TOWSON
UNIVERSITY

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December 12, 2017

James D. Fielder, Jr., Ph.D.
Secretary of Higher Education
Maryland Higher Education Commission
6 N. Liberty Street
Baltimore, MD 21201

Dear Secretary Fielder:

Please find attached a proposal to offer a new program at Towson University, the **Occupational Therapy Doctoral** program. The College of Health Professions proposes this program in response to programmatic accreditation direction, and Towson University offers the only program in the State that leads to registration as an occupational therapist.

The program allows for two pathways: one for practicing occupational therapists who already possess a master's degree and one for students who possess a bachelor's degree in a related field of study.

We respectfully request the Commission's consideration of this proposal.

Sincerely,

Timothy J. L. Chandler, Ph.D.
Provost and Executive Vice President
for Academic Affairs

TJLC/tf

Attachment

MARYLAND HIGHER EDUCATION COMMISION

ACADEMIC PROGRAM PROPOSAL

√ **NEW INSTRUCTIONAL PROGRAM**

_____ **SUBSTANTIAL EXPANSION/MAJOR MODIFICATION**

_____ **COOPERATIVE DEGREE PROGRAM**

√ **WITHIN EXISITING RESOURCES or __ REQUIRING NEW RESOURCES**

TOWSON UNIVERSITY

Fall 2018
_____

Projected Implementation Date

Occupational Therapy Doctorate (OTD)	Post Professional Occupational Therapy Doctorate
Award to be Offered	**Title of Proposed Program**
Towson University	Online 90%
Location	**Method of Delivery**
	51.2306 Occupational Therapy/Therapist
Suggested HEGIS Code	**Suggested CIP Code**
Occupational Therapy & Occupational Science	Dr. M. Beth Merryman
Department of Proposed Program	**Name of Department Head**
M. Beth Merryman bmerryman@towson.edu	410-704-3499
Contact Name **Contact E-mail Address**	**Contact Phone Number**

President/Chief Executive Approved

Signature/Date

_____

Date   12/7/17

Date Endorsed/Approved by Governing Board

Executive Summary

Towson University offers the only entry-level program in the state of Maryland that prepares registered occupational therapists. The university has been successfully preparing occupational therapists since 1975, and the program is nationally ranked #25 by the latest *U.S. News and World Report*. The master's program in occupational therapy has received full disciplinary accreditation status at each point of review, with the next full review to occur in 2021-22. Demand remains high for admission, and student applicants have been inquiring about the potential for an occupational therapy doctoral program at either the entry-level or post-professional level for years.

The Accreditation Council for Occupational Therapy Education (ACOTE), which has independent authority to set standards for professional education programs, recently took action to mandate the move for the entry-level degree for the occupational therapist to the doctoral level by 2027 (American Occupational Therapy Association [AOTA], 2017). The Board of Directors of AOTA adopted a position statement to support action towards a doctoral-entry for occupational therapists (OTD), emphasizing benefits to consumers and society (AOTA, 2014).

Given the recent accreditation action and the industry move toward doctoral level preparation for occupational therapists, Towson University proposes two new occupational therapy doctoral programs. The proposed 96-credit entry-level OTD program will allow Towson University to transition away from the entry-level master's program and replace it with an entry-level doctoral program well in advance of the 2027 mandate. The proposed 33-credit post-professional OTD program will allow Towson University to serve current practitioners who will be tasked with supervising fieldwork and hiring the entry-level OTD graduates.

The following academic proposal provides the necessary information for both the entry-level occupational therapy doctoral program (ELOTD) and the post-professional occupational therapy doctoral program (PPOTD).

A. Critical and compelling regional or Statewide need as identified in the State Plan

The Accreditation Council for Occupational Therapy Education (ACOTE), which has independent authority to set standards for professional education programs, recently took action to mandate the move for the entry-level degree for the occupational therapist to the doctoral level by 2027 (American Occupational Therapy Association [AOTA], 2017). The Board of Directors of AOTA adopted a position statement to support action towards a doctoral-entry for occupational therapists (OTD), emphasizing benefits to consumers and society (AOTA, 2014). With increasing complexity in the U.S. health care system at all levels, and more complex health issues facing society, it is imperative that occupational therapy practitioners be able to effectively and efficiently meet the needs of their clients by being prepared to provide expert level care immediately upon graduation. Opportunities to develop expert skill competencies after entering the field have diminished with the focus by health care administrators on reducing healthcare expenditures. Practitioners will need to obtain the additional training in skills, leadership, and advocacy during their academic preparation before entering the field. Physical therapy and audiology, for example, have already implemented the entry-level doctorate to practice.

Towson University (TU) has the only entry level program in the state that leads to the practice of occupational therapy as a registered occupational therapist. In our obligation to current practitioners who will be tasked with supervising fieldwork and hiring the entry-level OTD (ELOTD) practitioners, we propose to first move forward with implementing the post-professional OTD (PPOTD) program**.** This is proposed first because aspects of our current doctoral program (the Doctor of Science [ScD] in Occupational Science [OSC]) will be incorporated into the PPOTD, and the proposed PPOTD will not require adherence to external accreditation standards, which will be required of the ELOTD. The ELOTD will take longer to implement because it requires external accreditation. The ELOTD will replace the existing accredited combined BSMS program in occupational therapy. The current MS entry program will be maintained during a period of transition, and the proposed ELOTD is the same for the first year of both the MS and ELOTD as a mechanism to enable students to potentially opt in or out due to academic or financial challenges. A review of other schools revealed both fully replacing other entry-level programs with the ELOTD and some that kept more than one program. The TU Occupational Therapy and Occupational Science (OTOS) faculty felt that to preserve access to students with either financial or academic challenge, the MS should remain during a period of transition and accept fewer students.

B. Centrality to institutional mission statement and planning priorities

The two proposed Occupational Therapy doctorates (PPOTD and ELOTD) are congruent with both the university and department mission statements. For example, the university mission statement identifies an objective to **"**foster intellectual inquiry and critical thinking preparing graduates who will serve as effective, ethical leaders and engaged citizens." Among the mechanisms to attain that objective are stated "leadership development and applied research opportunities at the graduate level" (Towson University. 2016. *Mission and strategic plan.* Retrieved from https://www.towson.edu/ about/mission/index.html). Both programs emphasize leadership development in course content and preparation. Both involve an understanding of applied research, a final capstone research project in a practice area of focus. Students in the PPOTD are expected to conduct their capstone research within their current practice area while ELOTD students are expected to conduct their capstone research within an identified area of interest for their future practice. The ELOTD requires a "Doctoral Experiential Component" that provides an opportunity to further knowledge and skills acquisition in a focused area of an entry level curriculum. The TU OTOS course is the "Doctoral Experiential Practicum" (DEP).

The Department of OTOS mission statement emphasizes the development of "occupational therapists and occupational scientists who are leaders, scholars, and advocates through innovative teaching, immersive learning experiences, and dynamic community partnerships." Although current programs in the department strongly adhere to the mission, the two proposed new programs will enhance the department's ability to fulfill the mission in response to 21st century health care demands. The PPOTD will fill critical gaps in the state workforce, by preparing current occupational therapists for advanced clinical practice at the doctoral level. The ELOTD will prepare entry-level occupational therapy practitioners for competencies required for the emerging practice environment at a level consistent with peer programs across the United States.

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

There are no other ELOTD or PPOTD programs in the state. The closest programs to which many of our applicants may also apply are at Virginia Commonwealth University (VCU) in Richmond, VA, and Thomas Jefferson University (TJU) in Philadelphia, PA. Both programs initiated the ELOTD within the last year, so they do not yet have graduates. Both also offer the PPOTD but VCU has it on hold to launch the ELOTD. George Washington University (GWU) in Washington, DC, also initiated a PPOTD within the past few years. The PPOTD programs at VCU, TJU and GWU are fully online, similar to the delivery format for Towson University's proposed PPOTD.

Fall Enrollment in Similar Programs			
Institution	**Year 1**	**Year 2**	**Year 3**
Virginia Commonwealth University **ELOTD**	(Start June 2016) 42 admitted 34 female, 9 male	(Start June 2017) 42 admitted 39 female, 3 male	Not yet graduated
Thomas Jefferson University **ELOTD**	(2016) 17 admitted		
Thomas Jefferson University **PPOTD**	**DNA**		
George Washington University **PPOTD**	**DNA**		

D. Reasonableness of Program Duplication

As stated, TU has the only program in the state leading to this degree, so there is no in-state duplication. The projected job growth for this profession is 27% nationally as of 2014 (Bureau of Labor Statistics, 2017).

