

USG ACADEMIC PROGRAM PROPOSAL

(Effective 2/22/18)

Institution: Middle Georgia State University

Date Completed at the Institution: November 30, 2018

Name of Proposed Program/Inscription: Master of Science in Occupational Therapy Bridge Program

Degree: Master of Science

Major: Occupational Therapy

CIP Code: 51.2306

School/Division/College: School of Health Science

Department: Rehabilitation Science

Anticipated Implementation Date: Fall 2020

Requesting Differential Tuition Rate Yes¹ No

Delivery Mode (Check all that apply):

On-campus, face-to-face only	
Off-campus location, face-to-face only (specify the location):	
Online Only <i>If this program will be offered online, within two weeks after Board approval, the USG institution must upload requisite information into Georgia ONmyLINE using the institutional PDA account. See Appendix II for the specific questions involved for Georgia ONmyLINE.</i>	
Combination of on-campus and online (specify whether 50% or more is offered online for SACSCOC)	X >50% online
Combination of off-campus and online (specify whether 50% or more is offered online for SACSCOC)	
Hybrid, combination delivery, but less than 50% of the total program is online based on SACSCOC	
Contractual Location (specify the location and timeframe/start and end dates):	

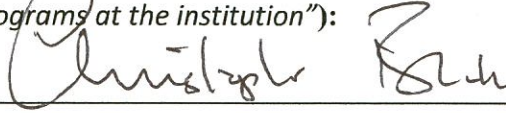
¹ All documents and forms requesting a differential tuition rate must be submitted to the Office of Fiscal Affairs prior to Academic Affairs Review of the Degree Proposal.

SIGNATURE PAGE

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Approval by the President (“I certify that the institution has adequate funds to cover the costs of the new program. Furthermore, the new program will not reduce the effectiveness or quality of existing programs at the institution”):

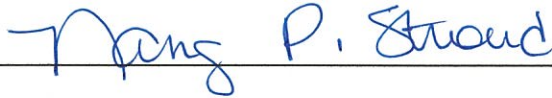


Approval by Vice President for Academic Affairs or Provost:

Jon Anderson

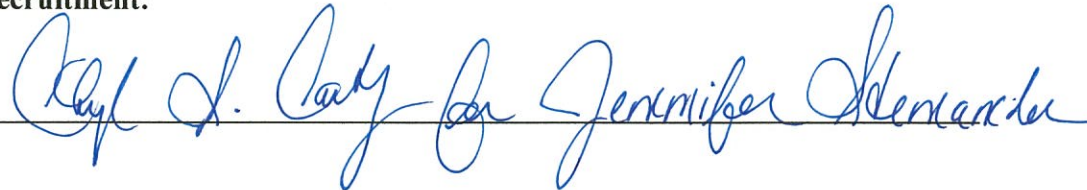
Digitally signed by Jon Anderson
DN: cn=Jon Anderson, o, ou, email=jennifer.jones11@mga.edu, c=US
Date: 2018.12.10 14:35:48 -05'00'

Approval by Vice President for Finance/Business (or designee) and contact information:



Approval by Vice President for Facilities (if different from VP- Finance or designee) and contact information:

Acknowledged by Vice President for Enrollment Management (or designee) for Recruitment:



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- 1) **Forecast:** If this program was not listed on your one of the past two-year academic forecasts provide an explanation concerning why it was not forecasted, but is submitted at this time.

The Master of Science in Occupational Therapy (MSOT) bridge degree program was listed on the academic forecast in 2018.

- 2) **Academic Framework:** Within the context of strategic planning of all resources and divisions within short-term and long-term perspectives, provide a narrative that explains campus leadership review and attention to newly institutionally approved programs within the last four years, low-producing programs, and post-approval enrollment analyses prior to approving the proposed program for submission to the system office.

Middle Georgia State University's current strategic plan includes an institutional priority to provide educational experiences that "stimulate recruitment, retention, progression, and graduation." The President and the Provost have communicated to all faculty and staff that enrollment is the responsibility of everyone. Deans and chairs receive enrollment reports every Monday and have been instructed to track available seats for the upcoming semester and to implement steps to increase caps, adjust the course schedule, and to deploy faculty as needed.

Campus leadership, including Fiscal Affairs and Academic Affairs, carefully study the fiscal and enrollment assumptions of all proposed academic programs prior to moving them through the institutional approval process, ensuring that resource planning and enrollment projections are sound. Enrollment in all newly established programs is monitored in the first three years of implementation with the institutional performance expectation that programs will pay for themselves in tuition and revenue by the fourth year.

Monitoring of enrollment and degree productivity of academic programs is also imbedded in regular institutional effectiveness processes at MGSU. Annual Deans Assessment includes enrollment and graduation analysis for all new and continuing academic programs. The University also conducts USG-mandated Comprehensive Program Review on a six-year cycle, ensuring that academic programs have viable enrollment and exceed USG-established thresholds for low-producing programs. Programs that are deemed to be low-performing through the Comprehensive Review process are placed under monitoring or are slated for deactivation.

Recent USG post-approval enrollment and academic productivity reports document the health of Middle Georgia State's academic portfolio. The May 2016 Post-Enrollment Monitoring Report published by USG shows that MGA met or exceeded third year enrollment projections for 75% of new programs. On average, other State Universities only met enrollment projections for 48% of new programs. In the 2016 Academic Degree Productivity Report published by USG, Middle Georgia State University had the best productivity rating of all other institutions in the State University sector with only 1 program identified as low-producing. Fall 2018 census numbers from the USG place enrollment growth at over 6% and credit hour production at over 7% for the second-highest growth within the system. Finally, enrollment growth in graduate education has exceeded projections by 23% for fall 2018.

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- 3) **Rationale:** Provide the rationale for proposing the new academic program. (*In other words, does the state need the program; should your institution offer the program; and can your institution develop and implement the program.*)

The School of Health Science (SOHS) at Middle Georgia State University (MGA) seeks to establish a Master of Science in Occupational Therapy (MSOT) degree program. This proposed program will complement the School of Health Science's current portfolio which includes an Associate of Science in Occupational Therapy Assistant (OTA) degree program. The proposed MSOT program is designed as a bridge program from the associate to the master's level and will provide the opportunity for MGA alumni and other currently licensed and certified occupational therapy assistants (COTAs) to advance their careers by becoming occupational therapists (OTRs). The program is designed to be delivered in hybrid format to allow students to continue working while seeking a graduate degree. By offering an OTA to MSOT bridge program at MGA, the university will help meet a growing local and national workforce demand. MGA is well positioned to offer this prestigious degree in the heart of Middle Georgia in part because of its rural service area and due to the low tuition rate that will make graduate level coursework and career advancement a real possibility for COTAs who are currently living and working in this underserved area.

As health care environments increase in complexity and community based models of practice are employed, there is an increasing need for advanced practitioner preparation in all healthcare fields. The proposed MSOT program will provide the Middle Georgia region with another opportunity to advance the local healthcare workforce. The principal goal of the proposed program is to prepare licensed and certified occupational therapy assistants to become fully licensed occupational therapists who are equipped to apply empirical findings in their practice, and to prepare administrators and leaders for the rapidly changing and dynamic nature of contemporary health and human services delivery systems. This program will facilitate the student's clinical practice knowledge and skills, professional development, leadership and advocacy skills, and advanced knowledge base to inform clinical practice.

Currently, no other USG institution offers a program designed as a bridge for COTAs to obtain a master's degree in occupational therapy. There is also no MSOT program (bridge or traditional entry level) offered by a USG institution in MGA's service area or the close surrounding areas. Neither Georgia College and State University, Gordon State College, Columbus State University, Fort Valley State University, Albany State University, nor Georgia Southern University offer a master's degree in occupational therapy. A private institution, Brenau University, in Gainesville, offers the only accelerated program in Georgia for COTAs to return to school and obtain the occupational therapist degree. The estimated tuition for the Master of Science in Occupational Therapy degree at Brenau is approximately \$98,000 and does not include text books, travel, and additional fieldwork fees. The inevitable student debt and travel expenses incurred for this degree make this option unattainable for many COTAs in the Middle Georgia area. The other option for COTAs seeking a master's degree in OT in Georgia is to attend the OT program at Augusta University or Georgia State University where they will not receive credit for their OTA degree and years of experience in the field. To our knowledge, no MGA OTA alumni have ever pursued the MSOT degree at either of those USG institutions for that reason. Some MGA OTA alumni choose to attend bridge programs at out of state institutions such as Belmont University. However, the tuition for that program is estimated at \$82,000 and students are required to travel

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out of state approximately once per month to complete the degree. All of these options are very expensive for COTAs in Middle Georgia in terms of time, tuition, and travel expense.

