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December 1, 2022

Dr. James D. Fielder, Secretary
Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201

Dear Dr. Fielder:

Please accept this letter requesting the approval of the substantive curriculum change for the statewide designated Associate of Applied Science in Occupational Therapy Assistant. This substantive change has been recommended through the college curriculum committee and approved by the President and Board of Trustees.

Check number 0266272 was mailed on November 28, 2022, with a letter and summary of the changes requested for Wor-Wic Community College. This letter, corresponding coversheet and program change proposal are being sent electronically.

Please contact me should you have any questions and/or need further information. Thank you for your time and consideration.

Sincerely,



Kristin L. Mallory, Ed.D.
Vice President for Academic Affairs

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

Institution Submitting Proposal	Wor-Wic Community College
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Each action below requires a separate proposal and cover sheet.

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

Payment <input checked="" type="radio"/> Yes	Payment <input type="radio"/> R*STARS # 0266272	Payment	Date
Submitted: <input type="radio"/> No	Type: <input checked="" type="radio"/> Check # 0266272	Amount: \$250	Submitted: 12/01/2022

Department Proposing Program	Occupational Therapy Assistant		
Degree Level and Degree Type	Associate of Applied Science Degree		
Title of Proposed Program	Occupational Therapy Assistant		
Total Number of Credits	68		
Suggested Codes	HEGIS: 521001.00	CIP: 51.0803	
Program Modality	<input checked="" type="radio"/> On-campus	<input type="radio"/> Distance Education (<i>fully online</i>)	
Program Resources	<input checked="" type="radio"/> Using Existing Resources	<input type="radio"/> Requiring New Resources	
Projected Implementation Date	<input checked="" type="radio"/> Fall	<input type="radio"/> Spring	<input type="radio"/> Summer Year: 2023
Provide Link to Most Recent Academic Catalog	URL: https://catalog.worwic.edu/		
Preferred Contact for this Proposal	Name:	Dr. Kristin L. Mallory	
	Title:	Vice President for Academic Affairs	
	Phone:	(410) 334-2813	
	Email:	kmallory@worwic.edu	
President/Chief Executive	Type Name:	Dr. Murray K. Hoy	
	Signature:		Date: 12/01/2022
	Date of Approval/Endorsement by Governing Board:	12/01/2022	

Revised 1/2021

Occupational Therapy Assistant, A.A.S. Degree – Wor-Wic Community College Substantial Curriculum Change Application

A. Centrality to Institutional Mission and Planning Priorities:

A.1. Program Description:

Wor-Wic Community College's Occupational Therapy Assistant (OTA) program is requesting a substantial curriculum change to align instruction with the revised 2021 Accreditation Council for Occupational Therapy Education (ACOTE) standards necessary to graduate competent OTA professionals prepared for clinical practice. OTA is an established academic program, located within the Health Care pathway, with leadership oversight provided by the Dean of Health Professions.

The OTA program aims to deliver a learner-centered society by providing Maryland lower eastern shore residents with access to a comprehensive quality and affordable education in the field of Occupational Therapy as Occupational Therapy Assistants. We intend to uphold the philosophical beliefs of the profession of occupational therapy by creating strong leaders in occupational therapy. We seek to develop diverse students who will advocate for a meaningful life through engagement in occupation for all clients, whether they have health restrictions.

The OTA program empowers learners through engagement in scholarship, leadership, professional and ethical behavior, and clinical reasoning. As such, faculty strive to develop practitioners who will contribute to enabling in all recipients of OT services the ability to lead purposeful, and meaningful lives across the lifespan. Graduates of the program will be competent generalists who will promote individual and population health through occupational therapy practice, education, and advocacy.

The OTA program mission is aligned with the mission and goals of Wor-Wic Community College, by providing an affordable and comprehensive educational experience in recruiting, educating, and graduating a diverse group of students prepared to successfully pass the NBCOT exam for Occupational Therapy Assistants, obtain state licensure as Occupational Therapy Assistants, and enter the workforce as certified and licensed Occupational Therapy Assistants. Students enrolled in this program obtain didactic and direct clinical experience at a variety of regional agencies. These experiences may include acute hospitals, rehabilitation hospitals, long-term care facilities, day care centers, skilled nursing facilities, psychiatric facilities, pediatric centers, and the school system. Students develop foundational knowledge and entry-level skills to facilitate their ability to function as integral members of the healthcare team in providing occupational therapy services at the individual, group, and population levels to clients across the life span.

Additionally, the college mission aligns with OTA program's established goals and program outcomes. As the recently updated college mission states, "Wor-Wic Community College empowers a diverse population of students to achieve success by delivery high-quality, affordable education, professional training, workforce development opportunities, and comprehensive student services that strengthen economic growth and improve the quality of life on the Lower Eastern Shore." Since its initial development and MHEC approval, the OTA program has filled an employment gap, serving as one of only three recognized OTA programs in Maryland.

