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Name of Institution

Medical University of South Carolina

Name of Program (include concentrations, options, and tracks)

Occupational Therapy Doctorate (OTD) - Post-Professional

Program Designation

- Associate's Degree
- Bachelor's Degree: 4 Year
- Bachelor's Degree: 5 Year
- Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.)
- Master's Degree
- Specialist
- Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)

Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes
- No

Proposed Date of Implementation Fall 2019 CIP Code

Delivery Site(s)

College of Health Professions
Medical University of South Carolina

Delivery Mode

- Traditional/face-to-face*
*select if less than 50% online
- Distance Education
 - 100% online
 - Blended (more than 50% online)
 - Other distance education

Program Contact Information (name, title, telephone number, and email address)

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Institutional Approvals and Dates of Approval

CHP Leadership Council: April 13, 2017 - Approved
Education Advisory Committee: May 2, 2017 - Approved

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Provost's Council: June 12, 2017 - Approved
Board of Trustees: August 10-11, 2017

Background Information

State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters)

The College of Health Professions at MUSC proposes to offer a 30-credit Post-Professional Occupational Therapy Doctorate. This program will allow working occupational therapists who have completed an ACOTE accredited occupational therapy education program the opportunity to advance their educational and professional goals. This program will provide occupational therapists with (1) advanced leadership skills as an increased number of practicing occupational therapists are attaining leadership roles, (2) a broader understanding of population health and health care delivery models in a rapidly changing healthcare environment, (3) an increased ability to rigorously implement evidence-based practice as practice techniques advance, and (4) instructional skills for teaching in educational programs as well as professional and community settings. This doctorate program will provide a plan of study that includes coursework and a capstone project that is designed to address these requirements. Courses will be available through a variety of distance learning technologies (asynchronous online activities, independent reading, and projects).

This program is consistent with the mission of MUSC, "to preserve and optimize human life in South Carolina and beyond" and it supports the MUSC strategic plan, *Imagine MUSC 2020*, specifically the goal for innovative learning which states in part, "we will evolve our learning methods and translate educational principles to foster a lifelong learning environment for students...."

List the program objectives. (2000 characters)

Program objectives for the post-professional occupational therapy doctorate program include:

1. To **enhance leaderships skills** to provide a strong foundation for advancement in leadership and management roles.
2. To increase the opportunities for **advancement as an educator** for graduates who desire to teach in academic programs, in community setting, or as a provider of continuing education in occupational therapy practice.
3. To increase **knowledge of population health** and application of principles as related to occupational therapy practice.
4. To improve patient care by **advancing clinical skills** and understanding of translational research as applied to occupational therapy practice. Graduate level education provides the necessary research skills for the delivery of evidenced-based clinical patient care.
5. To improve patient care by **contributing research** to the body of knowledge related to occupational therapy practice.

Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable. (1500 characters)

In the state of South Carolina, MUSC offers the only current Master of Science in Occupational Therapy (MSOT) degree. There are no occupational therapy doctorate (OTD) programs offered in SC. Over 500 students have graduated from the MUSC Occupational Therapy (OT) Program with a master's degree and over 450 students have graduated with a bachelor's degree in OT. A survey was emailed to alumni from 1999 – 2016 and posted on a social media site for SC OTs. The survey was completed by 250 OTs; 43% (N=108) stated they are planning to pursue a post-professional OTD and 29% (N=73) were considering pursuit of an OTD. Of the 108 respondents planning to pursue a post-professional OTD, 74% (N=80) said they would enroll at MUSC.

This post-professional program will allow graduates with a bachelor's or master's degree in OT an opportunity to receive an OTD degree from MUSC and remain competitive for clinical and leadership positions as other OT graduates enter the profession with a doctoral degree. In April 2016, the American Occupational Therapy's (AOTA) Board of Directors issued a position statement in support of the clinical doctorate: "In response to the changing demands of higher education, the health care environment, and within occupational therapy, it is the position of the American Occupational Therapy Association (AOTA) Board of Directors that the profession should take action to transition toward a doctoral-level single point of entry for occupational therapists, with a target date of 2025." MUSC seeks to establish itself as a leader in offering the OTD degree, ensuring that by 2025, we have shaped the program to be a model to others.

