

Board of Trustees
Academic and Student Affairs Committee
June 12, 2023 at 9:00am
Zoom Meeting – No Physical Location Available

The public is invited to view the meeting on YouTube. The link to the Board of Trustees YouTube page can be found the Board website: <https://www.maine.edu/board-of-trustees/>

AGENDA

9:00am - 10:00am

Executive Session

The Academic and Student Affairs Committee will enter Executive Session under the provision of: MRSA Section 405 6-A.

Following the executive session, the committee will reconvene the public meeting to discuss the following item:

10:00am - 10:10am

Tab 1 [USM B.S. in Special Education](#)

10:10am - 10:20am

Tab 2 [USM B.S.B.A. in Operations and Supply Chain Management](#)

10:20am - 10:30am

Tab 3 [USM B.S. in Occupational Therapy Assistant](#)

Items for Committee decisions and recommendations are noted in red.

Note: Times are estimated based upon the anticipated length for presentation or discussion of a particular topic. An item may be brought up earlier or the order of items changed for effective deliberation of matters before the Committee.

University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: B.S.in Special Education

INITIATED BY: David M. MacMahon, Chair

BOARD INFORMATION:

BOARD ACTION: X

BOARD POLICY:

305.1 Program Approval, Review & Elimination Procedures

UNIFIED ACCREDITATION CONNECTION:

N/A

BACKGROUND:

The University of Southern Maine (USM) is seeking permission to offer a Bachelor of Science in Special Education. There is currently a crisis in Maine special educator staffing. There are too few applicants for available positions, and the numerous open positions have resulted in significant safety concerns for students and a failure to provide adequate educational programming. The proposed online degree will be notable and distinct from other special educator pathways within the University of Maine System (UMS) through its (a) collaboration with school district partners, other UMS programs, Maine community colleges, and with the Maine Department of Labor, (b) net new enrollments in a degree program, (c) embedded paid apprenticeships, and (d) degree completion support for working adults.

COLLABORATION

This proposed degree will also incorporate a unique level of collaboration among UMS campuses, Maine's community colleges, and the Maine Department of Labor. The USM special education faculty have worked system-wide with their special education colleagues over two years to develop ideas for meeting the state-wide special education staffing crisis. Plans include a new website where all special education certification programs in the UMS will be listed, a clearinghouse for information about all the UMS special education courses, and an in-person meeting to create an action plan for long-term solutions.

Collaboration with Maine school districts will also be critical for this unique degree program. The degree students will work full-time as Educational Technicians (Ed. Tech) in the collaborating districts while they complete the degree. The districts will assign certified special education teachers as mentors to the candidates. These mentors will provide the candidates with daily observation, coaching, and support. This is a crucial feature of the degree proposal that connects with the unique apprenticeship built into it. Notably, the collaborating school districts

06/02/2023

approached the USM Special Education Department faculty to propose the idea for the embedded apprenticeships. In particular, the Gorham School Department has a long history of collaboration with USM for teacher preparation. Gorham contacted the USM Special Education Department to seek assistance because they know and trust USM's record of prior partnerships. Additionally, faculty are meeting with the Lewiston school department and Central Maine Community College regarding our programs that can serve their staffing needs and provide a pathway to teacher certification. In essence, undergraduate students interested in a career in special education are a potential source of labor for Maine's schools, and this proposal offers a pathway for those interested in completing a bachelor's degree and earning special education teacher certification to do so while learning on the job. Superintendents and education associations have also offered letters of support.

The proposed degree will also include an ongoing collaboration with the Maine Department of Labor (MDOL), which has approved an apprenticeship for bachelor's degree students. This collaboration brings financial resources to support school-based mentors and coordinate transitions between Associate Degree completion and Bachelor's degree enrollment. The MDOL has tentatively approved the apprenticeship, pending degree authorization by the UMS.

The proposal was reviewed at all appropriate faculty and administrative levels at USM and was reviewed and subsequently recommended by the Chief Academic Officers Council. Dr. Jeffrey St. John, Vice Chancellor of Academic and Student Affairs, recommended the program to the Chancellor. Chancellor Malloy signed his approval of the Bachelor of Science in Special Education on June 1, 2023.

TEXT OF PROPOSED RESOLUTION:

That the Academic and Student Affairs Committee forwards this item to the Consent Agenda at the July 10, 2023, Board of Trustees meeting for approval of the following resolution:

That the Board of Trustees accepts the recommendation of the Academic and Student Affairs Committee and approves the Bachelor of Science in Special Education at the University of Southern Maine.

06/02/2023



**Vice Chancellor for
Academic and
Student Affairs**
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Date: May 25, 2023

To: Dannel Malloy, Chancellor
University of Maine System (UMS)

From: Jeffrey St. John, VCASA 'J

Regarding: USM Program Proposal: B.S. in Special Education

The University of Maine

University of Maine
at Augusta

University of Maine
at Farmington

University of Maine
at Fort Kent

University of Maine
at Machias

University of Maine
at Presque Isle

University of
Southern Maine

Please find the attached program proposal from the University of Southern Maine to offer the B.S. in Special Education. The attached material includes documentation of university level support including approval from President Jacqueline Edmondson as well as the full program proposal.

The proposed addition of the B.S. in Special Education was reviewed and recommended by the Chief Academic Officer's Council (CAOC) on March 16, 2023. I also recommend this program for your approval.

I approve	I do not approve for the reasons listed below	Additional information needed for decision	Action
✓			Approve the B.S. in Special Education

Dannel P. Malloy
Chancellor Dannel Malloy

6.1.23
Date



Special Education Bachelor of Science Degree (Online)

University of Maine System
Program Proposal

University of Southern Maine

School of Education and Human
Development

February 2023

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PROGRAM PROPOSAL:

Special Education Bachelor of Science Degree (Online)

Overview

There is currently a crisis in Maine special educator staffing. There are too few applicants for available positions and the numerous open positions have resulted in both significant safety concerns for students and failure to provide adequate educational programming. This proposal is for an online Bachelor of Science (B.S.) degree in special education offered in the Special Education Department, School of Education and Human Development in the College of Management and Human Services at the University of Southern Maine (USM). The Special Education Department (SED) at USM currently offers a Master of Science in Special Education that leads to Maine certification as a Special Education teacher (282). Enrollment in this program remains robust, however it is not accessible to individuals who do not have a bachelor's degree.

The proposed degree will be notable and distinct from other special educator pathways within the University of Maine System (UMS). This proposed degree will be different through its (a) collaboration with school district partners, other UMS programs, Maine community colleges, and with the Maine Department of Labor, (b) net new enrollments in a degree program, (c) embedded paid apprenticeships, and (d) degree completion support for working adults.

COLLABORATION

Maine school districts will be critical partners and collaborators for this unique degree program. The degree students will work full-time as Educational Technicians (Ed. Tech) in the collaborating districts while they complete the degree. The districts will assign certified special education teachers as mentors to the candidates. These mentors will provide daily observation, coaching, and support to the candidates. This is a crucial feature of the degree proposal and one that connects with the unique apprenticeship built into it. Notably, the collaborating school districts approached the USM Special Education Department faculty to propose the idea for the embedded apprenticeships. In particular, the Gorham School Department has a long history of collaboration with USM for teacher preparation. Gorham reached out to the USM Special Education Department to seek assistance because they know and trust USM's record of prior collaboration. Additionally, the special education faculty are meeting on 2/28/2023 with the Lewiston school department and Central Maine Community College regarding our programs that can serve their staffing needs and provide a pathway to teacher certification. In essence, undergraduate students interested in a career in special education are a potential source of labor for Maine's schools and this proposal offers a pathway for those interested in completing a bachelor's degree and earning special education teacher certification to do so while learning on the job. See Appendix A for letters of support from superintendents and education associations.

This proposed degree will also incorporate a unique level of collaboration among UMS campuses, Maine's community colleges, and the Maine Department of Labor. The USM special education faculty

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have reached out and met with their special education colleagues from the other campuses over the last two years to develop ideas for meeting the state-wide special education staffing crisis. Efforts to date include meetings with faculty from individual campuses as well as a recent meeting with faculty from all campuses (2/3/2023) to discuss ongoing collaboration toward as many pathways for special educator certification as possible. Plans include a new website where all special education certification programs in the UMS will be listed, a clearinghouse for information about all the UMS special education courses, and an in-person meeting in Augusta in spring 2023 to create an action plan for long-term solutions. The USM special education faculty will meet on 2/28/2023 with the University of Maine Machias, University of Maine Augusta, and University of Maine Presque Isle faculty and administrators regarding how this proposal and their current online special education undergraduate programs can work together. Ongoing collaboration with the community colleges includes articulation agreements that recognize credits earned in an Associate's degree to be automatically counted toward the bachelor's degree at USM.

Additionally, the proposed degree will include an ongoing collaboration with the Maine Department of Labor (MDOL) which has approved an apprenticeship for the bachelor's degree students. This collaboration brings financial resources to support school-based mentors as well as coordination of transitions between Associate degree completion and Bachelor's degree enrollment. The MDOL has tentatively approved the apprenticeship, pending degree authorization by the UMS.

NET NEW ENROLLMENT

This proposed degree will bring entirely new students to USM; in fact, the students for whom this degree is intended might not complete a college degree if not for this program. The creation of this fully online major in conjunction with a Registered Apprenticeship will support the USM, MDOL, and school partners to create a long-term "pipeline" of future special education teachers. The proposed degree is not a short-term fix for the current crisis. Instead it is a long-term solution that ensures schools can retain entry-level staff while they seek degree completion and certification. This degree will also create a pipeline for new enrollments within the UMS, helping to offset the decline in numbers of traditional-age college students.

The major also has the potential to help address the critical need for more racially, culturally, and linguistically diverse special educators who reflect the demographic shifts in our state's student population. Through targeted partnerships with Maine's urban school districts where the shortage of special education teachers is most acute, the major provides the opportunity for recruitment of candidates from diverse cultural and linguistic backgrounds. In addition, the degree will be accessible to those for whom employment is a necessity during a teacher certification program. For this reason, it is an important way that the UMS can contribute to workforce development.

REGISTERED APPRENTICESHIP

This undergraduate special education degree will be unique in the UMS for its status as an approved Registered Apprenticeship sponsor in conjunction with the Maine Department of Labor connected with online special education degree completion. The apprenticeship model means that teacher candidates work full-time in schools while they complete their degrees and certification. The target students for this program are Educational Technicians (Ed Techs) already working in Maine schools. These staff support classroom teachers in providing instruction and support for Maine students,

particularly those with disabilities. The proposed degree program will allow the Ed Techs to continue their current employment while they complete the degree program. This is important because there is also a critical shortage of Ed Techs in Maine schools and current staff will not need to leave their jobs in order to become special education teachers. In addition, the apprenticeship experience augments and improves candidate preparation by providing daily application of the knowledge and skills learned in university courses. Through a school-based mentor, the candidates will engage in continuous learning as they complete degree and certification requirements.

On 2/22/2023 the USM special education faculty, Gorham School Department (GSD), and the Department of Labor are meeting to finalize the arrangements for a Registered Apprenticeship among the GSD, USM, and Southern Maine Community College (SMCC). Additionally, the USM and SMCC are in the final stages of an articulation agreement allowing for Associate Degree credits to transfer to this special education bachelor's degree. The registered apprentices in Gorham will be employed by the GSD beginning with Ed Tech I and II positions. The GSD and USM will then partner for Ed Tech III eligibility, undergraduate degree completion, and teacher certification. See Appendix B for details about the Apprenticeship, including the Maine Department of Labor approved Schedule of Work (SOW) for Ed Tech I and II and a draft of the SOW for Ed Tech III, bachelor's degree completion, and special education teacher certification.

DEGREE COMPLETION

The program will have multiple entry points, including candidates who are first year students, candidates with associate degrees seeking a bachelor's degree, and transfer candidates bringing a transcript of coursework. The program will be fully accessible to candidates working full time as Ed Techs and/or Apprentices in a school district through coursework in a fully online format with a combination of asynchronous and synchronous courses and field experiences linked to their employment. Candidates will be able to move into teaching positions immediately upon completion of the bachelor's degree and teacher certification. Importantly, the new degree students will be ones who are not currently enrolled in any degree program. This means that they will be entirely new matriculated students who would have otherwise not been able to complete a degree. The marketing and recruitment for this proposed degree will focus on finding current school staff who do not have a bachelor's degree. This group of individuals already work in schools and have an interest in a career in education. As of February 2023, a group of over 20 Ed Techs working in southern Maine schools are enrolled in district-sponsored Apprenticeships through Southern Maine Community College. These students anticipate enrolling at USM once they complete their associate degrees so that they can complete their preparation to become fully certified special education teachers.

Evidence of Need

In a recent [report to the U.S. Department of Education](#), the MDOE listed special education as an area with shortages at all grade levels, K-12. Notably, special education is the only teacher certification area that has been listed with critical shortages in Maine every year since 1990. Based on data from the primary websites that post jobs for Maine teachers (Serving Schools and School Spring), as of 2/6/2023, there were over 900 unfilled positions for special educators in Maine's schools. The ongoing lack of sufficient special educators prevents students' individualized education programs (IEP) from being implemented correctly. When IEPs are not implemented correctly, the students suffer. In addition, schools face costly litigation because failing to implement an IEP correctly violates both state and

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federal laws. In order to staff special education programs, most Maine schools are now hiring primarily Ed Tech levels I and II instead of III. This practice is important to understand because it demonstrates how lack of access to bachelor degree completion is influencing school district practices. Ed Tech level I requires only a high school diploma and Ed Tech II requires 60 college credits. Although these personnel help to meet immediate staffing needs, they cannot perform all the functions of fully certified special education teachers.

Data from the U.S. Department of Labor O*Net Center (2020) shows that the average special educator in Maine earns \$51,210 with a range from \$36,270 to \$73,660 or more. Additional data from the U.S. Department of Labor related to long-term workforce predictions from 2016-2026 indicate that over that time Maine will not need as many special education teachers due to a smaller number of school-age children (Table 1). Nonetheless, even with reduced demand, by 2026, Maine will need an estimated 160 additional special education teachers. These projection models do not take into consideration that a third of Maine teachers are of retirement age and will require replacement hires and that there are hundreds of unfilled openings right now.

Table 1. Predicted Maine Special Education Teacher Needs, 2016 - 2026

Job Title	2016	2026	Change	%Change	Needs
Special Education Teachers, Kindergarten and Elementary School	1,060	1,040	-20	-1.9	70
Special Education Teachers, Middle School	470	460	-10	-2.1	30
Special Education Teachers, Secondary School	850	830	-20	-2.4	60

Additional documentation of the urgent need for additional special education teachers is found in the attached letters from Maine special education directors and superintendents. In addition, there is a letter from the Maine School Superintendents Association supporting the creation of a bachelor's degree in special education at USM to address the crisis-level shortage of special educators. These letters speak not only to the urgent need for the proposed degree, but also how prior collaborations with the University of Southern Maine have resulted in important benefits to public schools and workforce development.

