses from (6 units):
- ECI 521, ECI 602, ECI 603, ECI 642, ECI 643, ECI 644, ECI 645
Select one course from (3 units):
- ECI 524, ECI 647, ECI 648, ECI 593, ECI 652, ECI 659, ECI 696
Select one course from (3 units):
- ECI 620, ECI 649, ECI 675
Select one course from (3 units):
- ESE 510, ESE 548
- ETC 557
- BME 530
Additional coursework, select from (6 units):
- ECI 698 (3 units)

Effective Fall 2013
or
• ECI 699 - for the research, writing, and oral defense of an approved thesis (3 units)

Please note that if you choose the thesis option you may end up taking more than the 6 units of thesis credit you can count toward your degree because you must register for ECI 699 each semester while you are working on your thesis.

Also note that preparing a thesis generally requires one semester of residency, in Fall, Spring, or Summer.

Please be aware that at least fifty percent of your courses must be at the 600-level or above.

Courses are offered during Fall, Spring, and Summer in Flagstaff and at statewide locations.

Be aware that some courses may have prerequisites that you must also take. For prerequisite information click on the course or see your advisor.

ECI 659, ECI 696
Select one course from (3 units):
• ECI 620, ECI 649, ECI 675
Select one course from (3 units):
• ESE 510, ESE 548
• ETC 557
• BME 530
Additional coursework, select from (6 3 units):
• ECI 698 (3 units)
or
• ECI 699 - for the research, writing, and oral defense of an approved thesis (3 units)

Please note that if you choose the thesis option you may end up taking more than the 6 units of thesis credit you can count toward your degree because you must register for ECI 699 each semester while you are working on your thesis.

Also note that preparing a thesis generally requires one semester of residency, in Fall, Spring, or Summer.

Reading K-12 Emphasis:
Take the following 18 units:
• ECI 530, ECI 541, ECI 551, ECI 661, ECI 687 (15 units)
and choose one of the following:
• ECI 602, ECI 642, or ECI 651 (3 units)
The courses in the Reading section of this degree will qualify you for a K-8 Reading Endorsement through the Arizona Department of Education.

Please be aware that at least fifty percent of your courses must be at the 600-level or above.

Courses are offered during Fall, Spring, and Summer in Flagstaff and at statewide locations.

Be aware that some courses may have prerequisites that you must also take. For prerequisite information click on the course or see your advisor.

8. Justification for proposal:
The Arizona State Department of Education has changed the requirements for the Reading Endorsement K-8 and has increased the number of required hours from 15 to 24. Previously Effective Fall 2013
we were able to incorporate the 15 hour requirement into an existing Masters of Elementary Education. The additional 9 hours requires a new master's degree emphasis to accommodate the increased number of core courses. The Reading Endorsement has been our most popular program choice and it is expected that this new master's degree will meet a state wide need. The program will be offered in a variety of venues including face to face, hybrid cohort model, and as an on-line program to meet this need. No new classes need to be developed to meet the endorsement requirements.

9. NCATE designation, if applicable:
   □ Initial Plan  □ Advanced Plan  □ Remove Designation

    See effective dates calendar.

11. Will this proposal impact other plans, sub plans, or course offerings, etc.? Yes □ No □
    If yes, describe the impact. If applicable, include evidence of notification to and/or response from each impacted academic unit

Answer 12-13 for UCC/ECCC only:

12. A major is differentiated from another major by required course commonality: 24 units of the required credit hours of a major must be unique, (i.e. not common or not dual use as a required element in another major), to that major. Does this plan have 24 units of unique required credit? Yes □ No □

13. Minor: A planned group of courses from one or more subject matter areas consisting of at least 18 hours and no more than 24 hours. At least 12 hours of the minor must be unique to that minor to differentiate it from other minors.
    Does this minor have 12 units of unique required credit? Yes □ No □

Answer 14-15 for UGC only:

14. If this is a non-thesis plan, does it require a minimum of 24 units of formal graded coursework? Yes □ No □
    If no, explain why this proposal should be approved.

15. If this is a thesis plan, does it require a minimum of 18 units of formal graded coursework? Yes □ No □
    If no, explain why this proposal should be approved.

FLAGSTAFF MOUNTAIN CAMPUS

Effective Fall 2013
**Scott Galland** 11/15/2013
Reviewed by Curriculum Process Associate

**Approvals:**

- Department Chair/Unit Head (if appropriate)  
- Chair of college curriculum committee  
- Dean of college  

**For Committee use only:**

- UCC/UGC Approval

Approved as submitted:  Yes ☐ No ☐  
Approved as modified:  Yes ☐ No ☐

**EXTENDED CAMPUS**

Reviewed by Curriculum Process Associate

**Approvals:**

- Academic Unit Head
- Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)
- Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning)  
- Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)
- Chief Academic Officer, Extended Campuses (or Designee)  

Effective Fall 2013
## FLAGSTAFF MOUNTAIN CAMPUS

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
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<tbody>
<tr>
<td>Reviewer</td>
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<tr>
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<td>Date</td>
</tr>
<tr>
<td>Approvers</td>
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<tr>
<td>Department Chair/Unit Head (if appropriate)</td>
<td>10/25/13</td>
</tr>
<tr>
<td>Chair of college curriculum committee</td>
<td>10/24/13</td>
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<tr>
<td>Dean of college</td>
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### For Committee use only:

<table>
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- Approved as submitted: Yes [ ] No [ ]
- Approved as modified: Yes [ ] No [ ]

## EXTENDED CAMPUSES

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<td>Academic Unit Head</td>
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<tr>
<td>Date</td>
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<tr>
<td>Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</td>
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<tr>
<td>Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning)</td>
<td>Date</td>
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<tr>
<td>Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</td>
<td>Date</td>
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Effective Fall 2013
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<tr>
<td>Approved as modified:</td>
<td>Yes □</td>
<td>No □</td>
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Effective Fall 2013
NORTHERN ARIZONA UNIVERSITY
COLLEGE OF EDUCATION
PROGRAM OF STUDY
MASTER OF EDUCATION ELEMENTARY EDUCATION

Student Name: ___________________________ Date: ___________________________

Advisor's Signature: ___________________________ ID #

APPROVED PROGRAM OF STUDY--Courses selected with the approval of the advisor.

1. Core Requirements: 12 units

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>EPS 605</td>
<td>Applied Educational Psychology</td>
<td>(3)</td>
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<tr>
<td>EPS 580</td>
<td>Human Development</td>
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<td>EPS 610</td>
<td>Child Psychology</td>
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<tr>
<td>EPS 611</td>
<td>Adolescent Psychology</td>
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<tr>
<td>EDF 500</td>
<td>Cultural Foundations of Education</td>
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<tr>
<td>EDF 630</td>
<td>Foundations of Education Law</td>
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<tr>
<td>EDF 670</td>
<td>Philosophy of Education</td>
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<tr>
<td>EDF 671</td>
<td>History of American Education</td>
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<td>EDF 672</td>
<td>Comparative Education</td>
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<tr>
<td>EDF 673</td>
<td>International Education</td>
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<td>EDF 677</td>
<td>Educational Sociology</td>
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</tr>
<tr>
<td>EPS 525</td>
<td>Introduction to Statistics</td>
<td>(3)</td>
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<td>EDR 610</td>
<td>Introduction to Research</td>
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<td>EDR 611</td>
<td>Action Research</td>
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<tr>
<td>ECI 531</td>
<td>Foundations of Reading Instruction</td>
<td>(3)</td>
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<tr>
<td>ECI 671</td>
<td>Reading in Content Areas</td>
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Choose one of the following Emphases:

A. Continuing Professional Emphasis: 18 Units

Methods

<table>
<thead>
<tr>
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<tr>
<td>ECI 521</td>
<td>Questioning Strategies</td>
<td>(6)</td>
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<td>ECI 602</td>
<td>Advanced Children's Literature</td>
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<td>ECI 603</td>
<td>Assessment of Students</td>
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<td>ECI 642</td>
<td>Modern Language Arts Instruction</td>
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<tr>
<td>ECI 643</td>
<td>Modern Elementary School Mathematics</td>
<td></td>
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<tr>
<td>ECI 644</td>
<td>Modern Elementary School Social Studies</td>
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<td>ECI 645</td>
<td>Modern Elementary School Science</td>
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Contexts

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ECI 524</td>
<td>Seminar in the Development of Language: Young Children</td>
<td>(3)</td>
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<tr>
<td>ECI 593</td>
<td>In-Service Teacher Workshop (1-3 units)</td>
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<tr>
<td>ECI 647</td>
<td>Multiage Education</td>
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<td>ECI 648</td>
<td>Advanced Multiage Education</td>
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<td>ECI 652</td>
<td>Gender Issues in Education</td>
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<tr>
<td>ECI 659</td>
<td>Instructional Problems in Junior and Middle Schools</td>
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<tr>
<td>ECI 696</td>
<td>Professional Problems of Teachers</td>
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Curriculum Construction

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<th>Course</th>
<th>Title</th>
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<tr>
<td>ECI 649*</td>
<td>Problems in Elementary School Curriculum</td>
<td>(3)</td>
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<tr>
<td>ECI 620*</td>
<td>Early Childhood Curriculum</td>
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<tr>
<td>ECI 675*</td>
<td>Principles of Curriculum Construction</td>
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Educational Specialties

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<tr>
<th>Course</th>
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<tr>
<td>ESE 510</td>
<td>Creativity and Giftedness in the Classroom</td>
<td>(3)</td>
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<tr>
<td>ESE 548</td>
<td>Survey of Special Education</td>
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<td>ETC 557</td>
<td>Technology Integration in the Elementary Classroom</td>
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<tr>
<td>BME 530</td>
<td>Foundations of Bilingual and ESL Instruction</td>
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Capstone Experience

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<tr>
<th>Course</th>
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<th>Units</th>
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<tr>
<td>ECI 698*</td>
<td>Graduate Seminar OR</td>
<td>(3)</td>
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<tr>
<td>ECI 699</td>
<td>For the research, writing, and oral defense of an approved thesis may require you to enroll in more than the 3 units of thesis credit that can be counted toward this degree because you must register for ECI 699 each term you are working on your thesis.</td>
<td>(3)</td>
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<tr>
<td>Thesis</td>
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</table>

TOTAL UNITS REQUIRED: (30 UNITS)

*Candidates in this program of study are required to demonstrate content knowledge, pedagogical knowledge and skills, and professional knowledge to be eligible to graduate from this program. Content, pedagogical, and professional knowledge or skills are demonstrated through candidate performance on key assessments embedded in the ECI 620, ECI 649, ECI 675, ECI 698 courses.
### B. Reading K-8 Emphasis: 18 Units

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Notes</th>
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<tbody>
<tr>
<td>ECI 530</td>
<td>The Role of Phonics in Reading</td>
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<tr>
<td>ECI 541</td>
<td>Corrective and Remedial Reading (ECI 531 prerequisite)</td>
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<tr>
<td>ECI 551</td>
<td>Clinical Practice in Reading (ECI 531/541 prerequisites)</td>
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<tr>
<td>ECI 651</td>
<td>Issues in Reading</td>
<td></td>
</tr>
<tr>
<td>ECI 661</td>
<td>Administration and Supervision of Reading Programs</td>
<td></td>
</tr>
<tr>
<td>ECI 687</td>
<td>Applied Reading Research Project (Capstone- taken in final semester of program)</td>
<td></td>
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<tr>
<td>TOTAL UNITS REQUIRED</td>
<td>(30 UNITS)</td>
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MEMO

To: Dr. Pamela Powell

From: Cynthia Conn, PhD, Acting Assistant Vice Provost

Date: 11/13/2013

RE: NCATE accreditation implications of the MEd in Elementary Education Continuing Professional proposed program changes

I write in my capacity as the Northern Arizona University Acting Assistant Vice Provost for the Professional Education Programs which is accredited by NCATE. This review is in regards to compliance with NCATE/CAEP accreditation. The MEd in Elementary Education Continuing Professional degree program is not currently reviewed by the Arizona Department of Education because it does not lead to the granting of an institutional recommendation. This memo addresses accreditation and state review issues only, and should not be construed as an endorsement of any proposed changes.

Additionally, this verification does not include evaluation of the content related assessments required by the NAU Professional Education Programs for the institutional report. Per current NCATE guidelines, the MEd in Elementary Education Continuing Professional, an Advanced Teaching Program for Continuing Professionals, is not currently required to submit for review through the Specialized Professional Association (SPA) review process (see http://www.ncate.org/Accreditation/ProgramReview/GuidelinesAndProcedures/ProgramstobeSubmitted/tabid/442/Default.aspx). The policy does note that "these programs are still part of the unit and must provide all necessary documents for standard 1, etc." (NCATE website noted above, 2010-2013, para. 9), which is submitted as part of the institutional accreditation report.

Accreditation Verification: The proposed program changes for the MEd in Elementary Education Continuing Professional maintain documentation of candidate performance regarding institutional, state, and national level standards and criteria required for NAU's NCATE/CAEP accreditation status.

Rationale: The program changes involve revising the program of study to include an emphasis in Reading that will meet the Arizona Department of Education Reading Endorsement K-8. The proposed change does not jeopardize current NCATE/CAEP accreditation. Research is being conducted to determine how this revised program relates to the SPA Program Review process.
REQUIREMENTS FOR
READING ENDORSEMENTS
GRADES K - 8; GRADES 6 - 12; GRADES K - 12
ARIZONA DEPARTMENT OF EDUCATION – CERTIFICATION UNIT

A Reading endorsement shall be required of an individual in the position of reading or literacy specialist, reading or literacy coach, and reading or literacy interventionist.

The endorsement shall be automatically renewed with the certificate on which it is posted.

READING ENDORSEMENT – GRADES K THROUGH 8

Requirements for the Reading Endorsement Grades K through 8 are:
1. Completed Application for Endorsement
2. Appropriate Fee (See Application for Endorsement)
3. One of the following:
   i. A photocopy of your valid Arizona IVP fingerprint card (plastic) issued on or after January 1, 2008.
   OR-
   ii. A photocopy of your valid Arizona fingerprint clearance card (plastic) issued prior to January 1, 2008.


4. A valid Arizona Elementary, Special Education or Early Childhood certificate;
5. Three years of full-time teaching experience. Please submit a Verification of Teaching Experience form from the District Superintendent or Personnel Director to verify teaching experience;
6. Option A, B or C.

Option A:
1. Three semester hours of a supervised field experience or practicum in reading completed for the grades K through eight;
2. Twenty-one semester hours beyond requirements of the initial provisional teaching certificate to include the following:
   i. Three semester hours in the theoretical and research foundations of language and literacy;
   ii. Three semester hours in the essential elements of elementary reading and writing instruction (grades K through eight);
   iii. Three semester hours in the elements of elementary content area reading and writing (grades K through eight);
   iv. A total of six semester hours in reading assessment systems;
   v. Three semester hours in leadership; and
   vi. Three semester hours of elective courses in an area of focus that will deepen knowledge in the teaching of reading to elementary students, such as children's literature, or teaching reading to English Language Learners.

Option B:
1. Three semester hours of a supervised field experience or practicum in reading completed for the grades K through eight;
2. One of the following:
   i. A passing score on the Reading Endorsement Subject Knowledge portion (46) of the Arizona Educator Proficiency Assessment (AEPA) for grades K through eight.
   ii. A comparable K-eight reading exam from another state.
      ➢ All score reports must have the word “Passed” on it.
      ➢ Test scores older than 10 years WILL NOT be accepted.
      ➢ Submit the original score report at time of application.
   iii. A valid certificate from the National Board for Professional Teaching Standards in K-eight reading.
   iv. Master’s degree from an accredited institution in Reading.
REQUIREMENTS FOR
READING ENDORSEMENTS
GRADES K - 8; GRADES 6 - 12; GRADES K - 12
ARIZONA DEPARTMENT OF EDUCATION – CERTIFICATION UNIT

Option C:
1. Proof of a comparable valid K-8 Reading Specialist certificate or endorsement from another state.

READING ENDORSEMENT – GRADES SIX THROUGH 12

Requirements for the Reading Endorsement Grades six through 12 are:
1. Completed Application for Endorsement
2. Appropriate Fee (See Application for Endorsement)
3. One of the following:
   i. A photocopy of your valid Arizona IVP fingerprint card (plastic) issued on or after January 1, 2008. Or,
   ii. A photocopy of your valid Arizona fingerprint clearance card (plastic) issued prior to January 1, 2008.


4. A valid Arizona Elementary, Secondary, or Special Education certificate;
5. Three years of full-time teaching experience. Please submit a Verification of Teaching Experience form from the District Superintendent or Personnel Director to verify teaching experience;
6. Option A, B or C.

Option A:
1. Three semester hours of a supervised field experience or practicum in reading completed for the grades six through 12;
2. Twenty-one semester hours beyond requirements of the initial provisional teaching certificate to include the following:
   i. Three semester hours in the theoretical and research foundations of language and literacy;
   ii. Three semester hours in the essential elements of reading and writing instruction for adolescents (grades six through 12);
   iii. Three semester hours in the elements of content area reading and writing for adolescents (grades six through 12);
   iv. A total of six semester hours in reading assessment systems;
   v. Three semester hours in leadership; and
   vi. Three semester hours of elective courses in an area of focus that will deepen knowledge in the teaching of reading such as adolescent literature, or teaching reading to English Language Learners.

Option B:
1. Three semester hours of a supervised field experience or practicum in reading completed for the grades six through 12.
2. One of the following:
   i. A passing score on the Reading Endorsement Subject Knowledge portion (47) of the Arizona Educator Proficiency Assessment (AEPA) for grades six through 12.
   ii. A comparable six-12 reading exam from another state.
      ➢ All score reports must have the word “Passed” on it.
      ➢ Test scores older than 10 years WILL NOT be accepted.
      ➢ Submit the original score report at time of application.
   iii. Master's degree from an accredited institution in Reading.

Option C:
1. Proof of a comparable valid six-12 Reading Specialist certificate or endorsement from another state.
Requirements for the Reading Endorsement Grades K through 12 are:

1. Completed Application for Endorsement
2. Appropriate Fee (See Application for Endorsement)
3. One of the following:
   i. A photocopy of your valid Arizona IVP fingerprint card (plastic) issued on or after January 1, 2008. OR-
   ii. A photocopy of your valid Arizona fingerprint clearance card (plastic) issued prior to January 1, 2008.


4. A valid Arizona Elementary, Secondary, Special Education or Early Childhood certificate;
5. Three years of full-time teaching experience. Please submit a Verification of Teaching Experience form from the District Superintendent or Personnel Director to verify teaching experience;
6. Option A, B or C.

**Option A:**

1. Three semester hours of a supervised field experience or practicum in reading completed for the grades K through five;
2. Three semester hours of a supervised field experience or practicum in reading completed for the grades six through 12;
3. Twenty-four semester hours beyond requirements of the initial provisional teaching certificate to include the following:
   i. Three semester hours in the theoretical and research foundations of language and literacy;
   ii. Three semester hours in the essential elements of elementary reading and writing instruction (grades K through eight);
   iii. Three semester hours in the essential elements of reading and writing instruction for adolescents (grades six through 12);
   iv. Three semester hours in the elements of elementary content area reading and writing (grades K through eight);
   v. Three semester hours in the elements of content area reading and writing for adolescents (grades six through 12);
   vi. A total of six semester hours in reading assessment systems; and
   vii. Three semester hours in leadership.

**Option B:**

1. Three semester hours of a supervised field experience or practicum in reading completed for the grades K through five;
2. Three semester hours of a supervised field experience or practicum in reading completed for the grades six through 12;
3. One of the following:
   i. A passing score on the Reading Endorsement Subject Knowledge portion (46) of the Arizona Educator Proficiency Assessment (AEPA) for grades K through eight - AND - a passing score on the Reading Endorsement Subject Knowledge portion (47) of the Arizona Educator Proficiency Assessment (AEPA) for grades six through 12.
   ii. A comparable K-12 reading exam from another state.
      ➢ All score reports must have the word “Passed” on it.
      ➢ Test scores older than 10 years WILL NOT be accepted.
      ➢ Submit the original score report at time of application.
   iii. Master’s degree from an accredited institution in Reading.
REQUIREMENTS FOR
READING ENDORSEMENTS
GRADES K - 8; GRADES 6 - 12; GRADES K - 12
ARIZONA DEPARTMENT OF EDUCATION – CERTIFICATION UNIT

Option C:
1. Proof of a comparable valid K-12 Reading Specialist certificate or endorsement from another state.
If this new plan is not listed in the current NAU academic program inventory, then you must first complete the "Proposal to establish a New Degree" form.

All Plans with NCATE designation, or plans seeking NCATE designation, must include an NCATE Accreditation Memo of Approval from the NAU NCATE administrator prior to college curricular submission.

UCC proposals must include an 8-term plan.
UGC proposals must include a program of study.

1. College: Health & Human Services
   2. Academic Unit: Department of Occupational Therapy

3. Academic Plan Name: Doctor of Occupational Therapy (OTD)
   4. Emphasis: N/A


6. Justification for the new plan or certificate, including how the need for the plan was determined. Please also address how it is designed to meet local market, professional requirements, employment opportunities, or other needs.

   Arizona is a fast growing state with the vast majority of its population living in the Phoenix-Tucson region, and the remainder of its population residing in mountainous and rural regions. It has a high proportion of medically underserved citizens. In the 2010 US census, the Arizona population increased nearly 25% in the recent decade. In response to this population increase, the Arizona Board of Regents (ABOR) commissioned a healthcare workforce study to determine if the state’s public institutions should increase their capacity to train health care professionals. This investigation looked at all health professions, the state’s then-current and projected needs, and the output of all existing public and private health professions training programs. "A Study of Allied Health Education Program Needs in Arizona" by Stephen N. Collier, PhD, Director and Professor, Office of Health Professions Education and Workforce Development, School of Health Professions, University of Alabama at Birmingham, July 2006, suggested that NAU should develop an Occupational Therapy program to meet healthcare workforce needs. In his 2008 report, Collier continued to write:

   "I believe the priorities previously established of developing health professions programs in Phoenix and other areas of the state are still the correct ones. Also, focusing on the creation of a biomedical sciences program and the disciplines of occupational therapy, physician assistant studies, and possibly the further expansion of physical therapy are the appropriate areas for attention."

Effective Fall 2013
As of fall 2013, physical therapy has expanded to the Phoenix Biomedical Campus (PBC) and the Physician Assistant Studies program has admitted the second cohort of students. This proposal represents meeting another of Collier’s recommendations by expanding to offer an occupational therapy program at the PBC.

Further, Arizona is clearly underserved in relation to the national averages for occupational therapists, registered. The National Board for Certification in occupational therapy reports that the population: OTR practitioner ratio nationally is 1:2485. Arizona is currently nearly 50% higher: 1:3523. Due to the Affordable Care Act and other population parameters, the U.S Bureau of Labor Statistics projects a 33% increased need for occupational therapists between the years 2010-2020. The U.S News and World Report (2013) states that the current unemployment rate across the U.S. is 0.4% for occupational therapy and is ranked #7 as one of the “Best Health Care Jobs” and #11 in “The 100 Best Jobs.”

The Doctor in Occupational Therapy (DOT) is designed to produce transformative, competent, entry-level practice scholars who innovatively and skillfully use meaningful occupation as the mediator and facilitator of participation between the person and environment to meet the following specific learning outcomes stated as professional competencies. The major content requirements from the Accreditation Standards for a Doctoral-Degree-Level Educational Program for the Occupational Therapist (Accreditation Council for Occupational Therapy Education, 2011) are integrated into the specific student learning outcomes for the NAU OTD curriculum in the areas of transformative service delivery, practice-scholar inquiry and servant leadership.

This curriculum will exceed stated educational standards for an accredited OTD program as standards are the minimal accreditation requirements which must be met. This contingent, integrated curriculum design focuses on learning outcomes for the dynamic, contemporary practice of occupational therapy within the person-occupation-environment interaction perspective in three major content areas: transformative service delivery; practice-scholar inquiry and servant leadership. The goal is to promote the maturing professional development of our students regarding the requisite knowledge and skills through practice-focused scholarly learning activities.

7. Student learning outcomes of the plan. If structured as plan/emphasis, include for both core and emphasis. (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes).

Student program competencies have been developed by the Accreditation Council for Occupational Therapy (ACOTE, 2011, effective July 1, 2013). These are;

Student Learning Outcomes
The student will be able to:

Transformative Service Delivery
- Demonstrate and use their broad knowledge of the therapeutic application of occupation to facilitate health, well-being and quality of life across the life span. B.1.0
- Demonstrate entry-level professional skills in evaluation, intervention planning and implementation as well as outcome measures. B.4.0
- Identify signs and symptoms of pathophysiology and impairment, and analyze their impact on occupational performance throughout the life-span. B.1.0; B.2.0
- Utilize current evidence and technologies to provide knowledge-based, innovative, quality services, which address occupational health needs. B.3.0; B.4.0; B.5.0; C.1.0

Effective Fall 2013
• Use culturally responsive therapeutic interactions to address the diverse needs of underserved individuals, communities and populations. B.5.0
• Collaborate with persons, other professionals, and organizations to advocate for full participation for persons who may experience limitations in their ability to select. B.5.0; C.1.0
• Educate, motivate and collaborate with and without occupational performance limitations to empower their participation in health promotion and disease prevention activities and participate fully in meaningful, productive occupational roles, tasks, and activities. B.5.0; C.1.0
• Practice as educated, moral, ethical citizens who promote their own state of health and community health B.2.0; B.3.0; B.9.0
• Promote one’s continuing competency as an occupational therapist by engaging in sustained, reflective, goal-directed professional development, advocacy and servant leadership to the community and profession. B. 1.0 – B.9.0; C.1.0; C.2.0

Practice-Scholar Inquiry
• Conduct applied practice research regarding the scholarly contribution of occupational therapy to intervention efficacy expectations and program outcomes. B.8.0
• Demonstrate a clear understanding of the research process and how evidence is developed, critiqued and applied in occupational therapy practice. B.8.0
• Select specific practice scholarship designs that can meaningfully be embedded in one’s everyday practice context to expand knowledge regarding applied practice outcomes and inform stakeholders. B.8.0; B.8.10
• Engage in dynamically using clinical reasoning to reflectively transform information gathered through evidence analysis and practice observations to ensure best practices. B.8.0; B.8.10

Servant Leadership
• Articulate the interaction between physical, psychological, spiritual, social, moral, and ethical issues to guide health care choices, delivery systems, and professional behaviors. B.6.0
• Cooperate and collaborate productively as a leading practice-scholar in healthcare, educational or community systems. B.7.0; C.2.0
• Demonstrate leadership roles as practitioners, managers, consultants, educators, advocates and scholars at the local, state, national and international levels within their profession and in their own communities. B.7.0; C.2.0 Influence system access to ensure healthy interdependence, adaptation, and service access for consumers, while decreasing the impact of disability, disease and societal limitations. B.7.0; B.9.0; C.1.0; C.2.0
• Practice the highest professional ethics and a true commitment to professionalism and occupational therapy. B.9.0; C.1.0; C.2.0
8. Academic Catalog text and requirements:

8a. Text to be displayed on the Career tab in the academic catalog (max 3 paragraphs):

The entry level occupational therapy program prepares the individual to deliver health care as an occupational therapist. The 33-month curriculum awards a Doctor of Occupational Therapy (OTD) degree, and qualifies the graduate to sit for the National Board for Certification in Occupational Therapy (NBCOT)\(^1\) Certification Exam for the Occupational Therapist, Registered (OTR) which is required for licensure in all states.

The predicted employability for graduates of this program is compelling. Arizona is clearly underserved in relation to the national averages for occupational therapists, registered. The National Board for Certification in occupational therapy reports in 2013 that the population: OTR practitioner ratio nationally is 1:2485. Arizona is currently nearly 50% higher: 1:3523. Due to the Affordable Care Act and other population parameters, the U.S Bureau of Labor Statistics projects a 33% increased need for occupational therapists between the years 2010-2020. The U.S News and World Report (2013) states that the current unemployment rate across the U.S. is 0.4% for occupational therapy and is ranked #7 as one of the “Best Health Care Jobs” and #11 in “The 100 Best Jobs.”

The NAU OTD is designed to produce transformative, competent, entry-level practice scholars who innovatively and skillfully use meaningful occupation as the mediator and facilitator of participation between the person and environment. Graduates will meet specific learning outcomes stated as professional competencies in three major content areas: transformative service delivery; practice-scholar inquiry and servant leadership.

\(^1\) [www.nbcot.org](http://www.nbcot.org)

8b. Text to be displayed on the Overview tab in the academic catalog (max 3 paragraphs):

The Occupational Therapy Doctorate (OTD) program will be conducted in collaboration with the University of Arizona (UA) College of Medicine, sharing facilities and resources with NAU’s physical therapy, physician assistant studies and UA medical students plus other students in the health professions. The first year of curriculum will consist of courses taught at the Phoenix Biomedical Campus. The second year consists of didactic and lab courses at the Phoenix Biomedical Campus as well as Level I fieldwork within the greater Phoenix area and Indian Health Services (HIS) facilities. Students will have extensive experiences in the community when not in class on campus. The third year of curriculum includes 24 weeks of Level II fieldwork with a final 16 week, individualized residency in occupational therapy located in diverse geographical areas. The degree requires 141 credit hours of coursework completed over 33 contiguous months.

Prospective students are required to submit their application through the Centralized Application Service for Occupational Therapy (OTCAS). The site can be accessed at: [https://portal.otcas.org/](https://portal.otcas.org/). Please contact the NAU Graduate College to receive all prospective student updates regarding the development of this program and any modifications to the NAU OTD application. Register your interest in NAU’s OTD program by going to [https://www5.nau.edu/gradcol/request_info.aspx](https://www5.nau.edu/gradcol/request_info.aspx)

Effective Fall 2013
Program Accreditation Application

In summer 2013, the NAU Department of Occupational Therapy applied for and was given OT Doctoral-level Applicant Status (Step 1) through the Accreditation Council for Occupational Therapy Education (ACOTE) [http://www.aota.org/Education-Careers/Accreditation.aspx]. Applicants are encouraged to familiarize themselves with accreditation procedures for this developing academic program throughout the application, admission and matriculation process. NAU agrees to be transparent in all communication with prospective students regarding the program’s accreditation status and welcomes questions regarding our developing program. The program must be accredited in order for graduates to be eligible to sit for the NBCOT national certification examination.

8c. Plan requirements to be displayed on the “Details” tab in the academic catalog. If the plan requires an emphasis, include summary text for each emphasis:

Admission requirements
Admission for each fall cohort is dependent on satisfactory completion of all pre-requisite requirements before August 1st of the year entering class. Applications with courses and items in progress will be considered, however, official transcripts verifying all requirements are met must be received by August 1st for consideration.

Requirements include;
- Graduation with a baccalaureate or master’s degree from an accredited institution is required. An overall GPA of at least a 3.0 is preferred.
  - Official transcripts must be submitted to verify degree completion. Preference will be given to students who demonstrate current capacity to engage in fulltime studies as evidenced by completing at least 9 or more credits in 2 semesters in the prior three years.
  - Applicants whose overall undergraduate GPA is below a 3.0 overall will be considered, provided that they earned a minimum 3.0 GPA in their last two years of study and across all the pre-requisite coursework for this curriculum.
- Submission of Graduate Record Examination Scores (GRE) that meets or exceed the following:
  - Quantitative GRE score ≥ 146 (550)
  - Verbal GRE score ≥ 149 (440)
  - Analytical writing score ≥ 3.5
- Prerequisite coursework GPA
  Completion of all designated pre-requisite coursework for this program with a minimum 3.0 GPA
  - The GPA average across science courses must be a 3.0 or better.
  - At least two of the science courses (6 credits minimum) must have been completed within the past 5 years at time of application

Note: Admissions to the Fall 2014 class cannot be announced officially until after the Accreditation Council for Occupational Therapy Education awards candidacy as a developing program in May 2014. This is an ACOTE policy.

Students with a criminal background should check with the National Board of Certification in Occupational Therapy (www.nbcot.org) before applying for the program regarding their ability to be certified as an occupational therapist.

Effective Fall 2013
Pre-requisite Coursework:
All coursework must be completed at the college or university-level.

Coursework must be semester hours or equivalent from a regionally-accredited institution with an earned grade of C or better (C- and below is not acceptable). Official transcripts displaying passing grades must be received by August 1st before entering the first semester of the program.

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<tr>
<th>Academic Area</th>
<th>Coursework</th>
<th>Semester Credit Minimum</th>
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<tbody>
<tr>
<td>Biological Science</td>
<td>Biology (must include animal-related principles or 3 hours biology and 3 hours chemistry)</td>
<td>6</td>
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<tr>
<td></td>
<td>Human Anatomy and Physiology</td>
<td>6</td>
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<td></td>
<td>Physics (preferably content in mechanics, heat and possibly electricity)</td>
<td>3</td>
</tr>
<tr>
<td>Math</td>
<td>Statistics (preferably applied or biostatistics)</td>
<td>3</td>
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<tr>
<td>Social Sciences</td>
<td>Psychology: Abnormal</td>
<td>3</td>
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<tr>
<td></td>
<td>Lifespan Human Development **</td>
<td>6</td>
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<tr>
<td></td>
<td>Sociology (such as medical, community, sexuality, mental health, deviance, or cultural) anthropology or community-focused public health</td>
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<tr>
<td>Liberal Arts &amp;</td>
<td>Ethics or Social Justice (health care, medical, diversity, moral reasoning)</td>
<td>3</td>
</tr>
<tr>
<td>Humanities</td>
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</tbody>
</table>

*Must include lecture and laboratory components in at least one biology course, A&P and Physics.

**Lifespan Human Development. This requirement may be met by either 1) taking a Lifespan Human Development Psychology or Sociology course that covers human development from birth to death or 2) completing both a Child Development course AND a Gerontology/Psychology of aging course. If the completed course covers the entire life span from birth to death then a second Psychology course, not including a general Psychology course, must be completed to fulfill this requirement: such as, but not limited to health, cognitive, social, perception, personality or gender.

**OVERVIEW OF OCCUPATIONAL THERAPY MODULE**
Once a student accepts admission to the program and prior to August 1st, they will be required to complete an on-line, self-study module regarding the guiding philosophy and values, and the development of the profession of occupational therapy. Instructions for completion will be provided when students have been cleared for admission to our program. A nominal fee will be charged for the learning module and the required textbook.

Students who have successfully completed an external occupational therapy module at another university can submit completion verification and, if accepted, this requirement will be waived.

**COMPETENCE IN MEDICAL TERMINOLOGY**
Requirement must be demonstrated by either:

Effective Fall 2013
• Completed course work (or credit or other educational program), or
• Self-study and passing a proficiency test given at the NAU-PBC prior to the start of the program

**Degree Requirements**

**Take the following 141 units:**

**Occupational Performance Perspectives**

- 600 Occupational Engagement & Participation across the Lifespan (4 credits)
- 602 Occupational Therapy Practice Theory & Models (3 credits)

**Body Functions Supporting Occupational Performance**

- 620 Human Anatomy (4 credits)
- 621 Neuroscience Foundations for Practice (4 credits)
- 622 Conditions Impacting Occupational Performance (4 credits)
- 623 Human Movement for Occupation (3 credits)

**Occupational Therapy Toolkit**

- 631 Occupational Performance Evaluation Process & Assessments (3 credits)
- 632 Client Communication & Engagement in the Therapeutic Process (3 credits)
- 633 Educational Strategies & Learning in Healthcare & Academic Settings (3 credits)

**Occupational Therapy Process**

- 640 Biomechanical Function & Occupational Performance (4 credits)
- 641 Psychosocial Function, Behavioral Health & Occupational Performance (4 credits)
- 642 Neurological & Sensory Function & Occupational Performance: Child (4 credits)
- 643 Neurological & Sensory Function & Occupational Performance: Adult (4 credits)
- 644 Environmental Adaptation & Rehabilitation Technology (3 credits)
- 645 Cognitive & Perceptual Function & Occupational Performance (3 credits)
- 646 Upper Extremity Function and Occupational Performance (3 credits)
- 647 Emerging Practice Seminar (3 credits)
- 748 Integrated Practice Seminar (3 credits)

**Scholarship of Practice**

- 650 Evidence-based Practice & Professional Communication (3 credits)
- 651 Scholarship of Practice Approaches and Designs (4 credits)
- 652 Practice-Scholar Proposal Development Seminar (2 credits)
- 653 Practice-Scholar Apprenticeship I (2 credits)
- 654 Practice-Scholar Apprenticeship II (2 credits)
- 755 Practice-Scholar Apprenticeship III (2 credits)
- 756 Practice-Scholar Apprenticeship IV (2 credits)

**Practice Competence**

- 601 Practice Competency II & Fieldwork Level I (6 credits)
  (Note: 2 cr. x 3 sem.; ea. with a 40 hrs. of FW + coursework)
- 660 Practice Competency I (1 credit)
- 761 Residency Professional Development Plan (2 credits)
- 762 Practice Competency III (1 credit)
- 708 Fieldwork Level II (24 credits)
  (Note: 4 placements each 6 weeks in duration = 24 weeks)

*Effective Fall 2013*
Practice-Scholar Leadership

- 670 Health Policies, Service Delivery Systems & Sustainability (3 credits)
- 771 Program Leadership & Administrative Processes (3 credits)
- 772 Inspired Practice Through Visionary Leadership (3 credits)

Residency & Capstone

- 790 Residency Qualification (1 credit)
- 791 Practice-Scholar Residency (16 weeks) (16 credits)
- 792 Practice-Scholar OTD Capstone (2 credits)

Click here for more information about the doctoral in occupational therapy courses and faculty: [http://nau.edu/CHHS/Occupational-Therapy/](http://nau.edu/CHHS/Occupational-Therapy/)

Program Fee Information
Program fees are established by the Arizona Board of Regents (ABOR) and are required for this program.

8d. Attributes to be displayed on the Overview tab in the academic catalog:

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9. NCATE designation, if applicable:
   - Initial Plan
   - Advanced Plan
   - Remove Designation

    See effective dates calendar

11. Will this proposal impact other plans, sub plans, or course offerings, etc.? Yes ☐ No ☒
    If yes, describe the impact. If applicable, include evidence of notification to and/or response from each impacted academic unit.

Effective Fall 2013
Answer 12-13 for UCC/ECCC only:

12. A major is differentiated from another major by required course commonality: 24 units of the required credit hours of a major must be unique, (i.e. not common or not dual use as a required element in another major), to that major.
Does this plan have 24 units of unique required credit? Yes [ ] No [X]

13. Minor: A planned group of courses from one or more subject matter areas consisting of at least 18 hours and no more than 24 hours. At least 12 hours of the minor must be unique to that minor to differentiate it from other minors.
Does this minor have 12 units of unique required credit? Yes [ ] No [X]

Answer 14-15 for UGC only:

14. If this is a non-thesis plan, does it require a minimum of 24 units of formal graded coursework? Yes [X] No [ ]
If no, explain why NAU should establish the plan.

15. If this is a thesis plan, does it require a minimum of 18 units of formal graded coursework? Yes [ ] No [X]
If no, explain why NAU should establish the plan.

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland 10/25/2013
Reviewed by Curriculum Process Associate Date

Approvals:

Patricia Cast 10/28/2013
Department Chair/Unit Head (if appropriate) Date

Maury Han 10/28/13
Chair of college curriculum committee Date

Dean of college 10/28/13
Date

For Committee use only:

UGC/UGC Approval 11/1/13 Date

Effective Fall 2013
Approved as submitted: Yes ☐ No ☐
Approved as modified: Yes ☐ No ☐

### EXTENDED CAMPUSES

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<td>Academic Unit Head</td>
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<td>Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</td>
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<td>Chief Academic Officer; Extended Campuses (or Designee)</td>
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Approved as submitted: Yes ☐ No ☐
Approved as modified: Yes ☐ No ☐

Effective Fall 2013
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NORTHERN ARIZONA UNIVERSITY
PROPOSAL TO ESTABLISH A NEW DEGREE

New degree proposals must undergo all internal university review and approval steps including those at the unit, college, and university levels before final submission to the Office of the Provost [Provost@nau.edu] for approval. Prior to implementing a new degree plan, it must be included on the ABOR Academic Strategic Plan which is submitted by the Provost, in the spring semester of each academic year (ref. Faculty Handbook, Section 3.1.5.1). Please work with the Academic Dean and the Graduate Dean (for graduate programs) in this process. A degree may not be implemented until the Provost’s Office notifies the Dean that the program may be offered.

DEGREE PROGRAM INFORMATION

Level of Degree: □ Undergraduate ☑ Graduate

Proposed title of New Academic Plan: Doctor of Occupational Therapy (OTD)

College/School: College of Health & Human Services

Academic Unit Department of Occupational Therapy

Term and year when proposal becomes effective (i.e., Fall 2008): Fall 2014

1. PURPOSE AND NATURE OF THE DEGREE PROGRAM

   Brief program description (This is a catalog type description of no more than 250 words. Include the distinctive features of the program that make it unique.

The NAU Occupational Therapy (NAU OT) program is the only OT program in Arizona being delivered by a public university and only one that will award the doctoral degree (OTD) to become an occupational therapist in the state. The mission of the program addresses the need to reduce Arizona’s health care workforce shortage. The program will equip students with the professional knowledge, skills, and professionalism to boldly lead the transition from a medical model to a community participation health model with the outcome to provide high-quality, affordable, health care for the people of Arizona.

The NAU OT program will offer first-rate educational, service learning, practice scholar and fieldwork experiences culminating in an individualized 16-week residency to develop occupational therapists. Presenting transformative skills, beyond the generalist level, practice-scholar competencies in the areas of practice, research, administration, leadership, program and policy development, advocacy, education, and theory will predominate. As transformative practice scholars, our NAU OT graduates will demonstrate the requisite skills and habits to use and create evidence to support practice, to facilitate change through leadership as well as to think critically and creatively as practice innovators.

In January 2014, the candidacy application will be submitted to the Accreditation Council for Occupational Therapy Education (ACOTE) and when approved will permit admission of the first class in fall. Successful graduates will receive a Doctor of Occupational Therapy (OTD) from NAU and be qualified to take the National Board for Certification in Occupational Therapy (NBCOT) examination that is required for licensure as an occupational therapist, registered (OTR).
2. STUDENT LEARNING OUTCOMES AND ASSESSMENT

A. **List the knowledge, competencies, and skills** students should have when they graduate from the proposed degree program. Examples of program Learning Outcomes can be found at [https://www4.nau.edu/assessment/resources/index.htm](https://www4.nau.edu/assessment/resources/index.htm)

Student learning competencies have been developed by the Accreditation Council for Occupational Therapy (ACOTE, 2011, effective July 1, 2013)\(^1\). The broad educational content areas are referenced following each of the student learning outcomes below which are exclusively stated for the Doctor of Occupational Therapy (OTD) degree at Northern Arizona University (NAU). Each course syllabi notes the explicit educational standards addressed related to the board content areas.

**Student Learning Outcomes**

The student will be able to:

**Transformative Service Delivery**

- Demonstrate and use their broad knowledge of the therapeutic application of occupation to facilitate health, well-being and quality of life across the life span. **B.1.0**
- Demonstrate entry-level professional skills in evaluation, intervention planning and implementation as well as outcome measures. **B.4.0**
- Identify signs and symptoms of pathophysiology and impairment, and analyze their impact on occupational performance throughout the life-span. **B.1.0; B.2.0**
- Utilize current evidence and technologies to provide knowledge-based, innovative, quality services, which address occupational health needs. **B.3.0; B.4.0; B.5.0; C.1.0**
- Use culturally responsive therapeutic interactions to address the diverse needs of underserved individuals, communities and populations. **B.5.0**
- Collaborate with persons, other professionals, and organizations to advocate for full participation for persons who may experience limitations in their ability to select. **B.5.0; C.1.0**
- Educate, motivate and collaborate persons with and without occupational performance limitations to empower their participation in health promotion and disease prevention activities and participate fully in meaningful, productive occupational roles, tasks, and activities. **B.5.0; C.1.0**
- Practice as educated, moral, ethical citizens who promote their own state of health and community health **B.2.0; B.3.0; B.9.0**
- Promote one’s continuing competency as an occupational therapist by engaging in sustained, reflective, goal-directed professional development, advocacy and servant leadership to the community and profession. **B.1.0 – B.9.0; C.1.0; C.2.0**

**Practice-Scholar Inquiry**

- Conduct applied practice research regarding the scholarly contribution of occupational therapy to intervention efficacy expectations and program outcomes. **B.8.0**

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Demonstrate a clear understanding of the research process and how evidence is developed, critiqued and applied in occupational therapy practice. **B.8.0**

Select specific practice scholarship designs that can meaningfully be embedded in one’s everyday practice context to expand knowledge regarding applied practice outcomes and inform stakeholders. **B.8.0; B.8.10**

Engage in dynamically using clinical reasoning to reflectively transform information gathered through evidence analysis and practice observations to ensure best practices. **B.8.0; B.8.10**

**Servant Leadership**

- Articulate the interaction between physical, psychological, spiritual, social, moral, and ethical issues to guide health care choices, delivery systems, and professional behaviors. **B.6.0**
- Cooperate and collaborate productively as a leading practice-scholar in healthcare, educational or community systems. **B.7.0; C.2.0**
- Demonstrate leadership roles as practitioners, managers, consultants, educators, advocates and scholars at the local, state, national and international levels within their profession and in their own communities. **B.7.0; C.2.0; Influence system access to ensure healthy interdependence, adaptation, and service access for consumers, while decreasing the impact of disability, disease and societal limitations. B.7.0; B.9.0; C.1.0; C.2.0**
- Practice the highest professional ethics and a true commitment to professionalism and occupational therapy. **B.9.0; C.1.0; C.2.0**

For review of this proposal, the committee is provided with the following:

1. OT Curriculum Map (educational standards across courses)
2. Semester Matrix (degree program by semester)
3. OTD Curriculum Threads (grouping of courses by curriculum themes)

**B. Describe the plan and methods to assess** whether students have achieved the knowledge, competencies and skills identified in the Learning Outcomes.

Formative and summative assessment of student learning outcomes is identified within course syllabi. Each program outcome is assessed within a minimum of 2 courses with summative assessments administered at key points of the program as required by ACOTE. Assessment strategies include written examinations, presentations, papers, skill assessments, professional behaviors, and national exams. Student achievement of learning outcomes will be assessed in the classroom, laboratory and practice contexts.

As part of an extensive outcome assessment process required by Accreditation Council for Occupational therapy Education (ACOTE) but not included here, student performance assessment results will be systematically reviewed for alignment with student learning outcomes on a regular basis (each semester during the initial program years, eventually every 3-5 years). Furthermore, national assessments developed and required by the American Occupational Therapy Association (AOTA) are included throughout the program. These include the AOTA Fieldwork Evaluation national form in OTD 708, the residency qualifying examination, and other national assessments and examinations of both cognitive and skill outcomes, including National Board for Certification in occupational therapy (NBCOT) knowledge and practice tests (see course syllabi for specific assessments). Feedback from fieldwork educators regarding student performance will also be utilized.
3. CURRICULUM OF THE PROPOSED PROGRAM

The doctor of occupational therapy program requires 141 hours of coursework over 33 months (8 terms). Courses span fall, spring and summer terms. The final semester (spring) requires a full time residency experience in occupational therapy following 6 months of full time fieldwork in specific practice contexts, both ACOTE requirements. Fieldwork is required by ACOTE and NBCOT to be eligible to sit for the NCBOT national certification examination. The residency is an AOCTE requirement for programs offering entry-level doctor of occupational therapy degree programs.

4. PROGRAM NEED: Explain why the university needs to offer this program (include target audience and market; discuss local, regional and national need for the program as well).

Arizona is a fast growing state with the vast majority of its population living in the Phoenix-Tucson region, and the remainder of its population residing in mountainous and rural regions. It has a high proportion of medically underserved citizens. In the 2010 US census, the Arizona population increased nearly 25% in the recent decade. In response to this population increase, the Arizona Board of Regents (ABOR) commissioned a healthcare workforce study to determine if the state’s public institutions should increase their capacity to train health care professionals. This investigation looked at all health professions, the state’s then-current and projected needs, and the output of all existing public and private health professions training programs. "A Study of Allied Health Education Program Needs in Arizona" by Stephen N. Collier, PhD, Director and Professor, Office of Health Professions Education and Workforce Development, School of Health Professions, University of Alabama at Birmingham, July 2006, suggested that NAU should develop an Occupational Therapy program to meet healthcare workforce needs. In his 2008 report, Collier continued to write:

"I believe the priorities previously established of developing health professions programs in Phoenix and other areas of the state are still the correct ones. Also, focusing on the creation of a biomedical sciences program and the disciplines of occupational therapy, physician assistant studies, and possibly the further expansion of physical therapy are the appropriate areas for attention."

As of fall 2013, physical therapy has expanded to the Phoenix Biomedical Campus (PBC) and the Physician Assistant Studies program has admitted the second cohort of students. This proposal represents meeting another of Collier’s recommendations by expanding to offer an occupational therapy program at the PBC.

Further, Arizona is clearly underserved in relation to the national averages for occupational therapists, registered. The National Board for Certification in occupational therapy reports that the population: OTR practitioner ratio nationally is 1:2485. Arizona is currently nearly 50% higher: 1:3523. Due to the Affordable Care Act and other population parameters, the U.S Bureau of Labor Statistics projects a 33% increased need for occupational therapists between the years 2010-2020. The U.S News and World Report (2013) states that the current unemployment rate across the U.S. is 0.4% for occupational therapy and is ranked # 7 as one of the “Best Health Care Jobs” and #11 in “The 100 Best Jobs.”

The Doctor in Occupational Therapy (DOT) is designed to produce transformative, competent, entry-level practice scholars who innovatively and skillfully use meaningful occupation as the mediator and facilitator of participation between the person and environment to meet the
following specific learning outcomes stated as professional competencies. The major content requirements from the Accreditation Standards for a Doctoral-Degree-Level Educational Program for the Occupational Therapist (Accreditation Council for Occupational Therapy Education, 2011) are integrated into the specific student learning outcomes for the NAU OTD curriculum in the areas of transformative service delivery, practice-scholar inquiry and servant leadership.

This curriculum will exceed stated educational standards for an accredited OTD program as standards are the minimal accreditation requirements which must be met. This contingent, integrated curriculum design focuses on learning outcomes for the dynamic, contemporary practice of occupational therapy within the person-occupation-environment interaction perspective in three major content areas: transformative service delivery; practice-scholar inquiry and servant leadership. The goal is to promote the maturing professional development of our students regarding the requisite knowledge and skills through practice-focused scholarly learning activities.

5. IMPACT ON OTHER PROGRAMS. List other academic units that might be impacted by the proposed program and describe the potential impact (e.g., how the implementation of this program might affect student headcount/enrollment, student recruitment, faculty participation, course content, etc. in other programs). Attach letters of collaboration/support from impacted programs.

Since no other Arizona public university offers an occupational therapy program and this program is brand new to NAU, there is virtually no impact on other programs. Space at the Phoenix Biomedical campus has already been earmarked for the OT program and faculty.

6. EXISTING PROGRAMS AT OTHER CAMPUSES
1. For a non-duplicative program, provide a statement to the effect that there are no existing programs at other Arizona public universities that duplicate the proposed program.

There are no existing occupational therapy programs at any Arizona public universities. There will be no duplication of an existing program.

2. Other Institutions – If this program is currently offered at the same academic level by other Arizona public universities that duplicates the proposed program, list all programs and indicate why NAU should establish such a program.

Not Applicable

7. PROJECTED ENROLLMENT. How many new students do you anticipate enrolling in this program each year for the next five years? Please utilize the following tabular format.

<table>
<thead>
<tr>
<th>5-YEAR PROJECTED ANNUAL ENROLLMENT</th>
</tr>
</thead>
</table>

R:\UNIV GRAD COMMITTEE\13-14UGCFolders\4_112013\OTD_NewDegreeProp.doc
<table>
<thead>
<tr>
<th></th>
<th>1st yr.</th>
<th>2nd yr.</th>
<th>3rd yr.</th>
<th>4th yr.</th>
<th>5th yr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>24</td>
<td>30</td>
<td>45</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td>Student Majors</td>
<td></td>
<td>(54 total enrolled)</td>
<td>(99 total enrolled)</td>
<td>(120 total enrolled)</td>
<td>(135 total enrolled)</td>
</tr>
</tbody>
</table>

8. ACCREDITATION OR LICENSING REQUIREMENTS (IF APPLICABLE). Provide the names of the external agencies for accreditation, professional licensing, etc. that guide your curriculum for this program (if any). Describe requirements for accreditation or licensing. If this new degree plans to seek NCATE designation, you must include a letter from the NAU NCATE administrator prior to college curricular submission.

Accreditation Council for Occupational Therapy Education (ACOTE)

The 2011 ACOTE standards for accreditation list program expectations for the doctoral degree program in Occupational Therapy. Standards include expectations for sponsorship and accreditation, academic resources, faculty responsibilities, student admission, operational policies, strategic planning and program assessment, the curriculum framework, student learning (content requirements), and fieldwork/experiential education specific to doctoral students.

9. FACULTY and STAFF
   a. List the name, rank highest degree, area of specialization/expertise and estimate of the level of involvement of all current faculty members who will teach in the program.

   Faculty
   Patricia Crist, PhD
   Founding Chair & Professor
   Registered Occupational Therapist
   Level of involvement: 100%

   Bree Stalhut (scheduled to begin October 21, 2013)
   Program Coordinator, Sr.
   Level of involvement: 100%

   Beverly Kosik
   Administrative Specialist, Sr.
   Level of involvement: 33%

   b. Administration of the program. Explain how the program will be administered for the purposes of admissions, advising, course offerings, etc. Discuss the available staff support.

   Prospective Fall 2014 students are required to submit their application through the Centralized Application Service for Occupational Therapy (OTCAS). Initial applicant screening involves a faculty review of published prerequisites. Candidates will be ranked using a scoring matrix based on program requirements and candidate qualifications.
Student advising will take place on a pre-determined schedule, a minimum of twice per semester during the first year and every eight weeks during the second and third years, and more frequently if a student or faculty member desires or is needed. The core faculty members will serve as student faculty advisers, the fieldwork coordinator and residency mentors, each will posted office hours and further availability by appointment during off-campus fieldwork and residency years, either face-to-face or through phone. Therefore, students will be guaranteed time with their advisors mentors through-out the entire program.

The administration of the course offerings will follow a well-structured three semester per year curriculum plan. Each student in a class cohort will be enrolled in the same series of courses simultaneously. The instructor of record will be responsible to monitoring and moderating individual student performance in their respective class. Should a student not complete a course or otherwise not meet the criteria to continue in the program, he or she will meet with the Academic Progress Committee. This committee will be responsible for discussing options for the student to continue in the OT program sequence of courses.

10. RESOURCES (necessary to launch and sustain the program)
   a. Describe any new resources required for this program’s success such as new faculty, support staff, new facilities, new library resources, new technology resources, etc.

The Occupational Therapy Program will require all new resources, as it is a new department. The program will require a Chair (Pat Crist, already hired), up to six principal OT (estimate 3 NTT, 3 TT) faculty members including one fieldwork coordinator, and two administrative support staff. New dedicated facilities are available at the Phoenix Biomedical Campus. This facility houses the University of Arizona College of Medicine-Phoenix campus as well as other health professions related programs including NAU’s Physician Assistant and Phoenix based Physical Therapy programs. This building is a state of the art educational facility that includes modern classrooms, labs, medical library, simulation labs, administrative facilities, and student services.

   b. Explain where you will get the resources to support this program.

The Occupational Therapy Program will be financially supported by a combination of institutional resources and program-specific fees. Physical facilities are available at the Phoenix Biomedical Center. Second year supervised practice teaching resources for fieldwork and residency will, for the most part, be provided by volunteer preceptors.
Appendix A

Additional Information for New Graduate Academic Plans Only

1. **Admission Requirements** The requirements listed below are Graduate College requirements. Please modify and/or expand if the proposed degree has additional admissions requirements.

   **A. Degree.** Minimum of a bachelor's degree *(or equivalent)* or a graduate degree from a regionally accredited College or University of recognized standing.

   a. Modify or expand, if applicable:

Admission for the fall cohort is dependent on satisfactory completion of all pre-requisite requirements before August 1st of the year entering class. Applications with courses and items in progress will be considered, however, official transcripts verifying all requirements are met must be received by August 1st for consideration.

- Graduation with a baccalaureate or master’s degree from an accredited institution is required. An overall GPA of at least 3.0 is preferred.
  - Official transcripts must be submitted to verify degree completion. Preference will be given to students who demonstrate current capacity to engage in fulltime studies as evidenced by completing at least 9 or more credits in 2 semesters in the prior three years.
  - Applicants whose overall undergraduate GPA is below a 3.0 overall will be considered, provided that they earned a minimum 3.0 GPA in their last two years of study and across all the pre-requisite coursework for this curriculum.
- Submission of Graduate Record Examination Scores (GRE) that meets or exceed the following:
  - Quantitative GRE score ≥ 146 (550)
  - Verbal GRE score ≥ 149 (440)
  - Analytical writing score ≥ 3.5

- Prerequisite coursework GPA
  - Completion of all designated pre-requisite coursework for this program with a minimum 3.0 GPA
    - The GPA average across science courses must be a 3.0 or better.
    - At least two of the science courses (6 credits minimum) must have been completed within the past 5 years at time of application

Note: Admissions to the Fall 2014 class cannot be announced officially until after the Accreditation Council for Occupational Therapy Education awards candidacy as a developing program in May 2014. This is an ACOTE policy.

Students with a criminal background should check with the National Board of Certification in Occupational Therapy (www.nbcot.org) before applying for the program regarding their ability to be certified as an occupational therapist.

**Pre-requisite Coursework:**
All coursework must be completed at the college or university-level.
Coursework must be semester hours or equivalent from a regionally-accredited institution with an earned grade of C or better (C- and below is not acceptable). Official transcripts displaying passing grades must be received by August 1st before entering the first semester of the program.

<table>
<thead>
<tr>
<th>Academic Area</th>
<th>Coursework</th>
<th>Semester Credit Minimum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological Science*</td>
<td>Biology (must include animal-related principles or 3 hours biology and 3 hours chemistry)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Human Anatomy and Physiology</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Physics (preferably content in mechanics, heat and possibly electricity)</td>
<td>3</td>
</tr>
<tr>
<td>Math</td>
<td>Statistics (preferably applied or biostatistics)</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Psychology: Abnormal</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Lifespan Human Development**</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Sociology (such as medical, community, sexuality, mental health, deviance, or cultural) anthropology or community-focused public health</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts &amp; Humanities</td>
<td>Ethics or Social Justice (health care, medical, diversity, moral reasoning)</td>
<td>3</td>
</tr>
</tbody>
</table>

*Must include lecture and laboratory components in at least one biology course, A&P and Physics.

**Lifespan Human Development. This requirement may be met by either 1) taking a Lifespan Human Development Psychology or Sociology course that covers human development from birth to death or 2) completing both a Child Development course AND a Gerontology/Psychology of aging course. If the completed course covers the entire life span from birth to death then a second Psychology course, not including a general Psychology course, must be completed to fulfill this requirement: such as, but not limited to health, cognitive, social, perception, personality or gender.

**Overview of Occupational Therapy Module:** Once a student accepts admission to the program and prior to August 1st, they will be required to complete an on-line, self-study module regarding the guiding philosophy and values, and the development of the profession of occupational therapy. Instructions for completion will be provided when students have been cleared for admission to our program. A nominal fee will be charged for the learning module and the required textbook.

Students who have successfully completed an external occupational therapy module at another university can submit completion verification and, if accepted, this requirement will be waived.

**Competence in Medical Terminology.** Acquisition of this knowledge must be demonstrated by either:
1) course work (or credit or other educational program) or
2) self-study and passing a proficiency test given at the Northern Arizona University Phoenix Biomedical Campus (NAU-PBC) prior to the start of the program.

B. GPA. Minimum of a 3.00 cumulative GPA (scale is 4.0=A). Modify or expand, if applicable:

An overall GPA of at least a 3.0 is preferred. Applicants whose overall undergraduate GPA is below a 3.0 overall will be considered, provided that they earned a minimum 3.0 GPA in their last two years of study and across all the pre-requisite coursework for this curriculum.

C. English Proficiency Requirement for International Applicants. If applicable list any English proficiency requirements that are higher than and/or in addition to the Graduate College requirement. (See Graduate College website): http://nau.edu/GradCol/Admissions/International/

D. Required Admission Examinations.
   a. ☑GRE ☐GMAT ☐Millers Analogies ☐None Required

2. Application Review Terms. Indicate all terms for which applications for admissions are accepted and the corresponding application deadline dates, if any:
   ☑Fall Deadline (month/year): January 5
   ☐Spring Deadline (month/year):
   ☐Summer Deadline (month/year):

3. Academic Plan Requirements. Below provide the curricular requirements for the proposed plan.
   A. Total credit hours (credit hrs) required for the academic plan: 141
      (include supporting letters for courses to be completed in other units)
   B. Core courses. List all required core courses and total credit hours for the core (required courses other than internships, thesis, dissertation, capstone course, etc).

   **Total credit hours for required core courses:** 141

<table>
<thead>
<tr>
<th>Course prefix &amp; number</th>
<th>Course title</th>
<th>Credit hours</th>
<th>New course?</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTD 600</td>
<td>Occupational Engagement &amp; Participation across the Lifespan</td>
<td>4</td>
<td>Y ☒ N ☐</td>
</tr>
<tr>
<td>OTD 601</td>
<td>Practice Competency II &amp; Fieldwork Level I</td>
<td>6</td>
<td>Y ☒ N ☐</td>
</tr>
<tr>
<td>OTD 602</td>
<td>Occupational Therapy Practice Theory &amp; Models</td>
<td>3</td>
<td>Y ☒ N ☐</td>
</tr>
<tr>
<td>OTD 620</td>
<td>Functional Human Anatomy</td>
<td>4</td>
<td>Y ☒ N ☐</td>
</tr>
<tr>
<td>OTD 621</td>
<td>Neuroscience Foundations for Practice</td>
<td>4</td>
<td>Y ☒ N ☐</td>
</tr>
<tr>
<td>OTD 622</td>
<td>Conditions Impacting Occupational Performance</td>
<td>4</td>
<td>Y ☒ N ☐</td>
</tr>
<tr>
<td>OTD 623</td>
<td>Human Movement for Occupation</td>
<td>3</td>
<td>Y ☒ N ☐</td>
</tr>
<tr>
<td>OTD 631</td>
<td>Occupational Performance Evaluation Process &amp; Assessments</td>
<td>3</td>
<td>Y ☒ N ☐</td>
</tr>
<tr>
<td>OTD 632</td>
<td>Client Communication &amp; Engagement in the Therapeutic Process</td>
<td>3</td>
<td>Y ☒ N ☐</td>
</tr>
<tr>
<td>OTD 633</td>
<td>Educational Strategies &amp; Learning in Healthcare &amp; Academic Settings</td>
<td>3</td>
<td>Y ☒ N ☐</td>
</tr>
<tr>
<td>OTD 640</td>
<td>Biomechanical Function &amp; Occupational Performance</td>
<td>4</td>
<td>Y ☒ N ☐</td>
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<tr>
<td>Course prefix &amp; number</td>
<td>Course title</td>
<td>Credit hours</td>
<td>New course?</td>
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<td>--------------------------------------------------</td>
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<td>-------------</td>
</tr>
<tr>
<td>OTD 641</td>
<td>Psychosocial Function, Behavioral Health &amp; Occupational Performance</td>
<td>4</td>
<td>Y ☒ N ☐</td>
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<tr>
<td>OTD 642</td>
<td>Neurological &amp; Sensory Function &amp; Occupational Performance: Child</td>
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<tr>
<td>OTD 643</td>
<td>Neurological &amp; Sensory Function &amp; Occupational Performance: Adult</td>
<td>4</td>
<td>Y ☒ N ☐</td>
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<tr>
<td>OTD 644</td>
<td>Environmental Adaptation &amp; Rehabilitation Technology</td>
<td>3</td>
<td>Y ☒ N ☐</td>
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<tr>
<td>OTD 645</td>
<td>Cognitive &amp; Perceptual Function &amp; Occupational Performance</td>
<td>3</td>
<td>Y ☒ N ☐</td>
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<tr>
<td>OTD 646</td>
<td>Upper Extremity Function and Occupational Performance</td>
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<td>OTD 647</td>
<td>Emerging Practice Seminar</td>
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<td>Y ☒ N ☐</td>
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<tr>
<td>OTD 650</td>
<td>Evidence-based Practice &amp; Professional Communication</td>
<td>3</td>
<td>Y ☒ N ☐</td>
</tr>
<tr>
<td>OTD 651</td>
<td>Scholarship of Practice Approaches and Designs</td>
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<tr>
<td>OTD 652</td>
<td>Practice-Scholar Proposal Development Seminar</td>
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<td>OTD 653</td>
<td>Practice-Scholar Apprenticeship I</td>
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<td>OTD 654</td>
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<tr>
<td>OTD 660</td>
<td>Practice Competency I</td>
<td>1</td>
<td>Y ☒ N ☐</td>
</tr>
<tr>
<td>OTD 670</td>
<td>Health Policies, Service Delivery Systems &amp; Sustainability</td>
<td>3</td>
<td>Y ☒ N ☐</td>
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<tr>
<td>OTD 708</td>
<td>Fieldwork Level II</td>
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<td>Y ☒ N ☐</td>
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<td>OTD 748</td>
<td>Integrated Practice Seminar</td>
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<td>Y ☒ N ☐</td>
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<td>OTD 755</td>
<td>Practice-Scholar Apprenticeship III</td>
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</tr>
<tr>
<td>OTD 756</td>
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<td>OTD 761</td>
<td>Residency Professional Development Plan</td>
<td>2</td>
<td>Y ☒ N ☐</td>
</tr>
<tr>
<td>OTD 762</td>
<td>Practice Competency III</td>
<td>1</td>
<td>Y ☒ N ☐</td>
</tr>
<tr>
<td>OTD 771</td>
<td>Program Leadership &amp; Administrative Processes</td>
<td>3</td>
<td>Y ☒ N ☐</td>
</tr>
<tr>
<td>OTD 772</td>
<td>Inspired Practice Through Visionary Leadership</td>
<td>3</td>
<td>Y ☒ N ☐</td>
</tr>
<tr>
<td>OTD 790</td>
<td>Residency Qualification</td>
<td>1</td>
<td>Y ☒ N ☐</td>
</tr>
<tr>
<td>OTD 791</td>
<td>Practice-Scholar Residency</td>
<td>16</td>
<td>Y ☒ N ☐</td>
</tr>
<tr>
<td>OTD 792</td>
<td>Practice-Scholar OTD Capstone</td>
<td>2</td>
<td>Y ☒ N ☐</td>
</tr>
</tbody>
</table>

(Please expand table as needed. Right click in white space of last cell. Select "Insert Rows Below")

C. Elective Courses

**Total credit hours for program electives:** 0

Provide a sample list of elective courses:

<table>
<thead>
<tr>
<th>Course prefix &amp; number</th>
<th>Course title</th>
<th>Credit hours</th>
<th>New course?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Y ☐ N ☐</td>
</tr>
</tbody>
</table>

(Please expand table as needed. Right click in white space of last cell. Select "Insert Rows Below")
D. **400-Level Courses.** No more than 6 credit hours of 400-level coursework can be included on graduate student program of study.