Ultimately, the Wor-Wic Community College's OTA program intends to develop independent OTAs. Using the scaffolding design, learners will receive continuous support and faculty guidance during program enrollment, culminating into independent clinical practice. Furthermore, the Universal Design for Learning (UDL) is a framework that guides the design of learning experiences to proactively meet the needs of all learners. Using UDL, the instructors assume that barriers in the learning are in the design of the environment, not in the student. Using UDL allows for learners to become expert learners – purposeful, motivated, resourceful, and knowledgeable, goal-directed, and strategic. This framework allows for anticipation of and planning for all learners, ensuring that the greatest range of students can access and engage in learning. UDL utilizes multiple means of engagement, representation, and action and expression to facilitate optimal learning. The use of both a scaffolding model and the UDL framework encourages students to build their learner knowledge to a level of competence. Instructors will eventually remove support as the learner is prepared to perform independently while ensuring appropriate learning environments. By the end of the program, students are able to become independent and competent practitioners.

As explained in this proposal, the revised OTA curriculum ensures relevance with current professional trends and alignment with ACOTE standards, the OTA program's external accreditor. Students are provided access to an affordable education, through didactic, laboratory, and clinical experiential learning experiences that facilitate student success and prepare graduates with a comprehensive education necessary to meet the needs of the evolving OTA profession. To this end, the Occupational Therapy Assistant program emulates the three primary goals for postsecondary education, including access to college education, student success through degree completion, and innovation by creating a dynamic OTA program that supports employment needs of community stakeholders.

A.2. Support of Strategic Goals:

The OTA program's strategic plan articulates the program's future vision and guides the program development in focused areas of development in line with the institution's strategic plan. The program's strategic plan is for a minimum of 3 years; however, most of the goals will be assessed and ongoing. The strategic plan includes all of the following:

- The plan is based on program evaluation and an analysis of external and internal environments;
- The long-term goals are based on the vision and mission of both the institution and the specific needs of the program;
- Measurable action steps with expected timelines to reach goals or identify goals as ongoing;
- Person(s) responsibility for action steps; and
- Evidence of updating action steps and goals as they are met or changed.

The proposed program supports the institution’s strategic priorities as follows:

Wor-Wic Strategic Priorities	OTA Program Goals
Develop and implement enrollment, retention, and completion strategies to support students and community needs.	Work to enhance the visibility of occupational therapy within the state of Maryland and to establish a strong presence for the field
Nurture and actively promote diversity, equity, and inclusion among students and employees.	Establish learner-centered program with excellence in teaching and learning to enhance faculty effectiveness in assigned teaching responsibilities and promote diversity, equity, and inclusion among students and employees
Increase student success by expanding support services, delivering relevant courses and programs, and providing flexible scheduling.	The OTA Program will maintain accreditation for the OTA program through ACOTE OTA Program Graduates will successful pass the NBCOT Certification Exam with a pass rate of 85% of higher.
Improve institutional effectiveness through a high-quality workforce and appropriate facilities, technology, and financial resources.	Implement newly developed institutional program and curriculum assessment for the OTA program at WWCC.

A.3. Financial Support for OTA Curriculum Change:

The OTA program is an established academic degree within the Health Care Pathway at Wor-Wic Community College. As an established program, the OTA department is awarded an annual operational budget that sufficiently covers instructional expenses for faculty and students. OTA faculty are subject matter experts as OT practitioners and educators. Additional financial support is not necessary for implementing proposed changes to the OTA curriculum.

Wor-Wic Community college has demonstrated ongoing commitment to OTA instruction and curricular redesign through financial support obtained from the college operational budget. Since program conception, financial investment in OTA education is evident in the recruitment of qualified faculty and purchase of state-of-the-art equipment necessary for providing students with experiential learning experiences on the college campus.

A.4. Institutional Commitment to OTA Program:

Wor-Wic Community College is committed to the continuance of OTA education provided to students and the proposed curriculum revisions designed to improve student success and goal completion. The objectives of the OTA program support the college mission and goals. Wor-Wic outlines specific goals related to the four strategic priorities. The OTA program aligns with the following college goals associated with strategic priorities 1 and 3.

Strategic Priority 1, Goal 1: Increase new student enrollment. Occupational Therapy Assisting is a high demand, high wage, high skill profession. The Wor-Wic Community College OTA program is the only college offering OTA education on the Eastern Shore of Maryland. Additionally, Wor-Wic is one of three schools that offer OTA education in the State of Maryland. The OTA program is positioned to increase new student enrollment at the college.

Strategic Priority 1, Goal 3: Increase overall degree completion. The OTA curriculum revision proposal is designed to improve student success and degree completion by providing more hands-on learning opportunities for students to practice OTA skills. This will occur by demonstrating competency performing skills at various program milestones to improve student preparation for Level I and Level II fieldwork experiences.

Strategic Priority 3, Goal 2: Evaluate the relevancy of all academic program and course offerings. There is a shortage of OTA professionals within the college service area and nationally. Providing OTA education is a recruitment and retainment opportunity for community stakeholders.

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

B.1. Demonstrate Demand and Need for the Program:

According to the U.S. Bureau of Labor Statistics, the demand for Occupational Therapy Assistants is expected to increase by 25% from 2021 through 2031. The COVID pandemic has increased the need for certified professionals, resulting in OT vacancies in the college service area and region. With few colleges offering OTA education, the Wor-Wic OTA program is providing necessary training to educate future OTA practitioners.

B.2. Program Need Consistent with the Maryland State Plan for Postsecondary Education:

The OTA program and accreditation standards are consistent with and support the objectives of the Maryland State Plan for Postsecondary Education. The program will contribute to the development of a high-quality workforce and the additional healthcare workers required in specific occupations as well as the growing gap between the need and supply of qualified applicants. Occupational Therapy Assistants are identified by The Department of Health and Mental Hygiene (DHMH) to MHEC as a healthcare occupational shortage program.

