MHEC
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Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	

*Each **action** below requires a separate proposal and cover sheet.*

- ⊙ New Academic Program
- ○ New Area of Concentration
- ○ New Degree Level Approval
- ○ New Stand-Alone Certificate
- ○ Off Campus Program

- ○ Substantial Change to a Degree Program
- ○ Substantial Change to an Area of Concentration
- ○ Substantial Change to a Certificate Program
- ○ Cooperative Degree Program
- ○ Offer Program at Regional Higher Education Center

Payment Submitted:	⊙ Yes ○ No	Payment Type:	○ R*STARS ⊙ Check	Date Submitted:	8/10/2018

Department Proposing Program	Occupational Therapy
Degree Level and Degree Type	Doctorate
Title of Proposed Program	Occupational Therapy, Post-Professional
Total Number of Credits	66
Suggested Codes	HEGIS: 1208 CIP: 512306
Program Modality	○ On-campus ⊙ Distance Education (*fully online*) ○ Both
Program Resources	⊙ Using Existing Resources ○ Requiring New Resources
Projected Implementation Date	⊙ Fall ○ Spring ○ Summer Year: 2020
Provide Link to Most Recent Academic Catalog	URL: https://www.ndm.edu/academics/course-catalog

Preferred Contact for this Proposal	Name:	Suzan Harkness
	Title:	Associate VP for Academic Affairs & Assessment
	Phone:	(410) 532-5616
	Email:	sharkness@ndm.edu

President/Chief Executive	Type Name: Marylou Yam
	Signature: _[signature]_ Date: 08/10/2018
	Date of Approval/Endorsement by Governing Board:

Revised 6/13/18

August 10, 2018

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

Dear Secretary Fielder:

Enclosed please find our proposal to develop a post-professional occupational therapy doctorate program (OTD) at Notre Dame of Maryland University (NDMU). We previously submitted a proposal for the 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) 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 if 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:	Post-Professional Occupational Therapy
Degree:	Occupational Therapy Doctorate
Contact Person:	Suzan Harkness, Associate Vice President for Academic Affairs
	410-532-5316, sharkness@ndm.edu

This proposed program increases opportunities for both women and men to enter a well-paying sector of the economy. The curriculum is rigorous and relevant in course design and delivery. The program will be offered in face-to-face, hybrid, and online modalities.

A check is enclosed in the amount of $850.00 for the proposal fee, and an electronic copy of the full proposal has been submitted to the academic programs mailbox. If you have any questions about this proposed expansion, please do not hesitate to call. Thank you in advance for considering this proposal.

Sincerely,

S. Sharon Slear, Ph.D.
Interim Provost and Vice President for Academic Affairs

cc: Jennifer Frank MICUA

Executive Summary

Pursuant to COMAR 13.B.02.03.03 Section D., Notre Dame of Maryland University (NDMU) is proposing to establish a Post-Professional Occupational Therapy Doctorate (OTD) Program (proposed HEGIS: 120803; proposed CIP 51.2306). The demand for occupational therapists has not been met for the state of Maryland and has not been met nationally as well, thereby indicating a critical need for additional occupational therapy and post-professional OTD programs in the state. 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 and post-professional training. 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). For these reasons, the establishment of a post-professional OTD program to accompany our proposal for an Occupational Therapy Doctorate is warranted.

NDMU has experience with clinical doctoral education through its doctor of pharmacy program and has experience in health professions education through nursing undergraduate and graduate programs. The post-professional ODT 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 of the post-professional OTD program curriculum, the student learning outcomes, sufficient and numerous practicum site locations, the evaluation plans to ensure quality, and the resources needed to launch an accredited post-professional OTD program. The budget indicates the strong likelihood of success in meeting the students' learning goals and the effectiveness of this program.

A. Centrality to Mission and Institutional Planning Priorities:
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 (SSND), the University 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 post-professional 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 advances the occupational therapy profession through its focus on advanced professional development. 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.).

The university mission identifies "intellectual and professional excellence." It aims "to be recognized as a preeminent Catholic University for integrating innovative programs in the arts and sciences with professional programs" to inspire students to lead and serve globally, and to promote the advancement of women" ((http://www.ndm.edu/about-us/institutional-effectiveness/strategic-plan). In addition to being consistent with the mission, vision, and goals, it is apparent that the proposed post-professional OTD program would meet the University's strategic plan goals of "Advancing Transformative Education," "Enhance Student Engagement," and "Expand Partnerships."

