NOTIFICATION OF INTENT TO SUBMIT A PROPOSAL (NISP) FOR A NEW PROGRAM OF INSTRUCTION

1. Institution: Alabama State University

2. Date of NISP Submission: February 2023

3. Contact Person and Title: Kenya Crews, Program Director
   Telephone: 334-229-8419
   E-mail: kcrews@alasu.edu

4. Program Identification:
   Award Level: Doctorate
   Title: Doctorate in Occupational Therapy
   Degree nomenclature (e.g., MBA, BS): OTD
   6-digit CIP: 51.2306

5. Program Administration and Implementation:
   Name of College/ School: College of Health Sciences/ Alabama State University
   Name of Dean: Charlene Portee, PT, PhD, FAAPT
   Name of Department: Department of Occupational Therapy
   Name of Chairperson: Charlene Portee (Interim)
   Proposed program implementation date: Fall 2023
   Anticipated ACHE meeting to vote on proposal: June 2023
   Anticipated date of approval from institutional governing board:
   Other considerations for timing and approval (e.g., upcoming SACSCOC review):
   Accreditation Council of Occupational Therapy (ACOTE) and SACSCOC approval
   will be submitted after ACHE approval. ACOTE candidacy is anticipated the first
   week of August 2023.
6. **Program Design:**

Brief Description of Program and Objectives:

**ASU OT Vision Statement**

We strive to advance occupational therapy as a leading profession in promoting health, productivity, and quality of life of individuals and society through the therapeutic application of occupation.

**ASU Department of Occupational Therapy Mission**

The mission of the Occupational Therapy Program at Alabama State University is to serve the city of Montgomery, the state, the nation, and global community. The program is also designed for those students whose interests and aptitude carry them beyond routine classroom experiences.

The curriculum, through a logical and developmental sequence of learning and service, creates an interdisciplinary environment that will prepare and graduate proficient entry-level therapists who demonstrate competency in evidence-based clinical practice in the profession of occupational therapy.

Additionally, the curriculum:

1. Prepares students to work with diverse populations in varied settings.
2. Promotes critical thinking, ethical decision-making skills, and clinical reasoning to further knowledge of occupation and efficacy of practice and research.
3. Develops professionals who are able to communicate, understand and apply the science of occupation and who are dedicated to a lifelong learning process.
4. Involves faculty and students in public service programs by providing them with research-based guidance on policy and program approaches and initiatives for addressing community problems.
5. Strives to improve the underrepresentation of minorities in the field of occupational therapy.
6. Fosters an environment that supports experiential and self-directed learning and promotes personal and professional development for eligible students, regardless of socioeconomic status.
7. Emphasizes the role of purposeful activity and occupation and adaptation in development throughout the lifespan.
**Philosophy**

Occupational therapy views humans holistically, which includes aspects of social, moral, cultural, ethical, physical, developmental, temporal, spiritual, and mental well-being.

Through the interaction of these contexts, humans evolve, change, and adapt. Occupational therapy educators promote the use of purposeful activity and occupation to facilitate health and well-being by utilizing a client-centered approach.

The profession of occupational therapy is unique and dynamic and serves to assist the community in attaining overall health and wellness. Occupational therapy improves the ability to perform and participate in needed and/or desired activities while supporting health and well-being across the lifespan. The central foci of occupational therapy are the concepts of purposeful activity and occupation. “Occupation is the dominant activity of human beings that includes serious, productive pursuits and playful, creative, and festive behaviors. It is the result of evolutionary processes culminating in the biological, psychological, and social needs for both playful and productive activity.”

Kielhofner, Forsyth and Barrett (2003) asserted that:
1. Occupation is dynamic and context dependent.
2. Occupation is essential to self-organization.
3. Practitioners must actively use theory as a way to understand clients and decide the course of occupational therapy.

Occupation can be used to facilitate adaptation to the environment or facilitate the deliberate manipulation of the environment. The evolution of occupation can be affected by age, environment, disease, and other factors. The absence or disruption of occupation is a threat to the health and well-being of the individual. In contrast, the selection of an appropriate occupation is an effective means of restoring health and function. Occupations have purpose and are performed with different outcomes in mind (Baum & Christiansen, 2005).

