

Missouri State University
Proposed Program:
Doctor of Occupational Therapy
Phase II Review

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Comprehensive Cost/Revenue Analysis

Five-Year Projected Costs for OTD Program

The projected five-year cost for the proposed OTD program (beyond the costs of the existing MOT program) is \$696,709. These costs cover one additional tenure track full-time faculty member, funding for per course or adjunct faculty, and a part-time doctoral capstone project coordinator. These are the additional projected costs for this program because the existing infrastructure of the MOT (i.e., classrooms, computer labs, computers, VTC, internet infrastructure, administrative support, marketing funds, space, parking) are at a sufficient level to support the OTD program. These are existing costs, and no additional resources will be needed for these line items. Dr. Sapna Chakraborty, current Department Head of the Occupational Therapy Department, will provide administrative oversight of the proposed doctoral program, including admissions, onboarding, student needs, etc. If enrollment exceeds the projected levels, a separate Program Director for the OTD will be appointed.

Plans to hire a 12-month assistant professor, a part-time capstone coordinator, and an adjunct instructor are based on the need to deliver 11 hours of classroom instruction in the fall semester, 8 hours of classroom instruction in the spring semester, and 9 hours of capstone experience across an academic year and the summer.

Cost	Y 1	Y 2	Y 3	Y 4	Y 5
12-month Tenure Track Assistant Professor (includes salary, fringe, and 2.5% COL)	\$112,000	\$114,800	\$117,670	\$120,612	\$123,627
Part time Capstone Coordinator		\$23,400	\$23,400	\$23,400	\$23,400
Per Course		\$3,600	\$3,600	\$3,600	\$3,600
Total	\$112,000	\$141,800	\$144,670	\$147,612	\$150,627

Five-Year Projected Revenue for OTD Program

In order to be conservative, revenue estimates were based on the courseloads required by individuals who already possess an MOT because the foundational coursework necessary for those with only a BOT would overlap with coursework currently offered in our MOT program, and consequently not require any extra instructional resources. Full-time students will begin and continue in the program for two years, taking 23 credit hours in their first year and 17 credit hours in their second year. Part-time students begin and continue in the program for

three years, taking 12 credit hours in their first year, and 14 credit hours in both their second and third years. Tuition will be set at \$500 per credit hour. The levels of student demand indicated in the Phase I proposal indicate 2 full-time students and 6 part-time students starting each year are reasonable projections. Based on projected enrollment, required yearly credit hours, and rate of tuition, the total projected revenue for 5 years is \$657,000. This model suggests that the OTD program will generate sufficient revenue to cover the costs of the program by Year 3.

	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment	2 FT* 6 PT*	4 FT 12 PT	4 FT 18 PT	4 FT 18 PT	4 FT 18 PT
Revenue @ \$500/credit hour	\$59,000	\$118,000	\$160,000	\$160,000	\$160,000

* FT = full-time students; PT = part-time students

Sufficient Student Interest

More than one-third of respondents to a 2019 survey agreed or strongly agreed that they would enroll in an online OTD program with Missouri State University. The OT Department has also consistently received inquiries about the doctoral degree in occupational therapy at MSU. These expressions of interest have occurred in the absence of any public advertising of a potential program. In many cases, mid-career occupational therapy practitioners and mid-level rehab OT managers are reaching out because they understand the additional opportunities for advancement in their existing career paths as well as new directions that will be possible with this professional doctorate.

The survey was sent to 369 potential candidates for the program. This included students:

- OT graduating classes of 2019, 2020, and 2021
- students in the Health Professions Scholars Program at MSU
- students in the Pre-OT club
- students in McQueary College of Health and Human Services interested in health care professions
- alumni from MSU's OT prog

And professionals in and around the Springfield area:

- administrators, managers, and directors of occupational therapy services
- MSU OT advisory board members
- practicing occupational therapists
- occupational therapy assistants

A Likert Scale of 1-7 was established for the responses, with 1 being “strongly disagree” to 7 being “strongly agree.” Out of 369 surveys sent out, 300 responses were collected (81.3% return rate). Thirty-five percent of the respondents agreed or strongly agreed that they would return to obtain an OTD degree at MSU if it were available online. Sample letters from student alumni who support the provision of a post-professional OTD at MSU are provided in Appendix A. Additionally, administrators of local organizations that provide occupational therapy services provided letters of support. These are included in Appendix B.

Participation in External Learning Experiences with Emphasis on Local/Regional Placements

Students will engage in a doctoral capstone experience, entitled OTE 980, *Capstone Project*. The process of designing and engaging in a student-led capstone experience is an essential component of doctoral education. There is little question about the availability of sites for students to complete their capstone project based on the extensive network of healthcare organizations and community agencies that the OT Program has existing relationships with through the fieldwork program.

Students who enroll in the OTD program will be practicing occupational therapists who are likely to complete their Capstone Project in collaboration with their employer or local community organizations. Out-of-state students will be completing the projects either with their employers or the local community organizations close to where they live with the help of a faculty mentor, capstone coordinator, and a site mentor. All the instructional help will be provided online throughout the program. Based on current applicant pools, the OT program anticipates most OTD students will be from the Springfield, Missouri area or the Midwest region of the United States, so existing partnerships should be sufficient to support the capstone experiences. The out- of- state partnerships would be student driven mostly at their place of employment. The Capstone process allows students to heighten their skills while giving back to their local communities. Below are examples of local sites that currently support our OT students.

Access Potential Therapy Services, Carthage, MO
Aids Project of the Ozarks, Springfield, MO
Barnabas Prep, Branson, MO
Birch Pointe Health and Rehabilitation, Springfield, MO
Citizens Memorial Hospital, Bolivar, MO
Communities of Wildwood Ranch, Joplin, MO
CoxHealth Branson, Branson, MO
CoxHealth Monett, Monett, MO
CoxHealth Springfield, MO

Daybreak Adult Daycare Facility. Springfield, MO
Developmental Center of the Ozarks, Springfield, MO
Dynamic Strides Therapy, Republic, MO
Eden Village, Springfield, MO
Freeman Health System, Joplin, MO
Jordan Valley Community Health Center, Springfield, MO
Lakeland Behavioral Health, Springfield, MO
Logan-Rogersville R-VII School, MO
Mercy Health System Joplin, MO
Mercy Health System Springfield
Mercy Therapy Services Lebanon, MO
Miracle Kids Success Academy, MO
Miracle Kids Unlimited Learning Academy, MO

General Resources (library, facilities, equipment, classroom/lab space, etc.)

Every semester the OT Department Head and staff systematically calculate the OT student needs in terms of facilities, space, equipment, faculty, and OTE course offerings to ensure that these resources are in balance with student numbers. As a result, the number of faculty and services through course offerings has increased every year, computer equipment and library resources have been expanded, and the department's fixed resources have been used with ever-greater efficiency. This practice would be expanded to include the needs of students in the doctoral program.

MSU has video-teleconferencing (VTC) systems in each classroom that enable each OTE course to be available for distance learning via VTC and Blackboard. The recent addition of Zoom technology to each OT classroom allows the OT department to transmit live or recorded broadcasts of courses via VTC and the Internet to the Springfield campus and beyond. This technology allows for growth in the post-professional OTD student numbers and credit hours without creating additional burdens on existing OT classroom facilities.

Students can use the Internet to readily connect to the Springfield MSU library resources and databases. All OT students have access, both on- and off-campus, to the MSU library system via its website: libraries.missouristate.edu. On the library website, students can search thousands of academic journals, make interlibrary loan requests, and download an unlimited number of articles to support evidence-based practice and research. Access to the library resources also includes databases such as Academic Search Complete, JSOR, LexisNexis Academic, and Project Muse. MSU librarians are also regularly available online to assist students in finding and acquiring the resources they need to complete their research.