The post-professional OTD program supports 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, and in the case of the post-professional OTD, builds upon a focused graduate program in occupational therapy. 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 post-professional OTD creates 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 post-professional OTD is available to all occupational therapists licensed to practice in the US or who have graduated from a World Federation of Occupational Therapy recognized international occupational therapy program and who have English competency.

B. Critical and Compelling Regional or Statewide as Identified in State Plan:

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 post-professional OTD program allows students access to an innovative curricular pathway to advance beyond their existing professional preparedness and support critical workforce need across Maryland. Because most of the current occupational therapists have graduated at the baccalaureate or the master's degree levels, there is an additional need to help these professional therapists obtain the clinical doctoral degree at the post-professional level. The proposed program will provide a high quality affordable pathway that fosters innovation and includes support services to ensure student success. The curriculum and support services are designed to facilitate on-time completion, include career planning and advising, and provide innovative pedagogical options that serve the needs of both traditional and non-traditional students. This post-professional program will also provide unique opportunities with health agencies in the

Baltimore regions to support partnership building and student experiential learning.

There is only one post-professional OTD level 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 distinct need for another program in the state of Maryland. Towson University plans to graduate only 40 students per year which does not meet demand. 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 (2016-2016) (https://www.bls.gov/oes/2016/may/oes_md.htm#29-0000). Coupled with a significant unmet workforce need where occupational therapy has been identified, the State of Maryland offers student grant assistance programs to support students pursuing educational preparedness in Occupational Therapy programs.

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:

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. Towson University, as of Summer 2019, is planning to transition to the professional doctoral 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, (published information from the Towson website and data validated from IPEDS) cannot meet the need given that 354 prospective students applied to their professional master's degree program in 2017. The nearest other 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 lists 519 jobs for occupational therapists as of February 20, 2018 for the state of Maryland, while Glassdoor.com 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) 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

The critical need is well documented and unmet. There are approximately 3,000 occupational therapists in the state of Maryland who have the Bachelors' or Masters' degrees. These professionals would be ideal candidates to enroll in the post-professional OTD online program at NDMU. On a national scale, more than 105,000 occupational therapists have the Bachelors' or Masters' degrees and would also have access to the NDMU online program.

D. Reasonableness of Program Duplication:

Program duplication is reasonable given the currently unmet need in Maryland. Currently as mentioned above, 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) 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. With such unmet need, there are numerous Maryland residents who are therefore unable to find timely care which necessitates a call to increase the number of qualified professionals in the state and in the city of Baltimore. Notre Dame of Maryland University seeks to help fill this need by helping current Occupational Therapists complete their professional training at the doctoral level per new mandates put forth by ACOTE. Having two institutions in the state of Maryland that offer educational opportunities at the post-professional level will help ensure practicing OT professionals will meet the ACOTE mandate by 2027.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs):

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

F. Relevance to the Identity of Historically Black Institutions (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 Related Learning Outcomes:

The program is intended for students with an earned bachelor's or master's degree in occupational therapy who intend to pursue the doctorate in occupational therapy. The curriculum follows professional accreditation standards and provides students the breadth and depth of knowledge, experiential opportunities, clinical opportunities, and engagement with tools and applications.

Admission Criteria for the Post Professional OCT Program

- Completion of a professional Bachelor's or Master's occupational therapy program from a ACOTE or WFOT accredited program or who can provide a National Government Recognition documentation of their program in occupational therapy
- 3.0 GPA, with no grade below a C
- Two professional references
- Curriculum vitae
- Official Transcripts (graduate and undergraduate level)
- Students for whom English is not their first language must take the iBT (the Internet-based version of the TOEFL [Test of English as a Foreign Language]). Students who are most competitive for admission will have a composite score of at least 110 and minimum scores of 22 in each section.
- If a U.S. applicant, documentation of initial NBCOT certification and state licensure are required
- Personal statement that describes the candidate's extracurricular activities, community engagement, and volunteer/service work.

Post-professional OTD Program Goals

Program Goal 1: Apply knowledge of theory development to address gaps in occupational therapy theory.

Student Outcome:
- Analyze current occupational therapy practice theory and the science of occupational therapy.
- Study theory guiding population and community health.
- Address gaps in occupational therapy and occupation science theory to guide practice in population and community health.

Program Goal 2: Use evidence-based practice and implementation and quality improvement science to foster sustainable change in systems serving stakeholders of occupational therapy.

