



UTAH SYSTEM OF
HIGHER EDUCATION

MEMORANDUM

TAB E

July 14, 2022

Utah Tech University's Proposed Out-of-Role Occupational Therapy Doctorate

Utah Tech University is proposing an Occupational Therapy Doctorate, which is outside of its defined institutional role as a regional university and requires approval by the Board of Higher Education. The Academic Education Committee has the primary responsibility of vetting proposals for academic programs that fall outside the parameters of an institution's role and mission before they are forwarded to the full Board. The proposal has gone through all of the requisite steps to request approval and the committee is now forwarding it to the full Board:

- The Commissioner's Office performed an assessment of the program proposal and convened the peer review process with other Utah System of Higher Education (USHE) institutions on March 16, 2022.
- The Utah Tech University Board of Trustees reviewed those assessments, voted its internal approval of the proposal in April 2022, and forwarded it to the Board of Higher Education.
- The Academic Education Committee met on June 17, 2022 to discuss the program and ask questions of Utah Tech University representatives. The committee voted to forward the proposal to the full board for approval.

[Note: This approval process was begun prior to a name change from Dixie State University to Utah Tech University, which took place on July 1, 2022. Although supporting materials refer to the institution as "Dixie State," this memo will shift to the new name "Utah Tech University."]

Responsibilities of the Board of Higher Education for oversight of institutional roles and programs of instruction

Utah State Code assigns to the Board of Higher Education the responsibility to "establish, approve, and oversee each institution's mission and role" within parameters defined in statute for research universities, regional universities, community colleges, and technical colleges. Section 53B-16-101 states that, "Except as institutional roles are specifically assigned by the Legislature, the board shall establish and define the

roles of the various institutions of higher education; and shall, within each institution of higher education's primary role, prescribe the general course of study to be offered at the institution of higher education." The Board fulfills that responsibility by "establish[ing] criteria for whether an institution of higher education may approve a new program of instruction" and delegates authority to the institutional Boards of Trustees to approve academic programs that fall within those criteria. Any "degree, diploma, or certificate outside of the institution of higher education's primary role" or geographic service region requires approval from the Board of Higher Education.

As outlined in Utah State Code, regional universities like Utah Tech University are authorized to provide "career and technical education, undergraduate associate and baccalaureate programs, and select master's degree programs." Policy R312 specifies those master's degrees must "fill regional and workforce demands." Regional universities are not authorized to provide doctoral programs without authorization of the Board of Higher Education. State law also reflects specific legislative constraints on offering research doctorates at multiple institutions and states that "it is not the intent of the Legislature to increase the number of research universities in the state beyond the University of Utah and Utah State University." The program that Utah Tech University is proposing is not a research doctorate but rather a "clinical doctorate," one aimed at training students for specific professional practice in order to fulfil regional and workforce demands.

An out-of-mission program approval does not constitute a change in institutional role

In May 2021 during a meeting of the Board's Committee of the Whole, Utah Tech University proposed an update to its mission statement to focus its educational offerings around a polytechnic model. In July 2021, the Board approved the new university mission statement with the specific understanding that becoming a polytechnic university did not entail a shift in the university's institutional role. The Board recognized that multiple institutions might adopt a polytechnic model and wanted to ensure that doing so would not shift the level of program offerings at institutions choosing to adopt it. Therefore, the Board also voted unanimously in July 2021 to add a clause to policy R312 specifying: "Institutions that adopt a polytechnic educational model have not altered their statutory and Board designated roles and shall maintain strategic planning, academic programs, communications and marketing that reflect those roles."

Special approval of one or two academic programs outside the institution's role does not constitute a shift in that role. Three institutions have already received Board approval for select degree programs that are higher than the award levels authorized for their role. These approvals have only been granted for programs where there is a high regional or workforce demand to justify them. For example, Snow College has been approved to offer two bachelor's degrees, in Commercial Music Production and in Software Engineering. Weber State University received approval for a clinical Nursing Practice Doctorate when occupational demands shifted away from the master's-level program it already had in place. Southern Utah University was allowed to begin a Clinical Psychology Doctorate when the University of Utah and

Utah State University were unable to meet regional or workforce demands for clinical rather than research psychologists.

When the Board considers academic program proposals that fall outside of institutional roles or missions, it evaluates them based on the following criteria, as established in policy R401 for program approvals:

- academic assessments (“peer review”) by similar departments at other Utah System of Higher Education (USHE) institutions and by Academic Affairs professionals in the Commissioner’s Office;
- workforce demand and labor market assessments conducted by economists in the Commissioner’s Office;
- an expectation that the institution should explore and maximize partnership possibilities with other institutions.

Feedback from Peer Institutions

Six other USHE institutions provided written comments for the general reading of the R401 proposal of Utah Tech’s Occupational Therapy Doctorate program: Salt Lake Community College, Southern Utah University, University of Utah, Utah State University, Utah Valley University, and Weber State University. Senior academic officers from the USHE degree-granting institutions also discussed the proposal during a meeting held on March 16, 2022.

Some reviewers questioned whether a master’s degree program in occupational therapy would suffice, given that such a program would be within Utah Tech’s approved mission. University representatives explained that the accreditation body, ACOTE, is moving away from masters-level programs and is encouraging institutions to establish doctoral programs instead in order to train industry professionals for new demands being placed upon OTs. Representatives from the University of Utah concurred, as did the provost at another regional university, who experienced the accreditor’s pushing for masters-level occupational therapy programs to transition into doctoral programs to meet the demands of agencies and healthcare providers when he worked in the Georgia higher education system.

The peer feedback expressed general support for the OTD proposal, but it also raised concerns about the difficulty of starting a doctoral program from scratch, especially where no related graduate program currently exists. Peer reviewers with experience with occupational therapy programs cautioned that hiring faculty in the OT field is currently very difficult and also noted that Utah Tech is proposing a program that will be 70% of the size of the University of Utah’s occupational therapy student cohorts with only 30% of its faculty levels. Utah Tech has already begun the process of hiring faculty and creating the program curriculum and expresses optimism that it will be able to find adequate numbers of qualified faculty.

The proposal indicates that \$1,133,953 will be required on an ongoing basis to run the OTD program. This is dependent on \$750,000 in ongoing funds coming from the state legislature, but over \$350,000 will have to come from other sources to support the program. Presumably, tuition revenues will fill much of this gap by years three and four. Utah Tech University's Board of Trustees did not raise concerns about these projections.

Peer reviewers from USHE institutions and OCHE staff expressed understanding of Utah Tech University's desire to offer the OTD program and appreciated its intention to meet employment and human services demand in Utah. Both groups acknowledged the preferences of the ACOTE accreditor for institutions to move to doctoral rather than master's programs in occupational therapy, but also cautioned that Utah Tech is currently still working to expand to bachelor's degrees in some key undergraduate fields and has only four masters-level degrees for its existing programs.

Copies of the written peer review comments are included in the attachments.

Workforce/Labor Market Demand

Whenever an institution proposes a program outside its mission, the Commissioner's Office staff must conduct an extensive review of the projected workforce benefits and regional demands. Utah Tech's proposal provides data from various commercial and government agencies supporting the need for OTDs in the field. The data provided in Utah Tech's proposal shows high demand for OTDs in populated Utah counties, with a few jobs open in rural areas, and this comports with the Commissioner's Office analysis. Rural areas undoubtedly need OTs to provide services, but the fact that Utah Department of Workforce Services lists relatively low demand in rural counties (most counties are not listed as having any OT demand) is likely to be a result of a lack of employers in those counties who would hire OT professionals. This is certainly the case in many rural counties where USHE studies have shown a dire need for healthcare professionals but a lack of businesses and employers in those locations.

Looking generally at all job openings in the field in recent months can be valuable for indicating hiring opportunities for students. As of April 13, 2022, DWS's job board showed 94 current employer-posted openings for occupational therapists in the state. Over the period December 13, 2021 – April 13, 2022, Burning Glass reports 64 job postings posted for occupational therapists across the state. (Note that postings can sometimes represent more than one opening.)

The Commissioner's Office notes that, as is the case with most healthcare employment, the demand for occupational therapists is forecasted to grow faster than average into 2028. Utah's Department of Workforce Services (DWS) has designated occupational therapy as a four-star job, indicating strong growth in openings and high wages relative to other occupations in the state. Students graduating with a degree in occupational therapy will likely find ample opportunities for employment.

In addition to that information, DWS projects that going into 2028, although some openings for occupational therapists in Utah will arise from incumbent therapists retiring or exiting the profession, a larger portion of openings will originate from the addition of new positions at health care facilities as population growth drives expansion in the industry. Those estimates project that Utah will see roughly 30 openings for occupational therapists statewide, with less than 10 of those located in the St George area. These DWS occupational projections do not include the labor market activity arising from workers leaving their place of employment for another job in the same occupation with a different employer. Focusing only on demand growth that requires an expansion of the supply of candidates qualified for the occupation is the best way to understand opportunities for graduates.

Wage statistics from DWS indicate that an entry-level occupational therapist can earn roughly \$77,290 annually. Interestingly, this wage rate is virtually equal to the average starting rate across the nation. Usually, wage rates in Utah fall below national levels. With experience or specialization, occupational therapists will earn a median annual wage of \$81,630, and those with significant experience in the field, working for large hospital networks will earn annual wages between \$101,490 and \$126,570.