Accreditation Requirements

There are no relevant accreditation options for the proposed degree, the post-professional Doctor of Occupational Therapy. Because the master's degree has been the entry-level requirement for years, most practicing OTs do not have a doctoral degree. As described in the Phase I proposal and the section on Student Interest in the current proposal, many licensed OTs desire to get the doctorate in order to increase their knowledge and skills and advance in their careers. MSU is proposing this post-professional degree to meet this need. At the same time, the American Council on Occupational Therapy Education (ACOTE) currently recommends the doctorate as the entry point for the profession and likely will mandate that all OT programs transition to the doctoral level in the future. As a result, MSU has applied to ACOTE to offer a pre-professional, entry-level doctoral degree at some time in the future and we are currently listed as an applicant to offer the OTD on their [website](#).

Curriculum Alignment with Knowledge and Competencies

Upon completion of the Doctor of Occupational Therapy, students will develop the skills listed below. Specific alignment between these skills and the program's curriculum is provided in Appendix C.

- Analyze, expand, and apply the use of occupations as the primary therapeutic approach to promote client participation in everyday living.
- Advance knowledge of the art and science of occupation to positively influence client, community, and population health outcomes and occupational performance.
- Develop advanced practice skills that positively influence occupations carried out with, or for underrepresented individuals as part of a community, national, or global group or organization.
- Evaluate access to community resources and design community- or primary care programs to support occupational performance for persons, groups, and populations.
- Critically synthesize evidence within diverse areas of practice to identify gaps and develop innovative solutions to address unmet needs.
- Strengthen professional identity through dissemination of doctoral work aimed at advancing the science of occupational therapy and influencing change at individual, community, and population levels.
- Champion the importance of advocacy through advanced understanding of the profession's Code of Ethics to promote population health and systems-level change.
- Develop ethical leadership and teaching skills to foster collaboration and enhance communication strategies amongst practice and academic environments.

External Learning Experiences in Region

In addition to the local/regional sites (examples listed above), OT students have engaged in clinical experiences in other areas in Missouri and other states in addition to some international locations. Examples are listed below.

Ability KC, Kansas City, MO
Advanced Physical Therapy, Wichita, KS
Apple Tree Therapy, O'Fallon, IL
ARC Physical Therapy, Kansas City, MO
Arkansas Children's Hospital, Little Rock, AR
Baxter Regional Medical Center, Mountain Home, AR
Boone Hospital, Columbia, MO
Capital Region Medical Center, Jefferson City, MO
Cassady Children's Center, Springdale, AR
Chicago Occupational Therapy, Chicago, IL
Children's Mercy Hospital, Kansas City, MO
Crystal Oaks Skilled Nursing, Festus, MO
Encompass Health Rehabilitation Hospital, Fayetteville, AR
Encompass Health Rehabilitation: Rusk Rehab, Columbia, MO
Fitzgibbon Hospital, Marshall, MO
Francis Howell School District, St. Peters, MO
Kenny Rogers Children's Center, Sikeston, MO
Memorial Hospital, Belleville, IL
Mercy Health System, Northwest AR
Mercy Health System, Washington, MO
University of Texas Medical Branch, Galveston, TX

International Locations:

African Impact, Cape Town, South Africa
SOCH, Gurgaon, India

Assessment Plan for Meeting Workforce Need

Missouri State University's Department of Occupational Therapy has an existing assessment process that reviews all seated and online courses. The OT department will expand the current processes specifically for the proposed Doctor of Occupational Therapy Program. The OTD curriculum and associated student learning outcomes were intentionally designed to support and promote the advanced critical analysis skills that are needed to meet current workforce expectations. Students will be assessed on their ability to analyze and effectively apply knowledge across the profession with specific emphasis in the areas of occupation-based practice, community engagement, scientific inquiry, and ethical leadership.

A description of the current assessment plan and the steps to be taken to expand this plan to support the proposed OTD program is provided below.

Assessment Plan Currently Used for the MOT

For the past six years, the OT department has consistently assessed course structure, content, organization, learning objectives/outcomes, and student satisfaction through the completion of student course evaluations each semester. Feedback from these evaluations is then provided to the course instructor. Course instructors are subsequently evaluated during the peer-review process on how they respond and update the course based on the student feedback. This assessment process has proven to be an effective tool for specifically using student feedback to modify course content and structure to best meet the learning needs of the students. Student feedback in OTE620 indicated that they were struggling with the course textbook. Upon review, the instructor made modifications that improved student usability while maintaining academic standards for the field.

Other faculty members have regularly made adjustments and modifications to delivery and instructional methods, assignment instructions and rubrics, and grading practices as a direct result of student feedback. Regular peer review occurs annually, consisting of a faculty member reviewing another faculty member's syllabus, course content, and teaching practices through an in-class or virtual observation. The syllabus and course outline review process assesses program and university policy statements, instructor contact information, course outline, learning objectives, and the availability of clear grading rubrics. The teaching session review includes peer observation and comments on teaching quality and alignment of teaching with course learning objectives. The reviewer provides a written summary statement of demonstrated strengths and ideas for refinement. Faculty members then review the document together. An example of the Peer Review document is included in Appendix D.

In 2019, the OT Program added a biannual course reflection to the department assessment process. Course instructors engage in a self-assessment of a selection of one of their courses by completing a course reflection document. This encompassing document involves reflection on and review of learning objectives and course organization, including the syllabus, textbook,

policy, accreditation standards and learning objectives, accessibility standards, evaluation strategies, and use of guest speakers. The course to be reviewed is assigned by a department Assessment Coordinator, who also reviews the same areas as the course instructor and provides additional comments and feedback as warranted. Specific course changes are discussed with all faculty at the biannual retreat. An example of the OT Course Reflection Form is included in Appendix E. This process supports meaningful discussion and review of the most effective distribution of student learning objectives related to accreditation standards within the OT curricular flow.

During the fall semester of 2020, the department explored alternative methods for gathering and organizing student feedback data on course content and the instructor's mode of delivery via the EvaluationKIT software. The use of this software was initiated to align department assessment procedures with those at the College and University level. This change allowed for improved comparison of the OT graduate program to other graduate programs offered at the University. Program and student learning assessment tools are revised in an ongoing manner to improve efficiency, student learning, and instruction delivery methods.

Expansion of Assessment Plan to Incorporate Doctorate Courses

Once doctoral level courses are offered within the new OTD program an expansion of the current assessment plan will be warranted. The main adjustment will be to the peer-review process. The department plans to include a requirement that a portion of the peer review process is completed by another doctoral-level faculty member from a separate doctoral program within the McQueary College of Health and Human Services. There are currently four doctoral programs within the College: Doctor of Audiology, Doctor of Nurse Anesthesia Practice, Doctor of Nursing Practice, and Doctor of Physical Therapy. By soliciting feedback on teaching practices from experienced doctoral-level faculty from these established doctoral programs our faculty will gain insightful feedback, suggestions, and strategies to improve teaching practices and the delivery of content.

Overall Assessment Plan

The overall purpose of the OTD assessment plan is to expand and strengthen the learning process. It is designed to allow faculty, students, and administrative staff the opportunity to identify areas for improvement as well as potential concerns, and to take corrective action where needed. The expanded assessment process will provide OTD faculty with an informed basis for continuously enhancing the learning processes in this doctoral program.

The program-level learning outcomes were collaboratively and purposely designed during the curricular development process. The student learning outcomes have also been expressly tied to courses and known workforce needs. They have also been linked to the goals outlined in the Blueprint for Higher Education (see Appendix C). The specific assessment of these outcomes via intentional review allows for a cohesive analysis of student learning and the program's effectiveness in meeting workforce demands.

Assessment will begin with the start of the first cohort in the form of gathering data and feedback in courses, from partner organizations, and maintaining a cycle of ongoing feedback between faculty, students, and community partners.

The eight learning outcomes for the proposed OTD program, described herein, will be assessed beginning in Year 3 of the program based on the following schedule and further outlined in Appendix F.

In Years 1 and 2, focus will be on gathering data and maintaining a cycle of assessment through student feedback, faculty collaboration, and review of student work and program goals.