Student Outcome:
- Apply the knowledge, skills, and abilities necessary to engage in advanced practice.
- Demonstrate the ability to seek, appraise, and use research, non-research and valid outcome measures documenting effectiveness of occupational therapy programs and interventions.

Program Goal 3: Employ innovative, entrepreneurial, and leadership strategies to change practice to achieve desired client and population health outcomes.

Student Outcome:
- Use expertise to anticipate trends, predict needs, create effective clinical products and services, and measure and promote the profession of occupational therapy.
- Influence policy development and advocacy for practice and education through research, analysis, consultation and synthesis of information to produce recommendations.

Program Goal 4: Exercise systems-thinking to address issues of complexity in designing occupational therapy programs targeting population and community health.

Student Outcome:
- Understand basic principles of complexity involving emergence, nonlinearity, limited predictability, evolutionary dynamics, self-organization, and uncertainty to occupational therapy in population and community health.
- Use systems theory to guide program design in occupational therapy.

Curriculum for Post-Professional OTD Program

Students Holding A Masters' Degree: For students entering with a master's degree in occupational therapy, the total program of foundation, core, and advanced scholarship courses in occupational therapy must achieve a minimum of 33 credits with at least 15 of those credits from the core courses and all of the Capstone courses. For students with a master's degree in occupational therapy who need 33 credits, the curriculum can be completed in approximately six consecutive semesters (1.5 years when taking two courses per semester).

Students Holding A Bachelors' Degree: For students entering with a bachelor's degree in occupational therapy, a minimum of 66 credits are required from foundation, core, and advanced scholarship courses. The advanced scholarship or Capstone courses are required. Students with a baccalaureate degree in occupational therapy and no graduate coursework, the curriculum of 66 credits can be completed in 2.5 to 3 years based on taking two courses per semester consecutively.

Some courses may lend themselves to an accelerated format of eight weeks, while others may need to be offered over a full-semester, such as the Advanced Scholarship Courses.

Foundation Courses

Foundation Courses or their competencies may be pre-requisites for the core courses. Students may ask to waive some of these foundation courses based on evidence that the required content and competencies have been met through previous graduate studies.

- Students with MA, MS, MSOT, and MOT degrees in occupational therapy may ask to waive almost all foundation courses and should contact the Program Director for approval.

- No more than 33 credits of a master's degree program in occupational therapy or other graduate courses may be transferred into the OTD program. The program director may require foundation courses to better prepare students for the capstone project regardless of previous graduate studies.

Evidence-based Occupational Therapy Practice I	(3 cr)
Evidence-based Occupational Therapy Practice II	(3 cr)
Contemporary Theories in Occupational Therapy and Occupational Science	(3 cr)
Qualitative Methods & Analysis in Occupational Therapy	(3 cr)
Quantitative Methods & Analysis in Occupational Therapy	(3 cr)
Population and Community Health and Wellness	(3 cr)
Electives to support Capstone Project	(3-6 cr)
Scholarly Project I	(3 cr)
Scholarly Project II	(3 cr)

Core Courses

- Core courses are selected in consultation with Program Director depending upon the number of foundation courses taken or waived.
- A minimum of 15 credit hours are taken from the core. Students entering with a baccalaureate degree in occupational therapy and no previous graduate studies will take all of the core.

Advanced Critical, Ethical, & Systems Thinking in Occupational Therapy	(3 cr)
Advanced Practice in Occupational Therapy	(3 cr)
Practicum in Advanced Practice	(3-6 cr)
Implementation Science & Translational Research in Occupational Therapy	(3 cr)
Quality Improvement Science & Practice Outcome Measurement in Occupational Therapy	(3 cr)
Leadership, Innovation, & Economics of Occupational Therapy Practice	(3 cr)
Disability Participation Policy Development & Advocacy	(3-6 cr)
Advanced Educational Methods in Occupational Therapy Practice & Academia	(3 cr)

Advanced Scholarship Courses

- The Doctoral capstone courses are required for all students

Funding & Program Evaluation for Capstone	(3 cr)
Doctoral Capstone Project & Experience	(6 cr)
Doctoral Capstone Project Dissemination	(3 cr)