STATUS OF UNDERGRADUATE PROGRAMS IN SPECIAL EDUCATION

Data from the University of Maine System provide information about the existing programs and degrees that lead toward special education teacher certification. As shown in Table 2, the majority of students currently enrolled in a special education degree program are at the graduate level (n = 365). These students are spread among three campuses: University of Maine (UM), University of Maine at Farmington (UMF), and USM. Not all of these students are seeking certification because some are already certified and seeking an advanced degree. There is one bachelor's degree in special education program within the UMS and it is at UMF. This program currently enrolls 25 students. UMF also offers a bachelor's degree in early childhood special education (birth-5 years) and it has 30 students. The current proposal focuses on preparing K-12 special education teachers and not those working with children birth to 5. Both of the UMF bachelor's degrees are predominantly on-campus programs.

Four other UMS campuses offer bachelor's degrees in education (not special education) with a

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concentration in special education: the University of Maine (n = 17), University of Maine at Augusta (n = 3), University of Maine at Machias (n = 25), and the University of Maine at Presque Isle (n = 17). The total number of undergraduate students enrolled in bachelor's degrees at these campuses that lead to certification is 62. Together with the 25 students at the UMF, there are currently 87 total special education bachelor's degree students in the UMS. There are additional graduate students seeking certification, however, not all graduate students in special education are pre-certification. For example, at USM about 50 of the enrolled graduate students are seeking certification. The remainder are already certified and seeking an advanced degree. It is also

Table 2. Number of Enrolled Students in Special Education and Related Degree Programs in the UMS

Campus	Degree	Number of Students
UM	Bachelor's degree in education with special education concentration	17
	Master's degree in special education	121
	Specialist degree in special education	8
UMA	Bachelor's degree in liberal studies with special education concentration	3
UMF	Bachelor's degree in early childhood special education	30
	Bachelor's degree in special education	25
	Master's degree in education with special education concentration	72
U FK	None	
UMM	Bachelor's degree in education with inclusive early childhood concentration	6
	Bachelor's degree in education with special education concentration	19
UMPI	Bachelor's degree in education with special education concentration	17
USM	Advanced graduate pathway in special education (4+1)	14
	Master's degree in special education	164
TOTAL		496

important to note that many, if not all, of those in certification-track are already working in schools as conditionally certified special educators. Once they complete their programs, they will continue in their current jobs and not address the overall crisis in special education staffing.

Currently, only one campus offers a bachelor's degree in Special Education (UMF). The other campuses with bachelor's degree programs provide this as a **concentration** and not a major. This distinction is important because it affects both the degree identity and the expertise of the faculty teaching the courses. Special education is a unique profession that is distinct from education as a whole. Special educators work specifically with children who have a wide range of disabilities and the professional preparation for such work requires different courses than other teachers. For example, special educators must learn to recognize the symptoms and treatments for disabilities ranging from dyslexia to orthopedic impairment. Some students require complex supports that include educational and medical components. In addition, special educators must learn how to conduct specialized assessments, manage IEPs, and supervise paraprofessionals. The Council for Exceptional Children (CEC) is the professional organization that represents special educators. CEC has program accreditation standards for degree programs specifically in special education.

PROGRAM GOALS & OUTCOMES

The proposed degree program seeks to:

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1. Create an online special education bachelor's degree program that meets Maine K-12 special education teacher certification requirements through an approved program. The curriculum goals and outcomes of the degree will align with the State of Maine Initial Teacher Certification Standards (Table 3) and the Council of Exceptional Children Standards (Table 4).
2. Leverage an apprenticeship program through the Maine Department of Labor to provide job-embedded special educator preparation. Ongoing collaboration will include multiple campuses in the UMS as well as partner school districts where candidates will work while completing their degrees. The degree will be part of the solution for the special education teacher staffing shortages by maintaining immediate staff as they prepare for future roles as certified special education teachers.
3. Enhance and expand Maine's workforce by offering a way for current Ed Techs to remain in their jobs while they work toward both degree completion and certification. Importantly, the proposed program will support individuals with no prior college credits as well as those with many credits. Prior coursework will be evaluated to provide prior learning credit toward the bachelor's degree.

Table 3. Maine Initial Teacher Certification Standards

1. Learner Development. The teacher understands how students learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. Learner differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.
3. Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.
4. Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.
5. Innovative Applications of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.
6. Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to guide the teacher's on-going planning and instruction.
7. Planning for Instruction. The teacher draws upon knowledge of content areas, cross-disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.
8. Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information.
9. Reflection and Continuous Growth. The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.
10. Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
11. Technology. Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers will meet the following standards and performance indicators.

Table 4. Council for Exceptional Children Standards

1. Engaging in Professional Learning and Practice within Ethical Guidelines
2. Understanding and Addressing Each Individual's Developmental and Learning Needs
3. Demonstrating Subject Matter Content and Specialized Curricular Knowledge
4. Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making
5. Supporting Learning Using Effective Instruction
6. Supporting Social, Emotional, and Behavioral Growth
7. Collaborating with Team Members

ACCREDITATION

Teacher education programs in Maine must be approved by the Maine Department of Education and Maine State Board of Education for program completers to be recommended for state certification. Teacher education programs at USM are state-approved programs as well as nationally accredited through the Council for Accreditation for Educator Preparation (CAEP). The teacher education programs at USM are reviewed every seven years to reaffirm that the standards and requirements established by the Maine State Board of Education for teacher preparation and CAEP are being met. The USM Special Education Program currently at the graduate level is one of only three nationally accredited programs in the state of Maine along with University of Maine, and University of Maine Farmington. CAEP accreditation requires a greater level of accountability for program quality, which helps ensure that teacher certifications earned at USM will also be recognized by most other states. The proposed special education bachelor's degree was approved as a future program in the awarding of USM's 2022 - 2029 national accreditation and state program approval. This means that the very first graduates from the new degree program can be recommended for special education teacher certification immediately upon degree completion.

ENROLLMENT PROJECTIONS

We expect to recruit and enroll an initial cohort of 25 students and then grow that number to annual cohorts of 35 students each year. By the fifth year of the degree, we expect to have a total 125 matriculated degree students (see Table 5) and sustain that over time.

Table 5. Total Special Education Degree Enrollment Projection

Academic Year	Newly Enrolled Majors	Cumulative Special Education Majors
2023-2024	25	25
2024-2025	30	55
2025-2026	35	90
2026-2027	35	125

Program Content

The proposed bachelor's degree will provide all of the coursework and field experiences necessary for graduates to earn Maine certification as a special education teacher. The program of study integrates work experiences in schools with course assignments to provide a combination of theoretical and applied learning experiences. See Appendix C for sample program schedules. Through the school partnerships and apprenticeship program, there are several distinguishing features of the program worth noting.

1. Fully online coursework and field experience supervision minimizing program related travel and maximizing school day time needed for teaching and professional activities, such as direct service instruction, staff duties, and IEP meetings.
2. Focus on integration of special education services within a multi-tiered system of supports (MTSS) that fosters access to free appropriate public education (FAPE) in the least-restrictive environment (LRE) as required by federal and state laws.
3. Preparation to use evidence-based instruction and progress monitoring to provide special education services (i.e., curriculum-based measures).
4. Three separate courses with applied instructional intervention projects for Positive Behavioral Interventions and Support (PBIS), Multi-Tier System of Student Support for Mathematics, Multi-Tier System of Student Support for Reading.
5. An Individual Internship Plan (IIP) is designed by the school district, university, and candidate to accommodate employment responsibilities, program requirements, and family needs. The two semester internship is a minimum of 450 hours. Summer experiences such as Extended School Year may count as internship hours.

RESEARCH- & EVIDENCE-BASED PRACTICE

All coursework in the Special Education major will reflect the research literature documenting best practices for students with disabilities. Specifically, courses include foundations in systematic and explicit instruction and High Leverage Practices (Council for Exceptional Children, 2022). The catalyst around which these practices are organized is a Multi-Tiered System of Support (MTSS) whereby candidates learn how to support students with disabilities across all school settings. In addition, Special Education majors will complete a capstone experience through the development of structured lesson series that is done as part of SED 488 in the spring of the year-long internship.

CLINICAL EXPERIENCE

The candidates have a six-course sequence of courses that require field experiences which can be completed in their school employment settings. All candidates, including Registered Apprentices, will spend time in schools every semester prior to the full-time internship. All clinical experiences will be overseen by one or more school-based mentors who will be fully certified special education teachers. In addition, University faculty will provide additional supervision for course-required applied projects.

ENTRY INTO THE PROGRAM

Students may declare the Special Education major upon admission to the university. Admission to the university will have multiple entry points, including (a) first year applicants, (b) candidates with associate degrees transitioning from community college to a bachelor's degree program, and (c) transfer students seeking credit for prior coursework and experiences. As required by both the Maine Department of Education and CAEP, students must successfully complete the teacher candidacy requirements to move forward into the final professional coursework and the student teaching capstone. Students will apply for candidacy after completion of at least 18 major credits with a grade of B or higher. If students do not meet the requirements for candidacy, they will need to select a major other than Special Education to complete their bachelor's degree.

Transfer students will need to meet the candidacy requirements as well. All USM transfer students are assisted by the Advising office for how best to transfer prior college credits as well as if they could earn Prior Learning Credit for work experience. One of the primary goals for this major is to offer a pathway for individuals with some college credits to complete a bachelor's degree as well as special education certification. Every effort will be made to award credit for as many prior college credits and work experiences as possible. Such practice will both validate the applicant's expertise and facilitate timely degree completion.

PROGRAM OF STUDY

The Special Education faculty have designed CAEP and state certification-compliant course offerings that will prepare teachers for students with disabilities. This fully online program will include synchronous and asynchronous online learning as well as field work and student teaching. The major will require a total of 39 credits. See Table 6 for a list of all courses required for the degree major. As noted above, there is a candidacy process for future teachers. Candidacy requires successful completion of the pre-candidacy courses and obtaining clearance to work in schools through fingerprinting and a background check. Once a candidate, the student completes student teaching and applied courses in behavior supports, mathematics, and reading to students with disabilities.

IMPACT ON EXISTING PROGRAMS

As noted above, one campus in the UMS currently offers a special education undergraduate degree accompanied by certification: the University of Maine at Farmington (UMF). UMA offers a special education minor, UMM offers a special education concentration, and there is a collaborative program through UMFK and UMPI that also offers a special education concentration. All of these programs remain important because Maine needs multiple programs in special education in order to address the critical shortage of special educators.

Despite the availability of these degree programs, Maine has a critical shortage of special education teachers. For this reason, adding a B.S. in Special Education at USM will not detract from the efforts and outcomes of existing programs. Specifically, USM's current degree programs are all graduate programs and not accessible to individuals without a bachelor's degree. UMF offers the only accredited bachelor's degree in special education in the UMS, with coursework offered during the daytime (e.g., school hours) when the proposed USM students who are employed in southern Maine school districts

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cannot have access to UMF learning opportunities. The new USM B.S. in Special Education at USM will provide an accessible and affordable degree and certification in special education for students not currently enrolled in any UMS or other college programs. Thus, this new degree program will not compete with programs and services offered elsewhere in the UMS.

Table 6. Special Education Major Course Requirements

Course Number	Course Title	Credits
Pre-candidacy		
• EDU 305	Foundations of Cultural/Linguistic Diversity** (DIV)	3
• HCE 200	Multicultural Human Development	3
• SED 235	Students with Exceptionalities	3
• SED 282*	Special Education Regulations, Procedures, and IEP Team	3
• SED 318*	Targeted and Individualized Instructional Strategies for Students with Disabilities**	3
• SED 387*	Technology Enhanced Instruction for Students with Disabilities**	3
• SED 393*	Transitions Among Agency, School, and Community**	3
• SED 415*	Positive Behavior Interventions and Supports (PBIS) 1	2
• SED 416	Positive Behavior Interventions and Supports (PBIS) 2**	1
• SED 453*	Assessment of Academic Achievement 1	2
• SED 454	Assessment of Academic Achievement 2**	1
Candidacy		
• SED 425*	Multi-Tier Mathematics Instruction and Assessment 1	2
• SED 426	Multi-Tier Mathematics Instruction and Assessment 2**	1
• SED 427*	Multi-Tier Reading Instruction and Assessment 1	2
• SED 428	Multi-Tier Reading Instruction and Assessment 2**	1
• SED 488*	Internship in Special Education for Students with Mild to Moderate Disabilities**	6
TOTAL CREDITS		39

*This course will be developed from the existing graduate level course for this content and can be co-listed with the graduate course if needed.

**These courses will have clinical field experiences in conjunction with school employment as a registered apprentice.

Although this program will not compete with or duplicate existing degree opportunities, the USM faculty seek to collaborate with all UMS campuses to optimize pathways for eligible Maine residents to become certified special educators. Importantly, the addition of this degree will make it possible for Maine

residents living in ANY location in Maine to become certified special educators. In order to create a focus on meeting Maine's critical shortage of special educators, we will continue to collaborate with our colleagues at other UMS campuses to meet these needs. Specifically, USM special education faculty plan to (a) work with all UMS special education faculty when planning course schedules, (b) accept all equivalent UMS special education courses toward the new degree so that students can have access to required courses in multiple ways, and (c) foster communication with the Maine Department of Education Office of Special Education to develop professional learning, advocacy, and family connections in support of Maine's children with disabilities.

Program Resources

PERSONNEL

There are three full-time special education faculty at USM and they would provide the primary teaching and advising responsibilities for the students in the bachelor's degree program. The current USM special education faculty have extensive expertise in both the field of special education and in online instruction. Dr. Kimball has been one of the primary leaders of university online instruction for over 25 years. He pioneered one of the first UMS fully online degree programs in 2005 and has provided mentoring and professional learning for other faculty. Professor Kimball is a Sloan-C certified online instructor. Dr. Brown-Chidsey is also an online teaching veteran and developed the fully online master's degree in applied behavior analysis (ABA) when she served on the faculty in the Educational and School Psychology Department. Like Dr. Kimball, Dr. Brown-Chidsey is Sloan-C certified, and she recently completed the Association of College and University Educators (ACUE) online instructor certificate program. Dr. Wilkinson brings her recent degree completion experience to the Department's collection of online teaching resources. Together, the USM special education faculty offer a depth of knowledge about online teaching that will ensure that the fully online bachelor's degree provides high-quality online instruction throughout the program of study.

Providing the courses in the new bachelor's program alongside the existing graduate degree program will require additional instructors beyond the three at USM. We propose to include all faculty in the UMS with appointments in special education to be the program faculty. There are a total of 13 full-time special education faculty in the UMS (Table 7). Of these, two are serving in administrative roles (Artesani, Ball). We propose two ways to collaborate with UMS special education faculty in providing this degree. First, when there is an opening for an instructor in a course in the bachelor's degree program, the UMS special education faculty will be asked to teach the course. In addition, we propose to continue our work with colleagues from all the UMS campuses to create a unified list of UMS special education courses. Any course offered by an UMS campus that is equivalent to a course required in the proposed degree requirements, will be accepted toward the degree. The benefit of having the collective UMS special education faculty provide the instruction ensures that the program focus is developing special education teachers whose professional identity and career goals are anchored in teaching students with disabilities.