The OTA program reinforces the Maryland State Plan for Postsecondary Education by aligning with multiple state goals and priorities. With acceptance of this substantial curriculum change, *Student Access* is ensured by serving as only one of three OTA programs in the state. This facilitates affordable OTA education, for residents on Maryland's Eastern Shore pursuing OTA careers (MD State Plan Goal 1, Priority 1). Additionally, redesign of the OTA curriculum resulted in collaboration with community stakeholders, evaluating the relevance of the OTA curriculum and its impact preparing students for Level II fieldwork experiences. This systems analysis reviewed the OTA program's ability to develop entry-level OTA practitioners, identifying opportunities for instructional improvements through curricular redesign (MD State Plan Goal 1, Priority 4).

As identified in the college mission and strategic plan, *Student Success* is the focal point for all academic and operational initiatives at Wor-Wic Community College. The OTA program promotes student success through curricular redesign focused upon improved student preparedness for Level I and Level II fieldwork experiences by creating innovative course work aligned with emerging professional trends (MD State Plan Goal 2, Priority 5, Priority 6). Since an OTA education threads scholarship, professionalism, and research through its curricular sequence, earning an Associate of Applied Science in OTA provides the "platform for ongoing lifelong learning" (MD State Plan Goal 2, Priority 7).

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

The OTA program is the only program available to students on the Eastern Shore of Maryland. Graduates will be entry-level occupational therapy assistants. According to the U.S. Bureau of Labor statistics, overall employment of OTAs is expected to grow 25% from 2021 to 2031, which is much faster than the average for all occupations. About 9,300 openings for OTAs are projected each year (on average), over the decade. This may be due to existing workers retiring or exiting the profession.

D. Reasonableness of Program Duplication:

There are two other OTA programs in the state of Maryland, one in Catonsville (~120 miles away) and one in Allegany (~240 miles away). All three programs are structured to meet the standards and criteria established by the accrediting body, the Accreditation Council for Occupational Therapy Education (ACOTE).

Wor-Wic Community College has the only OTA program on the Eastern Shore of Maryland.

E. Relevance to High-demand Programs at Historically Black Institutions

The following historically black institutions in Maryland do not offer occupational therapy assistant programs: Bowie State University, Coppin State University, Morgan State University, and University of Maryland Eastern Shore. The Wor-Wic Community College Occupational

Therapy Assistant program will not compete with any of the colleges identified above because this degree program is not currently offered at these institutions.

Wor-Wic works collaboratively with the University of Maryland Eastern Shore (UMES) and has established a transfer agreement for Wor-Wic students to earn scholarships towards Baccalaureate programs offered at UMES. Wor-Wic is a partner with UMES to provide affordable, quality education on the Delmarva peninsula.

F. Relevance to the identity of Historically Black Institutions

The OTA program curriculum modification has no impact to the identities, mission, or vision of HBIs. As mentioned, Wor-Wic works in collaboration with the University of Maryland Eastern Shore in regional initiatives and removing barriers for transferring articulating credit into baccalaureate programs.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning

G.1. Establishment of OTA Program Oversight

The program has been in existence for many years and was established based on the need for an OTA program in the area.

The faculty who oversee the program are:

Dr. Dawnn Thomas OTD, MS, OTR/L, BCG –Department Head, Associate Professor

Areas of expertise include physical disabilities, biomechanics, psychosocial conditions, geriatrics and adults, health and wellness, assessment, and interventions. Dawnn has a strong background in the geriatric population and has served as the rehab director for different facilities in Connecticut and Delaware. She is Board Certified in Geriatrics. She also worked in the home health population and dedicated herself to providing quality care to patients of varying ages in their own home environment. While working with a variety of diagnoses, Dawnn gained expertise in Health and Wellness and the varying psychosocial and mental health disorders affecting one's occupations. She served as a fieldwork educator and adjunct instructor for various occupational therapy programs. She continues to practice in various skilled nursing facilities in southern Delaware. She has taught classes related to health and wellness (conditions in adults and gerontology), occupational performance, biomechanics, assessments, and interventions in OT, interprofessionalism and leadership, and competencies in OT in an MOT program. Dawnn has baccalaureate degrees in health science and in psychology from State University of New York at Stony Brook. She continued to achieve her Master of Science in Occupational Therapy at State University of New York at Stony Brook and her clinical doctor from Chatham University. She is currently a Ph.D. in Occupational Therapy student at Nova Southeastern University.

Mr. Stuart Gibbs OTR/L – Academic Fieldwork Coordinator and Instructor

Areas of expertise include physical disabilities in acute, inpatient rehab, and skilled nursing settings working in general rehab, upper quarter/hand rehab, neuro rehab, and upper and lower extremity joint-replacement-focused services in geriatric and adult rehab.

In the area of psychosocial conditions, experience includes inpatient psychiatric OT services; inpatient substance addiction treatment services; deployed with a military infantry task force as the mental health officer - focus on stress management.

In administration, experience as Rehab Manager for all rehab services, later Deputy Commander, of the Warrior Transition Brigade at a time when the census was 700 wounded, ill, and injured soldiers; OT clinic chief; served on the practice council of a community hospital; administered clinical quality assurance programs; Interim Program Director in an Associate-level OTA program.

