

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **26-Nov-18** Curriculum Bulletin \_\_\_\_\_  
 Effective Date **Fall 2019** Approved by EPC \_\_\_\_\_

Department **OCAT**  
 College **RE - Regional College**  
 Degree **AAS - Associate of Applied Science**  
 Program Name **Occupational Therapy Assistant Technology** Program Banner Code **OCAT**  
 Concentration(s) \_\_\_\_\_ Concentration(s) Banner Code(s) \_\_\_\_\_  
 Proposal **Revise program**

**Description of proposal:**

**This proposal seeks to offer a hybrid format for students in the OCAT program. Currently, the program at the Ashtabula campus accepts up to 28 students per year in a traditional format program. The proposal will allow students to complete didactic coursework asynchronously online and lab coursework will be presented in a condensed format, with students choosing between a weekend and a weekday section. Clinical requirements will remain unchanged.**

Does proposed revision change program's total credit hours?  Yes  No  
 Current total credit hours: **65** Proposed total credit hours **65**

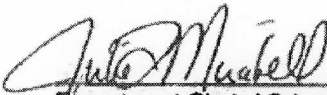
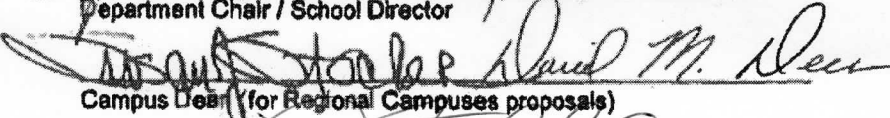
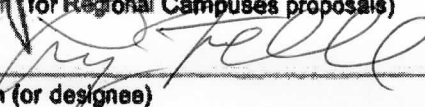
Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

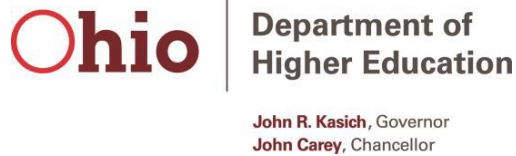
**There is no anticipated impact on other programs. It is anticipated that this option will increase enrollment in the OCAT program, by reducing the required time on-campus for lectures and offering weekday and weekend options for students. This hybrid option will appeal to traditional and nontraditional students by allowing more flexibility. OCAT faculty will need to complete professional development related to delivery of online/hybrid teaching methods, but this need can be met with current KSU offerings.**

Units consulted (other departments, programs or campuses affected by this proposal):

**Other departments will not be affected by this proposal. The OCAT department at the East Liverpool campus was consulted; they will not offer the hybrid program at this time.**

**REQUIRED ENDORSEMENTS**

	<u>12/21/18</u>
Department Chair / School Director	
	<u>12/14/18</u>
Campus Dean (for Regional Campuses proposals)	
	<u>12, 14, 18</u>
College Dean (or designee)	
_____	<u>  /  /  </u>
Dean of Graduate Studies (for graduate proposals)	
_____	<u>  /  /  </u>
Senior Vice President for Academic Affairs and Provost (or designee)	



## Change Request: Hybrid Delivery

This form is to request authorization to deliver 50 percent or more of a degree/degree program that has previously been approved by the chancellor using an online or hybrid delivery model.<sup>1</sup> The 50 percent marker excludes internships, clinical practicum, field experiences and student teaching.

**Date of submission:** December 26, 2018

**Name of institution:** Kent State University

**Degree program to be offered using online or hybrid delivery:**  
Occupational Therapy Assistant Technology major  
within the Associate of Applied Science degree

**Primary institutional contact for the request**

**Name:** Therese E. Tillett  
**Title:** Associate Vice President of Curriculum Planning and Administration  
Office of the Provost  
**Phone:** 330-672-8558  
**Email:** tillet1@kent.edu

**Proposed start date:** Summer 2020

**Date that the request received final approval from the appropriate institutional committee:**  
Approved by the Educational Policies Council,  
subcommittee of the Faculty Senate on 28 January 2019

**Institution has Higher Learning Commission approval for online or hybrid delivery:**  
Yes (see Appendix A)

**Educator preparation program that leads to licensure or endorsement:**  
No

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<sup>1</sup> For this document, the following definitions will be used:

**Online:** A course where most (80+ percent) of the content is delivered online and typically requires no face-to-face meetings.

