RECOMMENDED ACTION OF THE EXECUTIVE DIRECTOR

Authorize the University of South Dakota to develop a proposal for a Doctorate in Occupational Therapy with the following conditions:

1. The university will research existing curricula, consult with experts concerning the curriculum, and provide assurance in the proposal that the program is consistent with current national standards, and meets accreditation and licensure requirements.
2. The proposal will define the specific knowledge, skills, and competencies to be acquired through the program, will outline how each will be obtained in the curriculum and will identify the specific measures to be used to determine whether individual students have attained the expected knowledge, skills, and competencies.
3. The university will not request new state resources and the program proposal will identify the sources and amounts of all funds needed to operate the program and the impact of reallocations on existing programs.
The proposed program supports the Board of Regents Economic Development & Quality of Life strategic goal (Policy 1:21) by promoting growth of research initiatives, expanding graduate education, and contributing to workforce development and quality of life by expanding academic programs to meet future workforce needs.

USD does not intend to request new State resources for the program.
1. University Mission

The statutory mission of The University of South Dakota is provided in SDCL 13-51-1:

Designated as South Dakota’s liberal arts university, the university of South Dakota, established and located at Vermillion, in Clay county, shall be under the control of the board of regents and shall provide undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in business, education, fine arts, law and medicine, and other courses or programs as the board of regents may determine.

Board Policy 1:10:1 University of South Dakota Mission Statement identifies the degrees authorized for the University. The University has authority for associate, baccalaureate, first professional and graduate degrees.

2. Related Programs within the System

There are no similar or related programs within the system.

3. System Strategic Goals, State Initiatives, and Workforce Development

The proposed program supports the system strategic goals (Policy 1:21):

- Expand graduate education.
- Contribute to workforce development by preparing graduates who will serve as independent evidence-based practitioners in rural and medically-underserved communities; develop and lead community-based programs that meet society’s needs; and will be leaders on and members of inter-professional teams, in healthcare delivery, and in the profession.

4. Off-Campus and Distance Delivery

The University of South Dakota does not intend to request off-campus or distance delivery authority for the Doctor of Occupational Therapy program. However, USD does propose to develop and offer an online post-professional clinical doctorate for recent USD graduates who have earned the Master of Science in occupational therapy.

5. Resources

USD does not intend to request new State resources or new or increased student fees. The program would be offered with reallocations of existing funds and tuition and fee revenue generated by students in the program.
University of South Dakota

Occupational Therapy Doctorate (OTD)

Program of Occupational Therapy

Fall 2015

President of the University

Date

The University of South Dakota (USD) requests authorization to develop an occupational therapy doctorate (OTD) degree. This entry-level practice doctorate will replace the master of science in occupational therapy currently offered by USD. The proposed curriculum will be approximately 100 credits over 36 months. The MS in OT currently offered at USD is 81 credits, a credit load substantially higher than a typical master’s degree of 32-36 credits.

In addition to the face-to-face entry doctorate for full-time students, USD proposes an online post-professional clinical doctorate for USD graduates who have earned the Master of Science in occupational therapy. Students who graduated from 2010-2015 would take the additional 19-21 credits that they did not have in their MS program of study. For those graduating prior to 2010, coursework in addition to the 19-21 credit hours outlined below may be needed. This determination will be made based upon transcript review. The proposed program would use a cohort model and would be offered for 5 years.

The entry-level practice doctorate is designed to prepare graduates to serve as independent evidence-based practitioners in rural and medically-underserved communities; to develop and lead community-based programs that meet society’s needs; to be leaders on interprofessional teams, in healthcare delivery, and in the profession; and to collect and analyze outcome data necessary in the current and emerging healthcare environment.
The USD Occupational Therapy curriculum currently meets most of the Accreditation Council for Occupational Therapy Education (ACOTE) Standards for doctoral-level entry to the profession, including with minor modification, the design and implementation of a scholarly study. Additional courses that would be required to meet accreditation standards include Leadership Development (2 cr), Community Program Development and Grant Writing (3 cr), Promotion of Health and Prevention of Disability (3 cr), Advanced Evidence-Based Practice (2 cr), and Advanced Field Experience: Clinical Specialization, Leadership, Teaching, or Scholarship (8 cr).