As an education provider, experience as the academic fieldwork coordinator and instructor in an occupational therapy assistant program; fieldwork educator for numerous students at the therapist and assistant levels.

Baccalaureate degree in Occupational Therapy from Howard University. Certificate in Upper Quadrant Rehabilitation from Drexel University.

Mrs. Kayla Angeli, COTA – Part-time Instructor

Kayla is a graduate of Salisbury University with a bachelor's degree of science, concentrated in exercise sciences with a minor in psychology. She then attended Wor-Wic and graduated from the OTA program in 2020. While at Wor-Wic she served on the Student OTA Club and following graduation she served on the Professional Advisory Committee for the program. As a clinician she has worked in acute care and acute rehab settings, currently working locally at Tidal Health Peninsula Regional Medical Center. Her experience has been predominantly with the geriatric population.

G.2. Educational Objectives and Student Learning Outcomes, Program Assessment

The following are the OTA Program Goals and Student Learning Outcomes:

1. Identify the professional requirements for ongoing professional development as well as resources available to effectively pursue professional scholarship and life-long learning.
2. Describe the importance and process of incorporating into functional therapeutic interventions the theoretical and working knowledge of human physical and

- psychological development.
3. Identify and demonstrate how the Occupational Therapy Practice Framework, applicable theories used in the OT profession, performance areas of occupations, and evidence-based therapeutic interventions are applied to promote occupational engagement to give meaning and fulfillment and add quality to a person's life.
 4. Demonstrate competency in the skills of an entry-level Occupational Therapy Assistant, including, but not limited to, observing patient performance, reporting performance, implementing activity analysis, understanding, and taking vital signs, understanding, and working with groups of patients, constructing and/or modifying a splint, and prioritizing treatment goals.
 5. Demonstrate competency in the skills of an entry-level occupational therapy assistant in skilled application of activity analysis and grading of therapeutic interventions; in identification and application of functional therapeutic interventions including various uses of occupation, exercise, and other therapeutic methods and modalities; in obtaining data and information used to determine the effectiveness of treatment and progression toward therapeutic goal attainment; and in reporting and documenting client performance and response to treatment.
 6. Identify professional responsibilities that obligate OT practitioners to advocate for clients and the profession.
 7. Demonstrate and use evidence-based practice and occupational therapy strategies, methods, and techniques.
 8. Describe the Occupational Therapy profession's Code of Ethics and its practice standards as well as possible outcomes that may be considered in cases in which they are breached.
 9. Demonstrate collaborative relationships with Occupational Therapists and other healthcare team members.
 10. Successfully pass the National Certification Examination for the Occupational Therapy Assistant.

The program intends to develop occupational therapy practitioners that can empower their clients with the ability to participate in meaningful occupations. Students are prepared to enter the workforce through training in professional and ethical behavior, clinical reasoning, scholarship, and leadership. Students develop the skills required to achieve professional goals and contribute to the occupational performance of society.

The program will have multiple means of assessment for student achievement of learning outcomes. Some of these assessments include papers, case studies, quizzes, tests, simulations, competencies, and hands-on labs. Instructors will be able to determine student achievement of learning outcomes based on performance on these means of assessment.

Student achievement of learning outcomes will also be assessed by two Means of Assessment (MOA) per student learning objective at the program level annually and two MOAs per course objective biannually.

Student achievement and learning outcomes performance at Wor-Wic Community College is documented via the institution's planning and assessment software Nuventive Improve. Program and course level assessments are conducted annually, and results and analyses are entered into the Nuventive Improve system throughout the academic year.

G.3. OTA Program Courses

The following is a list of OTA courses with title, semester credit hours and course descriptions, along with a description of program requirements:

<u>PROPOSED</u> OTA Curriculum Sequence		Credit Hours
OTA Pre-Requisites		
◆ *BIO 202 - Anatomy and Physiology I		4
◆ *BIO 203 - Anatomy and Physiology II		4
◆ *ENG 101 - Fundamentals of English I		3
◆ *MTH 152 - Elementary Statistics		3
◆ PSY 101 - Introduction to Psychology		3
◆ SDV 100 - Fundamentals of College Study		<u>1</u>
		18
 <u>Fall Semester</u>		Credit Hours
*OTA 101	Fundamental of Occupational Therapy	2
*OTA 110	Human Function and Neuroscience (NEW)	4
*OTA 115	Occupational Performance (NEW)	3
+*PSY 251	Human Growth and Development	3
+*PSY 252	Abnormal Psychology	<u>3</u>
		15
 <u>Spring Semester</u>		
*OTA 150	Pediatric Occupations	3
*OTA 160	OT Intervention for Pediatrics	3
*OTA 165	Biomechanics and Physical Dysfunction (NEW)	3
+*ENG 151	Fundamentals of English II	<u>3</u>
		12
 <u>Summer Semester</u>		
*OTA 170	Assistive Technology (MOVED)	2
*OTA 175	Mental Health and Psychosocial Practice (NEW)	<u>3</u>
		5
 <u>Fall Semester</u>		
*OTA 200	Adult and Geriatric Occupations (MOVED)	3
*OTA 210	OT Intervention: Adult Physical Health (MOVED)	3
*OTA 250	OT Professionalism, Ethics, and Research	3
*OTA 255	Competencies in OT (NEW)	<u>1</u>

