You want to work in a variety of practice settings with individuals and groups across the lifespan. Physical, mental health, emotional, and other challenges prevent people from participating fully in the job of living. Occupational therapy makes it possible for people to regain independence and to enjoy life. By choosing a career in occupational therapy, you will make a difference in lives of people and groups in your community.

**Entrance to Major**

Students must have a minimum 2.0 GPA to change to this Associate degree after admission to the University.

**Degree Requirements**

For the Associate in Science degree in Occupational Therapy, a minimum of 69 credits is required:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>21</td>
</tr>
<tr>
<td>Requirements for the Major</td>
<td>60</td>
</tr>
</tbody>
</table>

**General Education**

Connecting career and curiosity, the General Education curriculum provides the opportunity for students to acquire transferable skills necessary to be successful in the future and to thrive while living in interconnected contexts. General Education aids students in developing intellectual curiosity, a strengthened ability to think, and a deeper sense of aesthetic appreciation. These are requirements for all baccalaureate students and are often partially incorporated into the requirements of a program. For additional information, see the General Education Requirements (http://bulletins.psu.edu/undergraduate/general-education/associate-degree-general-education-program) section of the Bulletin and consult your academic adviser.

**Foundations (grade of C or better is required.)**

- Quantification (GQ): 3 credits
- Writing and Speaking (GWS): 3 credits

**Knowledge Domains**

- Arts (GA): 3 credits
- Humanities (GH): 3 credits
- Social and Behavioral Sciences (GS): 3 credits
- Natural Sciences (GN): 3 credits

**Foundations or Knowledge Domains**

- A General Education course selected from GWS, GQ, GN, GA, GH, or GS, and may include Integrative Studies (Inter-domain or Linked) courses: 3 credits

The Keystone symbol appears next to the title of any course that is designated as a General Education course. Program requirements may also satisfy General Education requirements and vary for each program.

12 of these 21 credits are included in the Requirements for the Major.

**University Degree Requirements**

**Cultures Requirement**

3 credits of United States (US) or International (IL) cultures coursework are required and may satisfy other requirements.
Writing Across the Curriculum
3 credits required from the college of graduation and likely prescribed as part of major requirements.

Total Minimum Credits
A minimum of 60 degree credits must be earned for a associates degree. The requirements for some programs may exceed 60 credits. Students should consult with their college or department adviser for information on specific credit requirements.

Quality of Work
Candidates must complete the degree requirements for their major and earn at least a 2.00 grade-point average for all courses completed within their degree program.

Limitations on Source and Time for Credit Acquisition
Credit used toward degree programs may need to be earned from a particular source or within time constraints (see Senate Policy 83-80). For more information, check the Suggested Academic Plan for your intended program.

Requirements for the Major
This includes 12 credits of General Education courses: 3 credits of GWS courses; 6 credits of GS courses; 3 credits of GN courses.

To graduate, a student enrolled in the major must earn a grade of C or better in each course designated by the major as a C-required course, as specified by Senate Policy 82-44.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 15</td>
<td>Rhetoric and Composition</td>
<td>3</td>
</tr>
<tr>
<td>HDFS 129</td>
<td>Introduction to Human Development and Family Studies</td>
<td>3</td>
</tr>
<tr>
<td>OT 100</td>
<td>Structural Foundations of Occupational Therapy</td>
<td>1</td>
</tr>
<tr>
<td>PSYCH 100</td>
<td>Introductory Psychology</td>
<td>3</td>
</tr>
<tr>
<td>KINES 13</td>
<td>First Aid, Personal Safety, and CPR</td>
<td>1</td>
</tr>
</tbody>
</table>

Prescribed Courses: Require a grade of C or better

| BIOL 129 | Mammalian Anatomy                                              | 4       |
| BIOL 141 | Introductory Physiology                                        | 3       |
| BIOL 142 | Physiology Laboratory                                         | 1       |
| OT 101 | Conceptual Foundations of Occupational Therapy Practice     | 2       |
| OT 195A | Level I Fieldwork Experience                                  | 1       |
| OT 103 | Occupational Performance Across the Life Span                 | 3       |
| OT 105 | Group Process Across The Lifespan                            | 3       |
| OT 107 | Activity Analysis: Assistive Technologies and Methods of Adaptation | 3       |
| OT 109 | Management and Ethics in Occupational Therapy                 | 3       |
| OT 195B | Level I Fieldwork Experience                                  | 1       |
| OT 201 | Clinical Reasoning and Documentation in Occupational Therapy  | 3       |
| OT 202 | Occupational Therapy for Developmental Disabilities           | 3       |
| OT 204 | Occupational Therapy for Behavioral Health                    | 3       |

OT 206 | Occupational Therapy for Physical Disabilities                | 4       |
| OT 295A | Field Experience in Occupational Therapy I                    | 6       |
| OT 295B | Field Experience in Occupational Therapy II                   | 6       |

Academic Advising
The objectives of the university's academic advising program are to help advisees identify and achieve their academic goals, to promote their intellectual discovery, and to encourage students to take advantage of both in-and out-of class educational opportunities in order that they become self-directed learners and decision makers.

Both advisers and advisees share responsibility for making the advising relationship succeed. By encouraging their advisees to become engaged in their education, to meet their educational goals, and to develop the habit of learning, advisers assume a significant educational role. The advisee's unit of enrollment will provide each advisee with a primary academic adviser, the information need to plan the chosen program of study, and referrals to other specialized resources.

READ SENATE POLICY 32-00: ADVISING POLICY

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Shenango
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Suggested Academic Plan
Berks Campus
The course series listed below provides only one of the many possible ways to move through this curriculum. The University may make changes in policies, procedures, educational offerings, and requirements at any
time. This plan should be used in conjunction with your degree audit (accessible in LionPATH as either an Academic Requirements or What If report). Please consult with a Penn State academic adviser on a regular basis to develop and refine an academic plan that is appropriate for you.