The USM special education faculty also teach courses for students in other degree programs. For example, all Maine teachers must complete a course in teaching students with exceptionalities and Table 7. *University of Maine System Special Education Faculty*

Name	Position	Campus
Apgar, Jessica	Assistant Professor	UMF
Artesani, Jim	Associate Professor	UM
Ball, Heather	Associate Professor	UMM
Brown-Chidsey, Rachel	Assistant Professor	USM
Cuba, Melissa	Assistant Professor	UM
Flanagan, Sara	Assistant Professor	UM
Grumstrup, Brianna	Assistant Professor	UMF
Howorth, Sarah	Assistant Professor	UM
Jackson, Diane	Principal Lecturer	UM
Kimball, Walter	Professor	USM
Macleod, Kate	Assistant Professor	UMF
Taylor, Joshua	Assistant Professor	UM
Wilkinson, Sarah	Assistant Professor	USM

these courses are provided by the Special Education Department. A pool of highly qualified part-time faculty serve as instructors for certain special education courses. In the case where a full-time UMS faculty member is not available to teach a course in the bachelor's degree program, a part-time faculty member can be assigned to teach it.

While the additional faculty needs for the bachelor's degree can be addressed through the USM special education faculty, there are administrative needs that will require additional personnel. At this time, the only administrative support staff specifically assigned to the Special Education Department is one Administrative Specialist - CL2. This staff person, Armanda Liedke, supports two departments with large and time-intensive certification programs:

- Language, Literacy, and Culture
- Special Education

The addition of a bachelor's degree in special education will create more work for the administrative staff. We are budgeting for one additional full-time administrative assistant staff person to support the Special Education degree programs and certification needs.

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LIBRARY ACQUISITIONS

The UMS Library currently has the resources to support the bachelor of special education program.

EQUIPMENT

USM currently has teacher education programs that are supplied with the necessary modalities to meet the CAEP accreditation requirements.

FACILITIES & SPACE REQUIREMENTS

The Center for Excellence in Teaching and Learning is being developed in Bailey Hall to serve as the academic and social center for students in all teacher education programs. In addition, both USM and the UMS have extensive online teaching support resources that can assist with course development and faculty preparation.

COOPERATING PROGRAMS

University of Southern Maine

- Special Education Department
- Teacher Education Department
- Literacy, Language, and Culture Department
- Office of Educator Preparation

Financial Considerations

REVENUE PROJECTIONS

The bachelor's degree in special education is designed and expected to draw new students to USM, especially those who are working full-time in schools and not otherwise able to pursue a degree. Table 8 summarizes information about expected tuition revenue for the new degree based on the current undergraduate "e-rate" of \$351.00 per credit. This rate was selected because this degree is designed to be fully online through a combination of existing online USM Core courses, electives, and the special education major courses. Due to the goal of attracting individuals new to college as well as those with prior college credits seeking to complete a bachelor's degree, it is difficult to know how many total credits each student will complete at USM. Nonetheless, predictions based on an estimated number of new degree students taking an average of 30 credits per year, can be calculated. These data show that in the first year of the program (2023-2024), with 25 new students, \$262,250 of tuition would be generated. We plan to increase enrollment gradually in the following two school years, resulting in an annual average of 35 new matriculated students in each cohort. Once there are students enrolled in all

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program stages (2026-2027), estimated tuition revenue would be \$1,117,500 that year and thereafter.

Table 8. Projected Tuition Revenue from the Special Education Bachelor of Science Degree, 2023-2027

Academic Year	Total Degree Students	Credits Completed	Total Credits	Estimated Revenue
2023-2024	25	30	750	\$223,500
2024-2025	55	30	1650	\$491,700
2025-2026	90	30	2700	\$804,600
2026-2027	125	30	3750	\$1,117,500

PERSONNEL COSTS

As previously mentioned, the Special Education Department currently has 3 core faculty, for the graduate Special Education programs, the undergraduate advanced pathway and courses taught for the Teacher Education programs. The coordination of an undergraduate program will require one additional full-time Administrative Assistant. Costs for this position are summarized in Table 9.

Table 9. Personnel Costs for Additional Staff to Support the B.S. in Special Education

Position	Salary	Benefits	Total FY24	Total FY25	Total FY26	Total FY27
Administrative Assistant, Classified Staff (11-month)	\$30,000	\$15,300	\$45,300	\$45,300	\$45,300	\$45,300

PROGRAM EXPENSES AND REVENUE

A budget for the estimated costs associated with the bachelor's degree in special education is found in Table 10. This budget includes the anticipated tuition revenue as well as new personnel costs.

Table 10. Estimated Revenue and Expenses for bachelor's in special education

Academic Year	Revenue	Expense	Net
2023-2024	\$223,500	\$45,300	\$178,200
2024-2025	\$491,700	\$45,300	\$446,400
2025-2026	\$804,600	\$45,300	\$759,300
2026-2027	\$1,117,500	\$45,300	\$1,072,200

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The estimated revenue and expenses indicate a net gain for USM starting in the first year of the program and thereafter. The estimated net revenue from this degree is significant and will offset many of the overall program costs.

Program Evaluation

A CAEP program accreditation campus visit in fall 2021 resulted in full, 7-year, approval of the current graduate certification program in special education. The proposed bachelor's degree was included in the 2021 review and also fully approved. This approval means that bachelor's degree candidates will be eligible for immediate recommendation for Maine special educator certification once they graduate. CAEP will require the program to submit annual reports identifying areas of compliance, and non-compliance, with the accreditation standards. The self-studies and annual reports require the program to assess formative and summative programmatic goals and outcomes. In addition, the Director of Educator Preparation will collaborate with the Dean and Provost to maintain compliance.

Appendices:

- Appendix A: Letters of Support
- Appendix B: Registered Apprenticeship
- Appendix C: Proposed Sequence of Courses

Appendix A: Letters of Support

1. Cumberland County Superintendents Association
2. Hamblen
3. Kucinkas
4. Lancia
5. Maine School Superintendents Association
6. Perry

WINDHAM RAYMOND SCHOOL DISTRICT
Regional School Unit 14

Superintendent
Christopher S. Howell

228 Windham Center Road
Windham, ME 04062
207-892-1800 Fax 207-892-1805
www.rsu14.org

Assistant Superintendent
Christine Frost-Berinet

November 5, 2022

Dr. Adam Tuchinsky,
Interim Provost and Vice-President for Academic Affairs
University of Southern Maine
124 Wishcamper
PO Box 9300
Portland, ME. 04104

Dear Dr. Tuchinsky,

I am writing on behalf of the school superintendents of Cumberland County and would like to offer this letter of support for the undergraduate degree in Special Education that has been proposed by the University of Southern Maine. In a recent Cumberland County Superintendents Association meeting, the topic of special education programming and staffing was discussed. It was clearly evident that all districts are struggling to fully meet the special education needs of their district. One of the core issues identified by the group was the lack of fully certified special education teachers and support staff in our region and in Maine.

The districts in Cumberland County have long enjoyed a long and successful partnership with the USM. Our schools and programs have served as the training grounds for preservice and graduate level educators. Our students have benefited through these partnerships through the high quality individuals that the university has placed in our schools. USM students have certainly benefited from the placement opportunities and mentorships that they have received from the professionals that work in our districts. We are extremely confident that our regional districts will be able to provide the same level of support to this program expansion.

The staffing shortages that we are currently experiencing are not predicted to get any better. The lack of qualified individuals is impacting our students and is also having a significant impact on the professionals that are employed by our districts. Staff are increasingly needing to add to their workloads to ensure that the needs of students are being met. The added stress and fatigue of additional duties is already having an impact on our workforce. The number of individuals seeking early retirement and the number of people seeking other professions has been on the rise. A program at USM that might lead to an increase in qualified staff will most certainly impact our districts.

The University of Maine System currently offers one undergraduate program for special education teacher certification. Given the increased student needs that we are experiencing and the staff shortages that we are experiencing, one program in the state is not nearly enough to meet the programming needs of our community. The undergraduate program that is currently being proposed will have a significant impact on schools and students in our region. I hope that you will give it strong consideration. Please feel free to contact me if you have any additional questions.

Thank you for your consideration,



Christopher Howell
Superintendent of Schools RSU 14
President - Cumberland County Superintendents Association



Kathy Hamblen
Director of Special Services

75 South Street
Gorham, Maine 04038
(207) 222-1002

Heather Perry
Superintendent of Schools

October 17, 2022

University of Southern Maine
124 Wishcamper
PO Box 9300
Portland, ME 04104

Dear Dr. Adam Tuchinsky, Interim Provost and Vice-President for Academic Affairs,

I am fully in support of the request for the University of Southern Maine to offer an undergraduate program that would help develop both Regular Education Teachers and Special Education Teachers. We are experiencing a national emergency in regards to a lack of educators and para-educators (educational technicians) to support students in need of Special Education and Maine schools are hurting tremendously.

Across Maine we have at least 38 Special Education Teacher positions not filled, 4 in Cumberland County. Last fall, we had approximately 400 open educational technician jobs across Maine. This fall, it was up to over 500. About ten years ago, Gorham Schools would have at least 10-15 applicants for a Special Education Teaching position, but now we're ecstatic to get up to three.

The University System of Maine, the Community College System of Maine, and the Maine Department of Education must partner with our Maine school systems to develop ways of enticing and maintaining future educators. I strongly believe that an Apprenticeship Program would allow the systems to entice many who cannot afford to pursue a degree through the "usual" pathway. We have already begun this work in Gorham and it has allowed us to be fully staffed to start our school year - the only district in Cumberland County that was fully staffed in September!

The apprenticeship program allows for schools to hire these candidates and place them in an existing educational technician position where they can learn the ropes from experienced colleagues and be supported by mentors, while earning a paycheck and putting practices into play as they are learning them in their classes. In many districts they may also have classes paid for by the district, removing the roadblock of personal funding. Most of the eight apprentices we hired shared that they always wanted to be an educator, but did not have the means to pursue the education needed.

In Gorham, as do many other districts, we want to build our own - we often hire our substitute teachers to become educational technicians and our educational technicians become our teachers. An apprenticeship program will allow candidates to realistically build their skills and will be focused on bachelor's degree completion that includes

special education certification. Upon completion, we will have candidates that already have significant experience.

I am begging the powers that be to allow USM to build an apprenticeship program that Maine schools can partner with so that we can build our own professionals from applicants that have a deep desire to be an educator, but have not had the opportunity to pursue their dreams due to lack of means. This program will benefit Maine students, especially those with disabilities, and that should be our top priority.

Thank you for your time and consideration of this program.

Sincerely,



Kathy Hamblen

Director of Special Services for Gorham School District

Vice-President of Maine Administrators of Services for Children with Disabilities (MADSEC)



Falmouth Public Schools
51 Woodville Rd.
Falmouth, ME 04105
207-781-3200
falmouthschools.org

October 21, 2022

University of Southern Maine
124 Wishcamper
PO Box 9300
Portland, Maine 04104

Dear Dr. Adam Tuchinsky, Interim Provost and Vice-President for Academic Affairs:

As the Director of Special Education for the Falmouth School Department, I would like to express my complete support of the request for The University of Southern Maine to begin offering an undergraduate education program with the purpose of developing Special and General Education Teachers.

As I know you are aware, the state of Maine continues to face a serious education workforce shortage. The state has seen the third largest decline in the nation since 2010 in the number of people completing educator preparation programs and our public school partners are struggling to find sufficient staff. In Cumberland County, we have four current Special Education Teacher openings, in Maine that number is over 35. In Falmouth, on August 1, we had 29 openings for Special Education staff. We offer some of the most competitive salary and benefits packages available. We also offered a signing and referral bonus. Although we brought in many new staff, we continue to have five openings. The number of teaching applicants and educational technician applicants continues to be low and is a clear indication of the need for further development of educators at all levels.

Our statewide educational systems (universities and community colleges) have always worked to support educational development, but we need to enhance this work at this critical time. The apprenticeship program allows for schools to hire candidates and place them in an existing educational technician position where they can learn the ropes from experienced colleagues and be supported by mentors, while earning a paycheck and putting practices into play as they are learning them in their classes. In our district and many others they will also have classes paid for by the district, removing the roadblock of personal funding. We are in the process of applying to implement this program in Falmouth and hope to have it in place soon. Educating from within, in partnership with the University is a clear solution to a persistent, growing problem that is in your power to fix.

I anticipate this program being a model of educational success and fully encourage your support. Please do not hesitate to contact me with any questions.

Warmly,

Gene Kucinkas
Director of Special Education
Falmouth, Maine

ekucinkas@falmouthschools.org

Work - 207-781-2079

Cell - 207-415-9609

WESTBROOK SCHOOL DEPARTMENT

117 Stroudwater Street
Westbrook, ME 04092
207-854-0800
www.westbrookschoools.org



Peter Lancia, Ph. D.
Superintendent of Schools

Kimberly O'Donnell, Ph. D.
Assistant Superintendent

February 18, 2021

Dr. Jo Williams
Dean, School of Education and Management
University of Southern Maine

Dear Dr. Williams,

I am writing to you to say thank you for pursuing an undergraduate program in Special Education. I completely endorse the proposal. The depth of need is considerable. In my own district, our numbers of students with special needs, particularly young children with significant needs, continue to grow. In just a few years, our population has increased from 17% to 23% which in some schools represents a full third of the overall school enrollment. As our case loads grow, districts like mine need to expand staff of both teachers and ed techs. However, the pools of candidates for teaching positions are small. Recruiting qualified teachers is a struggle which speaks loudly to the need for an undergraduate program in our geographic area. The market for graduates of such a program will be strong for years to come. Additionally, I would be eager to host student interns throughout their program, building professional ties with students as they complete their degree and enter the profession. Similarly, I would be eager to explore ways for exceptional students to work as ed techs in the district while they complete their degree. The possibilities are endless!

Again, thank you for pursuing this program. I look forward to expanding Westbrook's collaboration with USM in the future.

Sincerely,

Peter Lancia, Ph. D.
Superintendent of Schools



Maine School Superintendents Association



November 15, 2022

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KITTERY SCHOOL DEPARTMENT
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Dr. Adam Tuchinsky
Interim Provost and Vice-President for Academic Affairs
University of Southern Maine
124 Wishcamper Center, P.O. Box 9300
Portland, ME 04104

Dear Dr. Tuchinsky,

We are writing on behalf of the Maine School Superintendents Association to offer support for the undergraduate degree program in Special Education that has been proposed by the University of Southern Maine. The topic of special education programming and staffing is a statewide topic as all districts are struggling to fully meet the needs of our Special Education students due to the significant shortage of fully certified special education teachers and support staff across the state.

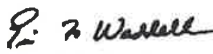
As of November 1, 2022, the Maine Department of Education issued 249 emergency certificates. An emergency teacher certificate is a certificate for a teacher that is used to fill a staffing shortage identified by the Department of Education. This certificate can only be issued in a manner that the holder does not supplant an otherwise qualified and available teacher. An emergency certificate is issued for one year, and no more than three emergency teacher certificates may be issued per applicant. In three years, school districts in Maine will be looking to fill 249 positions in these areas of shortages.