E. Relevance to Historically Black Institutions (HBIs)

Towson's admission process has consistently supported a diverse pool of applicants from across the state and region. The four HBIs in Maryland—Morgan State University, Coppin State University, Bowie State University, and the University of Maryland-Eastern Shore—do not offer programs in occupational therapy. The proposed program will therefore not negatively impact any programs at HBIs.

Towson University offers the only entry-level program in the state that prepares registered occupational therapists; therefore, there is no issue of duplication. Towson has been successfully preparing occupational therapists since 1975, and the program is nationally ranked #25 by the latest U.S. News and World Report. The program has received full accreditation status at each point of review, with the next full review to occur in 2021-22. Demand remains high for admission and student applicants have been inquiring about the potential for the OTD at either the entry-level or post-professional level for years. The small decline in MS applicants in the table below reflects the growing number of entry-level programs, specifically those at the OTD level. However, the yield (proportion of those applying to the program to those who are admitted and choose to attend) continues to be great.

TU Occupational Therapy Program Applications 2013-2017

		2013	2014	2015	2016	2017	Avg Applicants
BS/MS	Applied	104	110	97	111	106	106
	Admitted	40	41	40	41	40	
MS	Applied	545	477	489	381	354	449
	Admitted	42	40	40	40	40	

F. Adequacy of curriculum design and delivery to related learning outcomes

The PPOTD is an advanced clinical doctoral degree in which the graduate will develop knowledge translation skills and leadership, and will complete a capstone research project relative to advanced clinical skills rather than a traditional research dissertation. Examples of a post-professional capstone project might be a comprehensive program evaluation of a new occupational therapy service that is presented at a national conference or a systematic review of an emerging practice area with article submission to a professional periodical. The PPOTD also provides in-depth educational experiences in the systems, funding, and mechanisms of influence in healthcare to address a diversity of complexities such as health care disparity, wellness, and chronic illness management across the lifespan from an occupational therapy perspective. While clinical related coursework may include hospital care, the focus will be on the complexities of providing care in the community, consistent with emerging health and social policy (Towson University, 2015).

The PPOTD program will consist of 33 credits, with advanced clinical coursework focused on children and youth, adults and aging, or other relevant areas such as autism or mental health. Clinical course work will include an advanced assessment course and an advanced intervention course. A two-course individualized evidence-based capstone research project will provide an opportunity for direct knowledge translation. In addition, the program requires nine OSC credits (three courses), shared with current ScD in OSC students, and nine credits (three Inter-Professional Education [IPE] courses) in which students will study advanced understanding of systems and skills to propose and influence health/mental health/social/education policy relative

to an advanced area of clinical practice. The final course will be an elective that will complement the area of clinical focus.

Needs assessment data support admitting an annual cohort of 25 students, 90% attending part-time while working full-time. Two courses will be offered per semester, one OSC course (currently already budgeted) and one advanced practice class (reallocation/adjunct need).

A sample schedule for part-time students is reflected in the table below.

Post-Professional OTD Entry Year	PPOTD 2019
Fall 2019 Part time = 6 credits	OSC 742 (3) Origins & Evolution of Occupational Science OCTH 778 (3) Advanced Occupational Therapy Assessment
Spring 2020 Part time = 6 credits	OSC 744 (3) Participation and Quality of Life of People in their Context OCTH 779 (3) Advanced Occupational Therapy Interventions
Summer 2020 Part time = 3 credits	OCTH 881 (3) Capstone Research Project I
Fall 2020 Part time = 6 credits	OSC 746 (3) Participation and Quality of Life of Life in Communities and Populations IPE (3) *
Spring 2021 Part time = 6 credits	IPE (3) * IPE (3) */ Elective (3)
Fall 2021 Part time = 6 credits	OCTH 882 (3) Capstone Research Project II
Total: 33 credits	

The program will target licensed occupational therapists with at least a MS/MA degree and evidence of successful initial certification by the National Certification Board of Occupational Therapy (NBCOT) as well as license to practice (or eligibility in the state of Maryland) as an occupational therapist.

The PPOTD program is grounded in the science of occupation and evidence-based occupational therapy advanced practice with a curriculum design that facilitates knowledge translation and integration of learning through online and limited on campus experiences. This program is different from the current ScD in OSC in several ways, including:
1. Focus on advanced occupational therapy practice and clinical expertise
2. Accepting only certified occupational therapists with at least a MS/MA degree
3. Focus on a culminating practice-based capstone research project

The program and course content are based on information gathered from several sources.
- online and paper review of five peer institution programs,
- national professional data,
- an in-depth interview with program directors at an aspirational peer institution -Thomas Jefferson University,
- faculty knowledge,
- primary data collection from current graduate students in TU OT BS/MS and MS programs,

- occupational therapy colleagues and alums from over 200 fieldwork sites that contract to provide TU OT student fieldwork experiences.

Proposed admission criteria are consistent with current practices in entry-level and post-professional occupational therapy education (See Appendix C).

The program will be offered using a hybrid model in which approximately 90% of coursework is completed through distance and/or online learning methods. Consultation with Towson University Office of Academic Innovation and Office of Technology Services is ongoing and OTOS faculty are being trained on the use of Blackboard Collaborate and templates for online course design and delivery. In addition, the current OSC courses that are required for students in the PPOTD are also currently offered in this manner for ScD in OSC students, lending efficiency to the proposed model. Finally, in-person methods are proposed only for specific laboratory or clinical content that requires hands-on learning and demonstration of skill competence. Additional resources required for curriculum development and training are addressed later in the proposal.

The PPOTD is similar to the current ScD in OSC in sharing some content that relates to core knowledge in occupational science. The proposed curriculum will require three core current ScD courses in the Occupational Science program:
- OSC 742 Origins and Evolution of Occupational Science (3 credits)
- OSC 744 Participation and Quality of Life in People in their Context (3 credits)
- OSC 746 Participation and Quality of Life in Communities and Populations (3 credits)

Three additional required courses address IPE, advanced knowledge in leadership/advocacy, program evaluation/ grant funding, and delivery systems. These courses are expected to be supported by other units on campus. Students may also take off-campus courses to fulfill the IPE requirement after approval and transferred in for credit. Letters of support for access to proposed classes in the College of Health Professions, College of Education, and Liberal Arts are enclosed (see Appendix E).

Proposed Curriculum:
- Required coursework reflecting advanced clinical practice designed in collaboration with the program adviser (children and youth, adults and aging, or other area). Two courses include advanced assessment and advanced interventions in context. (6 credits)
- Required two-course evidence based capstone research project. (6 credits)
- Required OSC 742, 744, 746 current courses shared with OS ScD students (9 credits)
- Required three IPE courses in leadership & advocacy, health care systems, program evaluation, and grant writing. (9 credits)
- One elective that complements clinical focus. (3 credits)

Example of current courses at TU that may meet requirements for IPE content:
 Leadership /Advocacy

- **ECED 762 Leadership and Advocacy in Early Education and Care (3)**

  Theory, research and practice in early childhood as a foundation for leadership in the field and advocacy on behalf of young children, families, communities and the profession. An examination of current issues in the field and strategies for articulating positions and for working toward change. Leadership in teaching administration, policy-making and ethical decision-making. Prerequisites: Open only to students in CAS in Early Childhood Education or other graduate students with permission of the program director.

- **ECED 764 Ethics and Social Justice in Education and Related Human Services (3)**

An examination of the nature of ethics, social justice, and related critical social issues, addressing theoretical foundations and emphasis on implications for practice and advocacy among education and other professionals in early childhood education, elementary education, secondary education, special education, and other educational specializations as well as for those in administration and in related human services settings. Open only to students in CAS in Early Childhood Education or to other graduate students with permission of the program director.

- **ILPD 668 Leadership and Group Dynamics (3)**

Leadership practices governing organizational behaviors in schools and other professional settings, emphasizing adult development and professional growth, group participation, effective communication, etc. Prerequisites: Graduate Standing.

- **ILPD 675 Leadership and Action Research (3)**

Applications of principles and processes for identifying a school issue and determining an appropriate solution to the problem at the school level. Field-testing of proposed solution and examination of effectiveness of chosen strategies through data analysis. Prerequisite: Graduate standing.