The philosophy of education reflects our beliefs regarding the complexity and diversity of our students, and their varying needs during the learning process. Moving from undergraduate to graduate education, the educational philosophy rests upon the principles of adult learning (Cross, 1981; Knowles, 1984). Adult learning is best facilitated by what Malcolm Knowles describes as the design of learning which emphasizes the following: (1) students need to know why they need to learn something,
(2) students need to learn experientially, (3) students approach learning as problem solving, and (4) students learn best when the topic is of immediate value. Cross’ characteristics of adults as learners, emphasizes the experience of the learner, adaptive teaching/learning strategies, personal development, and autonomy.

We believe occupational therapy education should promote the integration of theoretical constructs and frames of reference to guide occupational therapy practice. It equips occupational therapy students to be able to address the occupational needs of a myriad of populations. It is through collaborative learning experiences, experiential learning, and critical inquiry that students build knowledge, skills, and abilities to readily identify occupation and its use as the primary method of assessment, intervention, and health promotion. We also believe that human performance and participation in functional activities across the lifespan is the foundation of the profession. Interdisciplinary perspectives and collaborations. The occupational education process involves both academic and experiential components including capstone and fieldwork. By encouraging critical inquiry and clinical reasoning, students are empowered with the tools to adapt and facilitate the client’s engagement in occupation to support participation in a dynamic and diverse world.

Program Description:

The Department of Occupational Therapy houses 100% faculty who hold post-professional doctoral degrees and are prepared and equipped with the necessary skills for this transition. The program has full support from the faculty and program advisory board. Our beliefs regarding the complexity and diversity of our students and their varying needs during the learning process, lead us to follow the logical sequence of the Developmental Model. The curriculum is based on the developmental learning continuum with interprofessional, and adult learning principles infused throughout. The program design is an integrated series of 8 academic terms, including the successful completion of 24 weeks of Level II Fieldwork and a 14-week research project (Capstone) suitable for scholarly publication and/or presentation.

The objectives of the Alabama State University Occupational Therapy Program are to prepare generalist therapists that:

1. Demonstrate entry-level occupational therapy clinical skills.
2. Demonstrate positive professional behaviors that accurately reflect one’s professional disposition.
3. Develop essential knowledge and skills to contribute to the advancement of occupational therapy through goal-oriented professional and scholarly activities.
4. Apply principles and constructs of ethics to individual,
institutional, and societal issues, and articulate justifiable resolutions to these issues and act in an ethical manner.

5. Address the needs of individuals, organizations, and populations, appreciating the influence of the physical, social, temporal, cognitive, psychological, spiritual, environmental, and cultural contexts on the individual, and examining opportunities for full participation in meaningful occupations.

6. Identify health impairments and analyze their impact on occupational performance throughout the life span.

Proposed delivery format (100% in-person, 100% online, hybrid, multiple formats):

The program will be 100% in-person. In addition, the delivery format will include the online Canvas, learning management system.

If hybrid, what % of program will be delivered online? 0%

If multiple formats, which ones? N/A

Total Credit Hours required to complete the program (if range, enter minimum):

100

Please identify any specialized accreditation agency that may apply to this program and explain why your institution does or does not intend to seek specialized accreditation.

The current Masters Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. AOTA's phone number is 301-652-AOTA and can be found online at www.aota.org.

The program will seek accreditation from ACOTE in order to ensure the program meets acceptable levels of quality and to ensure graduating students are qualified to sit for the national certification examination of the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT).

Will the curriculum require work-based or experiential learning (internship, practicum, etc.)? If yes, please explain. Definitions and examples of different types of work-based learning are available at https://www.alapprentice.org/.

Yes, the program will require clinical fieldwork experience for a total of 24 weeks and a
14-week Capstone experience in order to complete the program and meet ACOTE requirements.

Will the program be designed to meet educational requirements licensure and/or certification required for entry-level employment? If yes, please list license and/or certification(s).

Yes, the program is designed to meet the educational requirements for licensure. After successful completion of the program and passage of the NBCOT exam, the individual will be an Occupational Therapist, Registered, (OTR), and then be eligible to apply for their state license to practice. Most states/legal jurisdictions, including Alabama, require licensure in order to practice.

7. Employment Occupational Alignment
Using the federal Standard Occupational Code (SOC) System, please indicate the top three occupational codes related to post-graduation employment from the program. A full list of SOCs can be found at https://www.onetcodeconnector.org/find/family/title#17. A list of Alabama’s “In-Demand Occupations” is available at https://ache.edu/Instruction.aspx

SOC 1 29-1122.00
SOC 2 (optional)
SOC 3 (optional)

The projected percent change in employment from 2021 to 2031 is 14% (Much faster than average). The number of jobs in 2021, was estimated at 133,900. 2021 Median Salary was $85,570.