Outcomes to be assessed at the end of Year 3

1. Analyze, expand, and apply the use of occupations as the primary therapeutic approach to promote client participation in everyday living.
2. Advance knowledge of the art and science of occupation to positively influence client, community, and population health outcomes and occupational performance.
3. Develop advanced practice skills that positively influence occupations carried out with, or for underrepresented individuals as part of a community, national, or global group or organization.
4. Evaluate access to community resources and design community- or primary care programs to support occupational performance for persons, groups, and populations.

Outcomes to be assessed at the end of Year 4

5. Critically synthesize evidence within diverse areas of practice to identify gaps and develop innovative solutions to address unmet needs.
6. Strengthen professional identity through dissemination of doctoral work aimed at advancing the science of occupational therapy and influencing change at individual, community, and population levels.
7. Champion the importance of advocacy through advanced understanding of the profession's Code of Ethics to promote population health and systems-level change.
8. Develop ethical leadership and teaching skills to foster collaboration and enhance communication strategies amongst practice and academic environments.

The faculty of the department will assess the students' learning in courses using Self Reflection Forms. They will consult regularly with MSU assessment office and internal assessment committee to improve the assessment process and maintain continuation of the assessment process. Faculty also establish an annual assessment meeting with the assessment coordinator

or department head and MSU assessment office as a part of the assessment process. This is the standard at Missouri State. All faculty, full-time, part-time, and per course will communicate or participate via email responses, with grades, and with observed strengths and weaknesses of student learning.

As a group, the faculty will consider student learning data collected from the department's courses in an annual retreat. Evidence they review may include samples of student papers, responses to common test items, results from EvaluationKIT surveys, exit interviews, or focus groups asking students the following:

- How well do you think you achieved the learning goals of the course?
- What aspects of the course best helped you achieve the learning goals?
- What suggestions do you have for improving the course?
- Does the course meet your professional objectives?

Other relevant items for review may be comprehensive exam rubrics, capstone project rubrics, capstone site evaluation by students, and student evaluation at the site by the capstone mentor or educator. After these defenses, the faculty will identify one or two areas for improvement, topics to work on and determine next steps for the department. These might include providing faculty development opportunities centered on strategies for helping students in certain identified areas. The department will follow-up in one or more ways including posting online resources for faculty or enacting curricular or course changes.

Contribution to CBHE's Blueprint for Higher Education

The OTD program outlined here advances the five key goals and strategies presented in MDHEWD's Blueprint for Higher Education. This program's specific characteristics include high quality, accessibility to both traditional and non-traditional students, affordability, and opportunities for innovation and partnership with community-based organizations and conventional healthcare settings. It also meets considerable student and market demand as well as societal needs. The program is designed to provide graduate education opportunities to currently practicing occupational therapists interested in advancing their professional careers within the following focus areas: clinical practice, research skills, program and policy development, advocacy, and education. In addition to the focus areas, students will have an option to choose from the specialty tracks including college teaching and health care administration to enhance their teaching or administrative skills needed for future advanced careers. Appendix C provides specific alignments among Blueprint goals, program curricula, and faculty expertise.

Blueprint for Higher Education: Specified Goals and Strategies Advanced via the Proposed OTD Program		
Blueprint Goals	Goal Strategies	Comment
1 Attainment	1.1; 1.4; 1.6	<ul style="list-style-type: none"> • The MSU MOT Program has demonstrated a proven record of a 99% degree completion rate, which suggests that the OTD will be similarly successful. • The proposed OTD degree will be offered 100% on-line and asynchronous which significantly increases accessibility for all students. • Full- and part-time options will be available to meet the individual needs of each student. • MSU OT alumni will be able to transfer a set number of credits to support degree completion. • MSU’s existing student support services and the flexible nature of the degree encourages the non-traditional student to reenter higher education. • Strong existing relationships between the OT Program with local employers allow for enhanced collaboration and career exploration for students and alumni.
2 Affordability	2.2	<ul style="list-style-type: none"> • The program has sought local employer input during curricular development to specifically meet workforce demands. Regular input is also sought from the OT advisory board which includes local administrators and employers. • MSU is known for its in-state and out-of-state affordability. • The flexible format allows students to continue to work during matriculation.
3 Quality	3.1; 3.4	See Chart in Appendix C
4 Research & Innovation	4.1; 4.3	See Chart in Appendix C
5 Investment, Advocacy & Partnerships	5.1; 5.2	<p>In addition to the impact outlined in Appendix C -</p> <ul style="list-style-type: none"> • The offering of a strong clinical doctorate at an affordable state university creates opportunities across the workforce for career and organizational advancement.

		<ul style="list-style-type: none"> • Research and Capstone experiences provide a consistent opportunity for collaboration and mentor development with local and regional organizations. • Improved partnerships between higher education and businesses and industries in the local communities increase the use of cutting-edge techniques and the quality of overall organizational education and training.
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Academic Resources

Faculty, both full-time and adjunct/per course, will be required to have a PhD, professional doctoral degree, or doctorate in occupational therapy or an area pertinent to the field of occupational therapy. Faculty will be required to have extensive professional experience in the field of occupational therapy with an interest in community-based practice. Because the proposed program will be online, faculty experience with asynchronous learning also will be important. MSU has a Faculty Center for Teaching and Learning, which has provided extensive training for faculty in online, asynchronous course delivery as well as general best practices in instructional delivery for adults. The current faculty in OT have taken advantage of FCTL support, and they will ensure new faculty and adjunct/per course faculty also are well prepared for online delivery. Appendix C provides a list of the proposed faculty, their associated experience pertinent to each projected course, and their training and experience related on online course delivery.

Full-time faculty will teach approximately 75% of the coursework, and the remainder will be covered by part-time faculty. Part-time faculty will consist largely of senior occupational therapists with pertinent experience in the content of the curriculum (e.g., leadership management, health and wellness, community-based practice, low vision, community mobility and driver’s rehabilitation, hand management, pediatric care, gerontology, and aging in place). Part-time faculty will be expected to have extensive professional experience and a deep understanding of the post-professional students’ career requirements and goals.

Students in the current OT graduate program have expressed appreciation that OT faculty members are seasoned professional mentors that bring their expertise to the classroom and provide important networking contacts for their chosen career paths. Students have indicated that the faculty’s ability to bring real-life experiences to the classroom as a part of the course content provides them with a greater understanding of the subject matter and appreciation for the course content.

Student Service Support

The breadth and scope of the University, College, and Departmental support services for students are substantial and comprehensive. The University is committed to providing services to on-line students via a wide range of programs. If a student prefers, the majority of these support services are accessible via phone, online, or videoconferencing platforms. The students enrolling in the program might have diverse degrees to enter in the program but they all will be licensed occupational therapists opting for a higher degree to enhance their careers and will be well supported with online help from faculty advisors and the university resources.

Students may utilize the University website online twenty-four hours a day for admissions, financial aid, registration, and to manage their accounts. A primary means of communication is through the MSU Student Support website - <https://www.missouristate.edu/services/student-support.htm>. This site is regularly updated to provide a common information portal. MSU also has the capability for staff to provide virtual support and advising with off-campus students via Zoom to ensure high-quality student support.

The OTD curriculum has been designed with the working professional in mind. All courses will be offered in an on-line format. The Dean of the McQueary College of Health and Human Services ensures OT classes are offered as planned. Student advisement will be available during a variety of advising hours and in-person or virtual formats. Academic advisors familiar with the OT program advise students by phone, in-person, virtually, or email each semester to ensure they are on track with their program of study. Because the OTD will be the first program delivered to part-time students for this department, they will ensure that all students understand the financial aid resources and differences in what aid is available to part-time students versus full-time students.

The OT faculty will fully demonstrate the commitment to support students through extensive mentoring and extra-instructional efforts. They include assisting:

- all students with guidance in the capstone project, research and writing of course papers, preparation for comprehensive exam, and the research and writing of their research projects.
- with submission of articles to professional journals.
- with presentations at college, university, state, national, and international level conferences.
- with search for better professional positions in the field and professional job interviews.