- **HLTH 637 Skill Development: Leadership in Healthcare Setting (3)**

Examination of effective leadership skills, with in-class experiential activities for skill development. Prerequisites: none

- **HLTH 657 Health Advocacy Across Service Settings (3)**

Study of skills and knowledge to advocate for vulnerable populations, including experience in the investigation of complaints and relevant interview processes. Prerequisites: None

Health care systems/admin (potential current OCTH 527 can substitute)

- **HLTH 617: Health Administration (3)**

Exploration of the health industry, including concepts of management and administration. Prerequisite: none

- **HLTH 619: Organizing Systems Care Chronically Ill & Physically Dependent Populations (3)**

Examination of the long-term care industry, including relevant political and regulatory structures, issues of access, availability and other managerial challenges of working with special needs populations. Prerequisite: none

- **HLTH 603: Emerging Issues in the Health of the Nation**

Study of social, political and health issues as they impact the nation's health, including strategies and programs in response to such concerns. Prerequisites: None

- **HLTH 645: Health Care Policy (3)**

Examination of public and private health care policy making and implementation.

- **IDHP 610: Administration of Health Care Organizations (3)**

Capstone course in the interdisciplinary Clinician to Administrator Transition (CAT) certificate program. Integration and application of knowledge and skills related to program planning, financial management and management of human resources. Prerequisites: Completion of the first five courses in the CAT program.

- **IDHP 651: Planning and Marketing Health in Business and Industry (3)**

Health promotion and delivery in the profit and not-for-profit sectors. Concepts and application of planning and marketing health in various settings. Also listed as HLTH 651.

Program evaluation/Grant funding (potential current OCTH 612 can substitute)

- **IDHP 602: Clinical Program Planning, Implementation & Evaluation (3)**

Planning clinical programs for health care environments and business planning. Course includes practical skill development in the design of a program proposal, including elements of reimbursement and regulatory requirements. Students will apply tracking systems to evaluate program effectiveness.

- **HLTH 649: Program Evaluation (3)**

Study of the purpose, applications, and role of evaluation in health promotion programs. Prerequisite: none

Entry-Level OTD

The ELOTD will continue Towson's reputation for excellence in preparing entry-level registered occupational therapists but at the doctoral level. The ELOTD comprises 96 credits completed full-time following cohort admission. The curriculum is guided by the accreditation standards for entry-level doctoral education and the ACOTE (2011). Admission to this program will coincide with replacing the BSMS and MS in OT entry level programs at TU. The current MS entry-level program, however, may be maintained for a one year period of transition if approval is not attained in a timely manner.

The initial admission of a 40 student cohort is projected for Summer, 2019. This timeline is based on the accepted Letter of Intent by the ACOTE (See Appendix B) that requires submitting a Candidacy Application for review in August, 2018.

Proposed ELOTD Course Sequence
Summer 2019 – 5 credits
OCTH 600 – Foundations of Occupational Therapy (3)
BIOL 427 – Neuromuscular Mechanisms of the Upper Extremity (2)

Fall 2019 – 14 credits
OCTH 521 – Kinesiology of Occupation (3)
OCTH 614 – Principles of Psychosocial Occupational Therapy Practice (5)
OCTH 620 – Psychosocial Fieldwork Level I Fieldwork (3)
OSC 742 – Origins & Evolution of Occupational Science (3)

Spring 2020 – 14 credits
OCTH 678 – Assessment through the Lifespan (3)
OCTH 624 – OT Practice with Children & Youth (5)
OCTH 626 – Children & Youth Level I Fieldwork (3)
OCTH 609 – Advanced research and Data Analysis (3)

Summer 2020 – 3 credits
OCTH 611 – Advanced Theory and Philosophy of OT (3)

Fall 2020 – 15 Credits
OCTH 606 – Adult & Older Adult Neurological OT (3)
OCTH 607 – Adult & Older Adult Musculoskeletal OT (3)
OCTH 619 – Adult Physical Rehab Level I Fieldwork (3)
OCTH 612 – Occupational Therapy Initiatives in the Community (3)
OCTH 782 (or Evidence-based AOTA course) – Graduate Seminar (3)

Spring 2021 – 18 credits
OCTH 635 – Level II Fieldwork I (9)
OCTH 636 – Level II Fieldwork II (9)

Fall 2021 – 12 credits
Elective (3) [option to take in Summer 2020]
OCTH 603 – Issues in Occupational Therapy (3)
OCTH 627 – Administration and Organization of OT Services (3)
OSC 744 – Participation and Quality of Life of People in their Context – (3)

Minimester 2022 – 3 credits
OCTH 881 – Capstone Research Project I (3)

Spring 2022 – 12 credits
OCTH 882 – Capstone Research Project II (3)
OCTH 895 – Doctoral Experiential Practicum (9)

Total credits for the program: 96

Consistent with all academic programs at TU, each program will be folded into the department's internal program assessment (See Appendix A). In addition, the ELOTD will also follow the standards of the ACOTE since it will be subject to external review to obtain full accreditation. The department has already received permission from ACOTE to develop a Candidacy Application that is in process and will be reviewed in August 2018 (See Appendix B).

G. Adequacy of faculty resources

FTE	Highest Degree Earned/Field of Study	Rank	Regular/ Full-time	Course
Existing Faculty				
1.0	PhD, OTR/L, FAOTA Autism across the lifespan; Children and Youth; Social Participation; School-based Mental Health Practices	Associate Professor	Full-time	OCTH 612 OCTH 326/626 OCTH 325/624
1.0	MS, OTR/L Adult Physical Rehabilitation	Clinical Assistant Professor	Full-time	OCTH 217 OCTH 218 OCTH 619/319

FTE	Highest Degree Earned/Field of Study	Rank	Regular/ Full-time	Course
1.0	ScD, OTR/L, FAOTA Autism; Family quality of life in families with children/youth and young adults with disabilities; Early intervention and Pediatric Practice	Clinical Associate Professor	Full-time	OCTH 326/626 OCTH 781 OCTH 880 OSC 744
1.0	ScD, OTR/L, CLT Sexuality; SCI Rehabilitation; Orthopedic Trauma	Assistant Professor	Full-time	OCTH 221/521 OCTH 781 OCTH 428 OCTH 880
1.0	PhD, OTR/L, FAOTA Children and Youth Autism	Professor	Full-time	OCTH 430 OCTH 613 OCTH 781 OCTH 880
1.0	PhD, OTR/L Older adults aging-in-place; Contextual dynamics of occupation; Multiple methods research; Interdisciplinary and policy applications of occupation-centered research	Assistant Professor	Full-time	OCTH 323 OCTH 600 OCTH 781 OCTH 880 OSC 742
1.0	PhD, OTR/L Autism; Children and adults with developmental disabilities; Research design and statistics; Physical activity promotion; Development and psychometric testing of assessment tools; Community-based health promotion and participatory research	Assistant Professor	Full-time	OCTH 610 OCTH 624/325 OCTH 678 OCTH 880
1.0	MS, OTR/L Pediatric sensory processing; Autism through the lifespan; Natural environment interventions; Ocean as a therapeutic environment	Clinical Assistant Professor	Full-time	OCTH 325/624 OCTH 216 OCTH 612
1.0	PhD, OTR/L, FAOTA Adult neurological conditions and stroke rehabilitation; Educational theory and program development; Experiences of caregivers for older adults	Associate Professor	Full-time	OCTH 313/606 OCTH 600 OCTH 880 OSC 997
1.0	PhD, OTR/L, FAOTA Supports and barriers to community participation; Mental health and mental illness	Professor	Full-time	OCTH 314/614 OCTH 880 OSC 746 OSC 997
1.0	MS, OTR/L Fieldwork education; Psychosocial/Mental Health Practice	Clinical Assistant Professor	Full-time	OCTH 320/620 OCTH 314/614
1.0	MS, OTR/L, CHT Physical Rehabilitation; Hand Therapy; Community Practice	Clinical Associate Professor	Full-time	OCTH 317 OCTH 319 OCTH 612 OCTH 607 OCTH 619
1.0	PhD, OT/L Intergenerational transmission of parenting practices; Parental decision-making; Grounded theory; Life course perspective	Assistant Professor	Full time	OCTH 613 OCTH 611 OCTH 781 OCTH 880

FTE	Highest Degree Earned/Field of Study	Rank	Regular/ Full-time	Course
1.0	MS, OTR/L Fieldwork Education Animal Assisted Therapy	Clinical Assistant Professor	Full-time	OCTH 626 OCTH 635 OCTH 636
1.0	PhD, OTR/L Health and well-being; Complementary medicine; Psychosocial practice	Associate Professor	Full-time	OCTH 213 OCTH 20/620 OCTH 601 OCTH 880 OSC 890

Because there will be overlap in the time between the proposed start date for the PPOTD and ELOTD and the proposed phase out of the Combined BS/MS and MS in Occupational Therapy Programs, there will be a re-allocation of current faculty resources.