**Expected Demand for the Program**

In April 2013, the Program Directors Education Council voted to move entry to the profession of occupational therapy to the doctorate by 2017. Currently, 5 programs are fully accredited at doctorate entry – Creighton University, Omaha, NE; Washington University, St. Louis, MO; The University of Toledo, Toledo, OH; University of the Sciences, Philadelphia, PA; and Belmont University, Nashville, TN. Five programs have been granted Candidacy Status (Nova Southeastern University Tampa, MGH Institute of Health Professions, Pacific University, Salus University, and University of Tennessee at Chattanooga) and eight programs have received Applicant Status (Northern Arizona University, Arkansas State University-Jonesboro, Georgia State University, Huntington University, Indiana Wesleyan University, Kettering College, Rocky Mountain University of Health Professions, and Mary Baldwin College) (http://www.aota.org/Education-Careers/Find-School.aspx).

Furthermore, ACOTE accepts up to 12 Candidacy Applications per review cycle. The application slots are filled through Summer 2015 (http://www.aota.org/Education-Careers/Accreditation/Policies/Remaining-slots.aspx).

Although the move to doctorate entry is not mandated yet, 25 programs, in addition to those above, have positioned their institutions to make the transition by offering a post-professional clinical doctorate as well as the entry-level master’s degree. (http://www.aota.org/Education-Careers/Find-School/Postprofessional/PostprofessionalOT-D.aspx).

Although limited data is available, survey responses of accepted SD students who decline admission at USD cite their desire to obtain a clinical doctorate in occupational therapy, often choosing Creighton University or Washington University.

**Workforce Demand for Graduates**

The Bureau of Labor statistics estimates that employment of occupational therapists will increase by 33 percent from 2010 to 2020, much faster than average (http://www.bls.gov/ooh/Healthcare/Occupational-therapists.htm). Approximately 36,400 positions are available with a median salary of $73,820.00. The unemployment rate for occupational therapists is 0.4%. US News & World Report ranks Occupational Therapist as #7 in Best Healthcare Jobs, and #11 in the 100 Best Jobs (http://money.usnews.com/careers/best-jobs/occupational-therapist).
Currently, 320 occupational therapists are employed in SD. The occupational employment projections published by the SD Department of Labor suggest a 13.3% increase in occupational therapist positions between 2010 and 2020. It may be that school districts and educational cooperatives, major employers of occupational therapists, are not included in the survey respondents (http://dlr.sd.gov/lmic/occupation_projections.aspx) (http://doh.sd.gov/documents/Providers/RuralHealth/Workforce/2013WorkforceReport.pdf)

Need for the Program

On average, approximately 60% of accepted applicants to the USD Occupational Therapy program are South Dakota residents; the majority remain in a four-state region (SD, MN, IA, NE) upon graduation. The additional coursework will provide graduates with additional preparation to practice in diverse environments, collaborate with other professionals in an increasingly complex system, and to provide services to individuals of all ages with acute and chronic disease and disability. Additional content in leadership, community program development, grant writing, and promotion of health and prevention of disability will be an asset to graduates, making them more competitive in the marketplace, and to recipients of services - individuals, communities and populations across South Dakota and the region. While our national accrediting body does not yet mandate entry-level professional education at the doctorate, we have regional competitors that offer the degree (Creighton and Washington University).

2. What is the relationship of the proposed program to the University’s mission as provided in South Dakota statute and Board of Regents Policy?

The proposed program relates directly to USD’s mission of providing graduate programs and professional education related to medicine and education.

The statutory mission of The University of South Dakota (USD) is provided in SDCL 13-57-1:

Designated as South Dakota’s liberal arts university, the university of South Dakota, established and located at Vermillion, in Clay county, shall be under the control of the board of regents and shall provide undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in business, education, fine arts, law and medicine, and other courses or programs as the board of regents may determine.6

http://www.usd.edu/about-usd/our-mission-vision-values.cfm

The legislature established The University of South Dakota as the liberal arts university to meet the needs of the State and region by providing undergraduate and graduate programs in the liberal arts and sciences, and professional education in business, education, fine arts, law, and medicine, and other courses or programs as the Board of Regents may determine (SDCL 13-57-1).

_______________________________
The Board implemented SDCL 13-57-1 by authorizing undergraduate and graduate programs in the liberal arts and sciences and in professional education and by requiring the university to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota, the region and beyond. The University of South Dakota is the comprehensive university with the South Dakota System of Higher Education.

http://www.sdbor.edu/policy/1-Governance/documents/1-10-1.pdf

The proposed program is consistent with USD’s strategic goals and priorities:

**USD Strategic Goals:**

Undergraduate, Graduate & Professional Student Experience
- Goal 2: Enrich academic experiences for graduate and professional students.

Research, Scholarship & Creative Work
- Goal 1: Expand interdisciplinary research, scholarship, and creative work.
- Goal 2: Increase national-level recognition in a select number of research and creative areas.