1. Are 400-level NAU only courses allowed on student program of study for this degree? □ Yes ☒ No
2. If yes, how many credit hours (maximum 6 units allowed)?

E. **Additional Requirements (if applicable).** Provide a brief description of any additional requirements (e.g. internships, clinicals, field study, etc.)

**Total credit hrs for other required courses (additional requirements):**

<table>
<thead>
<tr>
<th>Course prefix &amp; number</th>
<th>Course title</th>
<th>Credit hours</th>
<th>New course?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Y ☒ N ☒</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Y ☒ N ☒</td>
</tr>
</tbody>
</table>

(Please expand table as needed. Right click in white space of last cell. Select "Insert Rows Below")

F. **Total credit hours required for research (if applicable):** 19

G. **Culminating experience** for the proposed plan (please check all that apply and provide requested information):

<table>
<thead>
<tr>
<th></th>
<th>Required?</th>
<th>Brief description of the applied project or the capstone course, as applicable.</th>
<th>Course prefix and number</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis (master's only)</td>
<td>☐</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied Project (master's only)</td>
<td>☐</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capstone course (master's only)</td>
<td>☐</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dissertation (doctoral only)</td>
<td>☐</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td>☒</td>
<td>16 week Residency in Occupational Therapy (advanced practice competence) Practice-Scholar OTD Capstone (scholarly project)</td>
<td>OTD 791</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>OTD 792</td>
<td>2</td>
</tr>
</tbody>
</table>

(Please expand table as needed. Right click in white space of last cell. Select "Insert Rows Below")

H. **Please specify whether this academic plan includes emphases or concentrations**

___ N/A __________

Note: Emphasis will be coded as sub plans in LOUIE and will appear on the student’s transcript. It generally includes at least 12 units unique to the emphasis area. Concentration are generally fewer than 12 units, though it may include on occasion include more than 12 units.

1. **Concentration/Emphasis name:**

**Total credit hours for the courses required for the proposed concentration/emphasis:**

List concentration/emphasis courses:

(Please expand table as needed. Right click in white space of last cell. Select "Insert Rows Below")
2. Concentration/Emphasis name:

Total credit hours for the courses required for the proposed concentration/emphasis:

List concentration/emphasis courses:

<table>
<thead>
<tr>
<th>Course prefix &amp; number</th>
<th>Course title</th>
<th>Credit hours</th>
<th>New course?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Y □ N □</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Y □ N □</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Y □ N □</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Y □ N □</td>
</tr>
</tbody>
</table>

(Please expand table as needed. Right click in white space of last cell. Select “Insert Rows Below”)

You may add additional Concentrations/Emphasis if needed.

I. Master’s program additional requirements(check all that apply):

a. □ Written comprehensive exam is required
b. □ Oral comprehensive exam is required
c. □ No oral comprehensive exam required
d. □ No oral comprehensive exam required
e. □ Thesis required. If checked, specify number of faculty on thesis committee:

J. Doctoral Program Requirements Only (indicate N/A if not required; see Academic Catalog for requirements)

a. For Doctoral Degrees, indicate the Master’s Degree Credit Allowance: If approved by the student’s supervisory committee, specify how many credit hours from a previously awarded master’s degree to count towards the degree requirements for this doctoral program?

b. For PhD/EdD Degrees, written/oral comprehensive exams are required per Graduate College policy. Please include any required timelines for successful passing of the comprehensive exams.

c. For PhD/EdD Degrees, submission of a written dissertation prospectus and its oral defense are required. Please describe requirements and include any required timelines for successful defense of the prospectus. For clinical doctoral degrees, describe research/final project or equivalent requirements.

d. Required Number of Dissertation Committee Members: n/a

e. Foreign Language Exam/Alternative Requirement (PhD Programs only).
   i. Foreign Language Examination(s) required? □ Yes □ No
   If yes, list all foreign languages required:

   ii. Describe Alternative Requirements (e.g., Research Competency):

4. Course Prefix(es) Provide the following information for the proposed academic plan.
   a. Will a new course prefix(es) be required for this new academic plan?
5. New Courses Required for Proposed Academic Plan. Provide course prefix, number, title, and credit hours and description for any new courses required for this degree program (Include timeline for development).

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Brief Description of Course</th>
<th>Timeline for Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTD</td>
<td>600</td>
<td>Occupational Engagement &amp; Participation across the Lifespan</td>
<td>4</td>
<td>The course focuses on the development of occupational engagement and participation across the lifespan.</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>OTD</td>
<td>601</td>
<td>Practice Competency II &amp; Fieldwork Level I</td>
<td>6</td>
<td>The course will provide a practice competency and one week of required fieldwork education.</td>
<td>Summer 2015</td>
</tr>
<tr>
<td>OTD</td>
<td>602</td>
<td>Occupational Therapy Practice Theory &amp; Models</td>
<td>3</td>
<td>This course presents the major practice theories and frames of reference in the profession.</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>OTD</td>
<td>620</td>
<td>Functional Human Anatomy</td>
<td>4</td>
<td>The course will emphasize the application of anatomical knowledge to clinical practice through lecture and pro-section studies.</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>OTD</td>
<td>621</td>
<td>Neuroscience Foundations for Practice</td>
<td>4</td>
<td>This science course overviews neuroanatomy, neural plasticity and neurological function.</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>OTD</td>
<td>622</td>
<td>Conditions Impacting Occupational Performance</td>
<td>4</td>
<td>The major conditions (disease, disability &amp; trauma) seen in practice are covered.</td>
<td>Spring 2015</td>
</tr>
<tr>
<td>OTD</td>
<td>623</td>
<td>Human Movement for Occupation</td>
<td>3</td>
<td>The description, underlying science and assessment of movement (kinesiology), motor development &amp; motor learning.</td>
<td>Spring 2015</td>
</tr>
<tr>
<td>OTD</td>
<td>631</td>
<td>Occupational Performance Evaluation Process &amp; Assessments</td>
<td>3</td>
<td>Instruction is provided regarding the foundational skills used during evaluation and the administration of assessments.</td>
<td>Spring 2015</td>
</tr>
<tr>
<td>OTD</td>
<td>632</td>
<td>Client Communication &amp; Engagement in the Therapeutic Process</td>
<td>3</td>
<td>The course introduces therapeutic communication and use of self during one-to-one as well as group interactions.</td>
<td>Spring 2015</td>
</tr>
<tr>
<td>OTD</td>
<td>633</td>
<td>Educational Strategies &amp; Learning in Healthcare &amp; Academic Settings</td>
<td>3</td>
<td>The focus will be on the teaching-learning process during client-centered practice, consumer education and in higher education.</td>
<td>Summer 2015</td>
</tr>
<tr>
<td>OTD</td>
<td>640</td>
<td>Biomechanical Function &amp; Occupational Performance</td>
<td>4</td>
<td>This course covers the biomechanical approaches to OT</td>
<td>Summer 2015</td>
</tr>
<tr>
<td>OTD</td>
<td>641</td>
<td>Psychosocial Function, Behavioral Health &amp; Occupational Performance</td>
<td>4</td>
<td>This course covers the psychosocial &amp; behavioral health approaches to OT practice.</td>
<td>Summer 2015</td>
</tr>
<tr>
<td>OTD</td>
<td>642</td>
<td>Neurological &amp; Sensory Function &amp; Occupational Performance: Child</td>
<td>4</td>
<td>This course covers the neurological &amp; sensory approaches to OT practice for birth to age 21.</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>OTD</td>
<td>643</td>
<td>Neurological &amp; Sensory Function &amp; Occupational Performance: Adult</td>
<td>4</td>
<td>This course covers the neurological &amp; sensory approaches to OT practice from age 21 on.</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>OTD</td>
<td>644</td>
<td>Environmental Adaptation &amp; Rehabilitation Technology</td>
<td>3</td>
<td>This course covers environmental modification and assistive technology approaches to OT practice.</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>OTD</td>
<td>645</td>
<td>Cognitive &amp; Perceptual Function &amp; Occupational Performance</td>
<td>3</td>
<td>This course covers the cognitive and perceptual approaches to OT practice.</td>
<td>Spring 2016</td>
</tr>
<tr>
<td>OTD</td>
<td>646</td>
<td>Upper Extremity Function &amp; Occupational Performance</td>
<td>3</td>
<td>This course covers the rehabilitation approaches for the hand and upper extremity using both physical agent modalities and orthotics.</td>
<td>Spring 2016</td>
</tr>
<tr>
<td>OTD</td>
<td>647</td>
<td>Emerging Practice Seminar</td>
<td>3</td>
<td>This course is designed to prepare the student as a practice-scholar to be lead in new, developing areas of practice as indicated through ongoing environmental scanning.</td>
<td>Spring 2016</td>
</tr>
<tr>
<td>OTD</td>
<td>650</td>
<td>Evidence-based Practice &amp; Professional Communication</td>
<td>3</td>
<td>This course will provide skills in researching, summarizing and reporting published evidence related to practice and understanding both the structure of and requirements for professional dissemination of knowledge.</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>OTD</td>
<td>651</td>
<td>Scholarship of Practice Approaches and Designs</td>
<td>4</td>
<td>This course overviews the experimental (quantitative) and inquiry (qualitative) methods of scholarship used in the profession with an emphasis on practice.</td>
<td>Spring 2015</td>
</tr>
<tr>
<td>OTD</td>
<td>652</td>
<td>Practice-Scholar Proposal Development Seminar</td>
<td>2</td>
<td>The outcome is the development of a research project plan for the remaining time in the program that will be mentored by an appointed faculty member and culminate in the OTD capstone course</td>
<td>Summer 2015</td>
</tr>
<tr>
<td>OTD</td>
<td>653</td>
<td>Practice-Scholar Apprenticeship I</td>
<td>2</td>
<td>This is second step in the practice-scholar capstone process: IRB</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>OTD</td>
<td>654</td>
<td>Practice-Scholar Apprenticeship II</td>
<td>2</td>
<td>This is the third step in the practice-scholar capstone process: data collection and write introduction</td>
<td>Spring 2016</td>
</tr>
<tr>
<td>-------</td>
<td>-----</td>
<td>-----------------------------------</td>
<td>---</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>OTD</td>
<td>660</td>
<td>Practice Competency I</td>
<td>1</td>
<td>To demonstrate synthesis of learning across the semester that emulated practice reasoning, the student will engage in a case-based learning process and interprofessional education</td>
<td>Spring 2015</td>
</tr>
<tr>
<td>OTD</td>
<td>670</td>
<td>Health Policies, Service Delivery Systems &amp; Sustainability</td>
<td>3</td>
<td>This is an overview of major health policies as well as the process of policy development &amp; implementation across the U.S health care system.</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>OTD</td>
<td>708</td>
<td>Fieldwork Level II</td>
<td>24</td>
<td>This course offers required, full-time fieldwork for 24 weeks across six months in at least two different sites representing different ages and conditions.</td>
<td>Summer 2016</td>
</tr>
<tr>
<td>OTD</td>
<td>748</td>
<td>Integrated Practice Seminar</td>
<td>3</td>
<td>Opportunity to review important intervention strategies and high demand practice skills prior to leaving for Level II fieldwork is presented with the goal to refresh, integrate and reflect on all prior learning from an integrated practice perspective.</td>
<td>Summer 2016</td>
</tr>
<tr>
<td>OTD</td>
<td>755</td>
<td>Practice-Scholar Apprenticeship III</td>
<td>2</td>
<td>This is the third step in the practice-scholar capstone process: data analysis and write the results section</td>
<td>Summer 2016</td>
</tr>
<tr>
<td>OTD</td>
<td>756</td>
<td>Practice-Scholar Apprenticeship IV</td>
<td>2</td>
<td>This is the last step in the practice-scholar capstone process: write discussion and draft publication</td>
<td>Fall 2016</td>
</tr>
<tr>
<td>OTD</td>
<td>761</td>
<td>Residency Professional Development Plan</td>
<td>2</td>
<td>A plan to be implemented during the 16 week residency that deepens and advances learning related to becoming a leading practice-scholar in OT is designed and approved.</td>
<td>Spring 2016</td>
</tr>
<tr>
<td>OTD</td>
<td>762</td>
<td>Practice Competency III</td>
<td>1</td>
<td>This final, pre-fieldwork experience will include a student’s spontaneous professional responses (triple jump) to clinical situations and interprofessional situations emulating practice.</td>
<td>Summer 2016</td>
</tr>
<tr>
<td>OTD</td>
<td>771</td>
<td>Program Leadership &amp; Administrative Processes</td>
<td>3</td>
<td>The organization and administration of occupational therapy programs is</td>
<td>Spring 2016</td>
</tr>
<tr>
<td>OTD</td>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Description</td>
<td>Semester</td>
</tr>
<tr>
<td>-----</td>
<td>-------------</td>
<td>-------------------------------------</td>
<td>---------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>OTD</td>
<td>772</td>
<td>Inspired Practice Through Visionary Leadership</td>
<td>3</td>
<td>The development of leadership skills and approaches for the profession through studying best practices and applying to one’s current abilities and future plans.</td>
<td>Summer 2016</td>
</tr>
<tr>
<td>OTD</td>
<td>790</td>
<td>Residency Qualification</td>
<td>1</td>
<td>A process to assess student acquisition of sufficient practice knowledge and skills to complete the certification examination successfully after fieldwork in order to process to engagement in their 16 week residency.</td>
<td>Spring 2017</td>
</tr>
<tr>
<td>OTD</td>
<td>791</td>
<td>Practice-Scholar Residency</td>
<td>16</td>
<td>This is a required 16-week, mentored placement to deepen and advance practice skills beyond fieldwork education through an individualized plan of study developed earlier (OTD 761).</td>
<td>Spring 2017</td>
</tr>
<tr>
<td>OTD</td>
<td>792</td>
<td>Practice-Scholar OTD Capstone</td>
<td>2</td>
<td>This is the opportunity to present the outcomes from the apprenticeship process which will always be a manuscript ready for submission in the student’s area of practice scholarship.</td>
<td>Spring 2017</td>
</tr>
</tbody>
</table>

(Please expand table as needed. Right click in white space of last cell. Select "Insert Rows Below")
APPENDIX B
NEW PROGRAM PLAN INFORMATION FOR UNIVERSITY CURRICULUM COMMITTEE (UCC/UGC/YCC)

1. Contact and Support Information:
   i. Program Office Location (Building & Room): 435 N. 5th Street, 6th floor, Phoenix, AZ 85004
   ii. Program Telephone Number: 602-847-2450
   iii. Program email address: OT_OTD@nau.edu
   iv. Program website address: http://nau.edu/CHHS/Occupational-Therapy/
   v. Program Director/Chair (Name): Patricia Crist, PhD
   vi. Program Graduate Coordinator (Name): Vacant
   vii. Program Support Staff (Name): Bree Stalnaut

2. New Catalog Text: (Include all catalog text that pertains to the new plan, including name of the academic plan; brief purpose and overview of the program including intended audience and unique admission requirements; course requirements for plans, and emphases/concentrations; other requirements (e.g., thesis/dissertation, internships, etc. This text will appear in the on-line academic catalog)

Doctor of Occupational Therapy

The entry level occupational therapy program prepares the individual to deliver medical care as an occupational therapist. The 33-month curriculum awards a Doctor of Occupational Therapy degree, and qualifies the graduate to sit for the National Board for Certification in Occupational therapy (NBCOT) Certification Exam for the Occupational Therapist, Registered (OTR) which is required for licensure in all states.

The program will be conducted in collaboration with the University of Arizona College Of Medicine, sharing facilities and resources with medical students and other students in the health professions. The first year of curriculum will consist of courses taught at the new Phoenix Biomedical Campus. The second year consists of didactic and lab courses at the Phoenix Biomedical Campus as well as level 1 Fieldwork within the greater Phoenix area. The third year of curriculum includes level II fieldwork with a final 16 week residency in occupational therapy located in diverse geographical areas of Arizona. A total of 141 semester credits are required for program completion:

For this plan you take the following:

Occupational Performance Perspectives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>600</td>
<td>Occupational Engagement &amp; Participation across the Lifespan</td>
<td>4 credits</td>
</tr>
<tr>
<td>602</td>
<td>Occupational Therapy Practice Theory &amp; Models</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Body Functions Supporting Occupational Performance

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>620</td>
<td>Human Anatomy</td>
<td>4 credits</td>
</tr>
<tr>
<td>621</td>
<td>Neuroscience Foundations for Practice</td>
<td>4 credits</td>
</tr>
<tr>
<td>622</td>
<td>Conditions Impacting Occupational Performance</td>
<td>4 credits</td>
</tr>
<tr>
<td>623</td>
<td>Human Movement for Occupation</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Occupational Therapy Toolkit

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>631</td>
<td>Occupational Performance Evaluation Process &amp; Assessments</td>
<td>3 credits</td>
</tr>
<tr>
<td>632</td>
<td>Client Communication &amp; Engagement in the Therapeutic Process</td>
<td>3 credits</td>
</tr>
<tr>
<td>633</td>
<td>Educational Strategies &amp; Learning in Healthcare &amp; Academic Settings</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Occupational Therapy Process

31 credits
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>640</td>
<td>Biomechanical Function &amp; Occupational Performance</td>
<td>(4 credits)</td>
</tr>
<tr>
<td>641</td>
<td>Psychosocial Function, Behavioral Health &amp; Occupational Performance</td>
<td>(4 credits)</td>
</tr>
<tr>
<td>642</td>
<td>Neurological &amp; Sensory Function &amp; Occupational Performance: Child</td>
<td>(4 credits)</td>
</tr>
<tr>
<td>643</td>
<td>Neurological &amp; Sensory Function &amp; Occupational Performance: Adult</td>
<td>(4 credits)</td>
</tr>
<tr>
<td>644</td>
<td>Environmental Adaptation &amp; Rehabilitation Technology</td>
<td>(3 credits)</td>
</tr>
<tr>
<td>645</td>
<td>Cognitive &amp; Perceptual Function &amp; Occupational Performance</td>
<td>(3 credits)</td>
</tr>
<tr>
<td>646</td>
<td>Upper Extremity Function and Occupational Performance</td>
<td>(3 credits)</td>
</tr>
<tr>
<td>647</td>
<td>Emerging Practice Seminar</td>
<td>(3 credits)</td>
</tr>
<tr>
<td>748</td>
<td>Integrated Practice Seminar</td>
<td>(3 credits)</td>
</tr>
</tbody>
</table>

**Scholarship of Practice**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>650</td>
<td>Evidence-based Practice &amp; Professional Communication</td>
<td>(3 credits)</td>
</tr>
<tr>
<td>651</td>
<td>Scholarship of Practice Approaches and Designs</td>
<td>(4 credits)</td>
</tr>
<tr>
<td>652</td>
<td>Practice-Scholar Proposal Development Seminar</td>
<td>(2 credits)</td>
</tr>
<tr>
<td>653</td>
<td>Practice-Scholar Apprenticeship I</td>
<td>(2 credits)</td>
</tr>
<tr>
<td>654</td>
<td>Practice-Scholar Apprenticeship II</td>
<td>(2 credits)</td>
</tr>
<tr>
<td>755</td>
<td>Practice-Scholar Apprenticeship III</td>
<td>(2 credits)</td>
</tr>
<tr>
<td>756</td>
<td>Practice-Scholar Apprenticeship IV</td>
<td>(2 credits)</td>
</tr>
</tbody>
</table>

**Practice Competence**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>601</td>
<td>Practice Competency II &amp; Fieldwork Level I</td>
<td>(6 credits)</td>
</tr>
<tr>
<td>(Note: 2 cr. x 3 sem.; ea. with a 40 hrs. of FW + coursework)</td>
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<tr>
<td>660</td>
<td>Practice Competency I</td>
<td>(1 credit)</td>
</tr>
<tr>
<td>761</td>
<td>Residency Professional Development Plan</td>
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<tr>
<td>762</td>
<td>Practice Competency III</td>
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<tr>
<td>708</td>
<td>Fieldwork Level II</td>
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</table>

(Note: 4 placements each 6 weeks in duration = 24 weeks)

**Practice-Scholar Leadership**

<table>
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<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>670</td>
<td>Health Policies, Service Delivery Systems &amp; Sustainability</td>
<td>(3 credits)</td>
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<tr>
<td>771</td>
<td>Program Leadership &amp; Administrative Processes</td>
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<td>772</td>
<td>Inspired Practice Through Visionary Leadership</td>
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**Residency & Capstone**

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<tr>
<td>790</td>
<td>Residency Qualification</td>
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<td>791</td>
<td>Practice-Scholar Residency (16 weeks)</td>
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<td>792</td>
<td>Practice-Scholar OTD Capstone</td>
<td>(2 credits)</td>
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</table>

Click here for more information about the doctoral in occupational therapy courses and faculty.

**Admission**

3. **Keywords** (List all keywords that could be used to search for this program. Keywords should be specific to the proposed program.)
   NAU Occupational Therapy, NAU OTD, Northern Arizona University OTD, Occupational Therapy, Entry-level OTD, Entry Level OTD

4. **At the unit level, who may be contacted regarding details of this proposal?**
   Patricia Crist, Professor & Founding Chair of Occupational Therapy
   (Patricia.Crist@nau.edu)
   602-827.2521
* UCC/YCC plan or sub plan proposals must include an 8-term plan and UGC plan must include a program of study.

Reviewed by:  
Curriculum Process Associate  
Date  

Approvals  
Department Chair/Unit Head (if appropriate)  
Date  
Chair of college curriculum committee  
Date  
Dean of College  
Date  

For Committee use only:  
UCC/UGC/YCC Approval Date
Appendix C

NEW DEGREE BUDGET PROJECTIONS

The table provided below should be used for budget projections for proposed new programs.

Instructions

1. Please submit an original copy of the budget.
2. Project the new program budget by indicating the initial base budget in Column I and the incremental changes in each expenditure area for each of the following two years (columns 2-3). Each column should include only new costs for each year.
3. Do not include projections for inflationary or routine salary pay changes.
4. In the "total" columns, list separately the reallocated state appropriated funds from the new state-appropriated funds. All reallocated funds are assumed to be permanent reallocation unless otherwise indicated.
5. For local funds, attach a separate list showing the major sources of local funds and a brief explanation of each source.
Please attach proposed Syllabus in approved university format.

1. Course subject and number: OTD 600  
   2. Units: 4  
   See upper and lower division undergraduate course definitions.

3. College: Health and Human Services  
   4. Academic Unit: Occupational Therapy

5. Student Learning Outcomes of the new course. (Resources & Examples for Developing Course Learning Outcomes)
   Upon completion of this course, the student will be able to:
   1. Describe normal development as it pertains to physiological, sensory, neuromotor, 
      cognitive, and psychosocial performance of occupational performance. B.1.2; 
      examinations
   2. Differentiate among occupational performance enablers, activities, tasks and roles. B.1.2; 
      B.1.3; B.1.4; examinations; lifespan presentation
   3. Relate occupational role performance to developmental life stages. B.2.4; B.2.5 
      examinations; lifespan presentation
   4. Identify factors that may disrupt expected relationships between occupational role 
      performance and developmental life stages. B.2.4; examinations
   5. Analyze the effects of external factors on occupational performance throughout the 
      lifespan including, but not limited to: the physical environment, the social environment, 
      stress and chemical agents. B.2.2; examinations
   6. Relate occupational therapy intervention to promotion of competency in occupational role 
      performance. B.2.2; life role analysis
   7. Relate occupational therapy intervention to treatment of deficits in occupational 
      performance. B.2.2; B.2.4; B.2.5; examinations; lifespan presentation

6. Justification for new course, including how the course contributes to degree program outcomes, 
   or other university requirements / student learning outcomes. (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes)
   This is a new course, required in the new Occupational Therapy Doctoral program. The 
   student learning outcomes are essential to graduate effective occupational therapists, and to 
   meet accreditation requirements. Please see the attached course justification summary for 
   further details.

7. Effective BEGINNING of what term and year? Fall 2014  
   See effective dates calendar.

8. Long course title: OCCUPATIONAL ENGAGEMENT AND PARTICIPATION ACROSS THE 
   LIFESPAN  
   (max 100 characters including spaces)

Effective Fall 2013
9. Short course title: **OCCPTNL ENGMNT & PARTCPTN**  
(max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):  
Overview of human development across the life span from perspective of occupational performance in activities of self-care, work/education (productivity), play/leisure, and rest/sleep is included. Typical and atypical developmental patterns and the balance of healthy life occupations as mediators of the person-environment performance and performance competency interactions are emphasized. (3 hrs. lecture, 3 hrs. lab)

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?  
Yes ☑ No ☐  
If yes, include the appropriate plan proposal.

**Doctor of Occupational Therapy**

12. Does this course duplicate content of existing courses?  
Yes ☐ No ☑  
If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit’s enrollment or plan(s)?  
Yes ☐ No ☑  
If yes, describe the impact. If applicable, include evidence of notification to and/or response from each impacted academic unit.

14. Grading option:  
Letter grade ☑ Pass/Fail ☐ Both ☐

15. Co-convened with:  
14a. UGC approval date*:  
(For example: ESE 450 and ESE 550) See co-convening policy.  
*Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with:  
(For example: ES 450 and DIS 450) See cross listing policy.  
Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units?  
Yes ☐ No ☑  
16a. If yes, maximum units allowed?  
16b. If yes, may course be repeated for additional units in the same term?  
Yes ☐ No ☑

18. Prerequisites:  
Admission to the OTD program  
If prerequisites, include the rationale for the prerequisites.

Only students accepted into the OTD program are eligible to take this course.

Effective Fall 2013
19. Co requisites:
   If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components?  
    Yes ☐  No ☐
   If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course:  To be hired

22. Classes scheduled before the regular term begins and/or after the regular term ends may require additional action. Review “see description” and “see impacts” for “Classes Starting/Ending Outside Regular Term” under the heading “Forms”
http://nau.edu/Registrar/Faculty-Resources/Schedule-of-Classes-Maintenance/.

   Do you anticipate this course will be scheduled outside the regular term?  Yes ☐  No ☒

Answer 22-23 for UCC/ECCC only:

23. Is this course being proposed for Liberal Studies designation?  Yes ☐  No ☒
   If yes, include a Liberal Studies proposal and syllabus with this proposal.

24. Is this course being proposed for Diversity designation?  Yes ☐  No ☒
   If yes, include a Diversity proposal and syllabus with this proposal.

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland  10/25/2013
Reviewed by Curriculum Process Associate  Date

Approvals:

Patricia Cast  10/28/2013
Department Chair/Unit Head (if appropriate)  Date

Maury Harmon  10/28/13
Chair of college curriculum committee  Date

Dean of college  10/28/13
Date

For Committee use only:

Effective Fall 2013
UCC/UGC Approval

Approved as submitted: Yes □ No □
Approved as modified: Yes □ No □

EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate Date

Approvals:

Academic Unit Head Date

Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning) Date

Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning) Date

Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning) Date

Chief Academic Officer; Extended Campuses (or Designee) Date

Approved as submitted: Yes □ No □
Approved as modified: Yes □ No □

Effective Fall 2013
College of Health & Human Services
Department of Occupational Therapy

**OCCUPATIONAL ENGAGEMENT & PARTICIPATION ACROSS THE LIFESPAN**

**General Information**
- College of Health & Human Sciences
- Department of Occupational Therapy
- OTD 600
- Fall
- Clock hours: 6; Credit Hours 4
- Instructor's name: To Be Hired
- Office address: To Be Hired
- Office hours: To Be Determined

**Course prerequisites**
Admission to the OTD program

**Course description**
Overview of human development across the life span from perspective of occupational performance in activities of self-care, work/education (productivity), play/leisure, and rest/sleep is included. Typical and atypical developmental patterns and the balance of healthy life occupations as mediators of the person-environment performance and performance competency interactions are emphasized. (3 hrs. lecture, 3 hrs. lab)

**Student Learning Expectations/Outcomes for this Course**
Upon completion of this course, the student will be able to:

1. Describe normal development as it pertains to physiological, sensory, neuromotor, cognitive, and psychosocial performance of occupational performance.  B.1.2 examination
2. Differentiate among occupational performance enablers, activities, tasks and roles  B.1.2; B.1.3; B.1.4 examination; lifespan presentation
3. Relate occupational role performance to developmental life stages.  B.2.4; B.2.5 examination; lifespan presentation
4. Identify factors that may disrupt expected relationships between occupational role performance and developmental life stages.  B.2.4 examination
5. Analyze the effects of external factors on occupational performance throughout the lifespan including, but not limited to: the physical environment, the social environment, stress and chemical agents.  B.2.2 examination
6. Relate occupational therapy intervention to promotion of competency in occupational role performance.  B.2.2 life role analysis
7. Relate occupational therapy intervention to treatment of deficits in occupational performance.  B.2.2; B.2.4; B.2.5 examination; lifespan presentation

Effective Fall 2013
Course structure/approach
Lecture with learning activities to apply or practice developmental concepts. Analysis of typical occupational performance using both live observation and video-analysis.

Textbook and required Materials

Recommended optional materials/references (attach reading list: TBD by instructor)

Course outline
Weeks 1-2: Human performance, roles, functions, health & disability
- Learning across the life span
- Communication across the life span
- Characteristics of a developmental interview

Weeks 3-5: Review of OT-related and OT-specific theories of human development
- Erickson’s Theory of Psychosocial Development
- Piaget’s Cognitive Development Theory
- Behaviorism
- Bandura’s Social Cognitive Theory
- Bowlby’s Attachment Theory
- Lloren’s Developmental Approach
- Occupational Behavior
- Model of Human Occupation
- Occupational Adaptation
- Ecology of Human Performance
- Person-Environment-Occupational-Performance Model

Weeks 6-7: Cultural influences on learning and development

Weeks 8-9 Family & disability or chronic illness across the life span

Weeks 10-12: Developmental and occupational performance expectations & performance observations:
- Pre-natal
- Newborn
- First year
- Pre-school age 1.5 to 5 years
- School-age 6-11 years
- Adolescent years: 12-19
- Young adulthood years: 20-39
- Middle adulthood years: 40-65
- Late adulthood years: 65+

Effective Fall 2013
Weeks 13 - 15: Generational influences on performance and expectations: Boomers, Generations X & Y, the
  • Millennials, etc.
  • Special conditions and contexts that influence developmental issues

Assessment of Student Learning Outcomes

Methods of Assessment

Exam #1 20%
Exam #2 20%
Final Exam 20%
Life Span Presentation (small group): 20%
Life Role Analysis Paper 20%

Timeline for Assessment

Developmental & occupational performance learning in class (exercise, discussion and feedback)
Examinations at 1/3s, 2/3s, and end of the semester
Presentation done when age group is scheduled to be presented in class
Life role analysis due week 14

Grading System

90%-100% A
80%-89.99% B
70%-79.99% C
< 70% F

Course policy

  • Retests/makeup tests
    Take the exam on the regularly scheduled dates. If you are ill or other extenuating circumstances prevail, the expectation is that you will contact the instructor either in person or via telephone BEFORE the exam and take the exam within 48 hours. The instructor reserves the right to use a different exam format than the original exam (i.e. essay vs. multiple choice.) Exceptions to this rule will be determined by the instructor.
  
  • Attendance
    Be punctual and prepared at the beginning of class. Attendance is an essential and required part of the OT curriculum. Work and outside obligations are to be managed by the student in a way that does not hinder or limit educational expectations. Students are expected not to schedule other activities, work, or medical, dental or other appointments during class time. Notify your instructor ahead of time (via phone or email) if you will be late or absent from class. Any missed notes, explanations or discussions will be the student's responsibility. Unexcused absences and/or frequent tardiness to class or community-based session can result in a deduction of up to 10% of a student's total course grade.
  
  • Statement on plagiarism and cheating
    Plagiarism and cheating are considered to be unprofessional, immoral, offensive and a violation of both academic and American Occupational Therapy's Code of Ethics. An investigation, following NAU procedures, will be undertaken whenever a concern regarding plagiarism and cheating is questioned. The University's Academic Integrity (Dishonesty Policy) will guide this review. Consequence of plagiarism and cheating could result in remediation plans, temporary dismissal

Effective Fall 2013
from the program, issuance of a failing grade in the course or permanent dismissal from the program.

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS
http://www4.nau.edu/avpaa/policy1.html

Effective Fall 2013
Please attach proposed Syllabus in approved university format.

1. Course subject and number: OTD 601
2. Units: 2
   See upper and lower division undergraduate course definitions.

3. College: Health and Human Services
4. Academic Unit: Occupational Therapy

5. Student Learning Outcomes of the new course. (Resources & Examples for Developing Course Learning Outcomes)

Upon completion of this course, the student will be able to:

1. Engaging in an applied practice competency to demonstrate acquired learning and skills using reflective clinical reasoning across the coursework. B.2.4; B2.5; B2.10 B.2.11
2. Complete fieldwork experience (40 hours) in a setting using a different practice context than the one in (C.1.7; C.1.8; C1.9 C.10) Level I fieldwork education assessment of student performance
   a) Apply clinical reasoning and reflection to articulate the rationale for and use of compensatory strategies when desired life tasks cannot be performed. B.2.8; B.2.10
   b) Apply concepts from academic classes to clinical practice. Standard B
   c) Demonstrate beginning professional written and verbal reporting skills B.4.1
   d) Formulate and achieve an appropriate personal goal for the clinical fieldwork experience. B.9.4; B.9.5; B.9.6
   e) Discuss strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards B.9.4; B.9.5; B.9.6

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes.

This is a new course, required in the new Occupational Therapy Doctoral program. The student learning outcomes are essential to graduate effective occupational therapists, and to meet accreditation requirements. Please see the attached course justification summary for further details.

7. Effective BEGINNING of what term and year? Fall 2014
   See effective dates calendar.

8. Long course title: PRACTICE COMPETENCY II AND FIELDWORK LEVEL II
   (max 100 characters including spaces)

9. Short course title: COMP II & FIELDWORK I
   (max. 30 characters including spaces)

Effective Fall 2013
10. Catalog course description (max. 60 words, excluding requisites):
This course includes practice competency activities to synthesize learning and demonstrate reflective clinical reasoning across the semester coursework. In addition, the student completes three one-week fieldwork experiences, one per semester. The first one will be in psychosocial & behavioral health. The context for the other two will be coordinated by the program to fulfill curriculum outcomes. (1 hr. lecture, 3 hrs. lab)

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?
   Yes ☒ No ☐
   If yes, include the appropriate plan proposal.

12. Does this course duplicate content of existing courses?
   Yes ☐ No ☒
   If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit’s enrollment or plan(s)?
   Yes ☐ No ☒
   If yes, describe the impact. If applicable, include evidence of notification to and/or response from each impacted academic unit

14. Grading option: Letter grade ☐ Pass/Fail ☒ Both ☐

15. Co-convened with:
   14a. UGC approval date*:
   (For example: ESE 450 and ESE 550) See co-convening policy.
   *Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with:
   (For example: ES 450 and DIS 450) See cross listing policy.
   Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units?
   16a. If yes, maximum units allowed? 6
   16b. If yes, may course be repeated for additional units in the same term?
   Yes ☒ No ☐

18. Prerequisites:
   If prerequisites, include the rationale for the prerequisites.

19. Co requisites: 670
   If co requisites, include the rationale for the co requisites.
   This lab class requires students to apply skills introduced in the co-requisite courses.

Effective Fall 2013
20. Does this course include combined lecture and lab components?  Yes ☑  No ☐
   If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course:  To be hired

22. Classes scheduled before the regular term begins and/or after the regular term ends may require additional action. Review “see description” and “see impacts” for “Classes Starting/Ending Outside Regular Term” under the heading “Forms” http://nau.edu/Registrar/Faculty-Resources/Schedule-of-Courses-Maintenance/.
   Do you anticipate this course will be scheduled outside the regular term?  Yes ☐  No ☑

Answer 22-23 for UCC/ECCC only:

23. Is this course being proposed for Liberal Studies designation?  Yes ☐  No ☑
   If yes, include a Liberal Studies proposal and syllabus with this proposal.

24. Is this course being proposed for Diversity designation?  Yes ☐  No ☑
   If yes, include a Diversity proposal and syllabus with this proposal.

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland 01/16/2014
/Reviewed by Curriculum Process Associate Date

Approvals:

Department Chair/Unit Head (if appropriate) Date

Chair of college curriculum committee Date

Dean of college Date

For Committee use only:

UCC/UGC Approval Date

Approved as submitted:  Yes ☐  No ☑

Effective Fall 2013
20. Does this course include combined lecture and lab components? Yes ☑️ No ☐
   If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course: **To be hired**

22. Classes scheduled before the regular term begins and/or after the regular term ends may require additional action. Review "see description" and "see impacts" for "Classes Starting/Ending Outside Regular Term" under the heading "Forms"
   http://nau.edu/Registrar/Faculty-Resources/Schedule-of-Classes-Maintenance/.
   Do you anticipate this course will be scheduled outside the regular term? Yes ☐ No ☑

**Answer 22-23 for UCC/ECCC only:**

23. Is this course being proposed for Liberal Studies designation? Yes ☐ No ☑
   If yes, include a Liberal Studies proposal and syllabus with this proposal.

24. Is this course being proposed for Diversity designation? Yes ☐ No ☑
   If yes, include a Diversity proposal and syllabus with this proposal.

---

**FLAGSTAFF MOUNTAIN CAMPUS**

**Scott Galland**
Reviewed by Curriculum Process Associate
Date 10/25/2013

**Approvals:**

[Signatures and dates]

For Committee use only:

UCG/UGC Approval
Date 11/11/13

Approved as submitted: Yes ☐ No ☑
Effective Fall 2013
## EXTENDED CAMPUSES

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<td>Approvals:</td>
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<tr>
<td>Academic Unit Head</td>
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<tr>
<td>Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</td>
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<tr>
<td>Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning)</td>
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<tr>
<td>Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</td>
<td></td>
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<tr>
<td>Chief Academic Officer; Extended Campuses (or Designee)</td>
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Approved as submitted: Yes ☐  No ☐
Approved as modified: Yes ☐  No ☐
College of Health & Human Services
Department of Occupational Therapy

PRACTICE COMPETENCE II AND FIELDWORK LEVEL I

General Information
- OTD 601
- Summer, Fall, Spring
- Clock hours: 4; Credit Hours: 2
- Instructor’s name: To be hired
- Office address: To be determined
- Office hours: To be determined

Course prerequisites:
OTD 642, OTD 643, OTD 644, OTD 670

Course description
This course includes practice competency activities to synthesize learning and demonstrate reflective clinical reasoning across the semester coursework. In addition, the student completes three one-week fieldwork experiences, one per semester. The first one will be in psychosocial & behavioral health. The context for the other two will be coordinated by the program to fulfill curriculum outcomes. (1 hr. lecture, 3 hrs. lab)

Student Learning Expectations/Outcomes for this Course
Upon completion of this course, the student will be able to:

1. Engage in a case intervention activity to demonstrate acquired learning and skills using reflective clinical reasoning across all coursework completed to date (refer to standards noted in the concurrent courses). B.2.4; B2.5; B2.10 B.2.11 case intervention activity

2. Complete the required Psychosocial and Behavioral Health Fieldwork Experience (40 hours) (refer to standards identified in OTD 641: Psychosocial Function & Behavioral Health) C.1.7; C.1.8 C.1.9 C.1.10 Level I fieldwork education assessment of student performance; competency-based fieldwork assignments
   a. Apply clinical reasoning and reflection to articulate the rationale for and use of compensatory strategies when desired life tasks cannot be performed. B.2.8; B.2.10
   b. Apply concepts from academic classes to clinical practice. Standard B
   c. Demonstrate beginning professional written and verbal reporting skills B.4.1
   d. Formulate and achieve an appropriate personal goal for the clinical fieldwork experience. B.9.4; B.9.5; B.9.6
   e. Discuss strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards B.9.4; B.9.5; B.9.6

Course structure/approach
The case intervention activity and triple jump activity will be faculty-directed and delivered and last about 2 hours in duration. Students will complete a written reflection of their experience using a guided question format from the faculty. Faculty will provide written feedback on the activity.

Revised 04/22/03
The student will complete 3 separate, 2 credit each including one 40-hour long, fieldwork Level I experiences across consecutive semesters including summer, fall and spring semesters for a total of six credits of OTD 602.

The fieldwork experience will follow the operational procedures stated in the accreditation guidelines for Level I fieldwork education requirements (C.1.1to C.10). This will be a 40-hour off-campus experience overseen by the NAU academic fieldwork coordinator.

Students follow the NAU calendar with regard to start and end dates of the session. The student needs to be present for a minimum of 40 on-site hours at the site. In the final report of student performance by the designated fieldwork educator, the hours completed by the student will be verified. Students need to document direct client/patient clinical experiences on their electronic logs, which are submitted to the Department’s Fieldwork Coordination Office at the end of the session. Direct contact hours include evaluation, treatment, practice-related meetings (such as staffings or care conferences) and feedback meetings.

**Textbook and required materials**
All required texts for the semester.

**Recommended optional materials/references**
none

**Course outline**
Engage in triple jump and/or case intervention study. Write a reflection for each experience

Participate in a Level I fieldwork in Psychosocial Function & Behavioral Health

Students follow the NAU calendar with regard to start and end dates of the session. The student needs to be present for a minimum of 40 on-site hours at the site. In the final report of student performance by the designated fieldwork educator, the hours completed by the student will be verified. Students need to document direct client/patient clinical experiences on their electronic logs, which are submitted to the Department’s Fieldwork Coordination Office at the end of the session. Direct contact hours include evaluation, treatment, practice-related meetings (such as staffings or care conferences) and feedback meetings.

<table>
<thead>
<tr>
<th>Fieldwork Competencies</th>
<th>Complete the following competency-based fieldwork assignments</th>
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<tbody>
<tr>
<td></td>
<td>Documentation: Occupational Therapy Evaluation, Occupational Performance Assessment OR Individualized Educational Plan (IEP), and progress notes</td>
</tr>
<tr>
<td></td>
<td>Evaluation/Assessment competency</td>
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<tr>
<td></td>
<td>Intervention competencies</td>
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<td></td>
<td>Pre- &amp; post-fieldwork professional development planning</td>
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<td></td>
<td>Professional behavior competency</td>
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<td></td>
<td>Fieldwork reflection regarding performance and competence</td>
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Revised 04/22/03
Assessment of Student Learning Outcomes

- **Methods of Assessment**
  1. Written performance assessment on case issue identification and triple jump activity.*
  2. NAU Student Performance during Fieldwork Level I (rating form and feedback)**
     a. Fieldwork competencies

*Faculty reserve the right to modify the second and third attempt competencies if the resources are not available to offer the original competency experience.

**Unsuccessful fieldwork education must be repeated and will follow the policies stated in the NAU Student Fieldwork Manual

- **Timeline for Assessment**
End of semester, during last two days of classes.

Student will be permitted three attempts to pass the competency activity. The second attempt will be immediately at the end of regularly scheduled final examinations for the student’s cohort (that day or next work day, Monday through Friday. The third attempt must be completed before the start of the next semester’s classes.

Fieldwork education will occur the last week of classes.

**Grading System**
Pass/Fail for both competency and fieldwork activity.
The student must successfully pass both learning activities in order to pass the course.

**Course policy**
- Retests/makeup tests
  *Take the exam on the regularly scheduled dates. If you are ill or other extenuating circumstances prevail, the expectation is that you will contact the instructor either in person or via telephone BEFORE the exam and take the exam within 48 hours. The instructor reserves the right to use a different exam format than the original exam (ie. essay vs. multiple choice.) Exceptions to this rule will be determined by the instructor.*

- Attendance
  *Be punctual and prepared at the beginning of class. Attendance is an essential and required part of the OT curriculum. Work and outside obligations are to be managed by the student in a way that does not hinder or limit educational expectations. Students are expected not to schedule other activities, work, or medical, dental or other appointments during class time. Notify your instructor ahead of time (via phone or email) if you will be late or absent from class. Any missed notes, explanations or discussions will be the student’s responsibility. Unexcused absences and/or frequent tardiness to class or community-based session can result in a deduction of up to 10% of a students total course grade.*

- Statement on plagiarism and cheating
  Plagiarism and cheating are considered to be unprofessional, immoral, offensive and a violation of both academic and American Occupational Therapy’s Cole of Ethics. An investigation, following NAU procedures, will be undertaken whenever a concern regarding plagiarism and cheating is questioned. The University’s Academic Integrity (Dishonesty Policy) will guide this review. Consequence of plagiarism and cheating could result in remediation plans, temporary dismissal
from the program, issuance of a failing grade in the course or permanent dismissal from the program.

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS

SAFE ENVIRONMENT POLICY
NAU’s Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean’s office or from the NAU’s Affirmative Action website http://home.nau.edu/diversity/. If you have concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (928-523-5181), or NAU’s Office of Affirmative Action (928-523-3312).

STUDENTS WITH DISABILITIES
If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice)or 523-6906 (TTY), dr@nau.edu (e-mail)or 928-523-8747 (fax). Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation (www.nau.edu/dr) 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

INSTITUTIONAL REVIEW BOARD
Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets monthly. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB Policy and Procedures Manual is available in each department’s administrative office and each college dean’s office or on their website: http://www.research.nau.edu/compliance/irb/index.aspx. If you have questions, contact the IRB Coordinator in the Office of the Vice President for Research at 928-523-8288 or 523-4340.

Revised 04/22/03
ACADEMIC INTEGRITY

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU’s administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix G of NAU’s Student Handbook http://www4.nau.edu/stulife/handbookdishonesty.htm.

ACADEMIC CONTACT HOUR POLICY

The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: “an hour of work is the equivalent of 50 minutes of class time...at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit.”

The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.

SENSITIVE COURSE MATERIALS

If an instructor believes it is appropriate, the syllabus should communicate to students that some course content may be considered sensitive by some students.

“University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In the course of college studies, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.
1. Course subject and number: OTD 602  
2. Units: 3  
See upper and lower division undergraduate course definitions.

3. College: Health and Human Services  
4. Academic Unit: Occupational Therapy

5. Student Learning Outcomes of the new course. (Resources & Examples for Developing Course Learning Outcomes) 
Upon completion of this course, the student will be able to:

1. Discuss the role of theory development and impact on occupational therapy practice. B.3.6 theoretical paper
2. Identify, interpret and compare the concepts and OT intervention strategies for major theoretical approaches that are occupation-based or occupational performance-focused: Occupational Behavior; Occupational Adaptation; Ecology of Human Performance; Therapeutic Occupation; Person-Environment-Occupation Model; and Occupational Justice B.1.2; B.2.2; B.2.9; B.2.11; B.3.6 theoretical paper; examinations
3. Discuss the interaction between various service delivery systems in the provision of occupational therapy services. B.6.1 examinations
4. Apply clinical reasoning to simulated case studies during lecture and case-based -based learning tutorial groups. B.1.2; B.2.2; B.2.9; B.2.10; B.2.11 examinations; clinical reasoning self-reflection
5. Identify types of clinical reasoning and application during case-based discussions: scientific; diagnostic; procedural; narrative; pragmatic; ethical; interactive; conditional & contextual B.2.10; clinical reasoning self-reflection
6. Assess the impact of specific environments on occupational performance. B.1.1 examinations
7. Analyze the role of person-environment interaction on occupational performance and design intervention strategies to support occupational performance B.1.2; B.2.2; B.2.9; B.2.10; B.2.11; examinations, clinical reasoning self-reflection

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes). 
This is a new course, required in the new Occupational Therapy Doctoral program. The student learning outcomes are essential to graduate effective occupational therapists, and to meet accreditation requirements. Please see the attached course justification summary for further details.

7. Effective BEGINNING of what term and year? Fall 2014  
See effective dates calendar.

Effective Fall 2013
8. Long course title: OCCUPATIONAL THERAPY PRACTICE THEORY AND MODELS
(max 100 characters including spaces)

9. Short course title: OT PRACTICE THEORY & MODELS
(max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):
The theories, models and frames of reference that guide occupational therapy practice are overviewed. Emphasis on problem-based learning will facilitate integration of practice theories with introductory clinical reasoning. (2 hrs. lecture, 3 hrs. lab)

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)? Yes ☒ No ☐

If yes, include the appropriate plan proposal.

Doctor of Occupational Therapy

12. Does this course duplicate content of existing courses? Yes ☐ No ☒

If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit’s enrollment or plan(s)? Yes ☐ No ☒

If yes, describe the impact. If applicable, include evidence of notification to and/or response from each impacted academic unit.

14. Grading option: Letter grade ☒ Pass/Fail ☐ Both ☐

15. Co-convened with: ___________________________ 14a. UGC approval date*: ___________________________
(For example: ESE 450 and ESE 550) See co-convening policy.
*Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with: ___________________________
(For example: ES 450 and DIS 450) See cross listing policy.
Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units? Yes ☐ No ☒

16a. If yes, maximum units allowed? ___________________________
16b. If yes, may course be repeated for additional units in the same term? Yes ☐ No ☒

18. Prerequisites: Admission to the OTD program
If prerequisites, include the rationale for the prerequisites.

Only students accepted into the OTD program are eligible to take this course.

19. Co requisites: ___________________________
If co requisites, include the rationale for the co requisites.

Effective Fall 2013
20. Does this course include combined lecture and lab components?  
   Yes ☒  No ☐
   If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course:  
   To be Hired

22. Classes scheduled before the regular term begins and/or after the regular term ends may require additional action. Review “see description” and “see impacts” for “Classes Starting/Ending Outside Regular Term” under the heading “Forms” http://nau.edu/Registrar/Faculty-Resources/Schedule-of-Courses-Maintenance/.

Do you anticipate this course will be scheduled outside the regular term?  
   Yes ☐  No ☒

Answer 22-23 for UCC/ECCC only:

23. Is this course being proposed for Liberal Studies designation?  
   Yes ☐  No ☒
   If yes, include a Liberal Studies proposal and syllabus with this proposal.

24. Is this course being proposed for Diversity designation?  
   Yes ☐  No ☒
   If yes, include a Diversity proposal and syllabus with this proposal.

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland 10/25/2013
Reviewed by Curriculum Process Associate Date

Approvals:

________________________
Patricia Cast
Department Chair/Unit Head (if appropriate) Date

________________________
Maury Ferrum
Chair of college curriculum committee 10/28/13

________________________
Thomas South
Dean of college 10/28/13

For Committee use only:

UCC/UGC Approval Date

Effective Fall 2013
EXTENDED CAMPUSES

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<thead>
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<td>Academic Unit Head</td>
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<td>Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</td>
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Approved as submitted: Yes ☐ No ☐
Approved as modified: Yes ☐ No ☐
General Information
- OTD 602
- Fall
- Clock hours: 5; Credit Hours: 3
- Instructor's name: To Be Hired
- Office address: To Be Determined
- Office hours: To Be Determined

Course prerequisites
Admission to the OTD program

Course description
The theories, models and frames of reference that guide occupational therapy practice are overviewed. Emphasis on problem-based learning will facilitate integration of practice theories with introductory clinical reasoning. (2 hrs. lecture, 3 hrs. lab)

Student Learning Expectations/Outcomes for this Course
Upon completion of this course, the student will be able to:

1. Discuss the role of theory development and impact on occupational therapy practice. B.3.6 theoretical paper
2. Identify, interpret and compare the concepts and OT intervention strategies for major theoretical approaches that are occupation-based or occupational performance-focused: Occupational Behavior; Occupational Adaptation; Ecology of Human Performance; Therapeutic Occupation; Person-Environment-Occupation Model; and Occupational Justice B.1.2; B.2.2; B.2.9; B2.11; B.3.6 theoretical paper; examinations
3. Discuss the interaction between various service delivery systems in the provision of occupational therapy services.
4. Apply clinical reasoning to simulated case studies during lecture and case-based learning tutorial groups. B.1.2; B.2.2; B.2.9; B2.10; B2.11 examinations; clinical reasoning self-reflection
5. Identify types of clinical reasoning and application during case-based discussions: scientific; diagnostic; procedural; narrative; pragmatic; ethical; interactive; conditional & contextual B.2.10; clinical reasoning self-reflection
6. Assess the impact of specific environments on occupational performance. B.1.1 examinations
7. Analyze the role of person-environment interaction on occupational performance and design intervention strategies to support occupational performance B.1.2; B.2.2; B.2.9; B2.10; B2.11 examinations; clinical reasoning self-reflection

Course structure/approach
Lecture and blended learning to explore theories and models of practice in occupational therapy coupled with a weekly practitioner-facilitated small peer group using guided case-based learning.
Textbook and required materials
Thorofare, N.J.: Slack Inc.

Recommended optional materials/references (attach reading list: )
Readings are to be determined by the instructor.

Course outline
Week 1 Introduction to case-based learning process and expectations
Week 2 What is theory? ...model of practice? ...frame of reference?
  • What is occupational science?
  • Implications for practitioner decision-making during intervention
  • How knowledge is organized and develops
Weeks 3-4 Clinical reasoning in practice
Weeks 5-6 Defined:

  scientific
  pragmatic
  conditional
  diagnostic
  ethical
  contextual
  procedural
  interactive
  narrative

  • Implications for practitioner decision-making during intervention
Weeks 7-14 Occupation & Occupational Performance Practice Theories
  o Occupational Behavior
  o Occupational Adaptation
  o Ecology of Human Performance
  o Therapeutic Occupation
  o Person-Environment-Occupation Model
  o Occupational Justice
Week 15 Case-based sessions

Assessment of Student Learning Outcomes
Methods of Assessment
Presentation
Paper: Clinical Reasoning Self Reflection 15%
Paper: Theoretical Preference for Practice: 15%
CBL group performance: 20%
Midterm 20%
Final 20%

Timeline for Assessment
Facilitator feedback after every case-based learning session: group performance
Midterm and final at typical times
Presentation at time of assigned theory
Clinical reasoning self-reflection: Week 12
Theoretical preference for practice:

grading System
90%-100%  A
80%-89.99%  B
70%-79.99%  C

Active Fall 2013
Course policy

- Retests/makeup tests
  Take the exam on the regularly scheduled dates. If you are ill or other extenuating circumstances prevail, the expectation is that you will contact the instructor either in person or via telephone BEFORE the exam and take the exam within 48 hours. The instructor reserves the right to use a different exam format than the original exam (i.e., essay vs. multiple choice.) Exceptions to this rule will be determined by the instructor.

- Attendance
  Be punctual and prepared at the beginning of class. Attendance is an essential and required part of the OT curriculum. Work and outside obligations are to be managed by the student in a way that does not hinder or limit educational expectations. Students are expected not to schedule other activities, work, or medical, dental or other appointments during class time. Notify your instructor ahead of time (via phone or email) if you will be late or absent from class. Any missed notes, explanations or discussions will be the student’s responsibility. Unexcused absences and/or frequent tardiness to class or community-based session can result in a deduction of up to 10% of a student’s total course grade.

- Statement on plagiarism and cheating
  Plagiarism and cheating are considered to be unprofessional, immoral, offensive and a violation of both academic and American Occupational Therapy’s Code of Ethics. An investigation, following NAU procedures, will be undertaken whenever a concern regarding plagiarism and cheating is questioned. The University’s Academic Integrity (Dishonesty Policy) will guide this review. Consequence of plagiarism and cheating could result in remediation plans, temporary dismissal from the program, issuance of a failing grade in the course or permanent dismissal from the program.

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS
http://www4.nau.edu/avpaa/policy1.html

Effective Fall 2013
Please attach proposed Syllabus in approved university format.

1. Course subject and number: **OTD 620**  
   2. Units:  **4**  
   See upper and lower division undergraduate course definitions.

3. College: **Health and Human Services**  
4. Academic Unit: **Occupational Therapy**

5. Student Learning Outcomes of the new course.  
   (Resources & Examples for Developing Course Learning Outcomes)

   **Upon completion of this course, the student will be able to:**

   1. Use standard anatomical terminology to describe the structure of the human body. B.1.0; B1.1 examinations; professionalism
   2. Locate and palpate important anatomical landmarks utilized during the physical exam. B.1.0; B1.1 examinations
   3. Identify organs and describe their gross anatomy. B.1.0; B1.1 examinations; professionalism
   4. Identify blood vessels, lymphatic vessels, and nerves and name the tissues they supply, drain, or innervate. B.1.0; B1.1 examinations; professionalism
   5. Identify bones and joints, explain the movements possible at each joint (muscle origins and insertions on bony structures) and identify the muscle groups responsible for these actions. B.1.1 examinations; professionalism
   6. Apply knowledge of muscle actions and motor and sensory innervation to predict how patients will present following nerve lesions. B.1.2; B.2.6 examinations; professionalism
   7. Describe the three dimensional structure of the human body, including the spatial relationships of organs, vessels, nerves, bones, and muscles. B.1.1; B.1.2; B.2.6 examinations; professionalism
   8. Apply knowledge of three dimensional human anatomical relationships to:
      a) anticipate how structures and functions are affected by an injury, disease or disability in a particular location
      b) predict the spread of disease
      c) perform basic intervention procedures
      d) begin to interpret imaging studies
      e) recognize the normal range of variation in human anatomy
      f) outline typical anatomical changes from infancy through old age. B.1.1; B.2.6; B.4.4
   9. Demonstrate the ability to work cooperatively in a group. B.2.8

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes.  
   (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes).

This is a new course, required in the new Occupational Therapy Doctoral program. The student learning outcomes are essential to graduate effective occupational therapists, and to meet accreditation requirements. Please see the attached course justification summary for further details.

Revised 04/22/03

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**NORTHERN ARIZONA UNIVERSITY**

**UCC/UGC/ECCC**

Proposal for New Course
7. Effective BEGINNING of what term and year? Fall 2014
   See effective dates calendar.

8. Long course title: HUMAN ANATOMY
   (max 100 characters including spaces)

9. Short course title: HUMAN ANATOMY
   (max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):
    This is a human cadaver-based, prospection course designed to aid the health sciences
    student in his/her pursuit of the fundamentals of human gross anatomy. This course will
    primarily focus on the musculoskeletal, peripheral nervous and peripheral circulatory systems
    with an overview of the anatomy of the thoracic, abdominal, and pelvic cavities, as well as
    regions of the neck and head. (3 hrs. lecture/3 hrs. lab)

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?
    Yes ☒ No ☐
    If yes, include the appropriate plan proposal.

Entry-level Doctor of Occupational Therapy

12. Does this course duplicate content of existing courses? Yes ☐ No ☒
    If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why
    NAU should establish this course.

13. Will this course impact any other academic unit’s enrollment or plan(s)? Yes ☐ No ☒
    If yes, describe the impact. If applicable, include evidence of notification to and/or response from
    each impacted academic unit

14. Grading option: Letter grade ☒ Pass/Fail ☐ Both ☐

15. Co-convened with: ____________________________ 14a. UGC approval date*:
    (For example: ESE 450 and ESE 550) See co-convening policy.
    *Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with:
    (For example: ES 450 and DIS 450) See cross listing policy.
    Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units?
    Yes ☐ No ☒
    16a. If yes, maximum units allowed?
    16b. If yes, may course be repeated for additional units in the same term?
    Yes ☐ No ☒

18. Prerequisites: Admission to the OTD program
    If prerequisites, include the rationale for the prerequisites.

Revised 04/22/03
Only students accepted into the OTD program are eligible to take this course.

19. Co requisites: 
If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components? Yes ☐ No ☐ 
If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course: To Be Hired

22. Classes scheduled before the regular term begins and/or after the regular term ends may require additional action. Review “see description” and “see impacts” for “Classes Starting/Ending Outside Regular Term” under the heading “Forms” http://nau.edu/Registrar/Faculty-Resources/Schedule-of-Classes-Maintenance/.

Do you anticipate this course will be scheduled outside the regular term? Yes ☐ No ☐

Answer 22-23 for UCC/ECCC only:

23. Is this course being proposed for Liberal Studies designation? Yes ☐ No ☐ 
If yes, include a Liberal Studies proposal and syllabus with this proposal.

24. Is this course being proposed for Diversity designation? Yes ☐ No ☐
If yes, include a Diversity proposal and syllabus with this proposal.

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland 10/28/2013
Reviewed by Curriculum Process Associate Date

Approvals:

Patricia Cash 10/29/2013
Department Chair/Unit Head (if appropriate) Date

Chair of college curriculum committee 10/29/13
Date

Dean of college 10/29/13
Date

For Committee use only: 11/1/13

UCC/UGC Approval Date

Revised 04/22/03
Approved as submitted: Yes □ No □
Approved as modified: Yes □ No □

**EXTENDED CAMPUSES**

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<td><strong>Approvals:</strong></td>
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<td>Academic Unit Head</td>
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<td>Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</td>
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<td>Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</td>
<td>Date</td>
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<tr>
<td>Chief Academic Officer; Extended Campuses (or Designee)</td>
<td>Date</td>
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Approved as submitted: Yes □ No □
Approved as modified: Yes □ No □

Revised 04/22/03
General Information
- OTD 620
- Spring
- Clock hours: 6 Credit Hours: 4
- Instructor's name: To be hired
- Office address: To be determined
- Office hours: To be determined

Course prerequisites:
Admission to the program

Course description
This is a human cadaver-based, prosection course designed to aid the health sciences student in his/her pursuit of the fundamentals of human gross anatomy. This course will primarily focus on the musculoskeletal, peripheral nervous and peripheral circulatory systems with an overview of the anatomy of the thoracic, abdominal, and pelvic cavities, as well as regions of the neck and head. (3 hrs. lecture/3 hrs. lab)

Student Learning Expectations/Outcomes for this Course
Upon completion of this course, the student will be able to:
1. Use standard anatomical terminology to describe the structure of the human body. B.1.0; B1.1 examinations; professionalism
2. Locate and palpate important anatomical landmarks utilized during the physical exam. B.1.0; B1.1 examinations
3. Identify organs and describe their gross anatomy. B.1.0; B1.1 examinations; professionalism
4. Identify blood vessels, lymphatic vessels, and nerves and name the tissues they supply, drain, or innervate. B.1.0; B1.1.1 examinations; professionalism
5. Identify bones and joints, explain the movements possible at each joint (muscle origins and insertions on bony structures) and identify the muscle groups responsible for these actions. B.1.1 examinations; professionalism
6. Apply knowledge of muscle actions and motor and sensory innervation to predict how patients will present following nerve lesions. B.1.2; B.2.6 examinations; professionalism
7. Describe the three dimensional structure of the human body, including the spatial relationships of organs, vessels, nerves, bones, and muscles. B.1.1; B.1.2; B.2.6 examinations; professionalism
8. Apply knowledge of three dimensional human anatomical relationships to:
   a. anticipate how structures and functions are affected by an injury, disease or disability in a particular location
   b. predict the spread of disease
   c. perform basic intervention procedures
   d. begin to interpret imaging studies
   e. recognize the normal range of variation in human anatomy
   f. outline typical anatomical changes from infancy through old age

B.1.1; B.2.6; B.4.4

Revised 04/22/03
9. Demonstrate the ability to work cooperatively in a group.  B.2.8

Course structure/approach
This course is designed to aid the student in his/her pursuit of the fundamentals of human gross anatomy. Both the classroom, learning studio and laboratory components, which will use prospected donors, will primarily focus on the musculoskeletal, peripheral nervous and peripheral circulatory systems. An overview of the anatomy of the thoracic, abdominal, and pelvic cavities, as well as regions of the neck and head will be included. All of the topics will be presented in a functional framework for the health sciences student.

Students will work in 2-4 member student learning communities during laboratories and learning studio activities to identify, analyze and compare differences in human anatomical function related to lifespan development, typical and atypical, and health conditions related to disease, disability and trauma. The course will include four workshops (one per exam unit) that take place in the learning studios. These workshops are designed to develop critical thinking skills and help students prepare for the exams.

The ‘Meet-the-donor’ orientation and the donor appreciation ceremony will have an inter-professional component joining two other NAU-UA-ASU Phoenix Biomedical Campus courses for medical, physical therapy, physician assistant studies students and a variety of disciplines form an ASU cohort. Hopefully others will emerge.

The course will have 4 examinations.

Textbook and required materials


Recommended optional materials/references

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<td>Comparative development from infant to aging</td>
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<td>Thorax and Abdomen Workshop</td>
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<td>Posterior Abdominal Wall</td>
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<td>EXAM 1: Thorax and Abdomen</td>
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<td><strong>Weeks 5-8</strong></td>
<td>Pelvis I</td>
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Revised 04/22/03
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<tr>
<th>Weeks 9-12</th>
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<tr>
<td>Overview of the Upper Extremity; Shoulder</td>
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<td>Axilla and Arm</td>
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<td>Weeks 13-15</td>
<td>Introduction to Cranial Nerves</td>
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<td>Cranial Nerves Workshop</td>
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<td>EXAM 4: Head and Neck</td>
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Prosection human anatomy labs:
1. Thorax lab (Lungs/Heart)
2. Abdomen lab (GI tract, kidneys)
2. Pelvis/Perineum/Lower extremity labs
2. Back/Upper extremity labs
2. Head/Neck labs
8. Labs total

Learning Studio (weekly: laboratory-like activities)
2. Skeletal bones (one body; one head & neck)
1. Developmental anatomy
4. Workshops
7. Learning studio labs

Assessment of Student Learning Outcomes
4 examinations (one per module)

Methods of Assessment
Professionalism Evaluations:

Revised 04/22/03
Students will be assessed on their professionalism for each unit. Table instructors will evaluate students at their table at the end of each exam unit, giving each student a pass or fail grade. If a student receives a “fail” grade for a unit, it will be required to speak with the academic progress committee. “Fail” grades for two or more units will result in 5% reduction of your final grade.

Some examples of the types of behaviors assessed for professionalism are provided below; this list is not exhaustive.

- Demonstrating respect for peers, instructors and the willed body donors
- Actively participating in dissection and other group activities
- Arriving on time to class
- Participating in setup prior to the start of class and cleaning up the lab station at the end of class. The table will be dismissed by the table instructor after cleanliness has been determined.
- Attendance. Attendance is mandatory and unexcused absences will affect your professionalism score.

**Weekly Quizzes**
Every week, your table instructor will administer a 5 question quiz at the beginning of the lab session. This quiz will be a written, short-answer quiz involving identification of structures on the willed body donor. Paper and pencils will be provided in the lab for the quizzes. The quiz will cover material from the previous week.

**Workshops**
There are four workshops scheduled during the block, prior to each exam. The workshops are designed to help develop the critical thinking skills necessary to succeed on the exams. These sessions will take place in the learning studios. During these workshops, opportunity to work through mock exam questions independently and as a group is provided.