A survey of potential PPOTD students indicates that a 25-student cohort should be expected to enroll in the first three years, requiring two additional graduate course offerings per semester for those taking the program on a part time basis. Up to a third of respondents to this survey indicated the intent to take the courses on a full time basis, potentially requiring two additional courses per semester.

Research on teaching workload and course structure of peer ELOTD programs indicates that there is a need for more courses in which there is individualized or small group instruction, in comparison to traditional face-to-face BSMS or MS entry level programs. The proposed curriculum design incorporates these individualized and small group learning experiences as important pieces of doctoral education. It is required that faculty workload be commensurate with such intense small group and individualized learning.

Among the accreditation requirements of the ELOTD is the completion of an individualized DEP that is full-time, 16 weeks in length and the equivalent of 9 graduate course credits. This component must take place in a setting that supports a doctoral level outcome such as practice focus, research product, program evaluation, or advocacy intervention. This course requires formal agreements with settings, an on-site mentor, and faculty advisor. Other programs have one doctoral-prepared faculty member assigned to this role. This will need to occur in the proposed program much earlier than when students are expected to enroll in the DEP. Since all regular faculty have full workloads without this role, additional adjunct sections may be required by 2020.

In addition, all faculty teaching full-time in the OTD must be prepared with a doctoral degree. Although 100% of tenure-track and tenured faculty have a research doctoral degree, clinical faculty teaching full-time in the OTD programs must also possess a doctoral degree, although a clinical doctorate is acceptable. The recruitment of clinical doctoral prepared faculty will be more costly as they may more readily meet requirements of a higher rank than those who are MS prepared. In addition, two current relatively new (three years or less) TU OTOS clinical assistant professors will need to be supported to complete the PPOTD as they will be the senior clinical faculty for content in mental health and adult rehabilitation respectively.

It is also proposed that one additional unit release beyond that of Program Director be continued for the proposed ELOTD Program Director as the candidacy application is prepared and submitted to the external accrediting body in 2017-18, is reviewed in Summer and Fall 2018 and we work to admit and initiate classes for the first group.

One additional course release per semester in the next two years is also requested to assist key faculty (4 total) to prepare and deliver courses for the PPOTD online platform: This includes training, technology, and workload adjustment for evening /weekend on campus sessions as indicated during development of curriculum. A one-course unit release for 1-2 faculty for the first two years of the program is requested to assist with preparing core faculty to competently design and deliver the online and in-person content.

Post-Professional OTD:
This program will involve the need for one to two additional course sections per semester. The program director role can be absorbed by the current doctoral program director of the Occupational Science ScD program as the workload of this primarily part-time student program has capacity. This position will now be the Post-professional Doctoral Program Director.

Proposed Annual Additional Adjunct needs for PPOTD:

Fall $3000-6000
SP $3000-6000
SU $3000-6000
TOTAL ANNUAL COST: $9000-18000 in adjunct sections.
The costs would be easily met by graduate student tuition.

Entry-Level OTD:
Faculty resources:

.5 doctoral prepared clinical faculty member for DEP   Reallocation
Additional one-course unit release for Program Director   3,000
Additional one-course unit release x 4 faculty for curriculum development (two years' time)
        12,000

TOTAL ELOTD Faculty Resource Needs: $15,000 in course unit releases. Please see Tables 1 and 2.

H. Adequacy of articulation

N/A

I.   Adequacy of library resources

Increased library usage is expected, particularly accessing medical and health related research and clinical journals and periodicals (See Appendix G).

J.   Adequacy of physical facilities, infrastructure and instructional equipment

<u>**Additional non-personnel needs include**</u> reconfigured teaching and laboratory space to support distance learning for PPOTD classroom activities, observation, and demonstration. In addition, supply needs include access to materials required in advanced practice classes such as splinting materials, simulation equipment, switches, 3D printing and other relevant technology and web-based teaching technology that enables student access to instruction and testing in a secured environment for distance learning.

Because the costs to prepare doctoral-entry students are higher than the current BSMS and MS occupational therapy students, additional funds must be secured to offer the program. Other schools offering the ELOTD have opted for either differential tuition or a major fee. Costs include materials and technology for advanced clinical training and reduced faculty teaching load to accommodate the individualized nature of the capstone research experiences in both the PPOTD and ELOTD.

1. **Storage and dedicated space for laboratory work and simulation: (expanded technology enabling secure active learning and laboratory space TBD)**
2. **Materials (EX: Splinting, Cognition, Sensory and Assessment materials)**
3. **Equipment (EX: simulation, 3D printing, switches)**
4. **Library resources $5000**

Resource needs will be fulfilled by support from the Division of Academic Affairs. Faculty training and preparation for teaching and advising using online platforms has already been provided by the Office for Academic Innovation.

K. Adequacy of financial resources with documentation

No impact is anticipated as the OTD program replaces the master's and combined bachelor's/master's programs in occupational therapy. Reallocated funds from the current departmental state funding for the master's and combined bachelor's/master's degree programs in OT will be used to support the OTD programs. All faculty and staff salary and fringe benefits are reallocated from the master's program for the proposed OTD program. Operating expenses are reallocated from the master's program for the proposed OTD program.

OTD TRANSITION PLAN
Number of OTOS Admissions per AY

	AY 16-17	AY 17-18	AY 18-19w PPOTD	AY 19-20w PPOTD, ELOTD	AY 20-21 ELOTD, PPOTD
BSMS	40	40	20		
MS	40	40	40		
PPOTD			25	25	25
ELOTD				40	40
Total	80	80	85	65	65

OTOS Number of Course Sections per AY

	AY 16-17	AY 17-18	AY 18-19w PPOTD	AY 19-20w PPOTD, ELOTD	AY 20-21 ELOTD, PPOTD	AY 21-22 ELOTD, PPOTD
SUMMER	10	10	10	12	14	8
FALL	61	56	54	51	49	45
MINIMESTER						5
SPRING	49	48	41	43	26	35
TOTAL	110	104	95	94	75	85

Number of Course Sections by Program

Program	FA 19	SP 20	FA 20	SP 21	FA 21	SP 22
Core/TSEM	4	4	4	4	4	4
BSMS	21	11	14	4	6	2
MS	14	14	2			
ELOTD	12	11	25	13	31	29
PPOTD	3	2	3	4	3	4
ScD	1	1	1	1	1	1
Total w/o TSEM	51	43	49	26	45	35

Number of Faculty

	FTEs	Workload
Tenure/Tenure Track	9	7
Clinical	6	8
Total	15	79 course sections/year

L. Adequacy of provisions for evaluation of program

Consistent with current university programs, each course will be included in the online student course evaluation process. In addition to student quantitative and qualitative course evaluation, faculty receive an annual evaluation of their teaching through peer review, mentoring, and a review of their course evaluations by their peers through the annual PTRM process.

Both programs will also participate in the university-wide Compliance Assist internal assessment process, in which overall program objectives and student learning outcomes are projected, monitored, and reviewed annually, and in the USM 7 year program review process.

The ELOTD will adhere to the standards for doctoral education established by the ACOTE, through a formal application for candidacy and initial and subsequent review by the accrediting body.

M. Consistency with the State's minority student achievement goals

For the ELOTD program, the faculty will continue to use a holistic admissions process that supports a diverse student body. In this way, the State's minority student achievement goals are supported. The proposed PPOTD program at TU supports current registered occupational therapists in the state, and the diversity and ethnicity of the student body will be directly reflective of practicing OTs throughout Maryland. Accessibility and affordability of OT education will be maintained as TU offers the only in-state, public education for occupational therapists.

As the first in-state program of its kind, it will be more cost effective and accessible than out of state programs for Maryland occupational therapists. The proposed ELOTD program will also be the first in the state and be more cost effective and accessible for all potential Maryland applicants who will no longer need to pay out state tuition or move out of state.

N. Relationship to low productivity programs identified by the Commission

Not applicable.

O. If proposing a distance education program, please provide evidence of the ![pdf icon] Principles of Good Practice

The PPOTD will be offered primarily through distance learning (approximately 90%) with only certain targeted specialized clinical content requiring an in-class experience. In accordance with the Principles of Good Practice as outlined in COMAR 13B.02.03.22C, the program design and curriculum meet the same level of rigor and follow the same administrative structures and class policies as traditional content that has been provided by the department since the first occupational therapy class over 40 years ago. All faculty teaching in the program have received and continue to receive training through the Towson University Office of Academic Innovation on distance education, specifically the Blackboard Collaborate platform, and a consensus to use this or WebEx was decided. In addition, faculty have been using WebEx for close to 10 years and are skilled in use and problem solving distance learning challenges.