The University of Maine system currently offers one undergraduate program for special education teacher certification. Maine school districts are reporting an increase in students' needs and our current and future level of staffing falls short of being able to meet the programming needs. The undergraduate program that the University of Southern Maine is proposing will have a significant impact in our ability to provide meaningful and relevant programs and skills to our students.

Many school districts have benefited from the programs that the University of Southern Maine have offered in the field of education, and we are confident that an undergraduate program in Special Education will allow districts to meet the needs of the children we serve.

The Maine School Superintendents Association thanks you for considering our support for the Special Education undergraduate program and stands ready to engage in a dialogue with you at your convenience.

Sincerely,


Eric Waddell, President


Eileen King, Executive Director

GORHAM SCHOOL DEPARTMENT*Office of the Superintendent*

75 SOUTH STREET, SUITE #2, GORHAM, MAINE 04038

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Heather J. Perry, PhD
Superintendent of Schools
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 (207) 222-1025
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October 28, 2022

Dr. Adam Tuchinsky,
 Interim Provost and Vice-President for Academic Affairs
 University of Southern Maine
 124 Wishcamper
 PO Box 9300
 Portland, ME. 04104

Dear Dr. Tuchinsky,

The purpose of this letter is for me to express my significant support for the proposed undergraduate degree in Special Education. This degree program, if approved, will be 100% online and integrate apprenticeships where candidates work full-time in schools while they earn their degree. Most importantly, this program will be focused on bachelor's degree completion that includes special education certification.

Public Schools across our region, our state, and our country are struggling mightily with staff shortages. The U.S. Department of Education annually requests states to designate teacher shortage areas for the purposes of deferment of loan repayments. This year's designated teacher shortage areas reported by the Maine Department of Education include Teachers of Students with Disabilities K-12 (282 certification endorsements). Last year Maine's schools reported over 80 unfilled special education teacher positions across the state. Over 400 educational technician positions were also reported as going unfilled across our great state during that same time frame. Conditions are no better as we begin the start of the 2022-23 school year.

Over the past two decades, the perfect storm of lowered respect towards public educators, adverse working condition as a result of the pandemic, and most recently, the great resignation have taken its toll. The Gorham Schools used to post open positions for teachers and receive 150 applications. Today, we are happy to get 10-15 and this is for regular education teachers. We often get just 2-3 applicants from teachers applying for special education positions.

As our special education populations increase, staffing shortages will soon reach crisis levels. Many schools are already there in terms of trying to fill these hard to fill positions. Our most needy students will be the first to suffer due to these shortages. It is imperative

that we increase the pipeline of new teachers into the profession, especially in the area of special education. USM can be part of this solution.

Currently, our state's public universities offer just one undergraduate program for special education teacher certification. This is simply not going to cut it. Our needs are far greater and we need our partners in our state's public universities to step up and increase programs to support students in these important areas for our children.

The proposed USM undergraduate degree program in Special Education is unique in that it will be part of a larger educator apprentice program approved by the Maine DOL that will allow interested students with a baseline of HS diploma to work full time while still attaining full time credits from the University that will allow them to complete their bachelor degree in four years with full certification to become special education teachers in Maine. This partnership between SMCC, the Maine DOL, Maine's public schools and USM will be one that can be held up as a national example of how these types of organizations can work collaborate to solve complex workforce development issues having significant impacts on our present and our future.

Without teachers, other professions cannot exist. USM has long been a source for effective educator preparation programs that have provided our public schools with the talent required to fuel our past workforce. This new program will allow that strong tradition to continue and for one of Maine's premier public universities to step up and become a real part of the solution to our workforce shortage challenges in the area of special education.

This work is important work. This proposed program will be an exemplary program for others to follow. I implore you to support the proposed undergraduate program at USM for special education.

Thank you,



Heather J. Perry, Ph.D.
Superintendent of Schools

Appendix B: Registered Apprenticeship

The registered apprenticeship is a formally recognized program that enables a school district and university together to recruit candidates to special education through employment. USM's status as a registered apprenticeship sponsor enables the university to work in close collaboration with partner districts to provide degree completion with teacher certification for their staff. USM provides (a) a course of study for degree completion, (b) assistance with apprentice supervision by fully certified teachers, and (c) a completed bachelor's degree and recommendation for teacher certification from an approved program.

MAINE APPRENTICESHIP PROGRAM SCHEDULE OF WORK

Apprentices will receive on the job learning/training in the various work areas listed below. The order in which the training is given is to be determined by the flow of work and may not necessarily be in the order listed. The times allotted to these various processes are the estimated time frames in which an average apprentice will learn and become proficient in the skill area. They are intended only as a guide; the apprentice may require more time on one area and less in another. The total term of apprenticeship is indicated below. The columns at the right constitute a record of progress for the apprentice. Each apprentice will be provided with a separate sheet in which to log their hours of experience. When the apprentice has both completed the required hours and attained proficiency in the specific skill area, the Supervisor/Mentor will initial the far-right column. Items for which previous credit have been given upon registration into the program should also be initialed. This sheet or another similar record of apprentice progress must be kept in the apprentice's paper and/or electronic file. Documentation of on-the-job and related technical instruction of individual apprentices will be reviewed by the program office during routine monitoring of apprenticeship program implementation.

OCCUPATION: Educational Technician II

APPROVED APPRENTICE TO JOURNEYWORKER RATIO: 1:1

(A numeric ratio of Apprentices to Journeyworkers will be consistent with proper supervision, training, safety, and continuity of employment throughout the apprenticeship, with the ratio of Apprentices to Journeyworkers being one (1) Apprentice to one (1) Journeyworker whenever possible).

SOC code: 25-9042
TERM: 3000

TYPE OF APPRENTICESHIP: Competency-based
RTI Hours: 645

SKILLS TO BE LEARNED ON THE JOB		Hours Required	Hours Attained	Proficient As of Date	Supervisor Signature
A.	Knowledge of Student Learners	300			
	Demonstrates an understanding of students as learners as well as people				
	Demonstrates strategies to create and sustain a comfortable and safe environment for learning (Marzano, Dimension 1)				
	Utilizes reflective practice appropriately in delivery of topics				
	Define the nature of teaching as it relates to the heart and integrity of teachers and how that informs their work with students.				
B.	Learning Environment	700			
	Demonstrate with examples best practices in teaching				
	Demonstrates various engagement strategies: ice breakers, group work, presentations				
	Demonstrates that "collaboration is the stuff of growth" (Robinson) and utilized that knowledge to create a safe and supportive environment for group work and discussions to take place in the classroom.				

SKILLS TO BE LEARNED ON THE JOB		Hours Required	Hours Attained	Proficient As of Date	Supervisor Signature
C.	Curriculum – Demonstrates an Understanding of:	600			
	Demonstrates the five major Philosophies of Education				
	Applies Constructivism as a Theory of Learning				
	Applies Summative and Formative Assessment practices appropriately and effectively				
	Employs reflective practice				
	Utilizes and consistently demonstrates The Nature of Teaching – heart and integrity				
	Development of a Teacher Platform				
	Development of a major unit using all five dimensions of Learning Utilizes Robert Marzano's 5 Dimensions of Learning in classroom practice				
D.	Foundations of Literacy	300			
	Demonstrates Reading as a message getting/problem solving activity				
	Demonstrates the K-12 Continuum of Literacy Development				
	Demonstrates Guided Reading approaches – all levels				
	Demonstrates "Close" Reading strategies				
	Demonstrates whole to part approaches to reading instruction				
	Demonstrates and practices Assessment for all levels: Concepts About Print, Running Records, Informal Reading Inventories, Observation and note taking				
	Demonstrates the importance of Vocabulary instruction, Effective Reading of Texts, and Study Skills				
	Utilizes Case studies – to exercise best instructional practices with analysis				
E.	Teaching Exceptional Learners	300			
	Demonstrates the IDEA Principles and Every Student Succeeds Act (ESSA)				
	Demonstrates and understanding of FERPA and FAPE				
	Demonstrates an understanding of The Special Education referral process – testing and identification				

SKILLS TO BE LEARNED ON THE JOB		Hours Required	Hours Attained	Proficient As of Date	Supervisor Signature
	Demonstrates an understanding of The Continuum of Special Education Services: <ul style="list-style-type: none"> Create and practice the development of an IEP Demonstrates the differences between a disability and a disorder Defines and exhibits modifications and accommodations for students with special needs Applies the concept of Mindfulness in the classroom Define and demonstrate the knowledge of autism, ADHD, Emotional Behavior Disorders, TBI, Communication Disorders Demonstrates communication and identification of the role of family and larger community in the Special Education process in order to of appropriate programming. (birth to school age) 				
F.	Equity and Diversity	100			
	Develop and define instruction to address culturally and linguistically diverse backgrounds of students				
	Establish and demonstrate gender equity in the classroom				
	Develop lesson plans using relevant case studies, to address the needs of culturally and linguistically diverse students				
G.	Assessment	300			
	Describes that assessment drives curriculum and instruction				
	Explains the use of both formative and summative assessment strategies (Assessment OF and Assessment FOR learning, Stiggins)				
	Develop various assessments in reading: Concepts About Print, Running Records, and Informal Reading Inventories				
	Demonstrates the various assessments that are used in the referral process in Special Education				
	Demonstrates the use of Behavior Rating Scales in special education				
H.	Professional Practice	400			
	Participates in weekly team meetings.				
	Engages in reflective practice with content level, grade Level teammates				
	Engages in database decision making to review student progress				
	Total Hours	3000			

SKILLS TO BE LEARNED BY RELATED INSTRUCTION
--

In accordance with the Registered Apprenticeship Standards, each apprentice shall participate in a minimum of 144 hours per year of related technical instruction provided by Southern Maine Community College. At the completion of the program, apprentices will earn an Associate's degree (61 credits) from Southern Maine Community College and be eligible to apply for certification as an educational technician through the Maine Department of Education.

Course		Hours
FIGS 100	Student Success	15
ENGL 100	English Composition	45
ENGL 115	Intro to Literature	45
MATH 115	Foundations of Math for Teachers I	45
MATH116	Foundations of Math for Teachers II	45
ENGL 110	Oral Communications	45
PSYC 100	Introduction to Psychology	45
EDUC 100	Introduction to Teaching	45
EDUC 105	Introduction to American Education	45
EDUC 115	Culturally Responsive Teaching	45
EDUC 220	Foundations of Literacy	45
EDUC 230	Teaching Exceptional Learners	45
PSYC 220	Developmental Psychology	45
	Capstone	90
Total RTI		645 Hours
Hours of classroom education earned through on-the-job learning		450 hours

MAINE APPRENTICESHIP PROGRAM SCHEDULE OF WORK

Apprentices will receive on the job learning/training in the various work areas listed below. The order in which the training is given is to be determined by the flow of work and may not necessarily be in the order listed. The times allotted to these various processes are the estimated time frames in which an average apprentice will learn and become proficient in the skill area. They are intended only as a guide; the apprentice may require more time on one area and less in another. The total term of apprenticeship is indicated below. The columns at the right constitute a record of progress for the apprentice. Each apprentice will be provided with a separate sheet in which to log their hours of experience. When the apprentice has both completed the required hours and attained proficiency in the specific skill area, the Supervisor/Mentor will initial the far-right column. Items for which previous credit have been given upon registration into the program should also be initialed. This sheet or another similar record of apprentice progress must be kept in the apprentice's paper and/or electronic file. Documentation of on-the-job and related technical instruction of individual apprentices will be reviewed by the program office during routine monitoring of apprenticeship program implementation.

OCCUPATION: Special Education Teacher

APPRENTICE TO JOURNEYWORKER RATIO: 1:1

(A numeric ratio of Apprentices to Journeyworkers will be consistent with proper supervision, training, safety, and continuity of employment throughout the apprenticeship, with the ratio of Apprentices to Journeyworkers being one (1) Apprentice to one (1) Journeyworker whenever possible).

SOC: 25-2056.00

TYPE OF APPRENTICESHIP: hybrid

TERM: 3000

RTI Hours: 675

SKILLS TO BE LEARNED ON THE JOB		Hours Required	Hours Attained	Proficient As of Date	Supervisor Signature
A	CEC Standard 1 Engaging in Professional Learning and Practice within Ethical Guidelines	200			
	Follow employing district policies and procedures				
	Use lesson plan reflections, guidance from the journey worker, and feedback from observations to adjust instruction.				
	Read and reflect on the Council for Exceptional Children Code of Ethics (see 1.1 with no HLP)				
	Define two professional learning goals based on national and state teaching standards, the Code of Ethics, self-reflection on instruction, and guidance from the journey worker. (See 1.3 with no HLP)				
	Assess progress on the two professional goals at the end of each semester.				
	Update the professional goals at the start of each semester.				

SKILLS TO BE LEARNED ON THE JOB		Hours Required	Hours Attained	Proficient As of Date	Supervisor Signature
B	CEC Standard 2 Understanding and Addressing Each Individual's Development and Learning Needs	500			
	Interview other professionals and family members to identify the barriers faced by students from diverse backgrounds. (1.2)				
	Given a case study of a student with a culturally and linguistically diverse background, identify specific curriculum, programs, or strategies to help a student with a particular exceptionality meet a personalized educational goal (2.2)				
	Plan a lesson that includes specific strategies to modify the environment, materials, and instruction to appropriately address students' developmental needs and academic content (2.1)				
	Plan a lesson using principles of universal design that addresses a student's IEP goals in an inclusive setting (2.1)				
C	CEC Standard 3 Demonstrating Subject Matter Content and Specialized Curricular Knowledge	400			
	Develop individualized goals and objectives based on assessment data that align with the curriculum and the needs of the learner. (3.2)				
	Plan a lesson that aligns with the individualized goals and objectives. (3.1)				
	Plan a lesson based on assessment data that differentiates challenging content to address the full range of abilities of the students (3.1)				
	Design a learning environment including group and individual learning activities that supports active participation, self-advocacy, and independence of individuals with exceptionalities (3.2)				
	Use appropriate instructional, adaptive, and assistive technologies to meet the individualized learning goals of students with exceptionalities. (3.2)				

SKILLS TO BE LEARNED ON THE JOB		Hours Required	Hours Attained	Proficient As of Date	Supervisor Signature
D	CEC Standard 4 Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making	500			
	Explain the rationale for using specific formal and informal assessment measures with a specific student in mind, considering strengths, needs, diversity, and potential biases. (4.2)				
	Select and administer multiple progress monitoring measures of student learning and behavior. (4.1)				
	Collaboratively engage in data-based decision making to determine if students are making adequate progress toward measurable outcomes, determine immediate instructional changes, and develop short-term goals (4.3)				
	Collaboratively engage in analysis of formative and summative measures of student performance for long term planning (e.g., Individualized Education Program development) including consideration of cultural, linguistic, and other factors. (4.3)				
E	CEC Standard 5 Using Effective Instruction to Support Learning	800			
	Based on observation or a case study, candidates provide the rationale for selecting the appropriate practices and strategies to use with individual students based on the learning goals, the best available empirical evidence, and the wisdom and experience of the field. (5.2)				
	Use appropriate learning goals and formative and summative assessment data to plan a unit or lesson for specific individuals or groups of students (5.1)				
	Use formal and informal assessment data to identify student needs and plan specialized instruction to meet those needs. (5.6)				
	Deliver instruction based on identified learning goals derived from assessment data and responsive to students' backgrounds and needs (5.1)				