Employment Opportunities

Is specific employment/workforce data available to support the proposed program?

Yes

No

If yes, complete the table and the component that follows the table on page 4. If no, complete the single narrative response component on page 5 beginning with "Provide supporting evidence."

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| Employment Opportunities | | | |
|---|---|---|---|
| Occupation | Expected Number of Jobs | Employment Projection | Data Source |
| Occupational Therapist National Statistics | 114,660 2015 | 145,100 27% increase 2014-2024 | Bureau of Labor Statistics https://www.bls.gov/ooh/healthcare/mobile/occupational-therapists.htm |
| Occupational Therapist South Carolina Statistics | Increase of 390 positions by 2024 | 2,320 OT's which would be a 20.7% increase | Bureau of Labor Statistics www.projectionscentral.com |
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Provide additional information regarding anticipated employment opportunities for graduates.
 (1000 characters)

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Job growth for occupational therapists is projected to be faster than average (Bureau of Labor Statistics, 2017). The majority of students in the post-professional OTD program will already be employed as occupational therapists. With the projected job growth, there will be more opportunities and a greater need for occupational therapists with advanced skills to fill leadership, teaching, and advanced practice roles.

Provide supporting evidence of anticipated employment opportunities for graduates, including a statement that clearly articulates what the program prepares graduates to do, any documented citations that suggest a correlation between this program and future employment, and other relevant information. Please cite specific resources, as appropriate. (3000 characters)

Note: Only complete this if the Employment Opportunities table and the section that follows the table on page 4 have not previously been completed.

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Will the proposed program impact any existing degree programs and services at the institution (e.g., course offerings or enrollment)?

Yes

No

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If yes, explain. (500 characters)

List of Similar Programs in South Carolina

***Not the same degree but have same CIP code (512399) as the proposed OTD program.**

| Program Name | Institution | Similarities | Differences |
|-----------------------------------|--|--------------------------|--|
| Occupational Therapy | Medical University of South Carolina | OT degree | Offers a Master's versus a Doctoral degree in OT |
| Health and Rehabilitation Science | Medical University of South Carolina | Doctoral degree | Offers an PhD in health and rehabilitation science versus a clinical doctorate in OT |
| Rehabilitation Counseling | University of South Carolina | Health-related degree | Offers a Masters of Arts degree in psychiatric rehabilitation counseling versus a clinical doctorate in OT |
| Psychiatric Rehabilitation | University of South Carolina | Health-related education | Offers a Masters of Arts degree in psychiatric rehabilitation counseling versus a clinical doctorate in OT |
| Psychiatric Counseling | University of South Carolina | Health-related degree | Offers a Post Baccalaureate Certificate in psychiatric counseling versus a clinical doctorate in OT |
| Psychiatric Counseling | University of South Carolina (Main Campus) | Health-related degree | Offers a Master's in Rehabilitation Counselling versus a clinical doctorate in OT |
| Psychiatric Counseling | University of South Carolina (Distant Education) | Health-related degree | Offers a Master's in Rehabilitation Counselling versus a clinical doctorate in OT |

Description of the Program

| Projected Enrollment | | | | | | |
|----------------------|-----------|--------------|-----------|--------------|-----------|--------------|
| Year | Spring | | Summer | | Fall | |
| | Headcount | Credit Hours | Headcount | Credit Hours | Headcount | Credit Hours |
| 2019 | | | | | 10 | 6 |
| 2020 | 10 | 6 | 10 | 6 | 20 | 12 |
| 2021 | 20 | 12 | 10 | 6 | 20 | 12 |
| 2022 | 20 | 12 | 10 | 6 | 20 | 12 |
| 2023 | 20 | 12 | 10 | 6 | 20 | 12 |

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program?