Students will regularly be invited to comment about any concerns, including those regarding classes, facilities, and curriculum content. In addition to the course evaluations given each semester, the Department Head will regularly holds town hall meetings for all students. The

Student Occupational Therapy Association (SOTA) will add student reps from the OTD program so that SOTA is applicable to all the programs in OT department. This will create a means for networking and mentorship to the entry-level student. The student board will provide regular feedback to their faculty advisor regarding desired improvements. This information is then relayed to the OT faculty and Department Head. The Department Head and staff are available to receive and address any concerns from students, faculty, or staff.

The OT Department Head and staff are readily available via phone, email, in-person, and videoconferencing to assess a student's needs and direct that student to the appropriate resources. The Department Head, faculty, and staff frequently act as advocates for students to help ensure their needs are met by the department and the University. The OT administrative staff also provides many services, formally and informally, including assisting students with administrative matters involved in application, enrollment, registration, course payment, local library access, degree requirements, and the organization of the hooding and commencement ceremonies for OT graduates. The OT Department Head is in regular consultation with the College Dean regarding department needs and opportunities. As appropriate, the Department Head will consult with the Dean of the Graduate College.

There are several indications the OT department has historically provided strong support to the master's students and will apply this same approach to support the success of the OTD student. The OT program received the highest level of accreditation status. A formal review of the OT program is conducted periodically by the Accreditation Council of Occupational Therapy Education. 20 students were surveyed during accreditation process and a unanimous (100%) response of "Very satisfied/satisfied" with the OT faculty has been received, and a near-unanimous (95%) "Very satisfied/satisfied" response has been received regarding "the quality of education you are receiving at Missouri State University." Local health care practitioners have informally shared with the OT department head that the students who attend the fieldwork experience at the clinical sites are consistently professional, show great knowledge, and are prepared to demonstrate clinical skills and be successful practitioners.

Appendix A
Letters Indicating Student/Alumni Interest

July 7th, 2020
Rahul Dasari
10437 Senegal Dr
Pensacola, FL 32534

Dear Dr. Chakraborty,

It would be my honor to write in support of the occupational therapy department at Missouri State University developing a Post Professional Doctorate in Occupational Therapy Program. I am a graduate of MSU after receiving my Master's degree in occupational therapy in 2017 and can speak to the caliber of quality education that occupational therapy department delivers. They design a catered comprehensive approach for programming each course allowing for a dynamic understanding of subjects taught by experienced knowledgeable professors. Not only did I walk away with an understanding of the core knowledge that makes up the realm of occupational therapy but the skills to engage and connect with people through opportunities to learn from clinicians, instructors, and patients from all walks of life. The department's connections with the local community and extended therapy community around the country provided countless resources to draw from to better understand the vast network available to better serve our patients and the growth of our profession. The department provided each student with a magic toolbox at the start of the program. They started to fill this toolbox with knowledge, skills, techniques, theories, and resources. By the time we neared the end of the program we gained not only everything in the toolbox but more importantly the ability to continue to fill it as we progress through a career in occupational therapy. I can credit the occupational therapy department at Missouri State University for providing a foundation and a network of greatness to continue to grow as an occupational therapist. With the growth and success of the current program a post professional doctorate program would be very appealing for prospective professionals aiming to enhance their career.

Sincerely,

Rahul Dasari

July 22, 2020
Kristen Path
4425 Lilly Valley Street, Shawnee, OK 74804

Dear Dr. Chakraborty

I am proud to write a letter supporting the occupational therapy department at Missouri State University developing a Post Professional Doctorate in Occupational Therapy Program.

I am an alumnus of the graduate program in the occupational therapy department. I completed a Master's degree in 2018 and was more than satisfied by the education, opportunities, and support provided by the occupational therapy department throughout the program. The faculty, curriculum, and learning experiences prepared me well for the NBCOT and to be a competent occupational therapy practitioner in a variety of settings. I experienced first-hand that the occupational therapy department is always developing innovative projects and learning opportunities to help students succeed and excel in the everchanging health care environment. I fully support the efforts of the occupational therapy department as they seek the approval through various stake holders. This department has all the competences and resources needed to run a successful Post Professional Doctoral Program to serve the needs of current professionals and alumni. This higher degree will help enhance their career towards leadership, scholarship, and clinical excellence.

Sincerely,

Kristen Path, MOT, OTR/L

Occupational Therapist

TherapyWorks

7608 E 91st Street

Tulsa, OK 74133

kristenpath@gmail.com

July 13, 2020
Miranda Benson
1662 N Oakfair Place
Springfield, MO 65802

Dear Dr. Chakraborty,

It is my pleasure to write a letter in support of the occupational therapy department at Missouri State University developing a Post Professional Doctorate in Occupational Therapy Program.

I am an alumnus of the graduate program in the occupational therapy department. I completed a Master's degree in 2018 and was very pleased by the education and support provided by the occupational therapy department. The faculty, curriculum and learning experiences prepared me well to be a competent occupational therapy practitioner. The occupational therapy department is always developing innovative projects to help students succeed and excel in the everchanging health care environment.

I fully support the efforts of the occupational therapy department as they seek the approval through various stake holders. This department has all the competences needed to run a successful Post Professional Doctoral Program to serve the needs of current professionals and alumni. This higher degree will help enhance their career towards leadership, scholarship, and clinical excellence.

If MSU started a Post Professional Doctorate in Occupational Therapy, I would seriously consider returning to complete an advanced degree.

Sincerely,
Miranda Benson, OTR/L, CLT

Appendix B
Letters of Professional and Administrator Endorsement



7/29/2020

TheraCare Outpatient
Services 3023 S Fort Ave
Ste B Springfield, MO
65807

Dear Dr. Chakraborty

It is an honor to write a letter in support of the occupational therapy department at Missouri State University developing a Post Professional Doctorate in Occupational Therapy Program.

I am the Owner at TheraCare Outpatient Services where we provide speech, occupational, physical and music therapy services for children. I have had the opportunity to interact with students from Master of Occupational Therapy program at MSU in several different capacities and was pleased by the schooling and skillset students presented with. Reports from the supervising Occupational Therapists in our clinic were consistent in that students demonstrated with a knowledge base consistent with designated year of instruction expectations and demonstrated critical thinking skills needed to modify as appropriate with minimal assistance. During my experiences guest lecturing, the students always appear to be fully engaged and eager to learn.

The department has demonstrated all competencies needed to run a successful Post Professional Doctorate Program. I support the efforts of the occupational therapy department as they seek the approval through various stakeholders to run the program and enhance the career of current professionals and alumni.

Melanie Stinnett MS, CCC-SLP
Sincerely,

Melanie Stinnett, MS, CCC-SLP
Owner/Speech-Language
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7/31/2020

Lori Pumphrey, OTR/L
Student Coordinator for Mercy
Hospital 1235 E Cherokee
Springfield₁ MO 65804

Dear Dr. Chakraborty

It is my pleasure to write a letter in support of the occupational therapy department at Missouri State University developing a Post Professional Doctorate in Occupational Therapy Program.

I am an Occupational Therapist and Student Coordinator at Mercy Hospital Springfield, Missouri. I have been working with the students and faculty from Master of Occupational Therapy program at MSU on a routine basis. I have been very pleased by the education and skill level student presented with when they arrive for clinicals and as potential employees/peers. The faculty, curriculum and learning experiences have prepared the students well to be competent occupational therapy practitioners. Our facility has hired MSU and has greatly reaped the benefits of the MSU MOT curriculum. Our facility has been able to see the additional depth of knowledge the students acquire during their academic course that develops a higher level of student during fieldwork and employment. The occupational therapy department is always developing innovative projects to help students succeed and excel in the everchanging health care environment.

I fully support the efforts of the occupational therapy department as they seek the approval through various stake holders. This department has all the competences needed to run a successful Post Professional Doctoral Program to serve the needs of current professionals and alumni. This higher degree will help enhance their career

towards leadership, scholarship, and clinical excellence,

Sincerely,

Lori Pumphrey, OTR/L

07/31/2020

Leslie Bruce, PT

Therapy

Manager Acute

Therapy NICU

Therapy

Orthopedic Hospital Inpatient

Therapy Mercy Hospital -

Springfield

1235 E. Cherokee

St.

Springfield, Mo.