Spring Semester

*OTA 260 Level II-I Fieldwork
*OTA 270 Level II-II Fieldwork

10

4

4

8

68 Total Credits

OTA Program-specific Courses

OTA 101 Fundamentals of Occupational Therapy (3 credits)

This course reviews the history, theory, and philosophy of the profession of occupational therapy. The basic features of the theories that underlie occupational therapy are reviewed. Models of practice and frames of reference for occupational therapy are presented. Changes in health care and the effect the health care environment is having on rehabilitation and occupational therapy are also studied. The fundamentals of diversity and sociocultural differences are integrated and discussed in relation to human occupation, participation, and health across the lifespan. *Lecture Hours: 39. Prerequisite(s): Permission of the department head. Course Fee: \$60. Usually offered in the fall.*

OTA 110 Human Structure and Function (NEW) (4 credits)

This course provides an explanation of anatomy and physiology as it applies to human function. Learners will obtain an understanding of gross anatomy/surface anatomy, joint and muscle structure and function, neural structure and function, and soft tissue influences and how this translates into functional motion. Learning will occur through lecture and laboratory as well as through technological applications and human subjects to further apply the knowledge. In the second part of the semester, students will obtain an understanding of neurological structure, function, dysfunction, and how this translates into function and participation in occupation. This course examines various neurological diagnoses and cognitive conditions, typically benefiting from the provision of OT services. Learning will occur through lecture and laboratory. *Lecture Hours: 39. Laboratory Hours: 26. Prerequisite(s): Permission of the department head. Course Fee: \$60. Laboratory Fee: \$25. Usually offered in the fall.*

OTA 115 Occupational Performance (NEW) (3 credits)

Occupational Performance will introduce learners to occupational performance, the relationship between occupation and occupational therapy practice, and an examination of the Occupational Therapy Practice Framework. Learners will be introduced to numerous occupation-based practice models and theories used in occupational therapy and will begin to reflect on their occupational selves in this course. Students will also learn the use of activity analysis, especially functional activities so they can identify therapeutic, meaningful, and purposeful occupations directed toward individual needs. Psychosocial and sociocultural influences are integrated into activity analysis, looking at occupations across the lifespan. *Lecture Hours: 39. Prerequisite(s): Permission of the department head. Usually offered in the fall.*

OTA 150 Pediatric Occupations (3 credits)

This course introduces students to the unique areas of dysfunction that can affect the health and wellness of infants, children, and adolescents. The emphasis is developmental and

focuses on the skills necessary for prevention, remediation, compensation, adaptation, participation, and return to health through occupations in pediatrics. Pediatric practice settings are discussed and reviewed. Specific emphasis is placed on parent, family, and caretaker involvement in occupational therapy practice for pediatric individuals. *Lecture Hours: 26. Laboratory Hours: 26. Prerequisite(s): OTA 101, OTA 120, OTA 140, PSY 251, and PSY 252 or permission of the department head. Course Fee: \$60. Laboratory Fee: \$25. Usually offered in the spring.*

OTA 160 Occupational Therapy Intervention for Pediatrics (3 credits)

This course prepares students for intervention techniques and strategies unique and specific to infants, children, and adolescents. Neurodevelopmental and sensory integrative theories and practice are applied. Developmentally focused intervention addresses physical and psychosocial methodologies and practice areas related to pediatrics. Lecture, fieldwork observation, and laboratory practice provide learning opportunities for students in this course. *Lecture Hours: 26. Laboratory Hours: 26. Clinical Hours: 20. Prerequisite(s): OTA 101, OTA 120, OTA 140, PSY 251, and PSY 252 or permission of the department head. Course Fee: \$60. Laboratory Fee: \$18. Insurance Fee: \$18. Usually offered in the spring.*

OTA 165 Biomechanics and Physical Dysfunction (3 credits)

This course provides learners with a solid foundation in the treatment of physical dysfunction and how this relates to occupational performance. The learners will demonstrate knowledge and understanding of biomechanics and the components of physical dysfunction. Emphasis will be placed on competence in the principles of human motion, orthotic fabrication, prosthetic training, and functional mobility. The safe use of thermal and superficial modalities will be reviewed. Techniques of analyzing human motion are taught, including range of motion measurement, manual muscle testing, and sensory testing. The applied learning will be translated to disorders both acute and chronic with a progressive learning plan from simple to complex conditions using advanced techniques. The principles covered in lecture will be applied through practical hands-on experiences and discussions during the application sessions. *Lecture Hours: 39. Prerequisite(s): OTA 101, OTA 110, OTA 115, or permission of the department head. Usually offered in the spring.*

OTA 170 OT Assistive Technology (2 credits)

This course focuses on therapy techniques and the equipment that occupational therapy assistants can use with individuals to foster participation and health through occupations across the lifespan, from the pediatric through the geriatric years. Topics include currently available assistive technology in the field, a review of extensive adaptive equipment, various techniques for the treatment of dysfunction across the lifespan, and resources available to maintain knowledge and skills utilizing assistive technology and adaptive equipment. Laboratory and lecture are used to develop student proficiency with available technology and equipment. *Lecture Hours: 13. Laboratory Hours: 26. Prerequisite(s): OTA 101, OTA 120, OTA 140, PSY 251, and PSY 252 or permission of the department head. Course Fee: \$40. Laboratory Fee: \$25. Usually offered in the spring.*

OTA 175 Mental Health and Psychosocial Practice (3 credits)