Students enrolled in distance courses are provided Blackboard and distance training tutorials, and are apprised of the range of academic and financial supports available to support them. Students enrolled in distance education courses receive reasonable and adequate access to the range of student services to support their distance education activities, such as clarity of curricular and online community expectations and access to library resources, e-books, and databases.

The ELOTD will include approximately 15% online content, and will follow the principles and practices outlined for the PPOTD.

Program Resources and Expenditures Tables

TABLE 1: RESOURCES					
Fill in items highlighted in blue only					

Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Reallocated Funds[1]	**1,636,169**	**1,685,253**	**1,735,810**	**1,787,884**	**1,841,522**
2. Tuition/Fee Revenue[2]	**894,988**	**1,973,678**	**2,782,869**	**2,866,354**	**3,019,600**
a. Annual Full-time Revenue of New Students (Entry Level Program)					
Number of Full-time Students - In State	32	64	96	96	96
Annual Tuition Rate[2]	$410	$422	$435	$448	461
Number of Full-time Students - Out of State	8	16	24	24	24
Annual Tuition Rate2	$849	$874	$900	$927	955
Subtotal Tuition	$573,888	$1,288,065	$1,850,755	$1,906,277	$1,963,466
Annual Fees2	$225	$229	$233	$237	$241
Subtotal Fees	$148,000	$330,720	$476,322	$490,611	$505,330
Total Full-time Revenue of New Students	$721,888	$1,618,785	$2,327,077	$2,396,888	$2,468,796
b. Annual Part-time Revenue (Post-Professional Program; 100% In-State)					
Number of Part-Time Students	25	50	75	75	75
Credit Hour Tuition Rate	$398	$410	$422	$435	$448
Annual Fees Per Credit Hour	$179	$184	$190	$196	$202
Annual Credit Hours Per Student	12	12	12	12	12
Subtotal Tuition	$119,400	$245,882	$316,661	$326,161	$403,200
Subtotal Fees	$53,700	$109,011	$139,131	$143,305	$147,604
Total Part Time Revenue	$173,100	$354,893	$455,792	$469,466	$550,804
3. Grants, Contracts & Other Sources[3]	$0	$0	$0	$0	$0
4. Other Sources	$0	$0	$0	$0	$0
TOTAL (Add 1 - 4)	$2,531,157	$3,658,931	$4,518,679	$4,654,238	$4,861,122

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[1] Reallocated funds from the current departmental state funding for the master's degree programs in OT will be used to support the OTD programs; no impact is anticipated as the OTD program replaces the master's programs. The national accreditation requirement for the OTD program is consistent with the unit's strategic plan. Without this new program, the University would no longer be able to offer and operate a degree in occupational therapy.

[2] Annual tuition and fees are estimated based on an annual 3% increase each year; fall and spring semesters included. First year FT graduate student fees were calculated at $125/unit plus $100 technology fee; first year PT graduate student fees were calculated at $125/unit plus $9/unit technology fee.

TABLE 2: EXPENDITURES

Fill in blue shaded areas only.

Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses	$1,408,940	$1,451,207	$1,494,744	$1,539,586	$1,585,773
(b + c below)					
a. #FTE	**14.0**	**14.0**	**14.0**	**14.0**	**14.0**
b. Total Salary[1]	**999,248**	**1,029,225**	**1,060,102**	**1,091,905**	**1,124,662**
c. Total Benefits[1]	409,692	421,982	434,642	447,681	461,111
2. Total Administrative Staff Expens	151,155	155,689	160,359	165,170	170,126
(b + c below)					
a. #FTE	**1.5**	**1.5**	**1.5**	**1.5**	**1.5**
b. Total Salary[1]	**107,202**	**110,418**	**113,730**	**117,142**	**120,657**
c. Total Benefits[1]	43,953	45,271	46,629	48,028	49,469
3. Total Support Staff Expenses	16,200	16,686	17,187	17,702	18,234
(b + c below)					
a. #FTE - adjunct[2]					
b. Total Salary	**15,000**	**15,450**	**15,914**	**16,391**	**16,883**
c. Total Benefits	1,200	1,236	1,273	1,311	1,351
4. Equipment					
5. Library					
6. New or Renovated Space					
7. Other Expenses[3] - Re-allocated Operating Funds	**76,074**	**78,356**	**80,707**	**83,128**	**85,622**
TOTAL (1-7)	$1,652,369	$1,701,939	$1,752,997	$1,805,587	$1,859,755

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[1] All faculty and staff salary and fringe benefits are reallocated from the master's program for the proposed OTD program. All salaries increase by 3% per year.

[2] Adjunct funding for 5 sections ($3,000 per section) per year requested. Funding increases by 3% per year.

[3] Operating expenses are reallocated from the master's program for the proposed OTD program. Funds increase by 3% per year.

OTOS Program Assessment Measures

Entry Level OTD	1. Assess clients by selecting and administering tests and assessments, making objective and accurate observations during testing, and interpreting tests and assessments. 2. Formulate plans leading to realistic, attainable goals with clients at all life stages, by using observation and assessment data, problem solving skills, and knowledge of theories and human development. 3. Fulfill an occupational therapist's role as a team member of a service delivery team by using knowledge of health care systems, organizations, and management principles. 4. Analyze, adapt, and apply purposeful activities and other modalities for health promotion and therapeutic programs in order to facilitate the ability of clients to lead their lives with a meaningful balance in the areas of human occupation (daily living skills, work, and play/leisure). 5. Use research findings to support and modify occupational therapy evaluation and intervention processes and occupational therapy programs. 6. Adapt and promote occupational therapy services in accordance with evolving service delivery models, consumer requirements, and societal demands.
Post-Professional OTD/OS ScD	1. Examine and produce knowledge related to the application of occupations to support the participation of people in their daily lives. 2. Analyze, generate, and disseminate knowledge related to the form, purpose, and meaning of occupation as it applies to the daily life of people. 3. Demonstrate leadership to promote occupational therapy services in accordance with complex systems, evolving service delivery models, and societal concerns.

Appendix B

Candidacy Application Approval

Merryman, Beth

From:	Lawson, Sonia
Sent:	Wednesday, May 24, 2017 1:55 PM
To:	Merryman, Beth
Subject:	FW: ACOTE - Timeline details for your program

FYI,
Sonia

From: ACOTE Online Staff [mailto:sgraves@aota.org]
Sent: Wednesday, May 24, 2017 1:54 PM
To: Lawson, Sonia <slawson@towson.edu>
Cc: ACOTE Admin <acoteonline@aota.org>
Subject: ACOTE - Timeline details for your program

Dear Sonia Lawson,

ACOTE has set timelines for the Occupational Therapy Doctoral Program at Towson University, which are detailed below for your review.

Letter of Intent Received:	April 26, 2017
Candidacy Application Due:	August 15, 2018
ACOTE Candidacy Application Decision:	December 2018
Students may be notified of acceptance into the Program:	December 2018
First class starts:	July 2019
Initial report of Self-Study due:	November 2, 2020
ACOTE Initial Review Decision:	April 2021
Initial On Site Evaluation:	August-November 2021
ACOTE Accreditation Decision:	December 2021
First class begins Level II Fieldwork:	January 2021
First class graduates:	May 2022
NBCOT Certification Examination:	2022

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Appendix C

Admission Criteria for OT/OS Programs

ELOTD	PPOTD	ScD in Occupational Science
• OTCAS application • Bachelor's degree • GPA of 3.25 for the last 60 credits • Review of relevant work experience • Letters of recommendation (3) • Observation hours (60) • Personal statement • Prerequisites (10) • TU Graduate Application and $40 fee • On-site interview and writing sample	• Master's degree in OT • GPA of 3.25 in graduate course work—conditional admission with overall GPA of 3.00 • Towson University Graduate Application and $40 fee • Official transcripts • Letters of recommendation (2) • Resume or CV • Personal statement (750 words) • Prerequisites • Proof of NBCOT certification • Licensure to practice OT • Interview @ request of department	• Master's degree • GPA of 3.25 in graduate course work—conditional admission with an overall GPA of 3.00 • Prerequisites • Interview by doctoral admissions committee • TOEFL scores of at least 100, IELTS 7.0 overall with a 7.0 in each section for international students • TU Graduate Application and $40 fee • Letters of recommendation (3) • Purpose statement (750 word min—1,000 word max) • Undergraduate and/or graduate transcripts • Copy of licensure to practice, if applicable

Appendix D

Addendum PPOTD: Sample Focused Course of Study: Adults and Aging

The following outlines a sample course of study for a PPOTD student who wishes to focus studies in the area of adults and aging. This same model will be used for students with foci in other areas as specified in their admission materials and after meeting with the Post-professional Doctoral Program Director.