By 2017, USD aims to increase enrollment in graduate and professional programs by 3,000 and anticipates that enrollment in off-campus and distance courses will be 5,100. The development of this program supports those efforts. In addition, preparing additional faculty at the doctoral level in health sciences supports both the breadth and quality of educational programs offered.

**USD Institutional Priorities:**

1. Increase quality of undergraduate or graduate teaching, including the integration of advanced technology into instruction.
2. Increase recruitment and retention of students, with an emphasis upon retention of diverse students.
3. Increase impact of research/creative activity, particularly extramurally-funded activities bearing full cost of the research.

A clinical doctorate in OT supports the Board of Regents 2014 Priorities:

1. Enroll and graduate more citizens
2. Attract new residents to SD
3. Leverage university-based research and development
4. Grow graduate programs

An OTD supports the system strategic goals (Policy 1:21) and State initiatives. The following goals are presented in order of relation to the program outcomes:

**Economic Development & Quality of Life**
- Promote growth of research initiatives;
- Expand graduate education;
- Contribute to workforce development & quality of life by expanding academic programs to meet our future workforce needs, offering off-campus and online programs, and creating corporate training partnerships.

**Educational Attainment**
- Increase college participation rates.
University of South Dakota
Intent to Plan: Occupational Therapy Doctorate

- Keep our graduates in state.

Academic Quality & Performance
- Promote high standards for student learning, quality instruction, and research.
- Encourage student engagement in research and service.
- Expand use of technology to enhance learning.

3. Are there any related programs in the regental system? If there are related programs, why should the proposed program be added? If there are no related programs within the system, enter “None.”
   None

4. Are there related programs at public colleges and universities in Minnesota, North Dakota, Montana, and Wyoming? If there are related programs in these states list below under each state and explain why the proposed program is needed in South Dakota. If there are no related programs in a state, enter “None” for that state.

   Minnesota
   None

   North Dakota
   None

   Montana
   None

   Wyoming
   None

5. Are students expected to be new to the university or redirected from other programs? How many majors are expected in the first years of the program? How many graduates are expected?

Currently the OT program accepts 28 students annually to the USD Master of Science program in Occupational Therapy. Those students would be redirected to the OTD program.

Each fall 84 students are enrolled across the three years of the program.

28 graduates are anticipated annually.

---

1 This question addresses opportunities available through Minnesota Reciprocity and the Western Undergraduate Exchange in adjacent states. List only programs at the same degree level as the proposed program. For example, if the proposed program is a baccalaureate major, then list only related baccalaureate majors in the other states and do not include associate or graduate programs.
6. Does the university intend to seek authorization to deliver this entire program at any off-campus locations? If yes, enter location(s) and intended start date(s). Does the university intend to seek authorization to deliver this entire program by distance technology? If yes, identify delivery method(s) and intended start date(s).

<table>
<thead>
<tr>
<th>Off-campus</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance delivery</td>
<td>No for the OTD Yes for the post-professional clinical doctorate</td>
</tr>
</tbody>
</table>

7. What are the University’s plans for obtaining the resources needed to implement the program? Indicate “yes” or “no” in the columns below.

<table>
<thead>
<tr>
<th>Reallocate existing resources</th>
<th>Development/Start-up</th>
<th>Yes</th>
<th>Long-term Operation</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply for external resources</td>
<td>No</td>
<td>No</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Ask Board to seek new State resources</td>
<td>No</td>
<td>No</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Ask Board to approve new or increased student fee</td>
<td>No</td>
<td>No</td>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>

8. Curriculum Example: Provide (as Appendix A) the curriculum of a similar program at another college or university. The Appendix should provide the required and elective courses in the program. Catalog pages or web materials may be used. Identify the college or university and explain why the program may be used as one model when the proposed program is developed.

The curriculum for the Occupational Therapy Doctorate offered by The University of Toledo is provided in Appendix A. The University of Toledo is a 95-credit, 3-year clinical doctorate in occupational therapy. This program was selected as one model due to its curriculum content, the faculty’s expectations for their graduates, and their stated purpose. The University of Toledo faculty are “committed to the preparation of occupational therapists who are highly competent practitioners, contributors to research, potential leaders, future educators, and advocates for the profession...The increased classroom and clinical experiences contained in the OTD Program promote development of a broader array of contemporary practice skills, increased autonomy in decision-making, and enhanced leadership skills.”
Appendix A

Curriculum Example: The University of Toledo in Toledo, Ohio

Additional information regarding the OTD at The University of Toledo may be found at: [http://www.utoledo.edu/healthsciences/depts/rehab_sciences/ot/index.html](http://www.utoledo.edu/healthsciences/depts/rehab_sciences/ot/index.html)

Degree Requirements:

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>FALL</strong></td>
<td></td>
</tr>
<tr>
<td>OCCT 7000</td>
<td>Conceptual Framework of Therapeutic Occupation</td>
<td>3</td>
</tr>
<tr>
<td>OCCT 7010</td>
<td>Occupational Therapy Models of Practice I</td>
<td>5</td>
</tr>
<tr>
<td>OCCT 7110</td>
<td>Research in Occupational Therapy I</td>
<td>4</td>
</tr>
<tr>
<td>OCCT 7210</td>
<td>Occupational Therapy Advocacy I</td>
<td>2</td>
</tr>
<tr>
<td>OCCT 7310</td>
<td>Fieldwork and Professional Development Seminar I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>SPRING</strong></td>
<td></td>
</tr>
<tr>
<td>OCCT 7020</td>
<td>Occupational Therapy Models of Practice II</td>
<td>5</td>
</tr>
<tr>
<td>OCCT 7030</td>
<td>Occupational Therapy Models of Practice III</td>
<td>4</td>
</tr>
<tr>
<td>OCCT 8120</td>
<td>Research in Occupational Therapy II</td>
<td>3</td>
</tr>
<tr>
<td>OCCT 7400</td>
<td>Conditions in Occupational Therapy</td>
<td>2</td>
</tr>
<tr>
<td>OCCT 7320</td>
<td>Fieldwork and Professional Development Seminar II</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>SUMMER</strong></td>
<td></td>
</tr>
<tr>
<td>OCCT 7040</td>
<td>Occupational Therapy Models of Practice IV</td>
<td>5</td>
</tr>
<tr>
<td>OCCT 7220</td>
<td>Occupational Therapy Advocacy II</td>
<td>2</td>
</tr>
<tr>
<td>OCCT 7330</td>
<td>Fieldwork and Professional Development Seminar III</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Yr. 1 Total</strong></td>
<td>38</td>
</tr>
<tr>
<td></td>
<td><strong>FALL</strong></td>
<td></td>
</tr>
<tr>
<td>OCCT 8050</td>
<td>Occupational Therapy Models of Practice V</td>
<td>5</td>
</tr>
<tr>
<td>OCCT 8060</td>
<td>Occupational Therapy Models of Practice VI</td>
<td>4</td>
</tr>
<tr>
<td>OCCT 8230</td>
<td>Occupational Therapy Advocacy III</td>
<td>2</td>
</tr>
<tr>
<td>OCCT 8340</td>
<td>Fieldwork and Professional Development Seminar IV</td>
<td>1</td>
</tr>
<tr>
<td>OCCT 8130</td>
<td>Research in Occupational Therapy III</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>SPRING</strong></td>
<td></td>
</tr>
<tr>
<td>OCCT 8070</td>
<td>Occupational Therapy Models of Practice VII</td>
<td>4</td>
</tr>
<tr>
<td>OCCT 8080</td>
<td>Occupational Therapy Models of Practice VIII</td>
<td>3</td>
</tr>
<tr>
<td>OCCT 8240</td>
<td>Occupational Therapy Advocacy IV</td>
<td>3</td>
</tr>
<tr>
<td>OCCT 8350</td>
<td>Fieldwork and Professional Development Seminar V</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>SUMMER</strong></td>
<td></td>
</tr>
<tr>
<td>OCCT 8360</td>
<td>Fieldwork Level II</td>
<td>3</td>
</tr>
</tbody>
</table>
### University of South Dakota

**Intent to Plan: Occupational Therapy Doctorate**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCCT 8400</td>
<td>Physical Agent Modalities and other Non-occupational Methods</td>
<td>2</td>
</tr>
</tbody>
</table>

**Yr. II Total**

- **FALL**
  - OCCT 8360 Fieldwork Level II (continued) | 3 |
  - OCCT 8370 Fieldwork Level II | 6 |

- **SPRING**
  - OCCT 8140 Research In Occupational Therapy IV | 3 |
  - OCCT 8380 Capstone Practicum | 6 |
  - OCCT 8900 Mentored Capstone Dissemination | 3 |
  - OCCT 8910 Mentored Studies in Capstone Area | 3 |
  - Or
    - Elective in Capstone Area | 3 |

**Yr. III Total**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCCT 8900</td>
<td>Mentored Capstone Dissemination</td>
<td>3</td>
</tr>
<tr>
<td>OCCT 8910</td>
<td>Mentored Studies in Capstone Area</td>
<td>3</td>
</tr>
<tr>
<td>Or</td>
<td>Elective in Capstone Area</td>
<td>3</td>
</tr>
</tbody>
</table>

**Grand Total**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>95</td>
</tr>
</tbody>
</table>