**Timeline for Assessment**
- Examinations (4, one per module) 20% each 80%
- Laboratory/ Learning studio activities 10%
- Professional behavior pass-fail (see above)
- Weekly quizzes 10%
- Workshops pass/fail

The student must pass the required professional behavior and workshop outcomes in order to earn a final grade in the class.

**Grading System**

- 90%-100% A
- 80%-89.99% B
- 70%-79.99% C
- < 70% F

**Course policy**
- Retests/makeup tests
  Take the exam on the regularly scheduled dates. If you are ill or other extenuating circumstances prevail, the expectation is that you will contact the instructor either in person or via telephone BEFORE the exam and take the exam within 48 hours. The instructor reserves the right to use a
different exam format than the original exam (ie. essay vs. multiple choice.) Exceptions to this rule will be determined by the instructor.

- Attendance
  Be punctual and prepared at the beginning of class. Attendance is an essential and required part of the OT curriculum. Work and outside obligations are to be managed by the student in a way that does not hinder or limit educational expectations. Students are expected not to schedule other activities, work, or medical, dental or other appointments during class time. Notify your instructor ahead of time (via phone or email) if you will be late or absent from class. Any missed notes, explanations or discussions will be the student's responsibility. Unexcused absences and/or frequent tardiness to class or community-based session can result in a deduction of up to 10% of a students total course grade.

- Statement on plagiarism and cheating
  Plagiarism and cheating are considered to be unprofessional, immoral, offensive and a violation of both academic and American Occupational Therapy's Cole of Ethics. An investigation, following NAU procedures, will be undertaken whenever a concern regarding plagiarism and cheating is questioned. The University's Academic Integrity (Dishonesty Policy) will guide this review. Consequence of plagiarism and cheating could result in remediation plans, temporary dismissal from the program, issuance of a failing grade in the course or permanent dismissal from the program.

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS
SAFE ENVIRONMENT POLICY
NAU's Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean's office or from the NAU's Affirmative Action website http://home.nau.edu/diversity/. If you have concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (928-523-5181), or NAU’s Office of Affirmative Action (928-523-3312).

STUDENTS WITH DISABILITIES
If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice) or 523-6906 (TTY), dr@nau.edu (e-mail) or 928-523-8747 (fax). Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation (www.nau.edu/dr) 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

INSTITUTIONAL REVIEW BOARD
Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

Revised 04/22/03
The IRB meets monthly. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB Policy and Procedures Manual is available in each department’s administrative office and each college dean’s office or on their website: http://www.research.nau.edu/compliance/irb/index.aspx. If you have questions, contact the IRB Coordinator in the Office of the Vice President for Research at 928-523-8288 or 523-4340.

ACADEMIC INTEGRITY
The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU’s administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix G of NAU’s Student Handbook http://www4.nau.edu/stulife/handbookdishonesty.htm.

ACADEMIC CONTACT HOUR POLICY
The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: “an hour of work is the equivalent of 50 minutes of class time...at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit.”

The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.

SENSITIVE COURSE MATERIALS
If an instructor believes it is appropriate, the syllabus should communicate to students that some course content may be considered sensitive by some students.

“University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In the course of college studies, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.”

Revised 04/22/03
Please attach proposed Syllabus in approved university format.

1. Course subject and number: OTD 621
2. Units: 4

See upper and lower division undergraduate course definitions.

3. College: Health and Human Services
4. Academic Unit: Occupational Therapy

5. Student Learning Outcomes of the new course. (Resources & Examples for Developing Course Learning Outcomes)

Upon completion of this course, the student will be able to:

1. Describe development of the central nervous system and the effects of disruption on further maturation  B.1.1 quizzes; examinations
2. Analyze neuronal function and mechanisms of neuronal activation and modulation  B.1.1 quizzes; examinations
3. Discuss the organization of the sensory and motor systems and the contribution of each system to the control of behaviors (i.e., motion, cognition, motor skills)  B.1.1 quizzes; examinations
4. Delineate the changes in neuronal function that occur with normal aging  B.1.1 quizzes; examinations
5. Integrate the understanding of the functional components of the central nervous system with neurological disorders and impairment  B.1.1 quizzes; examinations
6. Discriminate between the pathology, symptomology, and related disorders associated with neurological and psychiatric disorders  B.1.1 quizzes; examinations
7. Interpret the clinical symptomology of common neurological disorders according to their knowledge of normal motor control and neuronal function  B.1.1 quizzes; examinations
8. Probe the symptomology of clinical case studies and determine the most likely neurological disorder responsible  B.1.2 examinations
9. Classify disorders according to the primary age of onset: congenital, childhood, adolescence, young adulthood, middle age, and old age  B.1.2; B.5.1 examinations
10. Demonstrate professional behavior during course-related interactions and communication  B.9.1 professional behavior

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes)

This is a new course, required in the new Occupational Therapy Doctoral program. The student learning outcomes are essential to graduate effective occupational therapists, and to meet accreditation requirements. Please see the attached course justification summary for further details.

7. Effective BEGINNING of what term and year? Fall 2014

Effective Fall 2013
See effective dates calendar.

8. Long course title: **NEUROSCIENCE FOUNDATIONS FOR PRACTICE**  
   (max 100 characters including spaces)

9. Short course title: **NEUROSCIENCE FOUNDATIONS**  
   (max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):  
    A thorough understanding of the fundamentals of neuroanatomy and neurophysiology enables interpretation, evaluation and treatment of clients with neurological disorders & impairments. Using an integrative reasoning process, core neurological function principles are applied to practice. (3 hrs. lecture, 3 hrs. lab)

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?  
    Yes [X]  No [ ]  
    If yes, include the appropriate plan proposal.

12. Does this course duplicate content of existing courses?  
    Yes [ ]  No [X]  
    If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit’s enrollment or plan(s)?  
    Yes [ ]  No [X]  
    If yes, describe the impact. If applicable, include evidence of notification to and/or response from each impacted academic unit

14. Grading option:  
    Letter grade [X]  Pass/Fail [ ]  Both [ ]

15. Co-convened with:  
    (For example: ESE 450 and ESE 550)  See co-convening policy.
    14a. UGC approval date*:  
    (Must be approved by UGC before UCC submission, and both course syllabi must be presented.)

16. Cross-listed with:  
    (For example: ES 450 and DIS 450)  See cross listing policy.  
    Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units?  
    Yes [ ]  No [X]  
    16a. If yes, maximum units allowed?  
    16b. If yes, may course be repeated for additional units in the same term?  
    Yes [ ]  No [ ]

18. Prerequisites:  
    Admission to the OTD program  
    If prerequisites, include the rationale for the prerequisites.

Effective Fall 2013
Only students accepted into the OTD program are eligible to take this course.

19. Co requisites:  
   If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components?  
   Yes ☒  No ☐
   If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course:  
   To Be Hired

22. Classes scheduled before the regular term begins and/or after the regular term ends may require additional action. Review “see description” and “see impacts” for “Classes Starting/Ending Outside Regular Term” under the heading “Forms” http://nau.edu/Registrar/Faculty-Resources/Schedule-of-Classes-Maintenance/.

   Do you anticipate this course will be scheduled outside the regular term?  
   Yes ☐  No ☒

**Answer 22-23 for UCC/ECCC only:**

23. Is this course being proposed for Liberal Studies designation?  
   Yes ☐  No ☒
   If yes, include a Liberal Studies proposal and syllabus with this proposal.

24. Is this course being proposed for Diversity designation?  
   Yes ☐  No ☒
   If yes, include a Diversity proposal and syllabus with this proposal.

**FLAGSTAFF MOUNTAIN CAMPUS**

Scott Galland  
Reviewed by Curriculum Process Associate  
10/25/2013

**Approvals:**

Patricia Cast  
10/28/2013

Department Chair/Unit Head (if appropriate)  
Date

Mary J. Henn  
Chair of college curriculum committee  
10/28/13

Dean of college  
Date

For Committee use only:

Effective Fall 2013
EXTENDED CAMPUSES

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Approved as submitted: Yes □ No □  
Approved as modified: Yes □ No □

Effective Fall 2013
College of Health & Human Services
Department of Occupational Therapy

NEUROSCIENCE FOUNDATIONS FOR PRACTICE

General Information
- OTD 621
- Fall
- Clock hours: 6; Credit Hours: 4
- Instructor’s name: To Be Hired
- Office address: To Be Determined
- Office hours: To Be Determined

Course prerequisites:
Admission to the program

Course description
A thorough understanding of the fundamentals of neuroanatomy and neurophysiology enables
interpretation, evaluation and treatment of clients with neurological disorders & impairments. Using
an integrative reasoning process, core neurological function principles are applied to practice. (3 hrs.
lecture, 3 hrs. lab)

Student Learning Expectations/Outcomes for this Course
Upon completion of this course, the student will be able to:
1. Describe development of the central nervous system and the effects of disruption on further
maturation  B.1.1 quizzes; examinations
2. Analyze neuronal function and mechanisms of neuronal activation and modulation  B.1.1
quizzes; examinations
3. Discuss the organization of the sensory and motor systems and the contribution of each
system to the control of behaviors (i.e., motion, cognition, motor skills)  B.1.1 quizzes; examinations
4. Delineate the changes in neuronal function that occur with normal aging  B.1.1 quizzes; examinations
5. Integrate the understanding of the functional components of the central nervous system with
neurological disorders and impairment  B.1.1; B.2.6 quizzes; examinations
6. Discriminate between the pathology, symptomology, and related disorders associated with
neurological and psychiatric disorders  B.1.1 quizzes; examinations
7. Interpret the clinical symptomology of common neurological disorders according to their
knowledge of normal motor control and neuronal function B.1.1 quizzes; examinations
8. Probe the symptomology of clinical case studies and determine the most likely neurological
disorder responsible  B.1.2 examinations
9. Classify disorders according to the primary age of onset: congenital, childhood, adolescence,
young adulthood, middle age, and old age  B.1.2; B.5.1 examinations
10. Demonstrate professional behavior during interactions and communication.  B.9.1
professional behavior

Effective Fall 2013
Course structure/approach
Primarily lecture with case-based labs to discuss observed dysfunctions from a clinical perspective. PBC simulation lab activities will be used along with analysis of videotaped performance sequences of individuals with specific neurological deficits.

Textbook and required materials

Recommended optional materials/references
To be determined by the instructor

Course outline
Weeks 1-2 Overview of the nervous system
  • Development of the nervous system
  • Neuroplasticity & regeneration
    o Implications for development and rehabilitation
Weeks 3-5 Anatomy of the adult nervous system
  • Telencephalon
  • Diencephalon
  • Mesencephalon
  • Metencephalon
  • Spinal cord
  • EEGs and reading brain wave recordings: introduction
Weeks 6-7 Forms of communication in the nervous system
  • Sensory receptor systems
  • Ascending somatosensory system
    o The lower motor apparatus
  • Descending motor systems
Week 8 Cerebellum
Week 9 Basal ganglia
Week 10 Cranial nerves and their nuclei
Week 11 Sensory Systems
  • Olfactory
  • Visual system
  • Auditory system
  • Vestibular system
Week 12 Functional localization and integrative functions of the cerebral cortex
Week 13 Vasculature of the nervous system
Weeks 14-15 Clinical observations of performance
  • The aging brain
  • The brain in mental health conditions
  • Comparative differences between childhood and adulthood injuries
  • Knowing the diagnosis
  • Diagnosing based on observations of occupational performance functioning

Effective Fall 2013
Assessment of Student Learning Outcomes

Methods of Assessment
- Quizzes 10%
- Exam 1 20%
- Exam 2 20%
- Exam 3 20%
- Final 20%
- Professional Behavior 10%

Timeline for Assessment
- Three midterms at Weeks 4, 8, and 12
- Comprehensive final
- Professional behavior continuously assessed

Grading System
- 90%-100% A
- 80%-89.99% B
- 70%-79.99% C
- < 70% F

Course policy
- Retests/makeup tests
  Take the exam on the regularly scheduled dates. If you are ill or other extenuating circumstances prevail, the expectation is that you will contact the instructor either in person or via telephone BEFORE the exam and take the exam within 48 hours. The instructor reserves the right to use a different exam format than the original exam (i.e. essay vs. multiple choice.) Exceptions to this rule will be determined by the instructor.

- Attendance
  Be punctual and prepared at the beginning of class. Attendance is an essential and required part of the OT curriculum. Work and outside obligations are to be managed by the student in a way that does not hinder or limit educational expectations. Students are expected not to schedule other activities, work, or medical, dental or other appointments during class time. Notify your instructor ahead of time (via phone or email) if you will be late or absent from class. Any missed notes, explanations or discussions will be the student’s responsibility. Unexcused absences and/or frequent tardiness to class or community-based session can result in a deduction of up to 10% of a student’s total course grade.

- Statement on plagiarism and cheating
  Plagiarism and cheating are considered to be unprofessional, immoral, offensive and a violation of both academic and American Occupational Therapy’s Code of Ethics. An investigation, following NAU procedures, will be undertaken whenever a concern regarding plagiarism and cheating is questioned. The University’s Academic Integrity (Dishonesty Policy) will guide this review. Consequence of plagiarism and cheating could result in remediation plans, temporary dismissal from the program, issuance of a failing grade in the course or permanent dismissal from the program.

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS
http://www4.nau.edu/avpaa/policy1.html

Effective Fall 2013
Please attach proposed Syllabus in approved university format.

1. Course subject and number: OTD 622

2. Units: 4

3. College: Health and Human Services

4. Academic Unit: Occupational Therapy

5. Student Learning Outcomes of the new course:

   - Upon completion of this course, the student will be able to:
     1. Identify the various medical conditions encountered in the diverse settings of occupational therapy practice via symptomology, diagnostic reasoning and PMH (prior medical health) taking B.1.1; B.2.6 examinations
     2. Analyze the effects of medical conditions throughout the lifespan and their impact within the cultural context of family and society on occupational performance B.1.1; B.2.6 examinations
     3. Access resources for identifying common medical conditions, most recent evidence on conditions and integration of these conditions to occupational performance across the lifespan B.1.1; B.2.6 examinations
     4. Develop a comprehensive understanding of past medical history taking and the integration of medical terminology into occupational therapy documentation B.1.1; B.2.6; B.2.8 competencies
     5. Perform basic clinical examination approaches: vital signs (blood pressure, pulse, medical history taking; bedside technology etc.) B.1.1; B.2.6; B.2.8 competencies
     6. Outline to client monitoring equipment at bedside for infant and adults in acute & intensive care and community B.2.8 competencies; certification

   - university requirements / student learning outcomes.

   - Program Student Learning Outcomes.

   - Proposal for New Course

   - new course, required in the new Occupational Therapy Doctoral program. The learning outcomes are essential to graduate effective occupational therapists, and to meet the accreditation requirements. Please see the attached course justification summary for details.

   - date: Fall 2014

   - title: CONDITIONS IMPACTING OCCUPATIONAL PERFORMANCE
9. Short course title: CONDITIONS IMPCTNG PERFRMNCE
   (max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):
An overview of medical conditions to provide an understanding of the diagnosis and treatment of common physical, musculoskeletal, psychological and neurological disorders encountered during occupational therapy assessment and intervention across the lifespan is presented. (3 hrs. lecture, 3 hrs. lab)

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)? Yes ☒ No ☐
   If yes, include the appropriate plan proposal.

Doctor of Occupational Therapy

12. Does this course duplicate content of existing courses? Yes ☐ No ☒
   If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit's enrollment or plan(s)? Yes ☐ No ☒
   If yes, describe the impact. If applicable, include evidence of notification to and/or response from each impacted academic unit

14. Grading option: Letter grade ☒ Pass/Fail ☐ Both ☐

15. Co-convened with: ________________ 14a. UGC approval date*: ________________
   (For example: ESE 450 and ESE 550) See co-convening policy.
   *Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with: ________________
   (For example: ES 450 and DIS 450) See cross listing policy.
   Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units? Yes ☐ No ☒
16a. If yes, maximum units allowed? ________________
16b. If yes, may course be repeated for additional units in the same term? Yes ☐ No ☐

18. Prerequisites: OTD 600, OTD 602, OTD 650
   If prerequisites, include the rationale for the prerequisites.

Student learning expectations in prerequisite courses are necessary for success in this course.

19. Co requisites: ____________________
   If co requisites, include the rationale for the co requisites.

Effective Fall 2013
20. Does this course include combined lecture and lab components? 
   Yes ☐ No ☐

If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course:  To be hired

22. Classes scheduled before the regular term begins and/or after the regular term ends may require additional action. Review “see description” and “see impacts” for “Classes Starting/Ending Outside Regular Term” under the heading “Forms” http://nau.edu/Registrar/Faculty-Resources/Schedule-of-Classes-Maintenance/.

Do you anticipate this course will be scheduled outside the regular term? Yes ☐ No ☐

**Answer 22-23 for UCC/ECCC only:**

23. Is this course being proposed for Liberal Studies designation? 
   If yes, include a Liberal Studies proposal and syllabus with this proposal.
   Yes ☐ No ☐

24. Is this course being proposed for Diversity designation? 
   If yes, include a Diversity proposal and syllabus with this proposal.
   Yes ☐ No ☐

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**FLAGSTAFF MOUNTAIN CAMPUS**

Scott Galland
Reviewed by Curriculum Process Associate

Approvers:

[Signatures and dates]

10/25/2013

JGC Approval

[Signature] 11/1/13

Fall 2013
**EXTENDED CAMPUSES**

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Approved as submitted: Yes □  No □
Approved as modified: Yes □  No □

Effective Fall 2013
General Information
- OTD 622
- Spring
- Clock hours: 6; Credit Hours: 4
- Instructor's name: To Be Hired
- Office address: To Be Determined
- Office hours: To Be Determined

Course prerequisites:
OTD 600; OTD 602; OTD 650

Course description
An overview of medical conditions to provide an understanding of the diagnosis and treatment of common physical, musculoskeletal, psychological and neurological disorders encountered during occupational therapy assessment and intervention across the lifespan is presented. (3 hrs. lecture, 3 hrs. lab)

Student Learning Expectations/Outcomes for this Course
Upon completion of this course, the student will be able to:
1. Identify the various medical conditions encountered in the diverse settings of occupational therapy practice via symptomology, diagnostic reasoning and PMH (prior medical health) taking B1.1; B.2.6 examinations
2. Analyze the effects of medical conditions throughout the lifespan and their impact within the cultural context of family and society on occupational performance B1.1; B.2.6 examinations
3. Access resources for identifying common medical conditions, most recent evidence on conditions and integration of these conditions to occupational performance across the lifespan B.1.1; B.2.6 examinations
4. Develop a comprehensive understanding of past medical history taking and the integration of medical terminology into occupational therapy documentation B.1.1; B.2.6; B.2.8 competencies
5. Perform basic clinical examination approaches: vital signs (blood pressure, pulse, medical history taking; bedside technology etc.) B.1.1; B.2.6; B2.8 competencies
6. Outline to patient monitoring equipment at bedside for infant and adults in acute & intensive care and community B.2.8 competencies; certification

Course structure/approach
Case-based discussion
Simulation lab experience with patient monitoring systems
Mastery competencies (3):
- Blood pressure and vital signs
- Medical history taking and documentation
- Acute are patient monitoring in acute care and safety

Effective Fall 2013
Textbook and required materials

Recommended optional materials/references
Continuing certification in Basic Life Support (BLS)

Course outline:
Week 1  Orientation to the medical environment
  - Context & team members
Weeks 2-3 Condition-related care processes
  - Vital signs: Blood pressure and pulse
  - Patient medical history taking & documentation
  - Identification & safety responses to acute care patient monitoring systems
Week 4  Cardiovascular system disorders/diseases
  Pulmonary disorders/disease
Weeks 5-6 Infectious disease
  Cancer
Weeks 7-8 Endocrine disorders
  Cognitive perceptual disorders
Week 9  Neurological diseases
  Orthopedic & Musculoskeletal disorders
Week 10 Dementia & Alzheimer’s
  Mood disorders
Week 11 Personality disorders
  Schizophrenia
Week 12 Post-traumatic stress disorder
  Substance related disorders
Week 13 Muscular dystrophy
  Spina bifida
Week 14 Cerebral palsy
  Attention deficit disorder and Asperger’s disease
Week 15 Autism

Assessment of Student Learning Outcomes
Methods of Assessment
  
  Midterm  25%
  Midterm  25%
  Final  25%
  Competency:
  Blood Pressure & Vital signs  10%
  Medical History & Documentation  10%
  Patient monitoring & safety  5%

Effective Fall 2013
Timeline for Assessment
Two midterms and an final examination, spaced evenly across the course

Competency examination:
  Vital signs: Blood pressure and pulse (first 2 weeks of course)
  Patient medical history taking & documentation (week 6)
  Identification & safety responses to acute care patient monitoring systems (week 10)

Grading System
  90%-100%        A
  80%-89.99%       B
  70%-79.99%       C
  < 70%           F

Course policy
- Retests/makeup tests
  Take the exam on the regularly scheduled dates. If you are ill or other extenuating circumstances prevail, the expectation is that you will contact the instructor either in person or via telephone BEFORE the exam and take the exam within 48 hours. The instructor reserves the right to use a different exam format than the original exam (ie. essay vs. multiple choice.) Exceptions to this rule will be determined by the instructor.

- Attendance
  Be punctual and prepared at the beginning of class. Attendance is an essential and required part of the OT curriculum. Work and outside obligations are to be managed by the student in a way that does not hinder or limit educational expectations. Students are expected not to schedule other activities, work, or medical, dental or other appointments during class time. Notify your instructor ahead of time (via phone or email) if you will be late or absent from class. Any missed notes, explanations or discussions will be the student's responsibility. Unexcused absences and/or frequent tardiness to class or community-based session can result in a deduction of up to 10% of a student's total course grade.

- Statement on plagiarism and cheating
  Plagiarism and cheating are considered to be unprofessional, immoral, offensive and a violation of both academic and American Occupational Therapy's Code of Ethics. An investigation, following NAU procedures, will be undertaken whenever a concern regarding plagiarism and cheating is questioned. The University's Academic Integrity (Dishonesty Policy) will guide this review. Consequence of plagiarism and cheating could result in remediation plans, temporary dismissal from the program, issuance of a failing grade in the course or permanent dismissal from the program.

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS
http://www4.nau.edu/aypaa/policy1.html

Effective Fall 2013
Please attach proposed Syllabus in approved university format.

1. Course subject and number: OTD 623  
   See upper and lower division undergraduate course definitions.

2. Units: 3

3. College: Health and Human Services  
4. Academic Unit: Occupational Therapy

5. Student Learning Outcomes of the new course. 
   (Resources & Examples for Developing Course Learning Outcomes)
   Upon completion of this course, the student will be able to:
   1. Describe normal extremity joint motion, including
      a. the axis about and the cardinal plane in which each motion occurs,
      b. anatomical structures which normally limit motion at each joint, and
      c. functions of muscles and muscle groups which act at each joint  
      B.1.1 quizzes and examinations

   2. Define active range of motion (ROM), passive ROM, accessory motion, osteokinematic, and arthrokinematic  
      B.1.1 quizzes and examinations

   3. Demonstrate proper procedures for joint ROM and manual muscle testing (MMT) including the following:
      a. locate and palpate bony structures and muscles on a living human subject as needed for the measurement of joint ROM and MMT
      b. position the patient and stabilize the extremity to be measured according to recommended procedures. Identify alternate recommended positions in which the patient could be measured.
      c. record results of measurements according to recommended documentation procedures
      d. identify sources of error in measurement and list methods for their control.  
      B1.1; B4.1; B.4.4 quizzes and practical

   4. Perform ROM measurements and manual muscle testing (MMT) under simulated clinical conditions in a manner, which respects the dignity and privacy of the client.  
      B.1.1; B4.1; B.4.4; practical

   5. Compare and contrast human motion and movement theories including but not limited to: 
      kinesiologic, biomechanical, motor development, motor learning, and motor control. 
      B1.1 quizzes and examinations

Effective Fall 2013
6. Correlate the results of goniometric measurements and manual muscle tests with occupational role performance. B.1.1 gait analysis

7. Relate theories of motor development, motor control and motor learning to normal and abnormal patterns of movement and occupational performance including the following:
   a. Describe the development of normal and abnormal posture across the lifespan.
   b. Describe the development of normal and abnormal gait across the lifespan.
   c. Describe the development of normal and abnormal reach, grasp and manipulation across the lifespan B.1.1; B.3.3 gait analysis

8. Relate mechanical and physiological factors, including the effects of aging and activity/inactivity and disability and illness to normal and abnormal patterns of movement and posture, joint integrity, mobility, stability and motor control. B.1.1 gait analysis; quizzes and examinations

9. Differentiate and apply biomechanical and kinesiological, motor control and motor learning principles to the analysis of occupational role performance in self-care, work and leisure activities. B.1.1; B.4.4 quizzes and examinations

10. Correlate relevance of concepts to current practice. B.3.3 quizzes and examinations

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes).

This is a new course, required in the new Occupational Therapy Doctoral program. The student learning outcomes are essential to graduate effective occupational therapists, and to meet accreditation requirements. Please see the attached course justification summary for further details.

7. Effective BEGINNING of what term and year? Fall 2014

See effective dates calendar.

8. Long course title: HUMAN MOVEMENT FOR OCCUPATION
   (max 100 characters including spaces)

9. Short course title: HUMAN MVMNT FOR OCCUPATION
   (max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):
    Movement is analyzed using motor learning, motor control, motor development, kinesiological theories, and applied principles that contribute to functional human performance. (2 hrs. lecture, 3 hrs. lab)

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)? Yes ☐ No ☐

Effective Fall 2013
If yes, include the appropriate plan proposal.

Doctor of Occupational Therapy

12. Does this course duplicate content of existing courses?  
   Yes ☐  No ☒
   If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit’s enrollment or plan(s)?  
   Yes ☐  No ☒
   If yes, describe the impact. If applicable, include evidence of notification to and/or response from each impacted academic unit.

14. Grading option:  
   Letter grade ☒  Pass/Fail ☐  Both ☐

15. Co-convened with:  
   ____________________________  14a. UGC approval date*:  
   (For example: ESE 450 and ESE 550)  See co-convening policy.
   *Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with:
   (For example: ES 450 and DIS 450)  See cross listing policy.
   Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units?  
   Yes ☐  No ☒

16a. If yes, maximum units allowed?  

16b. If yes, may course be repeated for additional units in the same term?  
   Yes ☐  No ☐

18. Prerequisites:  
   OTD 620, OTD 621
   If prerequisites, include the rationale for the prerequisites.

Student learning expectations in prerequisite courses are necessary for success in this course.

19. Co requisites:
   If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components?  
   Yes ☒  No ☐
   If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course:  To be hired

Effective Fall 2013
22. Classes scheduled before the regular term begins and/or after the regular term ends may require additional action. Review “see description” and “see impacts” for “Classes Starting/Ending Outside Regular Term” under the heading “Forms” http://nau.edu/Registrar/Faculty-Resources/Schedule-of-Classes-Maintenance/.

Do you anticipate this course will be scheduled outside the regular term? Yes ☐ No ☒

Answer 22-23 for UCC/ECCC only:

23. Is this course being proposed for Liberal Studies designation? Yes ☐ No ☐
   If yes, include a Liberal Studies proposal and syllabus with this proposal.

24. Is this course being proposed for Diversity designation? Yes ☐ No ☐
   If yes, include a Diversity proposal and syllabus with this proposal.

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland 10/25/2013
Reviewed by Curriculum Process Associate Date

Approvals:

10/28/2013
Department Chair/Unit Head (if appropriate) Date

Chair of college curriculum committee 10/28/13
Date

Dean of college 10/28/13
Date

For Committee use only:

UCC/UGC Approval Date

Approved as submitted: Yes ☐ No ☐

Approved as modified: Yes ☐ No ☐

Effective Fall 2013
# EXTENDED CAMPUSES

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<td>Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</td>
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<td>Chief Academic Officer; Extended Campuses (or Designee)</td>
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**Approved as submitted:** Yes [ ]  No [ ]

**Approved as modified:** Yes [ ]  No [ ]
General Information
- OTD 623
- Spring
- Clock hours: 5; Credit Hours: 3
- Instructor’s name: To Be Hired
- Office address: To Be Determined
- Office hours: To Be Determined

Course prerequisites
OTD 620; OTD 621

Course description
Movement is analyzed using motor learning, motor control, motor development, kinesiological theories, and applied principles that contribute to functional human performance. (2 hrs. lecture, 3 hrs. lab)

Student Learning Expectations/Outcomes for this Course
Upon completion of this course, the student will be able to:
1. Describe normal extremity joint motion, including:
   a. the axis about and the cardinal plane in which each motion occurs,
   b. anatomical structures which normally limit motion at each joint, and
   c. functions of muscles and muscle groups which act at each joint

2. Define active range of motion (ROM), passive ROM, accessory motion, osteokinematic, and arthrokinematic

3. Describe and demonstrate proper procedures for joint ROM and manual muscle testing (MMT) including the following:
   a. locate and palpate bony structures and muscles on a living human subject as needed for the measurement of joint ROM and MMT
   b. position the patient and stabilize the extremity to be measured according to recommended procedures. Identify alternate recommended positions in which the patient could be measured.
   c. record results of measurements according to recommended documentation procedures
   d. identify sources of error in measurement and list methods for their control

4. Perform ROM measurements and manual muscle testing (MMT) under simulated clinical conditions in a manner, which respects the dignity and privacy of the client

Effective Fall 2013
5. Compare and contrast human motion and movement theories including but not limited to:
kinesiologic, biomechanical, motor development, motor learning, and motor control. B.1.1 quizzes and examinations

6. Correlate the results of goniometric measurements and manual muscle tests with occupational role performance. B.1.1 gait analysis

7. Relate theories of motor development, motor control and motor learning to normal and abnormal patterns of movement and occupational performance including the following:
a. Describe the development of normal and abnormal posture across the lifespan.
b. Describe the development of normal and abnormal gait across the lifespan.
c. Describe the development of normal and abnormal reach, grasp and manipulation across the lifespan. B.1.1; B.3.1 gait analysis

8. Relate mechanical and physiological factors, including the effects of aging and activity/inactivity and disability and illness to normal and abnormal patterns of movement and posture, joint integrity, mobility, stability and motor control. B.1.1 gait analysis; quizzes and examinations

9. Differentiate and apply biomechanical and kinesiological, motor control and motor learning principles to the analysis of occupational role performance in self-care, work and leisure activities. B.1.1; B.4.4 quizzes and examinations

10. Correlate relevance of concepts to current practice. B.3.3 quizzes and examinations

Course structure/approach
Module 1: Biomechanics and Kinesiology in Occupational Performance
Module 2: Motor Control Theories in Rehabilitation

Both will have lectures and laboratory experiences related to practice focused movement measurement and analysis

Textbook and required materials


Recommended optional materials/references

Course outline
Module I: Kinesiology

Effective Fall 2013
Weeks 1-7  Basic concepts of kinesiology & biomechanics
Factors affecting range of motion
Factors affecting strength
Proximal upper extremity movement: shoulder
Movement: elbow, wrist & hand
Range of motion (ROM) and manual muscle testing (MMT)
Upper extremity
  UE assessment
  UE movement analysis
  Normal & abnormal
  Application in occupational performance
Lower extremity movement & gait
  Gait analysis
  Normal & abnormal
  Application in occupational performance
Posture and ergonomics of performance
  Ergonomic analysis
  Normal & abnormal
  Application in occupational performance

Module II: Motor Learning Theories
Weeks 8-15  Motor learning therapies overview
Motor control and occupational performance
  Postural control
  Development
  Normal & abnormal
  Changes across the life span
  Application in occupational performance
Functional mobility
  Development
  Normal & abnormal
  Changes across the life span
  Application in occupational performance
Reach, grasp & manipulation
  Development
  Normal & abnormal
  Changes across the life span
  Application in occupational performance

Assessment of Student Learning Outcomes
Methods of Assessment
Quizzes (1 credit)  5%

Module I
  • Practical exams on: manual muscle  5%
  range of motion  5%
  • Midterm  15%
  • Final  20%

Module II
  • Student presentation on gait devices  5%

Effective Fall 2013
- Midterm 15%
- Final 20%
- Occupational Analysis 10%

Timeline for Assessment
- Modules each with midterm midway and formative exam at end of each module
- Practical exam for ROM and MMT testing during Module I
- Occupational analysis: integrative case applications using information from both modules during Module II

Grading System
- 90%-100% A
- 80%-89.99% B
- 70%-79.99% C
- < 70% F

Course policy
- Retests/makeup tests
  Take the exam on the regularly scheduled dates. If you are ill or other extenuating circumstances prevail, the expectation is that you will contact the instructor either in person or via telephone BEFORE the exam and take the exam within 48 hours. The instructor reserves the right to use a different exam format than the original exam (ie. essay vs. multiple choice.) Exceptions to this rule will be determined by the instructor.
- Attendance
  Be punctual and prepared at the beginning of class. Attendance is an essential and required part of the OT curriculum. Work and outside obligations are to be managed by the student in a way that does not hinder or limit educational expectations. Students are expected not to schedule other activities, work, or medical, dental or other appointments during class time. Notify your instructor ahead of time (via phone or email) if you will be late or absent from class. Any missed notes, explanations or discussions will be the student's responsibility. Unexcused absences and/or frequent tardiness to class or community-based session can result in a deduction of up to 10% of a students total course grade.
- Statement on plagiarism and cheating
  Plagiarism and cheating are considered to be unprofessional, immoral, offensive and a violation of both academic and American Occupational Therapy's Code of Ethics. An investigation, following NAU procedures, will be undertaken whenever a concern regarding plagiarism and cheating is questioned. The University’s Academic Integrity (Dishonesty Policy) will guide this review. Consequence of plagiarism and cheating could result in remediation plans, temporary dismissal from the program, issuance of a failing grade in the course or permanent dismissal from the program.

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS
http://www4.nau.edu/avpaa/policy1.html

Effective Fall 2013
Please attach proposed Syllabus in approved university format.

1. Course subject and number: OTD 631
2. Units: 3
   See upper and lower division undergraduate course definitions.

3. College: Health and Human Services
4. Academic Unit: Occupational Therapy

5. Student Learning Outcomes of the new course. (Resources & Examples for Developing Course Learning Outcomes)

   Upon completion of this course, the student will be able to:
   1. Integrate concepts in occupation and occupational performance into one’s framework for evaluation processes in occupational therapy B.4.2; B.4.8 OTR observation; toolkit; examinations
   2. Describe the evaluation process (screening, evaluation, & re-evaluation plus referral) and its contribution to the intervention and management processes and the appropriate evaluation activities for the OT and OTA B.4.1; 4.5; 4.9 examinations
   3. Promote a client-centered, occupation-based approach during evaluation that distinguishes between identifying consumer abilities (performance assets) and disabilities (performance limitations) B.4.2; B.4.4 competency, OTR observation writing assignments
   4. Demonstrate an understanding of the psychometrics associated with tests and the standardization of assessment process. B.4.2; B.4.2; B.4.3; B.4.6 examinations; toolkit; assessment identification
   5. Access resources for identifying assessments and evaluate the quality of each tool. B.4.2; B.4.3: assessment identification; toolkit
   6. Classify assessments tools according to the OT Practice Framework & International Classification of Disability & Handicap (ICIDH-2) B.4.6 assessment identification; toolkit
   7. Demonstrate novice ability to: observe, develop an interview, conduct a semi-structured interview, and administer occupation–based assessments (both standardized and non-standardized). B.4.1- B.4.10 competencies; writing
   8. Describe the application of assessment data during research, outcomes studies and evidence-based research using clinical reasoning B.8.1; B.8.2 examinations
   9. Organize evaluation data derived from assessment tools to accurately document evaluation results and initiate intervention planning including noting bias and impact of modifying standardized procedures. B.7.7; B.4.10 documentation; examinations
   10. Document evaluation data in a clear, concise, professional manner. B.4.10 documentation; writing
   11. Develop an evaluation program that considers issues that influence the evaluation process: age, socio-cultural, individual abilities and disabilities as well as contextual factors related to occupational therapy practice. B.4.1- B.4.10 life span program proposal

Effective Fall 2013
6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. *(Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes)*

This is a new course, required in the new Occupational Therapy Doctoral program. The student learning outcomes are essential to graduate effective occupational therapists, and to meet accreditation requirements. Please see the attached course justification summary for further details.

7. Effective **BEGINNING** of what term and year?  **Fall 2014**
   See **effective dates calendar**.

8. **Long course title:**  **OCCUPATIONAL PERFORMANCE EVALUATION AND ASSESSMENTS**  
   *(max 100 characters including spaces)*

9. **Short course title:**  **OCCPTNL PERFRMCE EVAL & ASSMNT**  
   *(max. 30 characters including spaces)*

10. **Catalog course description** *(max. 60 words, excluding requisites):*  
    **An introduction to evaluation processes in occupational therapy including observation, interviewing, psychometrics (tests and measurement theories, methods, scales, procedures, statistics, and test interpretation) ethics, assessment tools and assessment administration is provided. This course is introductory, in nature, and serves as the foundation for learning about specific assessments in future intervention courses. (2 hrs. lecture, 3 hrs. lab)*

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?  
    Yes ☒  No ☐

   If yes, include the appropriate plan proposal.

**Doctor of Occupational Therapy**

12. Does this course duplicate content of existing courses?  
    Yes ☐  No ☒

   If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit’s enrollment or plan(s)?  
    Yes ☐  No ☒

   If yes, describe the impact. If applicable, include evidence of notification to and/or response from each impacted academic unit.

14. **Grading option:**  
   Letter grade ☒  Pass/Fail ☐  Both ☐

15. **Co-convened with:**  
    *(For example: ESE 450 and ESE 550) See co-convening policy.*

   14a. **UGC approval date**:*  
   *(Must be approved by UGC before UCC submission, and both course syllabi must be presented.)*

   Effective Fall 2013
16. Cross-listed with:
(For example: ES 450 and DIS 450) See cross listing policy.
Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units? Yes ☐ No ☒
16a. If yes, maximum units allowed? _______________________
16b. If yes, may course be repeated for additional units in the same term? Yes ☐ No ☐

18. Prerequisites: OTD 600, OTD 602, OTD 650
If prerequisites, include the rationale for the prerequisites.

Student learning expectations in prerequisite courses are necessary for success in this course.

19. Co-requisites: ________________________________
If co-requisites, include the rationale for the co-requisites.

20. Does this course include combined lecture and lab components? Yes ☒ No ☐
If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course: To be hired

22. Classes scheduled before the regular term begins and/or after the regular term ends may require additional action. Review “See description” and “see impacts” for “Classes Starting/Ending Outside Regular Term” under the heading “Forms” http://nau.edu/Registrar/Faculty-Resources/Schedule-of-Classes-Maintenance/.
   Do you anticipate this course will be scheduled outside the regular term? Yes ☐ No ☒

Answer 22-23 for UCC/ECCC only:

23. Is this course being proposed for Liberal Studies designation? Yes ☐ No ☐
   If yes, include a Liberal Studies proposal and syllabus with this proposal.

24. Is this course being proposed for Diversity designation? Yes ☐ No ☐
   If yes, include a Diversity proposal and syllabus with this proposal.

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland 10/25/2013
Reviewed by Curriculum Process Associate Date

Approvals:

Effective Fall 2013
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<tr>
<th><strong>FACULTY CHAIR OF EXTENDED CAMPUSES CURRICULUM COMMITTEE (YUMA, YAVAPAI, OR PERSONALIZED LEARNING)</strong></th>
<th><strong>DATE</strong></th>
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<tr>
<th><strong>CHIEF ACADEMIC OFFICER; EXTENDED CAMPUSES (OR DESIGNEE)</strong></th>
<th><strong>DATE</strong></th>
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**Effective Fall 2013**
Approved as submitted: Yes ☐ No ☐
Approved as modified: Yes ☐ No ☐

Effective Fall 2013
General Information
- College of Health & Human Sciences
- Department of Occupational Therapy
- OTD 631
- Spring
- Clock hours: 5; Credit Hours 3
- Instructor’s name: To be hired
- Office address: To be determined
- Office hours: To be determined

Course Prerequisites:
OTD 600; OTD 602; OTD 650

Course Description
An introduction to evaluation processes in occupational therapy including observation, interviewing, psychometrics (tests and measurement theories, methods, scales, procedures, statistics, and test interpretation) ethics, assessment tools and assessment administration is provided. This course is introductory, in nature, and serves as the foundation for learning about specific assessments in future intervention courses. (2 hrs. lecture, 3 hrs. lab)

Student Learning Expectations/Outcomes for this Course
Upon completion of this course, the student will be able to:
1. Integrate concepts in occupation and occupational performance into one’s framework for evaluation processes in occupational therapy B.4.2; B.4.8 OTR observation; toolkit; examinations
2. Describe the evaluation process (screening, evaluation, & re-evaluation plus referral) and its contribution to the intervention and management processes and the appropriate evaluation activities for the OT and OTA B.4.1; 4.5; 4.9 examinations
3. Promote a client-centered, occupation-based approach during evaluation that distinguishes between identifying consumer abilities (performance assets) and disabilities (performance limitations) B.4.2; B.4.4 competency, OTR observation writing assignments
4. Demonstrate an understanding of the psychometrics associated with tests and the standardization of assessment process B.4.2; B.4.2; B.4.3; B.4.6 examinations; toolkit; assessment identification
5. Access resources for identifying assessments and evaluate the quality of each tool B.4.2; B.4.3 assessment identification; toolkit
6. Classify assessments tools according to the OT Practice Framework & International Classification of Disability & Handicap (ICIDH-2) B.4.6 assessment identification; toolkit
7. Demonstrate novice ability to: observe, develop an interview, conduct a semi-structured interview, and administer occupation-based assessments (both standardized and non-standardized) B.4.1; B.4.10 competencies; writing
8. Describe the application of assessment data during research, outcomes studies and evidence-based research using clinical reasoning B.81; B.8.2 examinations

Effective Fall 2013
9. Organize evaluation data derived from assessment tools to accurately document evaluation results and initiate intervention planning including noting bias and impact of modifying standardized procedures. B.7.7; B.4.10 documentation; examinations

10. Document evaluation data in a clear, concise, professional manner. B.4.10 documentation; writing

11. Develop an evaluation program that considers issues that influence the evaluation process: age, socio-cultural, individual abilities and disabilities as well as contextual factors related to occupational therapy practice. B.4.1- B.4.10 life span program proposal

Course structure/approach
Lecture plus labs focused on developing novice evaluations skills. Three sessions in natural settings to administer evaluations in natural contexts to 'clients-as-teachers' on which the test is normed. Two competency testing sessions must be successfully passed: Introduction to and competency mastery of the Test of Grocery Shopping Skills, Denver II and the The Canadian Occupational Therapy Measure.

Textbook and required materials


Recommended optional materials/references (copy in Library reserves)

Course outline
Weeks 1-2 History, significance & role of evaluation in occupational therapy Profession
Occupational Therapy Practice Framework: Intervention process
The OTR as an evaluator

Weeks 3-4 Evaluation versus assessment in intervention
Formative & summative use
Re-evaluation & re-assessment
Influence of fees for evaluating on practice (advocacy)
Evaluation ethics

Weeks 4-5 Component skills in evaluation
Observation of performance
Rapport- building strategies & responses
Occupational Therapy Practice Framework: the occupational profile

Week 6 Special testing conditions: developmental abilities; cultural diversity and language, aging, disability & chronic illness

Weeks 7-8 Assessment Tool
Identification
Delivery skills, training/certifying, calibration and re-calibration

Effective Fall 2013
Context for doing assessment
   Controlling the environment for error and extraneous influences
Documentation skills in evaluation and assessment
Assessment manuals: content and utility
Assessment tool standardization
   - Standardized tests versus standardized administration
   - Review of correlation statistic and importance in assessment tool use
   - Reliability: types, purpose and utility, how established, meaning to evaluation process
      - Special foci: intra- and interrater reliability & test-retest reliability
   - Validity: types, purpose and utility, how established, meaning to evaluation process
      - Special foci: construct validity & ecological validity
   - Scoring: score interpretation and reporting

Weeks 9-12  Assessment of Occupational Performance Tools: Demonstration of competent use as a novice evaluator
   - Canadian Occupational Performance Measure (COPM)
   - Test of Grocery Shopping Skills (TOGSS)  practiced in grocery store
   - Denver II Screening Test  practiced with children in daycare
   - Activity Card Sort (ACL)  practiced with seniors in a SNF
   - Motor Free Visual Perception Test (MVPT)
   - Functional Independence Measure (FIM)
   - Home Health Assessment OASIS

Weeks 13-15  Review of Other Common Assessment in OT (to be seen in later courses
   Life span Evaluation Program:
      Application of course knowledge & skill: development of an evaluation program for a given age range, condition & context

Assessment of Student Learning Outcomes
Methods of Assessment
   - Written Assignments: 15%
      - TOGSS
      - MVPT
      - ACS
      - Denver II
      - FIM Case Study
      - Other class assignments & activities
   - OTR Assessment Observation 5%
   - Assessment Identification 5%
   - Tool Kit Assessment Write-up & Presentation 10%
   - Competency: TOGSS 10%
   - Competency: COPM 10%
   - Midterm Exam 10%
   - Life Span Program Proposal 20%
   - Final Exam 15%

Timeline for Assessment
   - Report from OTR evaluation observation (week 3)
   - Documentation for each major assessment introduced (1 week after covered in class)
   - Master competency testing

Effective Fall 2013
- TOGGS (week 3)
- COPM (week 5)
- Tool Kit Assessment: small group presentation and write-up (week 13)
- Life-span Program proposal: small group presentation and write-up (week 15)
- Midterm Exam
- Final Exam

**Grading System**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90%-100%</td>
<td>A</td>
</tr>
<tr>
<td>80%-89.99%</td>
<td>B</td>
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<tr>
<td>70%-79.99%</td>
<td>C</td>
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<tr>
<td>&lt; 70%</td>
<td>F</td>
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**Course policy**

- Retests/makeup tests
  Take the exam on the regularly scheduled dates. If you are ill or other extenuating circumstances prevail, the expectation is that you will contact the instructor either in person or via telephone BEFORE the exam and take the exam within 48 hours. The instructor reserves the right to use a different exam format than the original exam (i.e. essay vs. multiple choice.) Exceptions to this rule will be determined by the instructor.

- Attendance
  Be punctual and prepared at the beginning of class. Attendance is an essential and required part of the OT curriculum. Work and outside obligations are to be managed by the student in a way that does not hinder or limit educational expectations. Students are expected not to schedule other activities, work, or medical, dental or other appointments during class time. Notify your instructor ahead of time (via phone or email) if you will be late or absent from class. Any missed notes, explanations or discussions will be the student's responsibility. Unexcused absences and/or frequent tardiness to class or community-based session can result in a deduction of up to 10% of a student's total course grade.

- Statement on plagiarism and cheating
  Plagiarism and cheating are considered to be unprofessional, immoral, offensive and a violation of both academic and American Occupational Therapy's Code of Ethics. An investigation, following NAU procedures, will be undertaken whenever a concern regarding plagiarism and cheating is questioned. The University's Academic Integrity (Dishonesty Policy) will guide this review. Consequence of plagiarism and cheating could result in remediation plans, temporary dismissal from the program, issuance of a failing grade in the course or permanent dismissal from the program.

**NORTHERN ARIZONA UNIVERSITY**

**POLICY STATEMENTS**

[http://www4.nau.edu/avpaa/policy1.html](http://www4.nau.edu/avpaa/policy1.html)

*Effective Fall 2013*
Please attach proposed Syllabus in approved university format.

1. Course subject and number: OTD 632
2. Units: 3

See upper and lower division undergraduate course definitions.

3. College: Health and Human Services
4. Academic Unit: Occupational Therapy

5. Student Learning Outcomes of the new course. (Resources & Examples for Developing Course Learning Outcomes)

Upon completion of this course, the student will be able to:

1. Analyze and discuss personal behavior, ethical reasoning, practice standards feelings and reactions to clinical and non-clinical interpersonal and group situations. 
   
   B.9.1 community group observation; quizzes and examinations

2. Articulate one's own style of interaction and personal values, and discuss the impact of their style and personal values on their professional role interactions. 
   
   B.2.11; B.5.7 community group observation; group sessions

3. Demonstrate clear and appropriate use of verbal and non-verbal communication, active listening, constructive feedback and reflection in didactic and group interactions. 
   
   B.5.4; B.5.7 group sessions

4. Design and implement therapeutic group sessions to address problems of occupational functioning. 
   
   B.2.3; B.2.7; B.5.2; B.5.3; B.5.4; B.7.1; B.7.5 quizzes and examinations

5. Recognize and describe various leader and member roles in therapeutic groups and therapeutic factors that influence group interaction patterns. 
   
   B.5.4 group sessions

6. Apply specific techniques to promote effective group leadership and facilitation in a variety of contexts including, but not limited to: therapeutic group intervention, fieldwork, team meetings, family meetings & supervision. 
   
   B.5.3; B.5.4 quizzes and examinations; group sessions

   
   B.4.10 quizzes and examinations; group sessions

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes).

This is a new course, required in the new Occupational Therapy Doctoral program. The student learning outcomes are essential to graduate effective occupational therapists, and to meet accreditation requirements. Please see the attached course justification summary for further details.

7. Effective BEGINNING of what term and year? Fall 2014

See effective dates calendar.

Effective Fall 2013
8. Long course title: CLIENT COMMUNICATION AND ENGAGEMENT IN THE THERAPEUTIC PROCESS  
(max 100 characters including spaces)

9. Short course title: CLIENT COMMUNICATION  
(max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites): Theories and practice of effective interpersonal communication and group processes for therapeutic and reporting functions is presented. Topics will include therapeutic use of self (self-awareness), didactic and group interactions, and their application in occupational therapy practice. (2 hrs. lecture, 3 hrs. lab)

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)? Yes ☐  No ☒  
If yes, include the appropriate plan proposal. 

Doctor of Occupational Therapy

12. Does this course duplicate content of existing courses?  Yes ☐  No ☒  
If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit's enrollment or plan(s)?  Yes ☐  No ☒  
If yes, describe the impact. If applicable, include evidence of notification to and/or response from each impacted academic unit.

14. Grading option: Letter grade ☒  Pass/Fail ☐  Both ☐

15. Co-convened with:  
14a. UGC approval date*:  
(For example: ESE 450 and ESE 550) See co-convening policy.  
*Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with:  
(For example: ES 450 and DIS 450) See cross listing policy.  
Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units?  Yes ☐  No ☒  
16a. If yes, maximum units allowed?  
16b. If yes, may course be repeated for additional units in the same term?  Yes ☐  No ☐

18. Prerequisites: OTD 600, OTD 602; OTD 650  
If prerequisites, include the rationale for the prerequisites. 

Student learning expectations in prerequisite courses are necessary for success in this course.

Effective Fall 2013
19. Co requisites:
   If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components?  Yes ☒ No ☐
    If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course:  To be HIred

22. Classes scheduled before the regular term begins and/or after the regular term ends may require additional action. Review “see description” and “see impacts” for “Classes Starting/Ending Outside Regular Term” under the heading “Forms”
    http://nau.edu/Registrar/Faculty-Resources/Schedule-of-Classes-Maintenance/.
    Do you anticipate this course will be scheduled outside the regular term?  Yes ☐ No ☒

Answer 22-23 for UCC/ECCC only:

23. Is this course being proposed for Liberal Studies designation?  Yes ☐ No ☒
    If yes, include a Liberal Studies proposal and syllabus with this proposal.

24. Is this course being proposed for Diversity designation?  Yes ☐ No ☒
    If yes, include a Diversity proposal and syllabus with this proposal.

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland  10/25/2013
Reviewed by Curriculum Process Associate  Date

Approvals:

[Signatures and dates]

Dean of college  Date

For Committee use only:

Effective Fall 2013
UCC/UGC Approval

Approved as submitted:  Yes ☐  No ☐
Approved as modified:  Yes ☐  No ☐

EXTENDED CAMPUSES

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<td>Approvals:</td>
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<td>Academic Unit Head</td>
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<td>Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</td>
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<td>Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning)</td>
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<td>Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</td>
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<td>Chief Academic Officer; Extended Campuses (or Designee)</td>
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Approved as submitted:  Yes ☐  No ☐
Approved as modified:  Yes ☐  No ☐

Effective Fall 2013
General Information
- OTD 632
- Spring
- Clock hours: 5; Credit Hours: 3
- Instructor's name: To be hired
- Office address: To be determined
- Office hours: To be determined

Course prerequisites
OTD 600; OTD 601; OTD 650

Course description
Theories and practice of effective interpersonal communication and group processes for therapeutic and reporting functions is presented. Topics will include therapeutic use of self (self-awareness), didactic and group interactions, and their application in occupational therapy practice. (2 hrs. lecture, 3 hrs lab)

Student Learning Expectations/Outcomes for this Course
Upon completion of this course, the student will be able to:

1. Analyze and discuss personal behavior, ethical reasoning, practice standards feelings and reactions to clinical and non-clinical interpersonal and group situations  B.9.1 community group observation; quizzes and examinations
2. Articulate one's own style of interaction and personal values, and discuss the impact of their style and personal values on their professional role interactions.  B.2.11  B.5.7 community group observation; group sessions
3. Demonstrate clear and appropriate use of verbal and non-verbal communication, active listening, constructive feedback and reflection in didactic and group interactions.  B.5.4; B.5.4; B.5.7  group sessions
4. Design and implement therapeutic group sessions to address problems of occupational functioning.  B.2.3; B.2.7; B.5.2; B.5.3;B.5.4; B.7.1; B.7.5  quizzes and examinations
5. Recognize and describe various leader and member roles in therapeutic groups and therapeutic factors that influence group interaction patterns.  B.5.4 group sessions
6. Apply specific techniques to promote effective group leadership and facilitation in a variety of contexts including, but not limited to: therapeutic group intervention, fieldwork, team meetings, family meetings & supervision.  B.5.3 B.5.4  quizzes and examinations; group sessions
7. Document accurate observations of behaviors in group situations.  B .4.10  quizzes and examinations; group sessions

Course structure/approach
- 1 credit online quizzes
- 1 credit lecture
- Group sessions
- Community group observation

Effective Fall 2013
- Prepare & provide 6-8 meaningful community group sessions
- Midterm examination
- Final examination

Textbook and required materials


Recommended optional materials/references

Course outline
Week 1-2  Intentional relationship: contemporary therapeutic use of self
Week 3  Importance of self-knowledge as a practitioner
Week 4-6  Therapeutic challenges
  - The client-therapist relationship
  - Therapeutic communication
  - Establishing relationships
  - Empathy
  - Difficult clients
  - Cultural diversity
Week 7-8  Interviewing skills and strategic questioning
Week 9  Coaching a using positive psychology & Strengths-based perspective
Week 10-12  Seven Steps to group leadership
  - Client-centered groups
  - Canadian Measure of Occupational Performance & Engagement (CMOP-E)
  - Participation & social contexts
  - Group contracting
  - Needs assessment and nominal group processes
Week 13-15  Group Approaches
  - Kawa River Model
  - Model of Human Occupation
  - Psychodynamic
  - Allen Cognitive Level
  - Cognitive-behavioral
  - Developmental
  - Sensorimotor
  - Conflict resolution

Assessment of Student Learning Outcomes
Methods of Assessment
- Online quizzes 10%
- Report from community group observation 10%
- Success in providing 10 weekly community group sessions 40%
- Midterm and final (20% each) 40%

Effective Fall 2013
Timeline for Assessment
- Midterm and Final
- Weekly online
- Community group sessions:
  Plans & outcomes reports weekly
  Client and site feedback end of course

Grading System
- 90%-100% A
- 80%-89.99% B
- 70%-79.99% C
- < 70% F

Course policy
- Retests/makeup tests
  Take the exam on the regularly scheduled dates. If you are ill or other extenuating circumstances prevail, the expectation is that you will contact the instructor either in person or via telephone BEFORE the exam and take the exam within 48 hours. The instructor reserves the right to use a different exam format than the original exam (ie. essay vs. multiple choice.) Exceptions to this rule will be determined by the instructor.
- Attendance
  Be punctual and prepared at the beginning of class. Attendance is an essential and required part of the OT curriculum. Work and outside obligations are to be managed by the student in a way that does not hinder or limit educational expectations. Students are expected not to schedule other activities, work, or medical, dental or other appointments during class time. Notify your instructor ahead of time (via phone or email) if you will be late or absent from class. Any missed notes, explanations or discussions will be the student's responsibility. Unexcused absences and/or frequent tardiness to class or community-based session can result in a deduction of up to 10% of a students total course grade.
- Statement on plagiarism and cheating
  Plagiarism and cheating are considered to be unprofessional, immoral, offensive and a violation of both academic and American Occupational Therapy’s Code of Ethics. An investigation, following NAU procedures, will be undertaken whenever a concern regarding plagiarism and cheating is questioned. The University’s Academic Integrity (Dishonesty Policy) will guide this review. Consequence of plagiarism and cheating could result in remediation plans, temporary dismissal from the program, issuance of a failing grade in the course or permanent dismissal from the program.

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS
http://www4.nau.edu/avpaa/policy1.html

Effective Fall 2013
Please attach proposed Syllabus in approved university format.

1. Course subject and number: **OTD 633**
2. Units: **3**
   
   *See upper and lower division undergraduate course definitions.*

3. College: **Health and Human Services**
4. Academic Unit: **Occupational Therapy**

5. Student Learning Outcomes of the new course. *(Resources & Examples for Developing Course Learning Outcomes)*

   Upon completion of this course, the student will be able to:

   1. Promote the teaching-learning process as a core professional responsibility *B.5.19 educational learning unit*
   2. Contrast the difference between using a rehabilitation or therapeutic mindset versus a coaching or strengths-based perspective in the delivery of services *B.2.5 examinations*
   3. Analyze occupations and activity *B.1.4; B.2.1 examinations, occupation and activity analysis*
      
      a) Describe the origin of activity analysis as a unique skill and intervention assess in occupational therapy
      b) Describe the similarity and differences between activity analysis and occupational analysis
      c) Delineate how occupational performance is the result of learning skilled transactions between the person and the performance context
      d) Analyze activities to understand their characteristics and how to promote learning
      e) Analyze occupations in order to understand performance strengths and weaknesses
      f) Analyze activity in general and as an experienced individual
      g) Analyze activity in terms of socioeconomic considerations

   4. Summarize the core teaching-learning principles *B.5.19 examinations*

   5. Differentiate teaching and learning in children and adults (adult learning) *B.1.2 examinations*

   6. Describe and compare five theories of learning relevant to occupational therapy practice *B.3.1; B.3.3 examinations, educational learning unit*
      
      a) behavioral
      b) social cognitive
      c) constructivist
      d) self-efficacy
      e) motivational

   7. Write meaningful, measurable goals the reflect ability to grade learning and performance *B.2.7 educational learning unit,*

Effective Fall 2013
8. Explain how different theories of learning contribute to occupational therapy practice: foundations, informs practice, leads to researchable questions, enhances practitioner effectiveness, promotes individualized & creative intervention B.3.1; B.3.3 examinations
9. Describe the essential elements & assumptions of each theory of learning in B.2.5; B.3.5; B.5.5; B.5.6; B.5.17; B.5.19; B.5.1 educational learning unit, examinations
   a) Occupational therapy practice (activity analysis)
   b) Fieldwork education (fieldwork education)
   c) Schools ( K-12 education-based OT practice)
   d) Patient or consumer education (rehabilitation services & health promotion)
   e) Higher education (faculty role and teaching)
   f) Health promotion & wellness

10. Analyze a learning need and synthesize information to select the most appropriate strategy for individual and population-based needs B.2.7; B.3.2; B.5.3 educational learning unit

11. Review who the internet is being used as a tool for self-education B1.8 examinations

12. Demonstrate ability to create meaningful education activities & programs B.2.5 educational learning unit occupation and activity analysis

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes).

This is a new course, required in the new Occupational Therapy Doctoral program. The student learning outcomes are essential to graduate effective occupational therapists, and to meet accreditation requirements. Please see the attached course justification summary for further details.

7. Effective BEGINNING of what term and year? Fall 2014

   See effective dates calendar.

8. Long course title: EDUCATIONAL STRATEGIES AND LEARNING IN HEALTHCARE AND ACADEMIC SETTINGS
   (max 100 characters including spaces)

9. Short course title: EDUCATIONAL STRATEGIES & LRNG
   (max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):
    One of the core principles in occupational therapy delivery, the teaching-learning process is studied and practiced. Activity analysis and learning strategies across a variety of service delivery contexts to promote performance, engagement and behavioral change is considered. (2 hrs. lecture, 3 hrs. lab)

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?
    Yes ☒ No ☐

    If yes, include the appropriate plan proposal.

Doctor of Occupational Therapy

Effective Fall 2013
12. Does this course duplicate content of existing courses? 
   Yes ☐ No ☑
   If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why
   NAU should establish this course.

13. Will this course impact any other academic unit’s enrollment or plan(s)? 
   Yes ☐ No ☑
   If yes, describe the impact. If applicable, include evidence of notification to and/or response from
   each impacted academic unit.

14. Grading option: 
   Letter grade ☑ Pass/Fail ☐ Both ☐

15. Co-convened with: 
   (For example: ESE 450 and ESE 550) See co-convening policy.
   14a. UGC approval date*: 
   *Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with: 
   (For example: ES 450 and DIS 450) See cross listing policy.
   Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units? 
   Yes ☐ No ☑
   16a. If yes, maximum units allowed? 
   16b. If yes, may course be repeated for additional units in the same term? 
   Yes ☐ No ☑

18. Prerequisites: 
   OTD 632, OTD 660
   If prerequisites, include the rationale for the prerequisites.

   Student learning expectations in prerequisite courses are necessary for success in this
course.

19. Co requisites: 
   If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components? 
   Yes ☑ No ☐
   If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course: 
   To be hired

22. Classes scheduled before the regular term begins and/or after the regular term ends may require
   additional action. Review “see description” and “see impacts” for “Classes Starting/Ending
   Outside Regular Term” under the heading “Forms”
   http://nau.edu/Registrar/Faculty-Resources/Schedule-of-Classes-Maintenance/.
   Do you anticipate this course will be scheduled outside the regular term? 
   Yes ☐ No ☑

Answer 22-23 for UCC/ECCC only:

Effective Fall 2013
23. Is this course being proposed for Liberal Studies designation?  Yes □  No □
If yes, include a Liberal Studies proposal and syllabus with this proposal.

24. Is this course being proposed for Diversity designation?  Yes □  No □
If yes, include a Diversity proposal and syllabus with this proposal.

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland  10/25/2013
Reviewed by Curriculum Process Associate  Date

Approvals:

10/28/2013
Department Chair/Unit Head (if appropriate)  Date

Chair of college curriculum committee  10/28/13  Date

Dean of college  10/28/13  Date

For Committee use only:

UCC/UGC Approval  Date  11/11/13

Approved as submitted:  Yes □  No □
Approved as modified:  Yes □  No □

EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate  Date

Approvals:

Academic Unit Head  Date

Effective Fall 2013
Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)  Date

Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning)  Date

Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)  Date

Chief Academic Officer; Extended Campuses (or Designee)  Date

Approved as submitted:  Yes □  No □

Approved as modified:  Yes □  No □

Effective Fall 2013
General Information
- OTD 633
- Summer
- Clock hours: 5; Credit Hours: 3
- Instructor's name: To Be Named
- Office address: To Be Determined
- Office hours: To Be Determined

Course prerequisites
OTD 632; OTD 660

Course description
One of the core principles in occupational therapy delivery, the teaching-learning process is studied and practiced. Activity analysis and learning strategies across a variety of service delivery contexts to promote performance, engagement and behavioral change is considered. (2 hrs. lecture, 3 hrs. lab)

Student Learning Expectations/Outcomes for this Course
Upon completion of this course, the student will be able to:
1. Promote the teaching-learning process as a core professional responsibility B.5.19 educational learning unit
2. Contrast the difference between using a rehabilitation or therapeutic mindset versus a coaching or strengths-based perspective in the delivery of services B.2.5 examinations
3. Analyze occupations and activity B.1.4; B.2.1 examinations, occupation and activity analysis
   a. Describe the origin of activity analysis as a unique skill and intervention assess in occupational therapy
   b. Describe the similarity and differences between activity analysis and occupational analysis
   c. Delineate how occupational performance is the result of learning skilled transactions between the person and the performance context
   d. Analyze activities to understand their characteristics and how to promote learning
   e. Analyze occupations in order to understand performance strengths and weaknesses
   f. Analyze activity in general and as an experienced individual
   g. Analyze activity in terms of socioeconomic considerations
4. Summarize the core teaching-learning principles B.5.19 examination
   Differentiate teaching and learning in children and adults (adult learning) B.1.2 examinations
5. Describe and compare five theories of learning relevant to occupational therapy practice B.3.1; B.3.3 examinations, educational learning unit
   a. behavioral
   b. social cognitive
   c. constructivist
   d. self-efficacy
   e. motivational
6. Write meaningful, measurable goals the reflect ability to grade learning and performance B.2.7 educational learning unit

Effective Fall 2013
7. Explain how different theories of learning contribute to occupational therapy practice: foundations, informs practice, leads to researchable questions, enhances practitioner effectiveness, promotes individualized & creative intervention  B.3.1; B.3.3 examinations
8. Describe the essential elements & assumptions of each theory of learning in B.2.5; B.3.5; B.5.5; B.5.6; B.5.17; B.5.19; B.5.1 educational learning unit, examinations
   a. Occupational therapy practice (activity analysis)
   b. Fieldwork education (fieldwork education)
   c. Schools (K-12 education-based OT practice)
   d. Patient or consumer education (rehabilitation services & health promotion)
   e. Higher education (faculty role and teaching)
   f. Health promotion and wellness
9. Analyze a learning need and synthesize information to select the most appropriate strategy for individual and population-based needs B.2.7; B.3.2; B.5.3 educational learning unit
10. Review who the internet is being used as a tool for self-education B.1.8 examinations
11. Demonstrate ability to create meaningful education activities & programs. B.2.5 educational learning unit occupation and activity analysis

Course structure/approach
- Lecture for content background
- Occupational analysis and activity analysis activities
- Case-based learning and laboratory practice with various teaching learning processes
- Creation, delivery and assessment of education programs

Textbook and required materials

Recommended optional materials/references

Course outline
Weeks 1 – 2  Analyze occupations and activity
   a. Describe the origin of activity analysis as a unique skill and intervention assess in occupational therapy
   b. Describe the similarity and differences between activity analysis and occupational analysis
   c. Understand how occupational performance is the result of learning skilled transactions between the person and the performance context
   d. Analyze activities to understand their characteristics and how to promote learning
   e. Analyze occupations in order to understand performance strengths and weaknesses
   f. Analyze activity in general and as an experienced individual

Week 3  Summarize the core teaching-learning principles
Week 4  Differentiate teaching and learning in children and adults (adult learning)
Weeks 5 – 7  Describe and compare five theories of learning relevant to occupational therapy practice:

Effective Fall 2013
a. behavioral
b. social cognitive
c. constructivist
d. self-efficacy
e. motivational

Weeks 8 – 9  Write meaningful, measurable goals that reflect ability to grade learning and performance

Week 10  Explain how different theories of learning contribute to occupational therapy practice: foundations; informs practice; leads to researchable questions, enhances practitioner effectiveness, promotes individualized & creative intervention

Week 11  Describe the essential elements & assumptions of each theory of learning in:
   a. Occupational therapy practice (activity analysis)
   b. Fieldwork education (fieldwork education)
   c. Schools (K-12 education-based OT practice)
   d. Patient or consumer education (rehabilitation services & health promotion)
   e. Higher education (faculty role and teaching)

Week 12  Analyze learning needs and synthesize information to select the most appropriate strategy

Week 13  Review who the internet is being used as a tool for self-education

Week 14  Challenge assumptions about learning transfer and skills between preparatory performance components in occupational therapy practice

Week 15  Demonstrate ability to create meaningful education activities & programs

**Assessment of Student Learning Outcomes**

**Methods of Assessment**
- Occupational Analysis 10%
- Activity Analysis 10%
- Midterm examination 20%
- Midterm examination 20%
- Final examination 20%
- Educational Learning Unit 20%

**Timeline for Assessment**
- Occupational Analysis week 3
- Activity Analysis week 6
- Midterm examination week 4
- Midterm examination week 9
- Final examination week 16
- Educational Learning Unit week 14

**Grading System**
Effective Fall 2013
Course policy

- Retests/makeup tests
  Take the exam on the regularly scheduled dates. If you are ill or other extenuating circumstances prevail, the expectation is that you will contact the instructor either in person or via telephone BEFORE the exam and take the exam within 48 hours. The instructor reserves the right to use a different exam format than the original exam (ie. essay vs. multiple choice.) Exceptions to this rule will be determined by the instructor.