In the adults and aging focused course of study for the PPOTD, occupational therapists will combine their current clinical skills with a curriculum that includes the acquisition of advanced knowledge and skills in the area of productive aging to become innovative evidence-based and occupation-based leaders in their field. Content will address multiple settings, although a strong focus will be toward providing care in the community, consistent with the growing shift to community-based practice and the aging in place trend. The coursework specific to the gerontology track includes courses addressing advanced assessment, advanced practice, current issues in aging, and a culminating capstone project.

Focused Area of Study Course Titles and Descriptions

OCTH 778   Advanced Occupational Therapy Assessment

Course description: Analysis of current assessment practices in occupational therapy and synthesis of current evidence to advance assessment procedures for the profession within specific practice areas. Prerequisites: consent of department.

OCTH 779   Advanced Occupational Therapy Interventions

Course description: This practice-based course, delivered mainly through distance education with specific face-to-face meetings for hands-on practice, includes the exploration and implementation of current and emerging occupational therapy interventions relative to an approved focused practice area. Students will investigate potential community-based interventions within their focused practice area. Prerequisites: consent of department

OCTH 881   Capstone Research Project I

Course description: Project proposal preparation with feedback and discussion. Possible capstone experiences may include program development and evaluation, leadership project, curriculum development, or a research project. Prerequisites: Admission to Occupational Therapy Clinical Doctorate program, OCTH 609, 610, or other evidence of adequate statistical analysis preparation, and consent of department.

OCTH 882   Capstone Research Project II

Course description: In this culminating experience, students incorporate principles of evidence-based and occupation-based practice to address an area of professional interest that will contribute to the translation of evidence supporting the profession in a focused area. Prerequisites: OCTH 881 and consent of department.

TOWSON
UNIVERSITY

January 24, 2017

Dr. M. Beth Merryman
Chairperson
Department of Occupational Therapy & Occupational Science
Towson University
8000 Towson University
Towson, MD 21252

Dr. Dr Merryman,

Department of Health Science

Towson University
8000 York Road
Towson, MD 21252-0001
t. 410-704-2637
f. 410-704-4670

Please accept this letter of support for the inclusion of the health science courses listed below as possible electives in your proposed Doctor of Occupational Therapy (OTD) program:

HLTH 603 Emerging Issues in the Health of the Nation
HLTH 617 Health Administration
HLTH 618 Introduction to Public Health
HLTH 619 Organzing Systems of Care for Chroncially Ill and Physically
                   Dependent Populations
HLTH 637 Skill Development: Leadership in the Health Care Settting
HLTH 645 Health care Policy
HLTH 649 Program Evaluation
HLTH 657 Health Advocacy Across Service Settings

This is not an exhaustive list, so we are happy to discuss other courses offered within our Department that may be beneficial to your students. If you need additional information, please contact me at lhuttonrogers@towson.edu or 410-704-4219, or our Graduate Program Director, Dr. Niya Werts at nwerts@towson.edu or 410-704-2378. Thanks for the opportunity to support your endeavors.

Sincerely,

Laurencia S. Hutton-Rogers, DrPH, CHES
Chairperson
Cc: Dr. Niya Werts, Graduate Program Director

Appendix F

Spreadsheet of Classes

Entry	Advisor	BSMS 2015	BSMS 2016	BSMS 2017	BSMS 2018	MS 2016	MS 2017	MS 2018	ELOTD 2019	MS 2019	ELOTD 2020	ELOTD 2021
	Advisor	Yeager (40)	Demchick (40)	Egleder (40)	(20)	Heatwole Shank (40)	Jozkowski (40)	(40)	(20)	(20)	(40)	(40)
FA 17		OCTH 325 OCTH 326 Statistics (MATH 231, MATH 237, PSYC 212, ECON 205)	OCTH 221 OCTH 314 OCTH 320 PHYS 202	OCTH 211 OCTH 216 OCTH 217 BIO 221		OCTH 606 OCTH 607 OCTH 619 OCTH 781						
SP 18		OCTH 428 OCTH 430 Elective Elective	OCTH 313 OCTH 317 OCTH 319 OCTH 323 HLTH 207	OCTH 213 OCTH 218 PSYC 361 BIO 222 BIO 427		OCTH 624 OCTH 626 OCTH 612 OCTH 603 OCTH 880						
SU 18		OCTH 603 OCTH 609				OCTH 635/636						
FA 18		OCTH 611 OCTH 612 OCTH 678 OCTH 782	OCTH 325 OCTH 326 Statistics (MATH 231, MATH 237, PSYC 212, ECON 205)	OCTH 221 OCTH 314 OCTH 320 PHYS 202	OCTH 211 OCTH 216 OCTH 217 BIO 221	OCTH 611 OCTH 614 OCTH 620 BIO 427	OCTH 521 OCTH 600 OCTH 601 OCTH 610 OCTH 613					
SP 19		OCTH 635/636	OCTH 428 OCTH 430 Elective Elective	OCTH 313 OCTH 317 OCTH 319 OCTH 323 HLTH 207	OCTH 213 OCTH 218 PSYC 361 BIO 222 BIO 427	OCTH 635/636	OCTH 624 OCTH 626 OCTH 612 OCTH 603 OCTH 880					
SU 19			OCTH 603 OCTH 609		OCTH 635/636		OCTH 635/636					
FA 19			OCTH 611 OCTH 612 OCTH 678 OCTH 782	OCTH 325 OCTH 326 Statistics (MATH 231, MATH 237, PSYC 212, ECON 205)	OCTH 221 OCTH 314 OCTH 320 PHYS 202		OCTH 606 OCTH 607 OCTH 619 OCTH 781	OCTH 521 OCTH 600 OCTH 601 OCTH 619 OCTH 781				
SP 20			OCTH 635/636	OCTH 428 OCTH 430 Elective Elective	OCTH 313 OCTH 317 OCTH 319 OCTH 323 HLTH 207		OCTH 624 OCTH 626 OCTH 612 OCTH 603 OCTH 880	OCTH 611 OCTH 614 OCTH 620 OCTH 603 OCTH 880	OCTH 635 /636			
SU 20			OCTH 603 OCTH 609	OCTH 603 OCTH 609			OCTH 635/636	OCTH 635/636	OCTH 611 IPE/Elective	OCTH 611 OCTH 627 OCTH 678	OCTH 600 BIOL 427	
FA 20				OCTH 611 OCTH 612 OCTH 678 OCTH 782	OCTH 325 OCTH 326 Statistics (MATH 231, MATH 237, PSYC 212, ECON 205)	OCTH 635/636	OCTH 606 OCTH 607 OCTH 619 OCTH 781	OCTH 624 OCTH 626 OCTH 612 OCTH 603 OCTH 880	OCTH 606 OCTH 607 OCTH 612 OCTH 678 OCTH 619	OCTH 606 OCTH 607 OCTH 619 OCTH 781	OCTH 521 OSC 742 OCTH 600 OCTH 601 OCTH 609 OCTH 746	
SP 21				OCTH 635/636	OCTH 428 OCTH 430 Elective Elective		OCTH 624 OCTH 626 OCTH 612 OCTH 603 OCTH 880	OCTH 609 OCTH 782 OCTH 624 OCTH 612 OCTH 626	OCTH 635 /636	OCTH 624 OCTH 626 OCTH 612 OCTH 620 OCTH 603 OCTH 880	OCTH 609 OCTH 614 OCTH 620 OCTH 619 OSC 746	
SU 21				OCTH 603 OCTH 609	OCTH 603 OCTH 609			OCTH 611 IPE/Elective	OCTH 635 636	OCTH 611 IPE/Elective	OCTH 611 IPE/Elective	OCTH 611 IPE/Elective
FA 21					OCTH 611 OCTH 612 OCTH 678 OCTH 782			OCTH 606 OCTH 607 OCTH 619 OCTH 627	Elective OCTH 603 OCTH 627	OCTH 635/ 636	OCTH 606 OCTH 607 OCTH 612 OCTH 678	OCTH 606 OCTH 607 OCTH 612 OCTH 624 OCTH 626
Min 22									OCTH 881		OCTH 881	OCTH 609 OCTH 782 OCTH 624 OCTH 620 OCTH 619
SP 22					OCTH 635/636			OCTH 635/636	OCTH 895 OCTH 882	OCTH 635/636	OCTH 881 OCTH 882 OCTH 895	OCTH 609 OCTH 782 OCTH 624 OCTH 620 OCTH 619
SU 22											OCTH 635/636	OCTH 606 OCTH 607 OCTH 612 OCTH 624 OCTH 626
FA 22											Elective OCTH 603 OCTH 627 OSC 744	OCTH 611 IPE/Elective
Min 23												
SP 23											OCTH 882 OCTH 895	OCTH 635/636
SU 23												OCTH 635/636
FA 23												Elective OCTH 603
Mini 24												OCTH 881
SP 24												OCTH 895 OCTH 882

Adequacy of Library Resources

Albert S. Cook Library supports the College of Health Professions programs through collections, instruction and faculty research support.