The lack of an affordable option that will allow COTAs in Georgia to continue working while seeking an advance degree has hindered many from returning to school and further impacted the shortage of occupational therapists in underserved areas like Middle and South Georgia. MGA's location in the heart of Georgia, as well as its low tuition rates, make it the ideal university to offer the proposed bridge program as an affordable option to enhance the local occupational therapy workforce. The proposed OTA to MSOT bridge program is designed to allow COTAs to continue working while taking graduate level classes in occupational therapy online and attend traditional, face-to-face classes approximately one weekend per month, Friday-Sunday. The ability to continue working while going back to school for a master's degree in OT is extremely important to most MGA OTA alumni who primarily live and work in the surrounding rural areas with predominantly underserved populations. The ability to continue working combined with an estimated tuition at MGA that is \$50,000 less than the current most affordable option, will help limit student debt after graduation, and make obtaining a master's degree in OT at Middle Georgia State University a realistic goal for many COTAs.

- 4) **Mission Fit and Disciplinary Trends:** Description of the program's fit with the institutional mission and nationally accepted trends in the discipline (explain in narrative form). If the program is outside the scope of the institutional mission and sector, provide the compelling rationale for submission.

The proposed MSOT degree will contribute to Middle Georgia State University's mission to educate future leaders and prepare students for lifelong learning who will enhance the region through professional pursuits. The establishment of an OTA to MSOT bridge program is also consistent with the university's strategic plan. Specifically, the MSOT will help the university achieve Strategy #2 to "expand and enrich online instruction into new markets" and meet the needs of new students who are not able to engage in full-time face-to-face instruction due to the demands of work and family. Strategy #3 states that the university will "develop academic pipelines and expand degrees" to meet the needs of the Middle Georgia region. The unique hybrid design of the proposed OTA to MSOT program also aligns with the mission of MGA's Office of Graduate Studies "to develop and offer graduate degrees suitable for working adults to address the needs of the region and anticipate a growing knowledge economy" by allowing more students to achieve a graduate degree in OT without leaving their current positions as occupational therapy assistants to pursue a full-time, traditional master's degree. It will also allow them to immediately put their acquired knowledge, research skills, and leadership abilities to use in the healthcare organizations where they are currently employed. The University's location in Middle Georgia provides a deep potential applicant pool of individuals that are already invested in the region and the field of occupational therapy.

- 5) **Description and Objectives:** Program description and objectives (explain in narrative form).

The purpose of the proposed Master of Science in Occupational Therapy degree program is to prepare competent, entry-level occupational therapists to provide holistic care for individuals, families, and populations. The MSOT will be offered as a hybrid program in an accelerated 6 semester format combining intensive weekend classes on the Cochran campus, held

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approximately once a month Friday-Sunday, with an online component supplementing classroom activities. This is a demanding full-time program that builds on the education and skills that occupational therapy assistants have already achieved. This program will facilitate the student's clinical practice knowledge and skills, professional development, leadership and advocacy skills, and advanced knowledge base to inform clinical practice.

The objectives of the MSOT Program are to prepare occupational therapists who will:

- Serve the needs of diverse and underserved populations with demonstrated sensitivity to psychosocial identity and cultural and ethnic heritage;
- Implement occupational therapy services that maintain health and wellness and remediate dysfunction;
- Apply principles and constructs of ethics to individual, institutional and societal problems and demonstrate competence in developing appropriate resolutions to these problems;
- Identify researchable problems, advocate for and participate in research, and incorporate findings into clinical practice;
- Provide scholarly contributions to the knowledge base of the profession through written and oral communication;
- Relate theory with practice and use research evidence to think critically about or adapt new and existing practice environments based on population needs and research evidence;
- Participate in advocacy and educational roles with patients and their families, students, and others in community and clinical settings;
- Serve as practitioners and leaders who can influence practice, education, and policy development;
- Assume leadership roles at the local, state, national and international levels in occupational therapy and in health professions.

- 6) **Need:** Description of the justification of need for the program. (Explain in narrative form why the program is required to expand academic offerings at the institution, the data to provide graduates for the workforce, and/or the data in response to specific agency and/or corporation requests in the local or regional area, and/or needs of regional employers.) (A list of resources, not exhaustive, is available on the public web link along with the proposal form at: http://www.usg.edu/academic_programs/new_programs)

Occupational therapists provide rehabilitative services to persons with physical developmental, and mental disabilities. The goal of therapy is to enable clients to function as independently as possible in the areas of self-care, work, education, and leisure. As the U.S. population ages, the Department of Labor is projecting an estimated 24% increase in job opportunity for occupational therapists between 2016-2026, which is much faster than the average profession. Projections also indicate that Georgia will have jobs for approximately 3,800 new OTs during that same time frame. On October 24, 2018, President Trump, signed into law legislation to address the opioid epidemic that included occupational therapy as a non-pharmacological pain management treatment. This law will improve access to OT services in pain management and is expected to further increase the need for occupational therapists in the near future. There are currently three institutions in Georgia that offer graduate degrees in occupational therapy, and their graduation

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rates will potentially continue to leave Georgia with a shortage of occupational therapists in the future. Table 1 provides the recent graduation rates for the only OT programs in Georgia:

Institution	Type of Institution	Graduates FY 2015	Graduates FY 2016	Graduates FY2017
Augusta University	USG	45	45	43
Brenau University	Private	114	76	82
Georgia State University	USG	*New program	*New program	*1 st cohort graduates December 2018
Total New OTs		159	121	125

Table 1: Number of Occupational Therapists Produced in Georgia (Fall 2015-Fall 2017)

The three occupational therapy programs in Georgia are all located in the north/northeast part of the state and many of their graduates seek employment in urban areas and/or remain in the northern portion of the state. The OT programs at both Augusta and Georgia State universities are traditional full-time programs that do not offer COTAs an accelerated path to build on the OTA degree. Brenau University is the only institution that gives occupational therapy assistants credit for their associate degree and years of experience, however the tuition at a private institution as well as the distance to Brenau campuses are often insurmountable obstacles for COTAs living and practicing in the middle and southern portions of Georgia. Because Middle Georgia State University currently offers an Associate of Science in Occupational Therapy Assistant degree, it are closely connected to the local occupational therapy community. Many of the healthcare organizations MGA partners with to provide fieldwork experiences for OTA students in the Middle Georgia area are struggling to find an adequate number of occupational therapists to serve the patient population and provide the required supervision for occupational therapy assistants. The proposed OTA to MSOT bridge program will offer currently licensed occupational therapy assistants the opportunity to return to school and achieve a master’s degree in occupational therapy at a local institution and help meet the needs of the more rural communities in the middle and southern regions of Georgia where they are currently working and are personally invested.

- 7) **Demand:** Please describe the demand for the proposed program. Include in this description the supporting data from 1) existing and potential students and 2) requests from regional industries. How does the program of study meet student needs and employer requirements in terms of career readiness and employability, requirements to enter the profession, post-graduate study, and disciplinary rigor at the level required for professional success and advanced educational pursuits? *(In other words, how does the program of study prepare students for the next step?)*

Middle Georgia State University OTA Program alumni, fieldwork educators, the OTA Program Advisory Board, and local health care agencies have all expressed an increasing urgency to address the growing shortage of occupational therapists in the Middle Georgia

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region. Several locations, including Fairview Park Hospital in Dublin, Ga, have resorted to hiring temporary, traveling OTs for the last 5 years to meet their needs. However, this is not best practice and administrators have increasing concerns regarding the effects of transient employees on the work environment, patient outcomes, and patient satisfaction. Table 2 indicates community demand and support for the proposed MSOT bridge degree program at MGA:

Table 2: Community Demand for OTA to OT Bridge Program at MGA

Population	% Indicating Interest in OTA to MSOT Bridge Program at MGA
Current OTA Students	86% (37 out of 43)
Fieldwork Educators that are COTAs but not MGA Alumni	56% (13 out of 23 that responded)
MGA OTA Alumni	53% (100 out of 189 that responded)
Employers (willing to offer level II fieldwork sites)	91% (47 out of 52 that responded)
Employers (currently seeking an OT or potentially will be in the next 5 years – FT, PT, or PRN)	100% (52 respondents)

Many occupational therapy assistant students begin their OT careers with the intent to eventually pursue a graduate degree in the field of OT. However, as mentioned previously, there is only one traditional bridge program for OTA to MSOT in Georgia that gives currently practicing COTAs credit for prior learning and experience as an accelerate path to degree completion. That program is offered by a private institution, Brenau University, and the distance and \$98,000 tuition are enormous obstacles for COTAs practicing in the Middle Georgia region. The other two OT programs in the state are not bridge programs and essentially require COTAs to “start over” in their education by attending full-time, face-to-face classes that will not accommodate work schedules and do not offer credit for the OTA degree or years of experience. The time and expense to complete one of those programs makes them unrealistic for currently practicing COTAs.