- Attendance
  Be punctual and prepared at the beginning of class. Attendance is an essential and required part of the OT curriculum. Work and outside obligations are to be managed by the student in a way that does not hinder or limit educational expectations. Students are expected not to schedule other activities, work, or medical, dental or other appointments during class time. Notify your instructor ahead of time (via phone or email) if you will be late or absent from class. Any missed notes, explanations or discussions will be the student’s responsibility. Unexcused absences and/or frequent tardiness to class or community-based session can result in a deduction of up to 10% of a student's total course grade.

- Statement on plagiarism and cheating
  Plagiarism and cheating are considered to be unprofessional, immoral, offensive and a violation of both academic and American Occupational Therapy's Code of Ethics. An investigation, following NAU procedures, will be undertaken whenever a concern regarding plagiarism and cheating is questioned. The University's Academic Integrity (Dishonesty Policy) will guide this review. Consequence of plagiarism and cheating could result in remediation plans, temporary dismissal from the program, issuance of a failing grade in the course or permanent dismissal from the program.

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS
http://www4.nau.edu/avpaa/policy1.html
Please attach proposed Syllabus in approved university format.

1. Course subject and number: OTD 640
2. Units: 4

See upper and lower division undergraduate course definitions.

3. College: Health and Human Services
4. Academic Unit: Occupational Therapy

5. Student Learning Outcomes of the new course. Upon completion of this course, the student will be able to: (Resources & Examples for Developing Course Learning Outcomes)

Upon completion of this course, the student will be able to:

1. Demonstrate knowledge, function and the development of the human body in biomechanical function B.1.1; B.1.3 examinations
2. Identify use of technology to support biomechanical performance, participation, health & well-being B.1.8 biomechanical intervention approach; intervention plan writing; documentation examinations
3. Explain the meaning and dynamic interaction between occupation, activity demands, performance skills, performance patterns, contexts, environmental and client factors B.2.2 examinations
4. Articulate the importance of balancing areas of occupation with the achievement of health and wellness for clients B.2.4 intervention plan writing, documentation, examinations
5. Analyze the effects of heritable diseases, genetic conditions, disability, trauma and injury to the physical and mental health and occupational performance of the individual B.2.6 intervention plan writing, documentation, examinations
6. Demonstrate task analysis in areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors to formulate an intervention plan B.2.7; B.5.12; B.5.24; B.5.25 One-handed compensatory hand techniques for activities of daily living (ADL) and instrumental activities of daily living (IADL), intervention plan writing, documentation, examinations
7. Use sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice B.2.8 intervention plan writing, examinations
8. Utilize clinical reasoning to explain the rationale for and use of biomechanical compensatory strategies when desired life tasks cannot be performed B.2.10 intervention plan writing, documentation, examinations
9. Break down theories, models of practice, and frames of reference construct biomechanical evaluation and intervention to facilitate occupational performance B.2.11; B.3.1 biomechanical intervention approach, intervention plan writing, documentation, examinations
10. Use evidence-based reasoning to appropriate assessment tools on the basis of client needs, occupational profile contextual factors, and psychometric properties of tests to analyze, synthesize and diagnose biomechanical issues. These must be culturally relevant,
based on available evidence, and incorporate use of occupation in the assessment process. B.4.1; B.4.2; B.4.3; B.4.4; B.4.11; B.5.1 intervention plan writing; documentation; examinations

11. Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to the requirements of applicable facility, local, state, federal, and reimbursement agencies. Documentation must effectively communicate the need and rationale for occupational therapy services. B.4.10 documentation

12. Select and provide direct occupational therapy interventions and procedures to enhance safety, health and wellness, and performance in ADL, IADL, education, work, play, rest, sleep, leisure, and social participation. B.5.2 biomechanical intervention approach; wheelchair measurement, check-out and maintenance; one-handed compensatory hand techniques for ADL and IADL; intervention plan writing; documentation; examinations

13. Provide graded, therapeutic use of occupation, exercises, and activities (e.g., occupation-based intervention, purposeful activity, preparatory methods and adaptive approaches with biomechanical dysfunctions. B.5.3; B.5.23 wheelchair measurement, check-out and maintenance; intervention plan writing; documentation

14. Provide training, educational/learning technology-based approaches in self-care, self-management, health management and maintenance, home management, and community and work integration as well as the families. B.5.5; B.5.19; B.5.23 wheelchair measurement, check-out and maintenance; intervention plan writing; documentation

15. Demonstrate knowledge and understanding of the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and Ethics Standards and AOTA Standards of Practice and use them as a guide for ethical decision making in professional interactions, client interventions, and employment settings. B.9.1 examinations

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements/student learning outcomes. (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes)

This is a new course, required in the new Occupational Therapy Doctoral program. The student learning outcomes are essential to graduate effective occupational therapists, and to meet accreditation requirements. Please see the attached course justification summary for further details.

7. Effective BEGINNING of what term and year? Fall 2014

See effective dates calendar.

8. Long course title: BIOMECHANICAL FUNCTION AND OCCUPATIONAL PERFORMANCE (max 100 characters including spaces)

9. Short course title: BIOMECH FUNCTN & OCC PERFRMNC (max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):
Theories and intervention strategies related to strength, endurance, joint function, and voluntary control over movement will be covered. Biofeedback, mobility equipment, ergonomics and human factors are discussed. (2 hrs. lecture/6 hrs. lab)

Effective Fall 2013
11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?
   Yes ☒ No ☐
   If yes, include the appropriate plan proposal.

**Doctor of Occupational Therapy**

12. Does this course duplicate content of existing courses? Yes ☐ No ☒
   If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit's enrollment or plan(s)? Yes ☐ No ☒
   If yes, describe the impact. If applicable, include evidence of notification to and/or response from each impacted academic unit

14. Grading option: Letter grade ☒ Pass/Fail ☐ Both ☐

15. Co-convener with: ____________________________
   14a. UGC approval date*: ____________________________
   (For example: ESE 450 and ESE 550) See co-convening policy.
   *Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with: ____________________________
   (For example: ES 450 and DIS 450) See cross listing policy.
   Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units? Yes ☐ No ☒
   16a. If yes, maximum units allowed?
   16b. If yes, may course be repeated for additional units in the same term? Yes ☐ No ☐

18. Prerequisites: OTD 620, OTD 621, OTD 622, OTD 623
   If prerequisites, include the rationale for the prerequisites.

   **Student learning expectations in prerequisite courses are necessary for success in this course.**

19. Co-requisites: ____________________________
    If co-requisites, include the rationale for the co-requisites.

20. Does this course include combined lecture and lab components? Yes ☒ No ☐
    If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course: **To be hired**

22. Classes scheduled before the regular term begins and/or after the regular term ends may require additional action. Review "see description" and "see impacts" for "Classes Starting/Ending Effective Fall 2013
Answer 22-23 for UCC/ECCC only:

23. Is this course being proposed for Liberal Studies designation?  
   Yes ☐  No ☒
   If yes, include a Liberal Studies proposal and syllabus with this proposal.

24. Is this course being proposed for Diversity designation?  
   Yes ☐  No ☒
   If yes, include a Diversity proposal and syllabus with this proposal.

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**FLAGSTAFF MOUNTAIN CAMPUS**

Scott Galland  
Reviewed by Curriculum Process Associate  
Date  

Approvals:

10/25/2013

Department Chair/Unit Head (if appropriate)  
Date  

Chair of college curriculum committee  
Date  

Dean of college  
Date  

For Committee use only:  

UCC/UGC Approval  
Date  

Approved as submitted:  
Yes ☐  No ☒  

Approved as modified:  
Yes ☐  No ☒

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**EXTENDED CAMPUSES**

Reviewed by Curriculum Process Associate  
Date  

Effective Fall 2013
<table>
<thead>
<tr>
<th>Approval Category</th>
<th>Date</th>
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<tr>
<td>Academic Unit Head</td>
<td></td>
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<tr>
<td>Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</td>
<td></td>
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<tr>
<td>Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning)</td>
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<tr>
<td>Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</td>
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<tr>
<td>Chief Academic Officer; Extended Campuses (or Designee)</td>
<td></td>
</tr>
</tbody>
</table>

Approved as submitted: ☐ Yes ☐ No ☐

Approved as modified: ☐ Yes ☐ No ☐
College of Health & Human Services
Department of Occupational Therapy

BIOMECHANICAL FUNCTION & OCCUPATIONAL PERFORMANCE

General Information
• OTD 640
• Summer
• Clock hours: 6; Credit Hours: 4
• Instructor’s name: To Be Hired
• Office address: To Be Determined
• Office hours: To Be Determined

Course prerequisites
OTD 620; OTD 621, OTD 622, OTD 623

Course description
Theories and intervention strategies related to strength, endurance, joint function, and voluntary control over movement will be covered. Biofeedback, mobility equipment, ergonomics and human factors are discussed. (2 hrs. lecture/6 hrs. lab)

Student Learning Expectations/Outcomes for this Course
Upon completion of this course, the student will be able to:
1. Demonstrate knowledge, function and the development of the human body in biomechanical function B.1.1; B.1.3 examinations
2. Identify use of technology to support biomechanical performance, participation, health & well-being B.1.8 biomechanical intervention approach; intervention plan writing; documentation examinations
3. Explain the meaning and dynamic interaction between occupation, activity demands, performance skills, performance patterns, contexts, environmental and client factors B.2.2 examinations
4. Articulate the importance of balancing areas of occupation with the achievement of health and wellness for clients B.2.4 intervention plan writing, documentation, examinations
5. Analyze the effects of heritable diseases, genetic conditions, disability, trauma and injury to the physical and mental health and occupational performance of the individual B.2.6 intervention plan writing, documentation, examinations
6. Demonstrate task analysis in areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors to formulate an intervention plan B.2.7; B.5.12; B.5.24; B.5.25 One-handed compensatory hand techniques for activities of daily living (ADL) and instrumental activities of daily living (IADL), intervention plan writing, documentation, examinations
7. Use sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice B.2.8 intervention plan writing, examinations

Effective Fall 2013
8. Utilize clinical reasoning to explain the rationale for and use of biomechanical compensatory strategies when desired life tasks cannot be performed  B.2.10 intervention plan writing, documentation, examinations

9. Break down theories, models of practice, and frames of reference construct biomechanical evaluation and intervention to facilitate occupational performance  B.2.11; B.3.1 biomechanical intervention approach, intervention plan writing, documentation, examinations

10. Use evidence-based reasoning to appropriate assessment tools on the basis of client needs, occupational profile contextual factors, and psychometric properties of tests to analyze, synthesize and diagnose biomechanical issues. These must be culturally relevant, based on available evidence, and incorporate use of occupation in the assessment process.  B.4.1; B.4.2; B.4.3; B.4.4; B.4.11; B.5.1 intervention plan writing; documentation; examinations

11. Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to the requirements of applicable facility, local, state, federal, and reimbursement agencies. Documentation must effectively communicate the need and rationale for occupational therapy services B.4.10 documentation

12. Select and provide direct occupational therapy interventions and procedures to enhance safety, health and wellness, and performance in ADL, IADL, education, work, play, rest, sleep, leisure, and social participation.  B.5.2 biomechanical intervention approach; wheelchair measurement, check-out and maintenance; one-handed compensatory hand techniques for ADL and IADL; intervention plan writing; documentation; examinations

13. Provide graded, therapeutic use of occupation, exercises, and activities (e.g., occupation-based intervention, purposeful activity, preparatory methods and adaptive approaches with biomechanical dysfunctions.  B.5.3; B.5.23 wheelchair measurement, check-out and maintenance; intervention plan writing; documentation

14. Provide training, educational/learning technology-based approaches in self-care, self-management, health management and maintenance, home management, and community and work integration as well as the families  B.5.5; B.5.19; B.5.23 wheelchair measurement, check-out and maintenance; intervention plan writing; documentation

15. Demonstrate knowledge and understanding of the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and Ethics Standards and AOTA Standards of Practice and use them as a guide for ethical decision making in professional interactions, client interventions, and employment settings  B.9.1 examinations

Course structure/approach

- Lecture
- Skill learning laboratories: to practice with goal of competency for fieldwork and foundation for entry-level practice across a variety of requisite practice theories; models and frames of reference:
  - Observation
  - Documentation & goal setting
  - Clinical reasoning
  - Interprofessional collaboration
  - Equipment maintenance
  - Evaluation processes
  - Intervention planning
  - Client education & instructions
  - OTA supervision
  - Translation of evidence
  - Client and family communication
  - Outcome expectations
  - Therapeutic use of self
  - Ethical reasoning
  - Risk management & safety precautions
- Case-based learning
- Competency testing

Textbook and required materials

Effective Fall 2013
Recommended optional materials/references


Course outline
Week 1  The physiological enablers of performance range of motion (ROM), cardiorespiratory, endurance, muscle strength and endurance, and voluntary control of motion

Weeks 2-3  Conditions which affect physiological enablers of performance and thereby affect occupational role performance throughout the life span

Weeks 3-4  Assessment methods and instruments for treatment of clients with occupational performance deficits related to the physiological dimension of performance

Week 5  Appropriate methods of training of clients or caregivers for independence or assisting a person in transferring to and from mat, bed, bathtub, commode, and car using good body mechanics and appropriate equipment

Week 6  Positioning, transportation, and mobility systems, including but not limited to: (a) identification of component parts of a wheelchair and their appropriate use, (b) measurement of a client for a wheelchair, and (c) use of ambulatory aids such as walkers, canes, and crutches

Week 7  Advanced seating assessment and motorized chairs analysis and fitting for occupational performance

Weeks 8-9  Analyze, select, grade, and/or adapt activities appropriate for evaluation and treatment of deficits related to range of motion (ROM), muscle and cardiorespiratory endurance, strength, and voluntary control of motion

Weeks 10-12  Variety of adaptive equipment, educational strategies, and techniques for increasing independence in occupational performance for individuals who have limitations in ROM, muscle and cardiorespiratory endurance, strength, and voluntary control of motion

Weeks 13-14  The sensorimotor and affective dimensions of pain and explain their effect on occupational performance

Week 15  Current research in assessment, design and delivery of occupational therapy services related to deficits in the physiological dimension of performance

Assessment of Student Learning Outcomes
Methods of Assessment
- Competency testing (skill areas sited above that are expected to be mastered before fieldwork education)
  o One-handed compensatory hand techniques for ADL & IADL 10%
  o Biomechanical intervention approach 10%
  o Wheelchair measurement, check-out and maintenance 10%

Effective Fall 2013
• Intervention plan writing 10%
• Documentation 10%
• Examinations: 3 midterms (10% each) and a final (20%) 50%

Timeline for Assessment
• Competency testing: Biomechanical interaction (Week 7), Wheelchair (Week 9), One-Handed Competency Techniques (Week 13)
• Intervention plan writing: in practice model labs, as need is determined by instructor
• Documentation: in practice model labs, as need is determined by instructor
• Examinations: 3 midterms and a final (spaced at approximately ¼ intervals across the course)

Grading System
90%-100% A
80%-89.99% B
70%-79.99% C
< 70% F

Course policy
• Retests/makeup tests
  Take the exam on the regularly scheduled dates. If you are ill or other extenuating circumstances prevail, the expectation is that you will contact the instructor either in person or via telephone BEFORE the exam and take the exam within 48 hours. The instructor reserves the right to use a different exam format than the original exam (i.e. essay vs. multiple choice.) Exceptions to this rule will be determined by the instructor.

• Attendance
  Be punctual and prepared at the beginning of class. Attendance is an essential and required part of the OT curriculum. Work and outside obligations are to be managed by the student in a way that does not hinder or limit educational expectations. Students are expected not to schedule other activities, work, or medical, dental or other appointments during class time. Notify your instructor ahead of time (via phone or email) if you will be late or absent from class. Any missed notes, explanations or discussions will be the student’s responsibility. Unexcused absences and/or frequent tardiness to class or community-based session can result in a deduction of up to 10% of a student’s total course grade.

• Statement on plagiarism and cheating
  Plagiarism and cheating are considered to be unprofessional, immoral, offensive and a violation of both academic and American Occupational Therapy’s Code of Ethics. An investigation, following NAU procedures, will be undertaken whenever a concern regarding plagiarism and cheating is questioned. The University’s Academic Integrity (Dishonesty Policy) will guide this review. Consequence of plagiarism and cheating could result in remediation plans, temporary dismissal from the program, issuance of a failing grade in the course or permanent dismissal from the program.

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS
http://www4.nau.edu/avpaa/policy1.html

Effective Fall 2013
Please attach proposed Syllabus in approved university format.

1. Course subject and number: OTD 641  
   2. Units: 4  
   See upper and lower division undergraduate course definitions.

3. College: Health and Human Services  
   4. Academic Unit: Occupational Therapy

5. Student Learning Outcomes of the new course.  
   (Resources & Examples for Developing Course Learning Outcomes)

Upon completion of this course, the student will be able to:

1. Demonstrate knowledge, function and the development of the human body in psychosocial function B.1.1; B.1.3 examinations
2. Identify use of technology to support psychosocial performance, participation, health & well-being B.1.8 examinations
3. Explain the meaning and dynamic interaction between occupation, activity demands, performance skills, performance patterns, contexts, environmental and client factors B.2.2 examinations
4. Articulate the importance of balancing areas of occupation with the achievement of health and wellness for clients B.2.4 examinations
5. Analyze the effects of heritable diseases, genetic conditions, disability, trauma and injury to the physical and mental health and occupational performance of the individual B.2.6 examinations
6. Demonstrate task analysis in areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors to formulate an intervention plan. B.2.7 examinations
7. Use sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice B.2.8 examinations
8. Use clinical reasoning to explain the rationale for and use of psychosocial compensatory strategies when desired life tasks cannot be performed. B.2.10 intervention plan writing
9. Utilize theories, models of practice, and frames of reference to guide and inform psychosocial evaluation and intervention to facilitate occupational performance. B.2.11; B.3.1 competency testing; intervention plan writing; examinations
10. Use evidence-based reasoning to appropriate assessment tools on the basis of client needs, occupational profile contextual factors, and psychometric properties of tests to analyze, synthesize and diagnose psychosocial issues. These must be culturally relevant, based on available evidence, and incorporate use of occupation in the assessment process. B.4.1; B.4.2; B.4.3; B.4.4; B.4.11; B5.1 competency testing

11. Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to the requirements of applicable facility, local, state, federal, and reimbursement agencies. Documentation

Effective Fall 2013
must effectively communicate the need and rationale for occupational therapy services
B.4.10 intervention plan writing; documentation; examinations

12. Select and provide direct occupational therapy interventions and procedures to
enhance safety, health and wellness, and performance in activity of daily living skills
(ADLs), instrumental activities of daily living skills (IADLs), education, work, play, rest,
sleep, leisure, and social participation. B.5.2 competency testing; intervention plan
writing; examinations

13. Provide graded, therapeutic use of occupation, exercises, and activities (e.g.,
occupation-based intervention, purposeful activity, preparatory methods and adaptive
approaches with psychosocial dysfunctions. B.5.3; B.5.23 intervention plan writing;
examinations

14. Provide training, educational/learning, technology-based approaches in self-care, self-
management, health management and maintenance, home management, and
community and work integration as well as the families B.5.5; B.5.19; B.5.23
examinations

15. Demonstrate knowledge and understanding of the American Occupational Therapy
Association (AOTA) Occupational Therapy Code of Ethics and Ethics Standards and
AOTA Standards of Practice and use them as a guide for ethical decision making in
professional interactions, client interventions, and employment settings B.9.1
examinations

6. Justification for new course, including how the course contributes to degree program outcomes,
or other university requirements / student learning outcomes. (Resources, Examples & Tools for Developing
Effective Program Student Learning Outcomes).

This is a new course, required in the new Occupational Therapy Doctoral program. The
student learning outcomes are essential to graduate effective occupational therapists, and to
meet accreditation requirements. Please see the attached course justification summary for
further details.

7. Effective BEGINNING of what term and year? Fall 2014
See effective dates calendar.

8. Long course title: PSYCHOSOCIAL FUNCTION, BEHAVIORAL HEALTH AND
OCCUPATIONAL PERFORMANCE
(max 100 characters including spaces)

9. Short course title: PSYCHOSOC FUNCTN BEH HLTH OP
(max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):
The social and psychological theories and intervention strategies in occupational therapy are
presented. Focus will be on roles, stress management, interests, self-esteem, social conduct,
and self-management related to all disabilities. (2 hrs. lecture, 6 hrs. lab)

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?
Yes ☐ No ☐
If yes, include the appropriate plan proposal.
Doctor of Occupational Therapy

Effective Fall 2013
12. Does this course duplicate content of existing courses? Yes ☐ No ☒  
   If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit's enrollment or plan(s)? Yes ☐ No ☒  
   If yes, describe the impact. If applicable, include evidence of notification to and/or response from each impacted academic unit.

14. Grading option: Letter grade ☒ Pass/Fail ☐ Both ☐

15. Co-convened with: ______________________ 14a. UGC approval date*: ______________________  
   (For example: ESE 450 and ESE 550) See co-convening policy.  
   *Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with: ______________________  
   (For example: ES 450 and DIS 450) See cross-listing policy.  
   Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units? Yes ☐ No ☒  
   16a. If yes, maximum units allowed? ______________________ 16b. If yes, may course be repeated for additional units in the same term? Yes ☐ No ☒

18. Prerequisites: OTD 602, OTD 622, OTD 632  
   If prerequisites, include the rationale for the prerequisites.

Student learning expectations in prerequisite courses are necessary for success in this course.

19. Co requisites: ______________________  
   If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components? Yes ☒ No ☐  
   If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course: To be Hired

22. Classes scheduled before the regular term begins and/or after the regular term ends may require additional action. Review "see description" and "see impacts" for "Classes Starting/Ending Outside Regular Term" under the heading "Forms" http://nau.edu/Registrar/Faculty-Resources/Schedule-of-Classes-Maintenance/.  
   Do you anticipate this course will be scheduled outside the regular term? Yes ☐ No ☒

Effective Fall 2013
**Answer 22-23 for UCC/ECCC only:**

23. Is this course being proposed for Liberal Studies designation?  
   Yes □  No □  
   If yes, include a Liberal Studies proposal and syllabus with this proposal.

24. Is this course being proposed for Diversity designation?  
   Yes □  No □  
   If yes, include a Diversity proposal and syllabus with this proposal.

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**FLAGSTAFF MOUNTAIN CAMPUS**

<table>
<thead>
<tr>
<th>Scott Galland</th>
<th>10/28/2013</th>
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**Approvals:**

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<tr>
<th>Patricia Cast</th>
<th>10/28/2013</th>
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<tr>
<td>Department Chair/Unit Head (if appropriate)</td>
<td>Date</td>
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<tr>
<th>Maryanne Harmen</th>
<th>10/28/113</th>
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<tr>
<td>Chair of college curriculum committee</td>
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<th>Jennifer Smith</th>
<th>10/28/113</th>
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<tr>
<td>Dean of college</td>
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**For Committee use only:**

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<td>UCC/UGC Approval</td>
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Approved as submitted:  
Yes □  No □

Approved as modified:  
Yes □  No □

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**EXTENDED CAMPUSES**

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Effective Fall 2013
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<td>Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</td>
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<tr>
<td>Chief Academic Officer; Extended Campuses (or Designee)</td>
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</tbody>
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Approved as submitted: Yes ☐ No ☐

Approved as modified: Yes ☐ No ☐
General Information
- OTD 641
- Summer
- Clock hours: 8; Credit Hours: 4
- Instructor’s name: To Be Hired
- Office address: To Be Determined
- Office hours: To Be Determined

Course prerequisites:
OTD 602; OTD 622; OTD 632

Course description
The social and psychological theories and intervention strategies in occupational therapy are presented. Focus will be on roles, stress management, interests, self-esteem, social conduct, and self-management related to all disabilities. (2 hrs. lecture, 6 hrs. lab)

Student Learning Expectations/Outcomes for this Course
Upon completion of this course, the student will be able to:
1. Demonstrate knowledge, function and the development of the human body in psychosocial function B.1.1; B.1.3 examinations
2. Identify use of technology to support psychosocial performance, participation, health & well-being B.1.8 examinations
3. Explain the meaning and dynamic interaction between occupation, activity demands, performance skills, performance patterns, contexts, environmental and client factors B.2.2 examinations
4. Articulate the importance of balancing areas of occupation with the achievement of health and wellness for clients B.2.4 examinations
5. Analyze the effects of heritable diseases, genetic conditions, disability, trauma and injury to the physical and mental health and occupational performance of the individual B.2.6 examinations
6. Demonstrate task analysis in areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors to formulate an intervention plan. B.2.7 examinations
7. Use sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice B.2.8 examinations
8. Use clinical reasoning to explain the rationale for and use of psychosocial compensatory strategies when desired life tasks cannot be performed. B.2.10 intervention plan writing
9. Utilize theories, models of practice, and frames of reference to guide and inform psychosocial evaluation and intervention to facilitate occupational performance. B.2.11; B.3.1 competency testing; intervention plan writing; examinations

Effective Fall 2013
10. Use evidence-based reasoning to appropriate assessment tools on the basis of client needs, occupational profile contextual factors, and psychometric properties of tests to analyze, synthesize and diagnose psychosocial issues. These must be culturally relevant, based on available evidence, and incorporate use of occupation in the assessment process. B.4.1; B.4.2; B.4.3; B.4.4; B.4.11; B.5.1 competency testing

11. Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to the requirements of applicable facility, local, state, federal, and reimbursement agencies. Documentation must effectively communicate the need and rationale for occupational therapy services. B.4.10 intervention plan writing; documentation; examinations

12. Select and provide direct occupational therapy interventions and procedures to enhance safety, health and wellness, and performance in activity of daily living skills (ADLs), instrumental activities of daily living skills (IADLs), education, work, play, rest, sleep, leisure, and social participation. B.5.2 competency testing; intervention plan writing; examinations

13. Provide graded, therapeutic use of occupation, exercises, and activities (e.g., occupation-based intervention, purposeful activity, preparatory methods and adaptive approaches with psychosocial dysfunctions. B.5.3; B.5.23 intervention plan writing; examinations

14. Provide training, educational/learning, technology-based approaches in self-care, self-management, health management and maintenance, home management, and community and work integration as well as the families. B.5.5; B.5.19; B.5.23 examinations

15. Demonstrate knowledge and understanding of the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and Ethics Standards and AOTA Standards of Practice and use them as a guide for ethical decision making in professional interactions, client interventions, and employment settings. B.9.1 examinations

Course structure/approach
- Lecture
- Skill learning laboratories: to practice with goal of competency for fieldwork and foundation for entry-level practice across a variety of requisite practice theories; models and frames of reference:
  - Observation
  - Documentation & goal setting
  - Clinical reasoning
  - Interprofessional collaboration
  - Equipment maintenance
  - Evaluation processes
  - Intervention planning
  - Client education & instructions
  - OTA supervision
  - Translation of evidence
  - Client and family communication
  - Outcome expectations
  - Therapeutic use of self
  - Ethical reasoning
  - Risk management & safety precautions
- Case-based learning
- Competency testing

Textbook and required materials

Recommended optional materials/references

Course outline
Week 1  
- Historical response to psychological disorders and psychosocial issues
Weeks 2-4  
- Emotional regulation in occupational therapy
  - a. Neurological aspect
  - b. Developmental aspects

Effective Fall 2013
c. Relationship between emotional regulation & trauma  
d. Impact of emotional dysregulation on occupational performance

Weeks 5 – 6  
Primary practice models used throughout the life span for treatment of psychological performance deficits.  
   a. The recovery model  
   b. The strength-based model  
   c. Model of Human Occupation  
   d. Ecology of Human Performance

Weeks 7 - 8  
Design, deliver and evaluate occupational therapy services in mental health practice.  
   a. Sensory-based approaches  
   b. Dialectical behavior therapy  
   c. Social and emotional learning; social learning theory  
   d. Allen’s Cognitive Levels

Week 9  
Intervention assessment, treatment and documentation for psychological performance deficits.  
      Schizophrenia, bi-polar disorder; AHDH; addictions; PTSD; depression, stress  
   b. DSM IV and the Occupational Therapy Practice Framework

Weeks 10-12  
Writing intervention, plans  
   a. Managing the flow of therapy, analyzing, selecting and grading activities and the environment, letting objectives guide intervention, collaborating with the person in treatment  
   b. Major pharmacological agents utilized to treat psychiatric deficits including medication side effects and adverse reactions.  
   c. The etiology, clinical course and prognosis, and disruptions to occupational functioning in individuals diagnosed with psychosocial performance deficits.  
   d. Treatment plans for patients with psychosocial performance deficits including, but not limited to chronic medical illnesses, (e.g., AIDS, diabetes, TBI, terminal diseases, etc.), substance use disorders, violence and abuse.  
   e. Program planning and efficacy evaluations in terms of their usefulness for improving the occupational functioning of clients with psychosocial disabilities.

Weeks 12-15  
Interventions in the context of a variety of social, environmental and organizational systems which can affect treatment decisions and discharge planning in psychosocial practice (e.g., family, institution, socioeconomic, health care  
   a. The influence of the primary caregivers, culture, community environment and sociocultural class on performance within the therapeutic context.  
   b. Organizational characteristics of service delivery systems, which may affect treatment decisions, (e.g., staffing, resources, mission/goals of institution, reimbursement, location of service).

Effective Fall 2013
Assessment of Student Learning Outcomes

Methods of Assessment

Competency testing
- Model of Human Occupation Tools 10%
- Intervention plan writing 15%
- Documentation 15%
- Examinations: 3 midterms and a final 10%, 10%, 10% & 30% respectively

Timeline for Assessment
- Competency testing: where fits within course content sequencing
- Intervention plan writing: in practice model labs, as need is determined by instructor
- Documentation: in practice model labs, as need is determined by instructor
- Examinations: 3 midterms and a final (spaced at approximately ¼ intervals across the course)

Grading System

90%-100% A
80%-89.99% B
70%-79.99% C
< 70% F

Course policy

- Retests/makeup tests
  Take the exam on the regularly scheduled dates. If you are ill or other extenuating circumstances prevail, the expectation is that you will contact the instructor either in person or via telephone BEFORE the exam and take the exam within 48 hours. The instructor reserves the right to use a different exam format than the original exam (ie. essay vs. multiple choice.) Exceptions to this rule will be determined by the instructor.

- Attendance
  Be punctual and prepared at the beginning of class. Attendance is an essential and required part of the OT curriculum. Work and outside obligations are to be managed by the student in a way that does not hinder or limit educational expectations. Students are expected not to schedule other activities, work, or medical, dental or other appointments during class time. Notify your instructor ahead of time (via phone or email) if you will be late or absent from class. Any missed notes, explanations or discussions will be the student’s responsibility. Unexcused absences and/or frequent tardiness to class or community-based session can result in a deduction of up to 10% of a student’s total course grade.

- Statement on plagiarism and cheating
  Plagiarism and cheating are considered to be unprofessional, immoral, offensive and a violation of both academic and American Occupational Therapy’s Code of Ethics. An investigation, following NAU procedures, will be undertaken whenever a concern regarding plagiarism and cheating is questioned. The University’s Academic Integrity (Dishonesty Policy) will guide this review. Consequence of plagiarism and cheating could result in remediation plans, temporary dismissal from the program, issuance of a failing grade in the course or permanent dismissal from the program.

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS
http://www4.nau.edu/avpaa/policy1.html

Effective Fall 2013
Please attach proposed Syllabus in approved university format.

1. Course subject and number: OTD 642
   2. Units: 4
   See upper and lower division undergraduate course definitions.

3. College: Health and Human Services
   4. Academic Unit: Occupational Therapy

5. Student Learning Outcomes of the new course. (Resources & Examples for Developing Course Learning Outcomes)

   Upon completion of this course, the student will be able to:

1. Demonstrate knowledge, function and the development of the human body in pediatric neurological & sensory function in the first 18 years of life B.1.1; B.1.3 examination; student presentation; quizzes

2. Identify use of technology to support pediatric neurological & sensory performance, participation, health & well-being B.1.8 examination

3. Explain the meaning and dynamic interaction between occupation, activity demands, performance skills, performance patterns, contexts, environmental and client factors B.2.2; B.5.14 examination; student presentations; quizzes

4. Articulate the importance of balancing areas of occupation with the achievement of health and wellness for clients B.2.4 examination; student presentations

5. Analyze the effects of heritable diseases, genetic conditions, disability, trauma and injury to the physical and mental health and occupational performance of the individual B.2.6 examination; quizzes

6. Demonstrate task analysis in areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and pediatric neurological & sensory client factors to formulate an intervention plan B.2.7; B.5.6 examination; practical exam; treatment plans

7. Use sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice B.2.8 examination; practical exam

8. Use clinical reasoning to explain the rationale for and use of pediatric neurological & sensory compensatory strategies when desired life tasks cannot be performed B.2.10 practical exam; treatment plans

9. Utilize theories, models of practice, and frames of reference to guide and inform pediatric neurological & sensory evaluation and intervention to facilitate occupational performance B.2.11; B.3.1 examination; treatment plans; quizzes

10. Use evidence-based reasoning to appropriate assessment tools on the basis of client needs, occupational profile contextual factors, and psychometric properties of tests to analyze, synthesize and diagnose pediatric neurological & sensory issues. These must be culturally relevant, based on available evidence, and incorporate use of occupation in the assessment process B.4.1; B.4.2; B.4.3; B.4.4; B.4.11; B5.1 examination; treatment plans

Effective Fall 2013
11. Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to the requirements of applicable facility, local, state, federal, and reimbursement agencies. Documentation must effectively communicate the need and rationale for occupational therapy services. B.4.10 treatment plans

12. Select and provide direct occupational therapy interventions and procedures to enhance safety, health and wellness, and performance in activity of daily living skills (ADLs), instrumental activities of daily living skills (IADLs), education, work, play, rest, sleep, leisure, and social participation. B.5.2 examination; practical exam; treatment plans

13. Provide graded, therapeutic use of occupation, exercises, and activities (e.g., occupation-based intervention, purposeful activity, preparatory methods and adaptive approaches with pediatric neurological & sensory dysfunctions. B.5.3; B.5.23 examination; practical exam; treatment plans

14. Provide training, educational/learning, technology-based approaches in self-care, self-management, health management and maintenance, home management, and community and work integration as well as the families B.5.5; B.5.19; B.5.23 treatment plans

15. Demonstrate knowledge and understanding of the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and Ethics Standards and AOTA Standards of Practice and use them as a guide for ethical decision making in professional interactions, client interventions, and employment settings B.9.1 examination

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes).

This is a new course, required in the new Occupational Therapy Doctoral program. The student learning outcomes are essential to graduate effective occupational therapists, and to meet accreditation requirements. Please see the attached course justification summary for further details.


8. Long course title: PEDIATRIC NEUROLOGICAL AND SENSORIMOTOR FUNCTION AND OCCUPATION PERFORMANCE: CHILD (max. 100 characters including spaces)

9. Short course title: PEDIATRIC FNCTN PERFMCN:CHILD (max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites): Neuromotor and neurosensory intervention strategies in occupational therapy for pediatric populations are covered. Focus will be on the application of neurophysiological principles, sensorimotor learning and performance, and specific intervention strategies as related to the infant through adolescent stages. The influence of developmental and motor learning theories and approaches on evaluation and treatment will also be discussed. (2 hrs. lecture/6 hrs. lab)
11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?

Yes ☒ No ☐
If yes, include the appropriate plan proposal.

**Doctor of Occupational Therapy**

12. Does this course duplicate content of existing courses? Yes ☐ No ☒
If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit’s enrollment or plan(s)? Yes ☐ No ☒
If yes, describe the impact. If applicable, include evidence of notification to and/or response from each impacted academic unit.

14. Grading option: Letter grade ☒ Pass/Fail ☐ Both ☐

15. Co-convenged with: ____________________________ 14a. UGC approval date*: ____________________
(For example: ESE 450 and ESE 550) See co-convening policy.
*Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with: ____________________________
(For example: ES 450 and DIS 450) See cross listing policy.
Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units? Yes ☐ No ☒
16a. If yes, maximum units allowed? __________________
16b. If yes, may course be repeated for additional units in the same term? Yes ☐ No ☒

18. Prerequisites: OTD 621, OTD 622, OTD 650
If prerequisites, include the rationale for the prerequisites.

**Student learning expectations in prerequisite courses are necessary for success in this course.**

19. Co requisites: ____________________________
If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components? Yes ☒ No ☐
If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course: **To be hired**

22. Classes scheduled before the regular term begins and/or after the regular term ends may require additional action. Review “see description” and “see impacts” for “Classes Starting/Ending Effective Fall 2013
Outside Regular Term" under the heading “Forms”
http://nau.edu/Registrar/Faculty-Resources/Schedule-of-Classes-Maintenance/.

Do you anticipate this course will be scheduled outside the regular term?  Yes □  No □

Answer 22-23 for UCC/ECCC only:

23. Is this course being proposed for Liberal Studies designation?  Yes □  No □
   If yes, include a Liberal Studies proposal and syllabus with this proposal.

24. Is this course being proposed for Diversity designation?  Yes □  No □
   If yes, include a Diversity proposal and syllabus with this proposal.

## FLAGSTAFF MOUNTAIN CAMPUS

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**Approvals:**

- Patricia [Signature]  
  10/28/2013

  Department Chair/Unit Head (if appropriate)

- [Signature]  
  10/28/13

  Chair of college curriculum committee

- [Signature]  
  10/28/13

  Dean of college

**For Committee use only:**

- UCC/UGC Approval
  Date: 11/11/13

- Approved as submitted: Yes □  No □
- Approved as modified: Yes □  No □

## EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate

Effective Fall 2013
### Approvals:

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<td>Chief Academic Officer; Extended Campuses (or Designee)</td>
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Approved as submitted: Yes [ ] No [ ]  
Approved as modified: Yes [ ] No [ ]

Effective Fall 2013
General Information
- OTD 642
- Fall
- Clock hours: 8; Credit Hours: 4
- Instructor’s name: To Be Hired
- Office address: To Be Determined
- Office hours: To Be Determined

Course prerequisites:
OTD 621; OTD 622; OTD 650

Course description:
Neuromotor and neurosensory intervention strategies in occupational therapy for pediatric populations are covered. Focus will be on the application of neurophysiological principles, sensorimotor learning and performance, and specific intervention strategies as related to the infant through adolescent stages. The influence of developmental and motor learning theories and approaches on evaluation and treatment will also be discussed. (2 hrs. lecture/6 hrs. lab)

Student Learning Expectations/Outcomes for this Course
Upon completion of this course, the student will be able to:
1. Demonstrate knowledge, function and the development of the human body in pediatric neurological & sensory function in the first 18 years of life  B.1.1; B.1.3 examination; student presentation; quizzes
2. Identify use of technology to support pediatric neurological & sensory performance, participation, health & well-being  B.1.8 examination
3. Explain the meaning and dynamic interaction between occupation, activity demands, performance skills, performance patterns, contexts, environmental and client factors  B.2.2; B.5.14 examination; student presentations; quizzes
4. Articulate the importance of balancing areas of occupation with the achievement of health and wellness for clients  B.2.4 examination; student presentations
5. Analyze the effects of heritable diseases, genetic conditions, disability, trauma and injury to the physical and mental health and occupational performance of the individual  B.2.6 examination; quizzes
6. Demonstrate task analysis in areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and pediatric neurological & sensory client factors to formulate an intervention plan  B.2.7; B.5.6 examination; practical exam; treatment plan
7. Use sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice  B.2.8 examination; practical exam

Effective Fall 2013
8. Use clinical reasoning to explain the rationale for and use of pediatric neurological & sensory compensatory strategies when desired life tasks cannot be performed. B.2.10 practical exam; treatment plans

9. Use theories, models of practice, and frames of reference to guide and inform pediatric neurological & sensory evaluation and intervention to facilitate occupational performance. B.2.11; B.3.1 examination; treatment plans; quizzes

10. Use evidence-based reasoning to appropriate assessment tools on the basis of client needs, occupational profile contextual factors, and psychometric properties of tests to analyze, synthesize and diagnose pediatric neurological & sensory issues. These must be culturally relevant, based on available evidence, and incorporate use of occupation in the assessment process. B.4.1; B.4.2; B.4.3; B.4.4; B.4.11; B.5.1 examination; treatment plans

11. Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to the requirements of applicable facility, local, state, federal, and reimbursement agencies. Documentation must effectively communicate the need and rationale for occupational therapy services B.4.10 treatment plans

12. Select and provide direct occupational therapy interventions and procedures to enhance safety, health and wellness, and performance in activity of daily living skills (ADLS), instrumental activity of daily living skills (IADLS), education, work, play, rest, sleep, leisure, and social participation. B.5.2 examination; practical exam; treatment plans

13. Provide graded, therapeutic use of occupation, exercises, and activities (e.g., occupation-based intervention, purposeful activity, preparatory methods and adaptive approaches with pediatric neurological & sensory dysfunctions. B.5.3; B.5.23 examination; practical exam; treatment plans

14. Provide training, educational/learning technology-based approaches in self-care, self-management, health management and maintenance, home management, and community and work integration as well as the families B.5.5; B.5.19; B.5.23 treatment plans

15. Demonstrate knowledge and understanding of the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and Ethics Standards and AOTA Standards of Practice and use them as a guide for ethical decision making in professional interactions, client interventions, and employment settings B.9.1 examination

**Course structure/approach**

**Lecture**
- Skill learning laboratories: to practice with goal of competency for fieldwork and foundation for entry-level practice across a variety of requisite practice theories; models and frames of reference:
  - Observation
  - Documentation & goal setting
  - Clinical reasoning
  - Interprofessional collaboration
  - Equipment maintenance
  - Evaluation processes
  - Intervention planning
  - Client education & instructions
  - OTA supervision
  - Client and family communication
  - Outcome expectations
  - Therapeutic use of self
  - Ethical reasoning
  - Risk management & safety precautions

- Case-based learning
- Competency testing

**Textbook and required materials**


**Recommended optional materials/references**


**Effective Fall 2013**
Course outline:

Week 1  Central and peripheral nervous system dysfunction that correlate with abilities and deficits in occupational performance across the early lifespan from birth through adolescence
    1. Childhood occupations
    2. Normal development & reflexes
    3. Postural control
    4. Create a childhood occupations timeline
    5. Managing challenging child behaviors
    6. Baby lab

Week 2  Clinical findings associated with sensory, motor, cognitive and perceptual dysfunction at each level of the nervous system and their clinical and functional implications

Week 3  Neuro-physiological, neurodevelopmental, sensory, cognitive and perceptual theoretical treatment approaches including but not limited to neuro-developmental treatment (NDT), sensory integration (SI), sensory processing disorder (SPD) and motor learning/motor control (ML/MC)
    1. Postural control treatment using MC/ML & NDT
    2. Positioning & handling

Week 4  Assessment instruments and techniques, for use with clients with performance deficits related to pediatric neurological, sensory, motor, cognitive and perceptual dysfunction

Week 5  Neuro-physiological, neurodevelopmental, sensory, cognitive and perceptual approaches to the treatment of acquired and developmental disorders across the lifespan from birth through adolescence
    1. Sensory Integration
       a. Clinical observations
       b. Suspended & movable equipment
    2. Sensory processing disorder

Week 6  Neuro-physiological, neurodevelopmental, sensory, cognitive and perceptual approaches with the pediatric populations within various settings

Week 7  Normal and abnormal posture and movement, utilizing appropriate terminology

Week 8  Pediatric neurological, sensorimotor, cognitive and perceptual changes on occupational performance across the lifespan from birth to adolescence and across various settings

Week 9  Neuro-physiological principles to the design and fabrication of adaptive equipment for clients with sensory and/or motor dysfunction

Week 10 Pediatric neurological, sensory, motor, cognitive and perceptual approaches to treatment
        1. Pre-writing & handwriting
        2. Activities of daily living (ADLS) and instrumental activities of daily living (IADLS)
        3. Feeding & oral motor control
        4. Medical management of pediatric disorders

Week 11 Pediatric assessments and their use in various settings

Effective Fall 2013
Week 12  Intervention plans to remediate and/or rehabilitate occupational performance deficits in the birth to adolescent population.

Weeks 13-15  Treatment plan utilizing appropriate treatment principles including:
1. identification of appropriate practice models
2. identification of client assets and liabilities
3. goal writing
4. proposals for plan intervention
5. re-evaluation and discharge planning, as appropriate
6. referral to specialists, as appropriate

Assessment of Student Learning Outcomes
Methods of Assessment
- Midterm Exam  20%
- Final Exam  25%
- Practical Exam  Pass/Fail**
- Treatment Plans (5)*  30%
- Student Quizzes (5)  15%
- Student Presentations-
typical development in occupational performance  10%

*includes various documentation: assessment, intervention plan, progress note, termination note, & reflections
**practical exam at end of class:
- Select an appropriate frame of reference based on the case
- Select the appropriate sequence of the intervention
- Select the appropriate techniques to address the occupational performance issues related to the case
- Verbalize correct rationale for choosing techniques
- Accurately demonstrate techniques within the context of the intervention session.
- Demonstrate a professional demeanor consistent with level of education

Timeline for Assessment
- Competency testing: where fits within course content sequencing
- Intervention plan writing: in practice model labs, as need is determined by instructor
- Treatment plans:
in practice model labs, as need is determined by instructor
- Examinations: 3 midterms and a final (spaced at approximately ¼ intervals
  across the course
typical development in occupational performance first ¼ of
- Student Presentations-
course
- Practical exam: end of course

Grading System
90%-100%  A
80%-89.99%  B
70%-79.99%  C
< 70%  F

Effective Fall 2013
Course policy

- Retests/makeup tests
  Take the exam on the regularly scheduled dates. If you are ill or other extenuating circumstances prevail, the expectation is that you will contact the instructor either in person or via telephone BEFORE the exam and take the exam within 48 hours. The instructor reserves the right to use a different exam format than the original exam (ie. essay vs. multiple choice.) Exceptions to this rule will be determined by the instructor.

- Attendance
  Be punctual and prepared at the beginning of class. Attendance is an essential and required part of the OT curriculum. Work and outside obligations are to be managed by the student in a way that does not hinder or limit educational expectations. Students are expected not to schedule other activities, work, or medical, dental or other appointments during class time. Notify your instructor ahead of time (via phone or email) if you will be late or absent from class. Any missed notes, explanations or discussions will be the student's responsibility. Unexcused absences and/or frequent tardiness to class or community-based session can result in a deduction of up to 10% of a students total course grade.

- Statement on plagiarism and cheating
  Plagiarism and cheating are considered to be unprofessional, immoral, offensive and a violation of both academic and American Occupational Therapy’s Code of Ethics. An investigation, following NAU procedures, will be undertaken whenever a concern regarding plagiarism and cheating is questioned. The University’s Academic Integrity (Dishonesty Policy) will guide this review. Consequence of plagiarism and cheating could result in remediation plans, temporary dismissal from the program, issuance of a failing grade in the course or permanent dismissal from the program.

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS
http://www4.nau.edu/avpaa/policy1.html
Please attach proposed Syllabus in approved university format.

1. Course subject and number: **OTD 643**
2. Units: **4**

See upper and lower division undergraduate course definitions.

3. College: **Health and Human Services**
4. Academic Unit: **Occupational Therapy**

5. Student Learning Outcomes of the new course. *(Resources & Examples for Developing Course Learning Outcomes)*

Upon completion of this course, the student will be able to:

1. Correlate central and peripheral nervous system dysfunction with abilities and deficits in occupational performance across the lifespan from young adults through geriatrics B.1.1; B.1.3 examinations

2. Describe clinical findings associated with sensory and motor dysfunction at each level of the nervous system and their clinical and functional implications B.1.1; B.1.3 quizzes; examinations

3. Apply neuro-physiological and neuro-developmental approaches to the treatment of sensory and neuromotor disorders across the lifespan from young adulthood through geriatrics. B.1.8; B.5.6 quizzes; special topic; examinations

4. Explain the meaning and dynamic interaction between occupation, activity demands, performance skills, performance patterns, contexts, environmental and client factors B.2.2; B.5.14 quizzes; examinations

5. Articulate the importance of balancing areas of occupation with the achievement of health and wellness for clients B.2.4 special topic; examinations

6. Analyze the effects of heritable diseases, genetic conditions, disability, trauma and injury to the physical and mental health and occupational performance of the individual B.2.6 special topic; examinations

7. Demonstrate task analysis in areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors to formulate an intervention plan. B.2.7 quizzes; examinations

8. Utilize sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice B.2.8 special topic

9. Use clinical reasoning to explain the rationale for and use of adult neurological & sensory compensatory strategies when desired life tasks cannot be performed. B.2.10 competency/practical

10. Use theories, models of practice, and frames of reference to guide and inform adult neurological & sensory evaluation and intervention to facilitate occupational performance. B.2.11; B.3.1; B.5.6 written treatment plans & intervention documentation; special topic; examinations

11. Use evidence-based reasoning to appropriate assessment tools on the basis of client needs, occupational profile contextual factors, and psychometric properties of tests to

Effective Fall 2013
analyze, synthesize and diagnose adult neurological & sensory issues. These must be culturally relevant, based on available evidence, and incorporate use of occupation in the assessment process. B.4.1; B.4.2; B.4.3; B.4.4; B.4.11; B.5.1 competency/practical; practice setting presentation; examinations

12. Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to the requirements of applicable facility, local, state, federal, and reimbursement agencies. Documentation must effectively communicate the need and rationale for occupational therapy services B.4.10 written treatment plans & intervention documentation; practice setting presentation

13. Select and provide direct occupational therapy interventions and procedures to enhance safety, health and wellness, and performance in activity of daily living skills (ADLs), instrumental activities of daily living skills (IADLs), education, work, play, rest, sleep, leisure, and social participation. B.5.2 competency/practical; special topic; examinations

14. Provide graded, therapeutic use of occupation, exercises, and activities (e.g., occupation-based intervention, purposeful activity, preparatory methods and adaptive approaches with adult neurological & sensory dysfunctions. B.5.3; B.5.23 competency/practical; written treatment plans & intervention documentation; quizzes

15. Provide training, educational/learning technology-based approaches in self-care, self-management, health management and maintenance, home management, and community and work integration as well as the families B.5.5; B.5.19; B.5.23 written treatment plans & intervention documentation; quizzes; practice setting presentation

16. Demonstrate knowledge and understanding of the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and Ethics Standards and AOTA Standards of Practice and use them as a guide for ethical decision making in professional interactions, client interventions, and employment settings B.9.1 examinations

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes).

This is a new course, required in the new Occupational Therapy Doctoral program. The student learning outcomes are essential to graduate effective occupational therapists, and to meet accreditation requirements. Please see the attached course justification summary for further details.

7. Effective BEGINNING of what term and year? Fall 2014
See effective dates calendar.

8. Long course title: NEUROLOGICAL AND SENSORIMOTOR FUNCTION AND OCCUPATIONAL PERFORMANCE: ADULT
(max 100 characters including spaces)

9. Short course title: NEUROLOGAL FNCTN PERFMNC:ADULT
(max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):
Neuromotor and neurosensory intervention strategies in occupational therapy for adult populations are covered. Focus will be on the application of neurophysiological principles, sensorimotor learning and performance, and specific intervention strategies as related to the young adult through geriatric client. The influence of developmental (maturational) and motor

Effective Fall 2013
learning theories and approaches on evaluation and treatment will also be discussed. (2 hrs. lecture, 6 hrs. lab)

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?
   
   Yes ☐  No ☐
   
   If yes, include the appropriate plan proposal.

Doctor of Occupational Therapy

12. Does this course duplicate content of existing courses?  
   Yes ☐  No ☒
   
   If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit’s enrollment or plan(s)?  
   Yes ☐  No ☒
   
   If yes, describe the impact. If applicable, include evidence of notification to and/or response from each impacted academic unit.

14. Grading option:  
   Letter grade ☒  Pass/Fail ☐  Both ☐

15. Co-convened with:  
   14a. UGC approval date*:  
   (For example: ESE 450 and ESE 550)  See co-convening policy.
   *Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with:  
   (For example: ES 450 and DIS 450)  See cross listing policy.
   Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units?
   Yes ☐  No ☒
   
   16a. If yes, maximum units allowed?  
   
   16b. If yes, may course be repeated for additional units in the same term?  
   Yes ☐  No ☐

18. Prerequisites:  
   OTD 620, OTD 621, OTD 650
   If prerequisites, include the rationale for the prerequisites.

Student learning expectations in prerequisite courses are necessary for success in this course.

19. Co requisites:
   
   If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components?  
   Yes ☒  No ☐
   
   If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course:  
   To be hired

Effective Fall 2013
22. Classes scheduled before the regular term begins and/or after the regular term ends may require additional action. Review "see description" and "see impacts" for "Classes Starting/Ending Outside Regular Term" under the heading "Forms" http://nau.edu/Registrar/Faculty-Resources/Schedule-of-Classes-Maintenance/. Do you anticipate this course will be scheduled outside the regular term? Yes ☐ No ☑

**Answer 22-23 for UCC/ECCC only:**

23. Is this course being proposed for Liberal Studies designation? Yes ☐ No ☐
   If yes, include a Liberal Studies proposal and syllabus with this proposal.

24. Is this course being proposed for Diversity designation? Yes ☐ No ☐
   If yes, include a Diversity proposal and syllabus with this proposal.

**FLAGSTAFF MOUNTAIN CAMPUS**

<table>
<thead>
<tr>
<th>Scott Galland</th>
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**Approvals:**

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<tr>
<th>Patricia Cast</th>
<th>10/28/2013</th>
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<tr>
<td>Department Chair/Unit Head (if appropriate)</td>
<td>Date</td>
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<tr>
<th>Mary Harn</th>
<th>10/28/13</th>
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<tr>
<td>Chair of college curriculum committee</td>
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<tr>
<th>John Scher</th>
<th>10/28/13</th>
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<tr>
<td>Dean of college</td>
<td>Date</td>
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**For Committee use only:**

| | 11/11/13 |
| UCC/UGC Approval | Date |

Approved as submitted: Yes ☐ No ☑
Approved as modified: Yes ☐ No ☑

**EXTENDED CAMPUSES**

Effective Fall 2013
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<tr>
<td>Academic Unit Head</td>
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<tr>
<td>Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</td>
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<td>Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning)</td>
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<tr>
<td>Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</td>
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<tr>
<td>Date</td>
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<tr>
<td>Chief Academic Officer; Extended Campuses (or Designee)</td>
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<td>Date</td>
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Approved as submitted: Yes ☐ No ☐

Approved as modified: Yes ☐ No ☐

Effective Fall 2013
General Information

- OTD 643
- Fall
- Clock hours: 8; Credit Hours: 4
- Instructor’s name: To Be HIred
- Office address: To Be Determined
- Office hours: To Be Determined

Course prerequisites:
OTD 620; OTD 621; OTD 650

Course description
Neuromotor and neurosensory intervention strategies in occupational therapy for adult populations are covered. Focus will be on the application of neurophysiological principles, sensorimotor learning and performance, and specific intervention strategies as related to the young adult through geriatric client. The influence of developmental (maturation) and motor learning theories and approaches on evaluation and treatment will also be discussed. (2 hrs. lecture, 6 hrs. lab)

Student Learning Expectations/Outcomes for this Course
Upon completion of this course, the student will be able to:

1. correlate central and peripheral nervous system dysfunction with abilities and deficits in occupational performance across the lifespan from young adults through geriatrics B.1.1; B.1.3 examinations

2. Describe clinical findings associated with sensory and motor dysfunction at each level of the nervous system and their clinical and functional implications B.1.1; B.1.3 quizzes; examinations

3. Apply neuro-physiological and neuro-developmental approaches to the treatment of sensory and neuromotor disorders across the lifespan from young adulthood through geriatrics. B.1.8; B.5.6 quizzes; special topic; examinations

4. Explain the meaning and dynamic interaction between occupation, activity demands, performance skills, performance patterns, contexts, environmental and client factors B.2.2; B.5.14 quizzes; examinations

5. Articulate the importance of balancing areas of occupation with the achievement of health and wellness for clients B.2.4 special topic; examinations

6. Analyze the effects of heritable diseases, genetic conditions, disability, trauma and injury to the physical and mental health and occupational performance of the individual B.2.6 special topic; examinations

7. Demonstrate task analysis in areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors to formulate an intervention plan. B.2.7 quizzes; examinations

Effective Fall 2013
8. Utilize sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice B.2.8 special topic

9. Use clinical reasoning to explain the rationale for and use of adult neurological & sensory compensatory strategies when desired life tasks cannot be performed. B.2.10 competency/practical

10. Use theories, models of practice, and frames of reference to guide and inform adult neurological & sensory evaluation and intervention to facilitate occupational performance. B.2.11; B.3.1; B.5.6 written treatment plans & intervention documentation; special topic; examinations

11. Use evidence-based reasoning to appropriate assessment tools on the basis of client needs, occupational profile contextual factors, and psychometric properties of tests to analyze, synthesize and diagnose adult neurological & sensory issues. These must be culturally relevant, based on available evidence, and incorporate use of occupation in the assessment process. B.4.1; B.4.2; B.4.3; B.4.4; B.4.11; B.5.1 competency/practical; practice setting presentation; examinations

12. Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to the requirements of applicable facility, local, state, federal, and reimbursement agencies. Documentation must effectively communicate the need and rationale for occupational therapy services B.4.10 written treatment plans & intervention documentation; practice setting presentation

13. Select and provide direct occupational therapy interventions and procedures to enhance safety, health and wellness, and performance in ADLs, IADL, education, work, play, rest, sleep, leisure, and social participation. B.5.2 competency/practical; special topic; examinations

14. Provide graded, therapeutic use of occupation, exercises, and activities (e.g., occupation-based intervention, purposeful activity, preparatory methods and adaptive approaches with adult neurological & sensory dysfunctions. B.5.3; B.5.23 competency/practical; written treatment plans & intervention documentation; quizzes

15. Provide training, educational/learning technology-based approaches in self-care, self-management, health management and maintenance, home management, and community and work integration as well as the families B.5.5; B.5.19; B.5.23 written treatment plans & intervention documentation; quizzes; practice setting presentation

16. Demonstrate knowledge and understanding of the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and Ethics Standards and AOTA Standards of Practice and use them as a guide for ethical decision making in professional interactions, client interventions, and employment settings B.9.1 examinations

Course structure/approach

- Lecture
- Skill learning laboratories: to practice with goal of competency for fieldwork and foundation for entry-level practice across a variety of requisite practice theories; models and frames of reference:
  - Observation
  - Documentation & goal setting
  - Clinical reasoning
  - Interprofessional collaboration
  - Equipment maintenance
  - Evaluation processes
  - Intervention planning
  - Client education & instructions
  - OTA supervision
  - Translation of evidence
  - Client and family communication
  - Outcome expectations
  - Therapeutic use of self
  - Ethical reasoning
  - Risk management & safety precautions

- Case-based learning
- Competency testing
- Student Presentation
- Special topic in OT practice
- Practice setting presentation

Effective Fall 2013
Textbook and required materials

Recommended optional materials/references


Course outline
Weeks 1 - 2 Neuroassessment approaches
Weeks 3 - 4 Brain injury
  • Coma scale
Week 5 Vision and perceptual dysfunction
Week 6 Dysphagia
Weeks 7 - 8 Stroke
Week 9 Movement disorder intervention: proprioceptive neuromotor function (PNF); Rood; neurodevelopment treatment (NDT), Bobath, constraint-induced movement (CIM)
  Balance & fall prevention
Weeks 10-12 Neurodegenerative dysfunction
  • Spinal cord injury: levels and movement & physiological functions
  • Parkinson’s disease
  • Amyotrophic lateral sclerosis
  • Multiple sclerosis
Weeks 13 Sensory evaluations
  • Kinesiotaping
  • Serial casting
Week 14 Neurological treatment equipment:
  • Movement: SAEBO Flex: Bioness, Inc.; REO-2
  • Brain activity: neurofeedback; Biofeedback
Week 15 Therapeutic use of humor

Assessment of Student Learning Outcomes
Methods of Assessment
• Examinations (10% each) 40%
• Reading Quizzes 10%
• Written Treatment Plans & Intervention Documentation 25%
• Competency / Practical 15%
Effective Fall 2013
• Student Presentation
  Special topic in OT practice
  Practice setting presentation

Timeline for Assessment
• Competency testing: hand sensory testing of the hand, adaptive equipment training: neurological assessment
• Intervention plan writing: in practice model labs, as need is determined by instructor
• Documentation: in practice model labs, as need is determined by instructor
• Examinations: 3 midterms and a final (spaced at approximately ¼ intervals across the course
• Student Presentation
  Special topic in OT practice: distributed across the course
  Practice setting presentation: 12th week of class

Grading System
  90%-100%    A
  80%-89.99%   B
  70%-79.99%   C
  < 70%        F

Course policy
• Retests/makeup tests
  Take the exam on the regularly scheduled dates. If you are ill or other extenuating circumstances prevail, the expectation is that you will contact the instructor either in person or via telephone BEFORE the exam and take the exam within 48 hours. The instructor reserves the right to use a different exam format than the original exam (i.e. essay vs. multiple choice.) Exceptions to this rule will be determined by the instructor.
• Attendance
  Be punctual and prepared at the beginning of class. Attendance is an essential and required part of the OT curriculum. Work and outside obligations are to be managed by the student in a way that does not hinder or limit educational expectations. Students are expected not to schedule other activities, work, or medical, dental or other appointments during class time. Notify your instructor ahead of time (via phone or email) if you will be late or absent from class. Any missed notes, explanations or discussions will be the student's responsibility. Unexcused absences and/or frequent tardiness to class or community-based session can result in a deduction of up to 10% of a student's total course grade.
• Statement on plagiarism and cheating
  Plagiarism and cheating are considered to be unprofessional, immoral, offensive and a violation of both academic and American Occupational Therapy's Code of Ethics. An investigation, following NAU procedures, will be undertaken whenever a concern regarding plagiarism and cheating is questioned. The University's Academic Integrity (Dishonesty Policy) will guide this review. Consequence of plagiarism and cheating could result in remediation plans, temporary dismissal from the program, issuance of a failing grade in the course or permanent dismissal from the program.

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS
http://www4.nau.edu/avpaa/policy1.html

Effective Fall 2013
Please attach proposed Syllabus in approved university format.

1. Course subject and number: OTD 644  
   2. Units: 3  
   See upper and lower division undergraduate course definitions.

3. College: Health and Human Services  
4. Academic Unit: Occupational Therapy

5. Student Learning Outcomes of the new course. (Resources & Examples for Developing Course Learning Outcomes)

   Upon completion of this course, the student will be able to:
   1. Apply the Ecology of Human Performance (EHP) and the Human Activity Assistive Technology (HAAT) intervention models to understand the interface between person, environment, and occupational performance variables. B.2.11; B.3.1 wheelchair mobility & accessibility simulation, examinations
   2. Demonstrate knowledge, function and the development of the human body in environmental adaptation & rehabilitation technology. B.1.1; B.1.3; B.1.6; B.5.13; B.5.28; B.5.29 wheelchair mobility & accessibility simulation, examinations
   3. Identify use of technology to support environmental adaptation & rehabilitation technology performance, participation, health & well-being B.1.8 work station analysis & recommendations, examinations
   4. Explain the meaning and dynamic interaction between occupation, activity demands, performance skills, performance patterns, contexts. environmental and client factors B.2.2; B.5.17 consumer product advocacy, examinations
   5. Summarize federal and state legislation related to the availability and provision of technology for persons with disabilities. B.7.9; B.7.10 examinations
   6. Delineate the influence of consumer attitude in the decision to use technology, assistive living devices and environmental modifications. B.5.21 consumer product advocacy, examinations
   7. Articulate the importance of balancing areas of occupation with the achievement of health and wellness for clients B.2.4 consumer product advocacy; toy analysis, examinations
   8. Analyze the effects of heritable diseases, genetic conditions, disability, trauma and injury to the physical and mental health and occupational performance of the individual B.2.6 examinations
   9. Demonstrate task analysis in areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors to formulate an intervention plan. B.2.7 apps assignment; ADA Campus Accessibility Audit Assignment; toy analysis; work station analysis & recommendations
   10. Use sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice B.2.8 wheelchair mobility & accessibility simulation

Effective Fall 2013
11. Use clinical reasoning to explain the rationale for and use of environmental adaptation & rehabilitation technology compensatory strategies when desired life tasks cannot be performed. B.2.10; B.5.9 work station analysis & recommendations, examinations

12. Use theories, models of practice, and frames of reference to guide and inform environmental adaptation & rehabilitation technology evaluation and intervention to facilitate occupational performance. B.2.11; B.3.1; B.5.10 examinations

13. Incorporate adaptive equipment, environmental modification and rehabilitation technology and other technologies into occupational therapy treatment planning to enhance occupational performance. B.2.11; B.3.1; B.5.10 wheelchair mobility & accessibility simulation; apps assignment; ADA Campus Accessibility Audit Assignment; toy analysis; work station analysis & recommendations

14. Use evidence-based reasoning to appropriate assessment tools on the basis of client needs, occupational profile contextual factors, and psychometric properties of tests to analyze, synthesize and diagnose environmental adaptation & rehabilitation technology issues. These must be culturally relevant, based on available evidence, and incorporate use of occupation in the assessment process. B.4.1; B.4.2; B.4.3; B.4.4; B.4.11; B.5.1; B.5.9 B.5.10: toy analysis; work station analysis & recommendations; examinations

15. Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to the requirements of applicable facility, local, state, federal, and reimbursement agencies. Documentation must effectively communicate the need and rationale for occupational therapy services. B.4.10 examinations

16. Select and provide direct occupational therapy interventions and procedures to enhance safety, health and wellness, and performance in ADLs, IADLs, education, work, play, rest, sleep, leisure, and social participation. B.5.2; B.5.10 apps assignment; toy analysis, examinations

17. Provide graded, therapeutic use of occupation, exercises, and activities (e.g., occupation-based intervention, purposeful activity, preparatory methods and adaptive approaches with environmental adaptation & rehabilitation technology dysfunctions. B.5.3; B.5.23; B.5.9 wheelchair mobility & accessibility simulation; examinations

18. Provide training, educational/learning technology-based approaches in self-care, self-management, health management and maintenance, home management, and community and work integration as well as the families. B.5.5; B.5.19; B.5.23 apps assignment; toy analysis

19. Apply the terminology and describe the impact of Title I (employment) and II (public accommodations) for persons with disabilities and the overall community. B.5.9; B.5.10 examinations

20. Perform an accessibility audit according to ADA standards. B.5.9; B.5.10 wheelchair mobility & accessibility simulation; ADA campus accessibility audit assignment examinations

21. Evaluate computer hardware and software as well as APPs for occupational therapy evaluation and treatment applications throughout the life span. B.5.9; B.5.10 APPs assignment; work station analysis & recommendations

22. Demonstrate knowledge and understanding of the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and Ethics Standards and AOTA Standards of Practice and use them as a guide for ethical decision making in professional interactions, client interventions, and employment settings. B.9.1 ADA Campus Accessibility Audit Assignment; examinations
6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes.  
(References, Examples & Tools for Developing Effective Program Student Learning Outcomes).

