



NOTRE DAME  
OF MARYLAND  
UNIVERSITY

June 28, 2018

James D. Fielder, Jr., Ph.D.  
Secretary of Higher Education  
Maryland Higher Education Commission  
Nancy S. Grasmick Building, 10<sup>th</sup> Floor  
6 North Liberty Street, Baltimore, MD 21201

Dear Secretary Fielder:

Enclosed please find our proposal to develop an occupational therapy professional doctorate program (OTD) at Notre Dame of Maryland University (NDMU) School of Arts, Sciences and Business. We will also be submitting a post-professional OTD program at Notre Dame of Maryland University (NDMU) under separate cover. NDMU has successfully offered health sciences programs and has a strong record of enrollment and successful student outcomes. This proposal reflects NDMU's core competency in educating women and men at graduate level and supports the NDMU mission of increasing access to transform lives. The professional OTD program in occupational therapy would be congruent with this mission in terms of providing not only potential graduate students access to a profession that promotes intellectual and professional excellence through socially responsible service to the community and society, but also to advance the occupational therapy profession through its focus on current occupational therapists. According to the American Occupational Therapy Association's Vision 2025, "Occupational therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living" (<https://www.aota.org/publications-news/otp/archive/2018/01-22-18-vision-2025/vision-2025.aspx>).

Currently, there is only one professional and one post-professional occupational therapy program in the state. Towson University (TU) has a professional master's degree program leading to the practice of occupational therapy as a registered occupational therapist. A mandate from the Accreditation Council for Occupational Therapy Education (ACOTE) is that all programs will be required to offer the clinical doctorate (OTD) by 2027 (American Occupational Therapy Association [AOTA], 2017). The current Maryland degree program cannot meet the need in terms of enrollment interest, or job vacancies. The Maryland Department of Labor, Licensing, and Regulation (DLLR) projected an increase of 31.43% for occupational therapists from 2014-2024 and identified occupational therapist as a "hot job" (<https://mwejobs.maryland.gov/admin/gsipub/htmlarea/uploads/HotJobsBrochure.pdf>). Moreover, the DLLR data showed that the annual number of job openings is about 157, of which potentially 80 positions are unfilled. Nationally, the Bureau of Labor Statistics ([https://www.bls.gov/oes/2016/may/oes\\_md.htm#29-0000](https://www.bls.gov/oes/2016/may/oes_md.htm#29-0000)) indicates the ten year change in number of jobs available from 2016-2026 to be 21% with an average number of openings to be almost 10,000 jobs per year.

In addition, this program addresses the 2017-2021 state plan goals and strategies to promote student success and foster innovation. This program will "support workforce development and improve workforce readiness," expand and support research and partnerships, and provide opportunities "to serve the respective needs of both traditional and non-traditional students." Graduates of this program will be well trained to fill the dearth of open and projected employment opportunities.

Institution: Notre Dame of Maryland University  
Program: Occupational Therapy  
Degree: Occupational Therapy Doctorate  
Contact Person: Suzan Harkness, Associate Vice President for Academic Affairs  
410-532-5316, [sharkness@ndm.edu](mailto:sharkness@ndm.edu)





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## Cover Sheet for In-State Institutions

### New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	Notre Dame of Maryland University
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*Each action below requires a separate proposal and cover sheet.*

- |   |   |
|---|---|
| <input checked="" type="radio"/> New Academic Program New | <input type="radio"/> Substantial Change to a Degree Program            |
| <input type="radio"/> Area of Concentration New           | <input type="radio"/> Substantial Change to an Area of Concentration    |
| <input type="radio"/> Degree Level Approval New           | <input type="radio"/> Substantial Change to a Certificate Program       |
| <input type="radio"/> Stand-Alone Certificate             | <input type="radio"/> Cooperative Degree Program                        |
| <input type="radio"/> Off Campus Program                  | <input type="radio"/> Offer Program at Regional Higher Education Center |

Department Proposing Program			
Degree Level and Degree Type	Doctorate		
Title of Proposed Program	Occupational Therapy		
Total Number of Credits	100		
Suggested Codes	HEGIS: 120803	CIP: 51.2306	
Program Modality	<input type="radio"/> On-campus	<input type="radio"/> Distance Education (fully online)	<input type="radio"/> Both
Program Resources	<input type="radio"/> Using Existing Resources	<input type="radio"/> <b>Requiring New Resources</b>	
Projected Implementation Date	<input type="radio"/> <b>Fall</b>	<input type="radio"/> Spring	<input type="radio"/> Summer
	Year: 2019		
Provide Link to Most Recent Academic Catalog	URL: <a href="http://catalog.ndm.edu/?school_year=2018-2019">http://catalog.ndm.edu/?school_year=2018-2019</a>		
Preferred Contact for this Proposal	Name: Suzan Harkness		
	Title: Associate Vice President for Academic Affairs		
	Phone: 410 532-5316		
	Email: sharkness@ndm.edu		
President/Chief Executive	Type Name: Marylou Yam		
	Signature:		Date: 6/28/2018
Approval/Endorsement by Governing Board	Type Name:		
	Signature:		Date:

Revised 5/15/18

## **Executive Summary**

Pursuant to COMAR 13.B.02.03.03 Section D.4. Notre Dame Maryland University (NDMU) is proposing to offer a new instructional program at the doctoral degree level: Occupational Therapy (proposed HEGIS: 120803; proposed CIP 51.2306). The demand for occupational therapists has not been met for the state of MD and has not been met nationally as well, thereby indicating a critical need for additional occupational therapy programs in the state. Because most of the current occupational therapists have graduated at the baccalaureate or the master's degree level, there is additional need to help these therapists obtain the clinical doctorate degree. Moreover, the Accreditation Council for Occupational Therapy Education (ACOTE) recently mandated the move to the doctoral level as the professional degree for occupational therapy by 2027 (American Occupational Therapy Association [AOTA], 2017 <https://www.aota.org/Education-Careers/Accreditation/acote-doctoral-mandate-2027.aspx>).

This proposal designs the professional program at this new mandated degree level. NDMU has experience with clinical doctoral education through its doctor of pharmacy program and has experience in health professions education not only because of its expertise in pharmacy, but also through nursing undergraduate and graduate programs. Establishing doctor of occupational therapy program further exemplifies the University mission, vision, and goals and creates opportunities for the nursing, pharmacy, and occupational therapy students to develop collaborative practice and interprofessional competencies.

The following academic proposal describes the market need, the design the curriculum and the student learning outcomes, the evaluation plans to ensure quality, and the resources needed to launch an accredited professional OTD program. The budget indicates the strong likelihood of success in meeting the students' learning goals the effectiveness of the program.

### **A. Centrality to institutional mission statement and planning priorities**

*Provide a description of the program, including each area of concentration and how it relates to the institution's approved mission.*

The mission of Notre Dame of Maryland University (NDMU) is "to educate leaders to transform the world. Embracing the vision of the founders, the School Sisters of Notre Dame, the University promotes the advancement of women and provides a liberal arts education in the Catholic tradition. Notre Dame challenges women and men to strive for intellectual and professional excellence, to build inclusive communities, to engage in service to others, and to promote social responsibility" (<http://www.ndm.edu/about-us/mission-social-responsibility>).

The professional OTD program in occupational therapy (OTD) would be congruent with this mission in terms of providing not only potential graduate students access to a profession that promotes intellectual and professional excellence through socially responsible service to the community and society, but also to advance the occupational therapy profession through its focus on current occupational therapists. According to the American Occupational Therapy Association's Vision 2025, "Occupational therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate

participation in everyday living” (<https://www.aota.org/publications-news/otp/archive/2018/01-22-18-vision-2025/vision-2025.aspx>).

***Explain how the proposed program supports the institution’s strategic goals and provide evidence that it affirms it as an institutional body.***

The program was developed with input from faculty and professionals who understand the need for and value of this program to support community need and to provide access to this in-demand career. Maryland’s citizens will benefit from an expanded pool of educated and trained Occupational Therapists. The variety of delivery methods (online, hybrid, face to face) will increase access to those students who require greater flexibility in degree and course offerings.