The current collection is sufficient <u>begin</u> the new program but will need to add more resources as the program is fully realized. New ebooks will be needed to support the online nature of the program.

The Library's collections contain - about 650,200 volumes (including nearly 263,521 e-books) and 17,413 audio visual materials. Cook Library subscribes to more than 46,481 serials, print and electronic, approximately 1,200 of which relate to **Occupational Therapy & Occupational Science**, gerontology, health science and allied health. The Library's 200 online databases, including 6 specifically for health/medical research, provide a broad range of support for health professions research. Among the databases, students and faculty have access to 4 social science, 2 science and one sports/kinesiology database in support of the multidisciplinary nature of occupational therapy and occupational science.

The Occupational Therapy & Occupational Science program is supported by 122 e-books and government documents and more than 700 print books. Further support is provided by the rapidly growing collections in autism spectrum disorders, gerontology and disability studies. The OTOS journal support includes 8 print journals and 7 e-journals having specific OTOS subject matter. The Library has access to an additional 55 OTOS e-journals through other e-collections.

Library faculty develop and maintain online Subject and Course Research Guides (portals) to assist student research. The OTOS Subject Guide provides a general list of research tools and resources for Occupational Therapy & Occupational Science courses. Course Guides provide customized lists of research tools and resources for specific courses and are developed as needed.

The Occupational Therapy & Occupational Science BS, MS and Doctoral students are supported by 1 library faculty. She provides face-to-face instruction, individual and small group research consultations, and online query assistance to students. She also develops and maintains the OT Research Guides.

Library faculty support Occupational Therapy & Occupational Science faculty by developing and maintain collections, providing materials for courses, research assistance for faculty scholarship and support for program development.

Sarah E. Crest MLS

Health Professions Librarian

Albert S. Cook Library, Towson University

December 11, 2015

Addendum PPOTD: Sample focused area of study with additional specification on advanced upper extremity content

Children and Youth

- Evaluation and management of Erb's Palsy

- Evaluation and management of the spastic upper extremity in children

Adulthood

- Advanced fracture management

- Advanced evaluation and treatment of nerve dysfunction

Older Adulthood

- Advanced treatment of the arthritic hand

- Advanced neuromuscular techniques

In addition to the aforementioned topics, it is believed that graduate electives could be created on physical agent modalities, lymphedema management and advanced splinting of the upper extremity.

Addendum: Towson University's Post Professional Occupational Therapy Doctorate (PPOTD)

Principles of Good Practice for Distance Education

Curriculum and Instruction

- **A distance education program shall be established and overseen by qualified faculty.**
  This program has been developed by full-time faculty of the Department of Occupational Therapy and Occupational Science. It will also be established and overseen by our qualified doctorally prepared faculty. Per ACOTE accreditation requirements, all faculty teaching full-time in the OTD must be prepared with a doctoral degree. In addition, all faculty are nationally certified and state licensed in occupational therapy. *Please see the Faculty Table beginning on page 8 (Section G) of the application to review the qualifications of our faculty.*

- **A program's curriculum shall be coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.**
  In accordance with the Principles of Good Practice as outlined in COMAR 13B.02.03.22C, the program design and curriculum meet the same level of rigor and follow the same administrative structures and class policies as traditional content that has been provided by the department since the first occupational therapy class over 40 years ago. All faculty teaching in the program have received and continue to receive training through the Towson University Office of Academic Innovation (TUOAI) on distance education, specifically the Blackboard Collaborate platform; this delivery system and the WebEx platform were approved by full faculty consensus. Our faculty have been using WebEx for approximately 10 years and are skilled in use and problem solving distance learning challenges.

- **A program shall result in learning outcomes appropriate to the rigor and breadth of the program.**
  The PPOTD will result in the same high level learning outcomes as the ELOTD program. The PPOTD is an advanced clinical doctoral degree in which the graduate will develop knowledge translation skills and leadership, and will complete a capstone research project relative to advanced clinical skills rather than a traditional research dissertation. The PPOTD also provides in-depth educational experiences in the systems, funding, and mechanisms of influence in healthcare to address a diversity of complexities such as health care disparity, wellness, and chronic illness management across the lifespan from an occupational therapy perspective. While clinical related coursework may include hospital care, the focus will be on the complexities of providing care in the community, consistent with emerging health and social policy (Towson University, 2015).

  The PPOTD program will consist of 33 credits, with advanced clinical coursework focused on children and youth, adults and aging, or other relevant areas such as autism or mental health. A review of peer institutions revealed that most PPOTD curricula are between 31-36 credits. The proposed PPOTD program requires all to have the minimum of a MS degree from an accredited institution of at least 30 credits, which, added to the 33 credits, will easily meet the required USM minimum standard of 60 credits for a doctoral degree. Towson University alums from the MS in Occupational Therapy program, for example, have earned 80 graduate credits from that program, so that the additional 33 credits for the PPOTD results in 113 post-baccalaureate credits.

  The PPOTD program is grounded in the science of occupation and evidence-based occupational therapy advanced practice with a curriculum design that facilitates knowledge translation and

integration of learning through online and limited on campus experiences. This program is different from the current ScD in OSC in several ways, including:
1. Focus on advanced occupational therapy practice and clinical expertise
2. Accepting only certified occupational therapists with at least a MS/MA degree
3. Focus on a culminating practice-based capstone research project

Clinical course work will include an advanced assessment course and an advanced intervention course. A two-course individualized evidence-based capstone research project will provide an opportunity for direct knowledge translation. In addition, the program requires nine OSC credits (three courses), shared with current ScD in OSC students, and nine credits (three Inter-Professional Education [IPE] courses) in which students will study advanced understanding of systems and skills to propose and influence health/mental health/social/education policy relative to an advanced area of clinical practice. The final course will be an elective that will complement the area of clinical focus. *Please see the full curriculum beginning on page 3 (Section F) of this proposal.*

- **A program shall provide for appropriate real-time or delayed interaction between faculty and students.**
  Interactions with faculty occur synchronously as well as asynchronously through coursework and advisement in a timely manner to meet the students' needs as well as the learning outcomes each semester.

  All students are assigned a faculty advisor, with whom they plan and monitor progress and their academic plan of study. Department standards require that students have contact with their academic advisor at least twice yearly, typically to request course access. Since all OCTH and OSC courses require department approval, advisors reach out if not contacted by students.

  Courses are planned for synchronous and asynchronous online learning. Students will be apprised of expectations through the course syllabus so that proper preparation and participation can occur.

- **Faculty members in appropriate disciplines in collaboration with other institutional personnel shall participate in the design of courses offered through a distance education program.**
  Faculty teaching in online courses in this program collaborate actively with the instructional design staff of the University's Office of Academic Innovation. In addition, these expert staff provide routine review and support of all online courses to insure the Principles of Good Practice for Distance Education are met.

Role and Mission

- **A distance education program shall be consistent with the institution's mission.**
  The two proposed Occupational Therapy doctorates (PPOTD and ELOTD) are congruent with both the university and department mission statements. For example, the university mission statement identifies an objective to **"**foster intellectual inquiry and critical thinking preparing graduates who will serve as effective, ethical leaders and engaged citizens." Among the mechanisms to attain that objective are stated "leadership development and applied research opportunities at the graduate level" (Towson University. 2016. *Mission and strategic plan.* Retrieved from https://www.towson.edu/about/mission/index.html). Both programs emphasize leadership development in course content and preparation. Both involve an understanding of applied research, a final capstone research project in a practice area of focus. Students in the PPOTD are expected to conduct their capstone research within their current practice area while ELOTD students are expected

to conduct their capstone research within an identified area of interest for their future practice. The ELOTD requires a "Doctoral Experiential Component" that provides an opportunity to further knowledge and skills acquisition in a focused area of an entry level curriculum. The TU OTOS course is the "Doctoral Experiential Practicum" (DEP).