65804

Dear Dr. Chakraborty

It is my pleasure to write a letter in support of the occupational therapy department at Missouri State University developing a Post Professional Doctorate in Occupational Therapy Program.

As the Therapy Manager at Mercy Hospital Springfield, Missouri, I have the pleasure to work with the students and faculty from Master of Occupational Therapy program at MSU. The education and skill level that the students present when they arrive for clinicals and as potential employees has been exceptional. The faculty, curriculum and learning experiences have prepared the students well to be competent occupational therapy practitioners. I have hired a MSU MOT graduate and have been pleased with OT skillset as well as the professional skills. Our facility has been able to see the additional depth of knowledge the students acquire during their academic course that develops a higher level of student during fieldwork and employment. The occupational therapy department is always developing innovative projects to help students succeed and excel in the everchanging health care environment.

I fully support the efforts of the occupational therapy department as they seek the approval through various stake holders. This department has all the competences needed to run a successful Post Professional Doctoral Program to serve the needs of current professionals and alumni. This higher degree will help enhance their career towards leadership, scholarship, and clinical excellence.

Sincerely,

Leslie Bruce, PT

A handwritten signature in blue ink, appearing to read 'Leslie Bruce', followed by a long horizontal line extending to the right.

Appendix C

Relationships between Program SLOs, MDHEWD’s Blueprint, and Faculty Expertise

<u>OTD Knowledge or Competency and Associated Numbered Blueprint Goal</u>	<u>Relevant Course(s)</u>	<u>Student Learning Outcomes</u>	<u>Instructional Faculty</u>	<u>Relevant Expertise and Experience, including Online Instructional Delivery</u>
<p>Analyze and apply professional theory to current and emerging practice areas to improve health and wellness of persons, groups, and populations</p> <p><i>3.1 Quality; 4.1 Research & Innovation</i></p>	<p>OTE 710 Foundations and Theory in Occupational Therapy</p>	<p>Analyze, expand, and apply the use of occupations as the primary therapeutic approach to promote client participation in everyday living.</p> <p>Advance knowledge of the art and science of occupation to positively influence client, community, and population health outcomes and occupational performance.</p> <p>Champion the importance of advocacy through advanced understanding of the profession's Code of Ethics to promote population health and systems level change.</p> <p>Develop ethical leadership and teaching skills to foster collaboration and enhance communication strategies amongst practice and academic environments.</p>	<p>Ashlea Cardin OT full-time faculty</p>	<p>Master of Science in Occupational Therapy (MSOT) from Washington University School of Medicine-St. Louis and Doctorate in Occupational Therapy (OTD) from St. Catherine University</p> <p>Completed applicable doctoral coursework: Advanced Evidence-based Practice, Ethical Leadership, Evolution of OT Ideas, Occupation, Participation and Justice, and Adult Educational Theory courses</p> <p>Practicing OTR/L since 2000 with full-time academic appointment in 2014</p> <p>Primary instructor for foundations and theory coursework from 2015 - present</p> <p>Attendance at continuing education courses/conferences</p>

			<p>focused on neonatal and pediatric theory and occupational science.</p> <p>Publications and presentations on applied theory and the history of pediatric/neonatal occupational practice (Cardin, A.D. & Altimier, L. 2014; Cardin, A.D. 2020)</p> <p>Attended Faculty Center for Teaching & Learning (FCTL) Online boot camp 2020</p> <p>SimuCase Training to offer virtual case studies in various courses 2020</p> <p>FCTL Training on “Teaching through Alternative Methods” 2020</p> <p>Microsoft Teams and Zoom Software training review on the MSU Knowledge Base video links 2020</p> <p>“Adding Interactivity to Your Online Asynchronous Classes” webinar 2020</p>
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<p>Evaluate and apply evidence-based practice to current and emerging practice issues to effectively address the diverse needs of persons, groups, and populations</p> <p><i>3.1 Quality; 4.1 Research & Innovation</i></p>	<p>OTE 740 Evidence-Based Practice</p>	<p>Critically synthesize evidence within diverse areas of practice to identify gaps and develop innovative solutions to address unmet needs.</p>	<p>Ashlea Cardin OT full-time faculty</p>	<p>See previously described credentials</p> <p>Board certified in pediatric occupational therapy practice 2012 - present</p> <p>Completed applicable doctoral coursework: Advanced Evidence-Based Practice</p> <p>Primary instructor for evidence-based practice coursework from 2016 - present</p> <p>Multiple presentations and publications related to evidence-based practice (examples from CV: Cardin, A.D. & Hudson, M.B. 2018; Cardin. A.D. 2014)</p>
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<p>Analyze and evaluate neuroscience concepts to support the design and provision of evidence-based evaluation and intervention to improve practice outcomes across the lifespan</p> <p><i>3.1 Quality</i></p>	<p>OTE 746 Neuroscience</p>	<p>Advance knowledge of the art and science of occupation to positively influence client, community, and population health outcomes and occupational performance.</p> <p>Develop advanced practice skills that positively influence occupations carried out with, or for underrepresented individuals as part of a community, national, or global group or organization.</p>	<p>Traci Garrison</p> <p>OT full-time faculty</p>	<p>MSOT from Washington University School of Medicine-St. Louis and Doctor of Health Science (DHSc) from University of Indianapolis with a curricular concentration in Advanced Practice Neurology</p> <p>Practicing OTR/L since 2000 with primary practice area in adult physical rehabilitation with clients with neurologic diagnoses with full-time academic appointment in 2014</p> <p>National and state presentations on teaching neuroanatomy (examples from CV: Garrison, T. & Chakraborty. S. 2016)</p> <p>Research since 2019 addressing post-stroke rehabilitation</p> <p>Attendance at multiple continuing education sessions on teaching and addressing needs of individuals with neurologic diagnoses</p> <p>Primary instructor for neuroscience coursework from 2016 - present</p>
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				<p>Attended Faculty Center for Teaching & Learning (FCTL) Online boot camp 2020</p> <p>SimuCase Training to offer virtual case studies in various courses 2020</p>
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<p>Analyze and evaluate evidence to improve practice outcomes for persons, groups, and populations of all cognitive abilities</p> <p><i>3.1 Quality</i></p>	<p>OTE 820 Cognition and Occupation Across the Lifespan</p>	<p>Analyze, expand, and apply the use of occupations as the primary therapeutic approach to promote client participation in everyday living.</p> <p>Advance knowledge of the art and science of occupation to positively influence client, community, and population health outcomes and occupational performance.</p> <p>Develop advanced practice skills that positively influence occupations carried out with, or for underrepresented individuals as part of a community, national, or global group or organization.</p>	<p>Gordon Tsubira</p> <p>OT full-time faculty</p>	<p>MSc from Sheffield Hallam University with master's thesis work on managing challenging behaviors in moderate to severe dementia. OTD from the University of South Dakota with research on student learning outcomes related to new service-learning curriculum</p> <p>Continuing education courses including certifications in neurodevelopmental techniques</p> <p>Practicing OTR/L since 2006 with practice across the lifespan with cognitive deficits and full-time academic appointment in 2020</p> <p>Clinical practice experience in mental health, forensics, learning disability, and inpatient rehabilitation with primarily neuro diagnoses</p> <p>Primary instructor for cognition coursework from 2020 - present</p> <p>Ongoing new faculty mentorship with Dr. Sapna Chakraborty and Dr. Traci Garrison</p>
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				<p>Attended Faculty Center for Teaching & Learning (FCTL) Online boot camp 2020</p> <p>SimuCase Training to offer virtual case studies in various courses 2020</p>
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<p>Apply occupational theory to the promotion of health and wellness for local, national, and global communities</p> <p>3.1 Quality</p>	<p>OTE 865 Community and Health Practice in Occupational Therapy</p>	<p>Analyze, expand, and apply the use of occupations as the primary therapeutic approach to promote client participation in everyday living.</p> <p>Advance knowledge of the art and science of occupation to positively influence client, community, and population health outcomes and occupational performance.</p> <p>Develop advanced practice skills that positively influence occupations carried out with, or for underrepresented individuals as part of a community, national, or global group or organization.</p> <p>Evaluate access to community resources and design community or primary care programs to support occupational performance for persons, groups, and populations.</p>	<p>Tara Boehne OT full-time faculty</p>	<p>Bachelor's degree in OT from the University of Missouri, MS in Health Service Administration from Southwest Baptist University, and OTD from Creighton University</p> <p>Completed applicable doctoral coursework: Occupation and Health Population Perspectives and Occupation in Community</p> <p>Practicing OTR/L since 1991 with full-time academic appointment in 2014</p> <p>Primary instructor for community practice coursework from 2016 - present</p> <p>Developed and mentored community-based OT practice with local mental health non-profit organization</p> <p>Received University award related to oversight of community outreach service events</p> <p>Attended Faculty Center for Teaching & Learning (FCTL) Online boot camp 2020</p>
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				SimuCase Training to offer virtual case studies in various courses 2020
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<p>Evaluate and apply research design and research method concepts to conduct applied and clinical research that enhances clinical practice outcomes</p> <p><i>3.1 Quality; 4.1, 4.3 Research & Innovation</i></p>	<p>OTE 832 Applied Research Methods in Health Care</p>	<p>Critically synthesize evidence within diverse areas of practice to identify gaps and develop innovative solutions to address unmet needs.</p> <p>Strengthen professional identity through dissemination of doctoral work aimed at advancing the science of occupational therapy and influencing change at individual, community, and population levels.</p>	<p>Ashlea Cardin</p> <p>OT full-time faculty</p>	<p>See previously described credentials</p> <p>Completed applicable doctoral coursework: Advanced Evidence-Based Practice, Advanced Occupational Science, Occupation, Participation and Justice, and Doctoral Proposal/Doctoral Project courses.</p> <p>Completed training with MSU's Research, Statistical Training, and Technical Support Institute in 2014 and maintains ongoing collaborative relationship</p> <p>Multiple research presentations and publications (see CV for citations)</p> <p>Subscription to weekly newsletter; access to a host of online teaching resources and "20-minute mentor" podcast/webinars. Example from Nov. 4th: "Encouraging Student Engagement During Synchronous Meetings: Preventing Midterm Drop-Off" 2020</p>
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				<p>Library resources and online librarian assistance used in the research courses enhancing the virtual student support 2020</p> <p>35th Showcase; implemented ideas for a virtual flipped classroom 2020</p>
<p>Analyze and explore emerging and/or specialized treatment approaches and their theoretical foundations</p> <p><i>3.1 Quality; 4.1, 4.3 Research & Innovation</i></p>	<p>OTE 860 Advanced Clinical Practice (Specialty/Emerging Practices)</p>	<p>Analyze, expand, and apply the use of occupations as the primary therapeutic approach to promote client participation in everyday living.</p> <p>Advance knowledge of the art and science of occupation to positively influence client, community, and population health outcomes and occupational performance.</p> <p>Develop advanced practice skills that positively influence occupations carried out with, or for underrepresented individuals as part of a community, national, or global group or organization.</p>	<p>Marc Willey</p> <p>OT full-time faculty</p>	<p>BS in Education from Stephen F. Austin State University, MOT from Texas Women’s University, and PhD in Exercise Science from the University of Arkansas.</p> <p>Practicing OTR/L since 1985 with certified hand therapist designation since 2010 and full-time academic teaching roles since 1992</p> <p>Primary instructor for advanced practice techniques throughout higher education career (see CV)</p> <p>Co-creator of the Go Baby Go program at MSU which created an interprofessional education and</p>