This course reviews developmental psychology, concepts of human behavior, abnormal psychology, and sociology. Learners gain an appreciation of the role of sociocultural, socioeconomic, diversity factors, and lifestyle in contemporary society and related theories of practice. Upon completion of the course, learners will have skills to analyze the effects of heritable diseases, genetic conditions, disability, trauma, and injury to the physical and mental health and occupational performance of the individual. Students will also learn how to provide OT intervention strategies with patients diagnosed with mental illness who are working to return to psychosocial health. Therapeutic group theory, process, and implementation are presented and practiced. *Lecture Hours: 39. Prerequisite(s): OTA 101, OTA 110, OTA 115, OTA 150, OTA 160, and OTA 16 or permission of the department head. Usually offered in the summer.*

OTA 200 Adult and Geriatric Occupations (3 credits)

This course introduces students to physical dysfunctions that can affect adult and geriatric individuals. The emphasis is developmental and focuses on the skills necessary for prevention, remediation, compensation, adaptation, participation, and return to health through occupations across the lifespan. Orthopedic and neurological dysfunctions and disabilities are reviewed. Areas covered include arthritis, hip fractures, joint replacements, amputations, spinal cord injuries, hand injuries, burns, cardiac dysfunction, and pulmonary dysfunction. *Lecture Hours: 26. Laboratory Hours: 26. Prerequisite(s): OTA 150, OTA 160, OTA 170, and OTA 180 or permission of the department head. Course Fee: \$60. Laboratory Fee: \$25. Usually offered in the summer.*

OTA 210 OT Intervention: Adult Physical Health (3 credits)

This course provides students with the theory and application of occupational therapy treatment techniques using functional occupations for patients who have physical dysfunctions that affect participation and health through adulthood and geriatrics. This course is designed to help students develop skills and proficiency in treatment techniques, including improving activities of daily living, range of motion, muscle strengthening, splinting, physical agent modalities, positioning, adaptive equipment, technology devices, sensory intervention, cognitive re-training, and manual therapy techniques. Lecture, fieldwork clinical and laboratory practice provide learning opportunities for students in this course. *Lecture Hours: 26. Laboratory Hours: 26. Clinical Hours: 20. Prerequisite(s): OTA 150, OTA 160, OTA 170, and OTA 180 or permission of the department head. Course Fee: \$60. Laboratory Fee: \$25. Insurance Fee: \$18. Usually offered in the summer.*

OTA 250 OT Professionalism, Ethics and Research (3 credits)

This course is designed to help students learn, understand, and apply issues related to occupational therapy professionalism and ethics. Professionalism, individually and in the field of practice, is reviewed. Ethics related to the field of occupational therapy within the current health care market are presented. Students are also exposed to research in the field of occupational therapy. *Lecture Hours: 39. Prerequisite(s): OTA 200 and OTA 210 or permission of the department head. Course Fee: \$60. Usually offered in the fall.*

OTA 255 Competencies in OT**(1 credit)**

Learners demonstrate their knowledge of the meaning and dynamics of occupation and activity, including the interaction of areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors. This course is a culmination of content taught throughout the program. Activities to prepare the learner for the National Board Certification for Occupational Therapy occur throughout the course. *Lecture Hours: 13. Prerequisite(s): OTA 101, OTA 110, OTA 115, OTA 150, OTA 160, OTA 165, OTA 170, OTA 175 OTA or permission of the department head. Usually offered in the summer.*

OTA 260 Level II Internship**(4 credits)**

Fieldwork placements provide supervised practical experience for students to practice treatment, documentation, and other occupational therapy assistant skills and activities. These sessions focus on the application of purposeful and meaningful occupations across the lifespan in a variety of settings. Under the supervision of a registered and licensed occupational therapist (or an occupational therapy assistant supervised by an occupational therapist), students observe, treat, and document general and psychosocial occupational therapy practices. *Clinical Hours: 320. Prerequisite(s): OTA 220, OTA 230, and OTA 250 or permission of the department head. Course Fee: \$80. Insurance Fee: \$18. Usually offered in the spring.*

OTA 270 Level II Internship**(4 credits)**

This course follows, in sequence, format, and requirements, OTA 260. Upon successful completion of OTA 270, students are expected to have developed the entry-level clinical reasoning skills, competence, and professionalism of an occupational therapy assistant. *Clinical Hours: 320. Prerequisite(s): OTA 260 or permission of the department head. Course Fee: \$80. Usually offered in the spring.*

G.5. General Education Requirements**General Education and Programmatic Accreditation**

Below are the Occupational Therapy Assistant general education requirements, satisfying COMAR and Wor-Wic Community College degree conferral standards. OTA general education requirements are met in accordance with the institution's policy stating that at least 18 general education credit hours are required for an associate of applied science degree (A.A.S.). The following are the general education courses within the OTA curriculum:

English and Composition (Requirement for A.A.S.)

ENG 101 Fundamentals of English I (3 credits) – OTA program pre-requisite

Arts and Humanities (Requirement for A.A.S.)

ENG 151 Fundamentals of English II (3 credits)

Social/Behavioral Science (1 Course Required for A.A.S.)