Yes

No

If yes, explain. (1000 characters)

Applicants must possess a baccalaureate degree or a master's degree in occupational therapy. Occupational therapists with a baccalaureate degree in occupational therapy and a master's degree in another field will be eligible to enroll unless it is determined that their master's program has not prepared them adequately for the OTD program content, this will be determined on a case-by-case review of applicants. Applicants with a baccalaureate degree in OT and no master's degree will be required to have 5 years of practice as a licensed OT and will be required to complete 15 graduate level prerequisite credit hours; this will consist of 9 credits of graduate coursework in research (that could be taken at MUSC through existing classes or at another institution) and 6 credits of advanced occupational therapy theory coursework (to be offered by MUSC) to ensure they have the level of research and theory knowledge obtained in a master's OT program.

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Are there any special articulation agreements for the proposed program?

Yes

No

If yes, identify. (1000 characters)

Curriculum

| Curriculum by Year | | | | | |
|---|---------------------|---------------------------------|---------------------|---|---------------------|
| Course Name | Credit Hours | Course Name | Credit Hours | Course Name | Credit Hours |
| Year 1 | | | | | |
| Fall | | Spring | | Summer | |
| Leadership & Management II | 3 | Population-Based Health | 3 | Students take one of the following based on area of focus: --Leadership: Seminar in Health Services Leadership --Teaching: Advanced Instructional Design --Population Health: Foundations of Public Health --Advanced Practice: Advanced Treatment Techniques | 3 |
| Advanced Clinical Outcomes | 3 | Basic Academic Teaching Skills | 3 | Elective based on area of focus, choose from following or other appropriate courses: --Special Topics in Occupational Therapy --Independent Study --Community-Based Practice | 3 |
| Total Credit Hours | 6 | Total Credit Hours | 6 | Total Credit Hours | 6 |
| Year 2 | | | | | |
| Fall | | Spring | | Summer | |
| Students take one of the following based on area of focus: --Leadership : Seminar in Ethical Leadership --Teaching: Teaching Practicum --Population Health: Intro to Global and Public Health --Advanced Practice: Clinical Practicum | 3 | Doctoral Experiential Component | 6 | | |
| Scholarship in Occupational Therapy | 3 | | | | |

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| Curriculum by Year | | | | | |
|---------------------------|---------------------|--------------------|---------------------|--|---------------------|
| Course Name | Credit Hours | Course Name | Credit Hours | Course Name | Credit Hours |
| Total Credit Hours | 6 | Total Credit Hours | 6 | Total Credit Hours for Program = 30 | |

Course Descriptions for New Courses

| Course Name | Description |
|---|---|
| OT-XXX. Leadership & Management II (Core Course) | This course will discuss contemporary service delivery and management as related to increasingly complex health care and social environments. Students will be introduced to concepts and principles of leadership and management including healthcare policy and reform, advocacy, business management, and healthcare administration. Principles of grant writing will also be addressed as a vehicle to secure funds in needed areas of practice and research. 3CH |
| OT-XXX. Advanced Clinical Outcomes (Core Course) | This course will discuss the broad array of clinical outcomes and their uses from monitoring individual clients to determining Center for Medicare and Medicaid Services payments. In addition to interpreting the psychometrics of outcome measures, students will become aware of the challenges of collecting and using outcome measures in practice and explore methods for facilitating their collection and use. 3CH |
| OT-XXX. Population-Based Health (Core Course) | An overview of population health will be presented including discussion of determinants of health that influence the distribution of outcomes within a population. Policies and interventions that impact determinants of health and the impact of occupational therapy on populations will be discussed. Topics will include discussion of global and public health as related to occupational therapy practice. 3CH |
| OT-XXX. Advanced Instructional Design (Track Course) | This course provides an in-depth understanding of instructional design, instructional methods, skills, media, and evaluation for health professionals teaching in academia, clinical, and community settings. Emphasis will be on the development of advanced teaching skills with the opportunity to practice skill delivery in simulated and/or real life contexts. 3CH |
| OT-XXX. Foundations of Public Health (Track Course) | An introduction to the principles and core functions of public health and to selected public health theories. Students will gain an understanding of the role of public health and its core functions to better understand patterns of diseases, global threats to health, and factors contributing to disparate health outcomes in population groups. 3CH |
| OT-636. Advanced Treatment Techniques (Track Course) | Presents an opportunity for students to study new and/or specialized treatment techniques in a particular area of practice. Practical experiences in using the selected treatment techniques are included. 3CH |
| OT-637. Special Topics in Occupational Therapy. (Elective) | This course allows students to expand knowledge and skills in an area of special interest. 3CH |
| OT-681. Independent Study (Elective) | Students study a topic related to OT under faculty supervision. 3CH |
| OT-695. Community Based Practice (Elective) | Opportunity for individuals and/or small group of students to actively participate with faculty members or community preceptors in innovative community-based experiences that will improve the health needs of diverse communities. Students will gain experience examining how their professional skills may be harnessed to respond to the health objectives embedded in Healthy People 2020. 3CH |