				<p>community outreach project in an emerging practice area that provides adapted, rideable toys for children with disabilities</p> <p>Attended Faculty Center for Teaching & Learning (FCTL) Online boot camp 2020</p> <p>SimuCase Training to offer virtual case studies in various courses 2020</p>
<p>Evaluate and create a plan to effectively address cultural humility to enhance health care outcomes and ensure client-centered care</p> <p><i>3.1 Quality</i></p>	<p>OTE 921 Cultural and Contextual Influences on Occupational Therapy Practice</p>	<p>Analyze, expand, and apply the use of occupations as the primary therapeutic approach to promote client participation in everyday living.</p> <p>Advance knowledge of the art and science of occupation to positively influence client, community, and population health outcomes and occupational performance.</p> <p>Develop advanced practice skills that positively influence occupations carried out with, or for underrepresented individuals as part</p>	<p>Sapna Chakraborty</p> <p>OT full-time faculty</p>	<p>Diploma in OT from the Pt. Deendayal Upadhyaya National Institute for Persons with Physical Disabilities, Post-Graduate Diploma in OT from All India Institute of Physical Medicine & Rehabilitation-India, OTD from Creighton University, and pursuing PhD in OT from Nova Southeastern University</p> <p>Practicing OTR/L since 1990 with practice across the lifespan (8 years with adults and 20+ years in pediatrics)</p>

		<p>of a community, national, or global group or organization.</p>	<p>Full-time academic appointment from 1992-93 in New Delhi, India; adjunct appointment from 2008-12 and full-time appointment from 2013-present in Missouri</p> <p>Completed applicable doctoral coursework: Contextual Analysis in Occupational Therapy course and Advanced Community Based Practice course</p> <p>Guest speaker in the graduate programs on Diversity and Inclusion at college level as needed. Served on AOTA task force on the revision of educational document to include cultural humility in OT curriculum.</p> <p>Attended Faculty Center for Teaching & Learning (FCTL) Online boot camp 2020</p> <p>SimuCase Training to offer virtual case studies in various courses 2020</p> <p>Microsoft Teams and Zoom Software training review on the</p>
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				<p>MSU Knowledge Base video links 2020</p> <p>“Adding Interactivity to Your Online Asynchronous Classes” webinar 2020</p> <p>35th Showcase; implemented ideas for a virtual flipped classroom 2020</p>
<p>Develop a line of inquiry based on clinical scenarios to address population-specific outcomes, validity of interventions, and cost effectiveness of service delivery</p> <p><i>4.1, 4.3 Research & Innovation</i></p>	<p>OTE 840 Advanced Evidence-Based Practice</p>	<p>Critically synthesize evidence within diverse areas of practice to identify gaps and develop innovative solutions to address unmet needs.</p> <p>Strengthen professional identity through dissemination of doctoral work aimed at advancing the science of occupational therapy and influencing change at individual, community, and population levels.</p>	<p>Full-time faculty to be hired prior to Fall 2023</p>	<p>Doctoral degree with OTR/L designation</p> <p>Proven academic course work related to evidence-based OT practice</p> <p>Candidate should have a minimum of 2 years of clinical OT experience with preferred experience in teaching, clinical, and/or research in orthopedic, neurologic, or community-based practice to allow for competent teaching of coursework related to health disparities, cultural contexts, advanced evidence-based practice, and supervision of capstone projects.</p>

<p>Design a project addressing clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and/or theory development to improve practice outcomes</p> <p><i>3.1 Quality; 4.1, 4.3 Research & Innovation</i></p>	<p>OTE 880 Capstone Experience</p>	<p>Critically synthesize evidence within diverse areas of practice to identify gaps and develop innovative solutions to address unmet needs.</p> <p>Strengthen professional identity through dissemination of doctoral work aimed at advancing the science of occupational therapy and influencing change at individual, community, and population levels.</p>	<p>Tara Boehne OT full-time faculty</p>	<p>See previously described credentials</p> <p>Served as the Program Academic Fieldwork Coordinator since 2014 - present establishing relationships and coordinating student clinical placements with hundreds of national and three international sites</p> <p>Attended multiple American Occupational Therapy Association Academic Leadership Council meetings to stay abreast of doctoral level capstone expectations</p> <p>Attended state and national conferences to network with other Capstone Coordinators and Academic Fieldwork Coordinators</p> <p>Engaged in mentor relationship with an experienced Capstone Coordinator</p> <p>Attended Faculty Center for Teaching & Learning (FCTL) Online boot camp 2020</p>
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				SimuCase Training to offer virtual case studies in various courses 2020
<p>Evaluate the impact of social determinants of health on health equity to effectively advocate for change and improve outcomes for persons, groups, and populations</p> <p><i>3.1 Quality</i></p>	OTE 965 Health Disparities and Social Determinants of Health	<p>Evaluate access to community resources and design community or primary care programs to support occupational performance for persons, groups, and populations.</p> <p>Champion the importance of advocacy through advanced understanding of the profession's Code of Ethics to promote population health and systems level change.</p>	Full-time faculty to be hired prior to Fall 2023	<p>Doctoral degree with OTR/L designation</p> <p>Proven academic course work related to evidence-based OT practice</p> <p>Candidate should have a minimum of 2 years of clinical OT experience with preferred experience in teaching, clinical, and/or research in orthopedic, neurologic, or community-based practice to allow for competent teaching of coursework related to health disparities, cultural contexts, advanced evidence-based practice, and supervision of capstone projects.</p>