Middle Georgia State University is in a unique position to address the growing need for master’s educated occupational therapists in the underserved, rural middle and southern parts of Georgia. The proposed occupational therapy assistant to masters of science in occupational therapy bridge program would offer an affordable opportunity to the many COTAs in those areas who wish to further their careers and meet the needs of their local communities. There are 4 occupational therapy assistant programs in Georgia graduating between 15-30 OTAs per year who could take advantage of the proposed bridge program. Table 3 details these programs and their average graduation rates over the past 3 years:

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Table 3: Average Number of OTA Graduates in Georgia

School	Location	Total Graduates in the Last 3 Years
Albany State University	Albany	64
Augusta Tech. College	Augusta	56
Chattahoochee Tech. College	Marietta	34
Middle Georgia State University	Cochran	70
Total OTA Graduates in the past 3 years and potential candidates for MSOT bridge program		224

An average of 224 OTA graduates per year combined with the current 1,422 currently licensed COTAs in the state of Georgia will create a large applicant pool for the proposed MSOT bridge program. Middle Georgia State University has a tremendous opportunity to advance the healthcare workforce in the Middle Georgia region by offering an affordable pathway for occupational therapy assistants to obtain a master of science in occupational therapy and become fully licensed occupational therapists.

- 8) **Duplication:** Description of how the program does not present duplication of existing academic offerings in the geographic area, within the system as a whole, and within the proposing institution regardless of academic unit. If similar programs exist, indicate why these existing programs are not sufficient to address need and demand in the state/institution’s service region and how the proposed program is demonstrably different or complementary to other USG degrees and majors.

Currently, no other USG institution offers a program designed as a bridge for occupational therapy assistants (who hold an associate degree in OTA) to obtain a master’s degree in occupational therapy. The proposed MSOT Bridge Program at Middle Georgia State University is designed as an accelerated program that will offer currently licensed Certified Occupational Therapy Assistants the opportunity to receive credit for their degree in OTA and continue working as they pursue a master’s degree in OT. No other USG institution offers this type of program.

****Two-step option directions:** Institutions that prefer to submit a new academic program proposal in two stages are required to answer questions #1 through #8 for system office preliminary review. This half-step will be shared with all system institutions and an affiliated system academic committee similar to practices that occur with a full, one-step proposal.

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- 9.) **Collaboration:** Is the program in collaboration with another USG Institution, TCSG institution, private college or university, or other entity?
Yes ___ or No X (place an X beside one)

If yes, list the institution below and include a letter of support from the collaborating institution's leadership (i.e., President or Provost and Vice President for Academic Affairs) for the proposed academic program in Appendix I.

- 10.) **Admission Criteria:** List the admission criteria for the academic program, including standardized test and grade point average requirements for admission into the program. Also, at what point (e.g., credit hours completed) are students admitted to the program.

Applicants to the MSOT Bridge Program must be certified and licensed Occupational Therapy Assistants (COTAs) with a minimum of one-year full-time experience or 1,500 documented hours as a fully licensed COTA. Applicants must submit a portfolio including all of the following:

- Official application completed in full
- Copy of transcript from each academic institution
- Proof of a minimum of 1 year full-time experience working as a COTA, or a minimum of 1,500 hours working as a fully licensed COTA.
- Current resume (vitae) of employment history, career history, and service activities
- Letter of application to include a statement of professional goals (professional philosophy/educational desires; 300 - 500 words)
- Three Letters of Recommendation (professional and academic)
- Copy of applicable current U.S. professional occupational therapy assistant license and NBCOT certification*

*Licensure and certification indicate successful completion of the NBCOT Certification Exam for Occupational Therapy Assistants.

- a) Include the required grade point average requirement.

- Minimum of 84 semester equivalent credits from a regionally accredited college or university; 43 of those hours may be OTA courses
- Completion of all prerequisite core courses with letter grade of C or higher
- 3.0 overall GPA & 3.0 prerequisite GPA

11.) Curriculum

- a. Specify whether the proposed program requires full-time study only, part-time study only, or can be completed either full time or part time.

The proposed MSOT bridge program is designed to be a full-time program.

- b. If the proposed program will be offered online, describe measures taken by the academic unit to sufficiently deliver the program via distance education technologies and provide

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instructional and learning supports for both faculty and students in a virtual environment. Will the program be offered in an asynchronous or synchronous format?

The proposed MSOT Bridge Program is designed as a hybrid program with more than 50% of the didactic course work offered online in an asynchronous format to allow the working student to complete the required learning modules at the most convenient time for each individual. Online content will be delivered primarily via D2L with attendance in live, face-to-face labs required approximately once per month. Students will be required to attend a two day orientation on-campus at the beginning of the first semester at which time they will complete training activities for using D2L as well as learn strategies for success in online education. Occupational Therapy faculty will also maintain online office hours for students to chat or video conference each week. The OT faculty will work closely with MGA's Center for Excellence in Teaching and Learning during program planning and development to ensure that all faculty are proficient in the use the learning management system.

- c. List the entire course of study required to complete the academic program. Include the course prefixes, course numbers, course titles, and credit hour requirement for each course. Indicate the word "new" beside new courses. Include a program of study.

*Students must hold an associate degree in occupational therapy assistant from an ACOTE accredited OTA program and be currently licensed as an OTA. In addition, they must have completed a minimum of 84 semester equivalent credits from a regionally accredited college or university with up to 43 of those hours being OTA courses. This program will require 4 core courses at the undergraduate level that are not traditionally included in OTA curriculum. The additional 12 credit hours meet ACOTE standards for OT education at the master's level which require that students have foundational knowledge in the behavioral and social sciences (must include concepts of abnormal psychology and social issues), as well as statistics and research methods in order to accurately use and interpret criterion-referenced and norm-referenced standardized test scores and participate in scholarly activities (ACOTE Standards, B.1.3, B.1.4, B.1.6, B.1.7, B.4.6, B.8.4, B.8.5, B.8.6, B.8.7, B.8.8. All ACOTE Standards may be found at:

<https://www.aota.org/~media/Corporate/Files/EducationCareers/Accredit/Standards/2011-Standards-and-Interpretive-Guide.pdf>

Students who are interested in applying to the MSOT Bridge Program will be advised to take the required core courses in the spring and/or summer semesters prior to the fall semester they plan to apply for admission. MGA currently offers a Bachelor of Science in Rehabilitation Science which will allow prospective MSOT students to take the required core courses and potentially earn a baccalaureate degree in the event that they are not admitted to the MSOT Program.

Required Core Courses (not typically required within the OTA degree)

<u>Course Title</u>	<u>Status</u>	<u>Credits</u>
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MATH 1200 Elementary Statistics	Existing Course	3
SOCI 1160 Intro to Social Problems	Existing Course	3
PSYC 3265 Abnormal Psychology	Existing Course	3
PSYC 3002 Research Methods	Existing Course	3

MSOT Curriculum

Course Title	Status	Credits
MSOT 5000 Occupational Therapy Foundations	New	2
MSOT 5010 Neuroscience in Occupational Therapy with Lab	New	4
MSOT 5020 Pathophysiology for Occupational Therapy Practice	New	3
MSOT 5030 Kinesiology in OT with Lab	New	4
MSOT 5040 Occupational Development Across the Lifespan	New	2
MSOT 5110 Research I: Methods & Design	New	3
MSOT 5120 Occupation Based Practice: Pediatrics	New	5
MSOT 5121 Assistive Technology in Pediatrics	New	2
MSOT 5122 Assessments in Pediatrics	New	2
MSOT 5130 Occupational Analysis	New	3
MSOT 5220 Occupation Based Practice: Psychosocial Practice	New	4
MSOT 5222 Psychosocial Assessment	New	2
MSOT 5230 Occupational Therapy Seminar I	New	3
MSOT 5250 Research II: Implementation and Outcomes	New	3
MSOT 5350 Occupation Based Practice: Adults	New	5
MSOT 5352 Assessments in Adulthood	New	3

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MSOT 5353	Adaptive Techniques in Adulthood	New	3
MSOT 5360	Occupational Therapy Seminar II	New	3
MSOT 5460	Level II Fieldwork I	New	9
MSOT 5462	Level II Fieldwork II	New	9

Total Credit Hours: 74

- d.** State the total number of credit hours required to complete the program, but do not include orientation, freshman year experience, physical education, or health and wellness courses that are institutional requirements as defined in the Academic and Student Affairs Handbook, Section 2.3.1 and the Board Policy Manual, 3.8.1.

The MSOT Bridge Program will require 74 hours of upper level division coursework plus 12 hours of core coursework at the undergraduate level to satisfy ACOTE accreditation mandates. Because the proposed MSOT degree is designed as a bridge program from the associate degree level (OTA) to the master's degree level (MSOT), ACOTE requires that students receive foundational training in specific content including the behavioral sciences, social sciences, and research methods with statistics to prepare them for graduate level work. Due to credit hour restrictions for an associate's degree, most OTA Programs do not require students to take courses such as Abnormal Psychology, Introduction to Social Problems, Elementary Statistics, and Research Methods. MGA plans to require these four courses to adequately prepare students for the rigor of graduate study. Please see *Item 17* for credit hour benchmark of other MSOT programs.