The Bureau of Labor Statistics (BLS) shows the most common education level required for entry to the occupational therapy workforce is currently a master's degree. Data from the Census Bureau's American Community Survey, analyzed by BLS, shows that between 2018 and 2019, 52.9% of occupational therapists held a master's degree. Currently, only 5.7% hold a doctorate, although with changes in licensing guidance, this share may grow over time.

When students are asked to obtain higher levels of education to enter an occupation, it's important to consider whether the student's increased opportunity cost will be outweighed by returns in the labor market. It is impossible to account for all factors that would determine the return on investment, but an adequate indicator is the wage rate. At a median annual wage rate of just over \$80,000, occupational therapists in Utah earn a wage that is near the median pay rate for doctoral degree occupations across the state (roughly \$89,000).

There is no doubt that there is a high level of need for Occupational Therapists in the state of Utah as well as nationally. A letter from Intermountain Healthcare offers support for the OTD program. It speaks to the need of OTDs generally and of IHC's willingness to provide hospital experiences for the program. The letter is included in the attachment of supplemental materials.

Maximizing collaboration with other institutions of higher education to provide for efficiency in offering the program of instruction

In regards to whether and how regional universities may offer graduate programs, Board Policy R312 outlines a preference for research universities to partner with regional universities and expand graduate programs outside of their service regions rather than having the regional universities create their own.

The policy states:

3.2. USHE Institutions have responsibility within their geographic service regions to “(1) provide courses or programs of study consistent with its mission within a designated service area, (2) assist in identifying other USHE institutions to provide courses or programs not within its mission;”

4.1. Graduate Education: “Graduate education is conducted primarily on the main campuses of the teaching and research universities. Some selected professional master’s degree programs are offered at the Master’s Universities.” The policy allows for “selected off-campus graduate programs” to be offered by research universities “at centers and branch campuses, through university centers and distance learning technologies” to fulfill demand outside their geographic service region.

Because of these policies and in the interest of careful stewardship over the resources of the state, the Board’s academic program approval process requires institutions to provide substantial proof that all collaborative avenues have been explored to partner with existing programs at a USHE doctoral-granting institution rather than creating an out-of-mission program.

Utah Tech submitted the first version of its proposal for an Occupational Therapy Doctorate to the Commissioner’s Office in October 2021. At that time, the University of Utah was offering an Occupational Therapy master’s degree program in Dixie’s service region through a longstanding partnership agreement between the institutions under which the University of Utah was providing select, occupationally-focused graduate programs to meet regional workforce needs. That partnership included an understanding that the University of Utah would transition programs to Utah Tech after they had been established and running for several years, including the Occupational Therapy program. In the meantime, however, given shifting occupational and accreditation demands, the University of Utah decided its program would have to undergo a multi-year process to expand into a doctoral program because of accreditation and occupational shifts and the University of Utah indicated it would not have capacity to support a doctoral program in Utah Tech’s service region. That left Utah Tech University with a dilemma of whether to pursue accreditation for a master’s degree program despite that fact that the accreditor was shifting towards doctoral programs or propose a doctoral program instead.

The Academic Education Committee applauds the two institutions for working together under the partnership agreement for so many years and sees the value of transitioning the master’s programs to Utah Tech University. The Committee spent a good portion of its evaluation of the proposal discussing the occupational and accreditation shift towards doctoral degrees in Occupational Therapy. It finally determined that starting at the doctoral level was a more rational decision than requiring Utah Tech to instead try for accreditation at the master’s degree, knowing full well that in 2-3 years it would need to shift to a doctoral program and undergo for a second time the lengthy and demanding accreditation process.

The Committee ultimately agreed that there was sufficient workforce demand for occupational therapists to justify a graduate program in Utah Tech's service region. Given the accreditor's preference to shift occupational therapy programs to the doctoral level, and given the evolving nature and questions about the continuing feasibility of partnership agreements with the University of Utah, the Committee voted to forward the proposal to the full Board for approval.

Commissioner Recommendation

The Commissioner recommends the Board approve the out-of-mission Occupational Doctorate for Occupational Therapy for Utah Tech University.

Attachments

**Utah System of Higher Education
New Academic Program Proposal
Cover/Signature Page - Full Template**

Institution Submitting Request: Dixie State University
Proposed Program Title: Occupational Therapy Doctorate (OTD)
Sponsoring School, College, or Division: College of Health Sciences
Sponsoring Academic Department(s) or Unit(s): Department of Occupation Therapy
Classification of Instructional Program Code¹ : 51.2306
Min/Max Credit Hours Required of Full Program: Min Cr Hr / 108
Proposed Beginning Term²: Fall 2023
Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

<input type="checkbox"/> (AAS)	Associate of Applied Science Degree		
<input type="checkbox"/> (AA)	Associate of Arts Degree		
<input type="checkbox"/> (AS)	Associate of Science Degree		
<input type="checkbox"/>	Specialized Associate Degree (specify award type ³ :)		
<input type="checkbox"/>	Other (specify award type ³ :)		
<input type="checkbox"/> (BA)	Bachelor of Arts Degree		
<input type="checkbox"/> (BS)	Bachelor of Science Degree		
<input type="checkbox"/>	Specialized Bachelor Degree (specify award type ³ :)		
<input type="checkbox"/>	Other (specify award type ³ :)		
<input type="checkbox"/> (MA)	Master of Arts Degree		
<input type="checkbox"/> (MS)	Master of Science Degree		
<input type="checkbox"/>	Specialized Master Degree (specify award type ³ :)		
<input type="checkbox"/>	Other (specify award type ³ :)		
<input checked="" type="checkbox"/>	Doctoral Degree (specify award type ³ : Occupational Therapy Doctorate (OTD))		
<input type="checkbox"/>	K-12 School Personnel Program		
<input type="checkbox"/>	Out of Service Area Delivery Program	<input checked="" type="checkbox"/> Out of Mission Program	<input type="checkbox"/> NEW Profess. School

Chief Academic Officer (or Designee) Signature:

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Michael Lacourse

Date: October 29, 2021

I understand that checking this box constitutes my legal signature.

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

² "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

³ Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

Utah System of Higher Education Program Description - Full Template

Section I: The Request

Dixie State University requests approval to offer the following Doctoral degree(s): Occupational Therapy Doctorate (OTD) effective Fall 2023. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description

Present a complete, formal program description.

Occupational therapy is an evidence based health care profession deeply rooted in science that helps people across the lifespan adapt to injury, illness, or disability through therapeutic intervention. The proposed Occupational Therapy Doctoral Degree (OTD) is a 108 credit, entry-level program that emphasizes the understanding that engagement in everyday activities is essential to the development, adaptation and well-being of individuals and populations across the lifespan. The entry-level nature of the program is interpreted to mean that entering students need only a bachelor's degree to be admitted and reflects the direction of the discipline as further explained below. The program will prepare students to assist clients who are limited by physical, cognitive, psychosocial, developmental, and environmental conditions in order to maximize their independence and maintain optimum health and wellness. Students will engage in exemplary learning activities and training opportunities within an interdisciplinary team working with multiculturally diverse populations and engaging in rural and global health services within the context of community based practices. Graduates of the 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) for licensure in Utah. In Utah, occupational therapists are licensed annually by the Utah Board of Occupational Therapy (<https://dopl.utah.gov/ot/>).

Please see Supplemental Materials, page 4 for Expanded description of profession.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals (see mission and roles at higheredutah.org/policies/policyr312) or, for "out of mission" program requests, the rationale for the request.

This proposed DSU ODT program is consistent with the University's aim to provide academic distinction at all levels including graduate. Adding occupational therapy supports the University's Strategic Plan Goal 1: To sustain the prominence of a liberal education as the foundation of exceptional student learning and success. Additionally, occupational therapy faculty will engage in applied research and provide clinical services with their students and others at the University, benefiting the local and global community. Graduates will provide occupational therapy services to the state of Utah, reaching previously undeserved areas including in both rural and frontier settings (For county classifications by Utah Department of Health, see <https://ruralhealth.health.utah.gov/portal/county-classifications-map/>). Because occupational therapy programs are accredited, the standards are high and students reflect the level of excellence expected by the University.

The DSU ODT curriculum was developed with the University's mission, mission-aligned core instructional methods (Active Learning, Applied Learning, Authentic Learning, Inclusive Pedagogy/Andragogy, and Student-centered) and Institutional Learning Outcomes (Skills, Knowledge, Innovation, Responsibility, and G.R.I.T.) as integral parts that are central to the educational process.

Rooted in the University's polytechnic culture, the program is designed to promote the development of occupational therapists that are able to flourish in dynamic work settings. The following outlines the program's alignment with the University's mission statement, mission-aligned core instructional methods, and institutional learning outcomes:

Open Education: The program aligns with the University's strategic decision of open education, which is a particular way of providing education that uses digital technologies, removes barriers, and makes learning accessible, abundant, and customizable for all. Multimedia content (including reusable learning objects) and strategies for learner support through video-

conferencing and web-based platforms that will be developed, and/or open source teaching materials that are modified and used by the program will be shared with the National Board for Certification with Occupational Therapy (NBCOT) and made available on the University's Open Education Platform.