8. Relationship to other programs within the institution:

Is the proposed program associated with any existing offerings, including options within current degree programs? If yes, please explain. If this is a graduate program, please list any existing undergraduate programs which are directly or indirectly related. If this is a doctoral program, also list related master's programs.

Yes, the current program is a master of occupational therapy program that is intending to transition to the entry-level doctoral program for occupational therapy. Other related programs include the physical therapy and prosthetics/orthotics programs which also are housed in the College of Health Sciences. These three programs participate interprofessional activities.
Will this program replace any existing programs or specializations, options, or concentrations within existing programs? If yes, please explain.

The entry-level OTD program will replace the current masters of occupational therapy program. The profession of Occupational Therapy is transitioning to the OTD as the entry-level degree.

9. Relationship to programs at other Alabama public institutions:
List programs at the same degree level that use the same or similar CIP codes. If no similar programs exist within Alabama, please list similar programs offered within the 16 SREB states.

Faulkner University -OTD
University of Alabama at Birmingham -OTD
University of South Alabama -OTD pending
(Tuskegee University – MSOT)

If the proposed program duplicates, closely resembles, or is similar to any other offerings in the state, please provide justification for any potential duplication.

Alabama State University is a minority serving institution, while our competitors are not. Transitioning ASUs OT program to the doctoral level will allow our program and minority students the same equitable opportunities being offered at institutions who are offering entry-level doctoral degrees. In addition, the Physical Therapy program at ASU is also at the clinical doctorate level. Transitioning the OT department to the clinical doctorate level will increase the opportunities we can provide to prospective students and help our program remain relevant and meet the current trends in the state of Alabama. The OTD program will offer students more advanced experience in policy analysis, program development, and leadership roles.

If you plan to explore program collaboration with other institutions, please explain.

N/A

10. Projected program demand
What is the primary methodology you will use to determine the level of student demand for this program? (Survey of current or former students, enrollments in existing programs or courses)

The program will use (ACOTE) surveys from current and former students, the U.S. Bureau of Labor Statistics, and Alabama Department of Labor to determine the level of student demand for this program.
What is the primary methodology you will use to determine state need for this program? (Labor market information, expert market analysis, state or regional economic development strategy)

Labor market information will be used to determine the need for this program. Researching other state occupational programs, the labor market information to be obtained will include, but not be limited to program costs, the number of larger programs in comparison to smaller programs, admission requirements, etc.
PROPOSAL FOR A NEW DEGREE PROGRAM (Part 1: Proposal)

1. Date of Proposal Submission: February 27, 2023

   Full program name and level: Alabama State University (ASU) Doctorate Occupational Therapy Program

   Degree nomenclature (e.g., MBA, BS): OTD

   CIP Code: 51.2306 Occupational Therapist

2. Learning Outcomes:

   Succinctly list at least four (4) but no more than seven (7) of the most prominent student learning outcomes of the program.

   The OT students will…
   i. Demonstrate entry-level occupational therapy clinical skills.
   ii. Demonstrate positive professional behaviors that accurately reflect one’s professional disposition.
   iii. Develop essential knowledge and skills to contribute to the advancement of occupational therapy through goal-oriented professional and scholarly activities.
   iv. Apply principles and constructs of ethics to individual, institutional, and societal issues, and articulate justifiable resolutions to these issues and act in an ethical manner.
   v. Address the needs of individuals, organizations, and populations, appreciating the influence of the physical, social, temporal, cognitive, psychological, spiritual, environmental, and cultural contexts on the individual and examining opportunities for full participation in meaningful occupations.
   vi. Identify health impairments and analyze their impact on occupational performance throughout the life span.

3. Employment Outcomes and Program Demand

   Please describe how the proposed program prepares graduates to seek employment in the occupations (SOC codes) identified within the NISP. Note: you may also indicate any updates to those codes here.

   How well a program prepares students for employment and professional practice is their performance on the National Board for Certification in Occupational Therapy (NBCOT) certification exam. Students in the OTD program at ASU will complete a
program that meets the Accreditation Council for Occupational Therapy Education (ACOTE) educational requirements and prepares them to pass the NBCOT exam, which is required for state licensure and entry-level employment. ACOTE of the American Occupational Therapy Association is officially recognized as the accrediting agency for entry-level educational programs for occupational therapists and occupational therapy assistants in the U.S. and its territories.