- e.** Within the appendix, append the course catalog descriptions for new courses and their prerequisite courses. Include the course prefixes, course numbers, course titles, and credit hour requirements.

Please see Appendix I - A

- f.** If this is an undergraduate program, how does or would the department/institution use eCore, eMajor, or dual enrollment?

N/A

- g.** If this is a doctoral program, provide the names of four external reviewers of aspirational or comparative peer programs complete with name, title, institution, e-mail address, telephone number, and full mailing address. External reviewers must hold the rank of associate professor or higher in addition to other administrative titles.

N/A

12) PROGRAM OF STUDY-UNDERGRADUATE ONLY

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**Students must hold an associate degree in occupational therapy assistant from an ACOTE accredited OTA program and be currently licensed as an OTA. In addition, they must have completed a minimum of 84 semester equivalent credits from a regionally accredited college or university with up to 43 of those hours being OTA courses. This program will require 4 core courses at the undergraduate level that are not traditionally included in OTA curriculum.*

Required Core Courses (not typically required within the OTA degree) – 12 Credit Hours

MATH 1200 Elementary Statistics	3
SOCI 1160 Intro to Social Problems	3
PSYC 3265 Abnormal Psychology	3
PSYC 3002 Research Methods	3

12a) PROGRAM OF STUDY- GRADUATE ONLY (provide the program of study).

MSOT Curriculum

All courses are taught in sequence

Semester 1 (15 Credit Hours)

MSOT 5000 Occupational Therapy Foundations	2
MSOT 5010 Neuroscience in Occupational Therapy with Lab	4
MSOT 5020 Pathophysiology for Occupational Therapy Practice	3
MSOT 5030 Kinesiology in Occupational Therapy with Lab	4
MSOT 5040 Occupational Development Across the Lifespan	2

Semester 2 (15 Credit Hours)

MSOT 5110 Research I: Method & Design	3
MSOT 5120 Occupation Based Practice: Pediatrics	5
MSOT 5121 Assistive Technology in Pediatrics	2
MSOT 5122 Assessment in Pediatrics	2
MSOT 5130 Occupational Analysis	3

Semester 3 (12 Credit Hours)

MSOT 5220 Occupation Based Practice: Psychosocial Practice	4
MSOT 5222 Psychosocial Assessment	2
MSOT 5230 Occupational Therapy Seminar I	3
MSOT 5250 Research II: Implementation and Outcomes	3

Semester 4 (14 Credit Hours)

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MSOT 5350	Occupation Based Practice: Adults	5
MSOT 5352	Assessment in Adulthood	3
MSOT 5353	Adaptive Techniques in Adulthood	3
MSOT 5360	Occupational Therapy Seminar II	3

Semester 5 (9 Credit Hours)

MSOT 5460	Level II Fieldwork I	9
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Semester 6 (9 Credit Hours)

MSOT 5462	Level II Fieldwork II	9
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Total Credit Hours: 74

14) Alternative Curricular Pathway: What alternative curricular pathways exist (for example for students who were not admitted to the major but are still in satisfactory standing at the institutional level)? Please describe them below and describe how these students are advised about the alternative(s).

N/A

15) Prior Learning Assessment: Does the program include credit for prior learning assessment? How will credit be assessed and for what specific courses in the curriculum inclusive of prerequisites? If this is not applicable, indicate “NA” in this section.

N/A

16) Open Educational Resources: Does the program include open educational resources that have been assessed for quality and permissions, can be connected with related curricular resources, and are mapped to learning outcomes? If this is not applicable, indicate “NA” in this section.

N/A

17) Waiver to Degree-Credit Hour (if applicable):

- All bachelor’s degree programs require 120-semester credit hours.
- Master’s level programs have a maximum of 36-semester hours. Semester credit-hours for the program of study that are above these requirements require a waiver to degree-credit hour request with this proposal.
- State whether semester credit-hours exceed maximum limits for the academic program and provide a rationale.
- This is not applicable for specialist in education and doctoral programs.

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The Master of Science in Occupational Therapy (MSOT) degree program is designed to be completed in 74-semester credit hours. As the length of this program exceeds the recommended 36-semester credit hours, a waiver of degree to credit hours is requested. The Accreditation Council for Occupational Therapy Education (ACOTE) mandates the educational standards for all occupational therapy education programs seeking to receive and maintain accreditation. Occupational therapy education programs must be accredited by ACOTE in order for graduates to be eligible to sit for the certification exam administered by the National Board for Certification in Occupational Therapy (NBCOT) and obtain state licensure. The requested 74-semester credit hours will allow the MSOT curriculum to comply with ACOTE standards. The requested number of credit hours is comparable to the other MSOT Programs in the state where the program at Georgia State University consists of 70-semester credit hours, the program at Augusta University is 89-semester credit hours, and the program at Brenau University is 94-semester credit hours.

18) Student Learning Outcomes: Student Learning outcomes and other associated outcomes of the proposed program (provide a narrative explanation).

Upon completion of the MSOT Bridge Program, the student will be able to:

1. Articulate the role of occupation in the individual's life experience and the rationale for its use in occupational therapy practice.
2. Synthesize normal human development processes and tasks throughout the life span into occupational therapy practice
3. Analyze the impact of environmental, cultural, and socioeconomic influences on human development throughout the life span.
4. Apply states of health and pathology to human development and occupational performance.
5. Demonstrate respect for culture and diversity in occupation-centered practice.
6. Integrate the historical, philosophical and theoretical values and beliefs basic to authentic occupational therapy and their application to consumer needs.
7. Select appropriate occupational therapy screening and evaluation tools based on theoretical perspectives, models of practice, frames of reference, and cultural influences.
8. Formulate and implement occupation-based intervention plans based on theoretical perspectives, models of practice, frames of reference, cultural influences, and the best available scientific evidence (EBP).
9. Utilize evidence from published research & related resources to make informed clinical decisions.
10. Successfully complete the National Board for Certification of Occupational Therapists (NBCOT) certification exam and become eligible for state licensure as an OTR.

19) Assessment: Describe institutional programmatic assessments that will be completed to ensure academic quality, viability, and productivity.

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All academic units at Middle Georgia State University use a common template for academic program assessment, which serves as the basis for both assessment plans and reports. The assessment process is cyclical in nature and requires regular submission of assessment plans and reports. The assessment process repeats in intervals to allow regular tracking of outcomes and documentation of improvement. The complete process includes:

- Alignment of program goals and outcomes with the College's mission and Strategic Plan.
- Assessment of program goals and student learning outcomes
- Analysis of results and identification of initiatives to foster continuous improvement
- Reporting and use of results to foster program improvement and to guide ongoing planning and budgeting.

The School of Health Sciences will annually assess the following program learning outcomes for the proposed Rehabilitation Science degree:

- Cultural competence
- Interdisciplinary communication skills
- Critical thinking skills
- Problem solving skills
- Professionalism

See Appendix I-C for Academic Unit Assessment Plan

20) Accreditation: Describe disciplinary accreditation requirements associated with the program (if applicable, otherwise indicate NA).

The Accreditation Council (ACOTE®) established the academic standards necessary for accreditation of occupation therapy education programs and reviews programs for initial and continuing accreditation status. Graduation from an accredited OT education program is required to engage in OT practice. Graduates of the proposed MSOT program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an occupational therapist, registered (OTR). In addition, most states require licensure to practice. Eligibility for state licensure in Georgia is dependent upon graduation for an ACOTE accredited program and success on the NBCOT Certification Exam. Following is an outline of the ACOTE accreditation process and timeline.

Applicant Program

To initiate the accreditation process for a new occupational therapy or occupational therapy assistant program, a Letter of Intent and check payable to AOTA for a non-refundable deposit of \$500 must be submitted to the Director, Accreditation Department, AOTA, prior to admission of the first class of students. Once an acceptable Letter of Intent and deposit are received, the program is classified as an Applicant Program and will be required to submit a Candidacy Application.

Candidate Program

If ACOTE determines that the Candidacy Application documents that the program meets the requirements for Candidacy Status and indicates the program's potential to achieve compliance with

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the Standards, the action will be to grant Candidacy Status. As soon as the institutional officials receive written notification from ACOTE that the program has been granted Candidacy Status, students may be admitted into the program according to the approved timeline. The program may then move on to the second step, the pre-accreditation review. AOTA will officially list the program as having Candidacy Status.

An initial on-site evaluation will be conducted before an accreditation decision is made.