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|---|---|
| OT-XXX. Clinical Practicum (Track Course) | Students will work with assigned OT faculty and/or clinician to increase knowledge and skill in a specialty area of practice. Students will develop a portfolio demonstrating clinical experiences in practice area. 3CH |
| OT-XXX. Teaching Practicum (Track Course) | Students will work with assigned OT faculty to develop teaching materials for an assigned course. Students will provide class instruction and be evaluated on instructional design, instructional methods, skills, media, and evaluation methods of course content. 3CH |
| OT-XXX. Scholarship in Occupational Therapy | Students will complete a literature review and design a study focused on their defined track and area of concentration with a plan formulated to implement the study during the doctoral experiential component. 3CH |
| OT-XXX. Doctoral Experiential Component | The doctoral experiential component will develop occupational therapists with advanced skills by providing an in-depth experience in one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development. 6CH |

Faculty

| Faculty and Administrative Personnel | | | | |
|---|---------------------------|--|--|--|
| Rank | Full- or Part-time | Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours | Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major | Other Qualifications and Comments (i.e., explain role and/or changes in assignment) |
| Professor | Full-time | OT-XXX. Advanced Clinical Outcomes (Fall Year One, 3 C.H.) | --Ph.D. Experimental Psychology, Ohio University (1984) --BS Occupational Therapy, Washington University School of Medicine (1984) --MS Experimental Psychology, Ohio University (1981) --BA Psychology, College of the Holy Cross (1977) Relevant Courses: Variety of graduate level research courses | Director, Division of Occupational Therapy (Entry-Level OTD) |

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|-------------------------------|-----------|--|---|--|
| Assistant Professor | Part-time | OT-XXX. Leadership & Management II (Fall Year One, 3 C.H.,) | --OTD Occupational Therapy, Thomas Jefferson University (2010) --MS Occupational Therapy, Medical University of South Carolina (2006) --BA Art History, College of Charleston (2000) Relevant Courses: --Delivery and Management of Occupational Therapy Services --Professional Issues in Occupational Therapy --Leadership and Advocacy for Occupational Therapy --Consumer Access to Occupational Therapy | Students will take this course with students in the entry-level OTD program. |
| Assistant/Associate Professor | Full-time | OT-XXX. Population-Based Health (Spring Year One, 3 C.H., Core Course) | Will be taught by new faculty in the OTD entry-level program. | Students will take this course with students in the entry-level OTD program. |
| Assistant Professor | Full-time | HRS-814. Building Academic Teaching Skills (Spring Year One, 3 C.H., Core Course) OT-XXX. Advanced Instructional Design (Summer Year One, 3 C.H., Track Course) | --EdD Instructional Technology and Distance Education, Nova Southeastern University (2011) --MA Professional Communication, Clemson University (1999) --BA English and BS Biology, Furman University (1997) Relevant Courses: --Building Academic Teaching Skills --Introduction to Adult Learning --Educational Theory Blended Learning Module | Director of Educational Technology, College of Health Professions (College Faculty) |
| Associate Professor/Professor | Full-Time | HA-872. Seminar in Health Services Leadership (Summer Year One, 3 C.H., Track Course) | Current course taught by qualified faculty in the Department of Healthcare Leadership, and Management. | Students will take this course with students in the Doctor of Health Administration program. |