The University’s strategic plan includes initiatives to respond to market demand for innovative programs and programs where the workforce need is great. In addition, the strategic plan calls for the institution to advance transformative education and expand partnerships. This program will provide students an educational opportunity to meet the institution’s strategic goals.

Moreover, the university mission statement identifies the goal to “foster intellectual and professional excellence.” Notre Dame of Maryland University in its vision sets out “to be recognized as a preeminent Catholic University for integrating innovative programs in the arts and sciences with professional programs, for inspiring students to lead and serve globally, and for promoting the advancement of women” (<http://www.ndm.edu/about-us/institutional-effectiveness/strategic-plan>). In addition to being consistent with the mission and vision, it is apparent that the proposed professional OTD program would meet the University’s strategic plan goal of “Advancing Transformative Education,” “Enhance student engagement,” “Expand partnerships,” and “Expand the Universities impact upon Baltimore, the region, especially with workforce development services.” The professional OTD program enacts the mission, vision, and strategic plan of the university through curricula that mixes didactic and experiential opportunities while building upon a strong foundation in liberal arts, the catholic intellectual traditions and social teaching. The program maximizes professional competence in occupational therapy, leadership development in health and healthcare, and an understanding of applied research through a final capstone. The purpose of the capstone is to enhance knowledge and skill acquisition in a focused area of interest that meets a community and social need for service.

The curriculum of the professional OTD create societal impact through the:

- Preparation of critical thinkers who are dedicated to communities and populations in the promotion of health because of a distinctive understanding of people as occupational, reflective, and spiritual beings, and
- Advancement of practitioners who are adept in incorporating theory, transitional science, and evidence-based practice in the design of socially responsible and collaborative practices that lead to effective occupational therapy services and outcomes.

The design of the curriculum and admission processes address the Maryland State Plan for Postsecondary Education, 2017-2021. The professional OTD uses a holistic admissions process to select a talented and diverse student body thereby supporting the State’s minority student



achievement goals. Accessibility and affordability of OT education will be maintained as the University does not charge out of state tuition.

**B. Critical and compelling regional or statewide need as identified in the State Plan.**

*Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education.*

The Maryland Higher Education Commission State Plan: *Increasing Student Success with Less Debt 2017-2021* goals and strategies call for Access, Success and Innovation. The new OTD program allows students access to an innovative opportunity to enroll in and earn a professional degree that will support their advancement in the workforce meeting the critical need across Maryland. The proposed OTD program will provide a high quality affordable professional degree program that fosters innovation and includes support services to ensure student success. The curriculum and support services are designed to facilitate on-time degree completion, include career planning and advising, and provide innovative pedagogical options that serve the needs of both traditional and non-traditional students. The partnerships between NDMU and healthcare facilities are currently well developed with our Nursing and Pharmacy programs, although we will expand and develop new partnerships to support this new professional degree program.

**C. Quantifiable and reliable evidence and documentation of market supply and demand in the region and state.**

*Present data and analysis projecting market demand and the availability of openings in in a job market to be served by the new program.*

Economists have found that despite the soaring cost of attending college, the financial benefits of higher education still outweigh the expenses (<https://www.bls.gov/opub/mlr/2014/beyond-bls/is-a-colleg-degree-still-worth-it.htm>). In fact, although students have been paying more to attend college—trends that have led many observers to question whether a college education remains a good investment, an analysis of earnings since the 1970’s demonstrates that a college degree leads to higher lifetime earnings. Researchers conclude that college still remains a good investment because the wages of those Americans without a degree have been falling, keeping the college wage premium near an all-time high.

There is only one OTD program for occupational therapy professional in the state. Towson University is currently transitioning their professional master’s degree program in accordance with the Accreditation Council for Occupational Therapy Education (ACOTE) mandate for the professional occupational therapy degree to be moved to the clinical doctorate by 2027 (<https://www.aota.org/Education-Careers/Accreditation/acote-doctoral-mandate-2027.aspx>). There is a clear need for another program in the state of Maryland. Since Towson University plans to graduate only 40 students per year, which does not meet the demand. In addition, and more importantly, there remains an unfilled demand for occupational therapists in the state. The Maryland long term occupational projections 2014-2024 indicate this unmet need and there is student grant assistance programs sponsored by the state of Maryland to support students

pursuing educational preparedness in this academic program. The Bureau of labor statistics reports that many open searches for OT go unfilled in the state each year and that the demand for OT is predicted to increase 21% over ten years (2016-2026) ([https://www.bls.gov/oes/2016/may/oes\\_md.htm#29-0000](https://www.bls.gov/oes/2016/may/oes_md.htm#29-0000)).

Towson University, as of Summer 2019, is planning to transition to the professional doctorate degree because of the mandate of the Accreditation Council for Occupational Therapy Education (ACOTE) for programs to offer the clinical doctorate (OTD) by 2027 (American Occupational Therapy Association [AOTA], 2017). Towson University with its projected OTD class size of 40, cannot meet the need given that 354 prospective students applied to their professional master's degree program in 2017. The nearest other OT professional programs are out of state and include Thomas Jefferson University and Virginia Commonwealth University, which admit 20 and 42 students per year respectively.

Monster.com advertise 519 jobs for occupational therapists on February 20, 2018 for the state of Maryland, while Glassdoor.com had posted 870 positions and Indeed.com identified 380 occupational therapy positions on this same search date. Of the 380 positions, 41 were newly posted. The entry-level median salary was approximately \$67,000 per year. The Maryland Department of Labor, Licensing, and Regulation (DLLR) listed a similar entry-level wage, however, the median wage for occupational therapists is approximately \$88,000 (<http://www.dllr.state.md.us/lmi/wages/page0019.htm>). The DLLR projected an increase of 31.43% for occupational therapists from 2014-2024 and identified occupational therapist as a "hot job" (<https://mwejobs.maryland.gov/admin/gsipub/htmlarea/uploads/HotJobsBrochure.pdf>). In addition, the DLLR data showed that the annual number of job openings is about 184, of which potentially 108 positions go unfilled (<https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml>) based on the graduation rate estimated over three years of 77 occupational therapists from Towson University. Nationally, the Bureau of Labor Statistics ([https://www.bls.gov/oes/2016/may/oes\\_md.htm#29-0000](https://www.bls.gov/oes/2016/may/oes_md.htm#29-0000)) indicates the ten year change in number of jobs available from 2016-2026 to be 21% with an average number of openings to be almost 10,000 jobs per year.

There continues to be many Media reports related to occupational therapy highlighting the demand for this profession:

**U.S. News & World Report, January 2018:**

[Ranking](#) of the 100 Best Jobs for 2018: [Occupational Therapist is No. 11](#), moving up from 23 in 2017.

**Glassdoor, January 2018:**

[50 Best Jobs in America for 2018](#): Occupational Therapist is No. 4, moving up from number 12 in 2017.

**MSN Money, January 2017:**

[The 25 Best Jobs in America Right Now](#)

**Forbes, January 2017:**  
[The 10 Best Jobs to Apply for in 2017](#)

**D. Reasonableness of Program Duplication, if any.**

There is only one OTD program for occupational therapy professional in the state. Towson University is currently transitioning their professional master's degree program in accordance with the Accreditation Council for Occupational Therapy Education (ACOTE) mandate for the professional occupational therapy degree to be moved to the clinical doctorate by 2027 (<https://www.aota.org/Education-Careers/Accreditation/acote-doctoral-mandate-2027.aspx>). There is a need for another program in the state of Maryland as Towson University graduates approximately 40 students each year.