Course Descriptions for the Post Professional OTD Program

FOUNDATION COURSES

XXX Evidence-based Occupational Therapy Practice I (3 cr)	Evidence based practice (EBP) involves the explicit incorporation of evidence from research and non-research; clinician knowledge, experience, and judgment; and patient preferences and satisfaction. In this course, students develop basic skills to effectively ask clinically focused questions appropriate to the student's practice area. They will learn how to access, appraise, and synthesize research and non-research evidence with clinician experience and patient preference in decision making for the student's clinical practice area.
XXX Evidence-based Occupational Therapy Practice II (3 cr)	This course involves review of EBP models from multiple disciplines with a focus on the way in which the student may incorporate these models in their own practice area particularly with a focus on interprofessional evidence-based decision making. Team-based EBP is highlighted with a goal of creating high functioning evidence teams within systems that value evidence from multiple disciplines and sources. (EBP I or its equivalent is a pre-requisite)
XXX Contemporary Theories in Occupational Therapy and Occupational Science (3 cr)	This course critically examines theories and models guiding clinical practice as well as how these models may or may not be related. The course fosters examination of basic research in occupational science as a possibility for enhancing/improving practice theories. The course focuses on how change occurs as a result of intervention. The way in which theories and models describe or explain a phenomenon and the types of scientific evidence required to support or refute the propositions reflected in clinical models and theories are examined.
XXX Qualitative Methods & Analysis in Occupational Therapy (3 cr)	The basic ideas underlying qualitative research in occupational therapy are the focus of the course where the student learns several common qualitative methods, such as ethnography, grounded theory, and case study. The processes for data collection, description, analysis and interpretation of qualitative research guided by specific methods are examined, including trials of qualitative research software.
XXX Quantitative Methods & Analysis in Occupational Therapy (3 cr)	This course covers the fundamental principles of science, its history and philosophy, research designs, measurement, sampling and ethics. Quantitative research in occupational therapy is examined. The course has a strong focus on research integrity. Basic statistical reasoning is presented along with understanding clinical significance. Software common in statistical analysis is used to conduct simulated analyses.
XXX Population and Community Health and Wellness (3 cr)	This course provides an introduction to population and community health and wellness as it relates to occupational therapy. The student will be introduced to frameworks and theories from public health and other relevant disciplines, and to the social determinants of health. The student will apply principles of theory development and the population health foundational knowledge to modify or create occupational therapy theory for population and community practice. (Pre-requisite: Contemporary Theories in Occupational Therapy and Occupation Science)

XXX Scholarly Project I (3 cr)	Students will either conduct an in-depth search for evidence, analysis, and synthesis for a clinical question related to their practice, or will use the work from Evidence-based Practice I to write a systematic evidence review for potential publication. (Pre-requisite: Evidence-based Practice I or its equivalent) (May substitute for 1 credit of Doctoral Capstone)
XXX Scholarly Project II (3 cr)	Some students will take their work from Scholarly Project I to write a systematic evidence review for potential publication. Students who completed the systematic review in Scholarly Project I will develop dissemination materials and implement presentations for discussion to selected audiences. (Pre-requisite: Scholarly Project I) (May substitute for 1 credit of Doctoral Capstone)

CORE COURSES

XXX Complexity & Systems Thinking in Advanced Occupational Therapy Practice (3 cr)	This course builds awareness of complex systems in order to increase the occupational therapist's range of purposeful, ethical actions in population health and community practice. Systemic thinking is necessary for effective practice in complex healthcare, social, and education systems. Complexity increases the: ubiquity; pressure to be more holistic; growing importance of the environment; vulnerabilities in systems; integration of previously discrete 'systems'; need for coping with ambiguity and non-linearity; and unintended consequences.
XXX Advanced Practice in Occupational Therapy (3 cr)	This course facilitates exploration and analysis of the changing needs of professional and clinical practice in occupational therapy with an emphasis on the latest evidence in selected areas depending on the interests of students. The focus is on professional development of the occupational therapist as an expert leading, managing and developing advanced practice roles and models of care delivery.
XXX Practicum in Advanced Practice (3 – 6 cr)	The student identifies an advanced practice area in which to study, identifies a practicum supervisor, and co-develops with the supervisor a learning plan to guide learning in and development of an advanced practice area. The site must complete a contract to provide the supervision for the occupational therapist. The practicum can range in length from 16 hours in one semester for 3 credits, and 32 hours for 6 credits that can be completed in one to two semesters.
XXX Implementation Science & Translational Research in Occupational Therapy Practice (3 cr)	This course provides students with a broad understanding of translational science, the types of research studies that are conducted under the translational science umbrella, and how this research impacts the stakeholders of occupational therapy. This course aims to strengthen the occupational therapist's knowledge of the core principles inherent in the implementation of evidence and practice guidelines and the skills required for application to and sustainability of practice change within the complex environments of health, education and social care. (Pre-requisite: Evidence-based Occupational Therapy Practice II)
XXX Quality Improvement Science & Outcome measurement in Occupational Therapy Practice (3 cr)	This course emphasizes the process for designing and implementing quality improvement (QI) to improve processes of care and patient outcomes. This course examines several types of health outcome measures, such as Patient Reported Outcome Measures (PROMs) and Quality Adjusted Life Years (QALYs). In addition to outcome measures, Balance Measures are described emphasizing that improvement in one of the outcome dimensions should not result in a negative outcome for the other equally important outcomes. Process Measures are the evidence-based best practices that represent a health system's efforts to systematize its improvement efforts. (Pre-requisite: Quantitative Methods and Analysis in Occupational Therapy)