All (100%) ASU Occupational Therapy faculty hold a post-professional doctoral degree and are prepared and equipped with the necessary skills for this transition. The program has full support from the faculty and program advisory board. Our beliefs regarding the complexity and diversity of our students and their varying needs during the learning process lead us to follow the logical sequence of the Developmental Model. The curriculum is based on the developmental learning continuum, with interprofessional and adult learning principles infused throughout. The program design is an integrated series of 8 semesters, including the completion of 24 weeks of Fieldwork experiences and a 14-week Capstone research project suitable for scholarly publication and presentation.

The total number of ASU OT graduates who passed the NBCOT certification examination as new graduate test-takers over the three most recent calendar years (January 1, 2019 – December 31, 2021) is 60 (95%). As a point of distinction, in 2015, there were 20 first-time new graduate test takers; all 20 of them (100%) passed the exam within 12 months of graduation. Each of the 20 program graduates passed the certification examination on their first attempt.

Graduates of Alabama State University Occupational Therapy Program will:
1. Expand scholastic skills for personal, occupational, and professional growth.
2. Develop a dedication to life-long learning and commitment to public/community service.
3. Demonstrate professional behaviors that are congruent with the core values and code of ethics and standards of the occupational therapy profession.
4. Utilize the occupational therapy practice framework as a guide for decisionmaking regarding patient care and outcomes.
5. Use evidence-based practice as a means to identify and guide best occupational therapy practice.
6. Examine the impact of physical, social, temporal, cognitive, psychological, spiritual, environmental, and cultural contexts that impact occupational performance.
7. Evaluate and develop goals and intervention plans in conjunction with the client, their support system, and other healthcare team members to provide a comprehensive, holistic and client-centered approach to care.
8. Understand the importance of advocacy and promotion of the occupational therapy profession, as well as the role of
other health professionals and the importance of the interprofessional team.

9. Participate as consumers and producers of research.
10. Be competent as an entry level therapist with the ability to work in a diverse healthcare delivery system and appreciate the different roles of occupational therapists working in varying healthcare systems.
11. Be competent in communication skills, leadership, and critical thinking.
12. In some instances, represent the pool of underrepresented minorities in the field of occupational therapy.

These educational goals are dynamic and interdependent of each other. Throughout the educational process, the program strives to provide a firm support system, nourish students as a whole person, and draw upon and strengthen their cultural and academic roots so that they may be transplanted to any environment and adapt to varied applications of occupational therapy practice.

Please explain whether further education/training is required for graduates of the proposed program to gain entry-level employment in the occupations you have selected.

No further education/training is required for graduates of the proposed program to gain entry-level employment. Students are required to sit for a board exam through the National Board of Certification for Occupational Therapy (NBCOT).

According to ACOTE, there are currently 213 OTD programs and 200 MSOT programs in various stages of development. Of the total, 34 accredited master's degree programs are transitioning to the doctoral degree level. The trend is to move toward an OTD as the scope of practice of the OT increases. The doctorate in occupational therapy incorporates advanced subjects focused on research and leadership, including a Capstone project. ACOTE believes that the doctoral level is an appropriate entry level for the profession of occupational therapist; it is anticipated that ACOTE will require the OTD entry-level degree for OT programs in the future. Graduates with an OTD can pursue a broader range of career opportunities after an OTD and, including academia, research, management, and leadership positions.

Briefly describe how the program fulfills a specific industry or employment need for the State of Alabama. As appropriate, you should discuss alignment with Alabama’s Statewide or Regional Lists of In-Demand Occupations (available at https://ache.edu/Instruction.aspx under “Policy/Guidance”) or with emerging industries as identified by Alabama’s Innovation Commission or the Economic Development Partnership of Alabama (EDPA).

The U.S. Bureau of Labor Statistics, Occupational Outlook Handbook projects the employment of occupational therapists to grow 14 percent from 2021 to 2031, which is
much faster than the average for all occupations. An average of 10,100 openings for occupational therapists will be projected each year over the decade.

According to Alabama’s Department of Labor, Occupational Therapists are in high demand. OT is expected to grow by 27.50% (2.46% annually) between 2014 and 2014, with an average of 55 openings annually. The Alabama Commission on College and Career Pathways (ACCCP), Alabama Demand Occupations for 2022-2023, through an analysis of labor market information and a five-star rating system, has listed OT as an "in-demand" occupation, with an average annual job opening for OTs in Alabama of 90.