Initial Accreditation

Initial accreditation is granted to a program by action of ACOTE prior to the graduation of the first class. Continuing accreditation is granted to a fully operational program by action of ACOTE. A self-study and an on-site evaluation are integral parts of both the evaluation for initial accreditation and continuing accreditation. The accreditation review process confirms that the program is in substantial compliance with the current ACOTE Accreditation Standards.

Accreditation Withheld

A program seeking initial accreditation may have accreditation withheld if the accreditation review process confirms that the program is not in substantial compliance with the Standards that are vital to the educational program. The program is expected to assist any students who have not yet completed their degrees to find reasonable opportunities to complete their education.

- 21) SACSCOC Institutional Accreditation:** Is program implementation contingent upon SACSCOC action (e.g., substantive change, programmatic level change, etc.)? Please indicate Yes or No.
Yes

The proposed program represents a significant departure from the current Associate of Science in Occupational Therapy Assistant to a Master of Science in Occupational Therapy as well as adding three or more additional personnel. The SACSCOC liaison has been consulted and is prepared to submit the required substantive change documentation when necessary.

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ENROLLMENT SECTION *(Consult with Enrollment Management)*

22) Recruitment and Marketing Plan: What is the institution’s recruitment and marketing plan? What is the proposed program’s start-up timeline?

Middle Georgia State University plans to recruit candidates for the MSOT Bridge Program from MGA Occupational Therapy Assistant Program alumni and graduates from the other 3 OTA Programs in Georgia. MGA will market the new program via mailings to Georgia licensed occupational therapy assistants, emails, website announcements, social media, and through the Occupational Therapy Assistant Program Advisory Board and Fieldwork Educator Forum. Potential MSOT students will be advised to enroll in MGA approximately 2 semesters prior to the fall semester they are seeking admission to the program in order to complete the required 12-credit hours of core courses if needed.

Due to ACOTE mandated accreditation timelines, the program will potentially admit the first cohort of students in Fall 2020, after hiring a Program Director and receiving candidacy accreditation. Potential MSOT students can register for the required 12-credit hours of core courses as Rehabilitation Science majors in Fall 2019 or Spring 2020 in preparation for admission to the MSOT Program in the first cohort.

23) Enrollment Projections: Provide projected enrollments for the program specifically during the initial years of implementation.

- a) Will enrollments be cohort-based? Yes X or No _____ (place an X beside one)
- b) Explain the rationale used to determine enrollment projections.

	First FY	Second FY	Third FY	Fourth FY
I. ENROLLMENT PROJECTIONS				
Student Majors				
Shifted from other programs	0	0	0	0
New to the institution	0	12	17	22
Total Majors	0	12	29	39

*ACOTE requires that a Program Director be hired approximately 1 year prior to admission of the first cohort to fully develop all courses to comply with ACOTE Standards. Therefore, projected enrollment for the first FY is 0. ACOTE also limits cohort size during the second and third FY as the program will operate under “candidacy status”, and only achieve initial accreditation after a self-study and on-site evaluation performed during the third FY.

22) Faculty

- a) Provide the total number of faculty members that will support this program: 4

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- b) Submit your SACSCOC roster for the proposed degree. Annotate in parentheses the person who will have administrative responsibility for the program. Indicate whether any positions listed are projected new hires and currently vacant.

See Appendix I.B

- c) Does the institution require additional faculty to establish and implement the program?
Yes or No. Yes Please indicate your answer in the space provided.

The Accreditation Council for Occupational Therapy Education (ACOTE) sets the requirements for faculty for all OT educational programs. For the master's level OT programs the requirements are as follows:

1. Program Director:
 - The program must identify an individual as the program director who is assigned to the occupational therapy educational program on a full-time basis. (A.2.1)
 - The program director must be an initially certified occupational therapist who is licensed according to the regulations of the state in which the program is located. The program director must hold a doctoral degree. The doctoral degree is not limited to a doctorate in occupational therapy. (A.2.2)
2. Academic Fieldwork Coordinator:
 - The program must identify an individual for the role of academic fieldwork coordinator (AFC) as a full-time faculty member. (A.2.7)
 - The AFC must be a licensed occupational therapist and hold a minimum of a master's degree. (A.2.7)
3. One additional full-time equivalent (FTE) faculty member:
 - The occupational therapy faculty at each accredited location where the program is offered must be sufficient in number and must possess the expertise necessary to ensure appropriate curriculum design, content delivery, and program evaluation. Each accredited location must have at least one FTE faculty member. (A.2.13)
4. In order to comply with ACOTE standards regarding faculty:student ratio in lab classes, the MSOT program will seek one additional FTE position in the third year of implementation which may be filled by two part-time laboratory instructors.

Describe the institutional plan for recruiting additional faculty members in terms of required qualifications, financial preparations, timetable for adding faculty, and whether resources were shifted from other academic units, programs, or derived from other sources. Explain clearly whether additional faculty hires can be supported with institutional funds.

23) Fiscal, Tuition, and Estimated Budget

- a) Describe the resources that will be used specifically for the program.
- b) Does the program require a tuition cost structure different from or above a regular tuition designation for the degree level? Yes _____ or No X (place an X beside one)

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- c) Does the program require a special fee for the proposed program? Yes ____ or No X
(place an X beside one)
- d) If the program requires a different tuition cost structure or special fee, such requests require approval through both the Committee on Academic Affairs (for the academic program) and the Committee on Fiscal Affairs (for the tuition increase or special fee designation). The resultant tuition and/or fee request for a new degree is to be submitted to both the academic affairs and fiscal affairs offices. Complete Appendix III that includes information for a differential tuition cost structure involving a proposal for a new academic program.
- e) Note: The web link for approved tuition and fees for USG institutions is located at the following url: http://www.usg.edu/fiscal_affairs/tuition_and_fees
- f) Budget Instructions: Complete the form further below and **provide a narrative to address each of the following:**
- g) For Expenditures (*ensure that the narrative matches the table*):
- i. Provide a description of institutional resources that will be required for the program (e.g., personnel, library, equipment, laboratories, supplies, and capital expenditures at program start-up and recurring).

The program will not require any capital expenditures since we already have an associate program in place and the new program is mainly online. Additional expenditures, such as supplies and marketing funds, will be minimal and are included in the budget. A program director (year 1) and fieldwork coordinator (year 2) are required by the accrediting body and will have both administrative and teaching responsibilities. A new faculty member and part-time lab coordinators are also added in year 3. The program will require an investment from the university for the first four years (three with students). MGA expects this investment to be manageable and payable out of general institution funds.

- ii. If the program involves reassigning existing faculty and/or staff, include the specific costs/expenses associated with reassigning faculty and staff to support the program (e.g., cost of part-time faculty to cover courses currently being taught by faculty being reassigned to the new program, or portion of full-time faculty workload and salary allocated to the program).

The budget for the program allocates 10% of the Program Director's salary and 10% of the Graduate School Dean's salary (only for the first three years). No other reassignment of existing faculty or staff are expected.

For Revenue (*ensure that the narrative matches the table*):

- i. If using existing funds, provide a specific and detailed plan indicating the following three items: source of existing funds being reallocated; how the

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existing resources will be reallocated to specific costs for the new program; and the impact the redirection will have on units that lose funding.

The MSOT will require the use of existing funds. In year 1, MGA must hire the program director before classes are offered due to ACOTE requirements. MGA will use tuition funds from increased enrollment to cover this expense. In years two and three, the program is not yet self-sustaining and needs an average of \$130,450 a year. Again, MGA feels this is manageable with increased tuition revenue. In year four, the program only needs \$6,371 and could be offset easily by other E&G funds.

- ii. Explain how the new tuition amounts are calculated.

The proposed core graduate rate is \$255/credit hour for classes. In Year 2, MGA expects 12 students taking 42 credit hours for total revenue of \$128,520. In year 3, there will be 12 returning students taking 32 hours and 17 new students taking 42 hours for a total of \$279,990. Year 4 total is \$374,340 = (17 students X 32 hrs. X \$255) + (22 students X 42 hrs. X \$255). Year 5 total is \$415,140 = (22 students X 32 hrs. X \$255) + (22 students X 42 hrs. X \$255). These calculations do not include any increase in tuition.

- iii. Explain the nature of any student fees listed (course fees, lab fees, program fees, etc.). Exclude student mandatory fees (i.e., activity, health, athletic, etc.).

The only student fee we have budgeted for the MSOT is the institutional fee. This is calculated at 12 students * \$250 * 3 semesters = \$9,000 in year 2. In years 3, 4, 5 it goes up to \$21,750, \$29,250 and \$33,000 respectively.

- iv. If revenues from Other Grants are included, please identify each grant and indicate if it has been awarded.

N/A

- v. If Other Revenue is included, identify the source(s) of this revenue and the amount of each source.

N/A

- h) Revenue Calculation: Provide the revenue calculation, in other words, the actual calculation used to determine the projected tuition revenue amounts for each fiscal year involving start-up and implementation of the proposed program.