<p>Develop the role as effective educator through the understanding and application of evidence-based instructional design methods</p> <p><i>3.4 Quality; 5.1, 5.2 Investment, Advocacy & Partnerships</i></p>	<p>OTE 861 OT as Educator</p>	<p>Develop ethical leadership and teaching skills to foster collaboration and enhance communication strategies amongst practice and academic environments.</p>	<p>Full-time faculty to be hired prior to Fall 2023</p>	<p>Doctoral degree with OTR/L designation</p> <p>Proven academic course work related to evidence-based OT practice</p> <p>Candidate should have a minimum of 2 years of clinical OT experience with preferred experience in teaching, clinical, and/or research in orthopedic, neurologic, or community-based practice to allow for competent teaching of coursework related to health disparities, cultural contexts, advanced evidence-based practice, and supervision of capstone projects.</p>
<p>Apply philosophical concepts to enhance ethical conflict resolution and address system and organizational level change to improve healthcare access and outcomes</p> <p><i>3.1 Quality</i></p>	<p>OTE 901 Advanced Ethics and Advocacy</p>	<p>Champion the importance of advocacy through advanced understanding of the profession's Code of Ethics to promote population health and systems level change.</p> <p>Develop ethical leadership and teaching skills to foster collaboration and enhance communication strategies amongst practice and academic environments.</p>	<p>Full-time faculty to be hired prior to Fall 2023</p>	<p>Doctoral degree with OTR/L designation</p> <p>Proven academic course work related to evidence-based OT practice</p> <p>Candidate should have a minimum of 2 years of clinical OT experience with preferred experience in teaching, clinical, and/or research in orthopedic, neurologic,</p>

				or community-based practice to allow for competent teaching of coursework related to health disparities, cultural contexts, advanced evidence-based practice, and supervision of capstone projects.
<p>Demonstrate effective teaching and assessment techniques in the role as educator</p> <p><i>3.4 Quality; 5.1, 5.2 Investment, Advocacy & Partnerships</i></p>	OTE 862 OT Teaching Practicum	Develop ethical leadership and teaching skills to foster collaboration and enhance communication strategies amongst practice and academic environments.	Full-time faculty to be hired prior to Fall 2023	<p>Doctoral degree with OTR/L designation</p> <p>Proven academic course work related to evidence-based OT practice</p> <p>Candidate should have a minimum of 2 years of clinical OT experience with preferred experience in teaching, clinical, and/or research in orthopedic, neurologic, or community-based practice to allow for competent teaching of coursework related to health disparities, cultural contexts, advanced evidence-based practice, and supervision of capstone projects.</p>

<p>Demonstrate advanced practice and professional competence via completion and dissemination of a culminating scholarly project</p> <p><i>3.1 Quality; 4.1, 4.3 Research & Innovation</i></p>	<p>OTE 980 Capstone Project</p>	<p>Critically synthesize evidence within diverse areas of practice to identify gaps and develop innovative solutions to address unmet needs.</p> <p>Strengthen professional identity through dissemination of doctoral work aimed at advancing the science of occupational therapy and influencing change at individual, community, and population levels.</p>	<p>Tara Boehne OT full-time faculty</p>	<p>See previously described credentials (specifically OTE 880)</p> <p>Multi-year history of supervising student education and project development and implementation in community and clinical settings</p> <p>Attended Faculty Center for Teaching & Learning (FCTL) Online boot camp 2020</p> <p>SimuCase Training to offer virtual case studies in various courses 2020</p>
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Appendix D

Teaching peer review document

**Missouri State University Occupational Therapy Department
Peer Instructor Review**

Instructor Reviewed _____ Course _____

Reviewer _____ Date _____

Check if completed	Syllabus and Course Outline Review	Comments
	Syllabus has appropriate title and course descriptors.	
	Instructor contact information identified.	
	Office hours noted.	
	Statement of attendance policy	
	Statement of grading policy (plus or minus).	
	Statement on academic dishonesty.	
	Statement of nondiscrimination.	
	Statement on disability accommodation.	
	Statement of cell phone policy.	

	Statement on religious accommodation.	
	Emergency response statement.	
	Optional dropping a class statement.	
	Optional statement on audio and video recording.	
	Educational competencies covered in the course.	
	Course outline.	
	Grading rubrics.	

Class Session Review

Check if observed	Teaching Quality	Comments
	1. Introduced lesson (overview, points of emphasis, etc.)	
	2. Paced class activities appropriately.	
	3. Sequenced topics/activities logically.	

	4. Presented or explained content clearly using examples.	
	5. Appropriately responded to students' questions.	
	6. Emphasized important points.	
	7. Used various modalities to adequately present class content.	
	8. Communicated clearly (loud enough, voice inflection, etc.)	
	9. Facilitated students to think and become engaged in the class.	
	10. Presented material relevant to the course and correlated with the course outline.	
	11. Demonstrated command of the subject area.	
	12. Showed enthusiasm for teaching.	
/12	Total of Characteristics Observed.	

Ideas for refinement:

General comments (what worked well):

Appendix E
Course Reflection Form

Missouri State University Occupational Therapy Department
Course Instructor and Assessment Coordinator Reflection Form

Course Number/Name: _____

Term/Year: _____ Date of Review: _____

Course Instructor: _____ Assessment Coordinator: _____

Instructions: Complete this self-assessment within three weeks of course completion or the assigned date. Provide a copy to the Assessment Coordinator prior to meeting for the course debriefing.

Course Reflection:

Item	Satisfactory?		Comment	To-do List
	Yes	No		
				Planned Change for Next Year
1. Ensures that syllabus is organized, current, and that content is covered as described in syllabus				
2. Annually reviews/updates course objectives				
3. Course textbook and supply changes requested in advance a semester before the course is taught				
4. Syllabus includes the updated required policies to be published by the university and department				
5. Schedules for rooms, classes and guest speakers in advance				
6. Aligns evaluation strategies (exam questions, paper rubrics, etc.) and course objectives prior to				

beginning to course and ensures variety of evaluation methods			
7. Course meets the accessibility standards for all students			
8. Ensures all the ACOTE standards for this course are covered			
9. Provides evidence for each primary standards in some form of assessment completed by students			
10. Overall, shows initiative and leadership for the coherence and delivery of the course (co- teaching, IPE collaboration, etc.)			
11. Other:			

Course Instructor Reflection:

1. Please list all ACOTE standards for this course to address the student learning objectives of this program:

2. Please list all the primary ACOTE standards for this course:

3. Please list the name of the assignment or another assessment used to address each primary standard. Make sure the items listed are saved in the Shared Courses folder under Accreditation (Assessment 2021).

4. List all the issues that should be brought to the entire OT faculty for discussion and/or consideration, if any regarding taking off the ACOTE standards do not match with course content or adding new standards as needed.

5. Please add anything else that you think would be relevant for either the course or the curriculum or program as a whole.

6. Is the course content reflective of MOT program goals? How?

7. Based on assessment information from any source (mid-course feedback, end of course feedback, your observations, changes in other courses, survey data, etc.) and your last course reflection, what changes (actions) would you incorporate into the course this year? Evaluate how these changes worked (outcome).