XXX Leadership, Innovation, & Entrepreneurship of Occupational Therapy Practice (3 cr)	This course aims to provide students with an understanding of leadership and entrepreneurship, as well as introduces the role of the entrepreneur, innovation, and emerging technology in occupational therapy. Entrepreneurship and innovation are ways of thinking and doing to solve problems, developing opportunities, and managing and mitigating uncertainty and risk in practice change where evidence and research is lacking or is poorly developed.
XXX Disability/Participation Policy Development & Advocacy (3 cr)	This course examines current models of, perspectives on, and cultural assumptions about health, disability and quality of life as influencing social policy. Students engage in the analysis of policy and disability theory in their major area of practice, which requires a critical review of policy literature related to their specific field of application. The analysis leads to understanding the impact of relevant policies on resource allocations, service delivery methods, and reimbursement. The goal is to discern the gaps in policy and developing to propose an advocacy plan for stakeholder involvement to improve current policy.
XXX Advanced Educational Methods in Occupational Therapy Practice & Academia (3 cr)	This course provides a way to obtain, expand, and improve teaching skills for application within a range of professional contexts, including education of healthcare staff, and of clients and their families. The focus is on a variety of learners who are in multiple stages of development with the chosen health profession or career path. Learners will understand educational theory as it relates to health professions education, including an emphasis on interprofessional competencies; match instructional methods with desired educational outcomes; try out applied teaching techniques and technologies; and share successful teaching strategies.

ADVANCED SCHOLARSHIP COURSES

XXX Funding & Program Evaluation for Capstone (3 cr)	This graduate course examines the process of grant writing and the quantitative and qualitative methods needed for the program evaluation portion of the grant proposal. Completion of education regarding human subject protection, conflict of interest, and ethics of grant management is required. IRB submission may be required for this course depending on the type of grant selected. The student is expected to search for appropriate grants and draft a complete proposal for area of interest according to the grant guidelines and budget stipulations. The outcome of this course is a portion of the Doctoral Capstone. (Pre-requisite: Quantitative Methods and Analysis in Occupational Therapy; Qualitative Methods and Analysis in Occupational Therapy)
XXX Doctoral Capstone (4-6 cr)	Concurrent with three full semesters (fall, spring, summer) in the OTD program, students register for one credit of the Doctoral Capstone. Normally at the end of this 3 semester 1-credit sequence, students register for 3 credits of the Doctoral Capstone course. The capstone outcomes include: Description of a gap or specific need in the student's area of practice or within a chosen area of practice, both requiring a selection of a Capstone mentor within the organization where the project is focused (1 credit or substitute Scholarly Project I); compilation of a theoretical and evidence base to support the proposed project (1 credit or substitute Scholarly Project I and/or II); description of the proposed program evaluation and funding plan (fulfilled by the Funding & Program Evaluation for Capstone course); development of an implementation plan for the project (1 credit); and implementation of the project and analysis of results within a chosen organization under supervision of a capstone project mentor (3 credits). (Total of 6 credits)
XXX Doctoral Capstone Dissemination (3cr)	This course follows completion of the 3-credit Doctoral Capstone course in the post-professional OTD program. Students will complete project

	analysis and prepare for and deliver a public presentation of their doctoral capstone to an invited audience at the midpoint of the semester. After receiving written faculty feedback from this presentation, students will formulate a written modification and prepare a final version that is suitable for professional dissemination in several forms, e.g., poster presentation, juried presentation, and presentation to organizational staff from the organization hosting the capstone. Accompanying materials may be necessary, such as handouts, posters, protocols, documentation guidelines, or training materials. (Pre-requisite: Doctoral Capstone)

H. Adequacy of Articulation:

Notre Dame of Maryland has over 57 current MOU and articulation agreements in place for clinical placement and practicum experiences. We would further develop articulations with Catholic schools, long-term assisted living facilities, skilled care facilities, and other facilities that serve children, seniors and prison populations to ensure our students have adequate and flexible opportunities for practicum experiences. New guidelines for OT accreditation provide for greater diversity of clinical/practicum experiences outside of more typical hospital and limited health care centers. Notre Dame of Maryland University is well positioned to expand upon our existing articulations to meet this flexible and innovative call and include greater depth of experience for our student learning exposure.