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|--|-----------|---|---|--|
| Associate Professor | Full-time | OT-XXX. Foundations of Public Health (Summer Year One, 3 C.H., Track Course) | <p>--Ph.D. Public Health, University of South Carolina (2011) --MHS Health Sciences, Medical University of South Carolina (1989) --BS Occupational Therapy, Medical University of South Carolina (1985)</p> <p>Relevant Courses: PhD focused on Health Promotion, Behavior and Education and current psych course and correlate include public health components in community health.</p> | Students in the population-based health track are required to take this course. |
| Adjunct Faculty | Adjunct | | Existing faculty will serve as coordinator for this course and will recruit qualified clinicians for instructional content. | |
| *Assistant/Associate Professor/Professor | Full-time | | The Director of the Post-Professional OTD Program will be a new faculty position, this person will have a doctoral degree, either an OTD or research degree and will have at least 5 years of occupational therapy clinical practice experience and 5 years of teaching experience in occupational therapy. | |
| | | OT-636. Advanced Treatment Techniques (Summer Year One, 3 C.H., Track Course) | The Director of the Post-Professional OTD Program will serve as course coordinator and will assist students in selecting an appropriate clinician based on interests and availability of qualified clinicians to provide instruction and mentorship. | Students in the clinical practice track are required to take this course. Students will be matched with appropriate clinician for student to study new and/or specialized treatment techniques in a particular area of practice. |

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|-------------------------------|-----------|--|---|---|
| | | <p>OT-637. Special Topics in Occupational Therapy (Elective) OT-681. Independent Study (Elective) OT-695. Community Based Practice (Elective)</p> <p>(Summer Year One, 3 C.H.)</p> | <p>The Director of the Post-Professional OTD Program will assist students in selecting an appropriate elective based on interests and availability of courses and will ensure students have qualified faculty to provide instruction and mentorship.</p> | <p>All students register for one of the three listed electives during this semester, the elective courses provide students an opportunity to study a special topic, engage in an independent study, or participate in community-based practice.</p> |
| | | <p>OT-XXX. Teaching Practicum (Fall Year Two, 3 C.H., Track Course)</p> <p>OT-XXX. Clinical Practicum (Fall Year Two, 3 C.H., Track Course)</p> | <p>The Director of the Post-Professional OTD Program will assist students in selecting an appropriate practicum based on interests and availability of faculty and qualified clinicians to provide instruction and mentorship.</p> | <p>Students in the teaching track are required to complete a teaching practicum.</p> <p>Students in the clinical practice track are required to complete a clinical practicum.</p> |
| | | <p>OT-XXX. Scholarship in Occupational Therapy (Fall Year Two, 3 C.H., Core Course)</p> <p>OT-XXX. Doctoral Experiential Component (Spring Year Two, 3 C.H., Core Course)</p> | <p>The Director of the Post-Professional OTD Program will teach the scholarship course which will include planning a scholarship project for completion during the Doctoral Experiential Component (DEC).</p> <p>He/she will also assist students in selecting an appropriate topic and setting for the DEC based on interests and availability of qualified mentors to guide the student in the DEC.</p> | |
| Associate Professor/Professor | Full-time | HAP-753. Seminar in Ethical Leadership (Fall Year Two, 3 C.H., Track Course) | Current course taught by qualified faculty in the Department of Healthcare Leadership, and Management. | Students in the leadership track are required to take this course. Students will take this course with students in the Master of Health Administration program. |

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| Varies | Full-time | IP-724. Intro to Global and Public Health (Fall Year Two, 3 C.H., Track Course) | Interprofessional Faculty | Students in the population-based health track are required to take this course. |
|--------|-----------|---|---------------------------|---|

Note: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.