Program duplication is reasonable given that we are not meeting the number of occupational therapists in the state of Maryland. Currently as mentioned there is only one program in the state. The Maryland Department of Labor, Licensing, and Regulation (DLLR) projected an increase of 31.43% for occupational therapists from 2014-2024 showing that the annual number of job openings is about 157. Nationally, the Bureau of Labor Statistics ([https://www.bls.gov/oes/2016/may/oes\\_md.htm#29-0000](https://www.bls.gov/oes/2016/may/oes_md.htm#29-0000)) indicates the ten year change in number of jobs available from 2016-2026 to be 21% with an average number of openings to be almost 10,000 jobs per year. Moreover, the unique nature of NDMU with a traditional women's college and over 30% minority student population provides a pathway for women and minority women traditional and nontraditional to enter the professional OT program and prepare for a fulfilling and critical demand occupation.

**E. Relevance to the implementation or maintenance of high-demand programs at HBIs.**

None of the four HBIs in the State of Maryland offer degree programs in Occupational Therapy.

**F. Relevance to the support of the uniqueness and institutional identities and missions of HBIs.**

None of the four HBIs in the State of Maryland offer degree programs in Occupational Therapy.

**G. Adequacy of curriculum design program modality, and delivery to related learning outcomes consistent with Regulation 3.10 of COMAR.**

*Provide list of courses, educational objectives, intended student learning outcomes, general education requirements, specialized accreditation, and contracts with other institutions.*

**Required pre-requisites for admission into a professional OTD program are available from NDMU:**

[BIO-111](#) General Biology (4)  
[BIO-281](#) Human Anatomy & Physiology I (4)

[BIO-282](#) Human Anatomy & Physiology II (4)

[MAT-215](#) Basic Statistics (3)

[PSY-101](#) Introductory Psychology (4)

[PSY-233](#) Human Growth & Development (3)

[PSY-207](#) Psychopathology (3)

[PHL-339](#) Medical Ethics (3)

[SOC-101](#) Introductory Sociology (3)

[LCL-333](#) Medical Terminology (3)

### **Admission Criteria for the Professional OTD Program**

Admission into the professional OTD uses the national admission OTCAS system and begins once ACOTE approves the candidacy application submitted at the earliest in December, 2019. Evaluation of completed applications will begin in January 2020 and continues until all seats in the class are potentially filled for regular admission. Applicants cannot be notified of acceptance until Candidacy has been approved typically by April or May, with a fall start in 2020.

This initial evaluation of the application will determine which applicants are eligible for an on-campus interview. That assessment is based on completion of a bachelor's degree, a minimum GPA of 3.0, three letters of reference, a personal statement, and substantiation that all 10 pre-requisites can be completed no later than the end of the summer term prior to fall admission. The on-campus interview assesses professional preparedness and motivation, personal qualities, communication skills, ability to be a team player, and decision making. The final decision uses a holistic review to assess an applicant's unique experiences alongside the GPA, work experiences, extracurricular activities/community engagement, volunteer work, and potential to be successful in the demanding curriculum.

### **Proposed Professional OTD Course Sequence**

This is a professional clinical doctorate where persons with baccalaureate degrees in other fields/disciplines are admitted and complete a curriculum over 3 calendar years. This program will be offered on ground and online. The curriculum is designed for full-time students admitted in a cohort to be prepared as generalists with an opportunity to focus an in-depth experience through the capstone series of courses. As a generalist, the student is expected to learn several possible roles involving that of a direct care provider, consultant, educator, manager and leader, researcher, and advocate for the field (ACOTE Accreditation Standards 2011 & Draft Standards 2018). It is expected the draft ACOTE standards will be ratified sometime in 2018, so it was prudent to review and prepare curricular materials that would satisfy both criteria. The initial admission for the first year includes a cohort of 35 students. The following student learning outcomes and program goals guided the selection of courses:

**Program Goal 1:** The graduates of the program will demonstrate the knowledge, skills, and attitudes of a direct occupational therapy care provider of individuals, populations, and communities through a holistic and personalized understanding of occupational performance in varied, complex, or everyday contexts.



**Student Learning Outcomes:**

- The graduate will apply occupational therapy theory and evidence to selection and skillful implementation of evaluation approaches and interventions to achieve expected outcomes related to the occupational performance of individuals, populations, and communities.
- The graduate will apply therapeutic use of occupations and activities to facilitate the role performance in the home, school, workplace, community, and other settings in which individuals and populations participate.
- The graduate will affect the health, well-being, and quality of life of individuals, populations, and communities through engagement in occupations and activities that address physical, cognitive, psychosocial, sensory, and spiritual aspects of performance embedded in context.

**Program Goal 2:** The graduates of the program will be scholars and educators in the science of occupational therapy practice, involving evidence, quality improvement, and implementation science to promote health care and human services that are client- and family-centered and lead to valued outcomes for excellent service delivery.

**Student Learning Outcomes:**

- The graduate will engage in life-long learning and professional development to remain current with the evidence in the profession, healthcare, and human services.
- The graduate will demonstrate knowledge of the research, theory development, evidence-based, and education processes appropriate to continuous improvement of practice.
- The graduate will synthesize and disseminate advanced knowledge through the capstone process and experience.

**Program Goal 3:** The graduates of the program will be innovators, leaders, and advocates of socially and culturally responsible and inclusive healthcare and human services on behalf of the public; local, national and global communities; and the profession of occupational therapy.

**Student Learning Outcomes:**

- The graduate will uphold catholic social teaching as well as the ethical standards, values, and attitudes of the occupational therapy profession in leading and managing occupational therapy services.
- The graduate will effectively collaborate to affect patient-centered care through engagement with interprofessional teams and through the supervision according to standards and licensure requirements of occupational therapy assistants.
- The graduate will demonstrate leadership through knowledge of systems and public policy and of the change and innovation process in the advocacy for access to effective occupational therapy services.

**Total credits for the program: 100**

**Year 1****Fall**

OTD XXX Foundations in Occupational Therapy (3 cr)  
OTD XXX Biomechanics of Occupations & Performance (3 cr)  
OTD XXX Occupational Development through the Lifespan (3 cr)  
OTD XXX Research Methods I (3 cr)  
OTD XXX Neuroscience in Occupation & Performance (3 cr)

**Winter**

OTD XXX Conditions in Occupational Therapy I (3 cr)  
OTD XXX Conditions in Occupational Therapy II (3 cr)

**Spring**

OTD XXX Research Methods II (3 cr)  
OTD XXX OT Process Simulation I (3 cr)  
OTD XXX OT Process Simulation II (3 cr)  
OTD XXX OT Process Simulation III (3 cr)  
OTD XXX Level I Fieldwork A (3 cr)

**Summer**

OTD XXX Research Methods III (3 cr)  
OTD XXX Wellness & Prevention through Occupation (3 cr)

**Year 2****Fall**

OTD XXX OT Process Simulation IV (3 cr)  
OTD XXX OT Process Simulation V (3 cr)  
OTD XXX Public Policy in Occupational Therapy (3 cr)  
OTD XXX Research Application I (1 cr)  
OTD XXX Level I Fieldwork B (3 cr)

**Winter**

OTD XXX OT Leadership, Entrepreneurship, & Innovation (3 cr)  
OTD XXX OT Process Simulation VI (3 cr)  
OTD XXX Research Application II (1 cr)

**Spring**

OTD XXX Research Application III (2 cr)  
OTD XXX OT Process Simulation VII (3 cr)  
OTD XXX OT Process Simulation VIII (3 cr)  
OTD XXX Level I Fieldwork C (3 cr)

**Summer**

OTD XXX Fieldwork Level II A (6 cr)

**Year 3****Fall**

OTD XXX Fieldwork Level II B (6 cr)

**Winter**

OTD XXX Doctoral Capstone Planning (3 cr)

OTD XXX Teaching in Academic Health Profession Programs (3 cr)

**Spring**

OTD XXX Doctoral Capstone Project (3 cr)

OTD XXX Doctoral Capstone Experience (6 cr)

**Courses in the Professional OTD program****OTD XXX: Foundations in Occupational Therapy (3 cr)**

This course presents an introduction to occupational therapy drawing on its history and philosophical tenets to explore basic therapeutic principles, to form expected professional attitudes and behaviors, and to promote the profession's distinct value to the public. The Occupational Therapy Practice Framework, the AOTA Code of Ethics, AOTA Standards of Practice, and other official professional documents guide learning the basic occupational therapy process and its signature method of activity analysis.