This is a new course, required in the new Occupational Therapy Doctoral program. The student learning outcomes are essential to graduate effective occupational therapists, and to meet accreditation requirements. Please see the attached course justification summary for further details.

7. Effective BEGINNING of what term and year?  
   **Fall 2014**
   See effective dates calendar.

8. Long course title:  
   ENVIRONMENTAL ADAPTATION AND REHABILITATION TECHNOLOGY
   (max 100 characters including spaces)

9. Short course title:  
   ENV ADPTN & REHAB TECH
   (max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):
    This course covers the assessment and modification of the physical environment to enhance occupational performance including computer resources, assistive technology, home modification, driving and environmental controls, and environmental accessibility. (1 hr. lecture, 6 hrs. lab)

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?
    Yes ☒ No ☐
    If yes, include the appropriate plan proposal.
    **Doctor of Occupational Therapy**

12. Does this course duplicate content of existing courses?  
    Yes ☐ No ☒
    If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit’s enrollment or plan(s)?  
    Yes ☐ No ☒
    If yes, describe the impact. If applicable, include evidence of notification to and/or response from each impacted academic unit

14. Grading option:  
   Letter grade ☒ Pass/Fail ☐ Both ☐

15. Co-convened with:  
    14a. UGC approval date*:  
    (For example: ESE 450 and ESE 550)  
    See co-convening policy.
    *Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with:  
    (For example: ES 450 and DIS 450)  
    See cross listing policy.
    Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

Effective Fall 2013
17. May course be repeated for additional units? Yes ☐ No ☒
   16a. If yes, maximum units allowed? 
   16b. If yes, may course be repeated for additional units in the same term? Yes ☐ No ☐

18. Prerequisites: **OTD 601, OTD 623, OTD 640**
   If prerequisites, include the rationale for the prerequisites.
   Student learning expectations in prerequisite courses are necessary for success in this course.

19. Co requisites: 
   If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components? Yes ☒ No ☐
   If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course: **To Be Hired**

22. Classes scheduled before the regular term begins and/or after the regular term ends may require additional action. Review "see description" and "see impacts" for “Classes Starting/Ending Outside Regular Term” under the heading “Forms”
   http://nau.edu/Registrar/Faculty-Resources/Schedule-of-Classes-Maintenance/.
   Do you anticipate this course will be scheduled outside the regular term? Yes ☐ No ☐

**Answer 22-23 for UCC/ECCC only:**

23. Is this course being proposed for Liberal Studies designation? Yes ☐ No ☐
   If yes, include a Liberal Studies proposal and syllabus with this proposal.

24. Is this course being proposed for Diversity designation? Yes ☐ No ☐
   If yes, include a Diversity proposal and syllabus with this proposal.

**FLAGSTAFF MOUNTAIN CAMPUS**

Scott Galland 10/25/2013
Reviewed by Curriculum Process Associate Date

Approvals:

[Signature] 10/28/2013
Department Chair/Unit Head (if appropriate) Date

[Signature] 10/28/13
Chair of college curriculum committee Date

Effective Fall 2013
### EXTENDED CAMPUSES

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<tr>
<td>Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning)</td>
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<tr>
<td>Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</td>
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<tr>
<td>Chief Academic Officer; Extended Campuses (or Designee)</td>
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</tbody>
</table>

**Approved as submitted:** Yes [ ] No [ ]

**Approved as modified:** Yes [ ] No [ ]

Effective Fall 2013
General Information
- OTD 644
- Fall
- Clock hours: 7; Credit Hours: 3
- Instructor’s name: To Be Hired
- Office address: To Be Determined
- Office hours: To Be Determined

Course prerequisites:
OTD 601; OTD 623; OTD 640

Course description
This course covers the assessment and modification of the physical environment to enhance occupational performance including computer resources, assistive technology, home modification, driving and environmental controls, and environmental accessibility. (1 hr. lecture, 6 hrs. lab)

Student Learning Expectations/Outcomes for this Course
Upon completion of this course, the student will be able to:
1. Apply the Ecology of Human Performance (EHP) and the Human Activity Assistive Technology (HAAT) intervention models to understand the interface between person, environment, and occupational performance variables. B.2.11; B.3.1 wheelchair mobility & accessibility simulation, examinations
2. Demonstrate knowledge, function and the development of the human body in environmental adaptation & rehabilitation technology B.1.1; B.1.3 B.1.6; B.5.13; B.5.28; B.5.29 wheelchair mobility & accessibility simulation, examinations
3. Identify use of technology to support environmental adaptation & rehabilitation technology performance, participation, health & well-being B.1.8 work station analysis & recommendations, examinations
4. Explain the meaning and dynamic interaction between occupation, activity demands, performance skills, performance patterns, contexts. environmental and client factors B.2.2; B.5.17 consumer product advocacy, examinations
5. Summarize federal and state legislation related to the availability and provision of technology for persons with disabilities. B.7.9; B.7.10 examinations
6. Delineate the influence of consumer attitude in the decision to use technology, assistive living devices and environmental modifications. B.5.21 consumer product advocacy, examinations
7. Articulate the importance of balancing areas of occupation with the achievement of health and wellness for clients B.2.4 consumer product advocacy; toy analysis, examination
8. Analyze the effects of heritable diseases, genetic conditions, disability, trauma and injury to the physical and mental health and occupational performance of the individual B.2.6 examinations
9. Demonstrate task analysis in areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors to formulate an intervention plan. B.2.7 apps assignment; ADA campus accessibility audit assignment; toy analysis; work station analysis & recommendations

Effective Fall 2013
10. Use sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice B.2.8 wheelchiar mobility & accessibility simulation

11. Use clinical reasoning to explain the rationale for and use of environmental adaptation & rehabilitation technology compensatory strategies when desired life tasks cannot be performed. B.2.10; B.5.9 work station analysis & recommendations, examinations

12. Use theories, models of practice, and frames of reference to guide and inform environmental adaptation & rehabilitation technology evaluation and intervention to facilitate occupational performance. B.2.11; B.3.1; B.5.10 examinations

13. Incorporate adaptive equipment, environmental modification and rehabilitation technology and other technologies into occupational therapy treatment planning to enhance occupational performance B.2.11; B.3.1; B.5.10 wheelchair mobility & accessibility simulation; apps assignment; ADA campus accessibility audit assignment; toy analysis; work station analysis & recommendations

14. Use evidence-based reasoning to appropriate assessment tools on the basis of client needs, occupational profile contextual factors, and psychometric properties of tests to analyze, synthesize and diagnose environmental adaptation & rehabilitation technology issues. These must be culturally relevant, based on available evidence, and incorporate use of occupation in the assessment process. B.4.1; B.4.2; B.4.3; B.4.4; B.4.11; B.5.1; B.5.9; B.5.10 toy analysis; work station analysis & recommendations; examinations

15. Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to the requirements of applicable facility, local, state, federal, and reimbursement agencies. Documentation must effectively communicate the need and rationale for occupational therapy services B.4.10 examinations

16. Select and provide direct occupational therapy interventions and procedures to enhance safety, health and wellness, and performance in activity of daily living skills (ADLs), instrumental activities of daily living skills (IADLs), education, work, play, rest, sleep, leisure, and social participation. B.5.2; B.5.10 apps assignment; toy analysis, examinations

17. Provide graded, therapeutic use of occupation, exercises, and activities (e.g., occupation-based intervention, purposeful activity, preparatory methods and adaptive approaches with environmental adaptation & rehabilitation technology dysfunctions. B.5.3; B.5.23; B.5.9 wheelchair mobility & accessibility simulation; examinations

18. Provide training, educational/learning technology-based approaches in self-care, self-management, health management and maintenance, home management, and community and work integration as well as the families B.5.5; B.5.19; B.5.23 apps assignment; toy analysis

19. Apply the terminology and describe the impact of Title I (employment) and II (public accommodations) for persons with disabilities and the overall community. B.5.9; B.5.10 examinations

20. Perform an accessibility audit according to ADA standards. B.5.9; B.5.10 wheelchair mobility & accessibility simulation; ADA campus accessibility audit assignment; examinations

21. Evaluate computer hardware and software as well as APPs for occupational therapy evaluation and treatment applications throughout the life span. B.5.9; B.5.10 APPs assignment; work station analysis & recommendations

22. Demonstrate knowledge and understanding of the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and Ethics Standards and AOTA Standards of Practice and use them as a guide for ethical decision making in professional interactions, client interventions, and employment settings B.9.1 ADA campus accessibility audit assignment; examinations

Effective Fall 2013
**Course structure/approach**

- Lecture
- Skill learning laboratories: to practice with goal of competency for fieldwork and foundation for entry-level practice across a variety of requisite practice theories; models and frames of reference:
  - Observation
  - Documentation & goal setting
  - Clinical reasoning
  - Interprofessional collaboration
  - Equipment maintenance
  - Evaluation processes
  - Intervention planning
  - Client education & instructions
  - OTA supervision
  - Translation of evidence
  - Client and family communication
  - Outcome expectations
  - Therapeutic use of self
  - Ethical reasoning
  - Risk management & safety precautions
- Case-based learning
- Practical experiences in wheelchair use, consumer product characteristic s, computer access resources

**Textbook and required materials**

No required textbook

Chapter readings from prior or current texts and website links

**Recommended optional materials/references**


**Course outline**

**Week 1**
- Environmental accessibility
- Americans with Disabilities Act, New Freedom Act & Visitability

**Week 2**
- Wheelchair use; ‘from the eye of the beholder’

**Week 3**
- Consumer product design and marketing advocacy

**Week 4**
- APPs as resources

**Week 5**
- Adapted play and toys

**Week 6**
- Environmental auditing process

**Week 7**
- Computer work station assessment

**Week 8**
- Microsoft Office accessibility resources

**Week 9**
- Driver assessment and car modifications
  - Aging and disability issues

**Week 10**
- Parenting with a disability
  - Modified child care equipment for parents with disabilities or chronic illness

**Weeks 11-12**
- Assistive technology
  - Pediatric equipment and interface issues: learning, environmental control, seating & mobility
  - Adult equipment and interface issues: environmental control, seating & mobility

*Effective Fall 2013*
Driving: assessment, rehabilitation & devices and car/van/truck modification
- AOTA-AAA Car Fit program
- Augmentative communication

Week 14  Durable medical equipment funding: application/approval process
- Working with vendors

Week 15  Role of occupational therapist in rehabilitation technology process

Assessment of Student Learning Outcomes

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<thead>
<tr>
<th>Methods of Assessment</th>
<th>Percentage</th>
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<tr>
<td>Wheelchair Mobility &amp; Accessibility Simulation</td>
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<td>Consumer Product Assignment</td>
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<tr>
<td>Apps Assignment</td>
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<tr>
<td>ADA Campus Accessibility Audit Assignment</td>
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<tr>
<td>Toy Analysis</td>
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<td>Exam 1</td>
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<tr>
<td>Work Station Analysis &amp; Recommendations</td>
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<tr>
<td>Exam 2</td>
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<tr>
<td>Final Exam</td>
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Timeline for Assessment

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<td>Wheelchair Mobility &amp; Accessibility Simulation</td>
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<td>Toy Analysis</td>
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<tr>
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<td>Work Station Analysis &amp; Recommendations</td>
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<td>Exam 2</td>
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<tr>
<td>Final Exam</td>
<td>End of course</td>
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Grading System

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<tr>
<td>80%-89.99%</td>
<td>B</td>
</tr>
<tr>
<td>70%-79.99%</td>
<td>C</td>
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<tr>
<td>&lt; 70%</td>
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Course policy

- Retests/makeup tests
  Take the exam on the regularly scheduled dates. If you are ill or other extenuating circumstances prevail, the expectation is that you will contact the instructor either in person or via telephone BEFORE the exam and take the exam within 48 hours. The instructor reserves the right to use a

Effective Fall 2013
different exam format than the original exam (ie. essay vs. multiple choice.) Exceptions to this rule will be determined by the instructor.

- Attendance
  Be punctual and prepared at the beginning of class. Attendance is an essential and required part of the OT curriculum. Work and outside obligations are to be managed by the student in a way that does not hinder or limit educational expectations. Students are expected not to schedule other activities, work, or medical, dental or other appointments during class time. Notify your instructor ahead of time (via phone or email) if you will be late or absent from class. Any missed notes, explanations or discussions will be the student's responsibility. Unexcused absences and/or frequent tardiness to class or community-based session can result in a deduction of up to 10% of a student's total course grade.

- Statement on plagiarism and cheating
  Plagiarism and cheating are considered to be unprofessional, immoral, offensive and a violation of both academic and American Occupational Therapy's Code of Ethics. An investigation, following NAU procedures, will be undertaken whenever a concern regarding plagiarism and cheating is questioned. The University's Academic Integrity (Dishonesty Policy) will guide this review. Consequence of plagiarism and cheating could result in remediation plans, temporary dismissal from the program, issuance of a failing grade in the course or permanent dismissal from the program.

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS
http://www4.nau.edu/avpaa/policy1.html

Effective Fall 2013
Please attach proposed Syllabus in approved university format.

1. Course subject and number: **OTD 645**
2. Units: **3**
   
   See upper and lower division undergraduate course definitions.

3. College: **Health and Human Services**
4. Academic Unit: **Occupational Therapy**

5. Student Learning Outcomes of the new course. *(Resources & Examples for Developing Course Learning Outcomes)*

   1. Demonstrate knowledge, function and the development of the human body in cognitive & perceptual function B.1.1; B.1.3 examinations & quizzes
   2. Identify use of technology to support cognitive & perceptual performance, participation, health & well-being B.1.8 examinations & quizzes
   3. Explain the meaning and dynamic interaction between occupation, activity demands, performance skills, performance patterns, contexts. environmental and client factors B.2.2; B.5.8 examinations & quizzes
   4. Articulate the importance of balancing areas of occupation with the achievement of health and wellness for clients B.2.4; B.5.8 examinations & quizzes
   5. Analyze the effects of heritable diseases, genetic conditions, disability, trauma and injury to the physical and mental health and occupational performance of the individual B.2.6 intervention planning; examinations & quizzes
   6. Demonstrate task analysis in areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors to formulate an intervention plan. B.2.7; B.5.8 CO-OP Competency; intervention planning; examinations & quizzes
   7. Use sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice B.2.8 MMSE competency; intervention planning
   8. Use clinical reasoning to explain the rationale for and use of cognitive & perceptual compensatory strategies when desired life tasks cannot be performed. B.2.10 MMSE competency; CO-OP Competency; examinations &
   9. Use theories, models of practice, and frames of reference to guide and inform cognitive & perceptual evaluation and intervention to facilitate occupational performance. B.2.11; B.3.1; B.5.8 MMSE competency; intervention planning; examinations & quizzes
   10. Use evidence-based reasoning to appropriate assessment tools on the basis of client needs, occupational profile contextual factors, and psychometric properties of tests to analyze, synthesize and diagnose cognitive & perceptual issues. These must be culturally relevant, based on available evidence, and incorporate use of occupation in the assessment process. B.4.1; B.4.2; B.4.3; B.4.4; B.4.11; B5.1.; B.5.8 intervention planning; examinations & quizzes

Effective Fall 2013
11. Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to the requirements of applicable facility, local, state, federal, and reimbursement agencies. Documentation must effectively communicate the need and rationale for occupational therapy services B.4.10; B.5.8 MMSE competency; CO-OP Competency

12. Select and provide direct occupational therapy interventions and procedures to enhance safety, health and wellness, and performance in ADLs, IADL, education, work, play, rest, sleep, leisure, and social participation. B.5.2; B.5.8 CO-OP Competency; intervention planning; examinations

13.Provide graded, therapeutic use of occupation, exercises, and activities (e.g., occupation-based intervention, purposeful activity, preparatory methods and adaptive approaches with cognitive & perceptual dysfunctions. B.5.3; B.5.23; B.5.8 CO-OP Competency; intervention planning; examinations

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15. Demonstrate knowledge and understanding of the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and Ethics Standards and AOTA Standards of Practice and use them as a guide for ethical decision making in professional interactions, client interventions, and employment settings B.9.1 examinations

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes).

This is a new course, required in the new Occupational Therapy Doctoral program. The student learning outcomes are essential to graduate effective occupational therapists, and to meet accreditation requirements. Please see the attached course justification summary for further details.

7. Effective BEGINNING of what term and year? Fall 2014
   See effective dates calendar.

8. Long course title: COGNITIVE AND PERCEPTUAL FUNCTION AND OCCUPATIONAL PERFORMANCE
   (max 100 characters including spaces)

9. Short course title: COG & PERCEPT FUNCT & OCC PERF
   (max. 30 characters including spaces)

10. Catalog course description (max. 60 words. excluding requisites):
The application of the interrelated intervention processes of cognition and perception in order to perceive (sense), organize, assimilate and manipulate information is discussed. The contribution of cognitive and perceptual abilities enable an individual to process information, learn, generalize and problem solve is analyzed. (1 hr. lecture, 6 hrs. lab)

Effective Fall 2013
11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?
   Yes ☒ No ☐
   If yes, include the appropriate plan proposal.

Entry-level Doctor of Occupational Therapy

12. Does this course duplicate content of existing courses? Yes ☐ No ☒
   If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit’s enrollment or plan(s)? Yes ☐ No ☒
   If yes, describe the impact. If applicable, include evidence of notification to and/or response from each impacted academic unit.

14. Grading option: Letter grade ☒ Pass/Fail ☐ Both ☐

15. Co-convened with: __________ 14a. UGC approval date*: __________
   (For example: ESE 450 and ESE 550) See co-convening policy.
   *Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with: __________
   (For example: ES 450 and DIS 450) See cross listing policy.
   Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units? Yes ☐ No ☒
   16a. If yes, maximum units allowed? __________
   16b. If yes, may course be repeated for additional units in the same term? Yes ☐ No ☒

18. Prerequisites: OTD 601, OTD 621, OTD 642, OTD 643
   If prerequisites, include the rationale for the prerequisites.

   Student learning expectations in prerequisite courses are necessary for success in this course.

19. Co requisites: __________
   If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components? Yes ☒ No ☐
   If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course: To be hired

22. Classes scheduled before the regular term begins and/or after the regular term ends may require additional action. Review “see description” and “see impacts” for “Classes Starting/Ending Outside Regular Term” under the heading “Forms”

Effective Fall 2013
Do you anticipate this course will be scheduled outside the regular term? Yes ☐ No ☑

**Answer 22-23 for UCC/ECCC only:**

23. Is this course being proposed for Liberal Studies designation? Yes ☐ No ☑
   If yes, include a *Liberal Studies proposal* and syllabus with this proposal.

24. Is this course being proposed for Diversity designation? Yes ☐ No ☑
   If yes, include a *Diversity proposal* and syllabus with this proposal.

**FLAGSTAFF MOUNTAIN CAMPUS**

<table>
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<th>Scott Galland</th>
<th>10/25/2013</th>
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**Approvals:**

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**For Committee use only:**

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Approved as submitted: Yes ☐ No ☐

Approved as modified: Yes ☐ No ☐

**EXTENDED CAMPUSES**

Reviewed by Curriculum Process Associate | Date

**Approvals:**

Effective Fall 2013
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<td>Academic Unit Head</td>
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<td>Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</td>
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Approved as submitted: Yes □ No □  
Approved as modified: Yes □ No □
General Information
- OTD 645
- Spring
- Clock hours: 5; Credit Hours: 3
- Instructor's name: TBD
- Office address: TBD
- Office hours: TBD

Course Prerequisites
OTD 601, OTD 621, OTD 642, OTD 643

Course Description
The application of the interrelated intervention processes of cognition and perception in order to perceive (sense), organize, assimilate and manipulate information is discussed. The contribution of cognitive and perceptual abilities enable an individual to process information, learn, generalize, and problem solve is analyzed. (1 hr. lecture, 6 hrs. lab)

Student Learning Expectations/Outcomes for this Course
Upon completion of this course, the student will be able to:
1. Demonstrate knowledge, function and the development of the human body in cognitive & perceptual function B.1.1; B.1.3 examinations & quizzes
2. Identify use of technology to support cognitive & perceptual performance, participation, health & well-being B.1.8 examinations & quizzes
3. Explain the meaning and dynamic interaction between occupation, activity demands, performance skills, performance patterns, contexts, environmental and client factors B.2.2; B.5.8 examinations & quizzes
4. Articulate the importance of balancing areas of occupation with the achievement of health and wellness for clients B.2.4; B.5.8 examinations & quizzes
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Course structure/approach
- Blended learning + lecture
- Skill learning laboratories: to practice with goal of competency for fieldwork and foundation for entry-level practice across a variety of requisite practice theories; models and frames of reference:
  - Observation
  - Documentation & goal setting
  - Clinical reasoning
  - Interprofessional collaboration
  - Equipment maintenance
  - Evaluation processes
  - Intervention planning
  - Client education & instructions
  - OTA supervision
  - Client and family communication
  - Outcome expectations
  - Therapeutic use of self
  - Ethical reasoning
  - Translation of evidence
  - Risk management & safety precautions
- Case-based learning
- Competency testing

Textbook and required materials

Recommended optional materials/references

Effective Fall 2013
Course outline

Week 1  Overview of models & theories of cognition

Week 2  Cognitive dysfunctions seen in various disorders & conditions
          Attention deficits  Apraxia
          Neglect  Agnosias
          Memory Deficit  Memory Loss

Week 3  Perceptual Dysfunctions seen in various disorders & conditions
          Visual perceptual  Visual motor (eye-hand coordination)
          Visual imagery  Sensory awareness & responsiveness
          Discrimination: auditory; tactile; proprioceptive; vestibular; gustatory; olfactory
          Spatial/Perception

Week 4  Cognitive functional models of interventions: functional skill training & task or environmental adaptations
          • Cognitive Disability Model
          • Environmental Skill Balancing Program
          • Cognitive Adaptation Training
          • Functional Task Training: The Neurofunctional Approach

Week 5  Remedial models
          • Cognitive strategies models
          • Dynamic model of cognition

Week 6  The multicontext approach
          • Cognitive Orientation to Occupational Performance Approach (CO-OP)
          • Cognitive Rehabilitation Model

Weeks 7 – 11  The cognitive evaluation process & test selection
               Interviews: client perspectives & perceptions of others
               • Occupational profile
               • Cognitive screenings
               • Functional assessment of cognition
               • Domain-specific cognitive assessments
               • Environmental assessment of cognition, supports & barriers
               • Mini-Mental State Evaluation MMSE
               • Activity Card Sort ACS
               • Blessed Dementia Rating Scale BDRS
               • Dynamic Lowenstein Occupational Therapy Cognitive Assessment DLOTCA
               • Assessment of Motor & Processing Skills AMPS
               • Allen cognitive Level Test ACL
               • Executive Function Performance Test EFPT
               • Kitchen Task Assessment KTA (adult and pediatric versions)
               • Rivermead Behavioral Memory Test-Extended RBNT-E
               • Motor-Free Visual Perceptual Test MVPT-3
               • Analysis of Cognitive Environmental Support ACES
               • The Glasgow Coma Scale GCS

Effective Fall 2013
• Rancho Levels of Cognitive Functioning Revised RLCF-R

Weeks 12-14  Cognitive Impairments: definitions, evaluations & interventions
Common conditions since in practice
  Impairments memory spatial neglect
  Orientation attention agnosia

Executive functioning (organization & problem solving)
Interventions
  Self-awareness self-prediction specific goal ratings
  Videotape feedback self-evaluation self-questioning
  Journaling vision rehabilitation vestibular rehabilitation

Week 15  The role of OT within a cognitive habitation team
Review The Family Guide to the Rancho Levels of Cognitive Functioning Revised

Assessment of Student Learning Outcomes
• Methods of Assessment
  Competency testing
  MMSE 10%
  CO-OP approach 10%
  Intervention plan writing & documentation:(5) 25% (5% each)
  Examinations: 2 midterms and a final 45% (20% each)
  Blended learning quizzes 10%

• Timeline for Assessment
  Competency testing:
    MMSE week 3
    CO-OP week 12
  Intervention plan writing: across the course
  Documentation: each intervention plan and assessment
  Examinations: 2 midterms and a final (spaced at approximately 1/3 intervals across the course)

Grading System
90%-100%  A
80%-89.99%  B
70%-79.99%  C
60%-69.99%  D
< 60%  F

Course policy
• Retests/makeup tests
  Take the exam on the regularly scheduled dates. If you are ill or other extenuating circumstances prevail, the expectation is that you will contact the instructor either in person or via telephone BEFORE the exam and take the exam within 48 hours. The instructor reserves the right to use a
different exam format than the original exam (ie. essay vs. multiple choice.) Exceptions to this rule will be determined by the instructor.

- Attendance
  Be punctual and prepared at the beginning of class. Attendance is an essential and required part of the OT curriculum. Work and outside obligations are to be managed by the student in a way that does not hinder or limit educational expectations. Students are expected not to schedule other activities, work, or medical, dental or other appointments during class time. Notify your instructor ahead of time (via phone or email) if you will be late or absent from class. Any missed notes, explanations or discussions will be the student's responsibility. Unexcused absences and/or frequent tardiness to class or community-based session can result in a deduction of up to 10% of a students total course grade.

- Statement on plagiarism and cheating
  Plagiarism and cheating are considered to be unprofessional, immoral, offensive and a violation of both academic and American Occupational Therapy’s Cole of Ethics. An investigation, following NAU procedures, will be undertaken whenever a concern regarding plagiarism and cheating is questioned. The University’s Academic Integrity (Dishonestly Policy) will guide this review. Consequence of plagiarism and cheating could result in remediation plans, temporary dismissal from the program, issuance of a failing grade in the course or permanent dismissal from the program.

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS
SAFE ENVIRONMENT POLICY

NAU’s Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean’s office or from the NAU’s Affirmative Action website http://home.nau.edu/diversity/. If you have concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (928-523-5181), or NAU’s Office of Affirmative Action (928-523-3312).

STUDENTS WITH DISABILITIES

If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice)or 523-6906 (TTY), dr@nau.edu (e-mail) or 928-523-8747 (fax). Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation (www.nau.edu/dr) 8 weeks prior to the time you wish to receive accommodations. DR is strongly commited to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

INSTITUTIONAL REVIEW BOARD

Any study involving observation or interaction with human subjects that originates at NAU— including a course project, report, or research paper—must be reviewed and approved by the

Effective Fall 2013
Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets monthly. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB Policy and Procedures Manual is available in each department’s administrative office and each college dean’s office or on their website: http://www.research.nau.edu/compliance/irb/index.aspx. If you have questions, contact the IRB Coordinator in the Office of the Vice President for Research at 928-523-8288 or 523-4340.

ACADEMIC INTEGRITY
The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU’s administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix G of NAU’s Student Handbook http://www4.nau.edu/stulife/handbookdishonesty.htm.

ACADEMIC CONTACT HOUR POLICY
The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: “an hour of work is the equivalent of 50 minutes of class time...at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit.”

The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.

SENSITIVE COURSE MATERIALS
If an instructor believes it is appropriate, the syllabus should communicate to students that some course content may be considered sensitive by some students.

“University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In the course of college studies, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.”

Effective Fall 2013
Please attach proposed Syllabus in approved university format.

1. Course subject and number: **OTD 646**  
2. Units: **3**  
   See upper and lower division undergraduate course definitions.

3. College: **Health and Human Services**  
4. Academic Unit: **Occupational Therapy**

5. Student Learning Outcomes of the new course. *(Resources & Examples for Developing Course Learning Outcomes)*

Upon completion of this course, the student will be able to:

1. Provide design, fabrication, application, fitting, and training in orthotic devices used to enhance occupational performance and participation. Train in the use of prosthetic devices, based on scientific principles of kinesiology, biomechanics, and physics. **B.5.11 competency testing; intervention planning; examinations**

2. Demonstrate safe and effective application of superficial thermal and mechanical modalities as a preparatory measure to manage pain and improve occupational performance, including foundational knowledge, underlying principles, indications, contraindications, and precautions. **B.5.15: B.5.14 competency testing; intervention planning; examinations**

3. Demonstrate knowledge, function and the development of the human body in upper extremity & hand function. **B.1.1; B.1.3 competency testing; intervention planning examinations**

4. Identify use of technology to support upper extremity & hand performance, participation, health & well-being. **B.1.8 examinations**

5. Explain the meaning and dynamic interaction between occupation, activity demands, performance skills, performance patterns, contexts, environmental and client factors. **B.2.2 competency testing; intervention planning; examinations**

6. Articulate the importance of balancing areas of occupation with the achievement of health and wellness for clients. **B.2.4 examination**

7. Analyze the effects of heritable diseases, genetic conditions, disability, trauma and injury to the physical and mental health and occupational performance of the individual. **B.2.6 competency testing; intervention planning; examinations**

8. Demonstrate task analysis in areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors to formulate an intervention plan. **B.2.7 competency testing; intervention planning; examinations**

9. Utilize sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. **B.2.8 competency testing; intervention planning**

10. Use clinical reasoning to explain the rationale for and use of upper extremity & hand compensatory strategies when desired life tasks cannot be performed. **B.2.10 competency testing; intervention planning**

Effective Fall 2013
11. Use theories, models of practice, and frames of reference to guide and inform upper extremity & hand evaluation and intervention to facilitate occupational performance. B.2.11; B.3.1 examinations

12. Use evidence-based reasoning to appropriate assessment tools on the basis of client needs, occupational profile contextual factors, and psychometric properties of tests to analyze, synthesize and diagnose upper extremity & hand issues. These must be culturally relevant, based on available evidence, and incorporate use of occupation in the assessment process. B.4.1; B.4.2; B.4.3; B.4.4; B.4.11; B.5.1 competency testing; intervention planning; examinations

13. Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to the requirements of applicable facility, local, state, federal, and reimbursement agencies. Documentation must effectively communicate the need and rationale for occupational therapy services. B.4.10 competency testing; intervention planning

14. Select and provide direct occupational therapy interventions and procedures to enhance safety, health and wellness, and performance in ADLs, IADL, education, work, play, rest, sleep, leisure, and social participation. B.5.2 competency testing; intervention planning; examinations

15. Provide graded, therapeutic use of occupation, exercises, and activities (e.g., occupation-based intervention, purposeful activity, preparatory methods and adaptive approaches with upper extremity & hand dysfunctions. B.5.3; B.5.23 competency testing; intervention planning; examinations

16. Provide training, educational/learning technology-based approaches in self-care, self-management, health management and maintenance, home management, and community and work integration as well as the families B.5.5; B.5.19; B.5.23 competency testing; intervention planning; examinations

17. Demonstrate knowledge and understanding of the American Occupational Therapy Association (AOTA) and AOTA Standards of Practice and use them as a guide for ethical decision making in professional interactions, client interventions, and employment settings. B.9.1; examination

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes).

This is a new course, required in the new Occupational Therapy Doctoral program. The student learning outcomes are essential to graduate effective occupational therapists, and to meet accreditation requirements. Please see the attached course justification summary for further details.

7. Effective BEGINNING of what term and year? Fall 2014

See effective dates calendar.

8. Long course title: UPPER EXTREMITY FUNCTION AND OCCUPATIONAL PERFORMANCE
(max 100 characters including spaces)

9. Short course title: UPPER EXTMTY FNCTN & PERFM
(max. 30 characters including spaces)

Effective Fall 2013
10. Catalog course description (max. 60 words, excluding requisites): Interventions with orthopedic-based upper extremity conditions to optimize functional use of the hand and arm are analyzed. Emphasis on physical aged modalities, orthotics fabrication & application, hand rehabilitation methods along with an introduction to training and utilization of prosthetics and emerging robotics is included. (1 hr. lecture, 6 hrs. lab)

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)? Yes ☑ No ☐

If yes, include the appropriate plan proposal.

Doctor of Occupational Therapy

12. Does this course duplicate content of existing courses? Yes ☐ No ☑

If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit’s enrollment or plan(s)? Yes ☐ No ☑

If yes, describe the impact. If applicable, include evidence of notification to and/or response from each impacted academic unit.

14. Grading option: Letter grade ☑ Pass/Fail ☐ Both ☐

15. Co-convened with: __________________________________________ 14a. UGC approval date*: __________________________
(For example: ESE 450 and ESE 550) See co-convening policy.

*Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with: __________________________________________
(For example: ES 450 and DIS 450) See cross listing policy.

Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units? Yes ☐ No ☑

16a. If yes, maximum units allowed? __________

16b. If yes, may course be repeated for additional units in the same term? Yes ☐ No ☑

18. Prerequisites: __________

If prerequisites, include the rationale for the prerequisites.

Student learning expectations in prerequisite courses are necessary for success in this course.

19. Co requisites: __________________________________________

If co requisites, include the rationale for the co requisites.

Effective Fall 2013
20. Does this course include combined lecture and lab components?  
   Yes ☒  No ☐  
   If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course:  
   To Be Hired

22. Classes scheduled before the regular term begins and/or after the regular term ends may require additional action. Review “see description” and “see impacts” for “Classes Starting/Ending Outside Regular Term” under the heading “Forms” http://nau.edu/Registrar/Faculty-Resources/Schedule-of-Classes-Maintenance/.  
   Do you anticipate this course will be scheduled outside the regular term?  Yes ☐  No ☒

Answer 22-23 for UCC/ECCC only:

23. Is this course being proposed for Liberal Studies designation?  
   Yes ☐  No ☒  
   If yes, include a Liberal Studies proposal and syllabus with this proposal.

24. Is this course being proposed for Diversity designation?  
   Yes ☐  No ☒  
   If yes, include a Diversity proposal and syllabus with this proposal.

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FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland  
Reviewed by Curriculum Process Associate  
Date 10/25/2013

Approvals:

Patricia Coad  
Department Chair/Unit Head (if appropriate)  
Date 10/28/2013

Mary Koma  
Chair of college curriculum committee  
Date 10/28/13

Déan of college  
Date 10/28/13

For Committee use only:

UCC/UGC Approval  
Date 11/1/13

Approved as submitted:  
Yes ☐  No ☐

Approved as modified:  
Yes ☐  No ☐

Effective Fall 2013
# EXTENDED CAMPUSES

<table>
<thead>
<tr>
<th>Approval Role</th>
<th>Date</th>
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<tbody>
<tr>
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<tr>
<td><strong>Approvals:</strong></td>
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<tr>
<td>Academic Unit Head</td>
<td>Date</td>
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<tr>
<td>Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</td>
<td>Date</td>
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<tr>
<td>Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning)</td>
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<tr>
<td>Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</td>
<td>Date</td>
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<tr>
<td>Chief Academic Officer; Extended Campuses (or Designee)</td>
<td>Date</td>
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- Approved as submitted: [ ] Yes [ ] No
- Approved as modified: [ ] Yes [ ] No

Effective Fall 2013
College of Health & Human Services
Department of Occupational Therapy

UPPER EXTREMITY FUNCTION & OCCUPATIONAL PERFORMANCE

General Information
- OTD 646
- Spring
- Clock Hours: 7; Credit Hours: 3
- Instructor's name: To Be HIred
- Office address: To Be Determined
- Office hours: To Be Determined

Course prerequisites
OTD 620; OTD 621; OTD 640; OTD 642; OTD 643

Course description
Interventions with orthopedic-based upper extremity conditions to optimize functional use of the hand and arm are analyzed. Emphasis on physical aged modalities, orthotics fabrication & application, hand rehabilitation methods along with an introduction to training and utilization of prosthetics and emerging robotics is included. (1 hr. lecture, 6 hrs. lab)

Student Learning Expectations/Outcomes for this Course
Upon completion of this course, the student will be able to:

1. Provide design, fabrication, application, fitting, and training in orthotic devices used to enhance occupational performance and participation. Train in the use of prosthetic devices, based on scientific principles of kinesiology, biomechanics, and physics B.5.11 competency testing; intervention planning; examinations

2. Demonstrate safe and effective application of superficial thermal and mechanical modalities as a preparatory measure to manage pain and improve occupational performance, including foundational knowledge, underlying principles, indications, contraindications, and precautions B.5.15; B.5.14 competency testing; intervention planning; examinations

3. Demonstrate knowledge, function and the development of the human body in upper extremity & hand function B.1.1; B.1.3 competency testing; intervention planning examinations

4. Identify use of technology to support upper extremity & hand performance, participation, health & well-being B.1.8 examinations

5. Explain the meaning and dynamic interaction between occupation, activity demands, performance skills, performance patterns, contexts, environmental and client factors B.2.2 competency testing; intervention planning; examinations

6. Articulate the importance of balancing areas of occupation with the achievement of health and wellness for clients B.2.4 examinations

7. Analyze the effects of heritable diseases, genetic conditions, disability, trauma and injury to the physical and mental health and occupational performance of the individual B.2.6 competency testing; intervention planning; examinations

Effective Fall 2013
8. Demonstrate task analysis in areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors to formulate an intervention plan. B.2.7 competency testing; intervention planning; examinations

9. Utilize sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. B.2.8 competency testing; intervention planning

10. Use clinical reasoning to explain the rationale for and use of upper extremity & hand compensatory strategies when desired life tasks cannot be performed. B.2.10 competency testing; intervention planning

11. Use theories, models of practice, and frames of reference to guide and inform upper extremity & hand evaluation and intervention to facilitate occupational performance. B.2.11; B.3.1 examinations

12. Use evidence-based reasoning to appropriate assessment tools on the basis of client needs, occupational profile contextual factors, and psychometric properties of tests to analyze, synthesize and diagnose upper extremity & hand issues. These must be culturally relevant, based on available evidence, and incorporate use of occupation in the assessment process. B.4.1; B.4.2; B.4.3; B.4.4; B.4.11; B.5.1 competency testing; intervention planning; examinations

13. Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to the requirements of applicable facility, local, state, federal, and reimbursement agencies. Documentation must effectively communicate the need and rationale for occupational therapy services B.4.10 competency testing; intervention planning

14. Select and provide direct occupational therapy interventions and procedures to enhance safety, health and wellness, and performance in ADLs, IADL, education, work, play, rest, sleep, leisure, and social participation. B.5.2 competency testing; intervention planning; examinations

15. Provide graded, therapeutic use of occupation, exercises, and activities (e.g., occupation-based intervention, purposeful activity, preparatory methods and adaptive approaches with upper extremity & hand dysfunctions. B.5.3; B.5.23 competency testing; intervention planning; examinations

16. Provide training, educational/ learning technology-based approaches in self-care, self-management, health management and maintenance, home management, and community and work integration as well as the families B.5.5; B.5.19; B.5.23 competency testing; intervention planning; examinations

17. Demonstrate knowledge and understanding of the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and Ethics Standards and AOTA Standards of Practice and use them as a guide for ethical decision making in professional interactions, client interventions, and employment settings B.9.1 examinations

**Course structure/approach**

- Lecture
- Skill learning laboratories: to practice with goal of competency for fieldwork and foundation for entry-level practice across a variety of requisite practice theories; models and frames of reference:
  - Observation
  - Documentation & goal setting
  - Clinical reasoning
  - Interprofessional collaboration
  - Equipment maintenance precautions
  - Evaluation processes
  - Intervention planning
  - Client education & instructions
  - OTA supervision
  - Translation of evidence
  - Client & family Communication
  - Outcome expectations
  - Therapeutic use of self
  - Ethical reasoning
  - Risk management & safety

- Case-based learning
- Competency testing

Effective Fall 2013
Textbook and required materials


Recommended optional materials/references

Course outline
Weeks 1 - 4  
Fundamentals of Hand Therapy Concepts and Treatment Techniques  
Rationale for Use  
Upper Extremity Anatomy  
Edema Reduction Techniques: A Biological Rationale for Selection  
Tissue-Specific Exercises for the Upper Extremity  
Evaluation of the Hand and Upper Extremity  
Assessing Functional Outcomes  
Clients with Functional Somatic Syndromes and Clients with Challenging Behavior  
Fundamentals of Client-Therapist Rapport  
Therapy Assistant Roles in Hand Therapy

Weeks 5 – 10  
Physical Agent Modalities: A Theoretical Framework  
Regulatory Guidelines for the Use of Physical Agents Modalities (PAMs)  
Wound Healing  
Pain Theory and Perception  
Cryotherapy  
Thermotherapy: Superficial Heat Agents  
Therapeutic Ultrasound and Phonophoresis  
Principles of Electrotherapy  
Neuromuscular Electrical Stimulation: Applications and Indications  
Trancutaneous Electrical Nerve Stimulation  
Iontophoresis  
Low Level Laser and Light Therapy  
MET and CES Treatment Protocols

Weeks 11- 15  
Hand Rehabilitation  
Common Shoulder Diagnoses  
Common Elbow Diagnoses  
Common Peripheral Nerve Problems  
Common Wrist and Hand Fractures  
Common Forms of Tendinitis/Tendinosis  
Common Finger Sprains and Deformities  
Tendon Injury  
Arthritis  
Pain Related Syndromes: Complex Regional Pain Syndrome and Fibromyalgia  
Burns  
Common Infections  
Ganglion Cysts and Other Common Tumors of the Hand and Wrist

Effective Fall 2013
Assessment of Student Learning Outcomes

- **Methods of Assessment**
  - Competency testing
    - PAMS 10%
    - Hand Rehabilitation 10%
    - Lymphedema & Wound Healing 10%
  - Intervention plan writing & documentation
    - PAMS 10%
    - Hand Therapy 10%
  - Examinations: 3 midterms 30% (10% each)
  - Final 20%

- **Timeline for Assessment**
  - Competency testing: where fits within course content sequencing
  - Intervention plan writing: in practice model labs, as need is determined by instructor
  - Documentation: in practice model labs, as need is determined by instructor
  - Examinations: 3 midterms and a final (spaced at approximately ¼ intervals across the course)

**Grading System**

- 90%-100%  A
- 80%-89.99%  B
- 70%-79.99%  C
- < 70%  F

**Course policy**

- Retests/makeup tests
  Take the exam on the regularly scheduled dates. If you are ill or other extenuating circumstances prevail, the expectation is that you will contact the instructor either in person or via telephone BEFORE the exam and take the exam within 48 hours. The instructor reserves the right to use a different exam format than the original exam (ie. essay vs. multiple choice.) Exceptions to this rule will be determined by the instructor.

- Attendance
  Be punctual and prepared at the beginning of class. Attendance is an essential and required part of the OT curriculum. Work and outside obligations are to be managed by the student in a way that does not hinder or limit educational expectations. Students are expected not to schedule other activities, work, or medical, dental or other appointments during class time. Notify your instructor ahead of time (via phone or email) if you will be late or absent from class. Any missed notes, explanations or discussions will be the student’s responsibility. Unexcused absences and/or frequent tardiness to class or community-based session can result in a deduction of up to 10% of a student’s total course grade.

- Statement on plagiarism and cheating
  Plagiarism and cheating are considered to be unprofessional, immoral, offensive and a violation of both academic and American Occupational Therapy’s Code of Ethics. An investigation, following
NAU procedures, will be undertaken whenever a concern regarding plagiarism and cheating is questioned. The University's Academic Integrity (Dishonesty Policy) will guide this review. Consequence of plagiarism and cheating could result in remediation plans, temporary dismissal from the program, issuance of a failing grade in the course or permanent dismissal from the program.

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS
http://www4.nau.edu/avpaa/policy1.html

Effective Fall 2013
Please attach proposed Syllabus in approved university format.

1. Course subject and number: **OTD 647**
   2. Units: **3**
      See upper and lower division undergraduate course definitions.

3. College: **Health and Human Services**
   4. Academic Unit: **Occupational Therapy**

5. Student Learning Outcomes of the new course. (Resources & Examples for Developing Course Learning Outcomes)

Upon completion of this course, the student will be able to:

1. Develop strategies and new population-focused service provision models to enable occupational therapy to respond to society’s changing needs. B.3.6 B.7.9; B.7.10; B.7.11, B.8.3; B.8.9; B.9.6; B.9.10; B.9.13 Intervention Plans & Presentation; Self-assessment & reflection
   a. Practice the skills of reflective self-evaluation and clinical reasoning through participation in a learning community. B.9.4; B.9.6 Self-assessment & reflection
   b. Demonstrate knowledge, function and the development of the human body in emerging practice & function B.1.1; B.1.3 Intervention Plans & Presentation

2. Identify use of technology to support emerging practice & performance, participation, health & well-being B.1.8 Intervention Plans & Presentation
   a. Explain the meaning and dynamic interaction between occupation, activity demands, performance skills, performance patterns, contexts, environmental and client factors B.2.2 Intervention Plans & Presentation

3. Articulate the importance of balancing areas of occupation with the achievement of health and wellness for clients B.2.4 Intervention Plans & Presentation

4. Analyze the effects of heritable diseases, genetic conditions, disability, trauma and injury to the physical and mental health and occupational performance of the individual B.2.6 Intervention Plans & Presentation

5. Demonstrate task analysis in areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors to formulate an intervention plan. B.2.7 Intervention Plans & Presentation

6. Utilize sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice B.2.8 Intervention Plans & Presentation

Effective Fall 2013
7. Use clinical reasoning to explain the rationale for and use of emerging practice 
&compensatory strategies when desired life tasks cannot be performed. B.2.10 
*Intervention Plans & Presentation; Self-assessment & reflection*

8. Use theories, models of practice, and frames of reference to guide and inform emerging 
practice & evaluation and intervention to facilitate occupational performance. B.2.11; 
B.3.1 *Intervention Plans & Presentation*

9. Use evidence-based reasoning to appropriate assessment tools on the basis of client 
needs, occupational profile contextual factors, and psychometric properties of tests to 
analyze, synthesize and diagnose emerging practice & issues. These must be culturally 
relevant, based on available evidence, and incorporate use of occupation in the 
assessment process. B.4.1; B.4.2; B.4.3; B.4.4; B.4.11; B5.1 *Intervention Plans & 
Presentation*

10. Document occupational therapy services to ensure accountability of service provision and 
to meet standards for reimbursement of services, adhering to the requirements of 
applicable facility, local, state, federal, and reimbursement agencies. Documentation must 
effectively communicate the need and rationale for occupational therapy services B.4.10 
*Intervention Plans & Presentation*

11. Select and provide direct occupational therapy interventions and procedures to enhance 
safety, health and wellness, and performance in activity of daily living skills (ADLs), 
instrumental activities of daily living skills (IADLs), education, work, play, rest, sleep, 
leisure, and social participation. B.5.2 *Intervention Plans & Presentation*

12. Provide graded, therapeutic use of occupation, exercises, and activities (e.g., occupation-
based intervention, purposeful activity, preparatory methods and adaptive approaches with 
emerging practice & dysfunctions. B.5.3; B.5.23 *Intervention Plans & 
Presentation*

13. Provide training, educational/ learning technology-based approaches in self-care, self-
management, health management and maintenance, home management, and community 
and work integration as well as the families B.5.5; B.5.19; B.5.23 *Intervention Plans & 
Presentation*

a. Demonstrate knowledge and understanding of the American Occupational Therapy 
Association (AOTA) Occupational Therapy Code of Ethics and Ethics Standards and AOTA 
Standards of Practice and use them as a guide for ethical decision making in professional 
interactions, client interventions, and employment settings B.9.1 *Intervention Plans & 
Presentation*

6. Justification for new course, including how the course contributes to degree program outcomes, 
or other university requirements / student learning outcomes. (Resources, Examples & Tools for Developing 
Effective Program Student Learning Outcomes).
This is a new course, required in the new Occupational Therapy Doctoral program. The 
student learning outcomes are essential to graduate effective occupational therapists, and to 
meet accreditation requirements. Please see the attached course justification summary for 
further details.

Effective Fall 2013
7. Effective **BEGINNING** of what term and year? **Fall 2014**  
**See effective dates calendar.**

8. Long course title: **EMERGING PRACTICE SEMINAR**  
(max 100 characters including spaces)

9. Short course title: **EMRGNG PRCTC SEMINAR**  
(max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):  
**To meet society's occupational needs, occupational therapy practitioners need to respond to how society is changing and evolving. The course presents emerging practice areas showing a need by visionary leaders due to rapid changes in health care, demographics and/or consumer demand. (9 hrs. lab)**

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?  
Yes ☒ No ☐  
If yes, include the appropriate plan proposal.  
**Doctor of Occupational Therapy**

12. Does this course duplicate content of existing courses?  
Yes ☐ No ☒  
If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit's enrollment or plan(s)?  
Yes ☐ No ☒  
If yes, describe the impact. If applicable, include evidence of notification to and/or response from each impacted academic unit

14. Grading option:  
Letter grade ☒ Pass/Fail ☐ Both ☐

15. Co-convened with:  
14a. UGC approval date*:  
(For example: ESE 450 and ESE 550) **See co-convening policy.**
*Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with:  
(For example: ES 450 and DIS 450) **See cross listing policy.**  
Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units?  
Yes ☐ No ☒  
16a. If yes, maximum units allowed?  
16b. If yes, may course be repeated for additional units in the same term?  
Yes ☐ No ☒

18. Prerequisites: **OTD 642, OTD 643, OTD 644**  
If prerequisites, include the rationale for the prerequisites.

Effective Fall 2013
Student learning expectations in prerequisite courses are necessary for success in this course.

19. Co requisites: 
   If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components? Yes □ No ☒
   If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course: To be hired

22. Classes scheduled before the regular term begins and/or after the regular term ends may require additional action. Review “see description” and “see impacts” for “Classes Starting/Ending Outside Regular Term” under the heading “Forms” http://nau.edu/Registrar/Faculty-Resources/Schedule-of-Classes-Maintenance/.
   Do you anticipate this course will be scheduled outside the regular term? Yes □ No ☒

Answer 22-23 for UCC/ECCC only:

23. Is this course being proposed for Liberal Studies designation? Yes □ No □
   If yes, include a Liberal Studies proposal and syllabus with this proposal.

24. Is this course being proposed for Diversity designation? Yes □ No □
   If yes, include a Diversity proposal and syllabus with this proposal.

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland 10/25/2013
Reviewed by Curriculum Process Associate Date

Approvals:

[Signatures with dates]

Department Chair/Unit Head (if appropriate) Date
Chair of college curriculum committee Date
Dean of college Date

For Committee use only:

Effective Fall 2013
UCC/UGC Approval

Approved as submitted: Yes ☐ No ☐
Approved as modified: Yes ☐ No ☐

EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate Date

Approvals:

Academic Unit Head Date

Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning) Date

Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning) Date

Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning) Date

Chief Academic Officer; Extended Campuses (or Designee) Date

Approved as submitted: Yes ☐ No ☐
Approved as modified: Yes ☐ No ☐

Effective Fall 2013
Emerging Practice Seminar

General Information
- OTD 647
- Spring
- Clock hours: 9; Credit Hours: 3
- Instructor's name: To Be Hired
- Office address: To Be Determined
- Office hours: To Be Determined

Course Prerequisites:
OTD 642, OTD 643, OTD 644

Course Description
To meet society's occupational needs, occupational therapy practitioners need to respond to how society is changing and evolving. The course presents emerging practice areas showing a need by visionary leaders due to rapid changes in health care, demographics and/or consumer demand. (9 hrs. lab)

Student Learning Expectations/Outcomes for this Course
Upon completion of this course, the student will be able to:

1. Develop strategies and new population-focused service provision models to enable occupational therapy to respond to society's changing needs. B.3.6 B.7.9; B.7.10; B.7.11, B.8.3; B.8.9; B.9.6; B.9.10; B.9.13 Intervention Plans & Presentation; Self-assessment & reflection
   - Practice the skills of reflective self-evaluation and clinical reasoning through participation in a learning community. B.9.4; B.9.6 Self-assessment & reflection
   - Demonstrate knowledge, function and the development of the human body in emerging practice & function B.1.1; B.1.3 Intervention Plans & Presentation

2. Identify use of technology to support emerging practice & performance, participation, health & well-being B.1.8 Intervention Plans & Presentation
   - Explain the meaning and dynamic interaction between occupation, activity demands, performance skills, performance patterns, contexts, environmental and client factors B.2.2 Intervention Plans & Presentation

3. Articulate the importance of balancing areas of occupation with the achievement of health and wellness for clients B.2.4 Intervention Plans & Presentation

4. Analyze the effects of heritable diseases, genetic conditions, disability, trauma and injury to the physical and mental health and occupational performance of the individual B.2.6 Intervention Plans & Presentation

5. Demonstrate task analysis in areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors to formulate an intervention plan. B.2.7 Intervention Plans & Presentation

6. Utilize sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice B.2.8 Intervention Plans & Presentation

Effective Fall 2013
7. Use clinical reasoning to explain the rationale for and use of emerging practice & compensatory strategies when desired life tasks cannot be performed. B.2.10 Intervention Plans & Presentation; Self-assessment & reflection

8. Use theories, models of practice, and frames of reference to guide and inform emerging practice & evaluation and intervention to facilitate occupational performance. B.2.11; B.3.1 Intervention Plans & Presentation

9. Use evidence-based reasoning to appropriate assessment tools on the basis of client needs, occupational profile contextual factors, and psychometric properties of tests to analyze, synthesize and diagnose emerging practice & issues. These must be culturally relevant, based on available evidence, and incorporate use of occupation in the assessment process. B.4.1; B.4.2; B.4.3; B.4.4; B.4.11; B.5.1 Intervention Plans & Presentation

10. Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to the requirements of applicable facility, local, state, federal, and reimbursement agencies. Documentation must effectively communicate the need and rationale for occupational therapy services B.4.10 Intervention Plans & Presentation

11. Select and provide direct occupational therapy interventions and procedures to enhance safety, health and wellness, and performance in activity of daily living skills (ADLs), instrumental activities of daily living skills (IADLs), education, work, play, rest, sleep, leisure, and social participation. B.5.2 Intervention Plans & Presentation

12. Provide graded, therapeutic use of occupation, exercises, and activities (e.g., occupation-based intervention, purposeful activity, preparatory methods and adaptive approaches with emerging practice & dysfunctions. B.5.3; B.5.23 Intervention Plans & Presentation

13. Provide training, educational/learning technology-based approaches in self-care, self-management, health management and maintenance, home management, and community and work integration as well as the families B.5.5; B.5.19; B.5.23 Intervention Plans & Presentation

- Demonstrate knowledge and understanding of the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and Ethics Standards and AOTA Standards of Practice and use them as a guide for ethical decision making in professional interactions, client interventions, and employment settings B.9.1 Intervention Plans & Presentation

Course structure/approach
In this course, the students will be better prepared for emerging areas of practice that have been identified by faculty. In small learning communities facilitated by the instructor, they will
- prepare three intervention plans, each for a different emerging area of practice
- present their findings
- distribute an executive summary of their intervention plan to peers

The group membership will change with each intervention plan and no two groups with have the same emerging practice topic. Self-assessment of learning community dynamics will occur.

Following the OTPF domains and process the students in small groups will use guided intervention design to develop and present outlines for emerging services in the following format:
- Search and synthesize current literature
- Conduct Structured interviews with 2 OT and one non-OT leader in the appointed area
- Create an intervention program plan that includes specific description of OT practice:
  o Occupational Therapy Practice Framework (OTPF) Domain
  o Occupational profile

Effective Fall 2013
Analysis of occupational performance (evaluation)
- Intervention plan
- Intervention implementation
- Outcomes
  - Delineate ethical issues and suggest solutions
- Write: Executive summary
  Professional paper on the role of OT in this emerging area of practice to include:
  1. Overview of literature relevant to OT (issue summary & evidence)
  2. Intervention goals
  3. White paper (advocating for the presence of OT)
  4. Standards of practice

Textbook and required materials

Recommended optional materials/references

Course outline
Intervention or services are needed for emerging areas due to: rapid changes in demographics, health care system changes and/or client demands. To be leaders as practice-scholar, students need to analyze issues and consider emerging roles, skills and intervention opportunities. The faculty will review topic options annually for this class. Each student will select three areas to gather greater knowledge regarding professional behaviors.

The course will be organized into 3 modules of 4 weeks each. Each student will be in a small group covering one of the assigned topics below. The small groups will work together to write their intervention plan. Students will present their findings to peers at the end of each module. Each module will have unique set of topics and students will be permitted to create new groups each module.

<table>
<thead>
<tr>
<th>Changes/Demands</th>
<th>Emerging Intervention Options</th>
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<tbody>
<tr>
<td>Aging-in-place&amp;</td>
<td>Housing alternatives</td>
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<td>Chronic Illness</td>
<td>Home modification</td>
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<td>Care-taking roles, activities and support needs</td>
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<td>Ergonomics</td>
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<td>Autism Spectrum Disorder</td>
<td>Family supports</td>
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<td>Transition services</td>
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<td>Health promotion, wellness &amp; self-efficacy</td>
<td>Case Managers</td>
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<td>Coaching</td>
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<td>Advocacy &amp; empowerment</td>
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<td>Spirituality</td>
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<td>Complementary &amp; alternative medicine</td>
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<td>Wellness</td>
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<tr>
<td>Evidence-based practice</td>
<td>Translation science skills in practitioners</td>
</tr>
</tbody>
</table>

Effective Fall 2013
Violence, wars and nature  
Incarceration  
Post-traumatic stress disorder  
Resilience & disaster survivorship  
Bullying  
Human trafficking

Assessment of Student Learning Outcomes
• Methods of Assessment
  3 Intervention Plan & Presentation  60%
    Executive summary
    Professional position or white paper
  3 Self-assessment of learning team dynamics (participation & growth)  30%
  Participation in critique of presented plans  10%
• Timeline for Assessment
  3 consecutive cycles of learning communities (5 week duration for each)

Grading System
  90%-100%  A
  80%-89.99%  B
  70%-79.99%  C
  < 70%  F

Course policy
• Retests/makeup tests
  Take the exam on the regularly scheduled dates. If you are ill or other extenuating circumstances prevail, the expectation is that you will contact the instructor either in person or via telephone BEFORE the exam and take the exam within 48 hours. The instructor reserves the right to use a different exam format than the original exam (ie. essay vs. multiple choice.) Exceptions to this rule will be determined by the instructor.

• Attendance
  Be punctual and prepared at the beginning of class. Attendance is an essential and required part of the OT curriculum. Work and outside obligations are to be managed by the student in a way that does not hinder or limit educational expectations. Students are expected not to schedule other activities, work, or medical, dental or other appointments during class time. Notify your instructor ahead of time (via phone or email) if you will be late or absent from class. Any missed notes, explanations or discussions will be the student’s responsibility. Unexcused absences and/or frequent tardiness to class or community-based session can result in a deduction of up to 10% of a student’s total course grade.

• Statement on plagiarism and cheating
  Plagiarism and cheating are considered to be unprofessional, immoral, offensive and a violation of both academic and American Occupational Therapy’s Code of Ethics. An investigation, following NAU procedures, will be undertaken whenever a concern regarding plagiarism and cheating is questioned. The University’s Academic Integrity (Dishonesty Policy) will guide this review. Consequence of plagiarism and cheating could result in remediation plans, temporary dismissal from the program, issuance of a failing grade in the course or permanent dismissal from the program.

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS

Effective Fall 2013
http://www4.nau.edu/avpaa/policy1.html

Effective Fall 2013
Please attach proposed Syllabus in approved university format.

1. Course subject and number: OTD 650  
2. Units: 3  
   See upper and lower division undergraduate course definitions.

3. College: Health and Human Services  
4. Academic Unit: Occupational Therapy

5. Student Learning Outcomes of the new course.  
   (Resources & Examples for Developing Course Learning Outcomes)

Upon completion of this course, the student will be able to:

1. Organize, collect, and analyze data in a systematic manner for evaluation of practice outcomes  
   B.5.30 quizzes PICO, CAT, journal club; work sheets  
   a. Generate descriptive, assessment and intervention effectiveness evidence based practice questions

2. Discuss issues and challenges pertaining to client-centered practice, therapeutic relationships and the use of research evidence  
   B.8.1. quizzes; journal club  
   a. Demonstrate skills necessary for communicating with families and clients about research evidence.

3. Effectively locate, understand, and evaluate information, including the quality of research evidence  
   B.8.2. quizzes; locate scholarly resources, CAT, journal club; work sheets  
   a. Locate, organize, evaluate and use research evidence to promote client-centered, evidence based occupational therapy practice  
   b. Enhance their own professional development by synthesizing, discussing and critiquing literature from several different sources as a member of a collegial journal club

4. Differentiate purpose and content between narrative and scholar writing including referencing citations.  
   B.8.8 quizzes; journal club

5. Use scholarly literature to make evidence-based decisions  
   B.8.3 quizzes; locate resources; journal club; work sheets

6. Identify the purpose of parts of scholarly proposals. papers (white papers, position papers, and persuasive discussion) and journal publications including editorial boards  
   B.8.8 quizzes; work sheets; journal club

7. Plan meaningful, well-organized, clear, oral. poster and PowerPoint presentations  
   B.8.8 journal club

8. Understand the ethical and professional responsibility to disseminate knowledge.  
   B.8.8, B.9.10; B.9.11 journal club

Effective Fall 2013
6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes).

This is a new course, required in the new Occupational Therapy Doctoral program. The student learning outcomes are essential to graduate effective occupational therapists, and to meet accreditation requirements. Please see the attached course justification summary for further details.

7. Effective BEGINNING of what term and year? Fall 2014
   See effective dates calendar.

8. Long course title: EVIDENCE-BASED PRACTICE AND PROFESSIONAL COMMUNICATION
   (max 100 characters including spaces)

9. Short course title: EVID-BASED PRAC & PROF COMM
   (max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):
    An introduction to the scholarly skills of locating, organizing and critically-appraising research literature related to practice is presented. An overview of professional communication style and dissemination skills is included. (2 hrs. lecture, 3 hrs. lab)

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?
    Yes ☒  No ☐
    If yes, include the appropriate plan proposal.

12. Does this course duplicate content of existing courses?
    Yes ☐  No ☒
    If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit’s enrollment or plan(s)?
    Yes ☐  No ☒
    If yes, describe the impact. If applicable, include evidence of notification to and/or response from each impacted academic unit.

14. Grading option: Letter grade ☒ Pass/Fail ☐ Both ☐

15. Co-convened with:  
    (For example: ESE 450 and ESE 550) See co-convening policy.
    14a. UGC approval date*:
    *Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with:  
    (For example: ES 450 and DIS 450) See cross listing policy.
    Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units?
    Yes ☐  No ☒

Effective Fall 2013
16a. If yes, maximum units allowed? 
16b. If yes, may course be repeated for additional units in the same term? Yes ☐ No ☐

18. Prerequisites: **Admission to the OTD program**
If prerequisites, include the rationale for the prerequisites.

**Only students accepted into the OTD program are eligible to take this course.**

19. Co-requisites: 
If co-requisites, include the rationale for the co-requisites.

20. Does this course include combined lecture and lab components? Yes ☑ No ☐
If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course: **To Be Hired**

22. Classes scheduled before the regular term begins and/or after the regular term ends may require additional action. Review “see description” and “see impacts” for “Classes Starting/Ending Outside Regular Term” under the heading “Forms”
http://nau.edu/Registrar/Faculty-Resources/Schedule-of-Classes-Maintenance/.
Do you anticipate this course will be scheduled outside the regular term? Yes ☐ No ☑

**Answer 22-23 for UCC/ECCC only:**

23. Is this course being proposed for Liberal Studies designation? Yes ☐ No ☐
If yes, include a Liberal Studies proposal and syllabus with this proposal.

24. Is this course being proposed for Diversity designation? Yes ☐ No ☐
If yes, include a Diversity proposal and syllabus with this proposal.