SKILLS TO BE LEARNED ON THE JOB		Hours Required	Hours Attained	Proficient As of Date	Supervisor Signature
E	Implement instructional plans and collect student performance data. (5.1)				
	Select and implement effective strategies to actively engage students individually and in groups and to ensure that all students have an equitable opportunity to respond to instruction. (5.2)				
	Plan and deliver clear and accurate explanations of content and demonstrations of skills within a lesson. (5.3)				
	Plan and deliver explicit, systematic instruction to teach academic and non-academic content (5.3)				
	Scaffold instruction to enable independent learning. (5.3)				
	Identify and use an appropriate structure for grouping, prepare students to use the structure, and ensure that all students equitably participate (5.4)				
	Systematically monitor student learning in groups, make adjustments to instruction and groupings as indicated and hold students accountable individually and collectively for learning within the group. (5.4)				
	Deliver intensive instruction to small groups using effective instructional strategies to ensure student engagement and sufficient opportunities to respond to each learner. (5.5)				
	Use assessment data to monitor student progress and adjust critical elements of specialized instruction to improve student learning. (5.6)				
F	CEC Standard 6 Supporting Social, Emotional, and Behavioral Growth	400			
	Establish age appropriate and culturally responsive expectations, routines, and procedures within their classrooms that are positively stated, and explicitly taught, practiced, and reinforced (6.1)				
	Build mutually respectful relationships with students and engage them in creating a classroom climate that values racial, cultural, and linguistic diversity (6.1)				

SKILLS TO BE LEARNED ON THE JOB		Hours Required	Hours Attained	Proficient As of Date	Supervisor Signature
F	Establish a productive learning environment by maintaining student engagement and managing time, materials, and the physical classroom environment. (6.1)				
	Explain the rationales for both proactive/preventive and responsive strategies to ensure positive learning environments (6.2)				
	Reduce the potential for challenging behavior and increase student engagement by establishing, following, and reinforcing expectations of all students within the educational setting. (6.2)				
	Collect and use appropriate data to determine the purpose or function of behavior(s) (6.3)				
	Develop an intervention plan that (a) teaches the student a positive replacement behavior that will serve the same or similar function, (b) alters the environment to make the replacement behavior more efficient and effective than the problem behavior, (c) alters the environment to no longer allow the problem behavior to access the previous outcome, and (d) includes ongoing data collection to monitor progress. (6.3)				
	Develop tools for data collection, collect and analyze, and use the information to plan for all phases of learning from acquisition through generalization (6.3)				
G	CEC Standard 7 Collaborating with Team Members	200			
	Develop a meeting agenda, allocate time to meet the goals of the agenda, and conduct the meeting, demonstrating effective verbal and nonverbal communication strategies to lead in ways that are culturally responsive (7.1)				
	Participate in a simulated IEP meeting (7.2)				
	Draft an IEP for a student based on a case study that includes assessment results, developmental history, and behavioral observation information (7.2)				

SKILLS TO BE LEARNED ON THE JOB		Hours Required	Hours Attained	Proficient As of Date	Supervisor Signature
G	Participate in a weekly team meeting with other professionals and paraprofessionals to review student progress for that week and plan for the next week's instruction based on IEP progress and goals. (7.2)				
	Identify resources in the community for a family whose primary language is other than English. (7.3)				
	Interview a staff person in a local community agency (e.g., health department, social services) to identify resources for families provided by that agency and develop a pamphlet for families based on that information (7.3)				
	Explain the importance of working with paraprofessionals and understand roles, responsibilities, and expectations of the paraprofessional related to instruction, intervention, and direct service reinforcing their own role as leader and paraprofessional as the assistant. (7.4)				
	Develop an instructional or behavior intervention plan for a paraprofessional to implement. (7.4)				
Total Hours		3000			

In accordance with the Registered Apprenticeship Standards, each apprentice shall participate in a minimum of 144 hours per year of related technical instruction provided by University of Southern Maine and various other industry providers.

SKILLS TO BE LEARNED BY RELATED INSTRUCTION		
Course		Hours
HRD 200	Multicultural Human Development	45
SED 235	Students with Exceptionalities	45
EDU 305	Foundations of Cultural & Linguistic Diversity	45
SED 282	Special Education Regulations, Procedures, and IEP Team	45
SED 318	Targeted and Individualized Instructional Strategies for Students with Disabilities	45
SED 387	Technology Enhanced Instruction for Students with Disabilities	45
SED 393	Transitions Among Agency, School, and Community	45
SED 415	Positive Behavior Interventions and Supports	45
SED 453	Assessment of Academic Achievement	45
SED 425	Multi-Tier Mathematics Instruction and Assessment	45
SED 427	Multi-Tier Reading Instruction and Assessment	45
SED 488	Internship in Special Education for Students with Mild to Moderate Disabilities	180
Total		675

The related instruction for this occupation will progress the individual through the requirements of obtaining a **bachelor's degree in special education**. Before moving into a full-time teacher position, the individual will have obtained a bachelor's degree from an accredited institution and complete all state required certification requirements.



Apprenticeship: The right answer for any industry

Sound Familiar?

- ✓ It's difficult to attract workers with the right skills and experience.
- ✓ Current employees need enhanced skills to keep pace with industry.
- ✓ High turnover rate of new-hires makes it challenging.
- ✓ Skilled employees will retire soon.



Say YES to Registered Apprenticeship!

- ✓ Customized training for workers and businesses.
- ✓ Earn-and-learn model attracts new employees and upskills current staff.
- ✓ Retain workers through career pathways that grow your business.
- ✓ Off-set training and wage costs.

www.maine.gov/labor/jobs_training/apprenticeship

What is Registered Apprenticeship?

- ✓ Minimum of 2,000 hours of structured on-the-job training with a mentor.
- ✓ Minimum of 144 hours of related classroom training per year.
- ✓ You will be directly involved and provide unique on-the-job training.
- ✓ Career pathway rewards the employee for skills gained.
- ✓ National Occupational Credential meets the highest standards.

What are the benefits of Registered Apprenticeship?

- ✓ Improve worker productivity, quality, and safety.
- ✓ Reduce turnover, improve loyalty, and retain talented employees – 90% of apprenticeship program finishers retain employment.
- ✓ Recruit and develop a diverse and highly-skilled workforce.
- ✓ Employers realize an average return on investment of \$1.47 for every \$1 invested.

Source: U.S. Department of Labor

What are the financial incentives of Registered Apprenticeship?

- ✓ \$1,500 to new sponsors once you register your first apprentice.
- ✓ \$1,000 to existing sponsors when you add a new occupation.
- ✓ \$500 one-time reimbursement for each apprentice to off-set classroom training costs.
- ✓ Up to \$1,200 per apprentice to provide tools, equipment, and necessary support services.

**If you would like to learn more about Registered Apprenticeship,
email the Maine Apprenticeship Office at MaineApprenticeship@maine.gov**



*The Maine Department of Labor provides equal opportunity in employment and programs.
Auxiliary aids and services are available to individuals with disabilities upon request.
Programs are provided as a proud partner of the American Job Center Network.*

Appendix C: Special Education Bachelor's Degree
Proposed Sequence of Courses
Bachelor of Science in Special Education

Note: There are two proposed sequences of courses displayed below. The first one shows 15-week courses for the Core and special education major requirements. The second shows the same requirements using 7-week courses. We propose to offer the new special education degree as a fully online program with 7-week courses for the Core and major requirements. Students will also complete electives to build full schedules. Degree candidates must complete 39 credits in the special education major and 25 credits from the USM Core curriculum for a total of 64 required courses. The remaining courses (56 credits) are electives. Transferred and prior learning credits can be applied to any course if approved. In the case of transfer students who enter with advanced standing, the major courses can be taken entirely in years 3 and 4.

Core Curriculum: <https://catalog.usm.maine.edu/content.php?catoid=6&navoid=209>

In the first three years of the program, students work on completing requirements for entering candidacy, which they officially apply for after completion of at least 18 major credits with grades of B or better in all major courses and a GPA of 3.0 or higher. As needed, it is expected that students take other courses during this time that will meet USM's core curriculum requirements.

Once accepted as candidates, in Year 4, students take methods courses in math and reading instruction. The most important feature of Year Four is the year-long internship. During this internship, students work side-by-side with a mentor teacher who is a veteran special educator. Students can complete the internship in their existing school work sites as long as the district approves the placement. This full-time student teaching experience serves as the capstone course for the Special Education degree and gives students access to hands-on application of what they have learned at USM through the duration of their program.

Bachelor of Science in Special Education:
15-Week Course Format with USM CORE Requirements

Year 1

Fall		Spring	
Course	Credits	Course	Credits
SED 201 Var Hum Dev Core SCA	3	SED 282	3
ENG 100 Core WR11	3	ENG 102 Core WR12	3
ANT 101 Core SCA	3	MAT 105 Core QR	3
Electives	6	Electives	6

Year 2

Fall		Spring	
Course	Credits	Course	Credits
EDU 305 Core CPE	3	SED 235	3
EDU 310 Core WR3	3	SED 393	3
LIN 185/186 Core SE	4	Art 124 Core CE	3
GEO 105 Core Int	3	ENG 140 Core CI	3
Electives	3	Electives	3

Year 3

Fall		Spring	
Course	Credits	Course	Credits
SED 318	3	SED 453	3
SED 487	3	SED 415	3
ADS 300 Core EISRC	3	Electives	9
Electives	6		

Year 4

Fall		Spring	
Course	Credits	Course	Credits
SED 425 Core EL	3	SED 427	3
SED 488 Core Capstone	6	SED 488	6
Electives	6	Electives	6
TOTAL	61	TOTAL	60
		GRAND TOTAL	121

Bachelor of Science in Special Education:
15-Week Course Format with SMCC Courses

Year 1

Fall		Spring	
Course	Credits	Course	Credits
PSY 220 SMCC, Core SCA	3	SED 282	3
ENG 100 SMCC, Core WRI1	3	ENG 102 Core WRI2	3
ANT 101 Core SCA	3	SMCC Course from list of options Core QR	3
Electives: PSY 100 SMCC, Science with Lab SMCC from options that meet SE Core Requirements	7	Electives: Fine Arts SMCC, History SMCC	6

Year 2

Fall		Spring	
Course	Credits	Course	Credits
EDUC 115 SMCC, Core CPE	3	EDUC 230 SMCC	3
COMM 201 SMCC, Core WRI3	3	SED 393	3
SMCC Course from list of options Core SE	4	ENG 110 SMCC, Core CE	3
GEO 105 Core Int	3	ENG 115 SMCC, Core CI	3
Electives Philosophy SMCC	3	Electives MAT 115 SMCC	3

Year 3

Fall		Spring	
Course	Credits	Course	Credits
SED 318	3	SED 453	3
SED 487	3	SED 415	3
ADS 300 Core EISRC	3	Electives: Capstone SMCC, EDUC 105 SMCC	
Electives: MAT 116 SMCC, EDUC 100 SMCC	6		9

Year 4

Course	Credits	Course	Credits
SED 425 Core EL	3	SED 427	3
SED 488 Core Capstone	6	SED 488	6
Electives: EDUC 220 SMCC (3)	6	Electives	6
TOTAL	62	TOTAL	60
			GRAND TOTAL
			122

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University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: B.S.B.A. in Operations and Supply Chain Management

INITIATED BY: David M. MacMahon, Chair

BOARD INFORMATION:

BOARD ACTION: X

BOARD POLICY:

305.1 Program Approval, Review & Elimination Procedures

UNIFIED ACCREDITATION CONNECTION:

N/A

BACKGROUND:

The University of Southern Maine (USM) is seeking permission to offer a Bachelor of Science in Business Administration in Operations and Supply Chain Management. Operations and Supply Chain Management are concerned with the flow of materials, information, and money between suppliers, producers and service organizations, and customers. The proposed Operations and Supply Chain Management (OSCM) major provides a solid foundation and skills to those students who are interested in a systematic approach to business decision-making in a globalized economy. The key theme for this major would be the study and analysis of data to improve business processes within and across companies. The program will be 100% asynchronous online. Employment for graduates of this field is projected to increase in Maine and nationally, with expected employment growth above 15% over the next 10 years.

The proposal was reviewed at all appropriate faculty and administrative levels at USM and was reviewed and subsequently recommended by the Chief Academic Officers Council. Dr. Jeffrey St. John, Vice Chancellor of Academic and Student Affairs, recommended the program to the Chancellor. Chancellor Malloy signed his approval of the Bachelor of Science in Operations and Supply Chain Management on June 1, 2023.

TEXT OF PROPOSED RESOLUTION:

That the Academic and Student Affairs Committee forwards this item to the Consent Agenda at the July 10, 2023 Board of Trustees meeting for approval of the following resolution:

That the Board of Trustees accepts the recommendation of the Academic and Student Affairs Committee, and approves the Bachelor of Science in Business Administration in Operations and Supply Chain Management at the University of Southern Maine.

06/02/2023



**Vice Chancellor for
Academic and
Student Affairs**
15 Estabrooke Drive
Orono, ME 04469

Tel: 207-973-3211
Fax: 207-581-9212
www.maine.edu

Date: May 25, 2023

To: Dannel Malloy, Chancellor
University of Maine System (UMS)

From: Jeffrey St. John, VCASA)/

Regarding: USM Program Proposal: B.S.B.A in Operations and Supply Chain Management

The University of Maine

University of Maine
at Augusta

University of Maine
at Farmington

University of Maine
at Fort Kent

University of Maine
at Machias

University of Maine
at Presque Isle

University of
Southern Maine

Please find the attached program proposal from the University of Southern Maine to offer the B.S.B.A in Operations and Supply Chain Management. The attached material includes documentation of university level support including approval from President Jacqueline Edmondson as well as the full program proposal.

The proposed addition of the B.S.B.A in Operations and Supply Chain Management was reviewed and recommended by the Chief Academic Officer's Council (CAOC) on April 20, 2023. I also recommend this program for your approval.

I approve	I do not approve for the reasons listed below	Additional information needed for decision	Action
✓			Approve the B.S.B.A in Operations and Supply Chain Management

Dannel P. Malloy / *re* 6.1.23
Chancellor Dannel Malloy Date





April 17, 2023

Dr. Jeffrey St. John
Vice Chancellor for Academic and Student Affairs
University of Maine System
259 Estabrooke Hall
15 Estabrooke Drive
Orono, ME 04469

Dear Vice Chancellor St. John:

The University of Southern Maine (USM) is pleased to submit a new program proposal to the University of Maine System.

The faculty and staff of the School of Business at USM has developed an undergraduate major in Operations and Supply Chain Management. This proposal will fulfill a critical workforce need in the state of Maine and the region. It will expand our undergraduate offerings in the School of Business, and it will allow us to attract new students by providing a new and interesting career pathway.