**First Year**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 15 or 30‡</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 129†</td>
<td>4</td>
</tr>
<tr>
<td>PSYCH 100†</td>
<td>3</td>
</tr>
<tr>
<td>OT 100*</td>
<td>1</td>
</tr>
<tr>
<td>OT 101*</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

**Second Year**

<table>
<thead>
<tr>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 141*</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 142*</td>
<td>1</td>
</tr>
<tr>
<td>HDFS 129 or PSYCH 212‡</td>
<td>3</td>
</tr>
<tr>
<td>OT 103*</td>
<td>3</td>
</tr>
<tr>
<td>General Education Course (GQ)‡</td>
<td>3</td>
</tr>
<tr>
<td>KINES 13</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

**Third Year**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OT 295A*</td>
<td>6</td>
</tr>
<tr>
<td>OT 295B‡</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

* Course requires a grade of C or better for the major
‡ Course requires a grade of C or better for General Education
# Course is an Entrance to Major requirement
† Course satisfies General Education and degree requirement

**University Requirements and General Education Notes:**

US and IL are abbreviations used to designate courses that satisfy University Requirements (United States and International Cultures).

W, M, X, and Y are the suffixes at the end of a course number used to designate courses that satisfy University Writing Across the Curriculum requirement.

GWS, GQ, GN, GA, GH, and GS are abbreviations used to identify General Education program courses. General Education includes Foundations (GWS and GQ) and Knowledge Domains (GN, GA, GH, and GS). Foundations courses (GWS and GQ) require a grade of ‘C’ or better.

Integrative Studies courses can be completed for the General Education program. N is the suffix at the end of a course number used to designate an Inter-Domain course and Z is the suffix at the end of a course number used to designate a Linked course.

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1. The following courses are offered Fall Semester only: OT 100, 101, 105, 107, 109, 195A.
2. The following courses are offered Spring Semester only: OT 103, 195B, 201, 202, 204, 206.
3. The following courses must be completed prior to enrolling in any 200 Level OT course: BIOL 129, 141, 142, ENGL 15 or 30, HDFS 129 or PSYCH 212, PSYCH 100.
4. For General Education Course (GQ), the following courses are recommended: MATH 17, 21, 35, or STAT 100.
5. For General Education Course (GA), course must be interactive in that it has a "hands-on" element such as acting (THEA 102), creative writing (ENGL 50), or drawing (ART 20). Consult advisor for details.
6. For OT 295A and 295B, students must complete all didactic degree requirements prior to enrolling in these courses. These courses must be completed within eighteen (18) months of completing all didactic degree requirements. Fieldwork Level II typically is two (2) eight (8) week full-time placements. Fieldwork Level II dates will be set by the Fieldwork Coordinator. Academic advising is required to establish Fieldwork II placements. Consult advisor for details.

**Career Paths**

Certified Occupational Therapy Assistants (COTA’s) work in numerous practice settings. Across the lifespan, individuals engage in meaningful occupations. Learning, playing, working, resting, and caring for self and others are among the occupations of life. A physical or psychological challenge may hinder an individual, group, and/or community from participating fully in meaningful occupations. Occupational therapy makes it possible for people to maintain or reclaim independence.
Following graduation from the nationally accredited program, students are eligible to take the National Board for Certification in Occupational Therapy (NBCOT) exam.

**Careers**
A Certified Occupational Therapy Assistant (COTA) supports individuals of all ages develop, recover, improve, or maintain the skills necessary for daily living, leisure, play, and work. COTA’s work in public and private schools, early intervention programs, general, psychiatric, and pediatric hospitals, day treatment centers, hospices and home health agencies, rehabilitation hospitals and centers, skilled and intermediate care facilities, community living programs, community wellness centers, and/or hand therapy clinics.


**Opportunities for Graduate Studies**
Once you have completed the associate in science in occupational therapy and become a Certified Occupational Therapy Assistant you can further your studies by obtaining a baccalaureate degree in psychology, occupational science, biobehavioral health, health and human development or another related degree. From this point, students can apply to an entry-level master’s or doctoral program in occupational therapy.

MORE INFORMATION (https://www.aota.org/Education-Careers/Find-School.aspx)

**Professional Resources**
- American Occupational Therapy Association, Inc. (AOTA) (http://www.aota.org)
- Accreditation Council for Occupational Therapy Education (ACOTE) (http://www.acoteonline.org)
- National Board for the Certification of Occupational Therapy, Inc. (NBCOT) (http://www.nbcot.org)

**Accreditation**
The Penn State Occupational Therapy Assistant programs are fully accredited by ACOTE, which can be reached at:

**Accreditation Council for Occupational Therapy Education**
4720 Montgomery Lane
Suite 200
Bethesda, MD 20814-3449
ACOTE’s telephone number, c/o AOTA, is 301-652-6611 @ extension 2042
www.acoteonline.org (http://www.acoteonline.org)

ACOTE is recognized as the accrediting agency for occupational therapy education by the United States Department of Education (USDE) and the Council on Higher Education Accreditation (CHEA).

MORE INFORMATION AT PENN STATE DUBOIS (http://dubois.psu.edu/ota)
MORE INFORMATION AT PENN STATE MONT ALTO (http://montalto.psu.edu/ota)
MORE INFORMATION AT PENN STATE SHENANGO (http://shenango.psu.edu/ota)
MORE INFORMATION AT PENN STATE BERKS (http://berks.psu.edu/associate-occupational-therapy)

**Contact**

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