Inclusive: Given that students come to the educational experience with different expectations and backgrounds, we will give special attention to providing equal access and opportunities to all and will be prepared to meet a variety of learning needs and preferences.

Polytechnic: Characterized by active and applied learning, and career development through industry partnerships, our polytechnic program aspects are met through fieldwork and community-based experiences. These experiences in particular will provide the pathway for intentional learning through engagement, inter-professional interaction, and partnerships with workforce and community stakeholders. The Program's Learning and Workplace Alignment model is based on the belief that increasingly real-world contexts best facilitate student learning. Learners practice increasingly complex skills in settings ranging from low-realism situations in classrooms and laboratories to high authenticity 'real-life' simulations of practice settings, to real-life contexts. Faculty members will adapt the complexity of the skill to be learned and/or alter the setting's congruence to real world practice to promote adaptive learning.

Overall, the curriculum is designed to reflect a balance and interweaving of content driven experiences (course-based) and process driven experiences (applying the OT process in any setting/population). This occupational therapy program is fundamentally compatible with the mission of the University.

Section III: Needs Assessment

Program Rationale

Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.

Dixie State University (DSU) is designated by the Utah System of Higher Education (USHE) through Policy R-312 as a "Regional University." The role of a Regional University is to provide academic programs that fulfill regional or state workforce demands. DSU is requesting the approval of an entry level Doctor of Occupational Therapy (OTD) program in response to documented student and employer demand within our designated service region. Occupational Therapy (OT) is a high-demand high-wage profession serving an ever-expanding patient population. Graduates from the program will be qualified for traditional occupational therapy employment opportunities and emerging job markets.

Conversations began between the presidents of DSU and the University of Utah (UU) about creating an OTD program on the DSU campus through a partnership agreement in 2016. These conversations led to the Utah State Legislature appropriating \$1.5 million in annual funding for the start-up and initial operations of collaborative health sciences graduate degree programs involving DSU and UU. Specifically, this state-funded collaboration made possible the extension of the UU Physician Assistant program to the DSU campus in 2017, and the extension of the Doctor of Physical Therapy (DPT) program starting summer 2022.

The initial plan was to also offer the UU Master of Occupational Therapy program at DSU. These conversations and the design of OTD space in the DSU Human Performance Center continued through April 2019. By the end of 2018 and start of 2019 the leadership of the UU OT program informed DSU that the Accreditation Council for Occupational Therapy Education (ACOTE) had announced that OT Masters programs cannot expand to other campuses until they transition to an accredited OTD program. At that point, UU estimated that this transition would require about two years in preparation for accreditation as an OTD program, which would be followed by another two years before allowing UU to open a satellite campus at DSU. Based on these timelines, the estimated start of an OTD program at DSU was 2024 or 2025.

On April 2019, the Provost and Vice-President of Academic Affairs of DSU informed the UU occupational therapy leadership of

the following: "After much deliberation and conversations involving DSU President Williams, UU President Watkins, and UU Dean Hume, DSU has decided to move forward with creating an independent OTD program." At that point, DSU requested approval from ACOTE to begin development of an OTD program at DSU. ACOTE approved the request and timeline for development of the program as outlined in External Review and Accreditation of this report (See Supplemental Materials, Table 1, Page 6). Using this ACOTE approved timeline, DSU plans to accept the first class of OTD students by fall 2023. (Email exchanges can be provided upon request.) DSU decided to request the start of an OTD program and not a master level program because the Occupational Therapy profession is moving toward an OTD as the entry level degree for practice. Currently there are 41 accredited master's degree programs that are transitioning to the doctoral degree level (See page 8 of Supplemental Materials). In addition, after a meeting and consultation with occupational therapists in Saint George and Washington County, UT they all recommended that DSU should pursue an OTD program and not a master program.

The DSU College of Health Sciences is the leader in producing healthcare personnel to provide the best workforce and service to southern Utah. The OTD program will further add in-demand healthcare workers that fulfill the needs of the growing southern Utah region. (See Supplemental Materials, page 10).

Labor market demand, student demand and comparison with similar programs are outlined on the next three sections of this report.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

Labor market demand research was conducted at the regional and national levels.

Area OT practitioners needs: In keeping with the 2020 Strategic Plan goal "Broaden and enhance academic programs to facilitate growth" the Dean, College of Health Sciences met with local occupational therapists to explore the feasibility of offering an occupational therapy doctorate program at Dixie State University. Area therapists articulated a strong interest in the availability of an occupational therapy educational program at DSU and expressed interest in supervising and providing internship education students at their workplaces or clinical sites (see Supplemental Materials, page 12, Letter of Support from Intermountain Healthcare).

Market Demand: In the United States; there are currently 173 programs accredited entry-level Master's programs, and 49 accredited entry-level OTD programs (see Supplemental Material, Table 2, page 8). See Schools – ACOTE (acoteonline.org) for a complete listing of the programs.

Employer demand trends and projected occupational growth indicate a favorable market for program graduates (as per EAB Market Pulsecheck). Regional and national employers advertised a moderate number of job postings in the last 12 months (i.e., 658 and 4,142 job postings, respectively). On both regional and national scales, growth in employer demand for occupational therapy professionals (i.e., 2.65 percent and 2.52 percent, respectively) outpaced the growth in employer demand for all doctoral-level professionals (i.e., 1.51 percent and 1.73 percent, respectively). Regional and national employment in occupational therapy occupations is projected to increase faster than the average of all occupational growth, indicating an increase in future employment opportunities.

Regional and national growth in student demand outpaced growth in competition, indicating space for new programs (see EAB Market Pulsecheck). Between the 2014-2015 and 2018-2019 academic years, the number of relevant regional and national degree completions grew (i.e., 28.18 percent and 35.09 percent, respectively). The number of regional and national institutions reporting completions also increased (i.e., 20.24 percent and 17.51 percent, respectively). This suggests student interest grew faster than the rate of competition entering the market, which may aid in a new program launch.

National Demand: The United States Department of Labor, Bureau of Labor Statistics (<https://www.bls.gov/ooh/healthcare/occupational-therapists.htm>) reports that the “employment of occupational therapists is projected to grow 16 percent from 2019 to 2029, much faster than the average for all occupations”.

The profession of occupational therapy has also been recognized by several sources, such as:

U.S. News & World Report, January 2021

The Top Health Care Jobs of 2021: Occupational Therapist is No. 10

The Top 100 Jobs of 2021: Occupational Therapist is No. 19

Glassdoor, January 2020:

50 Best Jobs in America for 2020: Occupational Therapist is No. 23

CNBC, August 2019

The 11 most meaningful college majors and how much they pay: Occupational Therapy and Physical Therapy tied for No. 5

Regional Demand: The Utah Medical Educational Council’s report on Utah’s occupational therapy workforce (<https://umec.utah.gov/wp-content/uploads/OT-Report-2018-Final.pdf>) for 2018 (latest) indicates that the ratio estimate of OT’s per 100,000 population is 28.2. This is lower than 29.9 - the Western region estimate, and 38.7 – the national estimate (see Supplemental Materials, Figures 1 and 2, page 14,). That is, there are about 10 fewer than the national ratio.

As per the report, the number of OT licenses in Utah nearly doubled between 2007 to the end of 2016 from 447 to 867. Further, the report states: “Utah’s population is estimated to grow to 3.72 million people in 2027. In order to maintain Utah’s current licensed OT-to-100,000 population ratio of 28.4, Utah’s workforce will need to add 171 licensed OTs over the next 10 years. If Utah wishes to meet the current national ratio of 38.7, Utah’s workforce needs to grow by 553 licensed OTs over the next 10 years.”

As per the Bureau of Labor Statistics (<https://www.bls.gov/oes/current/oes291122.htm#nat>) as of May 2020, there are 730 licensed OTs in Utah (137 fewer than there were at the end of 2016). In other words, the demand for OTs in Utah is rising. This is corroborated by the EMSI generated information of 6 states (Utah, Colorado, Idaho, Nevada, Wyoming, and Arizona) indicates that the number of job postings for OTs is higher in this region than the national average (See Supplemental Materials, Figures 1, 2, and 3 Pages 14-15).

Student Demand

Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years’ enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.

Nationwide, the number of students preparing for entry to practice as an occupational therapist has risen progressively since 2015. In 2019, there were 22,635 occupational therapy students, an increase of 3321 (or 17%) students from 2015 (2018/2019 Academic Programs Annual Data Report released by American Occupational Therapy Association and retrieved from: <https://www.aota.org/-/media/Corporate/Files/EducationCareers/Accredit/Annual-Data-Report-2018-2019.pdf>).

A similar trend is seen at Dixie State University (DSU) as well. There are many DSU undergraduate students who are interested in applying to an occupational therapy graduate program. To this end, they are enrolled in DSU’s pre-occupational therapy track as an emphasis option while pursuing their undergraduate degree. The pre-occupational therapy track was initiated in 2016. At that time 5 students were enrolled; now in 2021 the number has increased tenfold (See Supplemental Materials, page 17). Thereby, providing evidence of student interest and demand for an occupational therapy program.