The enclosed program proposal has been recommended by the USM Faculty Senate and has the full support of Interim Provost Adam Tuchinsky.

The program proposal for the Bachelor of Science in Operations and Supply Chain Management at USM has my full support.

I request that the enclosed program proposal be moved to the Board of Trustees for approval.

Sincerely,

A handwritten signature in cursive script that reads "Jacqueline Edmonson".

Jacqueline Edmonson
President

ENC.

CC: Interim Provost Tuchinsky
Dean Williams
Amarpreet Kohli
File



April 16, 2023

Dr. Jacqueline Edmonson
President
University of Southern Maine
93 Falmouth Street
Portland, ME 04104

Dear President Edmondson:

The University of Southern Maine (USM) is pleased to submit a new program proposal to the University of Maine System.

The Faculty and staff of the School of at Business at USM has developed a program proposal for a Bachelor of Science Business Administration in Operations and Supply Chain Management degree providing tools and techniques from business and other disciplines to develop graduates who will be future leaders in managing supply chains and ensuring sustainability in business practices addressing the heightened need for operations and supply chain professionals linking to the larger community through active student group/s.

The enclosed Program Proposal has been recommended by the Faculty Senate at USM.

I am pleased to forward this Program Proposal to you with my full support.

Sincerely,

A handwritten signature in black ink, appearing to read "Adam Tuchinsky".

Adam Tuchinsky, Ph.D.
Interim Provost and Vice President for Academic Affairs

ENC.

cc: Dean Williams
Associate Dean Kuenz
File



April 12, 2023

Provost Tuchinsky
124 Wishcamper
University of Southern Maine
Bedford Street
Portland, ME 04104

Dear Provost Tuchinsky:

I am in full support of the Operations and Supply Chain Management major within University of Southern Maine's BS in Business Administration program. This program has been fully vetted through our campus curriculum review and development process.

The program serves a growing area of need within the business community and we expect strong interest from undergraduate students.

Please let me know if you have any questions.

Thank you.

A handwritten signature in black ink that reads "Joanne Williams".

Joanne Williams
Dean, College of Management and Human Services

New Major Proposal

BSBA in Operations and Supply Chain Management (Online)

Amarpreet Kohli & Nihar Kumthekar

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Operations, Supply Chain, & Analytics (OSA) Student Club	4
Program Curriculum	5
Required (9 credits)	5
Select two electives (6 credits) from below	5
Sample Course Descriptions (required courses)	5
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References	6

Overview

Operations and Supply Chain Management are concerned with the flow of materials, information, and money between suppliers, producers and service organizations, and customers. By integrating critical value-added components like manufacturing, operations, purchasing, logistics, and physical distribution in addition to cross-functional collaboration, companies have started to enhance their global competitiveness. The proposed Operations and Supply Chain Management (OSCM) major provides a solid foundation and skills to those students who are interested in a systematic approach to business decision-making in a globalized economy. The key theme for this major would be the study and analysis of data to improve business processes within *and* across companies. The program will be 100% asynchronous online.

Career Paths in OM & SCM

OSCM professionals plan, oversee, and coordinate a company's operations. Typical responsibilities include procurement (acquiring goods and services from external sources), managing operations, improving process efficiency, improving resource utilization, and lately, becoming an agent for improving collaboration and relationships between stakeholders. The following are some areas of employment for OSCM majors (actual job titles can vary, e.g., Agent, Analyst, Assistant, Specialist, or Manager): Supplier Relations Management, Contracts Management and Pricing, Procurement and Supply Management, Materials Planning, Inventory Management, Logistics Management, Transportation Carrier Management, Demand Forecasting, Consulting in SCM, Export/Import Operations and Management, Consumer Services Management, Warehouse Operations, and Management & Distribution Management

Rationale

We detail multiple rationales for proposing the program. Chief among these is the emergence of the need for operations and supply chain professionals in a post-COVID environment, limited options to train in operations and supply chain management, and the promise of linking to the larger community through active student groups.

Global Supply Chain Disruptions (post-COVID-19)

Historically, disruptions in the form of natural disasters (Tohoku earthquake and ensuing tsunami of 2011, the Iceland volcanic eruption of 2010), diseases (SARS 2006, ongoing COVID-19 pandemic), wars (Ukraine crisis 2022, 9/11, and ensuing conflicts in the middle east), and politico-economic issues (Sanctions against Russia, China, and the 2008 housing crisis and ensuing defaults) have affected global trade. As operations that were traditionally centered within the company moved outside their boundaries to other countries where they could be carried out more efficiently, customers gained from reduced costs and better quality. With the breakdown of global supply chains due to the aforementioned causes, companies have had to scramble resources to ensure availability at a reasonable additional cost to buyers. Disruptions like these caused at a global level – like the ongoing pandemic have affected the way businesses can deliver their products to their customers. Supply issues have affected procurement of crucial raw materials, managers have had to crash projects, and supply chains have had to be changed to ensure business continuity. As the pandemic continues to disrupt shipping, demand, and supply, new shortages are emerging across the supply chain, including computer chips, school supplies, auto components, coffee, and others. There is a clear need for trained professionals who are cognizant of the changing business environment, its effect on existing supply chains and possess tools to take optimal decisions.

Unique Program in Maine

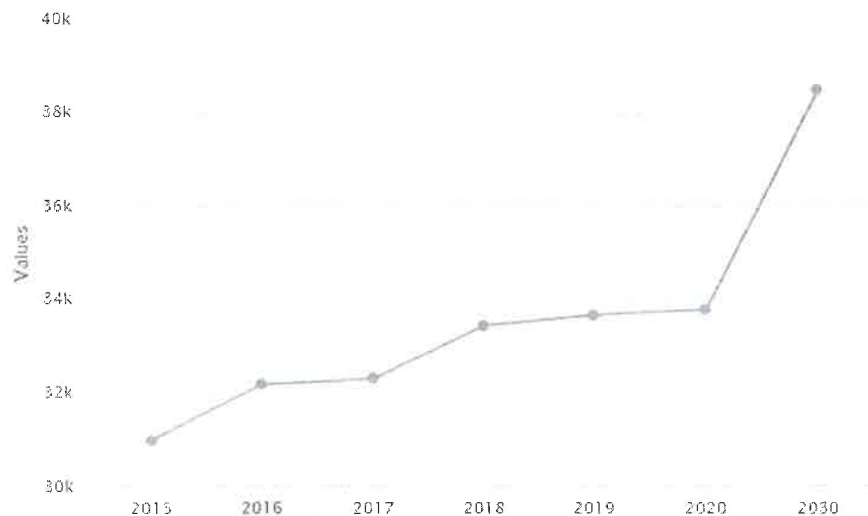
Maine houses manufacturing firms of all sizes who require and regularly employ operations and supply chain professionals. Additionally, an emerging technology and established biotechnology sector employ service operations specialists. Service operations specialists are also employable in the large tourism and hospitality management sector as the economy rebounds in the post-COVID environment. We see a gap emerging as demand will out-pace the supply of operations and supply chain professionals in Maine. As Maine's economy starts recovering and as these sectors grow, we believe that demand for these professionals will also grow. It also helps that there is only one potential competitor/ collaborator for the proposed OSCM major- that being the undergraduate major in Operations/Supply Chain Management offered by the Maine Maritime Academy.

Job Growth and Local Job Opportunities

The employment of logisticians is projected to grow **30 percent** from 2020 to 2030 (BLS, 2020), much faster than the average for all occupations. The burning glass report during the same period projects that the number of OSCM related jobs in Maine will likely grow by about 15% (see below).

HOW HAS EMPLOYMENT CHANGED FOR CAREER OUTCOMES OF YOUR PROGRAM?

	2015	2016	2017	2018	2019	2020	2030
Employment (BLS)	30,971	32,160	32,285	33,418	33,648	33,764	38,462



Additionally, a recent report from McKinsey stated that “Industries within the construction value chain are likely to require an additional one million workers if the projected 30 percent of Infrastructure Investment and Jobs Act (IIJA) funds are spent by 2025. Since the logistics and construction industries typically attract similar pools of labor supply, the impact of such legislation would extend multiple years into the future”. We also find promising placement statistics ranging from **85-100 %** and a median salary of **\$76,270 (BLS, 2020)**. The median salary for graduates of similar programs in Maine is **\$75,000** which is well above the average living wage of \$34,000.

WHAT SALARY WILL MY GRADUATES FIND UPON GRADUATION?

The median salary in Maine for graduates of your program is \$75K

This average salary is Above the average living wage for Maine of \$34K

More than 50 local Companies are hiring Supply Chain/OM Professionals in Maine: Including C. H. Robinson, Ryder Supply Chain Solutions, KGP Logistics, Schneider National, General Dynamics Bath Iron Works, Hannaford, International Paper, L.L. Bean, Poland Spring, Sappi Fine Papers, Maine Health, Eastern Maine Health Care Systems, Maine Coast Memorial, Central Maine Medical Center, AECOM, Healthcare Source, Central Maine Health Care, Texas Instruments, Stanley Black & Decker, Sinclair Broadcast Group, IDEXX, XPO Logistics, Newell Brands, Nestle Water, Downeast Energy, Planson International, Kardex Remstar LLC, National Distributors, Tropical Aquacultural Products, Ocean State Job Lot, Vets First Choice among many others.

Operations, Supply Chain, & Analytics (OSA) Student Club

The students and faculty from the school of business took the initiative in Fall'2020 to start a student club that has an interdisciplinary focus. The OSA student club invites students interested in operations, supply chain, and analytics -especially emphasizing the opportunities arising from the overlap of these disciplines. Currently, the club is very active and is targeted at students who want to develop the skills needed to enter today's fast-paced business market. The club provides students with the knowledge, industry exposure, and job opportunities through weekly meetings, podcasts, employer drop-ins, and peer development exercises. The club provides an opportunity to engage the larger business and education community in addition to creating a pool of talent who might be interested in pursuing the proposed major.

-----Program Curriculum on the next page-----

Program Curriculum

The proposed major in Operations & Supply Chain Management (15 credits) **will replace the existing OSCM minor** and be part of the new SB Curriculum (Fall 2023 onwards) with three required courses (BUS 372: Supply Chain Management, BUS 373: Project Management, and BUS 3XX: Logistics & Intermodal Transportation) and 2 electives to be selected from the list of electives (see below). The courses also fit very well with two broad themes of our new curriculum (Technology and Entrepreneurship).

Required (9 credits)

- **BUS 372 - Supply Chain Management**
(Prerequisites: BUS 301 (min. C) or MAT 380 (min. C) and EGN 304 (min. C) and junior standing)
- **BUS 373 - Project Management**
(Prerequisites: BUS 241 (min C- or test-out option) or BUS 195 (min C) or EGN 304 (C or better); MAT 108 (min C-); MAT 210 (min C-) or MAT 120 (min C-) or other approved statistics course; and junior standing.)
- **BUS 3xx - Logistics & Intermodal Transportation**
(Prerequisites: BUS 301 with C or higher, or MAT 380 and EGN 304 with C or higher, and junior standing)

Select two electives (6 credits) from below:

BUS 3xx - Six Sigma
 BUS 3xx - Supply Chain Analytics
 BUS 3xx - Advanced Topics in Operations & Supply Chain Management
 BUS 374 - Procurement
 BAN 300 - Foundations of Data Management
 BUS 341 - New Product Development
 BUS 387 - Design Thinking
 RMI 350 - Corporate Risk Management and Insurance
 MAT383 - Systems Modeling and Simulation
 ITP 490 - Operations, Finance, and Management Control

Sample Course Descriptions (required courses)

BUS 372 (Supply Chain Management) - This course examines the integration of business processes from end-users to original suppliers. It focuses on identifying, selecting, and evaluating suppliers to enhance the quality and timely delivery of supplies needed within an organization. Other topics include understanding the nature of demand for goods and services within business markets and the process of building relationships with suppliers.

BUS 373 (Project Management) - The course addresses the managerial concepts and technical tools required for evaluating, planning, managing, and controlling projects. The topics include but are not limited to strategic issues, project selection, risk analysis, work breakdown structures, PERT/CPM analysis, resource management, conflict issues, and project scheduling software.

BUS 3xx (Logistics & Intermodal Transportation) - Logistics operations primarily cover the movement and the storage of goods and services in a supply chain. The management of transactions in these processes is crucial for logistics operations. This course covers various areas about the management of traffic, carrier operations, selection of carriers, & warehousing.

Proposed Schedule Fall**2023:**

Kohli: BUS 372 (Supply Chain Management), BUS 375 (2 sections) Kumthekar:
 BUS 373: Project Management (Kumthekar), BUS 301 (2 sections)
 Joshua/Adjunct: BUS 375 (1 section) and BUS 301 (1 section)

Spring 2024:

Kohli: BUS 372 (Supply Chain Management), BUS 375 (2 sections)
 Kumthekar: BUS 3xx: Logistics and Intermodal (Kumthekar), BUS 301 (2 sections)
 Joshua/Adjunct: BUS 375 (1 section) and BUS 301 (1 section)

Fall 2024:

Kohli: BUS 372 (Supply Chain Management), BUS 375 (2 sections) Kumthekar:
 BUS 373: Project Management (Kumthekar), BUS 301 (2 sections)
 Joshua/Adjunct: BUS 375 (1 section) and BUS 301 (1 section)

Spring 2025:

Kohli: BUS 372 (Supply Chain Management), BUS 375 (2 sections)
 Kumthekar: BUS 3xx: Logistics and Intermodal (Kumthekar)/ BUS 374: Procurement, BUS 301
 (2sections)
 Joshua/Adjunct: BUS 375 (1 section) and BUS 301 (1 section)

Note: We are not requesting a faculty line to start this major. However, a faculty line in our discipline will certainly help us provide more depth and breadth as well as elective offerings to the students that will choose the OSCM major starting Fall 2023. Additionally, the new hire in our discipline will also help us in developing and teaching BUS 241 (key prerequisite to OSCM courses as well as Business core), provide support for other courses (BUS 301 and BUS 375), and in supporting our collaboration with Department of Engineering and Technology Management (BS in Engineering Management, IE concentration, IE Major and other areas).

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<https://www2.morgan.edu/sscm>

University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: B.S. in Occupational Therapy Assistant

INITIATED BY: David M. MacMahon, Chair

BOARD INFORMATION:

BOARD ACTION: X

BOARD POLICY:

305.1 Program Approval, Review & Elimination Procedures

UNIFIED ACCREDITATION CONNECTION:

N/A

BACKGROUND:

The University of Southern Maine (USM) is seeking permission to offer a Bachelor of Science in Occupational Therapy Assistant program. The profession of occupational therapy utilizes occupational therapy assistant (OTA) practitioners in the delivery of OT services across a variety of settings. The OTA practitioner is licensed to provide therapeutic interventions and works collaboratively with, and under the supervision of, an occupational therapist. Employment for graduates of this field is projected to increase in Maine and nationally, with expected employment growth above 25% over the next 10 years.