**OTD XXX: Biomechanics of Occupations & Performance (3 cr)**

This course incorporates applied anatomy and biomechanical principles, theories, practice models, and evidence to apply kinetics and kinematics in understanding movement, posture, and stability. Biomechanical activity analyses foster learning of internal bodily forces and external gravitational, object-related, and frictional forces created during engagement in occupation. The concept of activity modification is introduced to manage damaging forces. Basic evaluation tools of manual muscle testing, strength testing, and range of motion are practiced, along with understanding the application of biomechanics to such intervention methods as the design of splints and orthotics and use of adaptive equipment.

**OTD XXX: Occupational Development through the Lifespan (3 cr)**

This course uses occupational science, sociological, cultural, and environmental theories; principles; relevant practice models; and evidence to study how development through the lifespan is influenced and modified through engagement in occupations and through assumption of role behavior and habit patterns. Activity analysis of occupations using developmental principles is emphasized. Methods of modification of occupations and activity to accommodate current developmental levels and to create the "just right challenge" to promote healthy physical, emotional, and cognitive growth and skill development and performance maintenance are experienced. Basic developmental evaluations are explored and used to assess developmental progress through the lifespan.

**OTD XXX: Research Methods I (3 cr)**

This course reviews basic quantitative research design, probabilistic sampling and power analysis, data collection, and statistical analysis methods used in occupational therapy.



Application of these methodological and statistical reasoning approaches, including statistical and clinical significance, occur through review of pertinent research evidence and its assessment using basic ethical and research quality criteria. The psychometric properties of data collection instruments are reviewed focusing on standardization, reliability, and validity. Criterion and norm-referenced tests are studied in terms of the way in which they are used in occupational therapy practice and research.

### **OTD XXX: Neuroscience in Occupation & Performance (3 cr)**

This course uses neuroscience, sociological, cultural, and environmental theories; principles; relevant practice models; and evidence to study how occupations impact and modify occupational performance, skill development, role adoption, and habit patterns. Emphasis is placed on control of sensation, sensory modulation and integration, movement, emotional regulation, and cognition. Neuroscience-based activity analyses are developed for the purpose of understanding use of occupations in therapy and in activity modification.

### **OTD XXX: Conditions in Occupational Therapy I (3 cr)**

Epidemiology and symptomatology of mental health conditions and impact on emotional and physical health status, as well as on occupational engagement, skill and habit development and performance are included. Discussion of chronic disease and self-management is a focus. Review of pharmacology and side effects associated with medical intervention occurs. Activity analysis determines the impact of symptomatology and medication side-effects on occupations. Methods of modification, and approaches to prevention and wellness are a key learning component.

### **OTD XXX: Conditions in Occupational Therapy II (3 cr)**

Epidemiology and symptomatology of physical conditions, chronic illness, genetic conditions, injury and trauma, and disability and their impact on emotional and physical health status, as well as on occupational engagement, skill and habit development and performance are included. Discussion of chronic disease and self-management is a focus. Review of pharmacology and side effects associated with medical intervention occurs. Activity analysis determines the impact of symptomatology and medication side-effects on occupations. Methods of modification, and approaches to prevention and wellness are included.

### **OTD XXX: Research Methods II (3 cr)**

This course reviews basic qualitative methods, naturalistic data collection, and inductive analysis. Mixed methods approaches are examined. Use of qualitative methods in theory development is reviewed. Research proposal writing occurs incorporating the student's scholarly interest through guidance with expert faculty.

### **OTD XXX: Occupational Therapy Process Simulation I (3 cr)**

Theories, practice models, & evidence for therapeutic skills in occupational therapy evaluation and intervention, including screening, occupational history and motivational interviewing, and promoting client and family decision making and gaining informed consent are covered. Understanding and using group process in intervention is emphasized. There is a focus on patient and caregiver education and healthcare literacy. Use of documentation systems to record evaluation and intervention progress is included.

**OTD XXX: Occupational Therapy Process Simulation II (3 cr)**

Theories, practice models & evidence for mental health and cognitive screening, evaluation, referral, intervention planning & intervention, monitoring and reassessment, and discharge planning for individuals and populations are covered. Clinical reasoning and use of evidence to select and plan intervention based on use of occupations, activities, and skill development in supportive environments and communities are emphasized along with prevention of mental illness and promotion of wellness. Processes for reporting client outcomes data are reviewed.

**OTD XXX: Occupational Therapy Process Simulation III (3 cr)**

Biomechanical theories, practice models & evidence for splinting & orthotics, therapeutic modalities and exercise, and application of ergonomic principles in functional capacity evaluation, work adaptation, and engagement in occupations and activities are included. Clinical reasoning related to screening, evaluation, referral, intervention planning, intervention monitoring and reassessment, and discharge planning for individuals and populations with orthopedic conditions is emphasized along with prevention of injury and promotion of wellness. Processes for reporting client outcomes data are reviewed.

**OTD XXX: Level I Fieldwork A (3 cr)**

Observation or practice under supervision in the areas of mental health or orthopedics in a variety of settings is assigned. Seminar is included with an emphasis upon the development of competencies in interprofessional teaming and collaborative practice. The mental health fieldwork may occur in a group model of 4-5 students per faculty preceptor in non-profit/community-based organizations.

**OTD XXX: Research Methods III (3 cr)**

This course emphasizes the processes of evidence-based practice involving question formation, literature searches and appraisal, and synthesis and recommendations for practice change. Methods of practice change include implementation science and quality improvement involving rapid cycles of change to affect client satisfaction, outcomes, and patient safety. Skills related to program evaluation are included. Under guidance of faculty, the scholarly study design is finalized for submission to the Institutional Review Board emphasizing ethical conduct of research, project management, and data security.

**OTD XXX: Wellness & Prevention through Occupation (3 cr)**

Theories, practice models & evidence for wellness and prevention screening, evaluation, referral, intervention planning & intervention, monitoring and reassessment, and discharge planning for individuals and populations. Clinical reasoning and use of evidence to select and plan intervention based on life balance in the use of meaningful occupations and activities in supportive environments and communities are emphasized along with fitness, nutrition, economic security, pursuit of education and/or lifelong learning, spirituality, and quality of life. Processes for reporting client outcomes data are reviewed.

**OTD XXX: Occupational Therapy Process Simulation IV (3 cr)**

Theories, practice models & evidence for evaluation, referral, intervention planning & intervention, monitoring and reassessment, and discharge planning for individuals and populations needing rehabilitation. Clinical reasoning and use of evidence to select and plan intervention based on use of occupations, activities, and skills development in supportive

environments and communities are emphasized along with prevention of complications and promotion of wellness. Issues of feeding and swallowing are addressed. Processes for reporting client outcomes data are reviewed.

**OTD XXX: Occupational Therapy Process Simulation V (3 cr)**

Theories, practice models & evidence for screening, evaluation, referral, intervention planning & intervention, monitoring and reassessment, and discharge planning for individuals and populations involving pediatrics and adolescents. Clinical reasoning, use of evidence, and engagement of family members and teachers to select and plan intervention based on use of occupations, activities, and skills development in school systems and communities are emphasized. Prevention of complications and promotion of wellness and growth and development are a focus. Processes for reporting client outcomes data are reviewed.

**OTD XXX: Public Policy in Occupational Therapy (3 cr)**

This course uses systems theory to examine the complexity of the major settings of occupational therapy delivery and the federal, state, and local laws and policies governing implementation of services, care coordination, and case management. Major insurance and methods for payment of services are described including Medicare/Medicaid, private insurance, private pay, and other government programs. Policy in K-12 education and in higher education and research are reviewed. Social security and programs addressing poverty, mental health, aging, and disability are addressed. Policy development processes and advocacy within a sociopolitical context are major components.