---

**FLAGSTAFF MOUNTAIN CAMPUS**

**Scott Galland** 10/25/2013
Reviewed by Curriculum Process Associate 

**Approvals:**

**Patricia Coxx** 10/28/2013
Department Chair/Unit Head (if appropriate)

**Chair of college curriculum committee** 10/28/13

Effective Fall 2013
### EXTENDED CAMPUSES

<table>
<thead>
<tr>
<th>Approval Role</th>
<th>Date</th>
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<tbody>
<tr>
<td>Reviewed by Curriculum Process Associate</td>
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<tr>
<td>Academic Unit Head</td>
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<tr>
<td>Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</td>
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<td>Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning)</td>
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<tr>
<td>Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</td>
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<tr>
<td>Chief Academic Officer; Extended Campuses (or Designee)</td>
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Approved as submitted: Yes ☐  No ☐
Approved as modified: Yes ☐  No ☐

Effective Fall 2013
College of Health & Human Services
Department of Occupational Therapy
EVIDENCE-BASED PRACTICE & PROFESSIONAL COMMUNICATION

General Information
- OTD 650
- Fall
- Clock Hours 5; Credit Hours: 3
- Instructor’s name: To Be Hired
- Office address: To Be Determined
- Office hours: To Be Determined

Course prerequisites:
Admission to the program

Course description:
An introduction to the scholarly skills of locating, organizing and critically-appraising research literature related to practice is presented. An overview of professional communication style and dissemination skills is included. (2 hrs. lecture, 3 hrs. lab)

Student Learning Expectations/Outcomes for this Course
Upon completion of this course, the student will be able to:
1. Organize, collect, and analyze data in a systematic manner for evaluation of practice outcomes
   B.5.30 quizzes PICO, CAT, journal club, work sheets
   a. Generate descriptive, assessment and intervention effectiveness evidence based practice questions
2. Discuss issues and challenges pertaining to client-centered practice, therapeutic relationships and the use of research evidence B.8.1 quizzes, journal club
   a. Demonstrate skills necessary for communicating with families and clients about research evidence
3. Effectively locate, understand, and evaluate information, including the quality of research evidence B.8.2 quizzes, locate scholarly resources, CAT, journal club, work sheets
   a. Locate, organize, evaluate and use research evidence to promote client-centered, evidence based occupational therapy practice
   b. Enhance their own professional development by synthesizing, discussing and critiquing literature from several different sources as a member of a collegial journal club
4. Differentiate purpose and content between narrative and scholar writing including referencing citations B.8.8 quizzes, journal club
5. Use scholarly literature to make evidence-based decisions B.8.3 quizzes, locate resources, journal club, work sheets
6. Identify the purpose of parts of scholarly proposals, papers (white papers, position papers, and persuasive discussion) and journal publications, including boards B.8.8 quizzes, work sheets, journal club
7. Plan meaningful, well-organized, clear, oral poster and Power-Point presentations B.8.8 journal club
8. Understand the ethical and professional responsibility to disseminate knowledge. B.8.8-B.9.10; B.9.11 journal club

Effective Fall 2013
Course structure/approach
- 1 hour blended learning
- 1 hour lab to: practice evidence-based literature searching approaches; practice professional writing and A mini-professional presentation of EBP paper

Textbook and required materials

Recommended optional materials/references
TBD

Course outline

Weeks 1 - 2 Making the case for Evidence-based practice (EBP)
a. Practice Scholar Model
b. Define EBP

Weeks 3 - 5 Asking Compelling, Clinical Questions
a. Developing a question Population, Intervention, Comparison & Outcome (PICO)

Weeks 6 - 8 Finding Relevant Evidence to Answer Clinical Questions
a. Database Search
b. Levels of Evidence
c. Types of Studies

Weeks 9 - 12 Critically Appraising the Evidence
a. How to read a paper
b. PEDro, McMaster’s Analysis
c. Deconstructing an article (intro, methods, interpret results, discussion)
d. Anomalous Data
e. SR, Meta-Analysis

Weeks 13 – 15 Disseminating Evidence and Evidence-based practices (EBP) Implementation Outcomes
a. Creating a summative matrix, analysis across several studies
b. Scientific Writing
c. Parts of proposals and scholarly publications
d. Presenting and disseminating
e. Literature searching & Reference managing systems

All Weeks Laboratories
a. Individual PICO Question: Create an individual PICO question based on OT interests
b. EBP Search Resources: Practice, on-line help, and tutorials to develop a basic understanding of an EBP database they are unfamiliar with. Specific EBP sites to be covered may include: 1) Cochrane Collaboration, 2) Campbell

Effective Fall 2013
Collection, 3) SumSearch, 4) OT Seeker, 5) PEDro 6) EBM Reviews, and 7) Center for Reviews and Dissemination.

c. **Worksheets**: Worksheets will be completed throughout the semester including the PEDro Scale, McMaster’s Critical Review Form, Rapid Critical Appraisal Checklist (as part of audience participation for the Journal Club), and Evaluation tables using required readings.

d. **Critically Appraised Topics (CAT)**: Using principles of evidence based analysis students will search, collect and report on the evidence that can be used to answer selected questions about populations or intervention programs defined in collaboration with the instructor.

e. **Journal Club Presentations**: In groups of 4-5, students will develop a clinical question, search the literature, analyze the best evidence, and report this evidence to the class. Group members will then lead the class in discussion. Non-presenting members of the class will be responsible for reading the article ahead of time and completing the Rapid Critical Appraisal Checklist to guide discussion.

f. **Quizzes** unannounced

<table>
<thead>
<tr>
<th>Assessment of Student Learning Outcomes</th>
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<tbody>
<tr>
<td><strong>Methods of Assessment</strong></td>
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<table>
<thead>
<tr>
<th>PICO question</th>
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<tbody>
<tr>
<td>EBP Search Resources</td>
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<td>Journal Club Presentation</td>
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<td>CAT</td>
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<td>-Critical Appraisal Forms</td>
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<td>-Journal Club Appraisal Forms</td>
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<td>-Search Activity</td>
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<td>-Evaluation and synthesis tables</td>
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<td>Quizzes</td>
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<table>
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<th>Timeline for Assessment</th>
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<tr>
<td>EBP Search Resources</td>
<td>Week 2-4</td>
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<tr>
<td>Journal Club Presentation</td>
<td>Weeks 2 -12</td>
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<td>CAT</td>
<td>Written &amp; oral last 2 weeks of class</td>
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<td><strong>Worksheets</strong></td>
<td>Weeks 1 -12</td>
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<td>-Search Activity</td>
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Effective Fall 2013
| Evaluation and synthesis tables | Unannounced, as needed |

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<tr>
<th>Grading System</th>
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<tbody>
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<td>90%-100%</td>
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<td>80%-89.99%</td>
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<td>70%-79.99%</td>
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<td>&lt; 70%</td>
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**Course policy**

- **Retests/makeup tests**
  Take the exam on the regularly scheduled dates. If you are ill or other extenuating circumstances prevail, the expectation is that you will contact the instructor either in person or via telephone BEFORE the exam and take the exam within 48 hours. The instructor reserves the right to use a different exam format than the original exam (ie. essay vs. multiple choice.) Exceptions to this rule will be determined by the instructor.

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  Be punctual and prepared at the beginning of class. Attendance is an essential and required part of the OT curriculum. Work and outside obligations are to be managed by the student in a way that does not hinder or limit educational expectations. Students are expected not to schedule other activities, work, or medical, dental or other appointments during class time. Notify your instructor ahead of time (via phone or email) if you will be late or absent from class. Any missed notes, explanations or discussions will be the student's responsibility. Unexcused absences and/or frequent tardiness to class or community-based session can result in a deduction of up to 10% of a student's total course grade.

- **Statement on plagiarism and cheating**
  Plagiarism and cheating are considered to be unprofessional, immoral, offensive and a violation of both academic and American Occupational Therapy’s Code of Ethics. An investigation, following NAU procedures, will be undertaken whenever a concern regarding plagiarism and cheating is questioned. The University’s Academic Integrity (Dishonesty Policy) will guide this review. Consequence of plagiarism and cheating could result in remediation plans, temporary dismissal from the program, issuance of a failing grade in the course or permanent dismissal from the program.

**NORTHERN ARIZONA UNIVERSITY**
**POLICY STATEMENTS**
[http://www4.nau.edu/avpaa/policy1.html](http://www4.nau.edu/avpaa/policy1.html)

Effective Fall 2013
Please attach proposed Syllabus in approved university format.

1. Course subject and number: **OTD 651**
   
2. Units: **4**
   
   *See upper and lower division undergraduate course definitions.*

3. College: **Health and Human Services**
4. Academic Unit: **Occupational Therapy**

5. Student Learning Outcomes of the new course. *(Resources & Examples for Developing Course Learning Outcomes)*

   **Upon completion of this course, the student will be able to:**

1. Articulate the importance of research, scholarly activities and the continued development of a body of knowledge relevant to occupational therapy. **B 8.1 comparative research design; examinations**

2. Practice determining the level of evidence in supporting the validity of practice decisions. **B.8.2; B.8.3 examinations; journal club**

3. Analyze the ethical principles related to research including the protection of human subjects, justifying human experimentation and concerns regarding the application and withholding of tested and untested therapeutic interventions. **B.1.5; B.9.1 examinations**

4. Define and apply basic concepts and terminology, notation (research/scientific and statistical) and taxonomies associated with the research process. **B.1.10 examinations**

5. Describe the difference between qualitative and quantitative approaches to scholarship. **B.1.7; B.8.5 examinations; journal club; comparative research design**

6. Identify the central components of major approaches: historical; epidemiological (cohort/prospective & case control/retrospective); evaluative; qualitative; clinical (case study; single-case/subject study; & sequential clinical design); and experimental. **B.8.5 examinations; journal club**

7. Apply knowledge and demonstrate the skills necessary in designing a practice-scholar research proposal that includes the research question, relevant literature, sample, design, measurement and recommended data analysis. **B.8.6; B.1.10 examinations**

8. Delineate the purpose and utility of various statistical approaches to data analysis and interpretation and related statistical notation related to: significance (p-value); Type I & II error, statistical power & descriptive, correlational and inferential statistics. **B.8.4; B.1.10 examinations; journal club**

9. Utilize a decision tree to select possible statistical analysis options based on research design decisions. **B.8.4; B.1.10 examinations; journal club**

10. Analyze data using a computer program to run common statistical tests: descriptive, correlational, and inferential. **B.8.4; B.1.10 examinations**

11. Recognize common pitfalls in experimental design such as internal and external design validity, investigator bias, manipulations overlooked by the experimenter, the placebo effect, the practice effect and the impact of decision-making during the design process on final interpretations of research outcome. **B.8.5 examinations; journal club**

*Effective Fall 2013*
12. Understand and apply qualitative research processes to code, analyze and synthesize qualitative data.  B.8.4. examinations
13. Understand and critique the validity of various qualitative designs (e.g., grounded theory, ethnography, phenomenology, action research) and research methodologies.  B.8.5 examinations; journal club
14. Identify basic principles of, uses for, and validity of various quantitative & qualitative research methodologies.  B.8.4; B.8.5 comparative research design; examinations; journal club
15. Create, administer, and evaluate at least one data collection instrument.  B.8.7 comparative research design
16. Participate in qualitative and quantitative data collection, processing, and analysis.  B.8.6; B.8.7 comparative research design
17. Summarize data and prepare a written report of initial findings.  B.8.8 comparative research design

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes.  (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes)

This is a new course, required in the new Occupational Therapy Doctoral program. The student learning outcomes are essential to graduate effective occupational therapists, and to meet accreditation requirements. Please see the attached course justification summary for further details.

7. Effective BEGINNING of what term and year?  Fall 2014
   See effective dates calendar.

8. Long course title:  SCHOLARSHIP OF PRACTICE APPROACHES AND DESIGN
   (max 100 characters including spaces)

9. Short course title:  SCHLRSHP PRCTC APPRCH & DSGN
   (max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):
    The student is introduced to each phase of the research process, including scholarly professional communication processes and skills. Discussions focus on the quantitative research & qualitative inquiry as the foundation for professional evidence. (2 hrs. lecture, 6 hrs. lab)

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?

   Yes ☐  No ☐

   If yes, include the appropriate plan proposal.

   Doctor of Occupational Therapy

12. Does this course duplicate content of existing courses?  Yes ☐  No ☐

   If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

Effective Fall 2013
13. Will this course impact any other academic unit’s enrollment or plan(s)? Yes ☐  No ☒
   If yes, describe the impact. If applicable, include evidence of notification to and/or response from each impacted academic unit

14. Grading option: Letter grade ☒ Pass/Fail ☐ Both ☐

15. Co-convened with: __________________________ 14a. UGC approval date*: __________________
   (For example: ESE 450 and ESE 550) See co-convening policy.
   *Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with: __________________________
   (For example: ES 450 and DIS 450) See cross listing policy.
   Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units? Yes ☐  No ☒
   16a. If yes, maximum units allowed? _______________
   16b. If yes, may course be repeated for additional units in the same term? Yes ☐  No ☐

18. Prerequisites: OTD 650
   If prerequisites, include the rationale for the prerequisites.

   Student learning expectations in prerequisite courses are necessary for success in this course.

19. Co requisites: __________________________
   If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components? Yes ☒  No ☐
    If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course: To be hired

22. Classes scheduled before the regular term begins and/or after the regular term ends may require additional action. Review “see description” and “see impacts” for “Classes Starting/Ending Outside Regular Term” under the heading “Forms”
   http://nau.edu/Registrar/Faculty-Resources/Schedule-of-Classes-Maintenance/.
   Do you anticipate this course will be scheduled outside the regular term? Yes ☐  No ☒

Answer 22-23 for UCC/ECCC only:

23. Is this course being proposed for Liberal Studies designation? Yes ☐  No ☐
   If yes, include a Liberal Studies proposal and syllabus with this proposal.

24. Is this course being proposed for Diversity designation? Yes ☐  No ☐

Effective Fall 2013
If yes, include a Diversity proposal and syllabus with this proposal.

**FLAGSTAFF MOUNTAIN CAMPUS**

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<th>Scott Galland</th>
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<th>John</th>
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**For Committee use only:**

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Approved as submitted: Yes ☐ No ☐

Approved as modified: Yes ☐ No ☐

**EXTENDED CAMPUSES**

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<th>Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning)</th>
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<th>Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</th>
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<td>Chief Academic Officer; Extended Campuses (or Designee)</td>
<td>Date</td>
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| Approved as submitted: | Yes ☐ No ☐ |
| Approved as modified:  | Yes ☐ No ☐ |
General Information
- OTD 651
- Spring
- Clock hours: 8; Credit Hours: 4
- Instructor’s name: To Be Hired
- Office address: To Be Determined
- Office hours: To Be Determined

Course prerequisites:
OTD 650

Course description
The student is introduced to each phase of the research process, including scholarly professional communication processes and skills. Discussions focus on the quantitative research & qualitative inquiry as the foundation for professional evidence. (2 hrs. lecture, 6 hrs. lab)

Student Learning Expectations/Outcomes for this Course
Upon completion of this course, the student will be able to:
1. Articulate the importance of research, scholarly activities and the continued development of a body of knowledge relevant to occupational therapy B.8.1 comparative research design; examinations
2. Practice determining the level of evidence in supporting the validity of practice decisions. B.8.2; B.8.3 examinations; journal club
3. Analyze the ethical principles related to research including the protection of human subjects, justifying human experimentation and concerns regarding the application and withholding of tested and untested therapeutic interventions B.1.5; B.9.1 examinations
4. Define and apply basic concepts and terminology, notation (research/scientific and statistical) and taxonomies associated with the research process B.1.10 examinations
5. Describe the difference between qualitative and quantitative approaches to scholarship. B.1.7; B.8.5 examinations; journal club; comparative research design
6. Identify the central components of major approaches: historical; epidemiological (cohort/prospective & case control/retrospective); evaluative; qualitative; clinical (case study; single-case/subject study; & sequential clinical design); and experimental. B.8.5 examinations; journal club
7. Apply knowledge and demonstrate the skills necessary in designing a practice-scholar research proposal that includes the research question, relevant literature, sample, design, measurement and recommended data analysis. B.1.17; B.8.6; B.1.10 examinations
8. Delineate the purpose and utility of various statistical approaches to data analysis and interpretation and related statistical notation related to: significance (p-value); Type I & II error, statistical power & descriptive, correlational and inferential statistics. B.8.4; B.1.10 examinations; journal club

Effective Fall 2013
9. Utilize a decision tree to select possible statistical analysis options based on research design decisions. B.8.4; B.1.10 examinations; journal club

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15. Create, administer, and evaluate at least one data collection instrument. B.8.7 comparative research design

16. Participate in qualitative and quantitative data collection, processing, and analysis. B.8.6; B.8.7 comparative research design

17. Summarize data and prepare a written report of initial findings. B.8.8 comparative research design

**Course structure/approach**

- This course will be divided into 3 major sections:
  - Overview 3 weeks
  - Quantitative Design 6 weeks
  - Qualitative Design 6 weeks
  - Comparative research 1 week
  - Design presentations last week of class

- Laboratory to practice scholarship skills in quantitative and qualitative research

- Journal Club lead by small group of peers around a self-selected journal publication (occurs every 2 weeks for 7 meetings).
  - Quantitative example
  - Qualitative example

- Comparative Research design: take one set of scholarly questions about practice design both a qualitative and quantitative research project and compare the utility of each if conducted

**Textbook and required materials**


**Recommended optional materials/references**

TBD

**Course outline**

Weeks 1 - 2 Overview

- Defining researchable questions
- Value of the research process
- Funding for scholarly studies

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Effective Fall 2013
- AOT/AOTF research agenda for the profession
- Qualitative and Quantitative research design comparisons
  - Sampling
  - Validating the approach to the question
  - Ecological validity in OT
- Research ethics
  - Human subject protection and internal review boards
  - NAU HIPAA & Collaborative Institutional Training Initiative (CITI)
- Research Funding

Weeks 3 - 8  Quantitative processes & design
- Sampling procedures
- Designs
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<td>Group Experimental</td>
<td>Clinical Randomized</td>
<td>Control designs</td>
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- Statistical decision tress/methods
- Working with a statistical consultant
- Statistical software

Weeks 9 – 14  Qualitative inquiry
- Key characteristics of qualitative research & the interpretive framework
- Approaches: Narrative research
  - Phenomenological Research
  - Grounded theory
  - Ethnographic Research
  - Case study
- Tools: Data Collection interview
  - Observation
  - Phenomenology
  - Ethnography
  - Focus groups
- Software
- Participatory action research

Week 15  Comparative research design presentations

Assessment of Student Learning Outcomes
Methods of Assessment
- Researcher Exercises  10 points (individual)
- Midterm Exam  20 points (individual)
- Final Exam  20 points (individual)
- Journal Club: Quantitative  10 points (5pts individual/5pts group)
- Journal Club: Qualitative  10 points (individual)
- Comparative Research Design  30 points (15pts individual/15pts group)
  Total: 100 points

Timeline for Assessment
- Researcher Exercises  through-out course to reinforce learning of concepts
- Midterm Exam  half the way through class
- Final Exam  end of class
- Journal Club: Quantitative  first half of class

Effective Fall 2013
Qualitative second half of class
Comparative Research Design last week of class

Grading System
90%-100% A
80%-89.99% B
70%-79.99% C
< 70% F

Course policy
- Retests/makeup tests
  Take the exam on the regularly scheduled dates. If you are ill or other extenuating circumstances prevail, the expectation is that you will contact the instructor either in person or via telephone BEFORE the exam and take the exam within 48 hours. The instructor reserves the right to use a different exam format than the original exam (i.e. essay vs. multiple choice.) Exceptions to this rule will be determined by the instructor.

- Attendance
  Be punctual and prepared at the beginning of class. Attendance is an essential and required part of the OT curriculum. Work and outside obligations are to be managed by the student in a way that does not hinder or limit educational expectations. Students are expected not to schedule other activities, work, or medical, dental or other appointments during class time. Notify your instructor ahead of time (via phone or email) if you will be late or absent from class. Any missed notes, explanations or discussions will be the student's responsibility. Unexcused absences and/or frequent tardiness to class or community-based session can result in a deduction of up to 10% of a students total course grade.

- Statement on plagiarism and cheating
  Plagiarism and cheating are considered to be unprofessional, immoral, offensive and a violation of both academic and American Occupational Therapy's Code of Ethics. An investigation, following NAU procedures, will be undertaken whenever a concern regarding plagiarism and cheating is questioned. The University's Academic Integrity (Dishonesty Policy) will guide this review. Consequence of plagiarism and cheating could result in remediation plans, temporary dismissal from the program, issuance of a failing grade in the course or permanent dismissal from the program.

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS
http://www4.nau.edu/avpaa/policy1.html

Effective Fall 2013
1. Course subject and number: OTD 652  
   See upper and lower division undergraduate course definitions.

2. Units: 2

3. College: Health and Human Services  

4. Academic Unit: Occupational Therapy

5. Student Learning Outcomes of the new course.  
   (Resources & Examples for Developing Course Learning Outcomes)

   Upon completion of this course, the student will be able to:
   1. Articulate the importance of how scholarly activities contribute to the development of a body of knowledge relevant to the profession of occupational therapy  
      B.8.1 research proposal
   2. Effectively locate, understand, critique, and evaluate information, including the quality of the literature.  
      B.8.2 research proposal
   3. Use scholarly literature to make evidence-based decisions.  
      B.8.3 research proposal
   4. Select, interpret, and apply basic descriptive, correlational, and inferential quantitative statistics and code, analyze, synthesize qualitative data.  
      B.8.4 research proposal
   5. Understand and critique the validity of research studies, including their design, (both quantitative & qualitative) and methodology.  
      B.8.5 research proposal
   6. Design a scholarly proposal that includes the research question, relevant literature, sample design, measurement and data analysis.  
      B.8.6 research proposal
   7. Initiate a relationship with a faculty mentor to complete the practice-scholarship apprenticeship process.
   8. Complete the application for approval of research at NAU.  
      CITI Training; IRB application for research

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes.  
   (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes).

This is a new course, required in the new Occupational Therapy Doctoral program. The student learning outcomes are essential to graduate effective occupational therapists, and to meet accreditation requirements. Please see the attached course justification summary for further details.

7. Effective BEGINNING of what term and year?  
   Fall 2014  
   See effective dates calendar.

8. Long course title: PRACTICE-SCHOLAR PROPOSAL DEVELOPMENT SEMINAR  
   (max 100 characters including spaces)

Effective Fall 2013
9. Short course title: **PRCTC-SCHLR PRPSL DEVELMNT**  
(max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):  
The development of a research project proposal will guide the capstone scholarly experience  
for the program. The purpose is to promote scholarly endeavors that will describe and  
interpret the scope of the profession, establish new knowledge, and interpret and apply this  
knowledge to practice. (1 hr. lecture, 3 hrs. lab)

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?  
Yes ☒ No ☐

If yes, include the appropriate plan proposal.  
**Doctor of Occupational Therapy**

12. Does this course duplicate content of existing courses?  
Yes ☐ No ☒

If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why  
NAU should establish this course.

13. Will this course impact any other academic unit's enrollment or plan(s)?  
Yes ☐ No ☒

If yes, describe the impact. If applicable, include evidence of notification to and/or response from  
each impacted academic unit.

14. Grading option:  
Letter grade ☒ Pass/Fail ☐ Both ☐

15. Co-convened with:  
14a. UGC approval date*: ________________  
(For example: ESE 450 and ESE 550) See co-convening policy.  
*Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with:  
(For example: ES 450 and DIS 450) See cross listing policy.  
Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units?  
Yes ☐ No ☒

16a. If yes, maximum units allowed?  
16b. If yes, may course be repeated for additional units in the same term?  
Yes ☐ No ☒

18. Prerequisites:  
**OTD 650, OTD 651**  
If prerequisites, include the rationale for the prerequisites.  
**Student learning expectations in prerequisite courses are necessary for success in this course.**

19. Co requisites:  
If co requisites, include the rationale for the co requisites.

Effective Fall 2013
20. Does this course include combined lecture and lab components? Yes ☐ No ☑
   If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course: To be hired

22. Classes scheduled before the regular term begins and/or after the regular term ends may require additional action. Review “see description” and “see impacts” for “Classes Starting/Ending Outside Regular Term” under the heading “Forms” http://nau.edu/Registrar/Faculty-Resources/Schedule-of Classes-Maintenance/.
   Do you anticipate this course will be scheduled outside the regular term? Yes ☐ No ☑

Answer 22-23 for UCC/ECCC only:

23. Is this course being proposed for Liberal Studies designation? Yes ☐ No ☑
   If yes, include a Liberal Studies proposal and syllabus with this proposal.

24. Is this course being proposed for Diversity designation? Yes ☐ No ☑
   If yes, include a Diversity proposal and syllabus with this proposal.

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland 10/25/2013
Reviewed by Curriculum Process Associate Date

Approvals:

[Signatures and dates]

For Committee use only:

UCC/UGC Approval Date

Approved as submitted: Yes ☐ No ☐

Effective Fall 2013
## EXTENDED CAMPUSES

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Approved as submitted:  
Yes ☐  No ☐

Approved as modified:  
Yes ☐  No ☐

Effective Fall 2013
College of Health & Human Services  
Department of Occupational Therapy  

PRACTICE-SCHOLAR PROPOSAL DEVELOPMENT SEMINAR

General Information  
- OTD 652  
- Summer  
- Clock Hours: 4; Credit Hours: 2  
- Instructor's name: To Be Hired  
- Office address: To Be Determined  
- Office hours: To Be Determined

Course prerequisites:  
OTD 650; OTD 651

Course description  
The development of a research project proposal will guide the capstone scholarly experience for the program. The purpose is to promote scholarly endeavors that will describe and interpret the scope of the profession, establish new knowledge, and interpret and apply this knowledge to practice. (1 hr. lecture, 3 hrs. lab)

Student Learning Expectations/Outcomes for this Course  
Upon completion of this course, the student will be able to:
1. Articulate the importance of how scholarly activities contribute to the development of a body of knowledge relevant to the profession of occupational therapy. B.8.1 research proposal
2. Efficiently locate, understand, critique, and evaluate information, including the quality of the literature. B.8.2 research proposal
3. Use scholarly literature to make evidence-based decisions. B.8.3 research proposal
4. Select, interpret, and apply basic descriptive, correlational, and inferential quantitative statistics and code, analyze, synthesize qualitative data. B.8.4 research proposal
5. Understand and critique the validity of research studies, including their design, (both quantitative & qualitative) and methodology. B.8.5 research proposal
6. Design a scholarly proposal that includes the research question, relevant literature, sample design, measurement and data analysis. B.8.6 research proposal
7. Initiate a relationship with a faculty mentor to complete the practice-scholarship apprenticeship process.
8. Complete the application for approval of research at NAU. CITI Training, IRB application for research

Course structure/approach  
This course is the first course in a 5-part mentored research experience labeled as the Practice Scholar Apprenticeship (I-IV) that the student must complete successfully in order to graduate from the program: proposal, two (2) one credit apprenticeships and will be part of the learning outcome for the capstone course during the final semester of the program. The final activity will be to prepare a

Effective Fall 2013
scholarly manuscript for publication and present a research poster at the Capstone Seminar, the last semester of the program.

Students will most likely design a project that is related to their faculty mentor’s area of studies. Faculty may elect to mentor a student whose project is not in the faculty’s interest area and the student will agree to be self-directed as much as possible. Two or more students may work together on a related project that has multiple variables or foci but each student must have their own independent project leading to their own outcomes.

Textbook and required materials
TBD if necessary as many free, on-line reference materials are available.


Health Information Portability and Accountability (HIPAA) & Collaborative Institutional Training Initiative (CITI) certifications

Recommended optional materials/references

Course outline

Weeks 1 - 2
Negotiate a faculty mentor relationship including responsibilities, timelines and authorship

Weeks 3 – 14
Write a scholarly proposal that includes the research question, relevant literature, sample design, measurement and data analysis in one of required topical areas in accreditation standard B.8.7:

a. Professional practice
b. Service delivery
c. Professional issues
d. Scholarship of integration
e. Scholarship of application
f. Scholarship of teaching & learning

Week 15
Submit application for approval of research at NAU
http://nau.edu/Research/Compliance/Human-Subjects/IRB-Approval/

Assessment of Student Learning Outcomes

Methods of Assessment
Faculty will assess the quality of the written

- research design proposal 75%
- draft of the NAU IRB approval document 25%
- complete CITI & HIPAA certificates Pass/Fail
- student must pass all pass/fail activity to complete this course

Timeline for Assessment
- CITI & HIPAA completed week 3
- Approved research design by end of course
- NAU IRB approval document drafted

Effective Fall 2013
Grading System
90%-100%   A
80%-89.99%  B
70%-79.99%  C
< 70%       F

Course policy
- Retests/makeup tests
  Take the exam on the regularly scheduled dates. If you are ill or other extenuating circumstances prevail, the expectation is that you will contact the instructor either in person or via telephone BEFORE the exam and take the exam within 48 hours. The instructor reserves the right to use a different exam format than the original exam (i.e. essay vs. multiple choice.) Exceptions to this rule will be determined by the instructor.

- Attendance
  Be punctual and prepared at the beginning of class. Attendance is an essential and required part of the OT curriculum. Work and outside obligations are to be managed by the student in a way that does not hinder or limit educational expectations. Students are expected not to schedule other activities, work, or medical, dental or other appointments during class time. Notify your instructor ahead of time (via phone or email) if you will be late or absent from class. Any missed notes, explanations or discussions will be the student's responsibility. Unexcused absences and/or frequent tardiness to class or community-based session can result in a deduction of up to 10% of a students total course grade.

- Statement on plagiarism and cheating
  Plagiarism and cheating are considered to be unprofessional, immoral, offensive and a violation of both academic and American Occupational Therapy's Code of Ethics. An investigation, following NAU procedures, will be undertaken whenever a concern regarding plagiarism and cheating is questioned. The University's Academic Integrity (Dishonesty Policy) will guide this review. Consequence of plagiarism and cheating could result in remediation plans, temporary dismissal from the program, issuance of a failing grade in the course or permanent dismissal from the program.

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS
http://www4.nau.edu/avpaa/policy1.html

Effective Fall 2013
Please attach proposed Syllabus in approved university format.

1. Course subject and number: **OTD 653**
   See upper and lower division undergraduate course definitions.

2. Units: 2

3. College: **Health and Human Services**
4. Academic Unit: **Occupational Therapy**

5. Student Learning Outcomes of the new course. *(Resources & Examples for Developing Course Learning Outcomes)*
   Upon completion of this course, the student will be able to:
   1. Articulate the importance of how scholarly activities contribute to the development of a body of knowledge relevant to the profession of occupational therapy. B.8.1 research proposal
   2. Effectively locate, understand, critique, and evaluate information, including the quality of experience. B.8.2 research proposal
   3. Use scholarly literature to make evidence-based decisions. B.8.3 research proposal
   4. Understand and critique the validity of research studies, including their design, (both quantitative & qualitative) and methodology. B.8.5 research proposal
   5. Design a scholarly proposal that includes the research question, relevant literature, sample design, measurement and data analysis. B.8.7 research proposal
   6. Engage in faculty-mentored research project activities to be completed leading towards the Capstone. B.8.10 IRB approval and subject identification
   7. Secure IRB approval of research at NAU and commence research (probably IRB approval; subject identification and piloting the process). IRB application for research; Apprenticeship initial written agreement; midterm review; end-of-semester review.
   8. Identify funding options for scholarly projects. B.8.9 List of funding sources

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. *(Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes)*

This is a new course, required in the new Occupational Therapy Doctoral program. The student learning outcomes are essential to graduate effective occupational therapists, and to meet accreditation requirements. Please see the attached course justification summary for further details.

7. Effective **BEGINNING** of what term and year? **Fall 2014**
   See effective dates calendar.

8. Long course title: **PRACTICE SCHOLAR APPRENTICESHIP I**
   *(max 100 characters including spaces)*

Revised 04/22/03
9. Short course title: PRACT-SCHOL APPRENTICESHIP I
(max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):
The student will design a practice scholar research project that will result in the capstone experience for the program. The purpose of the project is to promote scholarly endeavors that will describe and interpret the scope of the profession, establish new knowledge, and interpret and apply this knowledge to practice. The outcomes of this apprenticeship course will be drafting of report sections, doing critical appraisal of related literature, complete the internal review board process and begin subject identification, subject identification & piloting.

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?
   Yes ☑ No ☐
   If yes, include the appropriate plan proposal.

Doctor of Occupational Therapy

12. Does this course duplicate content of existing courses?
   Yes ☐ No ☑
   If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit’s enrollment or plan(s)?
   Yes ☐ No ☑
   If yes, describe the impact. If applicable, include evidence of notification to and/or response from each impacted academic unit.

14. Grading option:
   Letter grade ☐ Pass/Fail ☑ Both ☐

15. Co-convened with: 14a. UGC approval date*:
   (For example: ESE 450 and ESE 550) See co-convening policy.
   *Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with:
   (For example: ES 450 and DIS 450) See cross listing policy.
   Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units?
   Yes ☐ No ☑
   16a. If yes, maximum units allowed?
   16b. If yes, may course be repeated for additional units in the same term?
   Yes ☐ No ☑

18. Prerequisites: OTD 652
   If prerequisites, include the rationale for the prerequisites.

Student learning expectations in prerequisite courses are necessary for success in this course.

Revised 04/22/03
19. Co requisites:  
   If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components?  
   Yes ☐  No ☒  
   If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course:  
   To be hired

22. Classes scheduled before the regular term begins and/or after the regular term ends may require additional action. Review “see description” and “see impacts” for “Classes Starting/Ending Outside Regular Term” under the heading “Forms”  
   http://nau.edu/Registrar/Faculty-Resources/Schedule-of-Classes-Maintenance/.  

   Do you anticipate this course will be scheduled outside the regular term?  
   Yes ☐  No ☒

**Answer 22-23 for UCC/ECCC only:**

23. Is this course being proposed for Liberal Studies designation?  
   Yes ☐  No ☒  
   If yes, include a Liberal Studies proposal and syllabus with this proposal.

24. Is this course being proposed for Diversity designation?  
   Yes ☐  No ☒  
   If yes, include a Diversity proposal and syllabus with this proposal.

---

**FLAGSTAFF MOUNTAIN CAMPUS**

Scott Galland  
Reviewed by Curriculum Process Associate  
10/25/2013  
Date

**Approvals:**

Patrick Cast  
Department Chair/Unit Head (if appropriate)  
10/28/2013  
Date

Maggie Arms  
Chair of college curriculum committee  
10/28/13  
Date

Devin Sharpe  
Dean of college  
10/28/13  
Date

Revised 04/22/03
For Committee use only:

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Approved as submitted: Yes [ ] No [ ]
Approved as modified: Yes [ ] No [ ]

## EXTENDED CAMPUSES

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Approved as submitted: Yes [ ] No [ ]
Approved as modified: Yes [ ] No [ ]

Revised 04/22/03
College of Health & Human Services
Department of Occupational Therapy

PRACTICE SCHOLAR APPRENTICESHIP I

General Information
- OTD 653
- Fall
- Clock hours: 6; Credit Hours: 2
- Instructor's name: To be Hired
- Office address: To be Determined
- Office hours: To be Determined

Course Prerequisites:
OTD 652

Course Description
The student will design a practice scholar, capstone project that will promote scholarship that interprets the scope of the profession, establishes new knowledge, and/or applies this knowledge to practice. The outcomes of this apprenticeship course will be drafting of report sections, doing critical appraisal of related literature, complete the internal review board process and begin subject identification & piloting. (6 hrs. lab)

Student Learning Expectations/Outcomes for this Course
Upon completion of this course, the student will be able to:
1. Articulate the importance of how scholarly activities contribute to the development of a body of knowledge relevant to the profession of occupational therapy B.8.1 research proposal
2. Effectively locate, understand, critique, and evaluate information, including the quality of experience. B.8.2 research proposal
3. Use scholarly literature to make evidence-based decisions. B.8.3 research proposal
4. Understand and critique the validity of research studies, including their design, (both quantitative & qualitative) and methodology. B.8.5 research proposal
5. Design a scholarly proposal that includes the research question, relevant literature, sample design, measurement and data analysis. B.8.7 research proposal
6. Engage in faculty-mentored research project activities to be completed leading towards the Capstone. B.8.10 IRB approval and subject identification.
7. Secure IRB approval of research at NAU and commence research (probably IRB approval; subject identification and piloting the process). IRB application for research; Apprenticeship initial written agreement; midterm review; end-of-semester review.
8. Identify funding options for scholarly projects. B.8.9 List of funding sources

Course Structure/Approach
This course is the second course in a 5-part mentored research experience that the student must complete successfully in order to graduate from the program: proposal, 3 two credit apprenticeships and a capstone the final semester of the program. (Apprenticeship I, II, III & IV) The final activity will be to prepare a scholarly manuscript for publication and present a research poster at the Capstone Seminar, the last semester of the program. The four apprenticeships, this semester and the three

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following semesters will be when the student implements their design (Practice Scholar Apprenticeships I, II and III).

**Textbook and Required Materials**
TBD if necessary as many free, on-line reference materials are available


Health Information Portability and Accountability Act (HIPAA) & Collaborative Institutional Training Initiative (CIT) certifications

**Recommended optional materials/references**

**Course Outline**
1. Negotiate a semester research project work agreement with the faculty mentor at the beginning of the semester
2. Work on project to forward-the-action: IRB approval; subject identification and piloting the process
3. Meet regularly every one to two weeks with your faculty mentor to discuss progress and issues
4. Meet at the end of the semester to identify activates that were accomplished according to the agreement and discuss preliminary plans for the Apprenticeship II
5. By end of course, draft introduction section & have subject resources identified

**Assessment of Student Learning Outcomes**
- **Methods of Assessment**
  - The 4 apprenticeships will be graded on a Pass/Fail (P/F) by the faculty mentor.
  - Student-faculty mentor work agreement at the beginning of the semester will guide the student’s research activities for the semester and be used to determine faculty’s grade for this apprenticeship.
  - Faculty midterm notification, in writing to the student, if the faculty member does not believe that the student is making sufficient progress as initially outlined.
  - End of semester written review between student and faculty mentor

- **Timeline for Assessment**
  - Beginning of semester, written work agreement with end of semester outcomes
  - Midterm written notification from the faculty mentor will be sent if lagging behind in performance that is within the control of the student.
  - End of semester review between student and faculty mentor regarding anticipated research outcomes and discuss initial plans for next apprenticeship. Student will write a summary of the meeting and obtain faculty mentor’s signature.

Revised 04/22/03
Grading System
Pass/Fail

Course policy

Retests/makeup tests
Take the exam on the regularly scheduled dates. If you are ill or other extenuating circumstances prevail, the expectation is that you will contact the instructor either in person or via telephone BEFORE the exam and take the exam within 48 hours. The instructor reserves the right to use a different exam format than the original exam (ie. essay vs. multiple choice.) Exceptions to this rule will be determined by the instructor.

Attendance
Be punctual and prepared at the beginning of class. Attendance is an essential and required part of the OT curriculum. Work and outside obligations are to be managed by the student in a way that does not hinder or limit educational expectations. Students are expected not to schedule other activities, work, or medical, dental or other appointments during class time. Notify your instructor ahead of time (via phone or email) if you will be late or absent from class. Any missed notes, explanations or discussions will be the student’s responsibility. Unexcused absences and/or frequent tardiness to class or community-based session can result in a deduction of up to 10% of a student’s total course grade.

Statement on plagiarism and cheating
Plagiarism and cheating are considered to be unprofessional, immoral, offensive and a violation of both academic and American Occupational Therapy’s Cole of Ethics. An investigation, following NAU procedures, will be undertaken whenever a concern regarding plagiarism and cheating is questioned. The University’s Academic Integrity (Dishonesty Policy) will guide this review. Consequence of plagiarism and cheating could result in remediation plans, temporary dismissal from the program, issuance of a failing grade in the course or permanent dismissal from the program.

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS
SAFE ENVIRONMENT POLICY
NAU’s Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean’s office or from the NAU’s Affirmative Action website http://home.nau.edu/diversity/. If you have concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (928-523-5181), or NAU’s Office of Affirmative Action (928-523-3312).

STUDENTS WITH DISABILITIES
If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice) or 523-6906 (TTY), dr@nau.edu (e-mail) or 928-523-8747 (fax). Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation (www.nau.edu/dr) 8 weeks prior to the time you wish to receive accommodations. DR

Revised 04/22/03
is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

INSTITUTIONAL REVIEW BOARD

Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets monthly. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB Policy and Procedures Manual is available in each department’s administrative office and each college dean’s office or on their website: http://www.research.nau.edu/compliance/irb/index.aspx. If you have questions, contact the IRB Coordinator in the Office of the Vice President for Research at 928-523-8288 or 523-4340.

ACADEMIC INTEGRITY

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU’s administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix G of NAU’s Student Handbook http://www4.nau.edu/stulife/handbookdishonesty.htm.

ACADEMIC CONTACT HOUR POLICY

The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: “an hour of work is the equivalent of 50 minutes of class time...at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit.”

The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.

SENSITIVE COURSE MATERIALS

If an instructor believes it is appropriate, the syllabus should communicate to students that some course content may be considered sensitive by some students.

Revised 04/22/03
"University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In the course of college studies, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty."
Please attach proposed Syllabus in approved university format.

1. Course subject and number: OTD 660
   See upper and lower division undergraduate course definitions.

2. Units: 1

3. College: Health and Human Services
   4. Academic Unit: Occupational Therapy

5. Student Learning Outcomes of the new course. (Resources & Examples for Developing Course Learning Outcomes)
   Upon completion of this course, the student will be able to:
   1. Engage in a case issue identification activity to demonstrate acquired learning and skills using reflective clinical reasoning across the semester’s coursework (refer to standards noted in the concurrent courses). B.2.4; B2.5; B2.10 B.2.11 case issue identification activity
   2. Complete an interprofessional education experience and write a reflection that contains guided questions. B.2.3; B.2.5; B.2.10; B.5.21; B.5.22 Interprofessional education experience

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes)
   This is a new course, required in the new Occupational Therapy Doctoral program. The student learning outcomes are essential to graduate effective occupational therapists, and to meet accreditation requirements. Please see the attached course justification summary for further details.

7. Effective BEGINNING of what term and year? Fall 2014
   See effective dates calendar.

8. Long course title: PRACTICE COMPETENCY I
   (max 100 characters including spaces)

9. Short course title: PRACTICE COMPETENCY I
   (max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):
   The student will complete competency activities to synthesize learning and demonstrate reflective clinical reasoning across the semester’s coursework. Skills requisite for the practice competencies will include case issue identification, inter-professional collaboration and prioritization and professional reasoning.

Revised 04/22/03
11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?
   Yes ☑ No ☐

   If yes, include the appropriate plan proposal.

   Doctor of Occupational Therapy

12. Does this course duplicate content of existing courses? Yes ☐ No ☑
   If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why
   NAU should establish this course.

13. Will this course impact any other academic unit's enrollment or plan(s)? Yes ☐ No ☑
   If yes, describe the impact. If applicable, include evidence of notification to and/or response from
   each impacted academic unit

14. Grading option: Letter grade ☐ Pass/Fail ☑ Both ☐

15. Co-convened with: ____________________________ 14a. UGC approval date*: ______________

   (For example: ESE 450 and ESE 550) See co-convening policy.

   *Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with: ____________________________

   (For example: ES 450 and DIS 450) See cross listing policy.

   Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units? Yes ☐ No ☑

   16a. If yes, maximum units allowed? __________________________

   16b. If yes, may course be repeated for additional units in the same term? Yes ☐ No ☑

18. Prerequisites: ____________________________

   If prerequisites, include the rationale for the prerequisites.


   If co requisites, include the rationale for the co requisites.

   The co-requisites are necessary to ensure adequate academic progress, and to prepare each
   student for the competency examination.

20. Does this course include combined lecture and lab components? Yes ☐ No ☑

   If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course: To Be Hired

22. Classes scheduled before the regular term begins and/or after the regular term ends may require
    additional action. Review “see description” and “see impacts” for “Classes Starting/Ending
    Outside Regular Term” under the heading “Forms”

    http://nau.edu/Registrar/Faculty-Resources/Schedule-of-Courses-Maintenance/.

    Do you anticipate this course will be scheduled outside the regular term? Yes ☐ No ☑

Revised 04/22/03
Answer 22-23 for UCC/ECCC only:

23. Is this course being proposed for Liberal Studies designation? If yes, include a Liberal Studies proposal and syllabus with this proposal. Yes □ No □

24. Is this course being proposed for Diversity designation? If yes, include a Diversity proposal and syllabus with this proposal. Yes □ No □

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland 10/25/2013
Reviewed by Curriculum Process Associate Date

Approvals:

Patricia Cast 10/28/2013
Department Chair/Unit Head (if appropriate) Date

Mary Graham 10/28/13
Chair of college curriculum committee Date

Joshi Scheck 10/28/13
Dean of college Date

For Committee use only:

UCC/UGC Approval 11/1/13 Date

Approved as submitted: Yes □ No □

Approved as modified: Yes □ No □

EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate Date

Approvals:

Academic Unit Head Date

Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning) Date

Revised 04/22/03
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<td>Chief Academic Officer, Extended Campuses (or Designee)</td>
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Approved as submitted:  
Yes ☐  No ☐

Approved as modified:  
Yes ☐  No ☐

Revised 04/22/03
General Information
- OTD 660
- Spring
- Clock hours: 1; Credit Hours: 1
- Instructor’s name: To be hired
- Office address: To be determined
- Office hours: To be determined

Course co-requisites:
OTD 622, OTD 623, OTD 631, OTD 632, OTD 651

Course description
The student will complete competency activities to synthesize learning and demonstrate reflective clinical reasoning across the semester’s coursework. Skills requisite for the practice competencies will include case issue identification, inter-professional collaboration and prioritization and professional reasoning. (1 hr. lecture)

Student Learning Expectations/Outcomes for this Course
Upon completion of this course, the student will be able to:
1. Engage in a case issue identification activity to demonstrate acquired learning and skills using reflective clinical reasoning across the semester’s coursework (refer to standards noted in the concurrent courses). B.2.4; B.2.5; B.2.10 B.2.11 case issue identification activity

2. Complete an interprofessional education experience and write a reflection that contains guided questions. B.2.3; B.2.5; B.2.10; B.5.21; B.5.22 Interprofessional education experience

Course structure/approach
Each of the two activities will be faculty-directed and delivered lasting about 3 hours each. Students will complete a written reflection of each experience using a guided question format from the faculty. They will also do small group discussions. Faculty will provide written feedback on each activity.

Textbook and required materials
All required texts for the semester.

Recommended optional materials/references

Course outline
All of the following will occur in one week at then end of the semester.
- Prepare for each session
- Engage in 3 hr. case issue identification activity
- Participate in 3 hr. interprofessional education activity
- Write a reflection for each experience

Revised 04/22/03
• Participate in small group discussion to reflect on experiences

Assessment of Student Learning Outcomes
• Methods of Assessment
  1. Written performance assessment on case issue identification activity. Pass/Fail
  2. Interprofessional education experience and reflection Pass/Fail
  3. Participation in small group synthesis activity Pass/Fail

Faculty reserve the right to modify the second and third attempt competencies if the resources are not available to offer the original competency experience.

• Timeline for Assessment
End of semester, during last two days of classes.

Student will be permitted three attempts to pass each competency activity. The second attempt will be immediately at the end of regularly scheduled final examinations for the student’s cohort (that day or next work day, Monday through Friday). The third attempt must be completed before the start of the next semester’s classes.

Grading System
Pass/Fail for both competency activities

Course policy
• Retests/makeup tests
  Take the exam on the regularly scheduled dates. If you are ill or other extenuating circumstances prevail, the expectation is that you will contact the instructor either in person or via telephone BEFORE the exam and take the exam within 48 hours. The instructor reserves the right to use a different exam format than the original exam (ie. essay vs. multiple choice.) Exceptions to this rule will be determined by the instructor.

• Attendance
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NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS

Revised 04/22/03
SAFE ENVIRONMENT POLICY

NAU’s Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean’s office or from the NAU’s Affirmative Action website http://home.nau.edu/diversity/. If you have concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (928-523-5181), or NAU’s Office of Affirmative Action (928-523-3312).

STUDENTS WITH DISABILITIES

If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice) or 523-6906 (TTY), dr@nau.edu (e-mail) or 928-523-8747 (fax). Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation (www.nau.edu/dr) 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

INSTITUTIONAL REVIEW BOARD

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Revised 04/22/03
violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix G of NAU’s Student Handbook [http://www4.nau.edu/stulife/handbookdishonesty.htm](http://www4.nau.edu/stulife/handbookdishonesty.htm).

**ACADEMIC CONTACT HOUR POLICY**
The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: “an hour of work is the equivalent of 50 minutes of class time...at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit.”

The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.

**SENSITIVE COURSE MATERIALS**
If an instructor believes it is appropriate, the syllabus should communicate to students that some course content may be considered sensitive by some students.

“University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In the course of college studies, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.”

Revised 04/22/03
Please attach proposed Syllabus in approved university format.

1. Course subject and number: OTD 654

2. Units: 2

See upper and lower division undergraduate course definitions.

3. College: Health and Human Services

4. Academic Unit: Occupational Therapy

5. Student Learning Outcomes of the new course. (Resources & Examples for Developing Course Learning Outcomes)

   Upon completion of this course, the student will be able to:
   1. Articulate the importance of how scholarly activities contribute to the development of a body of knowledge relevant to the profession of occupational therapy. B.8.1 Draft of methods
   2. Effectively locate, understand, critique, and evaluate information, including the quality of experience. B.8.2 Draft of Methods
   3. Use scholarly literature to make evidence-based decisions. B.8.3 Draft of methods
   4. Continue with research project (data collection & draft of methods section). B.8.7, B.8.8 Draft of methods section

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes)

   This is a new course, required in the new Occupational Therapy Doctoral program. The student learning outcomes are essential to graduate effective occupational therapists, and to meet accreditation requirements. Please see the attached course justification summary for further details.

7. Effective BEGINNING of what term and year? Fall 2014

   See effective dates calendar.

8. Long course title: PRACTICE SCHOLAR APPRENTICESHIP II
   (max 100 characters including spaces)

9. Short course title: PRACT-SCHOL APPRENTICESHIP II
   (max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):
    This course is a continuation of the apprenticeship process to complete a practice-scholar, faculty-mentored research experience. The primary outcome will be to engage in data collection and draft the methods section of a scholarly report.

Revised 04/22/03
11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?
Yes ☒ No ☐
If yes, include the appropriate plan proposal.

Doctor of Occupational Therapy

12. Does this course duplicate content of existing courses?
Yes ☐ No ☒
If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit’s enrollment or plan(s)?
Yes ☐ No ☒
If yes, describe the impact. If applicable, include evidence of notification to and/or response from each impacted academic unit.

14. Grading option:
Letter grade ☐
Pass/Fail ☒
Both ☐

15. Co-convened with:
(For example: ESE 450 and ESE 550) See co-convening policy.

*Must be approved by UGC before UCC submission, and both course syllabi must be presented.

14a. UGC approval date*: 

16. Cross-listed with:
(For example: ES 450 and DIS 450) See cross listing policy.

Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

7. May course be repeated for additional units?

16a. If yes, maximum units allowed?
Yes ☐ No ☒

16b. If yes, may course be repeated for additional units in the same term?
Yes ☐ No ☒

Prerequisites:
OTD 653

If prerequisites, include the rationale for the prerequisites.

Learning expectations in prerequisite courses are necessary for success in this course.

Co-requisites:
If co-requisites, include the rationale for the co-requisites.

Does this course include combined lecture and lab components?
Yes ☐ No ☒

Es, include the units specific to each component in the course description above.

Does the current faculty qualified to teach this course: To be hired

As scheduled before the regular term begins and/or after the regular term ends may require additional action. Review “see description” and “see impacts” for “Classes Starting/Ending”
Outside Regular Term" under the heading "Forms"
http://nau.edu/Registrar/Faculty-Resources/Schedule-of-Classes-Maintenance/.

Do you anticipate this course will be scheduled outside the regular term? ☐ Yes ☑ No

Answer 22-23 for UCC/ECCC only:

23. Is this course being proposed for Liberal Studies designation? ☐ Yes ☑ No

If yes, include a Liberal Studies proposal and syllabus with this proposal.

24. Is this course being proposed for Diversity designation? ☐ Yes ☑ No

If yes, include a Diversity proposal and syllabus with this proposal.

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FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland
Reviewed by Curriculum Process Associate 10/25/2013

Approval:

[Signatures]

Department Chair/Unit Head (if appropriate) 10/28/2013

Chair of college curriculum committee

Dean of college 10/28/13

[Signature]

For Committee use only:

[Signature]

CC/UGC Approval 11/1/13

Approved as submitted: ☐ Yes ☑ No

Approved as modified: ☐ Yes ☑ No

ENDED CAMPUSES

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Approved as submitted: Yes □ No □
Approved as modified: Yes □ No □

Revised 04/22/03
General Information
- OTD 654
- Spring
- Clock hours: 6; Credit Hours: 2
- Instructor’s name: To be Hired
- Office address: To be Determined
- Office hours: To be Determined

Course prerequisites:
OTD 653

Course description
This course is a continuation of the apprenticeship process to complete a practice-scholar, faculty-mentored research experience. The primary outcome will be to engage in data collection and draft the methods section of a scholarly report. (6 hrs. lab)

Student Learning Expectations/Outcomes for this Course
Upon completion of this course, the student will be able to:
1. Articulate the importance of how scholarly activities contribute to the development of a body of knowledge relevant to the profession of occupational therapy. B.8.1 Draft of methods
2. Effectively locate, understand, critique, and evaluate information, including the quality of experience. B.8.2 Draft of Methods
3. Use scholarly literature to make evidence-based decisions. B.8.3 Draft of methods
4. Continue with research project (data collection & draft of methods section). B.8.7, B.8.8 Draft of methods section

Course structure/approach
This course is the third course in a 5-part mentored research experience that the student must complete successfully in order to graduate from the program: proposal, 3 two credit apprenticeships and a capstone the final semester of the program. The final activity will be to prepare a scholarly manuscript for publication and present a research poster at the Capstone Seminar, the last semester of the program. The four apprenticeships, this semester and the two following semesters will be when the student implements their design (Practice Scholar Apprenticeships I, II, III & IV).

Textbook and required materials
TBD if necessary as many free, on-line reference materials are available


Health Information & Portability & Accountability Act (HIPAA) & Collaborative Institutional Training Initiative (CITI) certifications

Revised 04/22/03
Recommended optional materials/references

Course outline
1. Negotiate a semester research project work agreement with the faculty mentor at the beginning of the semester
2. Work on project to forward-the-action: data collection
3. Meet regularly every one to two weeks with your faculty mentor to discuss progress and issues
4. Meet at the end of the semester to identify activates that were accomplished according to the agreement and discuss preliminary plans for the Apprenticeship III
5. By end of course, draft of methods section and data analysis initiated

Assessment of Student Learning Outcomes
• Methods of Assessment
  o The 4 apprenticeships will be graded on a Pass/Fail (P/F) by the faculty mentor.
  o Student-faculty mentor work agreement at the beginning of the semester will guide the student’s research activities for the semester and be used to determine faculty’s grade for this apprenticeship.
  o Faculty midterm notification, in writing to the student, if the faculty member does not believe that the student is making sufficient progress as initially outlined.
  o End of semester written review between student and faculty mentor

• Timeline for Assessment
  o Beginning of semester, written work agreement with end of semester outcomes
  o Midterm written notification from the faculty mentor if lagging behind in performance that is within the control of the student.
  o End of semester review between student and faculty mentor regarding anticipated research outcomes and discuss initial plans for next apprenticeship. Student will write a summary of the meeting and obtain faculty mentor’s signature.

• Grading System
Pass/Fail

Course policy
• Retests/makeup tests
  Take the exam on the regularly scheduled dates. If you are ill or other extenuating circumstances prevail, the expectation is that you will contact the instructor either in person or via telephone BEFORE the exam and take the exam within 48 hours. The instructor reserves the right to use a different exam format than the original exam (i.e. essay vs. multiple choice.) Exceptions to this rule will be determined by the instructor.

• Attendance
Be punctual and prepared at the beginning of class. Attendance is an essential and required part of the OT curriculum. Work and outside obligations are to be managed by the student in a way that does not hinder or limit educational expectations. Students are expected not to schedule other activities, work, or medical, dental or other appointments during class time. Notify your instructor ahead of time (via phone or email) if you will be late or absent from class. Any missed notes, explanations or discussions will be the student’s responsibility. Unexcused absences and/or frequent tardiness to class or community-based session can result in a deduction of up to 10% of a students total course grade.

• Statement on plagiarism and cheating
Plagiarism and cheating are considered to be unprofessional, immoral, offensive and a violation of both academic and American Occupational Therapy’s Cole of Ethics. An investigation, following NAU procedures, will be undertaken whenever a concern regarding plagiarism and cheating is questioned. The University’s Academic Integrity (Dishonesty Policy) will guide this review. Consequence of plagiarism and cheating could result in remediation plans, temporary dismissal from the program, issuance of a failing grade in the course or permanent dismissal from the program.

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS

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Revised 04/22/03
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Revised 04/22/03
Please attach proposed Syllabus in approved university format.

1. Course subject and number: OTD 670
   See upper and lower division undergraduate course definitions.
2. Units: 3
3. College: Health and Human Services
4. Academic Unit: Occupational Therapy

5. Student Learning Outcomes of the new course. (Resources & Examples for Developing Course Learning Outcomes)
   Upon completion of this course, the student will be able to:
   1. Evaluate and address the various contexts of health care, education, community, political, and social systems as they relate to OT practice  B.6.1 examinations
   2. Analyze the current policy issues and social, economic, political, geographic and demographic factors that influence contexts for occupational therapy practice  B.3.4; B.6.2 examinations
   3. Integrate current social, economic, political, geographic, and demographic factors to promote policy development and provision of occupational therapy services  B.6.3 examinations
   4. Articulate the role and responsibility of the practitioner to advocate for changes in service delivery policies, to effect changes in the system, and to identify opportunities in emerging practice areas  B.6.4 examinations
   5. Analyze the trends in models of service delivery, including, but not limited to, medical, educational, community, and social models, and their potential effect on the practice of occupational therapy  B.6.5 legislative visit
   6. Use national and international resources in making assessment and intervention choices, and appreciate the influence of international occupational therapy contributions to education, research, and practice  B.6.6 examinations; presentation
   7. Describe the systems and structures that create federal and state legislation and regulations and their implications and effects on practice  B.7.2 examinations; legislative visit
   8. Demonstrate knowledge of applicable national requirements for credentialing and requirements for licensure, certification, or registration under state laws  B.7.3. examinations
   9. Demonstrate knowledge of various reimbursement systems (e.g., federal, state, third party, private payer), appeals mechanisms, and documentation requirements that affect the practice of occupational therapy  B.7.4 examinations
10. Develop strategies for effective, competency-based legal and ethical supervision of occupational therapy and non–occupational therapy personnel  B.5.21; B.7.7. examinations
11. Discuss and justify how the role of a professional is enhanced by knowledge of and involvement in international, national, state, and local occupational therapy

Effective Fall 2013
12. Discuss strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards.

13. Demonstrate an understanding of health literacy and the ability to educate and train the client, caregiver, family and significant others, and communities to facilitate skills in areas of occupation as well as prevention, health maintenance, health promotion, and safety.

14. Discuss professional responsibilities related to liability issues under current models of service provision.

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. **(Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes)**

This is a new course, required in the new Occupational Therapy Doctoral program. The student learning outcomes are essential to graduate effective occupational therapists, and to meet accreditation requirements. Please see the attached course justification summary for further details.

7. Effective BEGINNING of what term and year? **Fall 2014**

   *See effective dates calendar.*

8. Long course title: **HEALTH POLICIES, SERVICE DELIVERED AND SUSTAINABILITY**

   *(max 100 characters including spaces)*

9. Short course title: **OT HEALTH POLICIES**

   *(max. 30 characters including spaces)*

10. Catalog course description *(max. 60 words, excluding requisites):*

    An overview of the United States healthcare system, as well as laws and policies relating to all healthcare professions, generally, and to the field of occupational therapy, specifically is studied. The focus of this course will be to understanding how to interpret as well as advocate for laws and policies that influence the work done by occupational therapists. *(2 hrs. lecture, 3 hrs. lab)*

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?

    Yes ☒ No □

    If yes, include the appropriate plan proposal.

    **Doctor of Occupational Therapy**

12. Does this course duplicate content of existing courses? Yes □ No ☒

    If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit’s enrollment or plan(s)? Yes □ No ☒

    If yes, describe the impact. If applicable, include evidence of notification to and/or response from each impacted academic unit.

Effective Fall 2013
14. Grading option: Letter grade ☒ Pass/Fail ☐ Both ☐

15. Co-convened with: __________________________ 14a. UGC approval date*: __________________________
(For example: ESE 450 and ESE 550) See co-convening policy.
*Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with: __________________________
(For example: ES 450 and DIS 450) See cross listing policy.
Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units? Yes ☐ No ☒
   16a. If yes, maximum units allowed? __________________________
   16b. If yes, may course be repeated for additional units in the same term? Yes ☐ No ☐

18. Prerequisites: OTD 633, OTD 652
If prerequisites, include the rationale for the prerequisites.
Student learning expectations in prerequisite courses are necessary for success in this course.

19. Co requisites: __________________________
If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components? Yes ☒ No ☐
   If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course: To be hired

22. Classes scheduled before the regular term begins and/or after the regular term ends may require additional action. Review “see description” and “see impacts” for “Classes Starting/Ending Outside Regular Term” under the heading “Forms”
   http://nau.edu/Registrar/Faculty-Resources/Schedule-of-Courses-Maintenance/.
   Do you anticipate this course will be scheduled outside the regular term? Yes ☐ No ☒

Answer 22-23 for UCC/ECCC only:

23. Is this course being proposed for Liberal Studies designation? Yes ☐ No ☐
   If yes, include a Liberal Studies proposal and syllabus with this proposal.

24. Is this course being proposed for Diversity designation? Yes ☐ No ☐
   If yes, include a Diversity proposal and syllabus with this proposal.

FLAGSTAFF MOUNTAIN CAMPUS

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Approved as submitted: Yes ☐ No ☐
Approved as modified: Yes ☐ No ☐

**EXTENDED CAMPUSES**

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Effective Fall 2013
General Information
- OTD 670
- Fall
- Clock hours: 5  Credit Hours: 3
- Instructor’s name: To be hired
- Office address: To be determined
- Office hours: To be determined

Course prerequisites:
OTD 633; OTD 652

Course description
An overview of the United States healthcare system, as well as laws and policies relating to all healthcare professions, generally, and to the field of occupational therapy, specifically is studied. The focus of this course will be to understanding how to interpret as well as advocate for laws and policies that influence the work done by occupational therapists. (2 hrs. lecture, 3 hrs. lab)

Student Learning Expectations/Outcomes for this Course
Upon completion of this course, the student will be able to:
1. Evaluate and address the various contexts of health care, education, community, political, and social systems as they relate to OT practice  B.6.1 examinations
2. Analyze the current policy issues and social, economic, political, geographic and demographic factors that influence contexts for occupational therapy practice  B.3.4; B.6.2 examinations
3. Integrate current social, economic, political, geographic, and demographic factors to promote policy development and provision of occupational therapy services  B.6.3 examinations
4. Articulate the role and responsibility of the practitioner to advocate for changes in service delivery policies, to effect changes in the system, and to identify opportunities in emerging practice areas  B.6.4 examinations
5. Analyze the trends in models of service delivery, including, but not limited to, medical, educational, community, and social models, and their potential effect on the practice of occupational therapy  B.6.5 legislative visit
6. Use national and international resources in making assessment and intervention choices, and appreciate the influence of international occupational therapy contributions to education, research, and practice  B.6.6 examinations; presentation
7. Describe the systems and structures that create federal and state legislation and regulations and their implications and effects on practice  B.7.2 examinations; legislative visit

Effective Fall 2013
8. Demonstrate knowledge of applicable national requirements for credentialing and requirements for licensure, certification, or registration under state laws. **B.7.3. examinations**

9. Demonstrate knowledge of various reimbursement systems (e.g., federal, state, third party, private payer), appeals mechanisms, and documentation requirements that affect the practice of occupational therapy. **B.7.4 examinations**

10. Develop strategies for effective, competency-based legal and ethical supervision of occupational therapy and non–occupational therapy personnel. **B.5.21; B.7.7. examinations**

11. Discuss and justify how the role of a professional is enhanced by knowledge of and involvement in international, national, state, and local occupational therapy associations and related professional associations. **B.9.2 examinations; presentation**

12. Discuss strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards. **B.9.4 legislative visit; presentation**

13. Demonstrate an understanding of health literacy and the ability to educate and train the client, caregiver, family and significant others, and communities to facilitate skills in areas of occupation as well as prevention, health maintenance, health promotion, and safety. **B.5.18 examinations; presentation**

14. Discuss professional responsibilities related to liability issues under current models of service provision Standard. **B.9.5 examinations; presentation**

---

**Course structure/approach**

**Textbook and required materials**

Readings TBD & website familiarity and for monitoring

**Recommended optional materials/references**

none

**Course outline**

**Weeks 1**

- How laws and health care policies come to being and are maintained
  - AOTPAC
  - AOTA Legislative Division
  - Legislative influences and role of OT
  - Policy creation and change processes
  - Implications for OT

**Weeks 2-3**

- Credentialing and requirements for licensure, certification, or registration
  - Professional competence and professional competency responsibilities
  - Risk & professional liability

**Weeks 3**

- Payment; how payment is created for our services
  - History of health insurance
  - Third-party payment and other sources of funding for services
  - Shift from fee for service to managed care

**Weeks 4-6**

- Current health policies impacting practice
  - Medicare
  - Medicaid
  - Children’s Health Insurance Program
  - Individuals with Disabilities Education Act
  - Worker’s Compensation
  - Managed Care
  - COBRA of 1985
  - HIPAA of 1996

*Effective Fall 2013*
Patient Protection & Affordable Care Act
Private insurance and OT

Weeks 7-9  Professional liability and risk
Supervision of personnel

Week 10  Advocacy and empowerment as OTs and those served by OT
Disability rights and advocacy
Social policy initiatives experienced by persons with disabilities
Independent Living Movement

Week 11-12  Healthy People 2020
Consumer-driven care
Health literacy
Health promotion
Health disparity
Occupational justice

Week 13  Visits: State legislator to advocate for OT
Observe Arizona State OT regularity board meeting

Week 14  Emerging role in OT contributing to the sustainability of quality of life,
participation & Engagement

Week 15  Value of the Participatory Action Research approach

Assessment of Student Learning Outcomes
- **Methods of Assessment**
  - 2 midterms & a final (25% each)  75%
  - Presentation on Legislation/policy (small group)  15%
  - Write an evidence-based action request related to OT and present to a legislator  10%

- **Timeline for Assessment**
  - Tests at 1/3, 2/3s and end of course
  - Visit to regulatory board: first ½ of semester
  - Visit with a legislator: last ½ of semester
  - Legislative policy presentations occur throughout class as assigned

Grading System
90 - 100%  A
80 - 89%  B
70 - 70%  C
< 70%  F

Course policy
- Retests/makeup tests
Take the exam on the regularly scheduled dates. If you are ill or other extenuating circumstances prevail, the expectation is that you will contact the instructor either in person or via telephone BEFORE the exam and take the exam within 48 hours. The instructor reserves the right to use a different exam format than the original exam (ie. essay vs. multiple choice.) Exceptions to this rule will be determined by the instructor.

- Attendance
Be punctual and prepared at the beginning of class. Attendance is an essential and required part of the OT curriculum. Work and outside obligations are to be managed by the student in a way

Effective Fall 2013
that does not hinder or limit educational expectations. Students are expected not to schedule other activities, work, or medical, dental or other appointments during class time. Notify your instructor ahead of time (via phone or email) if you will be late or absent from class. Any missed notes, explanations or discussions will be the student’s responsibility. Unexcused absences and/or frequent tardiness to class or community-based session can result in a deduction of up to 10% of a student’s total course grade.

- Statement on plagiarism and cheating
Plagiarism and cheating are considered to be unprofessional, immoral, offensive and a violation of both academic and American Occupational Therapy’s Code of Ethics. An investigation, following NAU procedures, will be undertaken whenever a concern regarding plagiarism and cheating is questioned. The University’s Academic Integrity (Dishonesty Policy) will guide this review. Consequence of plagiarism and cheating could result in remediation plans, temporary dismissal from the program, issuance of a failing grade in the course or permanent dismissal from the program.