Alabama State University is a minority serving institution, while our OT programs are not. Transitioning ASUs OT program to the doctoral level will allow our program and minority students the same equitable opportunities being offered at institutions who are offering entry-level doctoral degrees. Transitioning the OT department to the clinical doctorate level will increase the opportunities we can provide to prospective students and help our program remain relevant and meet the current trends in the state of Alabama.

The OT program at ASU is an excellent vehicle for filling the gaps and providing a mechanism for URM students to be trained and educated in Occupational Therapy. ASU provides an opportunity for a more diverse occupational therapy workforce, thereby increasing the number of occupational therapists serving a growing diverse population, which can significantly impact local, state, regional, and national health disparities.

Please describe how you will determine whether graduates are successful in obtaining relevant employment or pursuing further study.

After graduation, ASU will obtain the pass rates on the NBCOT. The exam passage denotes entry-level competence, after which graduates can apply for State licensure, which is necessary for employment. Most students will receive employment offers prior to graduation. One year after graduation, graduate surveys are distributed by ASU to gather information on employment and other programmatic information. From 2000-2022, 100% of the ASU OT graduates seeking employment were employed within six months of graduation.

Briefly describe evidence of student demand for the program, including enrollments in related coursework at your institution if applicable. If a survey of student interest was conducted, please briefly describe the survey instrument, number and percentage of respondents, and summary of results.

OT is an excellent career choice, with employment stability and an acceptable salary. The Bureau of Labor Statistics projects that an estimated 18,600 OT jobs should open up between 2021 and 2031. The median salary in 2021 was $85,570.00. The ASU MSOT program receives, on average, 150 applications per year for 24 available slots in
the program. The ratio of the faculty to students is 1:4, which is necessary to provide skilled hands-on training to students.

4. Specific Rationale (Strengths) for Program

What is the specific rationale for recommending approval of this proposal? List 3-5 strengths of the proposed program.

   i. ASU OT program is housed at an HBCU, which promotes diversity, which is needed in the OT profession.

   ii. ASU OT program has an average 90% graduation rate

   iii. ASU OT program has an average 95% success rate on the NBCOT licensure exam.

   iv. There is a high demand for Occupational therapists in Alabama and nationally.

   v. The program has remained accredited through Bachelors of Science, Masters of Science, and expected to continue when transitioned to the Doctoral level.

Please list any external entities that have supplied letters of support attesting to the program’s strengths, and attach letters with the proposal.

None

5. Program Resource Requirements

A. Faculty. Please provide or attach a brief summary of primary and support faculty that includes their qualifications specific to the program proposal. Note: Institutions must maintain and have current and additional primary and support faculty curriculum vitae available upon ACHE request for as long as the program is active, but you do not need to submit CVs with this proposal.

   Primary Faculty

   Crews – Program Director, holds a doctoral degree in Occupational Therapy; experience in multiple rehab settings (mental and physical dysfunction), High School Health Science Academy, Higher Education, and various leadership roles.

   Davis – has an EdD in education leadership, policy, and law and years of administrative and leadership experience; teaching experience in Foundational OT, Research, and Administration and Management courses.

   Jackson- has a Ph.D. in Physiological Optics and degrees in Biology and Psychology; teaching experience in Advanced Human Anatomy, Neuroscience, Human Embryology, and Pathophysiology.

   Jackson- has a Ph.D. in Physiological Optics and degrees in Biology and Psychology; teaching experience in Advanced Human Anatomy, Neuroscience, Human Embryology, and Pathophysiology.
Lowery- Fieldwork Coordinator, holds a doctoral degree in Occupational Therapy; has worked in physical dysfunction settings with supervisory experience; teaching experience in Ethics/Professional Development, Administration, Management, and research.

Osburn- Doctoral Capstone Coordinator, has a DHSc in Health Science; experience as a school-based OT, Staff OT, and Rehab Director; teaching experience in Physical Dysfunction, Psychosocial Dysfunction, Community Based Interventions, Theory of Occupational Therapy and Research.

Part-Time Faculty
Hyche- OT with expertise in Pediatrics, Vision acuity, Cerebral palsy.

Wright –OT with experience in teaching Intro to OT, Functional Anatomy Physical Rehabilitation Pediatrics/Adolescents, Mental Health, Neurological Rehabilitation, Geriatrics, Anatomy, and Physiology.