**OTD XXX: Research Application I (1 cr)**

Implementation of scholarly project under guidance of expert faculty.

**OTD XXX: Level I Fieldwork B (3 cr)**

Observation or practice under supervision in the areas of rehabilitation, pediatrics, or wellness in a variety of settings. Seminar is included with an emphasis upon the development of competencies in interprofessional teaming and collaborative practice. The wellness fieldwork may occur in faculty preceptor led groups of 4-5 students in non-profit/community-based organizations.

**OTD XXX: Leadership, Entrepreneurship, & Innovation in Occupational Therapy (3 cr)**

This course uses business principles and the economics of healthcare, management evidence, and use of outcomes data to guide the execution of occupational therapy service delivery. Innovation and entrepreneurial principles and theories are introduced to assist in developing new programs and innovative services with a focus on communication technology and data analytics. Supervision of personnel, including occupational therapy assistants, and leading and forming interprofessional teams and collaborative practice are covered giving emphasis to development and maintenance of competence according to accreditation bodies that certify agencies. Leadership theories and professional leadership experiences are provided through encouraged involvement in professional associations and other community types of leadership opportunities.

**OTD XXX: Occupational Therapy Process Simulation VI (3 cr)**

Theories, practice models & evidence for screening, evaluation, referral, intervention planning & intervention, monitoring and reassessment, and discharge planning for individuals and



populations who would benefit from assistive technology and home modification. Clinical reasoning, use of evidence, and engagement of clients and their families and consultation from engineers and designers to select and plan intervention based on use of occupations, activities, and skills development through tele-health, web-based interventions, app development, computer devices, seating and other types of positioning systems, and driver rehabilitation. Promotion of wellness and growth and development are a focus through technological and low-technological modifications to adaptive devices. Funding for assistive technology is discussed. Processes for reporting client outcomes data are reviewed.

**OTD XXX: Research Application II (1 cr)**

Completion of scholarly project implementation under guidance of expert faculty.

**OTD XXX: Research Application III (2 cr)**

Writing report of scholarly project and planning and implementing dissemination under guidance of expert faculty.

**OTD XXX: Occupational Therapy Process Simulation VII (3 cr)**

Theories, practice models & evidence for screening, evaluation, referral, intervention planning & intervention, monitoring and reassessment, and discharge planning for individuals and populations involving primary and community-based care and emerging practice areas. Clinical reasoning, use of evidence, and engagement of family and community members to select and plan intervention based on use of occupations, activities, and skills development in communities are emphasized. Prevention of complications and promotion of wellness and growth and development are a focus in primary care. Processes for reporting client outcomes data are reviewed.

**OTD XXX: Occupational Therapy Process Simulation VIII (3 cr)**

Theories, practice models & evidence for screening, evaluation, referral, intervention planning & intervention, monitoring and reassessment, and discharge planning for individuals and populations involving gerontology, senior care, home health, and care giver support and training. Clinical reasoning, use of evidence, and engagement of family members to select and plan intervention based on use of occupations, activities, and skills development in the home or community are emphasized. Prevention of complications and promotion of wellness and quality of life are a focus in senior care and home health. Death and dying are addressed through understanding living wills, advanced directives, and palliative and hospice care. Processes for reporting client outcomes data are reviewed.

**OTD XXX: Level I Fieldwork C (3 cr)**

Observation or practice under supervision in the areas of primary care, community-based practice, home health, senior care, palliative care or hospice, or emerging practice areas. Seminar is included with an emphasis upon the development of competencies in interprofessional teaming and collaborative practice. The fieldwork may occur in faculty preceptor led groups of 4-5 students in non-profit/community-based organizations.

**OTD XXX: Level II Fieldwork A & B (12 cr total)**

Practice under supervision of a licensed occupational therapist for a minimum of 24 weeks' total.

May occur in any type or combination of practice setting types. Selection depends upon the learning needs and past Level I experiences indicating a gap in experience or need for more experience in key areas given the student's interest and past performance.

### **OTD XXX: Doctoral Capstone Planning (3 cr)**

Planning for the doctoral capstone requires collaboration with faculty to prepare for the experience through a literature review, needs assessment, capstone plan, and an evaluation plan for the capstone. Student is in contact with capstone experience mentor to gain input into the capstone planning and to develop collaboratively the objectives for learning and the plan for supervision. This course reviews the process of grant writing and planning for ongoing professional development through capstone and throughout career.

### **OTD XXX: Teaching in Academic Health Profession Programs (3 cr)**

Preparation for teaching career occurs through the study of learning theories and philosophies, including adult education, and the application of evidence-based pedagogies in the design of curriculum and in courses. Teaching technologies are used in the practice of teaching and designing learning experiences. Team-based education pedagogies and models, practices, and evidence are used to design learning activities leading to the accomplishment of interprofessional competencies. Ways to balance the faculty expectations of academia in terms of teaching, scholarship, and service are explored. University accreditation and health profession educational accreditation standards and processes are reviewed.

### **OTD XXX: Doctoral Capstone Project (3 cr)**

The capstone project is implemented as part of the capstone experience as designed in capstone preparation. This course provides guidance in writing the capstone project as a synthesis of advanced knowledge gained in the focus area of study, culminating in multiple methods of dissemination.

### **OTD XXX: Doctoral Capstone Experience (6 cr)**

The purpose of the capstone experience is to gain desired in-depth skills in such areas as practice, research, administration, leadership, program and policy development, advocacy, education, and theory development. Occurs over a minimum of 14 weeks or 560 hours under the supervision of a mentor, who may or may not be an occupational therapist depending on the expertise needed to appropriately direct the student. No more than 20% of the 560 hours may occur off-site from the mentored practice experience. Time spent off-site may include independent study activities, such as research and writing.

## **H. Adequacy of Articulation.**

Not Applicable, although there exists potential for future articulations to enhance educational opportunities.

## **I. Adequacy of Faculty Resources**

Hiring Plan for the professional OTD

1. Hire Program Director on a 12-month faculty contract a year ahead of professional OTD program start to submit candidacy application to ACOTE.
2. Six months at the latest into the planning year for the professional OTD hire the Academic Fieldwork Coordinator on a 12-month faculty contract to begin securing fieldwork contracts.
3. Near the end of the planning year for the professional OTD, hire the third faculty with specialization in mental health, who is on a 9-month contract. Also select the adjunct faculty to assist with gaps in teaching during the first year.
4. In the first year of program launch, hire for the 2<sup>nd</sup> year of program the professional OTD Capstone Coordinator on a 12-month faculty contract to begin developing capstone sites, and faculty with specializations in pediatrics and rehabilitation on 9 month contracts.
5. Professional OTD faculty can take 1 fieldwork level I group per semester. Will need to hire 4-5 adjuncts in spring semester for fieldwork level I.

This hiring plan assumes the Program Director, the Fieldwork Coordinator, and the Capstone Coordinator all have .5 release time and are on 12-month faculty contracts. The plan also assumes a teaching load of three or four 3-credit courses per semester for 9-month faculty.

All core teaching faculty must be licensed occupational therapists in Maryland, possess a doctorate degree in occupational therapy or a related field. The faculty who teach the research courses and advise research application will meet the scholarship requirements defined by ACOTE, which includes grants and/or first authorship in peer-reviewed journals. Faculty members must demonstrate expertise in the courses they are teaching as well as in the content delivery methods. Evidence of expertise is provided through documentation of continuing professional development, relevant experience, and a faculty development plan for acquiring new content and incorporation of feedback from course evaluations.

- Full-time faculty will constitute 60% of the instructional staff and adjunct faculty will constitute 40% of the instructional staff. As such, 60% of the courses will be taught by full-time faculty and up to 40% of the courses could be taught by part-time faculty.