The proposal was reviewed at all appropriate faculty and administrative levels at USM and was reviewed and subsequently recommended by the Chief Academic Officers Council. Dr. Jeffrey St. John, Vice Chancellor of Academic and Student Affairs, recommended the program to the Chancellor. Chancellor Malloy signed his approval of the Bachelor of Science in Occupational Therapy Assistant on June 1, 2023.

TEXT OF PROPOSED RESOLUTION:

That the Academic and Student Affairs Committee forwards this item to the Consent Agenda at the July 10, 2023, Board of Trustees meeting for approval of the following resolution:

That the Board of Trustees accepts the recommendation of the Academic and Student Affairs Committee and approves the Bachelor of Science in Occupational Therapy Assistant at the University of Southern Maine.

06/02/2023



**Vice Chancellor for
Academic and
Student Affairs**
15 Estabrooke Drive
Orono, ME 04469

Tel: 207-973-3211
Fax: 207-581-9212
www.maine.edu

Date: May 25, 2023

To: Dannel Malloy, Chancellor
University of Maine System (UMS)

From: Jeffrey St. John, VCASA 

Regarding: USM Program Proposal: B.S. in Occupational Therapy Assistant program

The University of Maine

University of Maine
at Augusta

University of Maine
at Farmington

University of Maine
at Fort Kent


University of Maine
at Machias

University of Maine
at Presque Isle

University of
Southern Maine

Please find the attached program proposal from the University of Southern Maine to offer the B.S. in Occupational Therapy Assistant program. The attached material includes documentation of university level support including approval from President Jacqueline Edmondson as well as the full program proposal.

The proposed addition of the B.S. in Occupational Therapy Assistant program was reviewed and recommended by the Chief Academic Officer's Council (CAOC) on May 18, 2023. I also recommend this program for your approval.

I approve	I do not approve for the reasons listed below	Additional information needed for decision	Action
			Approve the B.S. in Occupational Therapy Assistant program


Chancellor Dannel Malloy

6.1.23
Date



Program Proposal:
Occupational Therapy Assistant Baccalaureate
University of Southern Maine



Submitted by:

Julie Larouche, OTD, OTR/L

Elizabeth Palmer, OTD, OTR/L

Erin McCall, OTD, OTR/L

November 18, 2022

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UNIVERSITY OF MAINE SYSTEM FORMAT FOR NEW PROGRAM PROPOSALS**I. Full program title.**

Occupational Therapy Assistant Baccalaureate

II. Program objectives.**A. Narrative description of program rationale.**

The profession of occupational therapy (OT) added in their 2018 educational accreditation standards the baccalaureate level occupational therapy assistant (OTA). This professional degree allows the baccalaureate trained and certified professional to work in the field of occupational therapy as an OTA. The profession of occupational therapy utilizes and values OTA practitioners in the delivery of OT services across a variety of settings. The OTA practitioner is licensed to provide therapeutic interventions and works collaboratively with, and under the supervision of, an occupational therapist. We envision this degree program to align with the current mission statements and vision statements of our master's (MOT) and doctoral (OTD) degree programs. The OTA program would add the final degree option in the field of OT to our current portfolio of degrees and give the University of Southern Maine students the opportunity to enter the profession and advance their knowledge and skills without leaving our university.

B. General program goals (limit to 3-5 major items maximum).

- Provide entry level into the field of OTA to improve the state of Maine healthcare workforce needs.
- Provide a licensed, healthcare route for student retention due to attrition in other preprofessional health care programs and increase graduation rates.
- Improve student success and engagement through a future forward curriculum designed to promote critical thinking, service and citizenship.

C. Specific student outcomes or behavioral objectives (limit to 5-8 items, written for public accountability).

Students will

- Design and implement an evidence-based approach to the occupational therapy process to effectively enhance occupational performance
- Select and defend the use of preparatory, purposeful, and occupation-based strategies in occupational therapy practice
- Communicate effectively to clearly express ideas and knowledge in a thoughtful, organized, and professional manner as it relates to person, occupation, and context

- Demonstrate understanding and application of the AOTA Code of ethics, core values and attitudes of occupational therapy, and the AOTA standards of practice.
- Demonstrate an understanding of citizenship and its relationship to health and wellness, occupational justice, and occupational choice

III. Evidence of program need.

A. Market Analysis.

Current demands of the OT profession for training entry level OT practitioners

Entry-level practitioners of occupational therapy, i.e., people who have recently completed course work and completed national boards and are ready to be employed as OT clinicians, can enter the profession as either an occupational therapist (OT) or as an occupational therapy assistant (OTA). OT's are trained at either a master's degree or entry level doctorate program, and OTA's have historically been trained at an associate's degree level. USM currently has programs in place that are graduating students at the OT level. There is no program currently available in the University of Maine System for OTA level training and, if approved, will be the only baccalaureate program in the state of Maine.

Within the guiding bodies of accreditation for the profession of occupational therapy (American Occupational Therapy Association AOTA and American Council on Occupational Therapy Education ACOTE) there is heated discussion about the appropriate level of education needed to train entry level OTA practitioners. At this current point in time, students can become licensed occupational therapy assistants by either completing an unusually high number of credits for an associate degree (approximately 70 credits) or by completing a 4 year baccalaureate degree from programs that offer OTA programs. Across the country, bachelor's degree programs for occupational therapy assistants are being developed and accredited to meet the rising demand for the baccalaureate trained level of OTA's.

Job Market and Population Health needs for employment of OTA's Nationally/ Maine/New England

The US News and World Report ranks occupational therapy assistants as number 2 in best healthcare support jobs [Occupational Therapy Assistant - Career Rankings, Salary, Reviews and Advice | US News Best Jobs](#) (U.S. News & World Report, 2022). The US Bureau of Labor Statistics ranks the job outlook for 2020-2023 at 25% growth, which is much faster than average [Occupational Therapy Assistants and Aides : Occupational Outlook Handbook: : U.S. Bureau of Labor Statistics \(bls.gov\)](#). The median salary for OTA's nationally is \$61,520, and regionally in Maine the range is \$46,000 to \$57,000, depending

on the work setting, making this an appealing license and degree to obtain within the healthcare and education fields (U.S. Bureau of Labor Statistics, 2022).

The rising need for OTA's coincides with the rise in healthcare worker shortages, general aging population in the US/Maine, and increase in chronic healthcare conditions across all populations. As the University of Maine System (UMS) looks to meet future employment demands in healthcare, it is wise to consider the training needs for licensed and certified OTA's in our state. Our workforce will need to meet the rapidly changing needs of our older adults in the next 20 years.

Maine's Aging Population

Maine's prime working-age population (age 20-64) is projected to decrease by 7.8% from 2018 to 2028, as the Baby Boom generation continues to age out of the cohort. In 2018, this generation was between 54-72 years old. In 2028, the youngest baby boomers will be 64 years old, while the oldest among them will be 82 years old. If just the young working-age population (20-39) is considered, this group will decline by only 4.5% from 2018 to 2028. Meanwhile, the age 65 and older cohort is expected to see growth of 44.6% from 2018 to 2028 as the youngest baby boomers age into this cohort.

Maine Statewide Population by Age				
	2018 (historical)	2023	2028	2018-2028
Age 0-19 years	284,015	262,656	249,789	
Age 20-39 years	314,772	310,383	300,720	
Age 40-64 years	466,374	438,938	419,118	
Age 65+ years	275,999	343,946	399,211	
Five-year Percent Change				
Percent Change 0-19		-7.5%	-4.9%	-12.1%
Percent Change 20-39		-1.4%	-3.1%	-4.5%
Percent Change 40-64		-5.9%	-4.5%	-10.1%
Percent Change 65+		24.6%	16.1%	44.6%

<https://www.maine.gov/dafs/economist/demographic-projections>

(State Economist, 2019).

Job Market for OTA Graduates

The US Bureau of Labor Statistics uses a term called a Location Quotient (LQ) to indicate a state's access to "occupations" (meaning people employed in a vocation, such as healthcare worker roles). A Location Quotient (LQ) of less than 1.0 indicates an occupation is less prevalent in the area than the national average while a LQ of greater than 1.0 indicates an occupation has a higher share of employment than the national average. As of May 2021, the LQ for occupational therapist assistants in the state of Maine was in the 0.4 to 0.8 range,

indicating Maine is currently below national average for employment in this field [LQ for OTA nationally](#). (U.S. Bureau of Labor Statistics, 2022).

When a job search was conducted using Indeed.com (Nov 1, 2022) there were 31 open positions for licensed OTAs within the state of Maine and 44 in New Hampshire. These Maine positions were located across the state and in many different types of settings, including nursing homes, veteran's services, hospitals, and pediatric care. It should be noted, at this time these jobs require only an associate's level degree along with OTA licensure and certification. How is Maine currently training enough OTA's to meet the employment demands within the state and region?

Current training programs in Maine and regionally

There is currently only one OTA program in Maine, and this program is offered at the associate degree level at Kennebec Valley Community College (KVCC). Based on a conversation between faculty, the OTA program currently has 8 students in the first year and is anticipating graduating 2 OTAs this year. Clearly these numbers will not meet the demand for the current employment needs in Maine, let alone the region.

Potential Competitors for Training Programs

There is one OTA training program in Claremont NH; this program is also offered at an associate degree level. There are no OTA schools in Vermont, and there are 4 in Massachusetts at the associate degree level.

As of August 2022, there are 3 programs being developed in New England for a baccalaureate degree level OTA: Goodwin University (CT), which currently has an associate's program; University of New Hampshire, which does not currently have any OTA program; and Westfield State University (MA). These programs are in proposal phases. Though these programs could compete for our potential student base, it is important to note that only UNH is within a 5-hour drive radius to Maine. The development of these programs demonstrates the increased market demand for 4 year OTA programs.

Proposed baccalaureate OTA Program at USM to meet the Market Demand

The recent campus "Future Needs Executive Summary Report for Lewiston-Auburn College" has identified the current OT Department as a successful model that can be replicated for the future growth of the campus. The needs assessment identified as a priority the development of four-year degree pathways that support community demographics to build

on the OT Department model. The potential expansion of the OT Department to include a baccalaureate level accredited pathway to a professional degree is in line with this need.

Other Recruiting Methods for OTA program

A major marketing tool for recruiting potential OTA baccalaureate students would be to promote the professional licensure component of the earned degree once completed. This license would allow students to begin earning a median or higher wage in the state of Maine upon graduation and entry into the profession. This license would also allow for a reasonable hourly wage while pursuing graduate degrees if a student was moving on to graduate coursework (e.g., medical school, social work, physical therapy, etc.). There are also many related employment opportunities with a baccalaureate degree in OTA that could be used to promote enrollment in this program. Because the OTA curriculum includes coursework and fieldwork training in mental health settings, physical disability settings, pediatric settings, and management coursework, graduates will be prepared to enter the workforce with documented skills in a variety of areas.

Marketing Conclusion

At this time, the market analysis indicates that though the Maine/New England region needs more OTA's, access to licensed and certified OTA's is below national average. The job market demands show a need for either higher enrollment in the only current OTA program (at KVCC) or that other training programs are needed to engage and enroll students into this workforce. Unfortunately, the community college will be unable to meet the potential demand of the increased degree requirements to move to the baccalaureate level. The University of Southern Maine would be the only baccalaureate level program in the State of Maine. With an eye on the competitors for development of a similar baccalaureate program, USM appears to be well positioned to begin this program and recruit students into this much needed profession. As Maine's population ages and requires skilled levels of care, OTA graduates will be a well-prepared workforce with excellent employment opportunities. Their potential to provide caring, creative and professional skills to Maine's residents will be much needed in the years to come.

Enrollment projections for five years

Nancy Griffin, former Interim Vice President for Enrollment Management and Marketing, developed a 3-year enrollment projection on May 4th, 2022 after looking at National Clearinghouse data and College Board data (see letter in appendix A).

	Fall 2024	Fall 2025	Fall 2026
Applications	40	70	80
Admits	30	45	50
Enrollment	20	30	35

The OTA program will accept 15 students each year with the potential to have up to 20 students. These additional students will be transfer students within the UMS.

IV. Program content. The opening paragraph will indicate the holistic nature of the program design in narrative form with attention to such items as listed below but not limited to these:

The proposed B.S. degree in occupational therapy assistant will require 120 total credits. Graduates will complete 58 credits within the occupational therapy core curriculum including fieldwork experiences and a baccalaureate project. The remaining credits will consist of USM core courses, pre and corequisite courses, and electives.

A. Outline of required and/or elective courses (not syllabi).

B.S. in Occupational Therapy Assistant (Courses to be developed)

Total Credits 120

Occupational Therapy Assistant Core Curriculum: 58 Credits

- Introduction to Occupational Therapy (OTA 2XX)
- Occupational Therapy Theory and Foundations of Practice (OTA 2XX)
- Group Process and Occupational Activity Analysis (OTA 2XX)
- Reflective Practitioner (OTA 2XX)
- Psychosocial Practice Lecture (OTA 3XX)
- Psychosocial Practice Lab (OTA 3XX)
- Assistive Technology in OT Practice (OTA 3XX)
- Functional Kinesiology and Analysis of Movement (OTA 3XX)
- Pediatric Interventions in Occupational Therapy (OTA 3XX)
- Pediatric Interventions in Occupational Therapy Lab (OTA 3XX)
- Fieldwork I A (OTA 3XX)
- Fieldwork I B (OTA 3XX)
- Fieldwork I C (OTA 3XX)
- Neurological Conditions and Interventions (OTA 3XX)

- Musculoskeletal Conditions and Interventions (OTA 3XX)
- OTA Management and Leadership (OTA 3XX)
- Occupational Wellbeing for Older Adults (OTA 4XX)
- Fieldwork II A (OTA 4XX)
- Fieldwork II B (OTA 4XX)
- Baccalaureate Project I (OTA 4XX)
- Baccalaureate Project II (OTA 4XX)
- Professional Practice (OTA 4XX)

USM Core Courses:

**Some of these courses are core OTA courses*

- Writing, Reading, and Inquiry 1: College Writing (ENG 100)
- Writing, Reading, and Inquiry 2: Academic Writing (ENG 102)
- Writing, Reading and Inquiry 3: Baccalaureate II (OTA 4XX) *
- Quantitative Reasoning: Introduction to Statistics (MAT 120)
- Social-Cultural Analysis: Introduction to Sociology (SOC 100)
- International Course: Student choice
- Creative Expression: Student choice
- Science Exploration: Introduction to Physics and Lab (PHY 101 and 102)
- Cultural Interpretation: Student choice
- Culture, Power and Equity: Fieldwork I (OTA 3XX) *
- Ethics and Social Justice (OTA 3XX) *
- Engaged Learning: Fieldwork II (OTA 4XX) *
- Capstone: Baccalaureate Project (OTA 4XX) *

Other pre and corequisite courses:

- Medical Terminology (SCI 140)
- Anatomy and Physiology I Lecture and Lab (BIO 111 and BIO 112)
- Anatomy and Physiology II Lecture and Lab (BIO 113 and BIO 214)
- Abnormal Psychology (PSY 203 or SBS 233)
- Multicultural Human Development (HRD 200)

Electives:

- Elective courses can be applied towards a certificate topic of interest

B. Development of new courses and/or what they may displace.

The OTA-B will consist of 22 new occupational therapy courses (58 credit hours). These courses will be similar to the already established graduate occupational therapy courses but at an undergraduate level. The remaining credits will be a combination of USM core curriculum credits and electives as indicated above. This curriculum will allow students to obtain a certificate in a healthcare topic of interest. See tentative program of study below.