**Hybrid:** Course that blends online and on-ground/face-to-face delivery. Substantial proportion of the content is delivered online; typically uses online discussion and has a reduced number of face-to-face meetings.

**Web-facilitated:** Course that uses web-based technology to facilitate what is essentially a face-to-face course. Examples of this may be the instructor posting the syllabus or list of assignments on a web page or to a course management system, or requiring some quizzes to be taken via an online method.

**On-ground (aka traditional or face-to-face):** Course that uses little or no online technology, where content is primarily delivered orally or in writing. For this document, on-ground courses include those that are web-facilitated.

## CURRICULUM

**1. Will the online or hybrid program be offered instead of or in addition to the onsite program?**

The hybrid (online/on-ground) A.A.S. degree in Occupational Therapy Assistant Technology will be offered in addition to the on-ground program.

The degree program is offered at Kent State's Ashtabula Campus (since 2005) and East Liverpool Campus (since 1990). At implementation, the hybrid program will be offered at the Ashtabula Campus only. In the near future, both the East Liverpool Campus and the Ashtabula Campus will offer the hybrid program.

For fall 2018, there were 97 students enrolled in the degree program, with 57 students admitted to the Ashtabula Campus and 40 students admitted to the East Liverpool Campus.

**2. Indicate whether the online or hybrid program is equivalent to the on-ground program (e.g., expected outcomes, number of credits, course availability, etc.). If there are differences, please explain.**

The hybrid program will be equivalent to the on-ground program. Admission criteria, course requirements and student learning outcome remain the same. Courses will be offered per the typical schedule, but students in the hybrid cohort will complete their lab hours in condensed weekend or weekday formats, while completing their didactic coursework online asynchronously.

**3. Describe how interaction (synchronous or asynchronous) between the instructor and the students and among the students is reflected in the design of the program and its courses.**

Interactions between instructors and students and among students will be both synchronous and asynchronous. Lecture content and discussions will be presented in asynchronous formats, while lab coursework will be primarily synchronous and face-to-face. Faculty will schedule regular office hours for synchronous interaction (face-to-face and online) with students as well.

**4. Explain how students are supported and counseled to ensure that they have the skills and competencies to successfully complete the curriculum in an online learning environment.**

Students will receive information about expectations and services in the program's information packet at admissions and in advising sessions. After acceptance into the program and prior to matriculation, students in the hybrid cohort will participate in an orientation session, which will detail the requirements and competencies for successful completion of the hybrid program. The program's student handbook will include this information as well. Examples of support include contacts for program faculty, campus and Kent State helpdesk and academic service; and information about Kent State's learning management system (Blackboard Learn).

**5. Describe the evaluation systems used to measure the quality and effectiveness of the program delivered in an online or hybrid format.**

Program faculty will utilize the same evaluation system for the hybrid program as is done with the on-ground program. Faculty measure program learning outcomes through the university assessment system (Kent State uses the higher education assessment and accreditation software Taskstream). Students will be assessed on clinical competencies for each fieldwork course, using standardized and non-standardized assessment tools. Additional outcomes are assessed upon graduation, including student satisfaction and employment. In addition, students will complete an evaluation for each course in the program.

Program faculty consider the existing mechanisms appropriate for the hybrid program. Faculty will compare results of data related to effectiveness and quality of the program to prior results for the traditional program to understand any significant differences, and prepare appropriate action plans for any deficient areas.

**6 Using the chart below, please list the courses that make up the major/program and indicate whether they are delivered using an online, hybrid or on-ground format (see definitions on first page). Identify all new courses (i.e., courses that are not a part of the approved, on-ground curriculum).**

All courses identified below are currently existing, approved courses in the Occupational Therapy Assistant Technology program. Students in the on-ground program will take only three courses fully online or hybrid (AHS 12005, OCAT 10000 and OCAT 20001).

