

Priority 4

EAST CAROLINA UNIVERSITY
UNC-GA Mission Review
Academic Program Development Form

COLLEGE/SCHOOL East Carolina University
School of Allied Health Sciences DEPARTMENT: Occupational Therapy

API DISCIPLINE SPECIALTY TITLE: Occupational Therapy

API DISCIPLINE SPECIALTY NUMBER: 1208

LEVEL: Bachelor Master 1st professional Doctoral

PROPOSED YEAR OF: Establishment 1993 Deletion Redesign

DESCRIPTION OF PROGRAM AND RELATIONSHIP TO INSTITUTIONAL MISSION AND UNIT VISION:

The Occupational Therapy Advanced Master's degree program is designed to provide students with a background which will enable them to meet current demands for high quality teaching, research, and practice in Occupational Therapy and in the broader health care arena. This two year program for students with BS degrees in Occupational Therapy will utilize classes from other graduate curriculum on campus as well as provide opportunities for the graduate study of Occupational Therapy theory and practice through exemplary teaching, research and scholarship, and service/practice opportunities.

RATIONALE FOR PROGRAM ADDITION/DELETION/REDESIGN:

See attached document

ENROLLMENT PROJECTIONS:

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Black	0	0	2	2	2	2	3	3	4	4
White	0	0	6	6	6	6	7	7	6	6
Other	0	0	0	0	0	0	0	0	0	0
Total	0	0	8	8	8	8	10	10	10	10

Percent non-resident: _____

ADDITIONAL FACULTY AND STAFF REQUIREMENTS:

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Faculty	0	0	2	0	0	0	1	0	0	0
Staff	0	0	$\frac{1}{2}$	0	0	0	$\frac{1}{2}$	0	0	0
Total	0	0	$2\frac{1}{2}$	0	0	0	$1\frac{1}{2}$	0	0	0

BUDGETARY IMPLICATIONS:

(A: Annual continuation dollars; B: One-time dollars)

YEAR: 1993

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel					115,000		115,000	
Operating	3,000							
Library	2,000							
Computing	6,000							
Other	2,000							
Total	13,000						128,000	

Revised 9/20/90

BUDGETARY IMPLICATIONS:

YEAR: 1994-1996

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel	115,000						115,000	
Operating	3,000						3,000	
Library	2,000						2,000	
Computing	6,000						6,000	
Other	2,000						2,000	
Total	128,000						128,000	

YEAR: 1997

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel					70,000		70,000	
Operating	2,000							
Library	1,000							
Computing	3,000							
Other	-							
Total	6,000						76,000	

YEAR: 1998-2000

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel	70,000							
Operating	2,000							
Library	1,000							
Computing	3,000							
Other	-							
Total	6,000							

Since the inception of the bachelor's program in occupational therapy at ECU in 1970 over 200 students have graduated from the program and have successfully entered practice in North Carolina and throughout the country. Historically, the baccalaureate degree in OT has been the entry level used by practitioners. However, the first master's degree program which was established in 1963 has been followed by 25 programs which now offer advanced study at the master's level. There are several reasons for this rapid expansion in graduate education programs.

The demand for occupational therapy services since World War I has produced a continuing shortage of qualified personnel. Hospitals, mental health centers, skilled nursing facilities, home health agencies, rehabilitation facilities, and public school systems continue to have difficulty in meeting the demand for occupational therapy personnel. At a local level, the 1986 North Carolina Area Health Education Centers Program Occupational Therapy Manpower Survey (2) reported that "of the seven allied health professions surveyed in 1986 by the NC AHEC Program, occupational therapy was shown by all reported data to have the highest vacancy rate, at 25.1%. In large part this can be attributed to the low numbers overall of available occupational therapy personnel. There is a similar shortage of personnel nationally. Advanced level clinicians are needed to fill many of these positions. Furthermore, an increase in the number of masters level therapists will enable expansion of bachelor's degree programs with additional qualified faculty to teach in them.

A survey done in 1988 to gather data regarding the perceived need for a masters program at ECU reflects that 66% of the respondents were interested in such a program. Of the 34% not interested, 28% of these already had masters degrees. 30 survey responses were also received

from potential employers of masters level occupational therapists. 66% of these respondents were interested in hiring OTs with advanced degrees. Furthermore, many of them stated they were willing to be flexible with scheduling so that the therapist could go to school on a part time basis. Since occupational therapy is a profession which has appeal to females between the ages of 25-45 with varying background experiences including other degrees and certified occupational therapy assistants, it is envisioned that the graduate program will have a large enrollment of non-traditional students. This focus concurs with the University's strategic plans to increase the diversity of the ECU student body.

The ECU occupational therapy has a history in the past 5 years of solid growth and development as measured by student and faculty outcome measures. Since a strong undergraduate program already exists, it is economically feasible and efficacious to supplement it with an advanced masters degree program. Faculty have or are in the process of moving successfully toward tenure with the attainment of doctorate degrees and records of research and publication. Numerous presentations, seminars, and workshops have been given by faculty at national, regional, and state meetings and they provide consultation and direct service to a wide variety of local agencies. Thus, a small addition of doctoral trained faculty and part-time staff would provide the necessary staffing for the additional program component. Current laboratory and classroom space are adequate and office space is potentially available. Clinical education needs can be met with existing sites.