## **J. Adequacy of Library Resources**

The Loyola/Notre Dame Library is open 7 days a week during the fall, spring, and summer semesters. The Loyola Notre Dame Library provides information services and resources to support the academic programs and educational concerns of Notre Dame of Maryland University and Loyola University Maryland. Through the Library's website, faculty, students and staff may access an extensive array of books, journals, databases, and streaming video to support research, teaching, and learning.

Additionally, the Library provides access to collections at other partner libraries:

- The [University System of Maryland and Affiliated Institutions consortium](#) provides access to over 9 million items at 17 member libraries.



- The Eastern Academic Libraries Trust (EAST), a print archive that guarantees access to 6 million volumes via Interlibrary Loan.

#### Assistance Provided

- Students, faculty and staff may request help in-person, via email, instant messaging, and telephone.
- [Online chat reference](#) is available 24 hours a day, seven days a week.
- Information about copyright is available through a resource guide, workshops and individual consultations provided by a librarian in the [Copyright Information Center](#).

#### Other Library Resources

- 693 individual seats are available for studying in addition to the learning spaces below:
  - a 100 seat auditorium
  - Two computer instructional labs, Lab A has 20 seats; Lab B has 30 seats
  - The *Collaboratory at the Library*, an active learning space that accommodates up to 22 students in a flexible environment
  - a 24 seat screening room
- cyber café and a multi-functional gallery used for events and flexible study space
- group study areas
- seminar rooms
- 91 computers with Microsoft Office and access to the Internet
- Adaptive technology mainstreamed throughout the Library to provide access for disabled users
- [Makerspace](#), a technology-rich environment that fosters creation, innovation, and collaborative learning.

#### Databases needed in Occupational Therapy that the library currently provides:

- Academic Search Complete
- Buros Mental Measurement
- CareNotes
- CINAHL
- Cochrane Database of Systematic Reviews
- DSM-5
- DynaMed Plus
- ERIC
- Health and Psychosocial Instruments
- Health Source: Nursing/Academic Edition
- JSTOR
- MEDLINE
- Nursing & Allied Health Source
- Nursing Reference Center
- Ovid Nursing
- PsycARTICLES

- Psychiatry Online
- PsycINFO
- PubMed
- Sage Journals
- Science Direct: Elsevier Journals

The library would add books and periodicals to its extensive collection that are specific to occupational therapy. This initial purchase totaling about \$20,000 was based on a review of the: NBCOT (2016). *OTR® curriculum textbook and peer reviewed journal report*. Gaithersburg, MD: Author. Review of the major publisher websites, (e.g., AOTA, Slack, Wiley, and Elsevier), also ensued to examine more recent publications. Even though students would have access to the needed books and journals because of the University System of Maryland and Affiliated Institutions consortium, which provides access to over 9 million items at 17 member libraries, the initial purchase is recommended with \$5,000 allotted yearly for books and/or database subscriptions. In addition, the Eastern Academic Libraries Trust (EAST) print archive guarantees access to 6 million volumes via Interlibrary Loan.

#### **K. Adequacy of Physical Resources, infrastructure, & instructional equipment**

Notre Dame of Maryland has adequate facilities to support this degree program. Moreover, the campus master plan has designated renovations for Knott science building (2019 and 2020) that will further enhance the physical resources, infrastructure and equipment availability. Below include examples of specialized campus resources that will support teaching and learning:

- a. Two prioritized lecture classrooms used 5 days/week, 8 hours per day. Both are planned to be wireless with movable classroom tables and chairs for up to 35 students. Each will have projectors and whiteboards.
- b. Small group meeting rooms to accommodate 5-6 research groups. Small group meeting rooms will be wireless and have a conference table with chairs for 10 people, projector, and whiteboard.
- c. Rehabilitation lab would house the ADL appliances/equipment, physical agent modalities, splinting and orthotics equipment. This laboratory will have multiple electrical outlets to operate splint plans and heat guns for every 4 students. There will be movable classroom tables and chairs for up to 35 students with a teacher desk or instructional station. There will be storage for equipment, supplies, and wheelchairs and other rehabilitation devices and low-technology assistive devices. This laboratory classroom will have projector, white boards and wireless capability.
- d. Pediatrics lab will house pediatric equipment and devices suspended from ceiling to hold body weight. There is storage for supplies and equipment, including assistive technology. Also will double as the mental health and assistive technology lab. There are movable classroom tables and chairs for up to 35 students with a teacher desk or station.
- e. The Center for Caring with Technology in the Department of Nursing is a realistic and risk-free environment for occupational therapy students to practice skills and develop clinical reasoning, and is a way to develop interprofessional teaming skills with nursing students. The Center for Caring with Technology is an 8,300 square foot

space that includes an array of learning spaces: two health assessment and adult medical-surgical labs; and a pediatric lab with a home health component, and two examination rooms. The Center is equipped with a state-of-the-art audio/visual capture system.

### **Instructional resources:**

**Course/Learning Technology:** NDMU has technology, support, and expertise to offer courses across a variety of modalities, including: fully on ground, fully online, and hybrid. There is a staffed Faculty Resource Center and instructional course design support. In addition, NDMU has a state-of-the art global classroom that supports superior web conferencing, internet collaboration across institutions, mobile screen sharing, HD resolution, video collaboration, and the ability to build collaboration-enabled Zoom conference rooms. NDMU supports a Moodle-based Course/Learning Management System (C/LMS) where faculty may deposit course materials, facilitate online instruction, quizzes and exams, host chat and discussion board collaboration, and engage with students outside of the classroom to enrich the learning experience.

The entire campus hosts a wireless community to support mobile and web-based collaboration and communication. NDMU also supports learners with a well-staffed and supportive technology helpdesk.

**Specialized Equipment:** Specific equipment for the professional OTD due to the course sequence would need to be purchased at the beginning of year one and year two, thereby spreading costs over two years. See the budget below for a list of equipment categories and corresponding expenditures.

**Current Equipment used in BIO 201, 281, 202, 282 Human Anatomy & Physiology I and II** will be available for instructional use in the OTD program. These courses currently service Nursing students, Radiological Science majors, and students interested in attending Pharmacy School and Physical Therapy School. They would also meet the requirements for the occupational therapy program. These courses utilize microscopes, histological slides, and anatomical models. In addition, the ADInstruments DAQ device and physiological equipment are used for recording EEGs and EKGs. This same equipment could be used in the relevant occupational therapy courses related to neuroscience of occupations and biomechanics of occupations. More than likely a few more models will need purchasing.

**E-Value:** Clinical education resources include the use of E-Value, which is already available for pharmacy students, in order for the professional OTD student to document their clinical or practicum hours. In addition, the following clinical contracts exist that meet some of the need for fieldwork level I & II, and Capstone experiences. Already pharmacy has contracts in 46 hospitals and 3 long-term care facilities. Nursing has 25 contracts in Hospitals, 1 contract in a Psychiatric Hospital, 1 contract with a Hospice Center, 5 Long-term care contracts, 4 contracts with a variety of community groups, 2 Physician/Clinic Groups, 2 Health Center/Clinics, 1 with the Health Department, and 1 with a Home Health Agency. The School of Education at NDMU has numerous contracts with school systems as does Nursing. The academic fieldwork coordinator hired for the professional OTD before the actual launch is tasked to review these contracts to

ensure availability of qualified personnel (may include nurses, physical therapists, physicians, psychologists, or teachers) for level I fieldwork and occupational therapists for Level IIs, and will subsequently secure reservations for the incoming class. New sites are added to reduce any gaps in placement opportunities to ensure sites are available that cover the life-span, mental health, population health and wellness, and emerging areas of practice. The Capstone Coordinator of the professional program begins review of contracts and adds new sites as needed during the first-year of the curriculum.