I. Adequacy of Faculty Resources:

Hiring Plan for the post-professional OTD Faculty
- Hire Director of the post-professional OTD during the first year of the professional program. It is assumed the Director has .5 to 1 course release for running the program depending on the number of enrolled students and depending on the hiring of the Advanced Scholarship Coordinator.
- Hire post-professional full-time faculty as the Advanced Scholarship Coordinator for the 4th year of the launch.
- Assign professional faculty the year prior to the launch who have load capacity and who have necessary expertise for post-professional foundation courses. This allows time for course development.
- Recruit adjunct faculty during year prior to launch of the post-professional program. Class size is expected to be 15-20 students with sections added if needed.
- Additional full-time faculty members may be hired successively in the event of further aggressive growth where 10 enrolled students per year are added to the base enrollment of 35 students and depending on the credit hour production going above 495 credit hours. Normally the size of the program is not expected to go above 35 enrolled students.
- All core teaching faculty must be licensed occupational therapists in Maryland, possess a doctorate degree in occupational therapy or a related field. If any faulty is assigned to teach in research courses and advise research, faculty 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 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. The Loyola/Notre Dame Library is open 7 days a week during the fall, spring, and summer semesters.

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 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

Students would have access to the needed books and journals as part of the University System of Maryland and Affiliated Institutions consortium, which provides access to over 9 million items at 17 member libraries. In addition, the Eastern Academic Libraries Trust (EAST) print archive guarantees access to 6 million volumes via Interlibrary Loan.

K. Adequacy of Physical Facilities, 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. These facilities are adequate to support faculty development of online course materials, video modules, and recorded lectures. Below include examples of specialized campus resources that will support teaching and learning:

a. Classrooms, conference rooms, a multi-media lab are under development to include wireless, projectors, and whiteboards.
b. A Rehabilitation lab would house the ADL appliances/equipment, physical agent

modalities, splinting and orthotics equipment. This laboratory will have heat guns, wheelchairs and other rehabilitation devices and low-technology assistive devices.

c. Pediatrics lab will house pediatric equipment and devices suspended from ceiling to hold body weight.

d. The Center for Caring with Technology in the Department of Nursing is a realistic and risk-free environment for occupational therapy to facilitate the development of clinical reasoning. 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.

Current Equipment used in BIO 201, 281, 202, 282 Human Anatomy & Physiology I and II
will be available for instructional use in the post-professional 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.

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 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. New sites may be 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.

L. Adequacy of Financial Resources with Documentation

The budget for the post-professional program involves the hiring of a program director, adjuncts, and the Advanced Scholarship Coordinator. No additional supplies and equipment are needed because of the online course delivery of the curriculum. The budget also includes a consultant in instructional design for online learning during the start-up year and during the first year of the launch of the program. The budget is based upon reaching within the 3rd year of launch an average of 25 enrolled students with the last year of the launch enrolling 35 students per year.

The curriculum takes a full-time student with a master's degree in occupational therapy 1.5 years assuming they take 2 courses per semester consecutively. With rolling admissions, the curriculum is designed with courses that possess few pre-requisites if any thereby avoiding a prescribed course sequence, making it possible to fill courses with students at various stages of progress. The majority of the students will most likely have master's degrees in occupational therapy or in other fields that will transfer. Therefore, the budget is not based on students entering only with a baccalaureate degree in occupational therapy. It is assumed that 4 courses are scheduled per semester with cancellation of classes that have fewer than 6-8 students. Advanced scholarship courses are designed to have as few as 1-2 students as they are dependent more upon capstone advising.