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS
http://www4.nau.edu/avpaa/policy1.html

Effective Fall 2013
1. Course subject and number: **OTD 708**
   
   **2. Units:**  6

   See upper and lower division undergraduate course definitions.

3. College: **Health and Human Services**
   
4. Academic Unit: **Occupational Therapy**

5. Student Learning Outcomes of the new course. *(Resources & Examples for Developing Course Learning Outcomes)*

   **Upon completion of this course, the student will be able to:**

   1. Ensure that the fieldwork experience is designed to promote clinical reasoning and reflective practice, to transmit the values and beliefs that enable ethical practice, and to develop professionalism and competence in career responsibilities. C.1.11 *Fieldwork Level II experience form*

   2. Engage Level II fieldwork in traditional and/or emerging settings, consistent with the curriculum design. C.1.12 *Fieldwork Level II experience form*

   3. In all settings, psychosocial factors influencing engagement in occupation must be understood and integrated for the development of client-centered, meaningful, occupation-based outcomes. C.1.12 *Fieldwork Level II experience form*

   4. The student will demonstrate competency in utilizing assessment tools and evaluation procedures routinely used by OTRs and COTAs at the fieldwork centers to which they have been assigned. B.4.1 *Fieldwork Level II experience form*

   5. The student will demonstrate proficiency in the analysis, adaptation, grading and application of therapeutic activities in evaluation and intervention of individuals referred for occupational therapy services. B.3.5; B.5.0 *Fieldwork Level II experience form*

   6. The student will demonstrate effective oral and written communication skills as demonstrated by their documentation of service provision; interactions with patients, staff and other professionals; and dissemination of information. B.5.7; B.5.31 *Fieldwork Level II experience form*

   7. The student will demonstrate professional characteristics including:
      
      a) the ability to establish and sustain therapeutic relationships
      b) the ability to work as a member of a treatment team (i.e. work collaboratively with others, to relinquish or assume responsibility when appropriate, demonstrates an understanding of the roles of other health professionals) B.5.21 *Fieldwork Level II experience form*
      c) respect for patient confidentiality B.9.1 *Fieldwork Level II experience form*

   Effective Fall 2013
d) the ability to assume an active role in the student-supervisory relationship (i.e. assumes responsibility for maintaining, assessing and improving self-competency; seeks and utilizes supervision as a tool for self-directed learning) B.9.8  Fieldwork Level II experience form

e) the development of a positive professional self-image and the development of a broad sense of professional responsibility (i.e. to the occupational therapy community and the community at large, concern for social and health care issues, B.9.6  Fieldwork Level II experience form

f) the ability to integrate evidence into the selection of appropriate activities for patient/client care. B.8.2; B.3.1 Fieldwork Level II experience form

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes).
This is a new course, required in the new Occupational Therapy Doctoral program. The student learning outcomes are essential to graduate effective occupational therapists, and to meet accreditation requirements. Please see the attached course justification summary for further details.

7. Effective BEGINNING of what term and year?  Fall 2014

See effective dates calendar.

8. Long course title:  FIELDWORK LEVEL II
(max 100 characters including spaces)

9. Short course title:  FIELDWORK LEVEL II
(max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):
The goal of Level II fieldwork is to develop as a competent, entry-level, generalist occupational therapist. This fieldwork is a 24 week, full time, in-depth experience in delivering occupational therapy services to clients through engaging purposeful and meaningful occupation, research, and administrative activities. The student will see a variety of clients across the lifespan in a variety of settings.

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)? Yes ☒ No ☐

If yes, include the appropriate plan proposal.

Doctor of Occupational Therapy

12. Does this course duplicate content of existing courses? Yes ☐ No ☒

If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit’s enrollment or plan(s)? Yes ☐ No ☒

If yes, describe the impact. If applicable, include evidence of notification to and/or response from

Effective Fall 2013
14. Grading option: 
- Letter grade □
- Pass/Fail ☒
- Both □

15. Co-convened with: ____________________________
   14a. UGC approval date*: ______________________
   (For example: ESE 450 and ESE 550) See co-convening policy.
   *Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with: ____________________________
   (For example: ES 450 and DIS 450) See cross listing policy.
   Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units? Yes ☒ No □
   16a. If yes, maximum units allowed? 24
   16b. If yes, may course be repeated for additional units in the same term? Yes ☒ No □

18. Prerequisites: 772
   OTD 748, OTD 755, OTD 762, OTD
   If prerequisites, include the rationale for the prerequisites.

   Student learning expectations in prerequisite courses are necessary for success in this course. These prerequisites represent the final four courses required to be completed before beginning this course. Note that these pre-requisite courses will start at the beginning of summer session with OTD 708 to follow after department has verified successful completion of all four of the pre-requisite courses.

19. Co-requisites: ____________________________
   If co-requisites, include the rationale for the co-requisites.

20. Does this course include combined lecture and lab components? Yes □ No ☒
   If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course: To be hired

22. Classes scheduled before the regular term begins and/or after the regular term ends may require additional action. Review “see description” and “see impacts” for “Classes Starting/Ending Outside Regular Term” under the heading “Forms” http://nau.edu/Registrar/Faculty-Resources/Schedule-of-Courses-Maintenance/.
   Do you anticipate this course will be scheduled outside the regular term? Yes ☒ No □

   Answer 22-23 for UCC/ECCC only:

23. Is this course being proposed for Liberal Studies designation? Yes □ No □
   If yes, include a Liberal Studies proposal and syllabus with this proposal.

24. Is this course being proposed for Diversity designation? Yes □ No □

Effective Fall 2013
If yes, include a Diversity proposal and syllabus with this proposal.

## FLAGSTAFF MOUNTAIN CAMPUS

<table>
<thead>
<tr>
<th>Scott Galland</th>
<th>10/28/2013</th>
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### Approvals:

<table>
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<tr>
<th>Patricia Cee</th>
<th>10/28/2013</th>
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<tr>
<td>Department Chair/Unit Head (if appropriate)</td>
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<th>Maurye Harms</th>
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<td>Chair of college curriculum committee</td>
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<th>John Schur</th>
<th>10/28/13</th>
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<td>Dean of college</td>
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### For Committee use only:

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<td>UCC/UGC Approval</td>
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Approved as submitted: | Yes ☐ | No ☐

Approved as modified: | Yes ☐ | No ☐

## EXTENDED CAMPUSES

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<td>Academic Unit Head</td>
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<tr>
<td>Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning)</td>
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Effective Fall 2013
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<tr>
<th>Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</th>
<th>Date</th>
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<tbody>
<tr>
<td>Chief Academic Officer; Extended Campuses (or Designee)</td>
<td>Date</td>
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Approved as submitted: Yes ☐  No ☐

Approved as modified: Yes ☐  No ☐

Effective Fall 2013
General Information
- OTD 708
- Summer
- Clock Hours: 45 per week for 6 weeks; Credit Hours: 6
- Instructor's name: To be hired
- Office address: TBD
- Office hours: TBD

Course prerequisites:
OTD 748; OTD 755; OTD 762; OTD 772

Course description
The goal of Level II fieldwork is to develop as a competent, entry-level, generalist occupational therapist. This fieldwork is a 24 week, full time, in-depth experience in delivering occupational therapy services to clients through engaging purposeful and meaningful occupation, research, and administrative activities. The student will see a variety of clients across the lifespan in a variety of settings.

Student Learning Expectations/Outcomes for this Course
Upon completion of this course, the student will be able to:
1. Ensure that the fieldwork experience is designed to promote clinical reasoning and reflective practice, to transmit the values and beliefs that enable ethical practice, and to develop professionalism and competence in career responsibilities. C.1.11 Fieldwork Level II experience form

2. Engage Level II fieldwork in traditional and/or emerging settings, consistent with the curriculum design. C.1.12 Fieldwork Level II experience form

3. In all settings, psychosocial factors influencing engagement in occupation must be understood and integrated for the development of client-centered, meaningful, occupation-based outcomes. C.1.12 Fieldwork Level II experience form

4. The student will demonstrate competency in utilizing assessment tools and evaluation procedures routinely used by OTRs and COTAs at the fieldwork centers to which they have been assigned. B.4.1 Fieldwork Level II experience form

5. The student will demonstrate proficiency in the analysis, adaptation, grading and application of therapeutic activities in evaluation and intervention of individuals referred for occupational therapy services. B.3.5; B.5.0 Fieldwork Level II experience form

Effective Fall 2013
6. The student will demonstrate effective oral and written communication skills as demonstrated by their documentation of service provision; interactions with patients, staff and other professionals; and dissemination of information. B.5.7; B.5.31 Fieldwork Level II experience form

7. The student will demonstrate professional characteristics including:
   a) the ability to establish and sustain therapeutic relationships
   b) the ability to work as a member of a treatment team (i.e. work collaboratively with others, to relinquish or assume responsibility when appropriate, demonstrates an understanding of the roles of other health professionals) B.5.21 Fieldwork Level II experience form
   c) respect for patient confidentiality B.9.1 Fieldwork Level II experience form
   d) the ability to assume an active role in the student-supervisory relationship (i.e. assumes responsibility for maintaining, assessing and improving self-competency; seeks and utilizes supervision as a tool for self-directed learning) B.9.8 Fieldwork Level II experience form
   e) the development of a positive professional self-image and the development of a broad sense of professional responsibility (i.e. to the occupational therapy community and the community at large, concern for social and health care issues, B.9.6 Fieldwork Level II experience form
   f) the ability to integrate evidence into the selection of appropriate activities for patient/client care. B.8.2; B.3.1 Fieldwork Level II experience form

Course structure/approach
The Level II fieldwork is a 24 week, full time, in-depth experience in delivering occupational therapy services to clients. Typically, the duration of each Fieldwork Level II experience is full time for 12 weeks. The national start dates are traditional and are around the first of January, April, July and October.

The course is delivered in 6 week segments and the student will need to complete four in order to complete the required 24 weeks of placement or an equivalent of

The major accreditation standards that guide fieldwork education content and timing are:

The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapists. Level I fieldwork must be integral to the program's curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of occupational therapy services. It is recommended that the student be exposed to a variety of clients across the life span and to a variety of settings.

C.1.12 Provide Level II fieldwork in traditional and/or emerging settings, consistent with the curriculum design. In all settings, psychosocial factors influencing engagement in occupation must be understood and integrated for the development of client-centered, meaningful, occupation-based outcomes. The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different settings
C.1.13 Require a minimum of 24 weeks of full-time Level II fieldwork

As a result, each student will need to register for this course four times for six credits each time in order to complete the required Level II fieldwork requirements. Further the settings, clients and conditions vary across site but there is not an intent nationally to increase student development between sites. Therefore the same set of learning outcomes can be used for each of the four placements.

Effective Fall 2013
Textbook and required materials
NAU OT Fieldwork Manual (to be written)
AOTA Fieldwork Evaluation national form
http://www.twu.edu/downloads/ot/4_AOTA_FWPE_SAMPLE.pdf
AOTA Student Evaluation of Fieldwork Experience national form

Recommended optional materials/references
none

Course outline
Fieldwork site weekly plan (reviewed and approved by the NAU OT academic fieldwork coordinator (AFWC) before student arrives. The review will include assurance that all learning outcomes can be meet and that the educational experience for the student is supported adequately.

The AFWC is responsible for monitoring student engagement as well as ensuring that across both Level and Level II fieldwork, that each student has a plan of experience that ensures that they are exposed to a variety of clients across the life span and to a variety of settings.

Course Schedule: Typically, each fieldwork site designates the first week of a placement as orientation and the last week as a summative evaluation and termination activities. At midterm, an evaluation of student performance is completed by the onsite supervisor, reviewed by the student and forwarded to the AFWC for consideration of actions. The learning outcomes, related activities and sequence are individualized per the setting. The student will receive their official copy of the schedule during the first 2 days of the fieldwork placement.

Students will be in have a discussion board run by the AFWC to encourage peer support and review of learning experiences in relationship to specific course learning objectives.

As a result of national start dates for Level II fieldwork stated by the American Occupational Therapy Association the following 6 weeks blocks will be implemented:
- First July to mid-August
- Second mid-August to end of September*
- Third October to mid-November
- Fourth mid-November to end of December

*This is the only term where student registration will cross terms,

For the majority of students, they will be in two settings for 12 weeks each (first and second time periods together followed by third and fourth together). In some cases to honor accreditation standards, the third and fourth may be separated. The reason the first and second are split is to accommodate NAU policies regarding students being registered for work in the appropriate semester or term in which the majority of work is completed.

Assessment of Student Learning Outcomes
Methods of Assessment
- Academic fieldwork coordinator (AFWC) onsite visit with fieldwork student & their fieldwork educator (Face-to-Face or by phone)
  - Weekly on-line discussion board structured by the AFWC
- AOTA Fieldwork Evaluation national form (student performance)

Effective Fall 2013
- Midterm
- Final
- Student Evaluation of Fieldwork Experience national form (student feedback on experience)
  - Final
- Student Professional Development Plan: reflection and assessment of practice strengths and gaps
  - Final

Timeline for Assessment
See above section.
For 6 week placements in one site: midterm at week 3 and final at week 6
For 12 week placements in one site: midterm at weeks 6 and final at week 12

Grading System
The course will be graded using Pass/Fail applying the national ‘cut score’ recommended by the American Occupational Therapy Association’s standardized student evaluation form, AOTA Fieldwork Evaluation. Currently the cut-score is one standard below the mean for the national standardization sample.

Course Policy
- Retests/makeup tests
  Take the exam on the regularly scheduled dates. If you are ill or other extenuating circumstances prevail, the expectation is that you will contact the instructor either in person or via telephone BEFORE the exam and take the exam within 48 hours. The instructor reserves the right to use a different exam format than the original exam (ie. essay vs. multiple choice). Exceptions to this rule will be determined by the instructor.
- Attendance
  Be punctual and prepared at the beginning of class. Attendance is an essential and required part of the OT curriculum. Work and outside obligations are to be managed by the student in a way that does not hinder or limit educational expectations. Students are expected not to schedule other activities, work, or medical, dental or other appointments during class time. Notify your instructor ahead of time (via phone or email) if you will be late or absent from class. Any missed notes, explanations or discussions will be the student's responsibility. Unexcused absences and/or frequent tardiness to class or community-based session can result in a deduction of up to 10% of a student's total course grade.
- Statement on plagiarism and cheating
  Plagiarism and cheating are considered to be unprofessional, immoral, offensive and a violation of both academic and American Occupational Therapy’s Code of Ethics. An investigation, following NAU procedures, will be undertaken whenever a concern regarding plagiarism and cheating is questioned. The University’s Academic Integrity (Dishonesty Policy) will guide this review. Consequence of plagiarism and cheating could result in remediation plans, temporary dismissal from the program, issuance of a failing grade in the course or permanent dismissal from the program.

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS
http://www4.nau.edu/avpaa/policy1.html

Effective Fall 2013
Please attach proposed Syllabus in approved university format.

1. Course subject and number: OTD 748
   See upper and lower division undergraduate course definitions.

2. Units: 3

3. College: Health and Human Services

4. Academic Unit: Occupational Therapy

5. Student Learning Outcomes of the new course. (Resources & Examples for Developing Course Learning Outcomes)
   Upon completion of this course, the student will be able to:
   1. Demonstrate knowledge, function and the development of the human body in function. B.1.1; B.1.3 written case analysis
   2. Identify use of technology to support performance, participation, health & well-being B.1.8 mastery competency testing; demonstration of case analysis
   3. Explain the meaning and dynamic interaction between occupation, activity demands, performance skills, performance patterns, contexts, environmental and client factors B.2.2 written case analysis
   4. Articulate the importance of balancing areas of occupation with the achievement of health and wellness for clients B.2.4 written case analysis
   5. Analyze the effects of heritable diseases, genetic conditions, disability, trauma and injury to the physical and mental health and occupational performance of the individual B.2.6 written case analysis; demonstration of case analysis
   6. Demonstrate task analysis in areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors to formulate an intervention plan. B.2.7 mastery competency testing
   7. Use sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice B.2.8 written case analysis
   8. Use clinical reasoning to explain the rationale for and use of compensatory strategies when desired life tasks cannot be performed. B.2.10 written case analysis; demonstration of case analysis
   9. Use theories, models of practice, and frames of reference to guide and inform evaluation and intervention to facilitate occupational performance. B.2.11; B.3.1; B.5.27; B.5.32; B.5.33 written case analysis
   10. Use evidence-based reasoning to appropriate assessment tools on the basis of client needs, occupational profile contextual factors, and psychometric properties of tests to analyze, synthesize and diagnose issues. These must be culturally relevant, based on available evidence, and incorporate use of occupation in the assessment process. B.4.1; B.4.2; B.4.3; B.4.4; B.4.11; B.5.1 mastery competency testing
   11. Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to the requirements of applicable facility, local, state, federal, and reimbursement agencies. Documentation must

Effective Fall 2013
effectively communicate the need and rationale for occupational therapy services  B.4.10
written case analysis

12. Select and provide direct occupational therapy interventions and procedures to enhance
safety, health and wellness, and performance in ADLs, IADL, education, work, play, rest,
sleep, leisure, and social participation.  B.5.2  written case analysis; demonstration of
case analysis

13. Provide graded, therapeutic use of occupation, exercises, and activities (e.g., occupation-
based intervention, purposeful activity, preparatory methods and adaptive approaches with
dysfunctions.  B.5.3; B.5.23  written case analysis; demonstration of case analysis

14. Provide training, educational/ learning technology-based approaches in self-care, self-
management, health management and maintenance, home management, and community
and work integration as well as the families  B.5.5; B.5.19; B.5.23  written case analysis;
demonstration of case analysis

15. Demonstrate knowledge and understanding of the American Occupational Therapy
Association (AOTA) Occupational Therapy Code of Ethics and Ethics Standards and AOTA
Standards of Practice and use them as a guide for ethical decision making in professional
interactions, client interventions, and employment settings  B.9.1  mastery competency
testing

6. Justification for new course, including how the course contributes to degree program outcomes,
or other university requirements / student learning outcomes.  (Resources, Examples & Tools for Developing
Effective Program Student Learning Outcomes).

This is a new course, required in the new Occupational Therapy Doctoral program. The
student learning outcomes are essential to graduate effective occupational therapists, and to
meet accreditation requirements. Please see the attached course justification summary for
further details.

7. Effective BEGINNING of what term and year?  Fall 2014
See effective dates calendar.

8. Long course title:  INTEGRATED PRACTICE SEMINAR
(max 100 characters including spaces)

9. Short course title:  INTEGRATED PRACTICE SEMINAR
(max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):
Focus will be on the application of neuro-physiological principles, sensorimotor learning and
performance, cognitive & perceptual learning and performance, application of principles and
psychosocial perspectives. Specific intervention strategies as related to the various
populations across the lifespan will be practiced and enhanced. (2 hr. lecture, 3 hrs. lab)

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?

   Yes ☒   No ☐

If yes, include the appropriate plan proposal.

Doctor of Occupational Therapy

12. Does this course duplicate content of existing courses?

   Yes ☐   No ☒

Effective Fall 2013
If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit’s enrollment or plan(s)?
   Yes ☐   No ☒
   If yes, describe the impact. If applicable, include evidence of notification to and/or response from each impacted academic unit.

14. Grading option:
   Letter grade ☒
   Pass/Fail ☐
   Both ☐

15. Co-convened with:
   (For example: ESE 450 and ESE 550) See co-convening policy.
   ☐

14a. UGC approval date*:
   ☐

   *Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with:
   (For example: ES 450 and DIS 450) See cross listing policy.
   Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units?
   Yes ☐   No ☒

   16a. If yes, maximum units allowed?

   16b. If yes, may course be repeated for additional units in the same term?
   Yes ☐   No ☒

18. Prerequisites:
   OTD 640 – OTD 647
   If prerequisites, include the rationale for the prerequisites.

   Student learning expectations in prerequisite courses are necessary for success in this course.

19. Co requisites:
   If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components?
   Yes ☒   No ☐
   If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course:
   To be hired

22. Classes scheduled before the regular term begins and/or after the regular term ends may require additional action. Review “see description” and “see impacts” for “Classes Starting/Ending Outside Regular Term” under the heading “Forms” http://nau.edu/Registrar/Faculty-Resources/Schedule-of-Classes-Maintenance/.
   Do you anticipate this course will be scheduled outside the regular term?
   Yes ☐   No ☒

Answer 22-23 for UCC/ECCC only:

23. Is this course being proposed for Liberal Studies designation?
   Yes ☐   No ☒

Effective Fall 2013
If yes, include a Liberal Studies proposal and syllabus with this proposal.

24. Is this course being proposed for Diversity designation? Yes □ No □
   If yes, include a Diversity proposal and syllabus with this proposal.

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**FLAGSTAFF MOUNTAIN CAMPUS**

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<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Scott Galland</td>
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*Reviewed by Curriculum Process Associate*

**Approvals:**

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Patricia Casr</td>
<td>10/28/2013</td>
</tr>
<tr>
<td>Department Chair/Unit Head (if appropriate)</td>
<td>Date</td>
</tr>
<tr>
<td>Mary Ann Ham</td>
<td>10/28/13</td>
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<tr>
<td>Chair of college curriculum committee</td>
<td>Date</td>
</tr>
<tr>
<td>John Schrez</td>
<td>10/28/13</td>
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<tr>
<td>Dean of college</td>
<td>Date</td>
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**For Committee use only:**

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*UCC/UGC Approval*  
Date: 11/11/13

Approved as submitted: Yes □ No □
Approved as modified: Yes □ No □

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**EXTENDED CAMPUSES**

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Date:

**Approvals:**

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<tr>
<td>Academic Unit Head</td>
<td>Date</td>
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<tr>
<td>Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</td>
<td>Date</td>
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</table>

Effective Fall 2013
Effective Fall 2013
General Information
- OTD 748
- Summer
- Clock hours: 5; Credit Hours: 3
- Instructor’s name: To Be Hired
- Office address: To Be Determined
- Office hours: To Be Determined

Course prerequisites: OTD 640 – OTD 647

Course description
Focus will be on the application of neuro-physiological principles, sensorimotor learning and performance, cognitive & perceptual learning and performance, application of principles and psychosocial perspectives. Specific intervention strategies as related to the various populations across the lifespan will be practiced and enhanced. (2 hr. lecture, 3 hrs. lab)

Student Learning Expectations/Outcomes for this Course
Upon completion of this course, the student will be able to:
1. Demonstrate knowledge, function and the development of the human body in function B.1.1; B.1.3 written case analysis; demonstration of case analysis

2. Identify use of technology to support performance, participation, health & well-being B.1.8 mastery competency testing

3. Explain the meaning and dynamic interaction between occupation, activity demands, performance skills, performance patterns, contexts, environmental and client factors B.2.2 written case analysis; demonstration of case analysis

4. Articulate the importance of balancing areas of occupation with the achievement of health and wellness for clients B.2.4 written case analysis

5. Analyze the effects of heritable diseases, genetic conditions, disability, trauma and injury to the physical and mental health and occupational performance of the individual B.2.6 written case analysis; demonstration of case analysis

6. Demonstrate task analysis in areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors to formulate an intervention plan. B.2.7 written case analysis; demonstration of case analysis

7. Use sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice B.2.8 mastery competency testing; demonstration of case analysis

Effective Fall 2013
8. Use clinical reasoning to explain the rationale for and use of compensatory strategies when desired life tasks cannot be performed.  B.2.10  written case analysis

9. Use theories, models of practice, and frames of reference to guide and inform evaluation and intervention to facilitate occupational performance.  B.2.11; B.3.1; B.5.27; B.5.32; B.5.33  written case analysis

10. Use evidence-based reasoning to appropriate assessment tools on the basis of client needs, occupational profile contextual factors, and psychometric properties of tests to analyze, synthesize and diagnose issues. These must be culturally relevant, based on available evidence, and incorporate use of occupation in the assessment process.  B.4.1;B.4.2; B.4.3; B.4.4; B.4.11; B.5.1 mastery competency testing

11. Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to the requirements of applicable facility, local, state, federal, and reimbursement agencies. Documentation must effectively communicate the need and rationale for occupational therapy services  B.4.10  written case analysis

12. Select and provide direct occupational therapy interventions and procedures to enhance safety, health and wellness, and performance in ADLs, IADL, education, work, play, rest, sleep, leisure, and social participation.  B.5.2  written case analysis demonstration of case analysis

13. Provide graded, therapeutic use of occupation, exercises, and activities (e.g., occupation-based intervention, purposeful activity, preparatory methods and adaptive approaches with dysfunctions. B.5.3; B.5.23  written case analysis; demonstration of case analysis

14. Provide training, educational/ learning technology-based approaches in self-care, self-management, health management and maintenance, home management, and community and work integration as well as the families  B.5.5; B.5.19; B.5.23  written case analysis; demonstration of case analysis

15. Demonstrate knowledge and understanding of the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and Ethics Standards and AOTA Standards of Practice and use them as a guide for ethical decision making in professional interactions, client interventions, and employment settings  B.9.1  mastery competency testing

Course structure/approach
- Skill learning laboratories: to practice with goal of competency for fieldwork and foundation for entry-level practice across a variety of requisite practice theories; models and frames of reference:
- Case-based learning
- Competency testing

Textbook and required materials
Textbooks from prior courses will be used

Recommended optional materials/references
Course outline
Students will have taken their occupational therapy practice courses over the prior five semesters (1 year 9months). The purpose of this course is to bring prior skills and intervention information into their present attention to practice and refine skills in readiness for fieldwork education which will begin at the end of this summer term in late June. Fieldwork education is required by the standards to be full-time for 6 months or 24 weeks in total duration. Students will be asked to synthesize information across all courses and demonstrate related intervention skills in relation to typical complex case studies and simulation. Focus will be on skill effectiveness and efficiency in a practice ‘boot camp’ atmosphere.

Assumptions:
Students will be expected to draw upon course material from prerequisite and concurrent occupational therapy process courses and to do individual research and reading, as necessary. Students are directed to also review information from their anatomy, neuroscience, conditions, life span development & human movement courses which support practice reasoning and skill priority setting and effectiveness.

The case - analysis method will introduce specific practice areas coupled with skill recall & student demonstrations will be utilized. The learning process using a case analysis approach is guided by the following steps:
- Terms and concepts are clarified and the problem is defined.
- Problem is analyzed; hypotheses and inquiry strategies are formulated.
- Problem is summarized.
- Learning resources are sought out and self-study takes place.
- Practice skills are identified and practiced
- Possible resolutions of problem are determined.
- Resolution of problem is reported back to the class.
- Findings are discussed and assimilated.

Assessment of Student Learning Outcomes
Methods of Assessment
1. Written Case Analysis: 40%
   a. Students will work in small groups to analyze various cases presented by the instructors. Case analysis encourages independent learning and gives students practice in tackling puzzling situations and defining their own gaps in understanding. Relevant problems are presented to the students, which mirror ‘real life’ clinical situations. Case analysis is a way of learning which encourages a deeper understanding of the material rather than superficial coverage.

   b. Each case will be reviewed, discussed and analyzed from a variety of perspectives. Each student group will be assigned one aspect of the case. Student groups will be responsible for completing a written analysis of the case as outlined in the “Case Analysis Assignment” handout. The final product of the written case analysis will be a cumulative PPT where each student group contributes to the assigned section.

2. Demonstration of Case Analysis 40%
   a. The student group is responsible for completing the steps outlined above, identifying and sharing evidence related to the case and contributing to the class discussion to develop a view of the continuum of care using the “Evaluation of Group Performance” and review the

Effective Fall 2013
required expectations for the case presentation of materials. The final product of the in
class presentation will be a discussion and/or demonstration of the relevant information.
This will NOT be a formal presentation.

3. **Mastery Competency Testing:** 20%
   - Practice exam: 50% of this final grade
   - Professional development plan for fieldwork education: 50% of this final grade

   Students will complete the National Board for Certification in Occupational Therapy OTR
   Entry-level Self-assessment Tool and begin a reflective process regarding their readiness to
   meet the NBCOT certification domains, task, skills. A tracking tool / professional development
   plan for fieldwork to collect their readiness across fieldwork will be initiated in order for them
   to self-assess their current competence, gap in current knowledge and skills and seek out
   experiences during fieldwork that are needed

**Timeline for Assessment**
- 8 cases will be presented across the term with 1 & 2 completed at that time
- Mastery Competency Testing:
  - Pre-test: first week of class so that results are available for individual student consultation
  - Post-test: last week of class (only one that will contribute to final course grade
  - Professional Development plan for Fieldwork education

**Grading System**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tr>
<td>90% -100%</td>
<td>A</td>
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<tr>
<td>80% -89.99%</td>
<td>B</td>
</tr>
<tr>
<td>70% -79.99%</td>
<td>C</td>
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<tr>
<td>&lt; 70%</td>
<td>F</td>
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**Course policy**
- **Retests/makeup tests**
  Take the exam on the regularly scheduled dates. If you are ill or other extenuating circumstances
  prevail, the expectation is that you will contact the instructor either in person or via telephone
  BEFORE the exam and take the exam within 48 hours. The instructor reserves the right to use a
different exam format than the original exam (ie. essay vs. multiple choices.) Exceptions to this
rule will be determined by the instructor.
- **Attendance**
  Be punctual and prepared at the beginning of class. Attendance is an essential and required part
  of the OT curriculum. Work and outside obligations are to be managed by the student in a way
  that does not hinder or limit educational expectations. Students are expected not to schedule
  other activities, work, or medical, dental or other appointments during class time. Notify your
  instructor ahead of time (via phone or email) if you will be late or absent from class. Any missed
  notes, explanations or discussions will be the student's responsibility. Unexcused absences and/or
  frequent tardiness to class or community-based session can result in a deduction of up to 10% of
  a student's total course grade.
- **Statement on plagiarism and cheating**
  Plagiarism and cheating are considered to be unprofessional, immoral, offensive and a violation of
  both academic and American Occupational Therapy's Code of Ethics. An investigation, following
  NAU procedures, will be undertaken whenever a concern regarding plagiarism and cheating is
  questioned. The University's Academic Integrity (Dishonesty Policy) will guide this review.
  Consequence of plagiarism and cheating could result in remediation plans, temporary dismissal

*Effective Fall 2013*
from the program, issuance of a failing grade in the course or permanent dismissal from the program.

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS
http://www4.nau.edu/avpaa/policy1.html

Effective Fall 2013
Please attach proposed Syllabus in approved university format.

1. Course subject and number: OTD 755  
2. Units: 2  
   See upper and lower division undergraduate course definitions.

3. College: Health and Human Services  
4. Academic Unit: Occupational Therapy

5. Student Learning Outcomes of the new course. (Resources & Examples for Developing Course Learning Outcomes)

Upon completion of this course, the student will be able to:

1. Articulate the importance of how scholarly activities contribute to the development of a body of knowledge relevant to the profession of occupational therapy  B.8.1 draft of results section
2. Effectively locate, understand, critique, and evaluate information, including the quality of experience.  B.8.2 draft of results section
3. Use scholarly literature to make evidence-based decisions.  B.8.3 draft of results section
4. Select, interpret, and apply basic descriptive, correlational, and inferential quantitative statistics and code, analyze, synthesize qualitative data.  B.8.4 draft of results section
5. Continue with research project (data analysis and draft the results section).  B.8.7, B.8.8 draft of results section

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes).

This is a new course, required in the new Occupational Therapy Doctoral program. The student learning outcomes are essential to graduate effective occupational therapists, and to meet accreditation requirements. Please see the attached course justification summary for further details.

7. Effective BEGINNING of what term and year?  Fall 2014  
   See effective dates calendar.

8. Long course title: PRACTICE SCHOLAR APPRENTICESHIP III  
   (max 100 characters including spaces)

9. Short course title: PRACTICE SHOLAR APPRENT III  
   (max. 30 characters including spaces)

Revised 04/22/03
10. Catalog course description (max. 60 words, excluding requisites):
This course is a continuation of the apprenticeship process to complete a practice-scholar, faculty-mentored research experience. The primary outcome will be to engage in data analysis and preparing the results section of a scholarly report.

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)? Yes ☒ No ☐
If yes, include the appropriate plan proposal.

Doctor of Occupational Therapy

12. Does this course duplicate content of existing courses? Yes ☐ No ☒
If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit's enrollment or plan(s)? Yes ☐ No ☒
If yes, describe the impact. If applicable, include evidence of notification to and/or response from each impacted academic unit.

14. Grading option: Letter grade ☐ Pass/Fail ☒ Both ☐

15. Co-convened with: ☐
(For example: ESE 450 and ESE 550) See co-convening policy.
14a. UGC approval date*: __________________________
*Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with: ☐
(For example: ES 450 and DIS 450) See cross listing policy.
Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units? Yes ☐ No ☒
16a. If yes, maximum units allowed? __________________________
16b. If yes, may course be repeated for additional units in the same term? Yes ☐ No ☒

18. Prerequisites: OTD 654
If prerequisites, include the rationale for the prerequisites.

Student learning expectations in prerequisite courses are necessary for success in this course.

19. Co requisites: ☐
If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components? Yes ☐ No ☒
If yes, include the units specific to each component in the course description above.

Revised 04/22/03
21. Names of the current faculty qualified to teach this course:  

22. Classes scheduled before the regular term begins and/or after the regular term ends may require additional action. Review “see description” and “see impacts” for “Classes Starting/Ending Outside Regular Term” under the heading “Forms” http://nau.edu/Registrar/Faculty-Resources/Schedule-of-Classes-Maintenance/.  
Do you anticipate this course will be scheduled outside the regular term? Yes ☐ No ☒

**Answer 22-23 for UCC/ECCC only:**

23. Is this course being proposed for Liberal Studies designation? Yes ☐ No ☐  
If yes, include a Liberal Studies proposal and syllabus with this proposal.

24. Is this course being proposed for Diversity designation? Yes ☐ No ☐  
If yes, include a Diversity proposal and syllabus with this proposal.

**FLAGSTAFF MOUNTAIN CAMPUS**

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<tr>
<td>Patricia Coxt</td>
<td>10/28/2013</td>
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<tr>
<td>Department Chair/Unit Head (if appropriate)</td>
<td>Date</td>
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<tr>
<td>Mary Johnson</td>
<td>10/28/13</td>
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<tr>
<td>Chair of college curriculum committee</td>
<td>Date</td>
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<tr>
<td>John Smith</td>
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Approved as submitted: Yes ☐ No ☐

Revised 04/22/03
**EXTENDED CAMPUSES**

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<td>Academic Unit Head</td>
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<td>Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</td>
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<tr>
<td>Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning)</td>
<td>Date</td>
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<tr>
<td>Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</td>
<td>Date</td>
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<tr>
<td>Chief Academic Officer; Extended Campuses (or Designee)</td>
<td>Date</td>
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Approved as submitted: [ ] Yes [ ] No
Approved as modified: [ ] Yes [ ] No

Revised 04/22/03
Practice Scholar Apprenticeship III

General Information
- OTD 755
- Summer
- Clock hours: 6; Credit Hours: 2
- Instructor’s name: To be Hired
- Office address: To be Determined
- Office hours: To be Determined

Course prerequisites:
OTD 654

Course description
This course is a continuation of the apprenticeship process to complete a practice-scholar, faculty-mentored research experience. The primary outcome will be to engage in data analysis and preparing the results section of a scholarly report. (6 hrs. lab)

Student Learning Expectations/Outcomes for this Course
Upon completion of this course, the student will be able to:

1. Articulate the importance of how scholarly activities contribute to the development of a body of knowledge relevant to the profession of occupational therapy  B.8.1 draft of results section

2. Effectively locate, understand, critique, and evaluate information, including the quality of experience.  B.8.2 draft of results section

3. Use scholarly literature to make evidence-based decisions.  B.8.3 draft of results section

4. Select, interpret, and apply basic descriptive, correlational, and inferential quantitative statistics and code, analyze, synthesize qualitative data.  B.8.4 draft of results section

5. Continue with research project (data analysis and draft the results section).  B.8.7, B.8.8 draft of results section

Course structure/approach
This course is the fourth course in a 5-part mentored research experience that the student must complete successfully in order to graduate from the program: proposal, 3 two credit apprenticeships and a capstone the final semester of the program. The final activity will be to prepare a scholarly manuscript for publication and present a research poster at the Capstone Seminar, the last semester of the program.

The four apprenticeships, this semester and the two following semesters will be when the student implements their design (Practice Scholar Apprenticeships I, II, III & IV).

Revised 04/22/03
Textbook and required materials
TBD if necessary as many free, on-line reference materials are available


Health Information Portability & Accountability Act (HIPAA) & Collaborative Institutional Training Initiative (CITI) certifications

Recommended optional materials/references
None

Course outline
1. Negotiate a semester research project work agreement with the faculty mentor at the beginning of the semester
2. Work on project to forward-the-action: data collection
3. Meet regularly every one to two weeks with your faculty mentor to discuss progress and issues
4. Meet at the end of the semester to identify activates that were accomplished according to the agreement and discuss preliminary plans for research project activities during fieldwork in preparation for capstone
5. By the end of semester, complete data analysis to draft a results section of a report

Assessment of Student Learning Outcomes
- **Methods of Assessment**
  - The 4 apprenticeships will be graded on a Pass/Fail (P/F) by the faculty mentor.
  - Student-faculty mentor work agreement at the beginning of the semester will guide the student’s research activities for the semester and be used to determine faculty’s grade for this apprenticeship.
  - Faculty midterm notification, in writing to the student, if the faculty member does not believe that the student is making sufficient progress as initially outlined.
  - End of semester written review between student and faculty mentor

- **Timeline for Assessment**
  - Beginning of semester, written work agreement with end of semester outcomes
  - Midterm written notification from the faculty mentor if lagging behind in performance that is within the control of the student.
  - End of semester review between student and faculty mentor regarding anticipated research outcomes and discuss initial plans for next apprenticeship. Student will write a summary of the meeting and obtain faculty mentor’s signature.

- **Grading System**
  Pass/Fail

Course policy
- **Retests/makeup tests**
  Take the exam on the regularly scheduled dates. If you are ill or other extenuating circumstances prevail, the expectation is that you will contact the instructor either in person or via telephone

Revised 04/22/03
BEFORE the exam and take the exam within 48 hours. The instructor reserves the right to use a different exam format than the original exam (i.e., essay vs. multiple choice.) Exceptions to this rule will be determined by the instructor.

- Attendance
Be punctual and prepared at the beginning of class. Attendance is an essential and required part of the OT curriculum. Work and outside obligations are to be managed by the student in a way that does not hinder or limit educational expectations. Students are expected not to schedule other activities, work, or medical, dental or other appointments during class time. Notify your instructor ahead of time (via phone or email) if you will be late or absent from class. Any missed notes, explanations or discussions will be the student’s responsibility. Unexcused absences and/or frequent tardiness to class or community-based session can result in a deduction of up to 10% of a student’s total course grade.

- Statement on plagiarism and cheating
Plagiarism and cheating are considered to be unprofessional, immoral, offensive and a violation of both academic and American Occupational Therapy’s Cole of Ethics. An investigation, following NAU procedures, will be undertaken whenever a concern regarding plagiarism and cheating is questioned. The University’s Academic Integrity (Dishonesty Policy) will guide this review. Consequence of plagiarism and cheating could result in remediation plans, temporary dismissal from the program, issuance of a failing grade in the course or permanent dismissal from the program.

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS
SAFE ENVIRONMENT POLICY
NAU’s Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean’s office or from the NAU’s Affirmative Action website http://home.nau.edu/diversity/. If you have concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (928-523-5181), or NAU’s Office of Affirmative Action (928-523-3312).

STUDENTS WITH DISABILITIES
If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice) or 523-6906 (TTY), dr@nau.edu (e-mail) or 928-523-8747 (fax). Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation (www.nau.edu/dr) 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

INSTITUTIONAL REVIEW BOARD
Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

Revised 04/22/03
The IRB meets monthly. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB Policy and Procedures Manual is available in each department’s administrative office and each college dean’s office or on their website: http://www.research.nau.edu/compliance/irb/index.aspx. If you have questions, contact the IRB Coordinator in the Office of the Vice President for Research at 928-523-8288 or 523-4340.

ACADEMIC INTEGRITY

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU’s administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix G of NAU’s Student Handbook http://www4.nau.edu/stulife/handbookdishonesty.htm.

ACADEMIC CONTACT HOUR POLICY

The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: “an hour of work is the equivalent of 50 minutes of class time...at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit.”

The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.

SENSITIVE COURSE MATERIALS

If an instructor believes it is appropriate, the syllabus should communicate to students that some course content may be considered sensitive by some students.

“University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In the course of college studies, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.”

Revised 04/22/03
Please attach proposed Syllabus in approved university format.

1. Course subject and number: OTD 756
2. Units: 2
   See upper and lower division undergraduate course definitions.

3. College: Health and Human Services
4. Academic Unit: Occupational Therapy

5. Student Learning Outcomes of the new course. (Resources & Examples for Developing Course Learning Outcomes)
   Upon completion of this course, the student will be able to:
   1. Articulate the importance of how scholarly activities contribute to the development of a body of knowledge relevant to the profession of occupational therapy. B.8.1 dissemination plans
   2. Effectively locate, understand, critique, and evaluate information, including the quality of experience. B.8.2 draft of discussion section
   3. Use scholarly literature to make evidence-based decisions. B.8.3 draft of discussion section
   4. Understand and critique the validity of research studies, including their design, (both quantitative & qualitative) and methodology. B.8.5 draft of discussion section
   5. Continue with research project (discussion) B.8.7, B.8.8
   6. Review and select appropriate written and oral dissemination options for project. B.8.10

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes).
   This is a new course, required in the new Occupational Therapy Doctoral program. The student learning outcomes are essential to graduate effective occupational therapists, and to meet accreditation requirements. Please see the attached course justification summary for further details.

7. Effective BEGINNING of what term and year? Fall 2014
   See effective dates calendar.

8. Long course title: PRACTICE SCHOLAR APPRENTICESHIP IV
   (max 100 characters including spaces)

9. Short course title: PRACT SCHOL APPRENTICESHIP IV
   (max. 30 characters including spaces)
10. Catalog course description (max. 60 words, excluding requisites):
This course is a continuation of the apprenticeship process to complete a practice-scholar, faculty-mentored research experience. The primary outcome will be writing the discussion section of a scholarly report and preparing for oral and written dissemination of the research project.

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?
   Yes ☒  No ☐
   If yes, include the appropriate plan proposal.

Doctor of Occupational Therapy

12. Does this course duplicate content of existing courses?  
   Yes ☐  No ☒
   If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit’s enrollment or plan(s)?
    Yes ☐  No ☒
    If yes, describe the impact. If applicable, include evidence of notification to and/or response from each impacted academic unit.

14. Grading option:  
    Letter grade ☐  Pass/Fail ☒  Both ☐

15. Co-convened with:  
14a. UGC approval date*:  
   (For example: ESE 450 and ESE 550)  See co-convening policy.
   *Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with:
    (For example: ES 450 and DIS 450)  See cross listing policy.
    Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units?  
   Yes ☐  No ☒
   16a. If yes, maximum units allowed?  
   16b. If yes, may course be repeated for additional units in the same term?  

18. Prerequisites:  
   OTD 755
   If prerequisites, include the rationale for the prerequisites.

Student learning expectations in prerequisite courses are necessary for success in this course.

19. Co requisites:  
   If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components?  
    Yes ☐  No ☒

Revised 04/22/03
If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course: **To be hired**

22. Classes scheduled before the regular term begins and/or after the regular term ends may require additional action. Review “see description” and “see impacts” for “Classes Starting/Ending Outside Regular Term” under the heading “Forms” http://nau.edu/Registrar/Faculty-Resources/Schedule-of-Classes-Maintenance/.

Do you anticipate this course will be scheduled outside the regular term? Yes ☐ No ☒

**Answer 22-23 for UCC/ECCC only:**

23. Is this course being proposed for Liberal Studies designation? Yes ☐ No ☐
   If yes, include a **Liberal Studies proposal** and syllabus with this proposal.

24. Is this course being proposed for Diversity designation? Yes ☐ No ☐
   If yes, include a **Diversity proposal** and syllabus with this proposal.

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**FLAGSTAFF MOUNTAIN CAMPUS**

Scott Galland 10/28/2013
Reviewed by Curriculum Process Associate

**Approvals:**

09/28/2013
Department Chair/Unit Head (if appropriate) Date

10/28/13
Chair of college curriculum committee Date

10/28/13
Dean of college Date

For Committee use only:

UCC/UQC Approval Date

Approved as submitted: Yes ☐ No ☐

Revised 04/22/03
## EXTENDED CAMPUSES

<table>
<thead>
<tr>
<th>Approval Role</th>
<th>Date</th>
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<tbody>
<tr>
<td>Reviewed by Curriculum Process Associate</td>
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<tr>
<td>Approvals:</td>
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<td>Academic Unit Head</td>
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<td>Chief Academic Officer; Extended Campuses (or Designee)</td>
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Approved as submitted:  Yes ☐  No ☐

Approved as modified: Yes ☐  No ☐

Revised 04/22/03
Practice Scholar Apprenticeship IV

General Information
- OTD 756
- Fall
- Clock hours: 6; Credit Hours: 2
- Instructor’s name: To be Hired
- Office address: To be Determined
- Office hours: To be Determined

Course prerequisites:
OTD 755

Course description
This course is a continuation of the apprenticeship process to complete a practice-scholar, faculty-mentored research experience. The primary outcome will be writing the discussion section of a scholarly report and preparing for oral and written dissemination of the research project.

Student Learning Expectations/Outcomes for this Course
Upon completion of this course, the student will be able to:

1. Articulate the importance of how scholarly activities contribute to the development of a body of knowledge relevant to the profession of occupational therapy. B.8.1 dissemination plans
2. Effectively locate, understand, critique, and evaluate information, including the quality of experience. B.8.2 draft of discussion section
3. Use scholarly literature to make evidence-based decisions. B.8.3 draft of discussion section
4. Understand and critique the validity of research studies, including their design, (both quantitative & qualitative) and methodology. B.8.5 draft of discussion section
5. Continue with research project (discussion). B.8.7, B.8.8
6. Review and select appropriate written and oral dissemination options for project. B.8.10

Course structure/approach
This course is the fourth course in a 5-part mentored research experience that the student must complete successfully in order to graduate from the program: proposal, four 2 credit apprenticeships and a capstone the final semester of the program. The final activity will be to prepare a scholarly manuscript for publication and present a research poster at the Capstone Seminar, the last semester of the program.

The four apprenticeships will be when the student implements their design (Practice Scholar Apprenticeships I, II, III & IV).

Textbook and required materials
To be determined if necessary as many free, on-line reference materials are available

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Health Information Portability & Accountability Act (HIPAA) & Collaborative Institutional Training Initiative (CITI) certifications

**Recommended optional materials/references**
None

**Course outline**
1. Negotiate a semester research project work agreement with the faculty mentor at the beginning of the semester
2. Work on project to forward-the-action: data collection
3. Meet regularly every one to two weeks with your faculty mentor to discuss progress and issues
4. Meet at the end of the semester to identify activates that were accomplished according to the agreement and discuss preliminary plans for research project activities during fieldwork in preparation for capstone
5. By end of semester, write draft of discussion and identify oral and written dissemination resources.

**Assessment of Student Learning Outcomes**
- **Methods of Assessment**
  - The 4 apprenticeships will be graded on a Pass/Fail (P/F) by the faculty mentor.
  - Student-faculty mentor work agreement at the beginning of the semester will guide the student’s research activities for the semester and be used to determine faculty’s grade for this apprenticeship.
  - Faculty midterm notification, in writing to the student, if the faculty member does not believe that the student is making sufficient progress as initially outlined.
  - End of semester written review between student and faculty mentor

- **Timeline for Assessment**
  - Beginning of semester, written work agreement with end of semester outcomes
  - Midterm written notification from the faculty mentor if lagging behind in performance that is within the control of the student.
  - End of semester review between student and faculty mentor regarding anticipated research outcomes and discuss initial plans for next apprenticeship. Student will write a summary of the meeting and obtain faculty mentor’s signature.

- **Grading System**
  Pass/Fail

**Course policy**
- Retests/makeup tests
  Take the exam on the regularly scheduled dates. If you are ill or other extenuating circumstances prevail, the expectation is that you will contact the instructor either in person or via telephone BEFORE the exam and take the exam within 48 hours. The instructor reserves the right to use a different exam format than the original exam (ie. essay vs. multiple choice.) Exceptions to this rule will be determined by the instructor.
• Attendance
Be punctual and prepared at the beginning of class. Attendance is an essential and required part of the OT curriculum. Work and outside obligations are to be managed by the student in a way that does not hinder or limit educational expectations. Students are expected not to schedule other activities, work, or medical, dental or other appointments during class time. Notify your instructor ahead of time (via phone or email) if you will be late or absent from class. Any missed notes, explanations or discussions will be the student’s responsibility. Unexcused absences and/or frequent tardiness to class or community-based session can result in a deduction of up to 10% of a student’s total course grade.

• Statement on plagiarism and cheating
Plagiarism and cheating are considered to be unprofessional, immoral, offensive and a violation of both academic and American Occupational Therapy’s Code of Ethics. An investigation, following NAU procedures, will be undertaken whenever a concern regarding plagiarism and cheating is questioned. The University’s Academic Integrity (Dishonesty Policy) will guide this review. Consequence of plagiarism and cheating could result in remediation plans, temporary dismissal from the program, issuance of a failing grade in the course or permanent dismissal from the program.

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS
SAFE ENVIRONMENT POLICY
NAU’s Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean’s office or from the NAU’s Affirmative Action website http://home.nau.edu/diversity/. If you have concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (928-523-5181), or NAU’s Office of Affirmative Action (928-523-3312).

STUDENTS WITH DISABILITIES

If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice)or 523-6906 (TTY), dr@nau.edu (e-mail) or 928-523-8747 (fax). Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation (www.nau.edu/dr) 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

INSTITUTIONAL REVIEW BOARD
Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the

Revised 04/22/03
Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets monthly. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB Policy and Procedures Manual is available in each department's administrative office and each college dean's office or on their website: http://www.research.nau.edu/compliance/irb/index.aspx. If you have questions, contact the IRB Coordinator in the Office of the Vice President for Research at 928-523-8288 or 523-4340.

ACADEMIC INTEGRITY

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU's administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix G of NAU's Student Handbook http://www4.nau.edu/stulife/handbookdishonesty.htm.

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The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.

SENSITIVE COURSE MATERIALS

If an instructor believes it is appropriate, the syllabus should communicate to students that some course content may be considered sensitive by some students.

"University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In the course of college studies, students can expect to encounter—and critically appraise—materials that

Revised 04/22/03
may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty."
Please attach proposed Syllabus in approved university format.

1. Course subject and number: OTD 761
2. Units: 2

See upper and lower division undergraduate course definitions.

3. College: Health and Human Services
4. Academic Unit: Occupational Therapy

5. Student Learning Outcomes of the new course. (Resources & Examples for Developing Course Learning Outcomes)

Upon completion of this course, the student will be able to:

1. Correlate with the student’s long term career goals after graduation though having advance competence in one or more of the specific required areas. B.9.4 residency plan
2. Identify the topics or skills that the student wants mentored. C.2.4 residency plan
3. Include an outcomes assessment plan. B.5.21 residency plan
4. Clarify each member’s responsibility in executing components of a residency plan. B.5.21 residency plan
5. Evaluate and address the various contexts of health care, education, community, political, and social systems as they relate to the practice of occupational therapy. B.6.1 residency plan
6. Advocate for changes in service delivery policies, effect changes in the system, and identify opportunities to address societal needs. B.6.4 residency plan
7. Analyze the trends in models of service delivery, including, but not limited to, medical, educational, community, and social models, and their potential effect on the practice of occupational therapy. B.6.5 residency plan
8. Demonstrate advocacy by participating in and exploring leadership positions in organizations or agencies promoting the profession (e.g., AOTA, state occupational therapy associations, World Federation of Occupational Therapists, advocacy organizations), consumer access and services, and the welfare of the community. B.9.13 residency plan

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes).

This is a new course, required in the new Occupational Therapy Doctoral program. The student learning outcomes are essential to graduate effective occupational therapists, and to meet accreditation requirements. Please see the attached course justification summary for further details.

7. Effective BEGINNING of what term and year? Fall 2014

See effective dates calendar.

Revised 04/22/03
8. Long course title: **PRACTICE-SCHOLAR RESIDENCY PROFESSIONAL DEVELOPMENT PLAN**

(max 100 characters including spaces)

9. Short course title: **PRACT-SCHOLAR RES PRO DEV PLN**

(max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites): An individualized, professional development plan will be designed and approved to guide the development and implementation of the 16-week residency experience [OTD 791]. The plan will reflect the desired outcomes from the residency experience which are to acquire practice-scholar competencies that will advance competencies beyond those of the generalist. (1 hr. lecture, 3 hrs. lab)

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?

   Yes ☒ No ☐

   If yes, include the appropriate plan proposal.

   **Doctor of Occupational Therapy**

12. Does this course duplicate content of existing courses? Yes ☐ No ☒

   If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit’s enrollment or plan(s)? Yes ☐ No ☒

   If yes, describe the impact. If applicable, include evidence of notification to and/or response from each impacted academic unit

14. Grading option: Letter grade ☐ Pass/Fail ☒ Both ☐

15. Co-convened with: _____________________________ 14a. UGC approval date*: ____________

   (For example: ESE 450 and ESE 550) See co-convening policy.

   *Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with:

   (For example: ES 450 and DIS 450) See cross listing policy.

   Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

Revised 04/22/03
17. May course be repeated for additional units? Yes ☐ No ☒
   16a. If yes, maximum units allowed? ____________________________
   16b. If yes, may course be repeated for additional units in the same term? Yes ☐ No ☐

18. Prerequisites: OTD 601, OTD 660, OTD 653
   If prerequisites, include the rationale for the prerequisites.
   Student learning expectations in prerequisite courses are necessary for success in this course.

19. Co requisites: ____________________________
   If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components? Yes ☒ No ☐
   If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course: To be hired

22. Classes scheduled before the regular term begins and/or after the regular term ends may require additional action. Review “see description” and “see impacts” for “Classes Starting/Ending Outside Regular Term” under the heading “Forms” http://nau.edu/Registrar/Faculty-Resources/Schedule-of-Classes-Maintenance/.
   Do you anticipate this course will be scheduled outside the regular term? Yes ☐ No ☒

   Answer 22-23 for UCC/ECCC only:

23. Is this course being proposed for Liberal Studies designation? Yes ☐ No ☐
   If yes, include a Liberal Studies proposal and syllabus with this proposal.

24. Is this course being proposed for Diversity designation? Yes ☐ No ☐
   If yes, include a Diversity proposal and syllabus with this proposal.

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland 10/28/2013
Reviewed by Curriculum Process Associate Date

Approvals:

Revised 04/22/03
Department Chair/Unit Head (if appropriate)          Date

Patricia Caso   Mary Horrwn                10/28/2013

Chair of college curriculum committee           Date

John M. White                                           10/28/13

Dean of college                                      Date

For Committee use only:

                                   11/1/13

UCC/UGC Approval                             Date

Approved as submitted: Yes □ No □

Approved as modified: Yes □ No □

EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate        Date

Approvals:

Academic Unit Head                               Date

Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)  Date

Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning)  Date

Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)  Date

Chief Academic Officer; Extended Campuses (or Designee)  Date

Revised 04/22/03
Approved as submitted:  
Yes ☐  No ☐

Approved as modified:  
Yes ☐  No ☐
College of Health & Human Services  
Department of Occupational Therapy  

PRACTICE-SCHOLAR RESIDENCY PROFESSIONAL DEVELOPMENT PLAN

General Information  
- OTD 761  
- Spring  
- Clock hours: 4; Credit Hours: 2  
- Instructor's name: To be hired  
- Office address: To be determined  
- Office hours: To be determined

Course prerequisites:  
OTD 601, OTD 660, OTD 653

Course description  
An individualized, professional development plan will be designed and approved to guide the development and implementation of the 16-week residency experience [OTD 791]. The plan will reflect the desired outcomes from the residency experience which are to acquire practice-scholar competencies that will advance competencies beyond those of the generalist. (1 hr. lecture, 3 hrs. lab)

Student Learning Expectations/Outcomes for this Course.  
Upon completion of this course, the student will be able to:  
1. Correlate with the student’s long term career goals after graduation though having advance competence in one or more of the specific required areas.  

   B.9.4 residency plan

2. Identify the topics or skills that the student wants mentored.  

   C.2.4 residency plan

3. Include an outcomes assessment plan.  

   B.5.21 residency plan

4. Clarify each member’s responsibility in executing components of a residency plan.  

   B.5.21 residency plan

5. Evaluate and address the various contexts of health care, education, community, political, and social systems as they relate to the practice of occupational therapy.  

   B.6.1 residency plan

6. Advocate for changes in service delivery policies, effect changes in the system, and identify opportunities to address societal needs.  

   B.6.4 residency plan

7. Analyze the trends in models of service delivery, including, but not limited to, medical, educational, community, and social models, and their potential effect on the practice of occupational therapy.  

   B.6.5 residency plan

8. Demonstrate advocacy by participating in and exploring leadership positions in organizations or agencies promoting the profession (e.g., AOTA, state occupational therapy associations, World Federation of Occupational Therapists, advocacy organizations), consumer access and services, and the welfare of the community.  

   B.9.13 residency plan

Course structure/approach  
The student will design an individualized, approved residency professional development plan and an outcomes assessment process that will provide them with advanced competence in one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development

Revised 04/22/03
The length of this doctoral experiential component will be a minimum of 16 weeks (640 hours). C.2.3

Students will have academic support provided by the department’s residency director.

**Textbook and required materials**
NAU OTD Residency Manual

**Recommended optional materials/references**
none

**Course outline**

**Week 1**
Overview structure of the professional development plan

**Week 2**
Self-exploration using the AOTA Professional Development Tool

**Week 3**
Identification of 3-5 career goals in one of the self-selected focus areas

**Weeks 3-12**
Writing of a professional development plan with outcome measures and student responsibilities in arranging for the experience. The faculty mentorship expectations will be specified.

Gather commentary on the proposed plan by professionals with current experience or expertise related to the proposed outcomes contained in the proposed professional development plan

**Weeks 13**
Small peer reflection groups to review plan and consider feedback

**Week 15**
Written approval by the Residency director and one other faculty member familiar

**Assessment of Student Learning Outcomes**

- **Methods of Assessment**
  - Professional behaviors including self-responsibility, accountability, interpersonal and written communication & time management  
    - 25%
  - Completion of the AOTA professional development tool  
    - 10%
  - Completion and approval of the residency plan  
    - 50%
  - Peer group review of plans  
    - 15%

- **Timeline for Assessment**
  - Professional behaviors including self-responsibility, accountability, midterm and final interpersonal and written communication & time management
  - Completion of the AOTA professional development tool  
    - week 3
  - Peer group review of plans  
    - weeks 13-14
  - Completion and approval of the residency plan  
    - week 15

**Grading System**
Pass/Fail

**Course policy**
- Retests/makeup tests

Revised 04/22/03
Take the exam on the regularly scheduled dates. If you are ill or other extenuating circumstances prevail, the expectation is that you will contact the instructor either in person or via telephone BEFORE the exam and take the exam within 48 hours. The instructor reserves the right to use a different exam format than the original exam (ie. essay vs. multiple choice.) Exceptions to this rule will be determined by the instructor.

- Attendance
  Be punctual and prepared at the beginning of class. Attendance is an essential and required part of the OT curriculum. Work and outside obligations are to be managed by the student in a way that does not hinder or limit educational expectations. Students are expected not to schedule other activities, work, or medical, dental or other appointments during class time. Notify your instructor ahead of time (via phone or email) if you will be late or absent from class. Any missed notes, explanations or discussions will be the student’s responsibility. Unexcused absences and/or frequent tardiness to class or community-based session can result in a deduction of up to 10% of a students total course grade.

- Statement on plagiarism and cheating
  Plagiarism and cheating are considered to be unprofessional, immoral, offensive and a violation of both academic and American Occupational Therapy’s Cole of Ethics. An investigation, following NAU procedures, will be undertaken whenever a concern regarding plagiarism and cheating is questioned. The University’s Academic Integrity (Dishonesty Policy) will guide this review. Consequence of plagiarism and cheating could result in remediation plans, temporary dismissal from the program, issuance of a failing grade in the course or permanent dismissal from the program.

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NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS
SAFE ENVIRONMENT POLICY

NAU’s Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean’s office or from the NAU’s Affirmative Action website [http://home.nau.edu/diversity/](http://home.nau.edu/diversity/). If you have concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (928-523-5181), or NAU’s Office of Affirmative Action (928-523-3312).

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STUDENTS WITH DISABILITIES

If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice) or 523-6906 (TTY), dr@nau.edu (e-mail) or 928-523-8747 (fax). Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation (www.nau.edu/dr) 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

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INSTITUTIONAL REVIEW BOARD

Revised 04/22/03
Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets monthly. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB Policy and Procedures Manual is available in each department’s administrative office and each college dean’s office or on their website: http://www.research.nau.edu/compliance/irb/index.aspx. If you have questions, contact the IRB Coordinator in the Office of the Vice President for Research at 928-523-8288 or 523-4340.

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ACADEMIC CONTACT HOUR POLICY
The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: “an hour of work is the equivalent of 50 minutes of class time...at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit.”

The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.

SENSITIVE COURSE MATERIALS
If an instructor believes it is appropriate, the syllabus should communicate to students that some course content may be considered sensitive by some students.

“University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In the course of college studies, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.”

Revised 04/22/03
Please attach proposed Syllabus in approved university format.

1. Course subject and number: OTD 762
2. Units: 1

See upper and lower division undergraduate course definitions.

3. College: Health and Human Services
4. Academic Unit: Occupational Therapy

5. Student Learning Outcomes of the new course. (Resources & Examples for Developing Course Learning Outcomes)

Upon completion of this course, the student will be able to:

1. Engage in a case intervention activity to demonstrate acquired learning and skills using reflective clinical reasoning across all coursework completed to date (refer to standards noted in the concurrent courses). B.2.4; B.2.5; B.2.10 B.2.11 case intervention activity

2. Complete the required Psychosocial and Behavioral Health Fieldwork Experience (40 hours) (refer to standards identified in OTD 641: Psychosocial Function & Behavioral Health) C.1.7; C.1.8; C1.9 C.10 Level I fieldwork education assessment of student performance; competency-based fieldwork assignments
   a. Apply clinical reasoning and reflection to articulate the rationale for and use of compensatory strategies when desired life tasks cannot be performed. B.2.8; B.2.10
   b. Apply concepts from academic classes to clinical practice.
   c. Demonstrate beginning professional written and verbal reporting skills B.4.1
   d. Formulate and achieve an appropriate personal goal for the clinical fieldwork experience. B.9.4; B.9.5; B.9.6
   e. Discuss strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards B.9.4; B.9.5; B.9.6

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes)

This is a new course, required in the new Occupational Therapy Doctoral program. The student learning outcomes are essential to graduate effective occupational therapists, and to meet accreditation requirements. Please see the attached course justification summary for further details.

7. Effective BEGINNING of what term and year? Fall 2014

See effective dates calendar.

Revised 04/22/03
8. Long course title: PRACTICE COMPETENCY III
(max 100 characters including spaces)

9. Short course title: PRACTICE COMPETENCY III
(max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):
Competency activities will be completed to synthesize learning and demonstrate reflective clinical reasoning across the semester coursework. Skills requisite for practice competency and interprofessional education activities will be included.

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?
Yes ☑ No ☐
If yes, include the appropriate plan proposal.

Entry-level Doctor of Occupational Therapy

12. Does this course duplicate content of existing courses?
Yes ☐ No ☑
If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit’s enrollment or plan(s)?
Yes ☐ No ☑
If yes, describe the impact. If applicable, include evidence of notification to and/or response from each impacted academic unit.

14. Grading option: Letter grade ☐ Pass/Fail ☑ Both ☐

15. Co-convened with:
14a. UGC approval date*:
(For example: ESE 450 and ESE 550) See co-convening policy.
*Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with:
(For example: ES 450 and DIS 450) See cross listing policy.
Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units?
Yes ☐ No ☑
16a. If yes, maximum units allowed?

16b. If yes, may course be repeated for additional units in the same term?
Yes ☐ No ☑

18. Prerequisites: OTD 601, OTD 647, OTD 771
If prerequisites, include the rationale for the prerequisites.

Revised 04/22/03
19. Co requisites: OTD 748, OTD 755, OTD 772
If co requisites, include the rationale for the co requisites.
This lab class requires students to apply skills introduced in the co-requisite courses.

20. Does this course include combined lecture and lab components? Yes ☐ No X
If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course: To be hired

22. Classes scheduled before the regular term begins and/or after the regular term ends may require additional action. Review "see description" and "see impacts" for "Classes Starting/Ending Outside Regular Term" under the heading "Forms" http://nau.edu/Registrar/Faculty-Resources/Schedule-of-Classes-Maintenance/.
Do you anticipate this course will be scheduled outside the regular term? Yes ☐ No X

Answer 22-23 for UCC/ECCC only:

23. Is this course being proposed for Liberal Studies designation? Yes ☐ No ☒
If yes, include a Liberal Studies proposal and syllabus with this proposal.

24. Is this course being proposed for Diversity designation? Yes ☐ No ☒
If yes, include a Diversity proposal and syllabus with this proposal.

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland 10/28/2013
Reviewed by Curriculum Process Associate Date

Approvals:

[Signatures and dates]

Department Chair/Unit Head (if appropriate) Date

[Signatures and dates]

Chair of college curriculum committee Date

[Signatures and dates]

Dean of college Date

Revised 04/22/03
Approved as submitted: Yes □ No □

Approved as modified: Yes □ No □

EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate Date

Approvals:

Academic Unit Head Date

Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning) Date

Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning) Date

Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning) Date

Chief Academic Officer, Extended Campuses (or Designee) Date

Approved as submitted: Yes □ No □

Approved as modified: Yes □ No □

Revised 04/22/03
General Information
- OTD 762
- Summer
- Clock hours: 3; Credit Hours: 1
- Instructor's name: To be hired
- Office address: To be determined
- Office hours: To be determined

Course prerequisites:
OTD 601, OTD 647, OTD 771; Concurrent registration in OTD 748, OTD 755, OTD 772

Course description
Competency activities will be completed to synthesize learning and demonstrate reflective clinical reasoning across the semester coursework. Skills requisite for practice competency and interprofessional education activities will be included. (3 hrs. lab)

Student Learning Expectations/Outcomes for this Course
Upon completion of this course, the student will be able to:

1. Engage in an applied practice competency to demonstrate acquired learning and skills using reflective clinical reasoning across the coursework completed to date (refer to standards noted in the concurrent courses). B.2.4; B2.5; B2.10 B.2.11 triple jump
2. Complete an interprofessional education experience and write a reflection that contains guided questions. B.2.3; B.2.5; B.2.10; B.5.21; B.5.22 Interprofessional education experience
   a. Apply clinical reasoning and reflection to articulate the rationale for and use of compensatory strategies when desired life tasks cannot be performed. B.2.8; B.2.10
   b. Apply concepts from academic classes to clinical practice.
   c. Demonstrate beginning professional written and verbal reporting skills. B.4.1
   d. Formulate and achieve an appropriate personal goal for the clinical fieldwork experience. B.9.4; B.9.5; B.9.6
   e. Discuss strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards. B.9.4; B.9.5; B.9.6

Course structure/approach
The triple jump activity will be faculty-directed and delivered and last about 2 hours in duration. Students will complete a written reflection of their experience using a guided question format from the faculty. Faculty will provide written feedback on the activity.