## **L. Adequacy of Financial Resources with documentation**

### **Projected Enrollment**

Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
35	65	95	95	95

### **Projected Graduates**

May 2023	May 2024	May 2025	May 2026	May 2027
30	30	30	30	30

**TABLE 1: RESOURCES**

Resource Categories	YEAR 1 2019	YEAR 2 2020	YEAR 3 2021	YEAR 4 2022	YEAR 5 2023
1. Reallocated	\$300,000	0	0	0	0
2. Tuition/Fee Revenue (c+g below)	0	\$1,220,940	\$2,311,920	\$3,447,360	\$3,515,760
a) # F/T Students	0	35	65	95	95
b) Annual Tuition/Fee Rate	0	\$34,884	\$35,568	\$36,288	\$37,008
c) Annual F/T Revenue (a x b)	0	\$1,220,940	\$2,311,920	\$3,447,360	\$3,515,760
d) # P/T Students	0	0	0	0	0
e) Credit Hr. Rate	0	\$969	\$988	\$1008	\$1028
f) Annual Credit Hr.	0	0	0	0	0
g) Total Part-Time Revenue (a x e x f)	0	0	0	0	0
3. Grants, contacts, & other external sources	0	0	0	0	0
4. Other Sources	0	\$11,900	\$22,100	\$32,300	\$32,300
TOTAL (add 1-4)	\$300,000	\$1,232,840	\$2,334,020	\$3,479,660	\$3,548,060



**Table 1: Resources Narrative**

- a. Reallocated Existing Funds: In year 1, funds will be reallocated to support this program.
- b. Tuition and Fee Revenue: All students will be full-time and will enroll the first year at \$969.00 per credit (year 2020). Tuition is calculated at a 2% increase each year. Revenue and expense budgets for the professional OTD candidacy application year and the first four years of the program is based on yearly admission of 30 students in each cohort. The third year of the professional OTD will have 95 students in the Fall, Winter, & Spring, dropping back to 70 students in the summers. However, the second year students of the professional OTD are out on their first Level II Fieldwork in the summer leaving only 30 students taking classes on campus. Likewise, in the Fall, the third year cohort of the professional OTD is out on their second Level II Fieldwork, and in the Spring the third cohort is doing their capstone experience, leaving two cohorts on campus over Fall and Spring. The Winter term has all 3 cohorts of the professional OTD on campus. The preceptors for Level II fieldwork are provided by the clinical organization.
- c. Grants and Contracts: We have not identified additional sources of funding for this program, although there may be opportunities we could pursue in the future. We do not plan to rely upon grants or contracts to make this program viable.
- d. Other Sources: Each enrolled student will be charged a technology fee of \$170.00 in the fall and spring semesters (\$340.00 per year).
- e. Table 1 is a conservative estimate of expected revenue for the program for the first five years, based upon past performance and current levels of support we are able to dedicate to this program.

<b>TABLE 2: EXPENDITURES</b>					
Expenditure Categories	YEAR 1 2019	YEAR 2 2020	YEAR 3 2021	YEAR 4 2022	YEAR 5 2023
1. Faculty (b + c below)	0	\$85,280	\$255,840	\$261,690	\$267,687
a) # FTE	0	1	4.5	4.5	4.5
b) Total Salary	0	\$65,600	\$196,800	\$201,300	\$205,913
c) Total Benefits	0	\$19,680	\$59,040	\$60,390	\$61,774
2. Admin. Staff (b + c below)	\$234,000	\$357,500	\$366,438	\$375,592	\$384,989
a) # FTE	2	4	4	4	4
b) Total Salary	\$180,000	\$264,500	\$271,113	\$277,891	\$284,838
c) Total Benefits	\$54,000	\$ 79,350	\$81,334	\$83,367	\$85,452
3. Support staff	0	\$45,500	\$46,638	\$47,804	\$48,998
4. Equipment	\$26,560	\$26,560	0	0	0
5. Library	0	\$10,000	\$10,000	\$5,000	\$5,000

6. New or Renovated Space	\$28,150	\$25,000	0	0	0
7. Other Expenses Software, marketing, faculty development, and course development	\$11,266	\$21,137	\$26,374	\$27,419	\$27,946
8. TOTAL (add 1-7)	\$299,976	\$570,977	\$705,290	\$717,509	\$734,620

**Table 2: Expenditures Narrative**

- a. The benefit costs and salaries cover the program director, academic fieldwork coordinator, capstone coordinator and two other full-time faculty, for a total of 5 faculty. The administrative staff will have faculty appointments and be expected to teach courses in the program.
- b. Adjuncts are needed to cover course gaps given the faculty expertise, as well as a need for 4-5 faculty preceptors in fieldwork level I. Adjunct faculty will teach no more than 40 percent of the courses.
- c. Hiring of one administrative staff member occurs in the second year of the program in preparation of the launch.
- d. The budget includes the one-time capital expenditures spread out over two years.
- e. Faculty travel, accreditation costs, and Honoria for guest speakers with special expertise.
- f. The mentor of the Capstone experience does not have to be an occupational therapist, unless the emphasis of the Capstone is on occupational therapy practice. The mentor is supplied by the contracted organization and works closely with the Capstone Coordinator and other assigned faculty.
- g. Funds are also adequate for laboratory supplies.
- h. The library would add books and periodicals to its extensive collection that are specific to occupational therapy. This purchase totaling about \$20,000 was based on a review of the: NBCOT (2016).
- i. It is also recommended that \$5,000 be allotted yearly for books and/or database subscriptions.
- j. Newly renovated space will be included as part of a larger campus master plan renovation project.

### **M. Adequacy of Provisions for Evaluation of the Program.**

The OTD Program will use a program evaluation model that describes expected outcomes and evaluation methods. Methods of assessment include both qualitative and quantitative measures and provide formative data throughout the students' progression in the Program as well as summative data, reflecting the cumulative experience. The assessment plans that will be in place for the OTD program is integrated closely with the Program Evaluation model that is used for external accreditation for the University and/or ACOTE as it applies. The primary purpose of on-going assessment is to provide a positive teaching/learning environment in which the goals of the programs are aligned with the mission of the University and are meeting the needs of the community. To that end, it is necessary to assess all facets of the programs and make appropriate modifications so that students can be successful. Assessment activities are embedded in all

aspects of the programs so that evaluation is an integrated part of these programs and is feasible to accomplish.

The Program establishes program effectiveness through the graduation of outstanding occupational therapists at the professional OTD level who are successful in their careers. Specific Program effectiveness goals include:

### **Academic excellence**

OTD faculty in the program will be recognized at the university and national levels for quality of their work, leadership in OT education, and advancement of the occupational therapy profession through excellence in teaching, scholarship, and service.

1. The OTD Program will attract and support highly qualified and diverse faculty who align with the mission and vision of the University.
2. All OTD faculty in the program will have an overall rating above the mean on the faculty evaluations in each of their classes. The program director of the program will review faculty evaluations and communicate recommendations for improvement as needed to hold faculty to high standards for teaching.
3. All OTD faculty in the program will meet the majority (85% or greater) of their faculty development goals in teaching, scholarship and service every year, through an individualized planning process with their respective program director.

Student fieldwork in the professional OTD, as well as the capstone performance in the program will be consistently excellent and reflect a strong academic foundation and development of professional behaviors.

4. 100% of OTD professional students will successfully pass their required level II FW experiences.
5. Less than 5% of OTD professional students will require alternate FW placements.
6. 95% of students will report satisfaction with their FW placement and its congruence with the OTD program.
7. 95% of professional OTD students will report satisfaction with the process of level II FW coordination (preparation, assignment, communication)
8. 95% of students of the professional OTD will report satisfaction with the capstone preparation, experience, and project process.

Graduates from the OTD program will report that they met their educational, vocational, and personal needs and expectations for professional development. Students will report satisfaction with the courses, curriculum, and program.

9. The mean agreement rating for meeting curriculum learning goals will be 4 on a 5-point scale.
10. Qualitative feedback will be generally positive with some constructive suggestions for changes.
11. The mean agreement rating for course objectives, materials, and activities will be 4 on a 5-point scale for each course in the curriculum.

### Professional Attitudes and Behaviors

12. 100% of the professional OTD students will progress in the program by demonstrating appropriate professional attitudes and behaviors throughout the program.