Support Faculty
Becker- OT with expertise in Pediatrics conditions and assessments
Carter- OT with expertise in Spinal Cord and Kinesiotaping
Carver- OT with expertise in Wheelchair evaluation
George- OT with expertise in Neonatal conditions
Nettles- OT with expertise in Lymphedema
Rehm- PhD with expertise in Assistive Technology

Please provide faculty counts for the proposed program:

<table>
<thead>
<tr>
<th>Status</th>
<th>Faculty Type</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Primary</td>
</tr>
<tr>
<td>Current Full-Time</td>
<td>5</td>
</tr>
<tr>
<td>Current Part-Time</td>
<td>2</td>
</tr>
<tr>
<td>Additional Full-Time (to be hired)</td>
<td>3</td>
</tr>
<tr>
<td>Additional Part-Time (to be hired)</td>
<td></td>
</tr>
</tbody>
</table>

Note: Annual compensation costs for additional faculty to be hired should be included in the NEW ACADEMIC DEGREE PROGRAM SUMMARY table in Part 3. Salary/benefits for current faculty should not be included.

Briefly describe the qualifications of any new faculty to be hired:

Newly hired faculty will be required to hold a doctoral degree awarded by an institution accredited by a USDE-recognized institutional accrediting agency; process the academic and experiential qualifications and backgrounds necessary to meet program objectives and the institution’s mission. Have at least three years of experience in an academic appointment; documented expertise in their area(s) of teaching responsibility and knowledge of the content delivery method; hold an OT license in Alabama.
B. Staff. Will the program require dedicated staff?  

[ Yes ] Yes   [ No ] No

If so, indicate the number or percentage of FTEs. 1.0 FTE

Note: Annual compensation costs for staff to be hired should be included in the NEW ACADEMIC DEGREE PROGRAM SUMMARY table in Part 3.

C. Equipment. Will any special equipment be needed specifically for this program?

[ ] Yes   [ X ] No

If yes, please list. Their cost should be included in the NEW ACADEMIC DEGREE PROGRAM SUMMARY table in Part 3.

D. Facilities. Will any new facilities be required specifically for the program?

[ ] Yes   [ X ] No

If yes, please list. Only new facilities need be listed. Their cost should be included in the NEW ACADEMIC DEGREE PROGRAM SUMMARY table in Part 3.

E. Library. Will additional library resources be required to support the program?

[ ] Yes   [ X ] No

Please provide a brief description of the current status of the library collections supporting the proposed program.

_The Levi Watkins Learning Center provides ASU’s Library and Learning Resources. It is the center for academic research at Alabama State University. It provides links to networked information locally and worldwide. The online catalog, HORNET (High-tech Online Research Network), connects to Public Services departments, distant learning facilities, and research information through a web-based catalog. Our dedicated health science librarian, who is an Occupational Therapist, will provide support for research in the doctoral program and evidence-based OT practice._

If yes, please briefly describe how any deficiencies will be remedied, and include the cost in the NEW ACADEMIC DEGREE PROGRAM SUMMARY table.

F. Assistantships/Fellowships. Will you offer any assistantships specifically for this program?

[ ] Yes   [ X ] No
Yes No

If “Yes”, how many assistantships will be offered? [ ]

The expenses associated with any *new* assistantships should be included in the NEW ACADEMIC DEGREE PROGRAM SUMMARY table in Part 3.

**G. Other.** Please explain any other costs to be incurred with program implementation, including lab start-up expenses or specialized accreditation costs. Be sure to note these on the NEW ACADEMIC DEGREE PROGRAM SUMMARY table in Part 3.

*Annual accreditation costs will be required and budgeted for appropriately. No start-up lab expenses are necessary; lab expenses are included in the current budget.*
PROPOSAL FOR A NEW DEGREE PROGRAM (Part 2: Course Info)

Name of Proposed Program:

Program Completion Requirements: (Enter a credit hour value for all applicable components, write N/A if not applicable)

- Credit hours required in program courses: \( 94 \)
- Credit hours in general education or core curriculum: \( \text{N/A} \)
- Credit hours required in support courses: \( \text{N/A} \)
- Credit hours in required or free electives: \( \text{N/A} \)
- Credit hours in required research: \( 6 \)

Total credit hours required for completion: \( 100 \)

Maximum number of credits that can be transferred in from another institution and applied to the program: None

Intended program duration in semesters for full-time students: 8 semesters

Intended program duration in semesters for part-time students: N/A

Does the program require students to demonstrate industry-validated skills, specifically through an embedded industry-recognized certification, through structured work-based learning with an employer partner, or through alignment with nationally recognized industry standards? If yes, please explain how these components fit with the required coursework.