The interprofessional education will be faculty-directed and delivered and last about 2 hours in duration. Students will complete a written reflection of their experience using a guided question format from the faculty. Faculty will provide written feedback on each activity.

Revised 04/22/03
Textbook and required materials
All required texts for the semester.

Recommended optional materials/references
none

Course outline
- Engage in a triple jump. Write a reflection for each experience
- Participate in the interprofessional education activity
- Write a reflection for each experience

Applied Practice Competency: Triple Jump/Demonstration:
The triple jump is a type of assessment that evaluates the students' ability to organize practice information, to formulate hypotheses, to identify individual learning issues, and to reformulate a case using newly acquired information. The goal is to tap into the need to re-organize their current knowledge and skills to be ready for the spontaneous reasoning expected during practice. This is a transformation learning activity converting academic knowledge into practice readiness to demonstrate self-efficacy and performance flow expectations in the practice setting.
The 'triple jump' assessment serves as a measurement tool for a number of learning outcomes. As a result, the students are assessed on the knowledge gained through the process and on the method of problem solving they employed in their acquisition of that knowledge. In other words, the triple jump not only assesses what the students learned, but how they learned it. In this way, the triple jump assesses life-long learning and problem solving skills. The learning outcomes of the triple jump evaluation are as follows:
- learn to identify knowledge gaps;
- learn how to identify and use resources for retrieval of information;
- evaluate and apply new knowledge;
- learn to interact effectively with peers and faculty in the problem solving environment;
- employ effective communication skills; and
- demonstrate standards of professionalism.

The 'triple jump' assessment exercise is a comprehensive method of measuring student learning and, also, the specific learning objectives set forth for students in a particular problem. The 'triple jump' is a unique form of assessment because it is one of the few examination methods that measures both specific acquired knowledge, problem solving processes and clinical reasoning. The triple jump exercise takes place in one day. The assessment procedures are as follows:
- During the first stage (problem definition), students are given a clinical problem with a minimal amount of information. The students use the information to ask their 'triple jump' facilitators a series of questions to elicit more information about the problem. The problem definition stage enables the students to bring prior knowledge to bear on a novel problem and devise an educational plan to identify the items of information needed to solve that problem.
- During the second stage, students conduct an information search for 2–3 hours. They use the information that they have gathered to find a problem resolution and prepare a presentation of their findings.
- During the third stage, the synthesis and feedback stage, students return to present the resolution.

Assessment of Student Learning Outcomes
- Methods of Assessment
  o Written performance assessment on applied practice competency (triple jump)*
  o Written reflection on the interprofessional competency. *

Revised 04/22/03
Professional behaviors during both activities: self-reflection & faculty feedback
*Faculty reserve the right to modify the second and third attempt competencies if the resources are not available to offer the original competency experience.

**Timeline for Assessment**
- The entire course will be delivered during the last week of classes for the semester, most likely during last two days of classes.
- Student will be permitted three attempts to pass the competency activity. The second attempt will be immediately at the end of regularly scheduled final examinations for the student’s cohort (that day or next work day, Monday through Friday. The third attempt must be completed before the start of the next semester’s classes.

**Grading System**
Pass/Fail for both competencies & observed professional behaviors (through student written reflection and faculty assessment)

The student must successfully pass both learning activities and the professional behavior component in order to pass the course.

The student will be permitted 3 attempts to pass the triple-jump activity before being declared as failing the course.

**Course policy**
- Retests/makeup tests
  Take the exam on the regularly scheduled dates. If you are ill or other extenuating circumstances prevail, the expectation is that you will contact the instructor either in person or via telephone BEFORE the exam and take the exam within 48 hours. The instructor reserves the right to use a different exam format than the original exam (ie. essay vs. multiple choice.) Exceptions to this rule will be determined by the instructor.

- Attendance
  Be punctual and prepared at the beginning of class. Attendance is an essential and required part of the OT curriculum. Work and outside obligations are to be managed by the student in a way that does not hinder or limit educational expectations. Students are expected not to schedule other activities, work, or medical, dental or other appointments during class time. Notify your instructor ahead of time (via phone or email) if you will be late or absent from class. Any missed notes, explanations or discussions will be the student’s responsibility. Unexcused absences and/or frequent tardiness to class or community-based session can result in a deduction of up to 10% of a students total course grade.

- Statement on plagiarism and cheating
  Plagiarism and cheating are considered to be unprofessional, immoral, offensive and a violation of both academic and American Occupational Therapy’s Cole of Ethics. An investigation, following NAU procedures, will be undertaken whenever a concern regarding plagiarism and cheating is questioned. The University’s Academic Integrity (Dishonesty Policy) will guide this review. Consequence of plagiarism and cheating could result in remediation plans, temporary dismissal from the program, issuance of a failing grade in the course or permanent dismissal from the program.

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS
SAFE ENVIRONMENT POLICY

Revised 04/22/03
NAU’s Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean’s office or from the NAU’s Affirmative Action website http://home.nau.edu/diversity/. If you have concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (928-523-5181), or NAU’s Office of Affirmative Action (928-523-3312).

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Revised 04/22/03
Please attach proposed Syllabus in approved university format.

1. Course subject and number: OTD 771
2. Units: 3

See upper and lower division undergraduate course definitions.

3. College: Health and Human Services
4. Academic Unit: Occupational Therapy

5. Student Learning Outcomes of the new course. (Resources & Examples for Developing Course Learning Outcomes)

Upon completion of this course, the student will be able to:

1. Define management & administration. B.7.6 examinations
2. Identify and describe the major roles and functions of a manager. B.7.6, B.7.7 examinations
3. Describe how organizational culture and an organization's environment impact managers. B.7.4 business plan
4. Identify various forms of organizational structure and professional responsibilities within each practice arena. B.9.9 business plan; examinations
5. Describe the human resource process with respect to recruitment, interview and candidate selection, performance evaluation, and legal issues related to those areas. B.9.6 business plan; examinations
6. Describe and demonstrate the process of negotiation. B.5.20 examinations
7. Identify and describe techniques which may be utilized in conflict management. B.5.20
8. Discuss supervision and develop strategies for effective competency based supervision of OT and non-OT personnel. B.7.7; B.9.8 group program critique; business plan
9. Identify and describe techniques for improving group decision making. B.9.8 examinations
10. Outline the process of strategic planning. B.7.7 business plan; examinations
11. Demonstrate the use of budgets as both planning and control tools. B.7.5; B.7.4 business plan; examinations
12. Explain the information available in a typical budget report. B.7.7 business plan; examinations
13. Identify several considerations in the establishment of an OT program. B.7.7 business plan
14. Prepare a resume and cover letter. Resume/ Cover Letter B.9.6 resume & cover letter
15. Identify methods of internal and external marking. B.7.7 examinations
16. Prepare a marketing or promotion project. B.9.3 business plan
17. Construct several methods of program evaluation. B.6.4 business plan
18. Identify the major tools and concepts with regard to Total Quality Management in health care. B.7.6 business plan; examinations

Effective Fall 2013
19. Describe the role of COTA/OTR and others, including supervision and role delineation. B.5.26; B.4.5, B.5.21, B.7.8; B.7.12; B.9.7 B.9.8; B.9.12 business plan; examinations

20. Discuss the referral process to specialists internal and external to the profession B.5.22 group program critique

21. Discuss policy issues that influence various contexts for the practice of OT and intervention B.6.2 group program critique

22. Discuss reimbursement systems including appeals and documentation requirements B.7.4 group program critique

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes)

This is a new course, required in the new Occupational Therapy Doctoral program. The student learning outcomes are essential to graduate effective occupational therapists, and to meet accreditation requirements. Please see the attached course justification summary for further details.

7. Effective BEGINNING of what term and year? Fall 2014
   See effective dates calendar.

8. Long course title: PROGRAM LEADERSHIP AND ADMINISTRATIVE PROCESSES
   (max. 100 characters including spaces)

9. Short course title: LDRSHP & ADMIN PROCESS
   (max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):
    The basic principles of organization and administration of occupational therapy programs are introduced. Supervision, planning, budgeting, quality management, staffing, and program development will be presented. (2 hrs. lecture; 3 hrs. lab)

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?
    Yes ☑ No ☐
    If yes, include the appropriate plan proposal.

    Doctor of Occupational Therapy

12. Does this course duplicate content of existing courses?
    Yes ☐ No ☑
    If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit’s enrollment or plan(s)?
    Yes ☐ No ☑
    If yes, describe the impact. If applicable, include evidence of notification to and/or response from each impacted academic unit

14. Grading option:
    Letter grade ☑ Pass/Fail ☐ Both ☐

Effective Fall 2013
15. Co-convened with:
(For example: ESE 450 and ESE 550) See co-convening policy.
*Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with:
(For example: ES 450 and DIS 450) See cross listing policy.
Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units?
Yes ☐ No ☒
16a. If yes, maximum units allowed?
16b. If yes, may course be repeated for additional units in the same term?
Yes ☐ No ☒

18. Prerequisites: OTD 601, OTD 670
If prerequisites, include the rationale for the prerequisites.

Student learning expectations in prerequisite courses are necessary for success in this course.

19. Co requisites:
If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components?
Yes ☒ No ☐
If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course:
To be hired

22. Classes scheduled before the regular term begins and/or after the regular term ends may require additional action. Review “see description” and “see impacts” for “Classes Starting/Ending Outside Regular Term” under the heading “Forms”
http://nau.edu/Registrar/Faculty-Resources/Schedule-of-Classes-Maintenance/.
Do you anticipate this course will be scheduled outside the regular term?
Yes ☐ No ☒

Answer 22-23 for UCC/ECCC only:

23. Is this course being proposed for Liberal Studies designation?
If yes, include a Liberal Studies proposal and syllabus with this proposal.

24. Is this course being proposed for Diversity designation?
If yes, include a Diversity proposal and syllabus with this proposal.

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland
Reviewed by Curriculum Process Associate

10/28/2013
Date

Effective Fall 2013
## Approvals:

**Department Chair/Unit Head (if appropriate)**

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**Chair of college curriculum committee**

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**Dean of college**

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### For Committee use only:

**UCC/UGO Approval**

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Approved as submitted:  
Yes ☐  No ☐

Approved as modified:  
Yes ☐  No ☐

## EXTENDED CAMPUSES

**Reviewed by Curriculum Process Associate**

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### Approvals:

**Academic Unit Head**

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**Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)**

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**Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning)**

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**Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)**

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**Chief Academic Officer; Extended Campuses (or Designee)**

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Approved as submitted:  
Yes ☐  No ☐

Effective Fall 2013
Approved as modified: Yes ☐ No ☐

Effective Fall 2013
General Information
- OTD 771
- Spring
- Clock hours: 5; Credit Hours: 3
- Instructor's name: To be hired
- Office address: To be determined
- Office hours: To be determined

Course prerequisites:
OTD 601, OTD 670

Course description
The basic principles of organization and administration of occupational therapy programs are introduced. Supervision, planning, budgeting, quality management, staffing, and program development will be presented. (2 hrs. lecture; 3 hrs. lab)

Student Learning Expectations/Outcomes for this Course
Upon completion of this course, the student will be able to:
1. Define management & administration. B.7.6 examinations
2. Identify and describe the major roles and functions of a manager. B.7.6, B.7.7 examinations
3. Describe how organizational culture and an organization’s environment impact managers. B.7.4 business plan
4. Identify various forms of organizational structure and professional responsibilities within each practice arena. B.9.9 business plan; examinations
5. Describe the human resource process with respect to recruitment, interview and candidate selection, performance evaluation, and legal issues related to those areas. B.9.6 business plan; examinations
6. Describe and demonstrate the process of negotiation. B.5.20 examinations
7. Identify and describe techniques which may be utilized in conflict management. B.5.20
8. Discuss supervision and develop strategies for effective competency based supervision of OT and non-OT personnel. B.7.7; B.9.8 group program critique; business plan

Effective Fall 2013
9. Identify and describe techniques for improving group decision making. B.9.8
   examinations
10. Outline the process of strategic planning. B.7.7 business plan; examinations
11. Demonstrate the use of budgets as both planning and control tools. B.7.5; B.7.4
    business plan; examinations
12. Explain the information available in a typical budget report. B.7.7 business plan;
    examinations
13. Identify several considerations in the establishment of an OT program. B.7.7
    business plan
14. Prepare a resume and cover letter. Resume/Cover Letter B.9.6 resume & cover letter
15. Identify methods of internal and external marking. B.7.7 examinations
16. Prepare a marketing or promotion project. B.9.3 business plan
17. Construct several methods of program evaluation. B.6.4 business plan
18. Identify the major tools and concepts with regard to Total Quality Management in
    health care. B.7.6 business plan; examinations
19. Describe the role of COTA/OTR, including supervision and role delineation. B.5.26;
    B.4.5, B.5.21, B.7.8; B.7.12; B.9.7 B.9.8; B.9.12 business plan; examinations
20. Discuss the referral process to specialists internal and external to the profession
    B.5.22 group program critique
21. Discuss policy issues that influence various contexts for the practice of OT and
    intervention B.6.2 group program critique
22. Discuss reimbursement systems including appeals and documentation requirements
    B.7.4 group program critique

Course structure/approach
- Lecture
- Worksheets, content acquisition
- Apply knowledge through the business plan development process in small groups.

Textbook and required materials

Press; Bethesda, MD

Effective Fall 2013
Recommended optional materials/references
none

Course outline
Week 1
Intro to OT Administration

Weeks 2-3
The 4 management functions
  o Planning
  o Organizing & staffing
  o Directing
  o Controlling

Weeks 4-5
Program Development
  o SWOT/Needs Assessment
  o Strategic Planning:
    o Vision, Mission and Goals

Weeks 6-8
Organizational Structure & Job Personnel
  o Marketing & Promotion
  o Organizational Structure & Job Personnel
    o Legal Structure of Business
  o Financial Planning & Reimbursement
  o Influences of legislative policies

Weeks 9-10
Program Development
Program Evaluation & quality improvement
Technology and Management
Professional Standards and Ethics Regulatory Agencies & Accrediting bodies

Weeks 11-12
Supervision: OT, OTA, OT aids, staff
Fieldwork Education

Weeks 13-14
OT Manager Responsibilities
Resume Writing
Professional Development Planning

Week 15
Business Plan Proposal presentations

Assessment of Student Learning Outcomes
Methods of Assessment
Exams (2) 40% (20% each)
Resume/ Cover Letter 10%
Business Plan 25%
Group Program Critique 15%
Professional behaviors 10%

Effective Fall 2013
Timeline for Assessment
Exams (2)
Resume/ Cover Letter

Business Plan
Group Program Critique

Grading System
90%-100% A
80%-89.99% B
70%-79.99% C
< 70% F

Course policy
- Retests/makeup tests
  Take the exam on the regularly scheduled dates. If you are ill or other extenuating circumstances prevail, the expectation is that you will contact the instructor either in person or via telephone BEFORE the exam and take the exam within 48 hours. The instructor reserves the right to use a different exam format than the original exam (ie. essay vs. multiple choice.) Exceptions to this rule will be determined by the instructor.

- Attendance
  Be punctual and prepared at the beginning of class. Attendance is an essential and required part of the OT curriculum. Work and outside obligations are to be managed by the student in a way that does not hinder or limit educational expectations. Students are expected not to schedule other activities, work, or medical, dental or other appointments during class time. Notify your instructor ahead of time (via phone or email) if you will be late or absent from class. Any missed notes, explanations or discussions will be the student’s responsibility. Unexcused absences and/or frequent tardiness to class or community-based session can result in a deduction of up to 10% of a student’s total course grade.

- Statement on plagiarism and cheating
  Plagiarism and cheating are considered to be unprofessional, immoral, offensive and a violation of both academic and American Occupational Therapy’s Code of Ethics. An investigation, following NAU procedures, will be undertaken whenever a concern regarding plagiarism and cheating is questioned. The University’s Academic Integrity (Dishonesty Policy) will guide this review. Consequence of plagiarism and cheating could result in remediation plans, temporary dismissal from the program, issuance of a failing grade in the course or permanent dismissal from the program.

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS
http://www4.nau.edu/avpaa/policy1.html

Effective Fall 2013
Please attach proposed Syllabus in approved university format.

1. Course subject and number: OTD 772
2. Units: 3

See upper and lower division undergraduate course definitions.

3. College: Health and Human Services
4. Academic Unit: Occupational Therapy

5. Student Learning Outcomes of the new course. (Resources & Examples for Developing Course Learning Outcomes)

Upon completion of this course, the student will be able to:

1) Define and describe leadership ethics B.9.11 personal mission & vision
2) Delineate resolution approaches to ethical dilemmas and conflicts B.9.11 ethical dilemma case analysis
3) Describe your leadership style B.9.2 leadership reflection
4) Develop a Leadership Awareness Summary and 5-year Action Plan using information from exercises using outcomes from the following assessments and observations: B.7.12 leadership reflection
   • The Leadership Practices Inventory, LPI
   • Meyers-Briggs Type Inventory MBTI to better understand yourself and how to engage and lead others in professional work and personal life.
   • AOTA Professional Development Tool completed in Fall or
   • AOTA’s Self-Assessment for Fieldwork Educator Competence
5) Review the value and responsibility of being a professional including involvement in AOTA, AOTF, AOTPAC, NBCOT, WFOT, state associations and state licensure as well as risk prevention associated with professional practice liabilities. B.7.4, B.9.2 personal mission & vision
6) Analyze, select & display one portfolio example to showcase that is an example of your very best work or most important professional learning moment as a DU OT student B.9.4 portfolio; leadership reflection
7) Conduct a self-analysis of one’s current abilities as a leader and translate it into an individualized five-year professional development plan. B.9.4 portfolio; leadership reflection
8) Consider the OT faculty, entrepreneur, consultant, fieldwork educator and servant leader roles. B.7.8; B.7.10, B.9.7 portfolio; professional development tool
9) Create and engage in an action strategy to effect policy change in health care that relates to occupational therapy. B.6.4, B.9.3 professional development tool; personal mission & vision
10) Delineate the value, impact & pathways of servant leadership including concepts such as: B.9.2 portfolio; personal mission & vision; leadership reflection
   • Leaders and organization as servant
   • Approaches & characteristics of servant leaders:

Effective Fall 2013
• Work as a calling
• The passion to serve

11) Understand responsibilities, activities and opportunities related to certification, licensure, professional membership and professional development  B.7.3, B.9.4 leadership reflection

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes)

This is a new course, required in the new Occupational Therapy Doctoral program. The student learning outcomes are essential to graduate effective occupational therapists, and to meet accreditation requirements. Please see the attached course justification summary for further details.

7. Effective BEGINNING of what term and year?  Fall 2014
   See effective dates calendar.

8. Long course title:  INSPIRED PRACTICE THROUGH VISIONARY LEADERSHIP
   (max 100 characters including spaces)

9. Short course title:  INSPRD PRC VISIONARY LDRSHP
   (max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):
The basic principles of organization and administration of occupational therapy programs is introduced. Supervision, planning, budgeting, quality management, staffing, and program development will be presented. (2 hrs. lecture; 3 hrs. lab)

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?
   Yes ☒  No ☐

   If yes, include the appropriate plan proposal.

   Doctor of Occupational Therapy

12. Does this course duplicate content of existing courses?  Yes ☐  No ☒

   If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit's enrollment or plan(s)?  Yes ☐  No ☒

   If yes, describe the impact. If applicable, include evidence of notification to and/or response from each impacted academic unit

14. Grading option:  Letter grade ☒  Pass/Fail ☐  Both ☐

15. Co-convened with:  14a. UGC approval date*:
   (For example: ESE 450 and ESE 550)  See co-convening policy.
   *Must be approved by UGC before UCC submission, and both course syllabi must be presented.

Effective Fall 2013
16. Cross-listed with:
   (For example: ES 450 and DIS 450) See cross listing policy.
   Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units?
   16a. If yes, maximum units allowed? Yes ☐ No ☑
   16b. If yes, may course be repeated for additional units in the same term? Yes ☐ No ☑

18. Prerequisites: OTD 601, OTD 670
   If prerequisites, include the rationale for the prerequisites.
   Student learning expectations in prerequisite courses are necessary for success in this course.

19. Co requisites:
   If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components? Yes ☑ No ☐
   If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course: To be hired

22. Classes scheduled before the regular term begins and/or after the regular term ends may require additional action. Review "see description" and "see impacts" for "Classes Starting/Ending Outside Regular Term" under the heading "Forms"
http://nau.edu/Registrar/Faculty-Resources/Schedule-of-Classes-Maintenance/.
   Do you anticipate this course will be scheduled outside the regular term? Yes ☐ No ☑

Answer 22-23 for UCC/ECCC only:

23. Is this course being proposed for Liberal Studies designation? Yes ☐ No ☑
   If yes, include a Liberal Studies proposal and syllabus with this proposal.

24. Is this course being proposed for Diversity designation? Yes ☐ No ☑
   If yes, include a Diversity proposal and syllabus with this proposal.

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland 10/28/2013
Reviewed by Curriculum Process Associate Date

Approvals:

Patricia E. Cash 10/28/2013
Department Chair/Unit Head (if appropriate) Date

Effective Fall 2013
EXTENDED CAMPUS

Reviewed by Curriculum Process Associate  Date

Approvals:

Academic Unit Head  Date

Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)  Date

Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning)  Date

Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)  Date

Chief Academic Officer; Extended Campuses (or Designee)  Date

Approved as submitted: Yes □ No □

Approved as modified: Yes □ No □

Effective Fall 2013
College of Health & Human Services
Department of Occupational Therapy

INSPIRED PRACTICE THROUGH VISIONARY LEADERSHIP

General Information
- OTD 772
- Spring
- Clock hours: 5; Credit Hours: 3
- Instructor's name: To be hired
- Office address: To be determined
- Office hours: To be determined

Course prerequisites:
OTD 601, OTD 670

Course description
The basic principles of organization and administration of occupational therapy programs is introduced. Supervision, planning, budgeting, quality management, staffing, and program development will be presented. (2 hrs. lecture; 3 hrs. lab)

Student Learning Expectations/Outcomes for this Course
Upon completion of this course, the student will be able to:
1. Define and describe leadership ethics B.9.11 personal mission & vision
2. Delineate resolution approaches to ethical dilemmas and conflicts B.9.11 ethical dilemma case analysis
3. Describe your leadership style B.9.2 leadership reflection
4. Develop a Leadership Awareness Summary and 5-year Action Plan using information from exercises using outcomes from the following assessments and observations: B.7.12 leadership reflection
   - The Leadership Practices Inventory, LPI
   - Meyers-Briggs Type Inventory MBTI to better understand yourself and how to engage and lead others in professional work and personal life.
   - AOTA Professional Development Tool completed in Fall or
   - AOTA's Self-Assessment for Fieldwork Educator Competence
3. Review the value and responsibility of being a professional including involvement in AOTA, AOTF, AOTPAC, NBCOT, WFOT, state associations and state licensure as well as risk prevention associated with professional practice liabilities. B.7.4, B.9.2 personal mission & vision
4. Analyze, select & display one portfolio example to showcase that is an example of your very best work or most important professional learning moment as a DU OT student B.9.4 portfolio; leadership reflection
5. Conduct a self-analysis of one’s current abilities as a leader and translate it into an individualized five-year professional development plan. B.9.4 portfolio; leadership reflection
6. Consider the OT faculty, entrepreneur, consultant, fieldwork educator and servant leader roles. B.7.8; B.7.10, B.9.7 portfolio; professional development tool
7. Create and engage in an action strategy to effect policy change in health care that relates to occupational therapy. B.6.4, B.9.3 professional development tool; personal mission & vision

Effective Fall 2013
8. Delineate the value, impact & pathways of servant leadership including concepts such as: B.9.2 portfolio; personal mission & vision; leadership reflection
   - Leaders and organization as servant
   - Approaches & characteristics of servant leaders:
   - Work as a calling
   - The passion to serve

9. Understand responsibilities, activities and opportunities related to certification, licensure, professional membership and professional development B.7.3, B.9.4 leadership reflection

Course structure/approach
- Lecture
- Worksheets, content acquisition
- Apply knowledge through the business plan development process in small groups.

Textbook and required materials

Recommended optional materials/references
None

Course outline
Week 1 Intro to OT Administration
Weeks 2-3 The 4 management functions
   - Planning
   - Organizing & staffing
   - Directing
   - Controlling
Weeks 4-5 Program Development
   - SWOT/Needs Assessment
   - Strategic Planning
   - Vision, Mission and Goals
Weeks 6-8 Organizational Structure & Job Personnel Marketing & Promotion
Organizational Structure & Job Personnel
   - Legal Structure of Business
Financial Planning & Reimbursement
Influences of legislative policies
Weeks 9-10 Program Development
Program Evaluation & quality improvement
Technology and Management
Professional Standards and Ethics Regulatory Agencies & Accrediting bodies
Weeks 11-12 Supervision: OT, OTA, OT aids, staff
Fieldwork Education
Weeks 13-14 OT Manager Responsibilities
Resume Writing
Professional Development Planning
Week 15 Business Plan Proposal presentations

Effective Fall 2013
Assessment of Student Learning Outcomes

- **Methods of Assessment**
  
<table>
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<tr>
<th>Component</th>
<th>Weight</th>
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<tr>
<td>Exams (2)</td>
<td>40% (20% each)</td>
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<td>Resume/Cover Letter</td>
<td>10%</td>
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<tr>
<td>Business Plan</td>
<td>25%</td>
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<tr>
<td>Group Program Critique</td>
<td>15%</td>
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<td>Professional behaviors</td>
<td>10%</td>
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- **Timeline for Assessment**
  
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<th>Component</th>
<th>Time Frame</th>
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<tr>
<td>Exams (2)</td>
<td>1/3 &lt; 2/3 and end of class</td>
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<tr>
<td>Resume/Cover Letter</td>
<td>first 3 weeks as need for fieldwork education</td>
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<tr>
<td>Business Plan</td>
<td>introductory contact</td>
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<tr>
<td>Group Program Critique</td>
<td>end of class</td>
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<td>as developed throughout class, 3 peer feedback sessions</td>
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**Grading System**

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<td>80%-89.99%</td>
<td>B</td>
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<tr>
<td>70%-79.99%</td>
<td>C</td>
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<tr>
<td>&lt; 70%</td>
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**Course policy**

- **Retests/makeup tests**
  
  Take the exam on the regularly scheduled dates. If you are ill or other extenuating circumstances prevail, the expectation is that you will contact the instructor either in person or via telephone BEFORE the exam and take the exam within 48 hours. The instructor reserves the right to use a different exam format than the original exam (ie. essay vs. multiple choice.) Exceptions to this rule will be determined by the instructor.

- **Attendance**
  
  Be punctual and prepared at the beginning of class. Attendance is an essential and required part of the OT curriculum. Work and outside obligations are to be managed by the student in a way that does not hinder or limit educational expectations. Students are expected not to schedule other activities, work, or medical, dental or other appointments during class time. Notify your instructor ahead of time (via phone or email) if you will be late or absent from class. Any missed notes, explanations or discussions will be the student's responsibility. Unexcused absences and/or frequent tardiness to class or community-based session can result in a deduction of up to 10% of a student's total course grade.

- **Statement on plagiarism and cheating**
  
  Plagiarism and cheating are considered to be unprofessional, immoral, offensive and a violation of both academic and American Occupational Therapy's Code of Ethics. An investigation, following NAU procedures, will be undertaken whenever a concern regarding plagiarism and cheating is questioned. The University's Academic Integrity (Dishonesty Policy) will guide this review. Consequence of plagiarism and cheating could result in remediation plans, temporary dismissal from the program, issuance of a failing grade in the course or permanent dismissal from the program.

Effective Fall 2013
Please attach proposed Syllabus in approved university format.

1. Course subject and number: OTD 790
   See upper and lower division undergraduate course definitions.
2. Units: 1
3. College: Health and Human Services
4. Academic Unit: Occupational Therapy
5. Student Learning Outcomes of the new course. (Resources & Examples for Developing Course Learning Outcomes)

Upon completion of this course, the student will have passed the required residency qualification process.*

*Accreditation Council for Occupational Therapy Education Standard 2.0 preamble states: “The student must successfully complete all coursework and Level II fieldwork and pass a competency requirement prior to the commencement of the doctoral experiential, called the residency for the [NAU] program, component. The specific content and format of the competency requirement is determined by the program. Examples include a written comprehensive exam, oral exam, NBCOT certification exam readiness tool, and the NBCOT practice exams.” C.2.0 & C.2.3 pp. 37

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes).

This is a new course, required in the new Occupational Therapy Doctoral program. The student learning outcomes are essential to graduate effective occupational therapists, and to meet accreditation requirements. Please see the attached course justification summary for further details.

7. Effective BEGINNING of what term and year? Fall 2014
   See effective dates calendar.

8. Long course title: RESIDENCY QUALIFICATION EXAMINATION
   (max. 100 characters including spaces)

9. Short course title: RESIDENCY QUALIFICATION EXAM
   (max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):

Effective Fall 2013
The student will pass a competency requirement prior to the commencement of the doctoral residency component. The specific content and format of the competency requirement is determined by the program.

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?
   Yes ☒ No ☐
   If yes, include the appropriate plan proposal.

Doctor of Occupational Therapy

12. Does this course duplicate content of existing courses?
   Yes ☐ No ☒
   If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit’s enrollment or plan(s)?
   Yes ☐ No ☒
   If yes, describe the impact. If applicable, include evidence of notification to and/or response from each impacted academic unit.

14. Grading option: Letter grade ☐ Pass/Fail ☒ Both ☐

15. Co-convened with: ________________________________ 14a. UGC approval date*:___________________________
   (For example: ESE 450 and ESE 550) See co-convening policy.
   *Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with:
   (For example: ES 450 and DIS 450) See cross listing policy.
   Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units?
   Yes ☐ No ☒
   16a. If yes, maximum units allowed? __________________
   16b. If yes, may course be repeated for additional units in the same term? Yes ☐ No ☒

18. Prerequisites: OTD 708
   If prerequisites, include the rationale for the prerequisites.

Student learning expectations in prerequisite courses are necessary for success in this course.

19. Co requisites: ________________________________
   If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components? Yes ☐ No ☒
   If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course: To be hired

22. Classes scheduled before the regular term begins and/or after the regular term ends may require Effective Fall 2013
additional action. Review “see description” and “see impacts” for “Classes Starting/Ending Outside Regular Term” under the heading “Forms” http://nau.edu/Registrar/Faculty-Resources/Schedule-of-Classes-Maintenance/.

Do you anticipate this course will be scheduled outside the regular term? Yes ☐ No ☐

**Answer 22-23 for UCC/ECCC only:**

23. Is this course being proposed for Liberal Studies designation? Yes ☐ No ☐
   If yes, include a Liberal Studies proposal and syllabus with this proposal.

24. Is this course being proposed for Diversity designation? Yes ☐ No ☐
   If yes, include a Diversity proposal and syllabus with this proposal.

**FLAGSTAFF MOUNTAIN CAMPUS**

<table>
<thead>
<tr>
<th>Scott Galland</th>
<th>10/28/2013</th>
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<tbody>
<tr>
<td>Reviewed by Curriculum Process Associate</td>
<td>Date</td>
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**Approvals:**

<table>
<thead>
<tr>
<th>Patricia Cost</th>
<th>10/28/2013</th>
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<tbody>
<tr>
<td>Department Chair/Unit Head (if appropriate)</td>
<td>Date</td>
</tr>
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<table>
<thead>
<tr>
<th>Mary Halm</th>
<th>10/28/13</th>
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</thead>
<tbody>
<tr>
<td>Chair of college curriculum committee</td>
<td>Date</td>
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</table>

| Dean of college | |
|-----------------| |

**For Committee use only:**

| | 11/1/13 |
| UCC/UGC Approval | Date |

Approved as submitted: Yes ☐ No ☐
Approved as modified: Yes ☐ No ☐

**EXTENDED CAMPUSES**

| Reviewed by Curriculum Process Associate | Date |

Effective Fall 2013
## Approvals:

<table>
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<tr>
<th>Position</th>
<th>Date</th>
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<tbody>
<tr>
<td>Academic Unit Head</td>
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<tr>
<td>Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</td>
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</tr>
<tr>
<td>Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning)</td>
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<tr>
<td>Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</td>
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<tr>
<td>Chief Academic Officer; Extended Campuses (or Designee)</td>
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Approved as submitted: Yes [ ] No [ ]

Approved as modified: Yes [ ] No [ ]

Effective Fall 2013
General Information
- OTD 790
- Spring
- Clock hours: 1; Credit Hours: 1
- Instructor’s name: To be hired
- Office address: To be determined
- Office hours: To be determined

Course prerequisites:
OTD 708

Course description
The student will pass a competency requirement prior to the commencement of the doctoral residency component. The specific content and format of the competency requirement is determined by the program. (1 cr. lecture)

Student Learning Expectations/Outcomes for this Course
Upon completion of this course, the student will have passed the required residency qualification process.*

*Accreditation Council for Occupational Therapy Education Standard 2.0 preamble states: “The student must successfully complete all coursework and Level II fieldwork and pass a competency requirement prior to the commencement of the doctoral experiential, called the residency for the [NAU] program, component. The specific content and format of the competency requirement is determined by the program. Examples include a written comprehensive exam, oral exam, NBCOT certification exam readiness tool, and the NBCOT practice exams.” C.2.0 & C.2.3 pp. 37

Course structure/approach
1. The residency qualification examination will be given the first week in January.
2. Students will receive written notification of their outcomes within 3 days of completions

The Founding Chair respectfully requests that the University and College curriculum committees approve this course at this time but that the specific qualification process not be declared at this time because:

a) Less than 6 schools have implemented this option and the preferences form the Accreditation Council have not yet been show as well as had the benefit to review current approaches to this process
   i. One school is even using a commercial review course for the national certification examination as their activity
b) The entire NAU OTD faculty should have the privilege of designing this qualification process
c) This will not be given until spring 2017.

Prior to taking the qualification, the student will sign a letter of acknowledgement approved by the University legal counsel, that they have 3 attempts to complete the specified qualification activities

Effective Fall 2013
before a failure in the course is declared. If a failing grade is awarded, the student will need to wait until the next term to re-enroll in this course.

If the student fails the qualification the first time, a re-take cannot be scheduled until 7 days after notification of outcomes. This may result in a delayed start in the residency and delay in projected graduation date.

Failing his course after 3 unsuccessful attempts taking the qualifying process means that a student may not start their residency. Residency is a requirement to be awarded the doctor of occupational therapy degree.

**Textbook and required materials**

**Recommended optional materials/references**

None

**Course outline**

Week 1  Complete the required qualifying process

**Assessment of Student Learning Outcomes**

- **Methods of Assessment**
  Performance on the qualifying process will be the student's score for grading purposes. This course will be graded pass/fail (P/F).

- **Timeline for Assessment**
  The specified qualifying process will be administered during the first week of January.

Students will be given three times to successfully pass.

If a *quantitative examination* is selected, then as students' performance must be better than -1.5 standard deviations below the mean to pass.

If the student fails the qualifying process the first time, a re-take cannot be scheduled until 7 days after notification of outcomes. This may result in a delayed start in the residency and delay in projected graduation date.

Failing his course means that a student may not start their residency.

- **Grading System**
  Pass/Fail

**Course policy**

- **Retests/makeup tests**
  Take the exam on the regularly scheduled dates. If you are ill or other extenuating circumstances prevail, the expectation is that you will contact the instructor either in person or via telephone BEFORE the exam and take the exam within 48 hours. The instructor reserves the right to use a different exam format than the original exam (ie. essay vs. multiple choice.) Exceptions to this rule will be determined by the instructor.

- **Attendance**
  Be punctual and prepared at the beginning of class. Attendance is an essential and required part of the OT curriculum. Work and outside obligations are to be managed by the student in a way

Effective Fall 2013
that does not hinder or limit educational expectations. Students are expected not to schedule other activities, work, or medical, dental or other appointments during class time. Notify your instructor ahead of time (via phone or email) if you will be late or absent from class. Any missed notes, explanations or discussions will be the student’s responsibility. Unexcused absences and/or frequent tardiness to class or community-based session can result in a deduction of up to 10% of a students total course grade.

- **Statement on plagiarism and cheating**
  Plagiarism and cheating are considered to be unprofessional, immoral, offensive and a violation of both academic and American Occupational Therapy’s Code of Ethics. An investigation, following NAU procedures, will be undertaken whenever a concern regarding plagiarism and cheating is questioned. The University’s Academic Integrity (Dishonesty Policy) will guide this review. Consequence of plagiarism and cheating could result in remediation plans, temporary dismissal from the program, issuance of a failing grade in the course or permanent dismissal from the program.

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS
http://www4.nau.edu/avpaa/policy1.html
Please attach proposed Syllabus in approved university format.

1. Course subject and number: OTD 791
2. Units: 16
   See upper and lower division undergraduate course definitions.

3. College: Health and Human Services
4. Academic Unit: Occupational Therapy

5. Student Learning Outcomes of the new course. (Resources & Examples for Developing Course Learning Outcomes)

Upon completion of this course, the student will be able to:

1. Analyze their clinical reasoning through reflective practice, by transmitting their values and beliefs to enable ethical practice, and model professionalism and competence in career responsibilities.
   C.1.11 discussion board

2. Demonstrate long term career goals after graduation though having advance competence in one or more of the specific required areas. B.9.6 portfolio artifacts

3. Respond orally and in writing to mentoring by an individual with expertise consistent with the student’s area of focus to advise and support the student’s learning needs indicated in their professional development plan. C.2.4 portfolio artifacts

4. Discuss and evaluate personal & professional abilities and competencies as they relate to job responsibilities B.9.6 faculty-director discussion; discussion board

5. Utilize effective oral and written communication skills as demonstrated by their documentation of service provision; interactions with patients, staff and other professionals; and dissemination of information. B.5.7 portfolio artifacts

6. Effectively (clearly and in a timely fashion using appropriate professional language) communicate, coordinate, and work interprofessionally with those who provide services to individuals, organizations, and/or populations in order to clarify each member’s responsibility in executing components of an intervention plan. B.5.21 faculty-director discussion

7. Evaluate and address the various contexts of health care, education, community, political, and social systems as they relate to the practice of occupational therapy. B.6.1 faculty-director discussion; portfolio; discussion board

8. Advocate for changes in service delivery policies, effect changes in the system, and identify opportunities to address societal needs. B.6.4 portfolio artifacts

9. Analyze the trends in models of service delivery, including, but not limited to, medical, educational, community, and social models, and their potential effect on the practice of occupational therapy. B.6.5 discussion board; portfolio artifacts

10. Demonstrate knowledge and understanding of the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and Ethics Standards and AOTA Standards of Practice and use them as a guide for ethical decision making in professional interactions, client interventions, and employment settings. B.9.1 discussion board; portfolio artifacts

11. Demonstrate advocacy by participating in and exploring leadership positions in organizations or agencies promoting the profession (e.g., AOTA, state occupational therapy associations, World Federation of Occupational Therapists, advocacy organizations), consumer access and services, and the welfare of the community. 9.13 portfolio artifacts

Effective Fall 2013
6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes).
This is a new course, required in the new Occupational Therapy Doctoral program. The student learning outcomes are essential to graduate effective occupational therapists, and to meet accreditation requirements. Please see the attached course justification summary for further details.

7. Effective BEGINNING of what term and year?  Fall 2014
   See effective dates calendar.

8. Long course title:  PRACTICE-SCHOLAR RESIDENCY
   (max 100 characters including spaces)

9. Short course title:  PRACTICE-SCHOLAR RESIDENCY
   (max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):
The doctoral residency develops occupational therapists with advanced skills (those that are beyond a generalist level) and integral to acquiring deeper practice-scholar competencies reflecting the degree program’s curriculum design. The students will implement the residency professional development plan designed in OTD 790.

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?
   Yes ☒ No ☐
   If yes, include the appropriate plan proposal.

   Doctor of Occupational Therapy

12. Does this course duplicate content of existing courses?  Yes ☐ No ☒
   If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit’s enrollment or plan(s)?  Yes ☐ No ☒
   If yes, describe the impact. If applicable, include evidence of notification to and/or response from each impacted academic unit

14. Grading option:  Letter grade ☐ Pass/Fail ☒ Both ☐

15. Co-convened with: ____________________________
   14a. UGC approval date*: ______________________
   (For example: ESE 450 and ESE 550) See co-convening policy.
   *Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with: ____________________________
   (For example: ES 450 and DIS 450) See cross listing policy.
   Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

Effective Fall 2013
17. May course be repeated for additional units?  
   Yes ☐  No ☒
16a. If yes, maximum units allowed?  
   _______________________
16b. If yes, may course be repeated for additional units in the same term?  
   Yes ☐  No ☐

18. Prerequisites:  OTD 708, OTD 756, OTD 790  
   If prerequisites, include the rationale for the prerequisites.

   Student learning expectations in prerequisite courses are necessary for success in this course.

19. Co requisites:  
   _______________________
   If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components?  
   Yes ☐  No ☒
   If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course:  To be hired

22. Classes scheduled before the regular term begins and/or after the regular term ends may require additional action. Review “see description” and “see impacts” for “Classes Starting/Ending Outside Regular Term” under the heading “Forms” http://nau.edu/Registrar/Faculty-Resources/Schedule-of Classes-Maintenance/.

   Do you anticipate this course will be scheduled outside the regular term?  Yes ☒  No ☐

Answer 22-23 for UCC/ECCC only:

23. Is this course being proposed for Liberal Studies designation?  
   Yes ☐  No ☐
   If yes, include a Liberal Studies proposal and syllabus with this proposal.

24. Is this course being proposed for Diversity designation?  
   Yes ☐  No ☐
   If yes, include a Diversity proposal and syllabus with this proposal.

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland 1/16/2014
Reviewed by Curriculum Process Associate

Approvals:

Department Chair/Unit Head (if appropriate)  
   Date

Chair of college curriculum committee  
   Date

Effective Fall 2013
17. May course be repeated for additional units?  
   Yes ☐  No ☒
   16a. If yes, maximum units allowed? 
   16b. If yes, may course be repeated for additional units in the same term?  
   Yes ☐  No ☐

18. Prerequisites: OTD 765-788, OTD 780
   If prerequisites, include the rationale for the prerequisites.

   **Student learning expectations in prerequisite courses are necessary for success in this course.**

19. Co requisites: 
   If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components?  
   Yes ☐  No ☒
   If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course: **To be hired**

22. Classes scheduled before the regular term begins and/or after the regular term ends may require additional action. Review “see description” and “see impacts” for "Classes Starting/Ending Outside Regular Term" under the heading “Forms”
   http://nau.edu/Registrar/Faculty-Resources/Schedule-of-Courses-Maintenance/.
   Do you anticipate this course will be scheduled outside the regular term?  
   Yes ☒  No ☐

   **Answer 22-23 for UCC/ECCC only:**

23. Is this course being proposed for Liberal Studies designation?  
   Yes ☐  No ☐
   If yes, include a Liberal Studies proposal and syllabus with this proposal.

24. Is this course being proposed for Diversity designation?  
   Yes ☐  No ☐
   If yes, include a Diversity proposal and syllabus with this proposal.

---

**FLAGSTAFF MOUNTAIN CAMPUS**

| Scott Galland | 10/28/2013 |
| Reviewed by Curriculum Process Associate | Date |

**Approvals:**

| Patricia Cast | 10/28/2013 |
| Department Chair/Unit Head (if appropriate) | Date |

Effective Fall 2013
### Chair of college curriculum committee

**Lammie Schuett**  
Date: **10/28/13**

### Dean of college

Date:

### For Committee use only:

Date: **1/1/12**

### UCC/UGC Approval

Date:

### Approved as submitted:

Yes [ ]  
No [ ]

### Approved as modified:

Yes [ ]  
No [ ]

## EXTENDED CAMPUS

### Reviewed by Curriculum Process Associate

Date:

### Approvals:

<table>
<thead>
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<th>Role</th>
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<td>Academic Unit Head</td>
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<tr>
<td>Chief Academic Officer; Extended Campuses (or Designee)</td>
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</tbody>
</table>

### Approved as submitted:

Yes [ ]  
No [ ]

### Approved as modified:

Yes [ ]  
No [ ]

**Effective Fall 2013**
College of Health & Human Services
Department of Occupational Therapy

PRACTICE-SCHOLAR RESIDENCY

General Information
• OTD 791
• Spring
• Clock hours: 640; Credit Hours: 16
• Instructor’s name: TBD
• Office address: TBD
• Office hours: TBD

Course prerequisites:
OTD 708, OTD 756, OTD 790

Course description
The doctoral residency develops occupational therapists with advanced skills (those that are beyond a generalist level) and integral to acquiring deeper practice-scholar competencies reflecting the degree program’s curriculum design. The students will implement the residency professional development plan designed in OTD 790. (45 hrs. lab)

Student Learning Expectations/Outcomes for this Course.
Upon completion of this course, the student will be able to:
1. Analyze their clinical reasoning through reflective practice, by transmitting their values and beliefs to enable ethical practice, and model professionalism and competence in career responsibilities. C.1.11 discussion board
2. Demonstrate long term career goals after graduation though having advance competence in one or more of the specific required areas. B.9.6 portfolio artifacts
3. Respond orally and in writing to mentoring by an individual with expertise consistent with the student’s area of focus to advise and support the student’s learning needs indicated in their professional development plan. C.2.4 portfolio artifacts
4. Discuss and evaluate personal & professional abilities and competencies as they relate to job responsibilities B.9.6 faculty-director discussion; discussion board
5. Utilize effective oral and written communication skills as demonstrated by their documentation of service provision; interactions with patients, staff and other professionals; and dissemination of information. B.5.7 portfolio artifacts
6. Effectively (clearly and in a timely fashion using appropriate professional language) communicate, coordinate, and work interprofessionally with those who provide services to individuals, organizations, and/or populations in order to clarify each member’s responsibility in executing components of an intervention plan. B.5.21 faculty-director discussion
7. Evaluate and address the various contexts of health care, education, community, political, and social systems as they relate to the practice of occupational therapy. B.6.1 faculty-director discussion; portfolio; discussion board
8. Advocate for changes in service delivery policies, effect changes in the system, and identify opportunities to address societal needs. B.6.4 portfolio artifacts

Effective Fall 2013
9. Analyze the trends in models of service delivery, including, but not limited to, medical, educational, community, and social models, and their potential effect on the practice of occupational therapy. 
   B.6.5 discussion board; portfolio artifacts

10. Demonstrate knowledge and understanding of the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and Ethics Standards and AOTA Standards of Practice and use them as a guide for ethical decision making in professional interactions, client interventions, and employment settings.  B.9.1 discussion board; portfolio artifacts

11. Demonstrate advocacy by participating in and exploring leadership positions in organizations or agencies promoting the profession (e.g., AOTA, state occupational therapy associations, World Federation of Occupational Therapists, advocacy organizations), consumer access and services, and the welfare of the community.  9.13 portfolio artifacts

Course structure/approach
- The student will implement their individualized, approved residency professional development plan from OTD790 in one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development
- The length of this doctoral experiential component will be a minimum of 16 weeks (640 hours).  C.2.3
- Student will have an onsite NAU designated mentor(s)
- Students will have academic support provided by the department’s residency director.

Textbook and required materials
NAU OTD Residency Manual

Recommended optional materials/references
none

Course outline
Derived from the student’s residency professional development plan.

Assessment of Student Learning Outcomes
- Methods of Assessment
  - Regular engagement (posting and commenting) on the discussion board with peers regarding their shared residency experience
  - Portfolio artifacts evidencing the students accomplishment or competencies gained during their residency that were stipulated in their residency professional development plan
    - Student will present their residency portfolio to the residency director and one other faculty member. The student will arrange a combined session with these two to discuss
      - their outcomes from the residency experience
      - the content and presentation of their portfolio
      - how the experience will ‘forward-the-action for the students career trajectory and
      - how this experience advances their career goals & understanding of the contributions possible through occupational therapy
  - A significant and portfolio artifact/outcome will be displayed during the capstone session along with the students written reflection answering the questions:
    - What do you know differently now? Or what surprised you most

Effective Fall 2013
- How did this experience further your development related to curriculum content and processes?
- What is the OT contribution or relevance in the context of your residency?

- **Timeline for Assessment**
  Return to campus for one to two weeks immediately after the residency is completed.

**Grading System**
Pass/Fail

**Course policy**
- Retests/makeup tests
  Take the exam on the regularly scheduled dates. If you are ill or other extenuating circumstances prevail, the expectation is that you will contact the instructor either in person or via telephone BEFORE the exam and take the exam within 48 hours. The instructor reserves the right to use a different exam format than the original exam (ie. essay vs. multiple choice.) Exceptions to this rule will be determined by the instructor.
- Attendance
  Be punctual and prepared at the beginning of class. Attendance is an essential and required part of the OT curriculum. Work and outside obligations are to be managed by the student in a way that does not hinder or limit educational expectations. Students are expected not to schedule other activities, work, or medical, dental or other appointments during class time. Notify your instructor ahead of time (via phone or email) if you will be late or absent from class. Any missed notes, explanations or discussions will be the student's responsibility. Unexcused absences and/or frequent tardiness to class or community-based session can result in a deduction of up to 10% of a students total course grade.
- Statement on plagiarism and cheating
  Plagiarism and cheating are considered to be unprofessional, immoral, offensive and a violation of both academic and American Occupational Therapy’s Cole of Ethics. An investigation, following NAU procedures, will be undertaken whenever a concern regarding plagiarism and cheating is questioned. The University’s Academic Integrity (Dishonestly Policy) will guide this review. Consequence of plagiarism and cheating could result in remediation plans, temporary dismissal from the program, issuance of a failing grade in the course or permanent dismissal from the program.

**NORTHERN ARIZONA UNIVERSITY**
**POLICY STATEMENTS**

**SAFE ENVIRONMENT POLICY**
NAU’s Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean’s office or from the NAU’s Affirmative Action website http://home.nau.edu/diversity/. If you have concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (928-523-5181), or NAU’s Office of Affirmative Action (928-523-3312).

Effective Fall 2013
STUDENTS WITH DISABILITIES
If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice) or 523-6906 (TTY), dr@nau.edu (e-mail) or 928-523-8747 (fax). Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation (www.nau.edu/dr) 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

INSTITUTIONAL REVIEW BOARD
Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets monthly. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB Policy and Procedures Manual is available in each department's administrative office and each college dean's office or on their website: http://www.research.nau.edu/compliance/irb/index.aspx. If you have questions, contact the IRB Coordinator in the Office of the Vice President for Research at 928-523-8288 or 523-4340.

ACADEMIC INTEGRITY
The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU's administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix G of NAU's Student Handbook http://www4.nau.edu/stulife/handbookdishonesty.htm.

ACADEMIC CONTACT HOUR POLICY
The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: “an hour of work is the equivalent of 50 minutes of class time...at least 15 contact

Effective Fall 2013
hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit."

The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.

**SENSITIVE COURSE MATERIALS**

If an instructor believes it is appropriate, the syllabus should communicate to students that some course content may be considered sensitive by some students.

"University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In the course of college studies, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty."
Please attach proposed Syllabus in approved university format.

1. Course subject and number: OTD 792
2. Units: 2
   See upper and lower division undergraduate course definitions.

3. College: Health and Human Services
4. Academic Unit: Occupational Therapy

5. Student Learning Outcomes of the new course. (Resources & Examples for Developing Course Learning Outcomes)

Upon completion of this course, the student will be able to:

1) Complete a culminating project that relates theory to practice and demonstrates synthesis of advanced knowledge in a practice area. The student will complete the following activities: B.8.7
   - Present the outcomes from the scholarly project in a publishable form. B.8.1; B.8.8 Capstone project completion (poster & publication)
   - Present the outcomes from the scholarly project in a in a professional poster at an NAU-OT sponsored symposium. B.5.20; B.8.1; B.9.3 Capstone project completion (poster & publication)

2) Present portfolio-based analysis of the professional development outcomes from the student's individualized residency Residence Professional Development Plan (OTD 761). C.2.0 Residency portfolio review

3) Complete the review course and practice examinations in preparation for the National Board for Certification in Occupational Therapy (NBCOT) national certification examination. B.1.0 – C.2.0 NBCOT certification review

4) Review and reflect on the curricular learning outcomes and educational experience through completing the NAU OTD curriculum. B.1.0 – C.2.0 individual written reflections and focus group discussions

5) Complete a professional development plan using the American Occupational Therapy Association’s Professional Development Tool. B.9.4; B.9.5; B.9.6; B.9.6 professional development plan

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes).

This is a new course, required in the new Occupational Therapy Doctoral program. The student learning outcomes are essential to graduate effective occupational therapists, and to meet accreditation requirements. Please see the attached course justification summary for further details.

Revised 04/22/03
7. Effective BEGINNING of what term and year? Fall 2014
   See effective dates calendar.

8. Long course title: PRACTICE-SCHOLAR OTD CAPSTONE
   (max. 100 characters including spaces)

9. Short course title: OTD CAPSTONE
   (max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):
    The student will complete an individually-mentored, increasingly self-directed, scholarly project as the culminating activity of the doctoral program that relates theory to practice or other professional functions. The demonstration of synthesis of advanced knowledge gained throughout the curriculum and practice-scholar apprenticeship process will reflect through an individualized portfolio.

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?
    Yes ☒ No ☐

   If yes, include the appropriate plan proposal.

   Entry-level Doctor of Occupational Therapy

12. Does this course duplicate content of existing courses?
    Yes ☐ No ☒

    If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit’s enrollment or plan(s)?
    Yes ☐ No ☒

    If yes, describe the impact. If applicable, include evidence of notification to and/or response from each impacted academic unit

14. Grading option:     Letter grade ☒   Pass/Fail ☐

15. Co-convened with:  14a. UGC approval date*:
   (For example: ESE 450 and ESE 550) See co-convening policy.
   *Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with:
   (For example: ES 450 and DIS 450) See cross listing policy.
   Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units?
   16a. If yes, maximum units allowed?  
   16b. If yes, may course be repeated for additional units in the same term?
   Yes ☐ No ☒ Yes ☐ No ☐

18. Prerequisites: OTD 790, OTD 791
    If prerequisites, include the rationale for the prerequisites.

Revised 04/22/03
19. Co requisites: If co requisites, include the rationale for the co requisites. **This lab class requires students to apply skills introduced in the co-requisite courses.**

20. Does this course include combined lecture and lab components? Yes □ No □
If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course: **To be hired**

22. Classes scheduled before the regular term begins and/or after the regular term ends may require additional action. Review “see description” and “see impacts” for “Classes Starting/Ending Outside Regular Term” under the heading “Forms” http://nau.edu/Registrar/Faculty-Resources/Schedule-of-Courses-Maintenance/.
Do you anticipate this course will be scheduled outside the regular term? Yes □ No □

**Answer 22-23 for UCC/ECCC only:**

23. Is this course being proposed for Liberal Studies designation? Yes □ No □
If yes, include a Liberal Studies proposal and syllabus with this proposal.

24. Is this course being proposed for Diversity designation? Yes □ No □
If yes, include a Diversity proposal and syllabus with this proposal.

**FLAGSTAFF MOUNTAIN CAMPUS**

Scott Galland 10/28/2013
Reviewed by Curriculum Process Associate Date

Approvals:

[Signatures and dates]

Chair of college curriculum committee Date

Dean of college Date

**For Committee use only:**

UCC/UGC Approval Date

Approved as submitted: Yes □ No □

Revised 04/22/03
EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate

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<td>Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</td>
<td>Date</td>
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<tr>
<td>Chief Academic Officer; Extended Campuses (or Designee)</td>
<td>Date</td>
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</table>

Approved as submitted: Yes ☐ No ☐
Approved as modified: Yes ☐ No ☐

Revised 04/22/03
General Information
- OTD 792
- Spring
- Clock hours: 2; Credit Hours: 2
- Instructor's name: To be hired
- Office address: To be determined
- Office hours: To be determined

Course prerequisites:
OTD 790, OTD 791

Course description
The student will complete an individually-mentored, increasingly self-directed, scholarly project as the culminating activity of the doctoral program that relates theory to practice or other professional functions. The demonstration of synthesis of advanced knowledge gained throughout the curriculum and practice-scholar apprenticeship process will reflect through an individualized portfolio. (2 hrs. lecture)

Student Learning Expectations/Outcomes for this Course
Upon completion of this course the student will be able to:
1. Complete a culminating project that relates theory to practice and demonstrates synthesis of advanced knowledge in a practice area. The student will complete the following activities:
   B.8.7
   a. Present the outcomes from the scholarly project in a publishable form.   B.8.1; B.8.8
      Capstone project completion (poster & publication)
   b. Present the outcomes from the scholarly project in a in a professional poster at an NAU-OT sponsored symposium.   B.5.20, B.8.1; B.9.3 Capstone project completion (poster & publication)
2. Present portfolio-based analysis of the professional development outcomes from the student's individualized residency Residence Professional Development Plan (OTD 761).   C.2.0
   Residency portfolio review
3. Complete the review course and practice examinations in preparation for the National Board for Certification in Occupational Therapy (NBCOT) national certification examination.   B.1.0 – C.2.0
   NBCOT certification review.
   Review and reflect on the curricular learning outcomes and educational experience through completing the NAU OTD curriculum.   B.1.0 – C.2.0 individual written reflections and focus group discussions
4. Complete a professional development plan using the American Occupational Therapy Association’s Professional Development Tool.   B.9.4; B.9.5; B.9.6; B.9.6 professional development plan

Course structure/approach       (two week seminar format)

Revised 04/22/03
1. Complete a practice-scholar project:
   a. Presenting the outcomes from the scholarly capstone project in a publishable form agreed to by the mentoring faculty
   b. Presenting the outcomes from the scholarly capstone project in a professional poster at an NAU-OT sponsored, capstone symposium.
2. Complete a written analysis and oral presentation of a portfolio object from the residency
3. Participate in structured review for NBCOT certification Examination
4. Write a professional development plan and present during small peer group reflection

Textbook and required materials
American Occupational Therapy Association’s Professional Development Tool

Recommended optional materials/references

Course outline  (Two weeks prior to graduation weekend)
Return to campus for two weeks after completion of the residency to:
1. Finalize the requisite publication with the student’s faculty mentor for submission for publication.
2. Present a poster of their practice-scholar
3. Review sessions for national certification examination

Assessment of Student Learning Outcomes
• Methods of Assessment
  Capstone project completion: poster 30%
publishing 35%
  Residency portfolio review 35%
  Curriculum experience reviews
  Individual written reflections pass/fail
  Focus group discussions pass/fail
  Portfolio artifact pass/fail
  NBCOT examination review pass/fail
  Professional development plan pass/fail

All outcomes graded pass/fail must be passed successfully in order to receive a letter grade in this course

• Timeline for Assessment
  All activities will be completed during the two-week long seminar

• Grading System
Letter grade Complete all pass/fail activities plus on the graded learning activities earn:

90%-100% A
80%-89.99% B
70%-79.99% C
< 70% F

Course policy
• Retests/makeup tests
  Take the exam on the regularly scheduled dates. If you are ill or other extenuating circumstances prevail, the expectation is that you will contact the instructor either in person or via telephone

Revised 04/22/03
BEFORE the exam and take the exam within 48 hours. The instructor reserves the right to use a different exam format than the original exam (ie. essay vs. multiple choice.) Exceptions to this rule will be determined by the instructor.

- Attendance
  Be punctual and prepared at the beginning of class. Attendance is an essential and required part of the OT curriculum. Work and outside obligations are to be managed by the student in a way that does not hinder or limit educational expectations. Students are expected not to schedule other activities, work, or medical, dental or other appointments during class time. Notify your instructor ahead of time (via phone or email) if you will be late or absent from class. Any missed notes, explanations or discussions will be the student's responsibility. Unexcused absences and/or frequent tardiness to class or community-based session can result in a deduction of up to 10% of a student's total course grade.

- Statement on plagiarism and cheating
  Plagiarism and cheating are considered to be unprofessional, immoral, offensive and a violation of both academic and American Occupational Therapy's Code of Ethics. An investigation, following NAU procedures, will be undertaken whenever a concern regarding plagiarism and cheating is questioned. The University's Academic Integrity (Dishonestly Policy) will guide this review. Consequence of plagiarism and cheating could result in remediation plans, temporary dismissal from the program, issuance of a failing grade in the course or permanent dismissal from the program.

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS

SAFE ENVIRONMENT POLICY
NAU's Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean's office or from the NAU's Affirmative Action website http://home.nau.edu/diversity/. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (928-523-5181), or NAU's Office of Affirmative Action (928-523-3312).

STUDENTS WITH DISABILITIES
If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice) or 523-6906 (TTY), dr@nau.edu (e-mail) or 928-523-8747 (fax). Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation (www.nau.edu/dr) 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

INSTITUTIONAL REVIEW BOARD
Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the

Revised 04/22/03
Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets monthly. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB Policy and Procedures Manual is available in each department’s administrative office and each college dean’s office or on their website: http://www.research.nau.edu/compliance/irb/index.aspx. If you have questions, contact the IRB Coordinator in the Office of the Vice President for Research at 928-523-8288 or 523-4340.

**ACADEMIC INTEGRITY**

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU’s administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix G of NAU’s Student Handbook http://www4.nau.edu/stulife/handbookdishonesty.htm.

**ACADEMIC CONTACT HOUR POLICY**

The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: “an hour of work is the equivalent of 50 minutes of class time...at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit.”

The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.

**SENSITIVE COURSE MATERIALS**

If an instructor believes it is appropriate, the syllabus should communicate to students that some course content may be considered sensitive by some students.

“University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In the course of college studies, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.”

Revised 04/22/03
**FAST TRACK** (Select if this will be a fast track item. Refer to Fast Track Policy for eligibility)

If the changes included in this proposal are significant, attach copies of original and proposed syllabi in approved university format.

1. Course subject and number: **PHY 550**
2. Units: **3**
   See upper and lower division undergraduate course definitions.

3. College: **CEFNS**
4. Academic Unit: **Physics and Astronomy**

5. Current Student Learning Outcomes of the course.
   - Students will become familiar and comfortable with scientific computing so that they will be prepared to tackle other computational problems that they may encounter in the future.
   - Students will learn the basics of LabVIEW programming.
   - Students will be able to 1) program logic, 2) handle data and 3) visualize results.
   - Students will be able to make attractive looking graphics for use in published papers, grant proposals, scholarship applications, or homework.
   - Show the proposed changes in this column (if applicable). Bold the proposed changes in this column to differentiate from what is not changing, and Bold with strikethrough what is being deleted. (*Resources & Examples for Developing Course Learning Outcomes*)

   **UNCHANGED**

6. Current **title, description** and **units**. Cut and paste, in its entirety, from the current on-line academic catalog* [http://catalog.nau.edu/Catalog/](http://catalog.nau.edu/Catalog/).
   - **PHY 550 COMPUTATIONAL PHYSICS (3)**
     Description: Computational methods in physics: proprietary software (such as Maple); numerical differentiation and integration in physics;
   - **PHY 550 COMPUTATIONAL PHYSICS (3)**
     Description: Computational methods in physics: proprietary software (such as Maple); numerical differentiation and integration in physics;
   - Show the proposed changes in this column
   - **Bold** the proposed changes in this column to differentiate from what is not changing, and **Bold with strikethrough** what is being deleted.

Effective Fall 2012
differential equations in electromagnetism, chaos, and quantum mechanics; Monte Carlo methods in scattering. Pass-fail or letter grade. Course fee required.

Units: 3
Prerequisite: CS 123 and MAT 239 or higher

*if there has been a previously approved UCC/UGC/ECCC change since the last catalog year, please copy the approved text from the proposal form into this field.

7. Justification for course change.
PHY 550 is a 3-unit lecture course with hands-on computer applications designed to prepare our graduate students for future careers. It is the only non-seminar or non-research graduate course in our department which is currently listed with the dual grade basis. The professor and the department have agreed that this course should count towards the students’ GPA's and therefore students should receive a letter grade in this course.

8. Effective BEGINNING of what term and year? Fall 2014
See effective dates calendar.

IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

<table>
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<tr>
<th>CURRENT</th>
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<td>Current course subject and number:</td>
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<td>Current max number of units:</td>
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<td>Current prerequisite:</td>
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<td>Current cross list with:</td>
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9. Is this course in any plan (major, minor, or certificate) or sub plan (emphasis)? Yes [ ] No [ ]
Effective Fall 2012
If yes, describe the impact. If applicable, include evidence of notification to and/or response from each impacted academic unit.

**Applied Physics-General Emphasis MS, Applied Physics-Teaching College Physics Emphasis MS (elective).**

10. Is there a related plan or sub plan change proposal being submitted? 
   Yes [ ] No [x]  
   If no, explain.  
   **This grading basis change will not require any related plan changes.**

11. Does this course include combined lecture and lab components? 
   Yes [ ] No [x]  
   If yes, include the units specific to each component in the course description above.

**Answer 12-15 for UCC/ECCC only:**

12. Is this course an approved Liberal Studies or Diversity course? 
   Yes [ ] No [ ]  
   If yes, select all that apply.  
   Liberal Studies [ ] Diversity [ ] Both [ ]

13. Do you want to remove the Liberal Studies or Diversity designation? 
   Yes [ ] No [ ]  
   If yes, select all that apply.  
   Liberal Studies [ ] Diversity [ ] Both [ ]

14. Is this course listed in the [Course Equivalency Guide]? 
   Yes [ ] No [ ]

15. Is this course a [Shared Unique Numbering (SUN)] course? 
   Yes [ ] No [ ]

**FLAGSTAFF MOUNTAIN CAMPUS**

**Scott Galland** 09/26/2013  
Reviewed by Curriculum Process Associate  
Date  

**Approvals:**

**Stephen C. Tegler** 09/30/2013  
Department Chair/Unit Head (if appropriate)  
Date  

Chair of college curriculum committee  
Date  

[Signature] 9/30/13  
Dean of college  
Date  

**For Committee use only:**

Effective Fall 2012
UCC/UGC Approval

| Approved as submitted: | Yes ☐  No ☐ |
| Approved as modified:  | Yes ☐  No ☐ |

**EXTENDED CAMPUSES**

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**Approvals:**

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<th>Chief Academic Officer; Extended Campuses (or Designee)</th>
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| Approved as submitted: | Yes ☐  No ☐ |
| Approved as modified:  | Yes ☐  No ☐ |

Effective Fall 2012