PSY 101 Introduction to Psychology (3 credits) – OTA program pre-requisite

Biological/Physical Science (1 Courses Required for A.A.S.)
BIO 202 Anatomy and Physiology I (4 credits) – OTA program pre-requisite
BIO 203 Anatomy and Physiology II (4 credits) – OTA program pre-requisite

Additional General Education courses supporting OTA curriculum and instruction:
SDV 100 Fundamentals of College Study (1 credit) – OTA program pre-requisite
PSY 251 Human Growth and Development (3 credits)
PSY 252 Abnormal Psychology (3 credits)

The Wor-Wic Community College OTA program is accredited by ACOTE. As per programmatic accreditation guidelines, the OTA program has submitted the proposed curriculum change to ACOTE and has received approval to deliver the redesigned curriculum in the fall 2023 semester. The program is preparing for reaccreditation in 2023. The self-study report is due for submission on March 14, 2023. The on-site visit is scheduled for June 19-21, 2023. Students must meet all standards and requirements of ACOTE as incorporated into its program definition, curriculum and graduation requirement for graduation and subsequent certification.

The OTA program is not contracted with another institution or non-collegiate organization.

G.7. Contracts with other institutions

The OTA program does not have any contracts with other institutions.

G.8. OTA Program Curriculum and Program Information

Students seeking enrollment in the OTA program receive advisement from the college's Academic Advising Center and OTA program faculty. Program information is outlined on the college website, on the OTA webpage, within the Health Care pathway.

G.9. OTA Program Advertising, Recruitment, and Admission Materials

Advertising for the OTA program occurs as part of the Health Care pathway. Program information and admission materials is outlined on the OTA webpage and via documentation provided by the Academic Advising Center.

H. Adequacy of Articulation

At the completion of the OTA program, graduates demonstrate entry-level competency and seek employment as OTA practitioners. OTA graduates earn an A.A.S. degree focused upon career entry and satisfaction of didactic, laboratory and clinical requirements as prescribed by ACOTE accreditation standards. The OTA program does not retain any existing articulation agreements. However, the college is in conversation with Wilmington University discussing the possibility of articulating health care degrees into baccalaureate programs. As mentioned, the purpose of the A.A.S. degree is for employment and not intended for transfer.

I. Adequacy of Faculty Resources

Wor-Wic has employed qualified faculty, demonstrating subject matter expertise in OT practice. The following summarizes OTA faculty qualifications:

Dr. Dawnn Thomas (OTD, MS, OTR/L, BCG) is a PhD candidate. She is the Department Head and Program Director, Associate Professor of the OTA program. She holds this position full-time and is responsible for teaching the following courses: OTA 101, OTA 115, OTA 150, OTA 165, OTA 170, OTA 210, OTA 250, OTA 255.

Mr. Stuart Gibbs (OTR/L) is the Academic Fieldwork Coordinator and an instructor. He holds a Bachelors in Occupational Therapy. He is a full-time faculty member and teaches the following courses: OTA 110, OTA 160, OTA 175, OTA 200, OTA 260, OTA 270.

Mrs. Kayla Angeli (COTA) is a part-time instructor. She holds a Bachelors degree from Salisbury University. She assists with laboratory instruction, student advisement, and course planning under the direction of the OTA program director.

The institution supports ongoing professional development for faculty. Examples include supporting faculty members in attending the annual American Occupational Therapy Association (AOTA) Education Summit held each fall. Topics at the Education Summit commonly include theory building, signature pedagogies, instructional methods, learner characteristics and competencies, socialization to the profession, faculty development and resources, and promotion of diversity, inclusion, and equity throughout the education pipeline. The college also supports faculty attendance at the annual AOTA Conference, which is held each spring. The conferences offers a wide variety of educational programs, sessions, presentations, and events for professional development.

Wor-Wic Community College also offers Blackboard training courses. Blackboard is the college's learning management system. Annual trainings are required from faculty in order to keep up to date with the system.

The OTA program does not offer distance education at this time.

J. Adequacy of Library Resources

Students in the OTA program have access to a supply of current and relevant books, journals, periodicals, computers, software, and other reference materials needed to meet the requirements of the curriculum. The program budget allocates funding for OTA specific reference materials. Wor-Wic uses an electronic library that supports the academic needs of constituents. Multiple media centers are staffed to provide research assistance. Wor-Wic students also have privileges to access the libraries at University of Maryland Eastern Shore and Salisbury University.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment

Shockley Hall was completed in 2011. The building houses the health professions division, including nursing, emergency medical services, radiologic technology, physical therapist assistant, and occupational therapy assistant programs.

The OTA program classroom, storage areas, and home care laboratory are on the 2nd floor. The OTA program has a designated classroom that has mobile seating for 16 students, which can be rearranged to meet various class and teaching needs. It is large enough to allow treatment areas to be set up around the student seating for mats, plinth tables, treatment modules, etc. The home care laboratory is a fully equipped functional apartment with kitchen, bathroom, dining, bedroom, laundry, and living room areas. Walls are half height for easy viewing. The lab can be used for any independence, patient and caregiving training and retraining, home care, activities of daily living, and assistive technology needs. Both classroom and home care labs are fully smart. There is a hospital simulation room and an acute care unit simulation room on the 1st and 3rd floors, which can be used for OTA labs.

There is a dedicated storage space for OTA that is attached to the OTA classroom/laboratory and is equipped with shelving and cabinetry for organized storage. Both are secure and locked. The home care lab also has storage space in the kitchen, bathroom, bedroom, and dining. Home care and adaptive equipment can be stored in these areas for teaching, simulation, and practice. The dedicated storage areas for nursing and for PTA could be used for overflow or shared equipment if necessary.