Similar Programs

Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?

Please see Supplemental Materials, Table 3, page 19 for Table of Accredited and Developing Entry Level OT Programs in

Surrounding Areas.

The University of Utah is the only university in the state offering an occupational therapy degree. Approximately 35 students graduate a year from this program (based on website information). In Utah, the demand for occupational therapists is not being met by the current supply. The Bureau of Labor Statistics (<https://www.bls.gov/oes/current/oes291122.htm#st>) indicates that occupational therapists in Utah have a location quotient of 0.54 (a location quotient of less than one indicates there are fewer healthcare workers per population in Utah). In addition, Utah Department of Workforce Services lists occupational therapy as one of the occupations with the largest number of openings. The number of job openings between August 2016-17, August 2017-18, and August 2018-19 were 295, 233 and 199 respectively. Thus, labor shortage is one of the justifications for we are proposing this program (Please see Supplemental Materials, page 21, Department of Work Services Data).

A distinctive difference of DSU's occupational therapy program from that at the University of Utah, apart from it being a doctoral program, will be its rural and frontier-focused clinical training program (see Program Curriculum Narrative for additional information.). There are more similarities than differences among entry-level OTD programs with respect to quality and rigor as the core content is required to meet accreditation standards.

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policyr315/. Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

The DSU OTD program will not be delivered outside of the designated service area. The geographic distance between the UU and DSU will minimize impact on enrollment in their similar program, while at the same time, offer a closer program for students living in the southern part of the state. Collaborations and interactions with the UU in the origination of this program were explained in the Program Rationale section.

External Review and Accreditation

Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.

No program advisory committee was involved in the development of the proposed program. However, DSU had a meeting and consultation with occupational therapists in Saint George and Washington County, UT about the development of an occupational therapy program. During that meeting they recommended that DSU should pursue and develop an OTD program. In addition, DSU hired a consultant from Rush University, Chicago, during fall 2020 to help determine staffing needs and job descriptions for the proposed OTD program. A recruitment agency was used for the search of the OTD Program Director.

Accreditation of occupational therapy educational programs:

Entry-level occupational therapy programs are accredited by the American Occupational Therapy Association's Accreditation Council for Occupational Therapy Education (ACOTE). ACOTE is recognized as the accrediting agency for occupational therapy education by both the United States Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA).

Accreditation fees and timeline:

Initial accreditation fees include a non-refundable deposit of \$500 that must be submitted with the Letter of Intent. This deposit is applied toward the application fee (see Supplemental Materials, Table 4, page 25). Upon receipt of DSU's Letter of Intent and initial deposit, ACOTE has set the following tentative target dates for the various steps leading to accreditation of the program as follows; Candidacy Application due December 15, 2022 and ACOTE Candidacy Application Decision due April 2023.

If Candidacy Status is granted, the approximate schedule is found in Supplemental Materials, Table 1, page 6 and Table 5, page 27.

Section IV: Program Details

Graduation Standards and Number of Credits

Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at higheredutah.org/policies/R401.

Graduation Requirements:

- Complete 108 required credits with GPA of 3.0 or higher, no individual course grade lower than a C, a final grade of S for those courses that are S/N, and satisfactory professional behaviors.
- Complete all program and university requirements.
- Apply for graduation by the dates posted.
- Obtain final approval for graduation from the Graduate Council.

Admission Requirements

List admission requirements specific to the proposed program.

Apply through Occupational Therapy Centralized Application Service (OTCAS).

B.A. or B.S. from a regionally accredited institution or the equivalent for international students with the following prerequisites (with grade of C or higher): BIOL 2320, Human Anatomy (lab not required), BIOL 2420, Human Physiology (lab not required), PHYS 1010 or PHYS 2010, Introduction to Physics, MATH 1040, Statistics, SOC 1010 Introduction to Sociology, ANTH 1010 or XSCI 3010 Introduction to Cultural Anthropology, PSY 1010, General Psychology, PSY 3400, Abnormal Psychology, PSY 1100 or FSHD 1500, Human Development Across the Lifespan, ENGL 1010 or ENGI 1010D Technical/Scientific Writing, HLCO 1000, Medical Terminology or equivalent from other institutions.

Additional Requirements:

- 20 hours of OT observation
- Three letters of recommendation
- Personal Essay & DSU Supplemental Essay
- International students must demonstrate language proficiency in Standard American English.
- Criminal background check**
- Technical standards form (will be made available upon acceptance).
- OT coursework completed at another university within the past 10 years will be reviewed by the faculty admissions committee to determine whether student should receive credit.

Note: ** Can be completed between acceptance and program start.

Curriculum and Degree Map

Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?

The OTD program will reside within the future Department of Occupational Therapy, College of Health Sciences.

Physical Resources:

The new Health and Human Performance building on DSU campus opened in 2019 with space specifically designed for this

program. The program director and faculty have office space consistent with institutional practice. Adequate student advising space is also available. Dedicated classroom space with storage, office space for faculty, and all other space needs for the program have been allocated in the Human Performance Center.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructions, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.

Faculty Development Activities: DSU has an onboarding and mentoring program in place for new faculty. New faculty are also provided with orientation to Canvas and free enrollment in the Association of College and University Educators (ACUE) microcredential course in 'Promoting Active Learning'. In addition the Center for Teaching (CTL) and Learning provides weekly seminars and training programs in open and inclusive education, course development, and the use of the latest technology in creative teaching methods. The American Occupational Therapy Association and ACOTE also provide resources and workshops on curriculum design, pedagogy, and similar faculty development activities. Faculty will be encouraged to take advantage of these opportunities in order to create more innovative courses and delivery methods.

Currently, the OTD Program Director has been hired. Additionally, 5 core faculty will need to be hired, including the Academic Fieldwork Coordinator and Doctoral Capstone Coordinator. See budget (Appendix D) for details.

Staff

Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.

DSU has a dedicated staff organization that provides ongoing training and support for all staff. Given that this is a startup program, support staff will need to be hired as outlined in the Budget Form.

Student Advisement

Describe how students in the proposed program will be advised.

As per University policy, program advising is done by the program graduate faculty and is overseen by the Office of Graduate Studies.

Library and Information Resources

Describe library resources required to offer the proposed program if any. List new library resources to be acquired.

The Dixie State University Library offers many resources and services primarily to meet the needs of our undergraduate students. With additional resources the library would be able to serve students in the Doctorate of Occupational Therapy program.

The Library subscribes to a number of health and medical related electronic databases. Some of these databases provide electronic access to aggregated citations and full text articles, while others provide electronic access to books or data. The library purchases electronic access to other journal packages directly from publishers. These electronic resources provide access to many publications the library does not own in print. Below is a list of many of the databases the library has available to students and faculty in the health sciences.

Journal databases

Academic Search Ultimate (Ebscohost)
CINAHL Complete (Ebscohost)
Nursing & Allied Health Database (ProQuest)
Gale OneFile (Gale)

Financial Recommendations for Library support are estimated at \$10,000.00 and will include a core collection of print and electronic books at the doctorate level with subsequent yearly purchases and additional resources to support the specialized needs of occupational therapy doctorate students. Faculty input would be obtained before purchasing.

Projected Enrollment and Finance

Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.

Section VI: Program Evaluation

Program Assessment

Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.

At the successful conclusion of this program, students will be able to:

1. Integrate professional reasoning and clinical judgement to evaluate models, policies, and systems in current or emerging occupational therapy practice settings.
2. Develop and employ theoretically-sound, evidence-informed occupational therapy programs and practices that incorporate an ecological perspective of human health.
3. Demonstrate professionalism, ethical behavior, leadership, and advocacy skills to influence positive change with clients, communities, and the profession.
4. Appraise the diversity of individual and group occupations and provide culturally relevant and meaningful occupational therapy respecting the dignity of every person.
5. Develop self-reflection skills to be compassionate, caring, and thoughtful occupational therapists committed to lifelong learning and promoting health, healing, and hope in response to human conditions.
6. Collaborate and form partnerships with related disciplines and stakeholders in the community to co-create and devise transformative strategies with ingenuity.
7. Integrate and apply in-depth knowledge and proficiency, through capstone experience and project, in one of the following areas: clinical practice, research, administration, leadership, program and policy development, advocacy, education, or theory.

System of Assessment to be used to evaluate and develop the program:

In accordance with accreditation standard A.6.3 the program will routinely secure and document sufficient qualitative and quantitative information, in the following areas, to allow for analysis about the extent to which the program is meeting its stated goals and objectives to inform strategic changes:

- Faculty effectiveness in their assigned teaching responsibilities.
- Effectiveness of instructional design.
- Students' competency in professional behaviors.
- Students' progression through the program.
- Student retention rates.

- Fieldwork and doctoral capstone performance evaluation.
- Student evaluation of fieldwork and the doctoral capstone experience.
- Evaluation of doctoral capstone outcomes.
- Student satisfaction with the program.
- Graduates' performance on the NBCOT certification exam.
- Graduates' job placement and performance as determined by employer satisfaction.
- Graduates' scholarly activity (e.g., presentations, publications, grants obtained, state and national leadership positions, awards).

