

# Summary of CPSC Actions

April 25, 2014

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## Associate Degree Revision

### **Occupational Therapy Assistant**

Due to the new program accreditation requirements, the enrollment to the OTA Program was increased from 15 to 24 students annually. With 15 students, faculty were able to incorporate lab experiences into the lecture. Twenty-four students is too many to provide a safe and valuable experience in one room. The lecture portion will have 24 students, the labs will have 12 students. This faculty:student ratio is used in other health sciences programs (PTA, RT).

### **Action/Effective Date**

Approved  
Summer 2014

## Bracket Course

### **CHEM-222, 224, 226 Chemistry Courses**

Request to bracket CHEM-222, 224, and 226. The courses have not been offered for at least 14 years and do not need to remain on the list of available classes at this time.

### **Action/Effective Date**

Received for Information  
Spring 2014

## Class Size Change

### **ENGL-098 Basic Writing I**

Request to lower the class size from 25 to 18 in order to improve the instructor-to-student ratio. Studies of developmental student success point to this factor as key to the retention and persistence of at-risk students.

### **Action/Effective Date**

Forwarded to Curriculum  
Subcommittee  
Winter 2015

### **OTA.-100 Introduction to Occupational Therapy Assistant**

The enrollment to the Occupational Therapy Assistant Program was increased from 15 to 24 to satisfy program accreditation requirements.

Approved  
Fall 2014

### **OTA.-102 Pathophysiology for OTA**

The enrollment to the Occupational Therapy Assistant Program was increased from 15 to 24 to satisfy program accreditation requirements.

Approved  
Fall 2014

### **OTA.-220 Group Skills in Occupational Therapy**

The enrollment to the Occupational Therapy Assistant Program was increased from 15 to 24 to satisfy program accreditation requirements.

Approved  
Fall 2014

### **OTA.-222 Conditions of Psychosocial Dysfunction**

The enrollment to the Occupational Therapy Assistant Program was increased from 15 to 24 to satisfy program accreditation requirements.

Approved  
Fall 2014

## Committee Report

### **April DLAS**

Item C. should read ENGL 205 instead of ENGL-204

### **Action/Effective Date**

Received for Information  
Spring 2014

## Course Revision

### **Action/Effective Date**

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**AHLT-112, NRSB-100 and NRSB-105**

For information purposes: Please change the notation of 'Division signature required' to 'Signature from the Division office or the Advising/Counseling area is required'.

Received for Information  
Spring 2014

**ENGL-098 Basic Writing I**

Key changes to the course content and assessment plan.

Approved  
Fall 2014

**Minutes****March Minutes****Action/Effective Date**

Minutes

**New Course****OTA.-225 Assistive Technology and Techniques in OT**

This course studies assistive technology and techniques to assist individuals in greater independence and accessibility. Students learn about adaptations and devices for physical, hearing, visual, and cognitive impairments. The concept of 'Universal Design', home modification and workplace ergonomics are studied. Transfers, wheelchair management, driver rehabilitation and community mobility are taught. Students learn basic splint fabrication. The lab component of course allows students to practice skills learned in class.

Approved  
Fall 2014

**OTA.-227 OTA Interventions for Adults**

Focus on the development of observations skills; assessments; documentation; teaching; adapting and grading self-care, work, and play/leisure occupations for adults. Techniques and skills in use of equipment, treatment media and methods appropriate to maximize participation in meaningful occupations, ensure safety, and prevent deformity. Students experience hands-on practice of above during lab.

Approved  
Fall 2014

**Seminar - 1st offering****SLIE-292 Advanced Practicum**

This Advanced Practicum course provides students the opportunity to interpret, under supervision of a mentor in accordance with state legislation, in various interpreting settings in the field. Students will also engage in observation of qualified interpreters at their places of work, in mock interpreting experience with classmates and mentors, and volunteer experiences. Class meetings consist of discussions of professional practice, and in-class practice and feedback opportunities. The focus of the course is professionalism, ethics, and language and vocabulary development.

**Action/Effective Date**

Seminar To Be Offered;  
Received for Information  
Fall 2014