Projected Enrollment

Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
0	10	20	25	35

Projected Graduates

May 2023	May 2024	May 2025	May 2026	May 2027
9	18	23	31	31

TABLE 1: RESOURCES					
Resource Categories	**YEAR 1 2020**	**YEAR 2 2021**	**YEAR 3 2022**	**YEAR 4 2023**	**YEAR 5 2024**
1. Reallocated	$102,086	0	0	0	0
2. Tuition/Fee Revenue (c+g below)	0	$326,040	$665,280	$848,100	$1,210,440

a) # F/T Students	0	10	20	25	35
b) Annual Tuition/Fee Rate	0	$32,604	$33,264	33,924	$34,584
c) Annual F/T Revenue (a x b)	0	$326,040	$665,280	$848,100	$1,210,440
d) # P/T Students	0	0	0	0	0
e) Credit Hour Rate	0	$988	$1008	$1028	$1048
f) Annual Credit Hours	0	0	0	0	0
g) Total Part-Time Revenue (d x e x f)	0	0	0	0	0
3. Grants, contacts, & other external sources	0	0	0	0	0
4. Other Sources	0	$3,400	$6,800	$8,500	$11,900
TOTAL (add 1-4)	$102,086	$329,440	$672,080	$856,600	$1,222,340

Table 1: Resources Narrative

- o Reallocated Existing Funds: During the first year, funds will be reallocated for this program to support the launch. Using funds that have been set aside to support the launch of new programs and address immediate needs outside of budgeted day-to-day operations, sufficient resources are available support the first year needs.
- o Tuition and Fee Revenue: All students will be full-time and will enroll the first year at $988.00 per credit (year 2021).
- o Tuition is calculated at a 2% increase each year.
- o Revenue and expense budgets for the Post-professional OTD program are based on students entering with a master's degree, requiring 33 credit hours to complete the program, completing 16.5 credit hours per academic year.
- o 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.
- o Other Sources: Each enrolled student will be charged a technology fee of $170.00 in the fall and spring semesters ($340.00 per year).

TABLE 2: EXPENDITURES					
Expenditure Categories	YEAR 1 2020	YEAR 2 2021	YEAR 3 2022	YEAR 4 2023	YEAR 5 2024
1. Faculty (b + c below)	$65,000	$140,530	$151,142	$247,637	$253,737
a. # FTE	.50	1.5	2.0	2.75	3.0

b. Total Salary	$50,000*	$108,100	$116,263	$190,490	195,182
c. Total Benefits	$15,000	$32,430	$34,879	$57,147	$58,555
2. Admin. Staff (b + c below)	$30,000	$30,000	0	0	0
a. # FTE	1.0	1.0	0	0	0
b. Total Salary	$30,000	$30,000	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support staff (b + c below)	0	0	$45,500	$46,638	$47,804
a. # FTE	0	0	1.0	1.0	1.0
b. Total Salary			$35,000	$35,875	$36,772
c. Total Benefits	0	0	$10,500	$10,763	$11,032
4. Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7.Other Expenses	$7,086	$10,722	$12,758	$12,842	$13,342
8. TOTAL (add 1-7)	$102,086	$181,252	$209,400	$307,117	$314,883

Table 2: Expenditures Narrative
   a. The benefit costs and salaries cover the Program Director (first year hired for 6 months initially $50,000 with faculty status); an Advanced Scholarship Coordinator (FT- hired 2023 at $80,000); one full-time administrative assistant ($35,000- hired 2022); a contract-based instructional designer (no benefits- Admin. Staff hired 2020-2021) to build online courses during the start-up and launch year; and adjunct faculty.
   b. The Program Director and Advanced Scholarship Coordinator will have faculty status and teach courses in the program.
   c. Adjuncts are needed to cover course gaps and will be hired 2021.
   d. Faculty travel, and other non-personnel expenses are included in Other expenses.
   e. This program will be 94% online, as such there will be no expenses for equipment, library, or renovated space. The post-professional OTD will include only certain targeted specialized practicum and advanced scholarship content requiring a face-to-face experience with a mentor. A three-day orientation and 3-day Capstone dissemination face-to-face activity is included, where the orientation is zero credit but a required experience before the post-professional student is allowed to register for any courses.
   f. The post-professional OTD program will have maximal enrollment in the program.

M. Adequacy of Provisions for Evaluation of the Program:

The post-professional 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 post-professional 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 program 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 post-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 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 post-professional OTD program will be consistently excellent and reflect a strong academic foundation and development of professional behaviors.

4. 100% of the OTD post-professional students will pass their advanced practicum.
5. Less than 3% of the post-professional OTD will require alternate advanced practicum placements.
6. 95% of students will report satisfaction with their FW placement and its congruence with the post-professional OTD advanced practicum and its congruence.
7. 97% of the post-professional OTD will report satisfaction with the advance scholarship courses.
8. Graduates from the post professional 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 a minimum of 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 post-professional OTD students will progress in the program by demonstrating attitudes supportive of advanced roles in practice, leadership, and scholarship.