The University will conduct annual assessment of the program learning outcomes as part of its campus-wide assessment practice under the direction of the Office of Institutional Effectiveness. The Program will routinely and systematically analyze data to determine the extent to which the program is meeting its stated goals and objectives. An annual report summarizing analysis of data and planned action responses will be maintained. The results of ongoing evaluation will be appropriately reflected in the program's strategic plan, curriculum, and other dimensions of the program.

Student Standards of Performance

List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.

Students in the program will be evaluated according to the following NBCOT Occupational Therapy Practice Domains as follows:

Domain 1: Evaluation and Assessment

Domain 2: Analysis and Interpretation

Domain 3: Intervention Management

Domain 4: Competency and Practice Management
and Code of Professional Conduct

Each domain is further described by specific tasks that will be disaggregated and included in course content. Course assignments and learning activities will be assessed using multiple formative and summative measures that will be described in detail in each course syllabus.

Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

		Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)					
General Education Credit Hour Sub-Total					0
Required Courses					
+ -		OTDR 7111	×	Functional Anatomy and Kinesiology	4
+ -		OTDR 7112	×	Occupational Therapy Skills Lab	1
+ -		OTDR 7113	×	Foundations of Occupational Therapy	3
+ -		OTDR 7114	×	Evidence Based Practice and Clinical Research	3
+ -		OTDR 7115	×	Occupational Therapy Practice	3
+ -		OTDR 7116	×	Professional Development in Occupational Therapy I	2
+ -		OTDR 7117	×	Occupation & Health Conditions	2
+ -		OTDR 7122	×	Occupational Therapy Process for Community	2
+ -		OTDR 7123	×	Occupational Therapy Across the Lifespan	2
+ -		OTDR 7124	×	Occupation Tery Intervention: Children and Youth	5
+ -		OTDR 7125	×	Level I Fieldwork: Pediatrics	2
+ -		OTDR 7126	×	Professional Development in Occupational Therapy II	0.5
+ -		OTDR 7127	×	Therapeutic Use of Self and Group Process in Occupational Therapy	2
+ -		OTDR 7128	×	Professional Documentation	2
+ -		OTDR 7981	×	Capstone Preparation I	1
+ -		OTDR 7132	×	Occupational Therapy Program Development	3
+ -		OTDR 7134	×	Research Design and Scholarly Project	3
+ -		OTDR 7135	×	Assistive Technology and Orthotics	3
+ -		OTDR 7982	×	Capstone Preparation II	1
+ -		OTDR 7212	×	Leadership and Advocacy in Occupational Therapy Practice	2
+ -		OTDR 7213	×	Management of Occupational Therapy Services	2
+ -		OTDR 7214	×	OT Intervention for Adults and Older Adults with Physical Challenges	5
+ -		OTDR 7215	×	Level I Fieldwork: Adults	2
+ -		OTDR 7216	×	Professional Development in Occupational Therapy III	0.5
+ -		OTDR 7217	×	Neuroscience	3
+ -		OTDR 7601	×	Advanced Graduate Seminar: Neuroplasticity and Occupational	1
+ -		OTDR 7983	×	Capstone Preparation III	1
+ -		OTDR 7222	×	Distance Education and Telehealth in OT	2
+ -		OTDR 7223	×	Problem Based Cases	3
+ -		OTDR 7224	×	OT Intervention for Adults with Psychosocial Challenges	5
+ -		OTDR 7225	×	Level I Fieldwork: Older Adults	2
+ -		OTDR 7984	×	Capstone Preparation IV	1
+ -		OTDR 7235	×	Fieldwork Level IIA (12 week internship)	11

		Course Number	NEW Course	Course Title	Credit Hours
+	-	OTDR 7315	×	Fieldwork Level IIA (12 week internship)	11
+	-	OTDR 7971	×	Capstone Experience	12
+	-				
Required Course Credit Hour Sub-Total					108
Elective Courses					
+	-				
+	-				
+	-				
+	-				
+	-				
+	-				
+	-				
+	-				
+	-				
Elective Credit Hour Sub-Total					
Core Curriculum Credit Hour Sub-Total					108

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information.

The program begins (semester 1) with courses focused on advanced studies of the science of the human body, the conditions that can affect individual and population related occupations and functional abilities. It also includes the research-based needed for evidence based practice. Subsequently (semesters 2 through 5), the entry-level curriculum addresses the core concepts, theory, and practice of occupational therapy along with advanced topics in research, theory, policy, advocacy, and program development. The practice courses are accompanied by Level I Fieldwork placements. Towards the end of the second year and in their third year students undergo Level II Fieldwork internships (semesters 6 and 7). In addition, students complete an in-depth doctoral experiential component or Capstone (semester 8). The Capstone Experience, requires the student to apply the knowledge and skills developed in courses and clinical fieldwork to the design and implementation of an applied and innovative capstone project in response to an identified need in the field (explored during Capstone Preparation courses). The project is presented to community stakeholders and faculty, and the results are disseminated both in oral and written format.

The rural and frontier program emphasis

Compounding the occupational therapy labor shortage in Utah is the rural and frontier classification of most of the state. With the state being large but sparsely populated, the majority of occupational therapists employed in the state are clustered around the few urban areas, and primarily in the northern part of the state (Bureau of Labor Statistics; Utah Department of Workforce Services, see Supplemental materials, page 21). Occupational therapy shortages are acute in all but 5 counties in the state. The school districts are particularly affected by the shortage of occupational therapists. Distances between schools in rural and frontier counties are daunting, making the provision of school-based occupational therapy very challenging.

The Utah Area Health Education Center (Utah AHEC) has offices at DSU. The purpose of the AHEC program is to enhance

access to quality health care, particularly primary and preventive care, by improving the supply and distribution of healthcare professionals via strategic partnerships with academic programs, communities, and professional organizations' (<https://utahahec.org/about-utah-ahec/>). Dixie State University's OTD students will not only participate in AHEC Student Rural Clinical Rotations Program but will also be encouraged to base their 14-week doctoral capstone project in rural settings. AHEC clinical rotations provide opportunities for students to visit Haiti, the Dominican Republic, and Navajo Nations, thus providing multicultural and global health opportunities for our students. Occupational therapy student training experiences have shown to influence their decision to work in a rural setting. Preliminary studies indicate that students who had a clinical training in rural settings (Fieldwork level 1 and/or level 2) are more likely to work in a rural setting than those who completed their fieldworks in urban settings (Hanson, Sarah and Magee, Jessica, "Experiences of Occupational Therapists Working in Rural Areas of Minnesota and North Dakota" (2018). Occupational Therapy Capstones. 393. <https://commons.und.edu/ot-grad/393>). Thus, Implementing clinical training in rural and frontier settings may decrease the difficulty in recruiting occupational therapy practitioners in rural areas.

Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.

	# Tenured	# Tenure -Track	# Non -Tenure Track
Faculty: Full Time with Doctorate		1	
Faculty: Part Time with Doctorate			
Faculty: Full Time with Masters			
Faculty: Part Time with Masters			
Faculty: Full Time with Baccalaureate			
Faculty: Part Time with Baccalaureate			
Teaching / Graduate Assistants	////	////	
Staff: Full Time			
Staff: Part Time			

Part II. Proposed Program Faculty Profiles

List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Meena	Iyer	TT	Ph.D.	PhD Columbia University	100	
Part Time Faculty							

Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate		5		PhD or OTD, Licensed OT (Specialization in any OT area such as <input checked="" type="checkbox"/>)	100
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters					
Faculty: Part Time with Masters			5	Master's/Doctorate, Licensed OT (specialization in any OT area <input checked="" type="checkbox"/>)	As needed
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants	////	////			
Staff: Full Time			2	Bachelor's preferred; Associate's degree or vocational/technical <input checked="" type="checkbox"/>	100
Staff: Part Time			2	Bachelor's/Associate/Grad Assistant <input checked="" type="checkbox"/>	As Needed

Appendix D: Projected Program Participation and Finance

Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	0	25	50	75	75	75
# of Majors in Proposed Program(s)	////	25	50	75	75	75
# of Graduates from Department	0	0	0	25	50	75
# Graduates in New Program(s)	////	0	0	25	25	25
Department Financial Data						
	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$0	\$680,565	\$944,130	\$1,032,100		
Operating Expenses (equipment, travel, resources)	\$888	\$169,840	\$126,340	\$100,965		
Other:						
TOTAL PROGRAM EXPENSES	////	\$850,405	\$1,070,470	\$1,133,065		
TOTAL EXPENSES	\$888	\$851,293	\$1,071,358	\$1,133,953		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation						
Appropriation		\$55,223	\$176,259	\$210,686		
Special Legislative Appropriation	\$888	\$750,000	\$750,000	\$750,000		
Grants and Contracts						
Special Fees						
Tuition		\$45,182	\$144,211	\$172,379		
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING	////	\$850,405	\$1,070,470	\$1,133,065		
TOTAL DEPARTMENT FUNDING	\$888	\$851,293	\$1,071,358	\$1,133,953		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

In Year One, we anticipate hiring a part-time administrative assistant, a full-time Capstone Coordinator, and a full-time tenure track faculty position. In Year Two, we will hire two full-time tenure track faculty positions. We will transition the part-time administrative assistant to a full-time position in Year Three. Other ongoing operating expenses include accreditation fees, equipment, maintenance agreements, marketing, library support, professional development, supplies, and professional services.