Assessment Data and Source	Action suggested/taken	Outcome

Assessment Coordinator Reflection

1. Suggestions/observations from the assessment coordinator.
2. To-Do-List for the assessment coordinator

Appendix F
Program Assessment Plan for OTD

Timeline	Planned Meetings & Action Items	Goals or Outcomes	Data Collected	Change(s) Made Based on Review of Student Work
Year 1 & 2	<ul style="list-style-type: none"> • Data gathering. • One-hour meeting to look at student learning . • Decide what to collect. 	<p style="text-align: center;">Data Collection</p> <p style="text-align: center;">Internal review</p>	<ul style="list-style-type: none"> • Student Feedback. • Course Reflection forms. • Student performance on key assignments. 	
Year 3: Spring (Collect)	<ul style="list-style-type: none"> • One-hour meeting. • Decide what to collect. • Take minutes. 	<p style="text-align: center;">Program Learning Outcome 1, 2, 3, 4</p>	<ul style="list-style-type: none"> • EvaluationKITsurveys on outcomes. • Course Reflection forms. • Student work for spring review. 	
Year 4: Fall (Analyze)	<ul style="list-style-type: none"> • One-hour meeting to look at student learning (student papers, fieldwork coordinator evaluations, student self-evaluations, exit interviews, alumni surveys, etc.) • Write ½-page report before you leave. 		<ul style="list-style-type: none"> • Student Exit Surveys on outcomes • Alumni records re: NBCOT and job placement 	
Year 4: Spring (Collect)	<ul style="list-style-type: none"> • One-hour meeting. • Decide what to collect. • Select one outcome to focus on. • Discuss possible changes based on previous results. 	<p style="text-align: center;">Program Learning Outcome 5, 6, 7, 8</p>	<ul style="list-style-type: none"> • EvaluationKIT surveys on outcomes. • Course Reflection forms. • Student work for spring review. 	

	<ul style="list-style-type: none"> • Review minutes from Spring meeting. • Take minutes. 		
Year 5: Fall (Analyze)	<ul style="list-style-type: none"> • One-hour meeting to look at student learning (student papers, fieldwork coordinator evaluations, student self-evaluations, exit interviews, alumni surveys, etc.) • Write ½-page report before you leave. 	<ul style="list-style-type: none"> • Student Exit Surveys on outcomes • Alumni records re: NBCOT and job placement 	

**Form 5: Comprehensive Review Checklist
Phase 2**

**Missouri State University
Occupational Therapy, Doctorate**

Criteria	Where Provided (Proposing institution cite form, document, and page #)	Status (DHEWD complete)
The institution has provided <u>all</u> of the following (unless not applicable)		
A comprehensive cost/revenue analysis summarizing the actual costs of the program and information about how the institution intends to sustain the program	Narrative p.3	
Evidence indicating that there is sufficient student interest and capacity to support the program	Narrative p. 4 Appendix A Appendix B	
Where applicable, evidence of sufficient capacity for students to participate in clinical or other external learning requirements	Narrative p. 5	
Evidence that the institution has sufficient library resources, physical facilities, and instruction equipment	Narrative p. 6	
Where applicable, a description of accreditation requirements for the new program and the institution's plan for seeking accreditation	Narrative p. 7	
The institution has a clear plan to meet workforce needs, including <u>all</u> of the following:		
Aligning curriculum with specific knowledge and competencies needed to work in the field(s) or occupation(s) described in the workforce needs analysis	Narrative p. 7	
Providing students with external learning experiences to increase the probability that they will remain in the applicable geographic area after graduation	Narrative p. 8	
A plan to assess the extent to which the new program meets the workforce need when implemented	Narrative p. 9 Appendix D Appendix E Appendix F	
The institution's plan will contribute substantially to the CBHE's <i>Blueprint for Higher Education</i>	Narrative p. 12	

**Form 7: Comprehensive Review Checklist
Phase 2, External Review**

**Missouri State University
Occupational Therapy, Doctorate**

Criteria	Where Provided (Institution complete)	Current Status (External Review Team complete)	DHEWD Response
The review team included faculty experts in the discipline to be offered and administrators from institutions already offering the program in the discipline and at the degree level proposed (<i>required</i>)	Form 6		
The review team included at least one faculty member or administrator familiar with the degree/discipline from a community college (<i>strongly encouraged</i>)	Form 6		

The institution has the capacity to offer the new program, including <u>all</u> of the following:			
General resources (library, facilities, equipment, classroom/lab space, etc.)	Phase II Narrative P. 6	See Note 1	
Academic resources, including faculty and staff, that are appropriate for the program being proposed (e.g., faculty credentials, use of adjunct faculty, and faculty teaching workloads)	Phase II Narrative P. 14 Appendix C	See Note 2	
Student service support	Phase II Narrative P. 15	See Note 3	
Comprehensive cost/revenue analysis	Phase II Narrative P. 3	See Note 4	

Respectfully Submitted,

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Note 1 – General Resources

Housed in a large, state university with well-established libraries, facilities, equipment, and classroom/lab space. Proposed PPOTD program is entirely online. MSU has adequate video-conferencing technology and Zoom technology to deliver PPOTD course content online. MSU already has Blackboard in place as the learning management system and MSU MOT faculty are well-versed in its use. PPOTD students have online access to MSU libraries to access academic journals, relevant databases, and interlibrary loan services.

Note 2 – Academic Resources

Current MSU MOT program has 6 full-time faculty. Plans for PPOTD program include involvement of all 6 faculty, plus hire of 1 additional FTE faculty member and a part-time doctoral capstone coordinator to support PPOTD students. Additionally, the budget includes allocation for per course adjunct faculty as needed. These academic resources appear adequate to support projected enrollment and appear to align with university practices related to course loading. Content expertise of current faculty is clearly articulated in the phase 2 appendix. It will be important to consider HLC guidelines for faculty expertise as hiring decisions are made for adjunct faculty to ensure they have the appropriate expertise for teaching at the post-professional level. Additionally, we recommend that as this is a fully online program with a large amount of asynchronous learning, is to include documentation/evidence of faculty expertise in online course delivery methods, particularly asynchronous learning and resource/support for continued faculty development in that area. Recommend training opportunities for adjunct faculty in the area of online pedagogy. MSU has a Center for Teaching and Learning to support faculty development in the area of effective online pedagogy. As all programs have had to run much of their content online during the recent pandemic, we anticipate all current OT program faculty will be able to provide the evidence to this effect. Finally, as this is a new program, it is important that administrative oversight of the program in terms of the role of the program director or other programs and services to manage the admissions, onboarding, student needs, etc. For items under the role of a program director should include sufficient release of faculty time to manage those activities.

Note 3 – Student Service Support

PPOTD students will have access to all existing MSU campus-level student support services via online access, phone, or videoconferencing. At the department level, students will have 1:1 advisement with faculty members regarding enrollment in courses, research, publications and presentations, and doctoral capstone projects. PPOTD students will be represented in the Student Occupational Therapy Association. Department Chair plans periodic Town Hall meetings with students to obtain student feedback regarding curriculum, teaching, and other student issues. Current MOT student feedback indicates an appropriate level of student support from department faculty. Department Chair collaborates routinely with College Dean and Dean of Graduate College to address student needs. The options for both part-time and full-time course programming will likely be desirable to a prospective student audience. It will be important to ensure all students understand the financial aid resources and differences in what is available to a full-time versus a part-time student.

Note 4 – Comprehensive Cost/Revenue Analysis

With general resources, student support services, and 6 full-time faculty already in place, the only costs associated with development of the PPOTD program are the addition of 1 full-time faculty member, 1 part-time doctoral capstone coordinator, and per-course adjunct faculty as needed. MSU is predicting that each year 2 full-time students and 6 part-time students would

begin the program. With these projections, the PPOTD program will generate sufficient revenue to cover costs by Year 3 of PPOTD program implementation. The Southwest Missouri region has sufficient support and interest of enrollment for the OTD program. One-third of the respondents MSU's 2019 survey agreed or strongly agreed that they would enroll in an online OTD program. The local employers parallel this same interest for the advanced educational preparation of occupational therapists to meet the diverse community and population needs for Southwest Missouri.