<b>Major Requirements</b>		<b>Online</b>	<b>Hybrid</b>	<b>On-ground</b>	<b>Comments</b>
OCAT 10000	Foundations in Occupational Therapy	■		■	
OCAT 10001	Occupational Therapy Practice Skills II		■	■	On-campus lab
OCAT 10002	Therapeutic Techniques I: Psychosocial		■	■	On-campus lab
OCAT 10003	Occupational Therapy Practice Skills Laboratory			■	On-campus lab
OCAT 10092	Therapeutic Techniques: Fieldwork IA			■	Off-campus
OCAT 20000	Therapeutic Techniques II: Physical Dysfunction I		■	■	On-campus lab
OCAT 20001	Occupational Therapy Management and Leadership Skills		■		Approx. 3 on-campus meetings
OCAT 20003	Occupational Therapy Practice Skills III		■	■	On-campus lab
OCAT 20004	Therapeutic Techniques III: Developmental Disabilities		■	■	On-campus lab
OCAT 20006	Therapy Techniques IV: Physical Dysfunction II		■	■	On-campus lab
OCAT 20092	Therapeutic Techniques: Fieldwork IB			■	Off-campus
OCAT 20192	Clinical Applications I			■	Off-campus
OCAT 20292	Clinical Applications II			■	Off-campus
<b>Additional Requirements</b>		<b>Online</b>	<b>Hybrid</b>	<b>On-ground</b>	<b>Comments</b>
AHS 12005	Concepts in Lifespan Development	■			
or NURS 20950	Human Growth and Development for Health Professionals	■	■	■	
AHS 12010	Professionalism in Healthcare	■		■	
AHS 22002	Clinical Kinesiology	■		■	
AHS 22003	Clinical Kinesiology Laboratory			■	On-campus lab
BSCI 11010	Foundational Anatomy and Physiology I		■	■	
BSCI 11020	Foundational Anatomy and Physiology II		■	■	
PSYC 11762	General Psychology	■	■	■	
PSYC 21211	Psychology of Everyday Life	■	■	■	
or PSYC 40111	Abnormal Psychology	■		■	
UC 10097	Destination Kent State: First Year Experience	■	■	■	
Kent Core Composition		■	■	■	
Kent Core Mathematics and Critical Reasoning		■	■	■	
Kent Core Humanities and Fine Arts		■	■	■	

## FACULTY AND ADMINISTRATION

- 7 Describe the duties of the individual who has major responsibility for the administration and coordination of the online or hybrid program. Describe the qualifications of this individual for the oversight of a distance education program and provide this individual's CV as an appendix item.**

Academic Program Director Julie Mirabell, a licensed occupational therapist, will be the lead administrator for the proposed hybrid program. The program director is responsible for all aspects of the program, including operational, administrative, instructional, managerial, financial, continuous review and analysis, planning, development and general effectiveness of the program.

Throughout her 12 years with this program, Ms. Mirabell has completed significant professional development in the area of education from the American Occupational Therapy Association, and many hours of individual and small-group instruction with instructional designers at Kent State. Topics included Blackboard Learn training, proctored testing options and strategies and options for asynchronous delivery of lecture content. Ms. Mirabell currently is enrolled in Kent State's [Online Teaching Orientation and Refresher](#) course.

Ms. Mirabell has also completed three Quality Matters workshops/conferences and will incorporate the Quality Matters standards into the development of the program and course design.<sup>2</sup>

- 8 Describe faculty members' responsibilities to the online or hybrid program. In your response, indicate how faculty members' responsibilities to the online or hybrid program affect their responsibilities to the on-ground program, including teaching load, advising, research/scholarship, and participation in faculty committees/governance. Are additional faculty members going to be hired to implement the online or hybrid program? Will these faculty members participate in only the online or hybrid program or will they participate in the on-ground program as well.**

Program faculty will continue to teach their current assigned load. Presently, with the on-ground delivery, faculty teach one lecture and two lab sections for each major course including a lab. In the hybrid program, faculty will deliver the lecture content online. For the lab components, one lab section will meet on two or three weekends each semester per course, while the second lab section will meet one weekday each week.

These multiple options provide choices for students who have time constraints with life and job responsibilities. Approximately 60 percent of the students in the program currently are enrolled part-time.

Faculty will implement a combination of traditional and online office hours to meet the advising needs of students in both cohorts. There will be no impact on faculty research and scholarship and participation in faculty committees. No additional faculty will be needed, as the total number of students and teaching load hours remains the same.

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<sup>2</sup> Quality Matters. MarylandOnline, 2013. Retrieved from [www.qualitymatters.org](http://www.qualitymatters.org).

**9 Describe the mechanisms used to ensure that faculty members have the appropriate qualifications and support to teach successfully in an online environment. Include in your response the pedagogical and technical support provided for the design, production and management of online courses, as well as institutional support for all essential technology.**

All full-time faculty teaching in the hybrid cohort will be required to complete Kent State’s [Online Teaching Orientation and Refresher](#) course or an alternate offering of similar content prior to summer 2020 implementation of the proposed hybrid program.