Part III: Describe funding sources

Revenue Narrative 1

Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

We have ongoing special legislative appropriations of \$750,000 to fund the OTD program. Graduate tuition will pay for the remaining expenses.

Supplemental Materials for Occupational Therapy Doctorate (OTD)

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Part I

Description of Profession

Description of Profession

Occupational therapists, recognizing the deep link between personal independence and self-esteem, help individuals and populations of all ages, after illness, injury, or compromised circumstances to be self-sufficient through the therapeutic use of everyday activities (occupations). Occupational therapy helps people function in all of their environments (e.g., home, work, school, and community) and addresses the physical, psychological, and cognitive aspects of their well-being through engagement in occupation (everyday activities).

Common occupational therapy interventions include helping children with disabilities to participate fully in school and fostering their social skills, helping individuals recovering from injury to regain function through retraining and/or adaptations, and providing care for older adults experiencing physical and cognitive changes.

Occupational therapy services typically include:

- An evaluation, during which the client, family, and occupational therapist determine the individual's goals.
- Customized intervention to improve the individual's ability to perform daily activities and reach their goals.
- An outcomes evaluation to ensure that the goals are being met and/or to modify the intervention plan based on the client's needs and skills.

PART II

Table 1: ACOTE Approved Timeline

Items Due	Due Date
Candidacy Application Due	December 15, 2022
ACOTE Candidacy Application Decision	April 2023

Table 1: Accreditation Timeline

PART III

Table 2: Accredited, Candidate or Preaccreditation Programs in the United States

	Doctoral	Master's	OTA Baccalaureate	OTA Associate
Accredited	52	173*	1	222**
Candidate or Preaccreditation	72	8	4	8
Applicant	70	28	13	15
Total	194	209	18	245

Note:

*Of the total, 38 accredited master's degree programs are transitioning to the doctoral degree level.

**Of the total, 4 accredited associate degree programs are transitioning to the baccalaureate degree level.

Accredited: The academic program is accredited by ACOTE.

Candidate or Preaccreditation: New programs that are not yet accredited, but have completed the first steps in the 3-step initial accreditation process.

Applicant: The academic program has submitted a letter of intent to apply for developing program status (step 1).

Table 2: Accredited, Candidate or Preaccreditation Programs in the United States as of September 27, 2021

Part IV

DSU College of Health Sciences Workforce Developer

DSU College of Health Sciences Workforce Developer

DSU with the College of Health Sciences are the leaders in producing healthcare personnel to fulfill the demands of Southern Utah. The College of Health Sciences offers a master's degree in athletic training and bachelor programs in nursing, medical laboratory science, respiratory therapy, dental hygiene, population health (health care administration, public health, and long-term care administration), exercise science, and recreation and sport management. We also offer associate degrees (AAS) in medical radiography, physical therapist assistant, surgical technology, nursing, and emergency medical services (paramedic). In addition, we offer certificates in Nursing Assistant (CNA), Phlebotomy and Medical Laboratory Assistant Technology.

Each year a good number of healthcare workers graduate from these programs and are added to the workforce of the region. These are the numbers added this past year (2020 – 2021):

Nursing (BS, AAS) – 108
Medical Laboratory Science – 10
Respiratory Therapy – 14
Dental Hygiene – 24
Population Health – 25
Exercise Science – 68
Recreation and Sport Management – 25
Medical Radiography – 14
Physical Therapist Assistant – 16
Surgical Technology -10
Emergency Medical Services – 25
CNA – 200

The OTD program will further add in-demand healthcare workers to fulfill the needs of the growing Southern Utah region.

PART V

Letter of Support from
Intermountain Health Care



September 9, 2021

Dr. Eliezer Bermudez, Dean College of Health Sciences
Dr. Meena Iyer, Program Director Occupational Therapy
Dixie State University
225 South University Ave.
Saint George, UT 84770

Dear Dr. Bermudez and Dr. Iyer,

The leadership team of Saint George Regional Hospital (SGRH) of Intermountain Healthcare in Saint George, Utah welcomes the announcement from Dixie State University (DSU) of the proposed new academic program of Doctor of Occupational Therapy. Currently SGRH collaborates with DSU and offers clinical sites and internship experiences for students in the master's degree in athletic training, bachelor programs in nursing, medical laboratory science, respiratory therapy, population health (health care administration, public health, and long-term care administration), exercise science, and associate degrees in medical radiography, physical therapist assistant, surgical technology, and emergency medical services (paramedic).

This program will add healthcare workers to fulfill the demand of the growing region. We are excited about the opportunity to collaborate with this new program in Occupational Therapy. Some possible areas of collaborations are clinical rotations, research projects, invited guest lectures or part-time instructors.

We are looking forward to continuing our collaboration with DSU to provide the best healthcare workforce and service to Southern Utah.

Sincerely,

A handwritten signature in black ink, appearing to read "Mitchell Cloward".

Mitchell Cloward, MHA
St. George Regional Hospital Administrator

PART VI

Figures 1,2, and 3: Bureau of Labor Statistics and EMSI Data

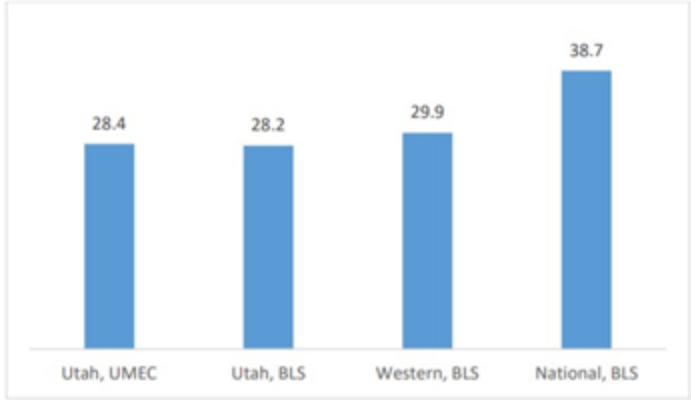


Figure 1: Licensed OTs -to- 100,000 Population Ration, BLS = Bureau of Labor Statistics

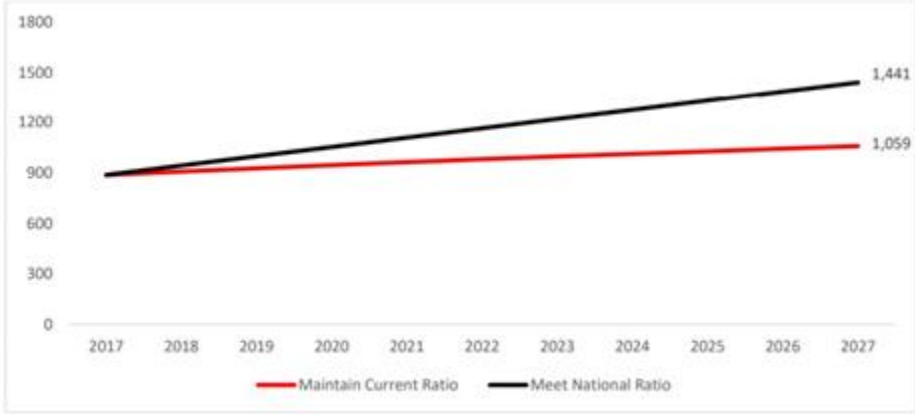
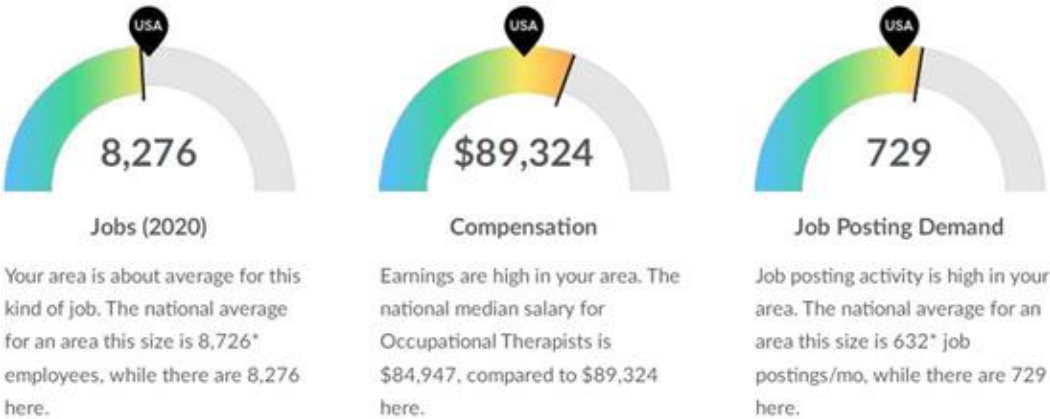


Figure 2: Needed OT Growth

Aggressive Job Posting Demand Over an Average Supply of Regional Jobs



*National average values are derived by taking the national value for Occupational Therapists and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size