The Department of OTOS mission statement emphasizes the development of "occupational therapists and occupational scientists who are leaders, scholars, and advocates through innovative teaching, immersive learning experiences, and dynamic community partnerships." Although current programs in the department strongly adhere to the mission, the two proposed new programs will enhance the department's ability to fulfill the mission in response to 21st century health care demands. The PPOTD will fill critical gaps in the state workforce, by preparing current occupational therapists for advanced clinical practice at the doctoral level. The ELOTD will prepare entry-level occupational therapy practitioners for competencies required for the emerging practice environment at a level consistent with peer programs across the United States.

- **Review and approval processes shall ensure the appropriateness of the technology being used to meet a program's objectives.**
  The PPOTD participates in the university approval and assessment process. Each course has been approved through the department, college and university curriculum committee process. In addition, each online course will complete the University Online Course Verification process prior to initial offering. Annual course and peer evaluations require review of the appropriateness of the technology and instructional strategies in meeting student learning objectives.

Faculty Support

- **An institution shall provide for training for faculty who teach with the use of technology in a distance education format, including training in the learning management system and the pedagogy of distance education.**
  All faculty teaching in the program have received and continue to receive training through the Towson University Office of Academic Innovation on distance education, specifically the Blackboard Collaborate platform. In addition, faculty have been using WebEx for approximately 10 years and are skilled in use and problem solving distance learning challenges.

  Consultation, collaboration and support with Towson University Office of Academic Innovation (OAI) and Office of Technology Services are ongoing and OTOS faculty are being trained on the use of Blackboard Collaborate and templates for online course design and delivery. In addition, Towson University is an institutional member of Online Learning Consortium, which offers faculty free professional development workshops and publications that include a wide variety of topics such as social media, mobile and online learning (see https://www.towson.edu/provost/initiatives/leadership/teaching/academicinnovation/design/index.html).

- **Principles of best practice for teaching in a distance education format shall be developed and maintained by the faculty.**
  All faculty teaching in the proposed PPOTD distance format must successfully complete key Towson University Office of Academic Innovation orientations and trainings prior to teaching in an online format. As technology changes or best practices in distance education are refined, faculty will participate in updates as provided by the University.

- **An institution shall provide faculty support services specifically related to teaching through a distance education format.**
  Towson University has two support units directly available for distance education teaching needs. Pertinent to faculty support, the Office of Academic Innovation provides direct faculty support for distance and online education. Instructional design staff and online education experts provide support. Faculty have online access to resources and support;
  see https://www.towson.edu/provost/initiatives/leadership/teaching/academicinnovation/online/index.html In addition, the Office of Technology Support assists faculty, students and staff with any technology support needs that may arise from distance education;
  see https://www.towson.edu/technology/

- **An Institution Shall Ensure That Appropriate Learning Resources are Available to Students Including Appropriate and Adequate Library Services and Resources**
  Students enrolled in distance courses are provided Blackboard and distance training tutorials, and are apprised of the range of academic and financial supports available to support them. Students enrolled in distance education courses receive reasonable and adequate access to the range of student services to support their distance education activities, such as clarity of curricular and online community expectations and access to library resources, e-books, and databases.

  Albert S. Cook Library supports the College of Health Professions programs through collections, instruction and faculty research support. The current collection is sufficient begin the new program but will need to add more resources as the program is fully realized. New ebooks will be needed to support the online nature of the program. *Please see page 23 of the proposal and the documentation of library resources available to all students.*

  In addition, all students in the Occupational Therapy & Occupational Science programs are supported by 1 full-time reference librarian. She provides face-to-face instruction, individual and small group research consultations, and online query assistance to students. She also develops and maintains the OT Research Guides.

Students and Student Services

- **A distance education program shall provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.**
  Students enrolled in distance courses are provided Blackboard and distance training tutorials, and are apprised of the range of academic and financial supports available to support them. Students enrolled in distance education courses receive reasonable and adequate access to the range of student services to support their distance education activities, such as clarity of curricular and online community expectations and access to individual academic advisement, library resources, e-books, and databases.

  Students are directed to information about curricula, course and degree requirements through the Department's website, syllabi and advising sessions. In addition, the Department distributes a student handbook to all students; this handbook contains information on curricula, advising, technical skills, policies, resources, etc.

- **Enrolled students shall have reasonable and adequate access to the range of student services to support their distance education activities.**

Students enrolled in distance courses are provided Blackboard and distance training tutorials, and are apprised of the range of academic and financial supports available to support them. Students enrolled in distance education courses receive reasonable and adequate access to the range of student services to support their distance education activities, such as clarity of curricular and online community expectations and access to library resources, e-books, and databases. All students have access to technology support through the University's Office of Technology Support
(see https://www.towson.edu/technology/).

As noted above, a wide range of services are available to enrolled students. In addition, students have online access to reference librarians for individual literature searches and to the TU Writing Center for online assistance with advanced writing needs.

- **Accepted students shall have the background, knowledge, and technical skills needed to undertake a distance education program.**
  Students admitted to the PPOTD online program will be master's prepared occupational therapists and most likely be working with computers and internet technology on a daily basis. In addition, practicing OTs are independent workers who maintain their own schedules. These attributes lend themselves well to the background, knowledge and skill required to be successful with online education. The admission process for this program will include information about online education and directly question applicants about their experience with distance education and plans for success with the program format. In addition, a mandatory online orientation must be completed prior to initiating the first course.

- **Advertising, recruiting, and admissions materials shall clearly and accurately represent the program and the services available.**
  All materials developed and distributed for recruitment purposes will clearly and accurately identify that 90% of the program will be delivered through distance education. In addition, all information sessions will advise prospective students about this format. Recruitment webinars may be used to demonstrate the online environment prior to admission.

Commitment to Support

- **Policies for faculty evaluation shall include appropriate consideration of teaching and scholarly activities related to distance education programs.**
  Consistent with current university programs, each course will be included in the online student course evaluation process. In addition to student quantitative and qualitative course evaluation, faculty receive an annual evaluation of their teaching through peer review, mentoring, and a review of their course evaluations by their peers through the annual review process. Evaluation of online courses through the peer review process includes a focus on the effectiveness of delivery and use of technology. Faculty interested in distance education pedagogy and student learning may also pursue scholarship in this area as a component of their assigned workload.

- **An institution shall demonstrate a commitment to ongoing support, both financial and technical, and to continuation of a program for a period sufficient to enable students to complete a degree or certificate.**
  Towson University has been preparing and educating occupational therapists for over 40 years. The OT programs are nationally ranked and considered one of the premier areas of education at the University. Resources to sustain and grow this program are dedicated through state funding. The University is committed to the ongoing success of its occupational therapy programs. Entry-level programs have consistently been accredited at both the Bachelor's and Master's levels throughout the

history of the program. Post-professional education has been successfully offered at the MS and ScD levels. Therefore, the university has historically supported entry-level and post-professional education of occupational therapists and has the infrastructure and organizational culture to continue to do so.

Evaluation and Assessment

- **An institution shall evaluate a distance education program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.**
  Consistent with all academic programs at TU, each program will be folded into the department's internal program assessment. Both programs will also participate in the university-wide Compliance Assist program assessment process, in which overall program objectives and student learning outcomes are projected, monitored, and reviewed annually. In addition to annual review, the Department of Occupational Therapy and Occupational Science participates in the USM 7 year program review process in which student learning outcomes, satisfaction and retention as well as faculty satisfaction and program cost effectiveness are reviewed and monitored.

- **An institution shall demonstrate an evidence-based approach to best online teaching practices.**
  The department is collaborating with the Towson University Office of Academic Innovation to formally prepare faculty for the online teaching required of this program. This support office provides faculty with resources and best practices in distance education
  (see https://www.towson.edu/provost/initiatives/leadership/teaching/academicinnovation/online/bestpractices.html). In addition, faculty have visited and collaborated both virtually and in person with peer colleagues to address mutual areas of concern, such as the learning environment, teaching load and student assessment methods. With internal University support and external peer expert support, evidence based approaches will be used to support all distance education practices and needs.

- **An institution shall provide for assessment and documentation of student achievement of learning outcomes in a distance education program.**
  The University's annual review process requires ongoing assessment and documentation of student achievement in all programs across the University. The PPOTD evaluation plan will evaluate the following student learning outcomes:

Post-Professional OTD/OS ScD	1. Examine and produce knowledge related to the application of occupations to support the participation of people in their daily lives.
	2. Analyze, generate, and disseminate knowledge related to the form, purpose, and meaning of occupation as it applies to the daily life of people.
	3. Demonstrate leadership to promote occupational therapy services in accordance with complex systems, evolving service delivery models, and societal concerns.