### Student's success in earning their OTD degree

13. 95% of the OTD professional students who start the program will graduate.

### **Qualification of graduates**

Graduates' of the professional OTD program will have the following NBCOT examination performance:

1. OTD professional program will have an 90% first time taken pass rate
2. At least 30 students of the OTD professional program will report that they obtained employment within 6 months of graduation.

### Employer satisfaction

3. Employer satisfaction will be good to very good with a response rate of at least 25% for students in the OTD program.

### **Operating Effectiveness**

Daily operations will support efficiency and effectiveness of both internal systems and intra-university systems.

1. The Plan of Study for the OTD program support student advancement through the program.
2. Faculty are satisfied with their course assignments in the OTD program.
3. Students in the OTD program report the support services (i.e. admissions, financial aid, IT, bookstore) have been helpful and effective.

### **Financial Performance**

The OTD Program is consistently financially sustainable and viable within the University.

1. The OTD will have maximal enrollment in the program.
2. Monitor student perceptions of curricular "value" in the OTD program,
3. Monitor tuition rates and degree requirements in relation to key competitors for the OTD program.
4. Track program income for the OTD program over direct expenses on an annual basis.

### **Marketing effectiveness**

The OTD Program will be highly visible.

1. Marketing materials are current and compelling (websites, brochures, information flyers)
2. The OTD Program is regularly exhibited at local and national conferences Recruitment of diverse students
3. The OTD program will have increasingly more diverse students each year. (Men, students of color, disability status, etc.)

### **Student Learning Effectiveness**

## **STUDENT LEARNING GOALS FOR THE PROFESSIONAL OTD PROGRAM**

The OTD student learning objectives are connected with the accreditation content standards established by the Accreditation Council for Occupational Therapy Education (ACOTE). The specific learning objectives are measured regularly. Upon completion of the OTD Program, the graduate will have met all of the learning goals and demonstrated professional behaviors as a professional occupational therapist.

**Program Goal 1:** The graduates of the program will demonstrate the knowledge, skills, and attitudes of a direct occupational therapy care provider of individuals, populations, and communities through a holistic and personalized understanding of occupational performance in varied, complex, or everyday contexts.

Student Learning Outcomes:

- The graduate will apply occupational therapy theory and evidence to selection and skillful implementation of evaluation approaches and interventions to achieve expected outcomes related to the occupational performance of individuals, populations, and communities.
- The graduate will apply therapeutic use of occupations and activities to facilitate the role performance in the home, school, workplace, community, and other settings in which individuals and populations participate.
- The graduate will affect the health, well-being, and quality of life of individuals, populations, and communities through engagement in occupations and activities that address physical, cognitive, psychosocial, sensory, and spiritual aspects of performance embedded in context.

**Program Goal 2:** The graduates of the program will be scholars and educators in the science of occupational therapy practice, evidence, quality improvement, and implementation science to promote health care and human services that are client and family-centered and lead to valued outcomes for excellent service delivery.

Student Learning Outcomes:

- The graduate will engage in life-long learning and professional development to remain current with the evidence in the profession, healthcare, and human services.
- The graduate will demonstrate knowledge of the research, theory development, evidence-based, and education processes appropriate to continuous improvement of practice.
- The graduate will synthesize and disseminate advanced knowledge through the capstone process and experience.

**Program Goal 3:** The graduates of the program will be innovators, leaders, and advocates of socially and culturally responsible and inclusive healthcare and human services on behalf of the public; local, national and global communities; and the profession of occupational therapy.

Student Learning Outcomes:

- The graduate will uphold catholic social teaching as well as the ethical standards, values, and attitudes of the occupational therapy profession in leading and managing occupational therapy services.
- The graduate will effectively collaborate to affect patient-centered care through engagement with interprofessional teams and through the supervision according to standards and licensure requirements of occupational therapy assistants.
- The graduate will demonstrate leadership through knowledge of systems and public policy and of the change and innovation process in the advocacy for access to effective occupational therapy services.

### **STUDENT LEARNING OUTCOME ANALYSIS FOR THE OTD PROGRAM**

The OTD student learning outcomes for the program is evaluated through course level evaluation, curricular level evaluation, scholarship production, and fieldwork/practicum and capstone/advanced scholarship performance.

#### ***Course-level evaluation:***

Successful completion of course assignments and passing the course with a grade C+ or above is one indicator of student learning. However, students must maintain a 3.0 average each semester to avoid probation and/or program dismissal. The specific learning outcomes identified by the OTD programs are tracked throughout the curriculum and mapped to specific courses, objectives, and assignments. The learning outcomes are emphasized in multiple courses, in a variety of ways, reinforcing the strength and breadth of the learning opportunities.

The OTD faculty of the program will meet weekly to discuss curriculum and other programmatic issues. Students and faculty will evaluate every OTD course the first time it is taught and every other year thereafter. Students will indicate how well they met the course objectives and give feedback on other components of the course (books, resources, assignments). Faculty will evaluate each course they teach for the first time (and every-other year thereafter) for its strengths and weaknesses and provide suggestions for revisions. The OTD program director will summarize this feedback in an annual report for both programs and will discuss it with their respective faculty.

#### ***Curricular-level evaluation:***

The OTD program director will survey students prior to graduation for feedback on the curriculum and their overall educational experience. Students will complete both a quantitative survey about meeting program objectives, and they will be asked for qualitative feedback about the curriculum. This data will be summarized and reviewed regularly by the OTD program director and their respective faculty. Trends in feedback will be used to inform changes in both programs.

#### ***Fieldwork/Practicum and Capstone/Advanced Scholarship performance evaluation:***

Equally important is the fieldwork performance/practicum and capstone/advanced scholarship experience of students in the program. Professional OTD students partake in three Level 1 fieldwork experiences and 6 months of Level 2 fieldwork experiences. Students are evaluated



directly by their fieldwork educators and must pass this portion of the curriculum in order to graduate. The mentor of the capstone experience and the capstone coordinator assess each student's performance in meeting the self-directed goals of the student's capstone experience and project. Likewise, the practicum mentors and doctoral capstone advisors assess each student's performance in the post-professional OTD programs in terms of meeting self-directed learning goals.

#### **N. Consistency with State Minority Achievement Goals**

The OTD program will use a holistic admissions process that fairly supports a diverse student body.

#### **O. Relationship to low productivity programs identified by the Commission**

Not Applicable

#### **P. If proposing a distance education program, please provide evidence of the Principles of Good Practice need revision for**

The OTD program will be offered through a mixed modality including face-to-face courses, hybrid courses, and some fully online courses.

In accordance with the Principles of Good Practice as outlined in COMAR 13B.02.03.22C, any online aspects of the program curriculum of the OTD will meet the same level of rigor and follow the same administrative structures and class policies as traditional face-to-face content.

NDMU utilizes *Quality Matters*™ standards of online curricular design. All faculty hired to teach in the OTD program and prior to offering any professional OTD courses online will provide either proof of experience with online teaching and/or will receive training with the online platform and tools if these tools are unfamiliar. Faculty will also be trained using the *Quality Matters*™ principles of best practice for online teaching and learning.

Regular training in the teaching/learning management platform, online course design (*Quality Matters*™), design of learning objects, and online course management will be available. An instructional designer works with the OTD faculty prior to launch and during the first year of the launch will work with faculty to ensure the online curriculum design is consistent throughout each course and incorporates the mission components of the NDMU.

Students enrolled in online courses are provided information prior to enrollment about hardware, software, and IP provider issues prior to admission. The orientation at the beginning of the program verifies student identity and provides student ID badges needed for course enrollment and participation, as well as engages students in a sample online course with introduction to online services. Students enrolled in online courses receive reasonable and adequate access to the range of student services, and a 24-hour help desk to support their education activities. All students, regardless of the modality of content delivery have access to advisors to support clarity of curricular and online community expectations, access to library resources, e-books, and

databases, and access to faculty, advisors, and support services.