Figure 3: EMSI Data

Part VII
Student Enrollment

Students Enrollment in the Pre-Occupational Therapy Track 2016-21

Concentration	Major	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021
Pre-Occupational Therapy	Art										1	1	2
	Biology						1	2					
	Communication Studies			1								1	1
	Computer & Information Tech						1						
	Computer Science							1	1	1			
	Dance				1	1	1						
	Earth/Energy & Environment Sci											1	
	Exercise Science		4	4	6	6	16	18	34	35	46	38	40
	General Studies	2	2	2	3	3	2	3	7	5		1	
	HS Concurrent Enrollment	2	3	1	1	1	8	3	5	6	2	3	
	Integrated Studies									1	1		
	Management											1	1
	Nursing BSN												1
	Population Health				1	2			2	1	4	3	3
	Pre-Biology				2	1	1						
	Pre-Dental Hygiene				1	1							
	Pre-Medical Radiography										1	1	
	Pre-Nursing - BSN		1		2	2	1						
	Pre-Physical Therapist Asst	1	1						1	1			
	Psychology		1	1								1	1
Recreation & Sport Management									1				
Respiratory Therapy													1
Spanish								1					
Grand Total		5	12	9	17	17	31	29	52	48	56	51	51

PART VIII

Table 3: Accredited and Developing Entry level OT Programs in the Surrounding area

Table 3: Accredited and Developing entry-level OT programs in surrounding areas

State	Program	School	Public/ private	Approximate graduates per year
Idaho	Masters	Idaho State University	Public	14
Utah	Masters*	University of Utah	Public	35
	OTD**	Dixie State University	Public	25
	OTD***	Rocky Mountain University	Private	--
Nevada	OTD****	University of Nevada – Las Vegas	Public	36
	OTD	Touro University Nevada	Private	36

Note: 1) Numbers are approximate based on website information.

*The University of Utah currently has an entry-level Master’s program but is, as per ACOTE, in applicant status to shift their program to an entry-level OTD that will admit students in 2025.

**Dixie State University is in, as per ACOTE, applicant status and will admit students in 2023.

***Rocky Mountain University is in, as per ACOTE, applicant status and will admit students in 2024.

****University of Nevada – Las Vegas is in, as per ACOTE, candidacy status and admitted their first cohort in Summer 2020.

Part IX

Department of Workforces Data

Department of Workforce Services

Occupations with the Largest Number of Openings

Updated: September 2019

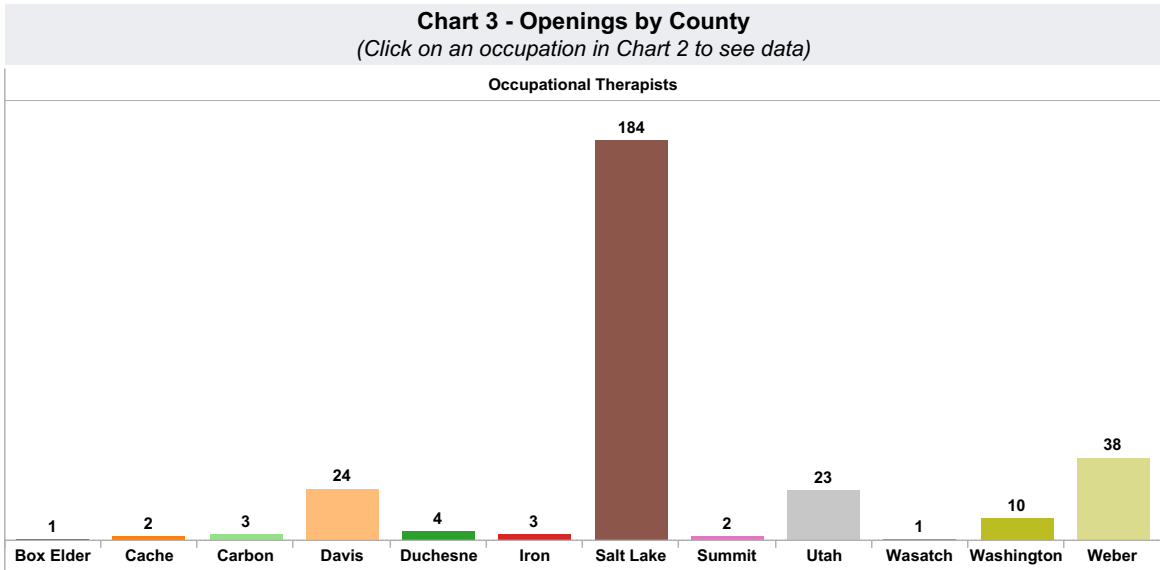
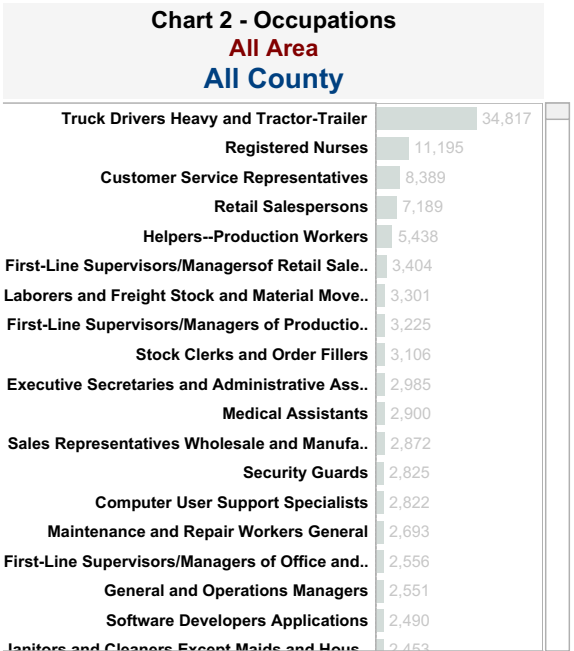
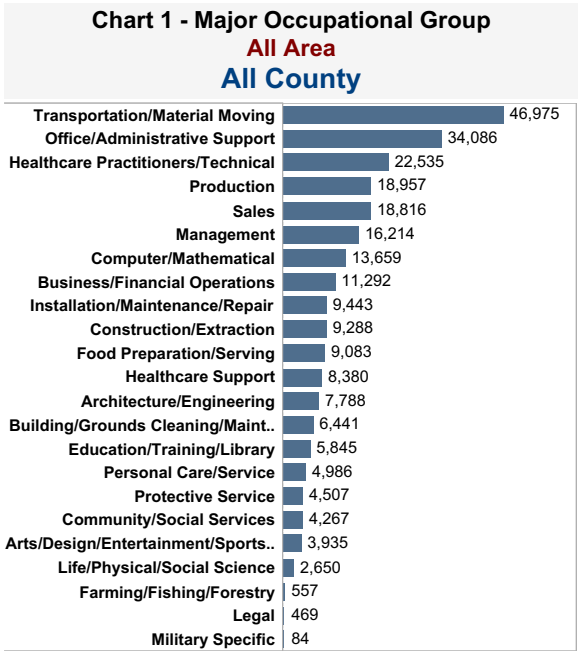
Time Period
August 2016 to August 2017

Tips
For statewide data, select all areas and all counties.
Selecting a major occupation in Chart 1 will show that group's detailed occupations in Chart 2.
Click on a blank spot on chart to clear selection.
Refresh charts and download data using the icons at the bottom.

Multi-County Area

- Bear River
- Castle Country
- Central Utah
- Mountainland
- Southeast
- Southwest
- Uintah Basin
- Wasatch Front North
- Wasatch Front South