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Total FTE needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators):

| Faculty | Staff | Administration |
|---------|----------|----------------|
| 0.8 FTE | 0.15 FTE | 0.2 FTE |

Faculty /Administrative Personnel Changes

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program. (1000 characters)

Will need one new faculty (1.0 FTE) to serve as Post-Professional OTD Program Director, this person will have 0.2 administrative responsibilities and 0.8 teaching and course coordination responsibilities:

- Oversee admissions and overall PP OTD curriculum, reports to Director of OT Division
- Coordinate Practicums (Fall Semester 2nd year students)
- Teach Scholarship Course (Fall Semester 2nd year students)
- Coordinate Doctoral Experiential Component (Spring Semester 2nd year students)
- Coordinate Advanced Treatment Techniques and elective courses as needed (Summer Semester)

Some students will take courses in other divisions as appropriate. Approximately 0.15 FTE of staff time will be needed to assist with admissions and student services coordination.

Library and Learning Resources

Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters)

The MUSC Libraries provide access to resources that support the University's tripartite mission of education, research, and clinical care. The Library serves as an instructional unit, a teaching and learning space, a database and knowledge center, an academic computing support unit, and a leader in information planning.

The Library's collections and resources are extensive and sufficient to support the doctoral and post-professional clinical doctor occupational therapy program. Pertinent online resources include over 21,900 electronic journals, over 305,000 electronic books, over 54,000 bound journals, and nearly 250 biomedical and health-related databases (e.g., Academic Search Premier, AccessMedicine, AnatomyTv, CINAHL, Cochrane Library, Lexicomp, NetAnatomy, PsycINFO, PubMed, SciFinder and UpToDate). Access to the library's collections and resources is available 24/7/365 to students off campus and to distance learners through their NetID. In addition, the library's Interlibrary Loan (ILL) service enables MUSC students, faculty, and staff to borrow from other libraries materials that are not currently owned by MUSC. Further, through membership in PASCAL (Partnership Among South Carolina Academic Libraries), MUSC users may borrow books from any South Carolina academic library either in-person or delivered via courier to MUSC.

The Library's physical space is 106,000 sq. ft. (including 98,000 usable sq. ft.). The facility houses open study carrels, large and small group study rooms, and open space for personal or group computing, study, and collaboration. Wireless Internet access is available throughout the building. Students have 24/7 access to the Library building and its resources. After hour access to the physical space is secured through the use of ID badges.

The library employs over 39 staff, including 13 librarians, all with appropriate credentials to assist

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students. Librarians are available to provide research consultations and library instruction to distance learners using Adobe Connect and WebEx in addition to email and phone.

Student Support Services

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)

Existing student support services will be used, no new student support services will be required within the Division of Occupational Therapy. Student support services on campus that are available to all MUSC students include the Center for Academic Excellence, the Writing Center, the Wellness Center, and the availability of supplemental instruction from tutors. The current MUSC students report satisfaction with the available university support services that will be available to the students in this program.

Physical Resources

Identify any new instructional equipment needed for the proposed program. (500 characters)

No new instructional equipment will be needed. This program will be primarily on-line and students will use the existing Moodle system for course instruction. When on campus, students will have access to existing classrooms and technology equipment offered to existing students.

Will any extraordinary physical facilities be needed to support the proposed program?

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Yes

No

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements, including new facilities or modifications to existing facilities. (1000 characters)

Financial Support

| Estimated New Costs by Year | | | | | | |
|--|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|--------------|
| Category | 1st (FY19) | 2nd (FY20) | 3rd (FY21) | 4th (FY22) | 5th (FY23) | Total |
| Program Administration | 0 | 0 | 0 | 0 | 0 | 0 |
| Faculty and Staff Salaries | 0 | 187,915 | 213,869 | 218,146 | 222,509 | 842,438 |
| Graduate Assistants | 0 | 0 | 0 | 0 | 0 | 0 |
| Equipment | 0 | 0 | 0 | 0 | 0 | 0 |
| Facilities | 0 | 0 | 0 | 0 | 0 | 0 |
| Supplies and Materials | 0 | 0 | 0 | 0 | 0 | 0 |
| Library Resources | 0 | 0 | 0 | 0 | 0 | 0 |
| Other* | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 0 | 187,915 | 213,869 | 218,146 | 222,509 | 842,438 |
| Sources of Financing | | | | | | |
| Category | 1st | 2nd | 3rd | 4th | 5th | Total |
| Tuition Funding | 0 | 149,884 | 248,189 | 250,160 | 252,151 | 900,384 |
| Program-Specific Fees | 0 | 0 | 0 | 0 | 0 | 0 |
| State Funding (i.e., Special State Appropriation)* | 0 | 0 | 0 | 0 | 0 | 0 |
| Reallocation of Existing Funds* | 0 | 0 | 0 | 0 | 0 | 0 |
| Federal Funding* | 0 | 0 | 0 | 0 | 0 | 0 |
| Other Funding* | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 0 | 149,884 | 248,189 | 250,160 | 252,151 | 900,384 |
| Net Total (i.e., Sources of Financing Minus Estimated New | 0 | (38,031) | 34,321 | 32,014 | 29,642 | 57,946 |