Student's success in earning their OTD degree.
   13. 92% of the post-professional OTD students who start the program will graduate within 3 years.

Qualification of Graduates

Graduates of the post-professional OTD program will have the following NBCOT examination performance:
   1. Employer satisfaction will be good to very good with a response rate of at least 25% for students in the OTD program.

Scholarship
   2. 82% of the OTD graduates will disseminate their scholarship through juried presentations and publications.

Operating Effectiveness
Daily operations will support efficiency and effectiveness of both internal systems and intra-university systems.
   1. The Plan of Study for the post-professional OTD program supports student advancement through the program.
   2. Faculty are satisfied with their course assignments in the post-professional OTD program.
   3. Students in the post-professional OTD program reports the support services (i.e. admissions, financial aid, IT, bookstore) have been helpful and effective.

Financial Performance
The post-professional OTD Program is consistently financially sustainable and viable within the University.
   1. The post-professional OTD program will have maximal enrollment in the program.
   2. Track and monitor student perceptions of curriculum "value" in the post-professional OTD program,
   3. Track and monitor tuition rates and degree requirements in relation to key competitors for the post- professional OTD program.
   4. Track and monitor program income over direct expenses on an annual basis.

Marketing Effectiveness
The post -professional OTD Program will be highly visible.
   1. Marketing materials are current and compelling (websites, brochures, information flyers)

2. The post-professional OTD Program will be regularly exhibited at local and national conferences

Recruitment of diverse students
3. The post-professional OTD program will have increasingly more diverse students each year. (men, women, students of color, age, disability status, etc.)

The Post-Professional OTD Student Learning Outcomes and Program Effectiveness
Learning outcomes and program effectiveness are 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 program 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 Post-Professional OTD faculty will meet weekly to discuss curriculum and other programmatic issues. Students and faculty will evaluate every Post-Professional 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 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 courses and the program.

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. Each student's performance in the post-professional OTD programs in terms of meeting self-directed learning goals will be continually assessed. Students in the post-professional program work one-on-one with an advanced scholarship advisor and determine success according to criteria and timeline.

N. Consistency with the State's Minority Student Achievement Goals:

The post-professional program most likely will not have competitive admissions and will admit all qualified students as long as the hiring plan is followed. In accordance with the *Maryland Ready: 2013-2017 Maryland State Plan for Postsecondary Education* this program will provide continued access to innovative high quality professional education to those looking to advance their professional preparedness. Moreover, NDMU has a strong record of minority student enrollment and success. The student body represents a richly diverse blend of ages, backgrounds, ethnicities, nationalities and beliefs. More than 38 percent of our students identify as minority (Non-Caucasian).

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

The post-professional OTD will be offered primarily through distance learning (approximately 94%) with only certain targeted specialized practicum and advanced scholarship content requiring a face-to-face experience with a mentor. A three-day orientation and 3-day Capstone dissemination face-to-face activity is included, where the orientation is zero credit but a required experience before the post-professional student is allowed to register for any courses. The orientation may be concurrent with initial course enrollment as long as the student attends the orientation. In accordance with the Principles of Good Practice as outlined in COMAR 13B.02.03.22C, the program design and curriculum of the post-professional OTD meet the same level of rigor and follow the same administrative structures and class policies as traditional courses.

All faculty hired to teach in the post-professional OTD program and prior to offering any professional OTD courses on-line 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. NDMU utilizes *Quality Matters*™ standards of online curricular design.

Faculty will also be trained using the *Quality Matters*™ principles of best practice for online teaching and learning. NDMU online faculty are required to complete the *Quality Matters*™ Teaching Online Course (TOC) prior or concurrent with an online teaching assignment. An instructional designer works with the faculty prior to launch and during the first year of the launch, the instructional designer will work with faculty to ensure the online curriculum design is consistent throughout each course, incorporates ease of navigation, and accessibility. In addition, each course will incorporate the mission components of NDMU.

Regular training in the platform, online course design, design of learning objects, and online course management will be available through our faculty resource center and 24-hour helpdesk.

Students enrolled in distance courses are provided information prior to enrollment about hardware, software, and IP provider issues prior to admission. Post-professional students engage in tutorials, and are apprised of the range of academic, student, and financial supports available to them. 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 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. Student also have access to 24-7-365 support.