County
All



Source: Job orders placed with the Utah Department of Workforce Services

Department of Workforce Services

Occupations with the Largest Number of Openings

Updated: September 2019

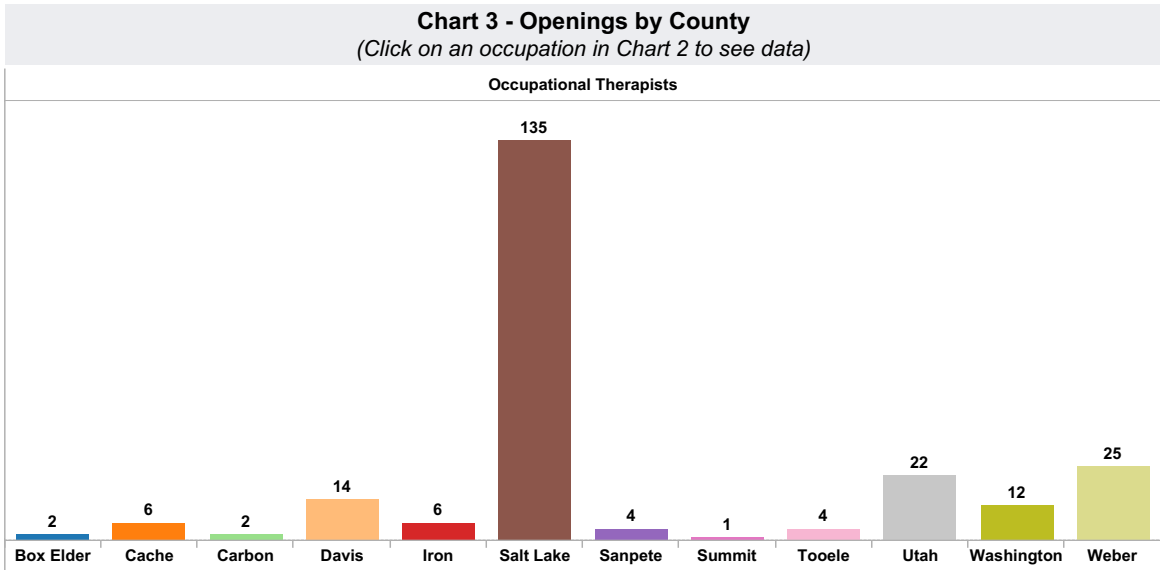
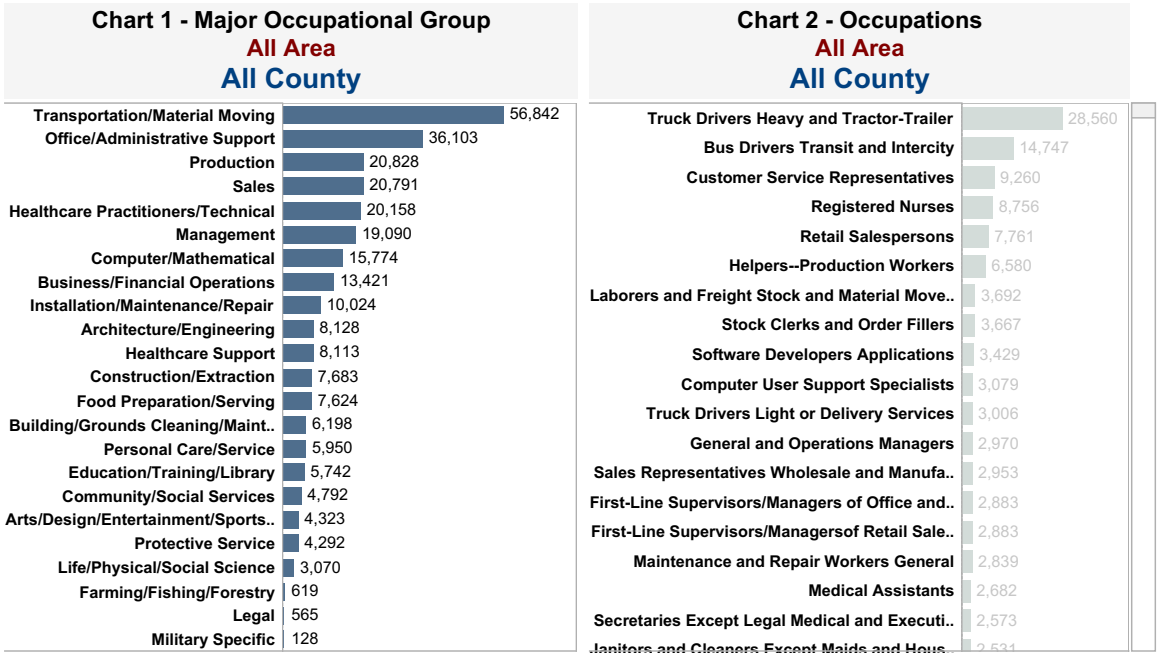
Time Period
August 2017 to August 2018

Tips
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Source: Job orders placed with the Utah Department of Workforce Services

Department of Workforce Services

Occupations with the Largest Number of Openings

Updated: September 2019

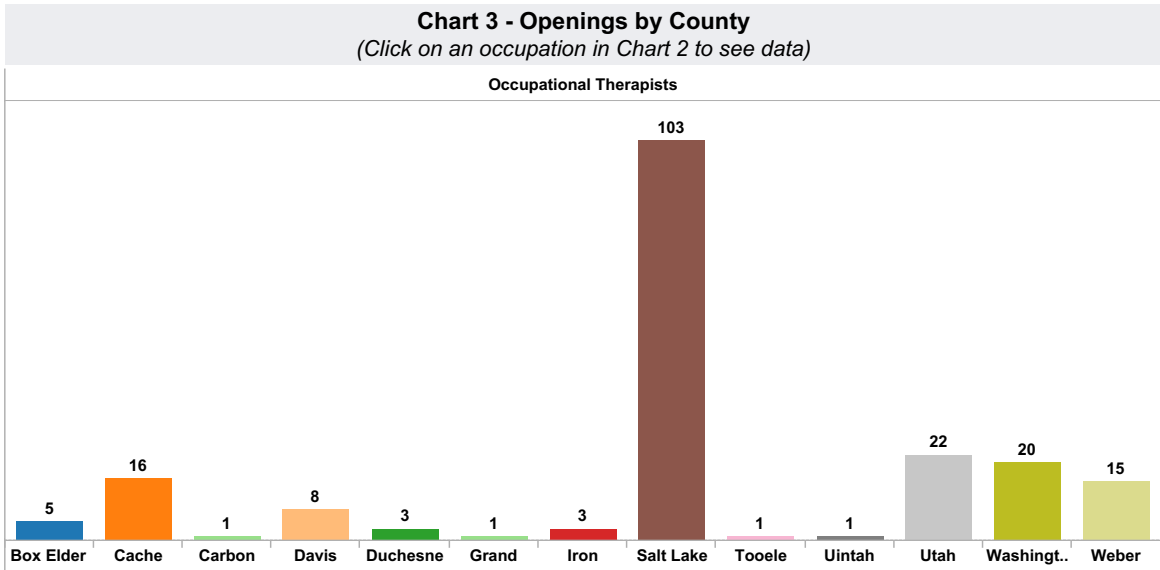
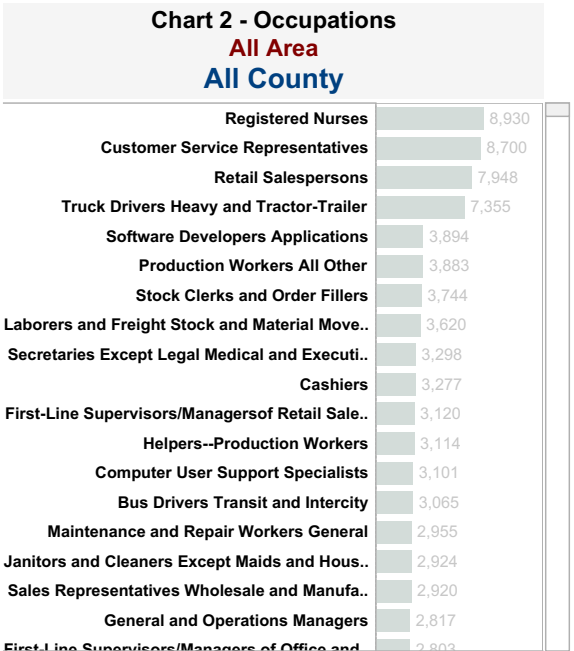
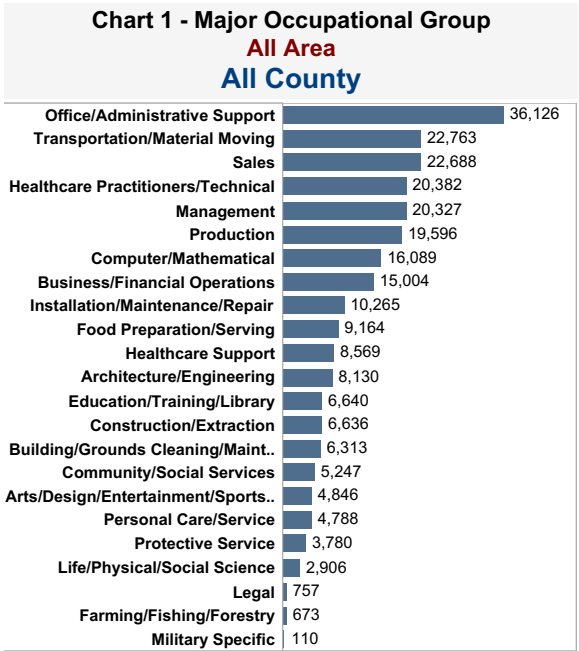
Time Period
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County
All



Source: Job orders placed with the Utah Department of Workforce Services

PART X

Table 4: Accreditation Fees

INITIAL ACCREDITATION FEES (Fees effective August 1 – July 31)	2020/2021
Letter of intent deposit	\$ 500
Candidacy Application Fee Balance	\$ 4,250
Pre-accreditation Review Fee (US)	\$ 4,750
Initial On-Site Fee (US)	\$ 4,750
Total	\$14,250

Table 4: Initial Accreditation Fees.

PART XI

Table 5: Candidacy Status Granted Timeline

Students may be notified of acceptance into the program	May 2023
First class starts	August 2023
Initial report of Self-Study due	November 1, 2024
ACOTE decision on Pre-accreditation Review of Self-Study	April 2025
First class begins Level II Fieldwork	June 2025
Initial On Site Evaluation timeframe	September-November 2025
ACOTE review of ROSE (Review of On-Site Evaluation) and Accreditation Decision	December 2025
First class begins doctoral-level capstone component	January 2026
First class graduates	May 2026
NBCOT Certification Examination	2026

Table 1