The faculty have office space consistent with institutional practice. There are private faculty offices for student advisement. There are also available conference rooms for interdisciplinary collaboration, division meetings, and departmental advisement.

The OTA curriculum is not delivered via methods of distance education.

L. Adequacy of Financial Resources with Documentation

Table 1 explains the financial resources for the OTA program. The budget allocations reflect the possibility for part-time and full-time student enrollment. Depending upon when all general education requirements are completed, students may be enrolled into the OTA program as full-time (12 credit hours or more) or part-time (less than 12 credit hours) according to if general education courses were completed prior to seeking program admission.

TABLE 1: RESOURCES					
Resource Categories	FY24	FY25	FY26	FY27	FY28
1. Reallocated funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	\$ 59,572.00	\$ 198,128.00	\$ 212,320.00	\$ 218,080.00	\$ 226,240.00
a. Number of F/T students	4	8	10	10	10

b. Annual tuition/fee rate	\$4,120.00	\$4,216.00	\$4,312.00	\$4,408.00	\$4,504.00
c. Total F/T revenue (a * b)	\$ 16,480	\$ 33,728	\$ 43,120	\$ 44,080	\$ 45,040
d. Number of P/T students	12	24	24	24	24
e. Credit hour rate	\$133.00	\$137.00	\$141.00	\$145.00	\$151.00
f. Annual credit hour	27	50	50	50	50
g. Total P/T revenue (d * e * f)	\$ 43,092.00	\$ 164,400.00	\$ 169,200.00	\$ 174,000.00	\$ 181,200.00
3. Grants, Contracts & other external sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	\$ 59,572.00	\$ 198,128.00	\$ 212,320.00	\$ 218,080.00	\$ 226,240.00

Since this proposal is outlining a curriculum change for an established academic program offered at Wor-Wic Community College, there are no new faculty expenses requested for the OTA program.

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$231,999	\$238,960	\$246,129	\$253,512	\$261,119
a. #FTE	2.5	2.5	2.5	2.5	2.5
b. Total salary	\$202,504	\$208,579	\$214,837	\$221,281	\$227,921
c. Total benefits	\$29,495	\$30,381	\$31,292	\$32,231	\$33,198
2. Admin. staff (b + c below)	0	0	0	0	0
a. #FTE	0	0	0	0	0
b. Total salary	0	0	0	0	0
c. Total benefits	0	0	0	0	0
3. Support staff (b + c below)	0	0	0	0	0
a. #FTE	0	0	0	0	0
b. Total salary	0	0	0	0	0
c. Total benefits	0	0	0	0	0
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	0	0	0	0	0
TOTAL (Add 1 - 7)	\$231,999	\$238,960	\$246,129	\$253,512	\$261,119

M. Adequacy of Provisions for Evaluation of Program

All programs at Wor-Wic Community College are part of an institutional wide process for evaluation and assessment. Metrics are defined for evaluation criteria at multiple levels of the institution. These metrics are then utilized for reporting and progress assessment. Metrics are defined down through the operational, program, and course levels. A technology-based system of data collection is utilized for course level achievement which is then aggregated up to assess program achievement. Programs report on an annual basis with respect to achievement of objectives and department heads formulate necessary action plans to facilitate improvement, with the assistance of faculty members. The OTA program also falls under the scrutiny of an external accreditation agency which has independent oversight and assessment of evaluation mechanisms as well as results.

Assessment of student performance is evaluated at the course and program levels. Program operations are assessed via program effectiveness data, evaluating student pass rates on the OTA certification examination, graduate employment in the OTA profession, and program completion. Faculty are also evaluated by students and annually through a college defined process using the following criteria: instruction, department support, operational support, and professional development.

N. Consistency with the State’s Minority Student Achievement Goals

Wor-Wic Community College maintains a cultural diversity plan which states:

“Wor-Wic Community College is committed to a plan of cultural diversity that promotes inclusivity of diverse students and employees. The college has created a welcoming atmosphere on campus and has infused cultural diversity in all college programs, services, and communications. The college has demonstrated this commitment to cultural diversity through the vision, values, mission, and goals stated in the strategic plan. The strategic plan of the college is in alignment with the diversity goals of the Maryland State Plan for Higher Education, including implementation strategies and timelines for meeting the goals.”

Through the college planning process, the college mission and vision were recently revised along with clarification of college values. This provides a renewed emphasis on diversity and the college’s commitment to the success of minority students. The new strategic plan has identified diversity, equity, and inclusion as the focus of strategic priority 2 which states, the college will “Nurture and actively promote diversity, equity and inclusion among students and employees”

(Wor-Wic Strategic Plan, 2021). Additionally, the language explaining the college value of diversity has been clarified and states the following: “Diversity is embracing all people, ideas and experiences by creating an inclusive, equitable, safe and supportive environment”. To this end, the college has established a renewed commitment to the success of minority students and its diverse student population.

O. Relationship to Low Productivity Programs Identified by the Commission:

The OTA program is not related to any identified low productivity program.

P. Adequacy of Distance Education Programs

The OTA program curriculum is delivered on campus in a traditional classroom format. This supports the didactic, laboratory, and clinical learning experiences necessary to develop student competency required for graduation as entry-level OTA practitioners. Distance education is not an instructional format for the OTA program.