- i) When Grand Total Revenue is not equal to Grand Total Costs:

- i. Explain how the institution will make up the shortfall. If reallocated funds are the primary tools being used to cover deficits, what is the plan to reduce the need for the program to rely on these funds to sustain the program?

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The shortfalls for the program will be covered from general institutional funds. As the program grows, credit hours will increase, producing more tuition revenue and also increasing state appropriations.

- ii. If the projected enrollment is not realized, provide an explanation for how the institution will cover the shortfall.

If the projected enrollment is not realized, MGA will rely on general institutional funds to cover the shortfall.

- iii. If the projected enrollment is not realized, what are your next action steps in terms of bolstering the program, potentially altering the program, teach-outs, a planned phase-out, etc.?

Masters of Science in OT Proposed Budgets by Fiscal Year						
	First	Second	Third	Fourth	Fifth	
REVENUE SOURCES	Fiscal Year 2019	Fiscal Year 2020	Fiscal Year 2021	Fiscal Year 2022	Fiscal Year 2023	
Source of Funds						
Reallocation of existing funds	115,452	138,264	122,636	6,371	-	
1st Year Students Tuition	-	128,520	182,070	235,620	235,620	
2nd Year Students Tuition	-	-	97,920	138,720	179,520	
Student Fees (Institutional Fee)	-	9,000	21,750	29,250	33,000	
Grand Total Revenues	115,452	275,784	424,376	409,961	448,140	

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EXPENSES						
Personnel - reassigned or existing						
Administrators (10% of Program Dir)	6,292.00	6,355.00	6,419.00	6,483.00	6,548.00	
Administrators (10% of Grad Dean)	12,463.00	12,588.00	12,714.00			
Fringe Benefits @ 40%	7,502.00	7,577.00	7,653.00	2,593.00	2,619.00	
TOTAL Existing Personnel Costs	26,257.00	26,520.00	26,786.00	9,076.00	9,167.00	
Personnel - new positions						
Program Dir (12 mth contract)	45,000.00	90,900.00	91,809.00	92,727.00	93,654.00	
Field Work Coord (12 mth contract)		60,000.00	60,600.00	61,206.00	61,818.00	
Faculty (12 contact hours semester)		-	55,000.00	55,550.00	56,106.00	
Part Time Faculty / Lab Coordinators		-	40,000.00	40,000.00	40,000.00	
Summer Semester Coverage	-	12,100.00	30,250.00	30,553.00	30,858.00	
Fringe Benefits @ 40%	18,000.00	63,869.00	97,536.00	98,454.00	99,380.00	
TOTAL New Personnel Costs	63,000.00	226,869.00	375,195.00	378,490.00	381,816.00	
Operating Costs						
Supplies/Expenses	1,000.00	5,000.00	5,000.00	5,000.00	5,000.00	
Advertising / Marketing	10,000.00	5,000.00	5,000.00	5,000.00	5,000.00	
Travel	1,500.00	3,000.00	3,000.00	3,000.00	3,000.00	
Library/Learning resources	-	5,000.00	5,000.00	5,000.00	5,000.00	
Accreditation Costs	13,695.00	4,395.00	4,395.00	4,395.00	4,395.00	
Total Recurring Costs	26,195.00	22,395.00	22,395.00	22,395.00	22,395.00	
GRAND TOTAL COSTS	\$ 115,452.00	\$ 275,784.00	\$ 424,376.00	\$ 409,961.00	\$ 413,378.00	

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24) Facilities/Space Utilization for New Academic Program Information

Facilities Information — Please Complete the table below.

		Total GSF
a.	Indicate the floor area required for the program in gross square feet (gsf). When addressing space needs, please take into account the projected enrollment growth in the program over the next 10 years.	5,070
b.	Indicate if the new program will require new space or use existing space. (Place an “x” beside the appropriate selection.)	
	Type of Space	Comments
i.	Construction of new space is required (x).-→ No	
ii.	Existing space will require modification (x). → No	
iii.	If new construction or renovation of existing space is anticipated, provide the justification for the need.	
iv.	Are there any accreditation standards or guidelines that will impact facilities/space needs in the future? If so, please describe the projected impact.	
v.	Will this program cause any impact on the campus infrastructure, such as parking, power, HVAC, other? If yes, indicate the nature of the impact, estimated cost, and source of funding.	This is designed as a hybrid program with students required to come to campus app. One weekend per month Friday – Sunday.
vi.	Indicate whether existing space will be used. Yes	
c.	If new space is anticipated, provide information in the spaces below for each category listed:	
i.	Provide the estimated construction cost.	
ii.	Provide the estimated total project budget cost.	
iii.	Specify the proposed funding source.	
iv.	What is the availability of funds?	
v.	When will the construction be completed and ready for occupancy? (Indicate semester and year).	
vi.	How will the construction be funded for the new space/facility?	
vii.	Indicate the status of the Project Concept Proposal submitted for consideration of project authorization to the Office of Facilities at the BOR. Has the project been authorized by the BOR or appropriate approving authority?	
d.	If existing space will be used, provide information in the space below.	

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campus. Please do not simply list all possible space that could be used for the program. We are interested in the actual space that will be used for the program and its availability for use.

The proposed program will utilize the existing space currently used by the OTA Program. The proposed MSOT Program is designed as a hybrid program that will meet on weekends when the OTA Program will not be using the space. All courses and labs will be housed in Robert's 108, 106, 105, 104 & 103. Faculty offices will be in Browning Hall rooms 11, 112, 113, & 114.

*Based on the current location of the OTA Program. The University is currently working with the USG to renovate several buildings on campus, however, formal plans are not finalized and this information is the most current information at time of submission.

e. List the specific type(s) and number of spaces that will be utilized (e.g. classrooms, labs, offices, etc.)

i.	No. of Spaces	Type of Space	Number of Seats	Assignable Square Feet (ASF)
	2	Classrooms	25	1304
	1	Labs (dry)	25	1506
	1	Labs (wet)	25	699
		Meeting/Seminar Rooms		
	4	Offices		549
		Other (specify)		
Total Assignable Square Feet (ASF)				

ii. If the program will be housed at a temporary location, please provide the information above for both the temporary space and the permanent space. Include a time frame for having the program in its permanent location.

Chief Business Officer or Chief Facilities Officer Name & Title	Phone No.	Email Address
Nancy P. Stroud EVP	478-471-2863	nancy.stroud@mga.edu
	Signature	<i>Nancy P. Stroud</i>

Note: A Program Manager from the Office of Facilities at the System Office may contact you with further questions separate from the review of the new academic program.

FINAL NOTE:

Appendices that do not apply to the proposed program should not be attached.

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Appendices that do not apply to the proposed program should not be attached.

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APPENDIX I

Use this section to include letters of support, curriculum course descriptions, and recent rulings by accrediting bodies attesting to degree level changes for specific disciplines, and other information.

PART I: UNIT AND PROGRAM SUMMARY INFORMATION

Appendix I - A Course Descriptions

MSOT 5000 Foundations in Occupational Therapy

Study of the profession of occupational therapy including history, philosophies, roles and functions, standards of practice, professional behaviors, terminology, and occupational therapy process solving model. Students will analyze the philosophical assumptions, theories, models and frames of reference that have shaped the profession of occupational therapy. Through didactic and experiential learning activities, the student will analyze activity, performance and contextual demands, and analyze theoretical and clinical reasoning to situations across medical, educational and community settings for clients, populations, and organizations.

MSOT 5020 Pathophysiology for Occupational Therapy Practice

A study of pathophysiological processes at the cellular, tissue and system levels and their impact on the body systems, secondary to disease or trauma-induced alterations to the regulatory mechanism in the human organism. The impacts of these damaged systems are discussed in terms of physical and occupational performance.

MSOT 5010 Neuroscience in Occupational Therapy with Lab

The study of the anatomy, physiology and pathology of the human nervous system and the effects on occupational performance as it applies to the practice of occupational therapy.

MSOT 5030 Kinesiology in OT with Lab

The study of the anatomical, structural and functional properties of human connective, muscular, and nervous tissues, as well as skeletal structures. Emphasis is on the mechanics and principles of human motion, analysis and application that influence normal and pathological form and function affecting human performance.

MSOT 5040 Occupational Development Across the Lifespan

A study of the relationship between human occupation and health through the life span. This course will emphasize occupation in the context of social participation as it relates to the health and culture of individuals.

MSOT 5110 Research I: Method and Design

This course will present the principles and processes involved in developing and conducting a research project. Qualitative and quantitative approaches will be reviewed and analyzed relative to their strengths, limitations, and practical uses.

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MSOT 5120 Occupation Based Practice: Pediatrics

Presentation of the OT process with infants through adolescents, from evaluation through intervention. Factors that influence occupational performance including performance skills, performance patterns, context or contexts, activity demands, and client factors are examined.