A full-time instructional designer at the campus will provide technical support for the design, production and management of the program’s courses. Staff from Kent State’s Office of Continuing and Distance Education will help guide and support the program developers throughout the design process. Additionally, faculty will be offered on-going professional development in the area of best practices for presentation of online curriculum.

**10 Using the form below, provide the information requested for each member of the instructional staff. A faculty member must be identified for each course to be taught during the first two years of program delivery. If a faculty member has not yet been identified for a course, indicate that as an “open position” and describe the necessary qualifications in the matrix (as shown in the example below). A copy of each faculty member’s CV must be included as an appendix item.**

The tables below lists instructors teaching major courses for the program. Additional course requirements (e.g., biology, psychology) are taught by faculty from their respective disciplines for this program and other programs at Kent State. See Appendix B for faculty CV.

\* Number of courses instructor will teach each year (on-ground and online).

**Faculty at the Ashtabula Campus**

Instructor	Faculty Rank	Academic credential	Courses instructor teach	Online experience teaching/ professional development	Courses taught*
Julie Mirabell, OT/L <i>Academic Program Director</i>	Adjunct Instructor (part-time)	M.S., Occupational Therapy, Western Michigan University, 1996	OCAT 10001 OCAT 20006	Online Teaching Orientation and Refresher course (2018); three Quality Matters workshops	2
Janine Ricketts, OTR/L	Lecturer (full-time)	M.S., Occupational Therapy, D’Youville College, 1999	OCAT 10002 OCAT 20000 OCAT 20003 OCAT 20004	Online Teaching Orientation and Refresher course; two years teaching online Allied Health Science courses; Quality Matters Peer reviewer certification	4
Megan Shumaker, OT/L	Lecturer (full-time)	B.S., Occupational Therapy, Cleveland State University, 2000 *	OCAT 10000 OCAT 10003 OCAT 10092 OCAT 20092 OCAT 20192 OCAT 20292	Quality Matters conference (2018); website documents-accessibility training (2016); Kaltura training session (2016); SafeAssign resources for students and faculty ( 2015); Camtasia Studio 7 presentation (2014)	7 <i>primarily fieldwork/ clinical education</i>
Dorothea Thompson, OTR/L, CLT	Adjunct Instructor (part-time)	M.S., Occupational Therapy, University of Findlay, 2004	OCAT 20001	Nine years teaching OCAT 20001 in hybrid format; Camtasia Studio 7 presentation (2014, 2017)	1

\* Credential not on file in Kent State Office of Academic Personnel



**Faculty at the East Liverpool Campus**

Instructor	Faculty Rank	Academic credential	Courses instructor teach	Online experience teaching/ professional development	Courses taught*
Brandy Britenbaugh, OTR/L	Lecturer (full-time)	M.O.T., Occupational Therapy, University of Findlay, 2006	OCAT 10001 OCAT 10002 OCAT 20000 OCAT 20003 OCAT 20006	Quality Matters workshop (upcoming 2019)	5
Anthony Mucci, COTA/L	Adjunct Instructor (part-time)	B.A., Health Science, University of Cincinnati, 2017	OCAT 10000 OCAT 10003	Online Teaching Orientation and Refresher course (2018)	2
Nannette Sullivan, COTA/L <i>Clinical Coordinator</i>	Adjunct Instructor (part-time)	B.S. Health Administration, University of Phoenix, 2008	OCAT 20001 OCAT 10092 OCAT 20092 OCAT 20192 OCAT 20292	SafeAssign resources for students and faculty ( 2015); one year teaching hybrid major course	5 <i>primarily fieldwork/ clinical education</i>
Kathleen Swoboda, OTR/L <i>Academic Program Director</i>	Associate Lecturer (full-time)	L.S.M., Liberal Studies, Kent State University, 2011	OCAT 20004	SafeAssign resources for students and faculty ( 2015); Camtasia Studio 7 presentation (2014, 2017)	1

**APPENDICES**

**Appendix Description**

- A Online approval from the Higher Learning Commission
- B Faculty curriculum vitae

Kent State verifies that the information in this request is truthful and accurate.

Respectfully,

Todd A. Diacon  
Executive Vice President for Academic Affairs and Provost