Students will be required to demonstrate competence in entry-level OT skills for success in their fieldwork experiences with licensed occupational therapy supervisors.

Does the program include any options/concentrations? If yes, please give an overview of the options, and identify the courses for each in the table below.

N/A

Please indicate any prior education or work experience required for acceptance into the program:

Bachelor's or master's degree

Describe any other special admissions or curricular requirements for the program:

- Minimum 3.0 grade point average [GPA] with official transcripts)
• **ASU OT Program prerequisite courses - grade of "B" or better recommended in each**
  
  • *Required Prerequisites:*
    
    ▪ Intro to Psychology - 3 hours
    ▪ Developmental Psychology - 3 hours
    ▪ Abnormal Psychology - 3 hours
    ▪ Behavioral Sciences Elective – 3 hours
    ▪ Biology w/ lab – 4 hours
    ▪ Biology elective w/ lab – 4 hours
    ▪ English Comprehension – 6 hours
    ▪ College Algebra or above – 3 hours
    ▪ Physics w/ lab – 4 hours
    ▪ Statistics – 3 hours
    ▪ Human Anatomy w/ lab 4 hours
    ▪ Human Physiology w/ lab 4 hours

• Three letters of recommendation, one from an occupational therapist

• Observation/Volunteer Hours (minimum of 40 hours in 2 facilities/settings, dated/completed within 12 months of submission). These hours must be complete at the time of application.

• Onsite Interview/Essay: Candidates selected for the required Onsite Interview will be notified in Early Spring Semester. The required Onsite Interviews will be scheduled for Early to Mid-Spring Semester. In accordance with the admissions dates/deadlines provided online at www.alasu.edu in the “Occupational Therapy Application Instructions” section.

• The Alabama State University Department of Occupational Therapy subscribes to the Occupational Therapy Centralized Application Service (OTCAS). To get started, visit the OTCAS portal at https://portal.otcas.org/. Directions for document submission appear on the OTCAS website. The required application materials are available on the ASU OT homepage.

• GRE or MAT are currently being waived

Please complete the table below indicating all coursework for the proposed program, identifying any new courses developed for the program, along with courses associated with each option as applicable. Include the course number, and number of credits. Coursework listed should total the number of hours required to complete the program.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Number of Credit Hours</th>
<th>* If New Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC 5000 Interprofessional Education</td>
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<td></td>
</tr>
<tr>
<td>Course Code</td>
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<td>Credit Hours</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>HSC 5001</td>
<td>Advanced Gross Human Anatomy w/Lab</td>
<td>6</td>
</tr>
<tr>
<td>HSC 5003</td>
<td>Patient Care Concepts I-Lab course</td>
<td>1</td>
</tr>
<tr>
<td>OTH 7213</td>
<td>Foundational Principles of OT</td>
<td>4</td>
</tr>
<tr>
<td>HSC 5005</td>
<td>Neuroscience w/Lab</td>
<td>4</td>
</tr>
<tr>
<td>HSC 5006</td>
<td>Intro to Research &amp; Evidence Based Practice</td>
<td>2</td>
</tr>
<tr>
<td>OTH 7211</td>
<td>Analysis of Occupation</td>
<td>3</td>
</tr>
<tr>
<td>OTH 7210</td>
<td>Occupation Through the Life Span</td>
<td>3</td>
</tr>
<tr>
<td>OTH 7214</td>
<td>Child Adolescence/Adult Mental Health</td>
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Total = 100 credit hours
# NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

**INSTITUTION:** Alabama State University

**PROGRAM:** Occupational Therapy

## ESTIMATED *NEW* EXPENSES TO IMPLEMENT PROPOSED PROGRAM

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## *NEW* REVENUES AVAILABLE FOR PROGRAM SUPPORT

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## ENROLLMENT PROJECTIONS

**Note:** *New Enrollment Headcount* is defined as unduplicated counts across years.

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## DEGREE COMPLETION PROJECTIONS

**Note:** Do not count Lead “0”s and Lead 0 years in computing the average annual degree completions.

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