MSOT 5121 Assistive Technology in Pediatrics

Students will explore how sensory processing, cognitive functioning, perception, interpersonal processes, and mobility are impacted by the non- human environment and how environmental adaptations and assistive technologies help to compensate for disability and enhance functional performance. Emphasis will be placed on those technologies relevant to early and middle childhood.

MSOT 5122 Assessment in Pediatrics

This course provides an introduction to and practice with using evaluation tools and methodologies to analyze and evaluate occupational performance deficits of children. Active learning experiences are used to examine and demonstrate strategies to remediate performance deficits.

MSOT 5130 Occupational Analysis

This course is an analysis of occupational behaviors from birth to death including descriptions of occupational performance and factors which influence performance. Students will be given the opportunity to: (1) assess biological, social, cultural, temporal, spatial, and psychological foundations of occupations; (2) apply an understanding of these foundations to occupations across the lifespan; and (3) critique occupation-based research literature.

MSOT 5220 Occupation Based Practice: Psychosocial Practice

This course involves the study of psychiatric diagnoses, and relevant interventions including psychopharmacology, commonly requiring occupational therapy intervention. Relevant theories, models and frames of reference associated with psychosocial practice are discussed and applied. Appropriate interpersonal skills and group dynamic principles are applied to the assessment, treatment planning, intervention, documentation, and discharge planning processes associated with psychosocial practice.

MSOT 5222 Psychosocial Assessment

Principles and rationale of OT psychosocial assessment, reasoning and administration of appropriate instruments to meet client needs across the lifespan.

MSOT 5250 Research II: Implementation and Outcomes

Implementation of an original research project including collection, analysis and interpretation of data, with poster presentation of research and conclusions.

MSOT 5230 OT Seminar I

Examine principles and philosophies of administration and management and apply general principles to program marketing and development as it applies to the practice of Occupational Therapy. Topics include, but are not limited to, program design, management and evaluation.

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MSOT 5350 Occupation Based Practice: Adults

Presentation of the OT process with adults and the aging population, from evaluation through intervention in various practice settings. Application of physical disability theory and treatment through problem-based learning and 30 hours of level I fieldwork in a clinical setting. Level I fieldwork supervised by Occupational Therapy clinicians in the community.

MSOT 5352 Assessment in Adulthood

Introduction to and practice using evaluation tools and methodologies used in analyzing and evaluating occupational performance deficits in adults. Active learning experiences will be used to examine and demonstrate strategies to remediate performance deficits.

MSOT 5353 Assistive Technology in Adulthood

Students will explore how the non-human environment impacts sensory processing, cognitive functioning, perception, interpersonal processes and functional mobility, and how environmental adaptations and assistive technologies help to compensate for disability and enhance functional performance. Emphasis will be placed on those technologies relevant to adulthood and senescence.

MSOT 5360 OT Seminar II

Contemporary issues that impact the delivery of occupational therapy services will be examined and explored. Emerging roles for occupational therapists, including assistive technology consultant/provider, ergonomics consultant, and other emerging or specialized roles will be examined. Experiences to develop the knowledge and skills needed to function in these roles will also be provided through laboratory experiences, review of evidence-based literature, and enhancement of clinical reasoning skills.

MSOT 5460 Clinical Practice I: Level II Fieldwork

12 weeks of supervised clinical experience designed to give students the opportunity to integrate and apply knowledge learned in the classroom. Particular emphasis is on the development of clinical reasoning.

MSOT 5462 Clinical Practice II: Level II Fieldwork

The second of 2 OT required 12-week supervised clinical experiences designed to give students the opportunity to integrate and apply knowledge learned in the classroom. Particular emphasis is on empowering the student to achieve a level of competence in direct care congruent with the standards of entry-level practice in the profession of occupational therapy.

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Appendix I - B – SACSCOC Faculty Roster

Faculty Roster Form Qualifications of Full-Time and Part-Time Faculty

Name of Institution: Middle Georgia State University

Name of Primary Department, Academic Program, or Discipline: Department of Rehabilitation Science

Academic Term(s) Included: Fall 2018/Spring 2019
Form Completed: 10/24/18

Date

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
F - McDaniel, Betsy (Administrative Oversite of the MSOT Program)	<u>Fall:</u> UN - OCTA 1300 – Introduction to OTA: 3 Credit Hours UN - OCTA 2224 – Innovative Practice for the OTA: 2 Credit hours <u>Spring:</u> UN - OCTA 1422 – Physical Practice for the OTA: 6 Credit hours	Associate of Science in Psychology - Middle Georgia College Associate of Science in Occupational Therapy Assistant - Middle Georgia College Bachelor of Science in Psychology - Middle Georgia State University Master of Science in Health and Human Performance – Georgia College and State University	Licensed Certified Occupational Therapy Assistant (COTA/L) 18+ years as an occupational therapy assistant with experience in adult rehabilitative care, neurological rehabilitation, psychosocial rehabilitation, and community based practice
F - Program Director (Vacant)	<u>Fall:</u> G - MSOT 5010 - Neuroscience in Occupational Therapy: 4 Credit hours	Minimum requirements: Licensed Occupational therapist with a doctoral degree in a related field	

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	<p>G - MSOT 5040 - Occupational Development Across the Lifespan: 2 Credit hours</p> <p><u>Spring:</u></p> <p>G - MSOT 5110 - Research I: Method & Design: 3 credit hours</p> <p>G - MSOT 5122 - Assessment in Pediatrics; 2 Credit hours</p> <p><u>Summer:</u></p> <p>G - MSOT 5250 - Research II: Implementation and Outcomes: 3 Credit hours</p>		
<p>F- Academic Fieldwork Coordinator (Vacant)</p>	<p><u>Fall:</u></p> <p>G - MSOT 5030 - Kinesiology in Occupational Therapy with Lab: 4 Credit hours</p> <p>G - MSOT 5360 - Occupational Therapy Seminar II: 3 Credit hours</p> <p><u>Spring:</u></p> <p>G - MSOT 5130 - Occupational Analysis: 3 Credit hours</p> <p>G - MSOT 5460 - Level II Fieldwork I: 9 Credit hour</p> <p><u>Summer:</u></p>	<p>Minimum requirements: Licensed Occupational therapist with a master's degree in a related field; doctorate preferred</p>	

USG ACADEMIC PROGRAM PROPOSAL

	<p>G - MSOT 5230 - Occupational Therapy Seminar I: 3 Credit hours</p> <p>G - MSOT 5462 Level II Fieldwork II: 9 Credit hours</p>		
FT Faculty (Vacant)	<p><u>Fall:</u></p> <p>G - MSOT 5000 - Occupational Therapy Foundations: 2 Credit hours</p> <p>G - MSOT 5020 - Pathophysiology for Occupational Therapy Practice: 3 Credit Hours</p> <p>G - MSOT 5353 - Adaptive Techniques in Adulthood: 3 Credit hours</p> <p><u>Spring:</u></p> <p>G - MSOT 5120 - Occupation Based Practice: Pediatrics: 5 Credit hours</p> <p>G - MSOT 5121 - Assistive Technology in Pediatrics: 2 Credit hours</p> <p><u>Summer:</u></p> <p>G - MSOT 5220 - Occupation Based Practice: Psychosocial Practice: 4 Credit hours</p> <p>G - MSOT 5222 - Psychosocial Assessment: 2 Credit hours</p>	<p>Minimum requirements: Licensed Occupational Therapist with a master's degree in a related field</p>	
PT Faculty/Lab Instructor (Vacant)	<p><u>Fall:</u></p>	<p>Minimum requirements: Licensed Occupational</p>	

USG ACADEMIC PROGRAM PROPOSAL

	<p>G - MSOT 5350 - Occupation Based Practice: Adults: 5 Credit hours</p> <p>G - MSOT 5352 - Assessment in Adulthood: 3 Credit hours</p> <p><u>Spring:</u></p> <p>G - MSOT 5120 - Occupation Based Practice: Pediatrics: 5 Credit hours</p>	<p>Therapist with a master's degree in a related field</p>	
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F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

USG ACADEMIC PROGRAM PROPOSAL

Appendix I - C Academic Assessment Plan

Program Data			
Degree Level	M.S.	Degree Program	Occupational Therapy
School	School of Health Sciences	Department	Rehabilitation Science
Contact	Betsy McDaniel	CIP Code	51.2306
Unit Mission			
<p>Unit Mission: The mission of the Occupational Therapy Assistant to Master of Science in Occupational Therapy Bridge Program (MSOT) is to prepare competent, entry-level occupational therapists to provide holistic care for individuals, families, and populations in the Middle Georgia Region. Graduates of this program will further enhance the regions workforce through clinical practice knowledge and skills, professional development, leadership and advocacy skills, and advanced knowledge base to inform clinical practice.</p>			
Program Goals			

USG ACADEMIC PROGRAM PROPOSAL

Program Goals:

- 1) Offer currently practicing occupational therapy assistants in the Middle Georgia region the opportunity to obtain a graduate degree which will allow them to advance their careers and further enhance the communities in which they live.
- 2) Provide healthcare employers throughout the Middle Georgia region and surrounding areas an adequate pool of masters educated occupational therapists to help meet the needs of an aging population.
- 3) Obtain and maintain accreditation through the Accreditation Council for Occupational Therapy Education (ACOTE).