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|--------|--|--|--|--|--|--|
| Costs) | | | | | | |
|--------|--|--|--|--|--|--|

*Provide an explanation for these costs and sources of financing in the budget justification.

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Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.

There are no other new costs included in the table.

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Evaluation and Assessment

Programmatic Assessment: Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

Since this is post-professional program, the students will already be employed as licensed occupational therapists.

The following Program and Student Learning Outcomes will be reported to the University Office of Institutional Effectiveness on an annual basis:

The Post-Professional OTD program will be systematically evaluated annually with both program outcomes (PO) and student learning outcomes (SLO), as described below.

PO1: The program performs well on dashboard indices of quality education

- Metric 1: Percentage of courses that students rate ≥ 4.0 (on 1-5 scale) for course effectiveness.
- Metric 2: Percentage of students that graduate on time (within 150% of program length, *based on full-time length).

PO2: The program enhances the ability of the graduate to advance their career.

- Metric 1: Percent of students who would recommend the program at time of exit interview.
- Metric 2: Percent of graduates who advanced in their career at 1 year after graduation.

Results of the assessment instruments are compiled and then discussed annually at the program retreat and modifications are implemented as needed.

Teaching Effectiveness Assessments: The University uses E-Value which is an anonymous survey sent to students at the end of each course to evaluate teaching effectiveness. A benchmark of 85% return rate is expected for each evaluated course. There are specific evaluations for both the instructor effectiveness and the course organization and content. The results are benchmarked against faculty evaluations in the college and are used for course improvement and in the annual faculty review process.

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Student Learning Assessment

| Expected Student Learning Outcomes | Methods of/Criteria for Assessment |
|--|--|
| SLO: Graduates will be able to demonstrate advanced knowledge and skill in leadership. | Metric: Percentage of students that satisfactorily complete Doctoral Experiential Component focused on advanced knowledge and skill in leadership (based on grading rubric). |
| SLO: Graduates will be able to demonstrate advanced knowledge and skill in instructional teaching. | Metric: Percentage of students that satisfactorily complete Doctoral Experiential Component focused on advanced knowledge and skill in teaching (based on grading rubric). |
| SLO: Graduates will be able to demonstrate advanced knowledge and skill in population health. | Metric: Percentage of students that satisfactorily complete Doctoral Experiential Component focused on advanced knowledge and skill in population health (based on grading rubric). |
| SLO: Graduates will be able to demonstrate advanced knowledge and skill in advanced clinical practice. | Metric: Percentage of students that satisfactorily complete Doctoral Experiential Component focused on advanced knowledge and skill in advanced clinical practice (based on grading rubric). |
| SLO: Graduates will complete a scholarly product relevant to defined area of focus area. | <p>Metric: Percentage of students that meet or exceed expectations performance on their scholarship project (based on a grading rubric).</p> <p>Metric: Percentage of students that submit a scholarly paper for publication in a professional journal or practice magazine by graduation.</p> |

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Will the proposed program seek program-specific accreditation?

Yes

No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

Will the proposed program lead to licensure or certification?

Yes

No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

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Teacher or School Professional Preparation Programs

Is the proposed program a teacher or school professional preparation program?

Yes

No

If yes, complete the following components.

Area of Certification

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.