USG ACADEMIC PROGRAM PROPOSAL

PART II: CURRICULUM ALIGNMENT AND MAPPING

N/A

PART III: STUDENT LEARNING OUTCOMES

Student Learning Outcomes

Student Learning Outcomes:

1. Articulate the role of occupation in the individual's life experience and the rationale for its use in occupational therapy practice.
2. Synthesize normal human development processes and tasks throughout the life span into occupational therapy practice
3. Analyze the impact of environmental, cultural, and socioeconomic influences on human development throughout the life span.
4. Apply states of health and pathology to human development and occupational performance.
5. Demonstrate respect for culture and diversity in occupation-centered practice.

USG ACADEMIC PROGRAM PROPOSAL

SLO Assessment and Analysis				
SLO	Methods of Assessment	Where/When Tested?	Measure of Success	Analysis of Assessment Results
1. Articulate the role of occupation	Case study analysis	Semester 1, MSOT 5040	75% of students will earn a score of at least 80% on the assessment measure.	
2. Synthesize normal human development processes into OT practice	Level I fieldwork assignments	Semester 2, MSOT 5120	75% of students will earn a score of at least 80% on the assessment measure.	
3. Analyze environmental, cultural, and socioeconomic influences	Research project	Semester 3, MSOT 5250	75% of students will earn a score of at least 80% on the assessment measure.	
4. Apply states of health and pathology	Adult Conditions Treatment Plan #2	Semester 4 MSOT 5350	75% of students will earn a score of at least 80% on the assessment measure.	
5. Demonstrate respect for culture and diversity	Level II Fieldwork Performance Evaluation	Semester 5, MSOT 5460	75% of students will earn a score of at least 80% on the assessment measure.	

Closing Cycle Student Learning Initiatives
New Student Learning Initiatives: Use of Results
Budget Considerations
<p>Using the data/results/ initiatives above describe if there is any change in funding needs for the program.</p> <p style="text-align: center;">A budget adjustment is needed for this “Closing the Loop” initiative: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p style="text-align: center;">This documentation must be used for funding requests sent to VPAA in budgeting cycle.</p>

PART IV: Complete College Georgia (CCG) Metrics

CCG Metrics
<p>CCG Metrics: In support of Middle Georgia State College’s Complete College Georgia (CCG) initiative, units will track and analyze (1) program enrollment (2) numbers of degrees conferred in the program (3) timely completion of degree (measured by student credit hours at graduation). Units may also track course completion ratios for select classes. Units must establish measures of success (benchmarks) in each target area on an annual basis. Data will be supplied by the Office of Institutional Effectiveness in May of each year.</p>

Enrollment
Data Analysis:
New Measure of Success:
Degrees Conferred
Prior Cycle Measure of Success:
Data:
Data Analysis:
New Measure of Success:
Credit Hours at Graduation
Prior Cycle Benchmark:
Data:
Data Analysis:
New Measure of Success:

Prior Cycle CCG Program Initiatives
New CCG Initiatives: Use of Results

Budget Considerations

A budget adjustment is needed for this “Closing the Loop” initiative: Yes No

If yes, complete the “Closing the Loop” Budget Adjustment Justification form.

Appendix I – D

MSOT Degree Map

<p>Academic Year 2020-2021</p>	<p style="text-align: center;">General Requirements</p> <p>Minimum Total Hours 74 Minimum Overall Grade Point Average..... 3.0 Minimum Overall Grade Point Average in Major Core..... 3.0 Minimum Overall Grade Point Average in Upper Division Courses..... 3.0</p>	<p style="text-align: center;">Master of Science in Occupational Therapy</p>
<p>Core Prerequisites – 12 hours (Completed prior to admission to the MSOT Bridge Program)</p> <p>MATH 1200 (3hrs) – Elementary Statistics</p> <p>SOCI 1160 (3 hrs) – Intro to Social Problems</p> <p>PSYC 3265 (3hrs) – Abnormal Psychology</p> <p>PSYC 3002 (3hrs) – Research Methods</p>		<p>Please Note:</p> <ol style="list-style-type: none"> 1. Clinical placement required during day time and/or night time hours. 2. Students will need to take all immunizations before clinical placement. 3. A criminal background check is required for clinical placement. 4. Students will be required to carry liability insurance.
<p>To enroll in upper-division courses, students must be accepted in to the Occupational Therapy program and meet all prerequisites. See: http://www.mga.edu/health-sciences/occupational-therapy/</p>		
<p>Upper Division Requirements - 74 hours</p>		
<p>MSOT 5000 (3 hrs) – Occupational Therapy Foundations</p> <p>MSOT 5010 (4 hrs) – Neuroscience in Occupational Therapy with Lab</p> <p>MSOT 5020 (3 hrs) – Pathophysiology for Occupational Therapy Practice</p> <p>MSOT 5030 (4 hrs) – Kinesiology in Occupational Therapy with Lab</p> <p>MSOT 5040 (3 hrs) – Occupational Development Across the Lifespan</p> <p>MSOT 5110 (3 hrs) – Research I: Method & Design</p> <p>MSOT 5120 (5 hrs) – Occupation Based Practice: Pediatrics</p> <p>MSOT 5121 (2 hrs) – Assistive Technology in Pediatrics</p> <p>MSOT 5122 (2 hrs) – Assessment in Pediatrics</p> <p>MSOT 5130 (3 hrs) – Occupational Analysis</p>		<p>MSOT 5220 (4 hrs) – Occupation Based Practice: Psychosocial Practice</p> <p>MSOT 5222 (2 hrs) – Psychosocial Assessment</p> <p>MSOT 5230 (3 hrs) – Occupational Therapy Seminar I</p> <p>MSOT 5250 (3 hrs) – Research II: Implementation and Outcomes</p> <p>MSOT 5350 (5 hrs) – Occupation Based Practice: Adults</p> <p>MSOT 5352 (3 hrs) – Assessment in Adulthood</p> <p>MSOT 5353 (3 hrs) – Adaptive Techniques in Adulthood</p> <p>MSOT 5360 (3 hrs) – Occupational Therapy Seminar II</p> <p>MSOT 5460 (9 hrs) – Level II Fieldwork I</p> <p>MSOT 5462 (9 hrs) – Level II Fieldwork II</p>

***NOTE: All courses taught in sequence**

Appendix I – E

MSOT Program of Study

Core Prerequisites – Must be completed prior to admission to the MSOT Bridge Program

Course	Credit
MATH 1200 Elementary Statistics	3
SOCI 1160 Intro to Social Problems	3
PSYC 3265 Abnormal Psychology	3
PSYC 3002 Research Methods	3

MSOT Curriculum

All MSOT courses must be taken in sequential order

Semester 1 - Fall

Course	Credit
MSOT 5000 Occupational Therapy Foundations	2
MSOT 5010 Neuroscience in Occupational Therapy with Lab	4
MSOT 5020 Pathophysiology for Occupational Therapy Practice	3
MSOT 5030 Kinesiology in Occupational Therapy with Lab	4
MSOT 5040 Occupational Development Across the Lifespan	2
Totals	15

Semester 2 - Spring

Course	Credit
MSOT 5110 Research I: Method & Design	3
MSOT 5120 Occupation Based Practice: Pediatrics	5
MSOT 5121 Assistive Technology in Pediatrics	2
MSOT 5122 Assessment in Pediatrics	2
MSOT 5130 Occupational Analysis	3
Totals	15

Semester 3 - Summer

Course	Credit
MSOT 5220 Occupation Based Practice: Psychosocial Practice	4
MSOT 5222 Psychosocial Assessment	2
MSOT 5230 Occupational Therapy Seminar I	3
MSOT 5250 Research II: Implementation and Outcomes	3
Totals	12

Semester 4 - Fall

Course	Credit
MSOT 5350 Occupation Based Practice: Adults	5
MSOT 5352 Assessment in Adulthood	3

MSOT 5353 Adaptive Techniques in Adulthood	3
MSOT 5360 Occupational Therapy Seminar II	3
Totals	14

Semester 5 - Spring

Course	Credit
MSOT 5460 Level II Fieldwork I	9
Totals	9

Semester 6 - Summer

Course	Credit
MSOT 5462 Level II Fieldwork II	9
Total	9

Total Semester Credit Hours	74
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