OTA-B Program of Study

FALL - YEAR 1		
Course #	Course Title	Cr.
CC- Writing 1	College Writing (ENG 100)	3
CC- Quant reason	Intro to Statistics (MAT 120)	4
CC- Socio-cultural	Intro to Sociology (SOC 100)	3
CC	International Course	3
CC	Creative Expression core course	3
Semester Total		16
SPRING - YEAR 1		
Course #	Course Title	Cr.
CC-Writing 2	Academic Writing (ENG 102)	3
	Medical Terminology (SCI 140)	3
	Multicultural Human Development (HRD 200)	3
CC-Science exploration	Intro to Physics (PHY101 and 102)	4
CC	Cultural interpretation core course	3
Semester Total		16
FALL - YEAR 2		
Course #	Course Title	Cr.
	Anatomy & Physiology I (BIO 111)	3
	Anatomy & Physiology I Lab (BIO 112)	1.5
	Abnormal Psychology (PSY 233 or SBS 303)	3
OT	Intro to OT	3
OT	OT Theory and Foundations	3
	Elective	3
Semester Total		16.5
SPRING - YEAR 2		
Course #	Course Title	Cr.
	Anatomy & Physiology II (BIO 113)	3
	Anatomy & Physiology II Lab (BIO 114)	1.5
OT/CC-Culture/ Power/Equity	Fieldwork I-A	1
	Elective	3
OT	Reflective Practitioner	3
OT	Psychosocial practice	3
OT	Psychosocial lab	1
Semester Total		15.5

FALL - YEAR 3		
Course #	Course Title	Cr.
CC-EIRSC	Ethics and social justice	3
OT	Functional Kinesiology	3
OT	Pediatrics	3
OT	Pediatric Lab	1
OT	FW 1 B	1
	Elective	3
Semester Total		14
SPRING - YEAR 3		
Course #	Course Title	Cr.
OT/CC capstone	Baccalaureate I	3
OT	Neurological conditions and intervention	3
OT	Neurological conditions and intervention/ lab	1
OT	Physical Disabilities musculoskeletal/ lecture	3
OT	Physical Disabilities musculoskeletal/ lab	1
	Elective	3
Semester Total		14
FALL YEAR 4		
Course #	Course Title	Cr.
OT/writing 3	Baccalaureate II	3
OT	OTA Management and Leadership	3
OT	Occupational Wellbeing older adults	3
OT	Assistive Technology, ergonomics and etc (contemporary)	3
	elective	3
Semester Total		15
SPRING YEAR 4		
Course #	Course Title	Cr.
OT/CC engaged learning	Fieldwork II A	6
OT	Fieldwork II B	6
OT	Professional presentations	1
Semester Total		13
TOTAL		120

***This is a tentative program of study and may require adjustments of course offerings and titles based on ACOTE standards and the development of the program curriculum design.**

C. Type of research activity, if any, in program design.

The program design will include two courses focused on a baccalaureate project, which is an accreditation requirement. Please see list of baccalaureate project standards below that was retrieved <https://acoteonline.org/download/3751/> on November 15, 2022.

"D.1.0. BACCALAUREATE PROJECT: The goal of the baccalaureate project is to provide an in-depth experience in one or more of the following: clinical practice skills, administration, leadership, advocacy, and education. The individual or group project allows student(s) to

demonstrate application of knowledge gained. The baccalaureate project shall be an integral part of the program's curriculum design.

D.1.1. Baccalaureate Project Reflects Curriculum Design: Students will ensure that the baccalaureate project reflects the sequence and scope of content in the curriculum design so the baccalaureate project can allow for development of in-depth knowledge in the designated area of interest.

D.1.2. Design of Baccalaureate Project: Ensure that the baccalaureate project is designed through collaboration of the faculty and the student(s), including individualized specific objectives.

D.1.7. Evaluation of Baccalaureate Project: Document a formal evaluation mechanism for objective assessment of the student's performance during and at the completion of the baccalaureate project.

D.1.8. Baccalaureate Project: Ensure completion and presentation of a report of the individual or group project demonstrating in-depth knowledge in the focused area of study."

D. Nature of independent study, clinical experience, and/or field practicums employed in curriculum design.

Clinical education in occupational therapy is considered "Fieldwork." This hands-on learning experience links education and practice and provides students with an opportunity to be instructed and mentored by practitioners in their field. During fieldwork students are placed in a variety of healthcare, community-based, and nontraditional settings that use occupation as intervention for recovery from disability, prevention of disease, and maintaining wellness. Fieldwork sites are reflective of the practice areas taught in the OTA-B curriculum. Fieldwork education is closely governed by the standards set forth by the Accreditation Council for Occupational Therapy Education (ACOTE).

OTA baccalaureate students participate in three Level I fieldwork experiences throughout the didactic phase of their education. Level I fieldwork allows students to apply subject knowledge, develop and build clinical skills, and broaden their exposure and familiarity with the various settings in which occupational therapy professionals practice. Level I fieldwork may be completed in several sequential days or in a series of hours over a semester. Students typically participate in 20-35 hours for each Level I fieldwork course.

At the end of their coursework students participate in two 8-week, full time, Level II fieldwork experiences. Students are placed in two distinct settings and are supervised by a qualified occupational therapist. Level II fieldwork provides students with an opportunity to develop entry level practitioner skills in clinical reasoning, assessment and evaluation, intervention, documentation, and the use of evidence-based practice, and it prepares them to sit for the National Board for Certification in Occupational Therapy exam.

E. Impact of program on existing programs on the campus.

We believe that the introduction of the OTA-B will have minimal negative impact on other existing programs across the University of Southern Maine's three campuses. We posit that the addition of this degree will aid in student retention as it will provide an additional pre-professional and licensed opportunity for students looking toward a career in healthcare. The first two years of the proposed OTA-B curriculum include similar required coursework for the Bachelor of Science degrees in Nursing and Health Sciences. This overlap would enable students who may start in one field to change their major but still complete a four-year degree in a health field. It is not uncommon for students to declare a major of study and then change their mind as they learn more about the realities of the degree they are pursuing.

When looking across the cohorts of first year, full time nursing students from 2016 to 2018 there was a 24% attrition rate at the four-year mark (University of Southern Maine, 2022). In health sciences the attrition rate over the same time span for first year, full time students was 33% (University of Southern Maine, 2022). This is only a snapshot of potential students who might have been retained in a healthcare related field if the opportunity for a degree in occupational therapy assistant is available.

Additionally, the introduction of an occupational therapy degree at the undergraduate level will promote increased coordination and collaboration between graduate faculty in the Occupational Therapy Department with faculty who teach primarily at the undergraduate level.

The possibility of interprofessional education will exist, enabling students to share their knowledge with peers, which will foster increased understanding and collaboration among pre-professional health care workers.

V. Program resources.**A. Personnel.**

According to ACOTE, "The program must have at least three full time equivalent (FTE) faculty positions at each accredited location where the program is offered." The OTA-B program will utilize faculty from the already established Master of Occupational Therapy, entry level doctorate, and post professional doctorate programs. See Faculty listed below:

Dr. Mary Anderson, OTD, OTR/L
Assistant Professor of Occupational Therapy

Dr. Tammy Bickmore, OTD, OTR/L
Clinical Assistant Professor of Occupational Therapy

Sarah Grinder, MOT, OTR/L
Senior Lecturer of Occupational Therapy

Dr. Bernadette Kroon, PT, DPT, GCS, CEEAA
Senior Lecturer of Occupational Therapy

Dr. Julie Larouche, OTD, OTR/L
Assistant Professor of Occupational Therapy

Dr. Susan Noyes, PhD, OTR/L
Associate Professor of Occupational Therapy

Dr. Elizabeth Palmer, OTD, MEd, OTR/L
Clinical Assistant Professor of Occupational Therapy

In addition, per ACOTE, the program will need to designate a full-time program director. "The program must have at least three full time equivalent (FTE) faculty positions at each accredited location where the program is offered. At a minimum, each program must have a core faculty who is an occupational therapist and a core faculty who is an occupational therapy assistant". The university will need to hire a "Core OTA Faculty" member. ACOTE defines Core Faculty as "faculty members employed in the occupational therapy educational program whose job responsibilities, at a minimum, include curriculum design, teaching, and student advisement, regardless of the position title" (ACOTE, 2022). We believe this individual will be hired as a part time regular faculty member and will also serve on the OT Advisory Board.

1. Vita of faculty who will assume a major role for the program to be included in the Appendix.

Program Director:

According to ACOTE Standards, "The program must identify an individual as the program director who is assigned to the occupational therapy educational program as a fulltime core faculty member as defined by ACOTE. The director may be assigned other institutional duties that do not interfere with the management and administration of the program. The institution must document that the program director has sufficient release time to ensure that the needs of the program are being met. • The program director must be an initially certified occupational therapist or occupational therapy assistant who is licensed or otherwise regulated according to regulations in the state(s) or jurisdiction(s) in which the program is located. The program director must hold a minimum of a master's degree awarded by an institution that is accredited by a USDE-recognized institutional accrediting agency. The

master's degree is not limited to a master's degree in occupational therapy. The program director must have a minimum of 5 years of documented experience in the field of occupational therapy. This experience must include:

- o Clinical practice as an occupational therapist or occupational therapy assistant.
- o Administrative experience including, but not limited to, program planning and implementation, personnel management, evaluation, and budgeting.
- o Scholarship (e.g., scholarship of application, scholarship of teaching and learning).
- o Understanding of and experience with occupational therapy assistants.
- o At least 2 years of experience in a full-time academic appointment with teaching responsibilities at the postsecondary level.

The program director must be responsible for the management and administration of the program, including planning, evaluation, budgeting, selection of faculty and staff, maintenance of accreditation, and commitment to strategies for professional development. The program director position cannot be shared" (ACOTE, 2022).

Dr. Julie Larouche will be the identified program director as she has prior experience and expertise as a program director in an OTA program (see Appendix B).

Academic Fieldwork Coordinator:

According to ACOTE standards "the program must identify an individual for the role of academic fieldwork coordinator who is specifically responsible for the program's compliance with the fieldwork requirements of Standards Section C.1.0 and is assigned to the occupational therapy educational program as a full-time core faculty member as defined by ACOTE. The academic fieldwork coordinator may be assigned other institutional duties that do not interfere with the management and administration of the fieldwork program. The institution must document that the academic fieldwork coordinator has sufficient release time and support to ensure that the needs of the fieldwork program are being met. This individual must be an occupational therapist or occupational therapy assistant who is licensed or otherwise regulated according to regulations in the state(s) or jurisdiction(s) in which the program is located. The academic fieldwork coordinator must have at least 2 years of clinical practice experience as an occupational therapist or occupational therapy assistant and hold a minimum of a baccalaureate degree awarded by an institution that is accredited by a USDE recognized institutional accrediting agency."

Dr. Elizabeth Palmer is the current Academic Fieldwork coordinator for the MOT and ELOTD programs (See Appendix C). She will be identified as the fieldwork coordinator for the OTA-B program.

2. Specific effect on existing programs of faculty assignments to new programs. List necessary faculty adjustments.

Currently all OT faculty teach at the graduate level on the Lewiston-Auburn campus. Faculty will continue to teach in their area of expertise and clinical practice. The designated program director and core faculty in the OTA-B program will have a bigger presence on the

other campuses where undergraduate courses are offered. This will require an adjustment of faculty location.

B. Current library acquisitions available for new programs.

The OTA-B program will rely on the already established library and learning resources utilized by current students in the OT programs. No additional library resources are necessary to service the OTA degree.

C. New equipment necessary for the new program and plan for its acquisition and implementation.

The OT Department has sufficient equipment necessary for teaching all its content. Routine equipment updates will be necessary with the additional student usage.

D. Additional space requirements, if any, including renovations.

The Department of Occupational Therapy is primarily located on the Lewiston- Auburn Campus. Lab courses will be offered on this campus as this is where the OT lab and clinic are located. If desired lab courses are offered at the other campuses, additional equipment and laboratory space will need to be allocated.

E. Extent of cooperation with other programs, both on the initiating campus and other campuses.

The OT Department will rely on a number of departments throughout the USM community to meet the USM core curriculum, prerequisites, and elective courses. The OT department will collaborate with individuals across service departments when designing and scheduling the course offerings to ensure that department and course offerings can adequately accommodate the additional students.

VI. Total financial consideration.**A. Estimate of anticipated cost and anticipated income of the program for five years.****1. Revenue**

	2024-2025	2025-2026	2026-2027	2028-2029	2029-2030
Projected New Enrollment FTE	15	15	15	15	15
Total Enrollment FTE	15	30	45	60	60
Total credit hours	450	900	1,350	1,800	1,500
Cost per credit hour (instate)	\$288	\$288	\$288	\$288	\$288
Tuition Revenue	\$129,600	\$259,200	\$388,800	\$518,400	\$518,400

There is potential for the total revenue to increase as the shown cost per credit hour is instate only.

2. Expenses

	2024-2025	2025-2026	2026-2027	2028-2029	2029-2030
New FTE	0	1	2	2	2
New Faculty Salary	0	\$20,000	\$85,000	\$85,000	\$85,000
New Faculty Benefits	0	\$10,200	\$43,350	\$43,350	\$43,350
Total operational costs	\$17,000	\$17,000	\$17,000	\$17,000	\$17,000
Program Director stipend	\$9,000	\$9,000	\$9,000	\$9,000	\$9,000
Marketing and recruitment	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Total Expenses	\$31,000	\$56,000	\$159,000	\$159,000	\$159,000
Net Revenue	\$98,600	\$203,200	\$229,800	\$359,400	\$359,400

The benefit rate has potential to change each year

B. Detailed information on first-year costs, including:**1. new personnel requirements (include employee benefits);**

The OTA-B program will not need to hire anyone the first year as there are no OTA courses to teach then.

The OTA-B program will need to hire a Part-time Regular Lecturer in the second year to meet the ACOTE demands for a core faculty that must be a licensed occupational therapy assistant, which the department currently does not have. This individual will need to be hired prior to the 2025-2026 academic year and will be responsible for teaching 3 courses annually in the OTA program.

The OTA-B program also will need to hire a tenure track assistant professor in the first cohort's third year of study, which will be the academic year 2026-2027.

2. first-year revenue and identity of source;

There is a continued market demand for occupational therapy assistants in Maine as well as for four-year degrees that provide a direct career path. The Occupational Therapy Department has historically had high retention rates and believes it can count on tuition as a large part of its first-year revenue. The average retention rate for MOT students at the two-year point averaged 94% for the 2017, 2018, and 2019 cohorts (University of Southern Maine, 2022). The average retention rate since 2012 is 96% for two-year MOT students (University of Southern Maine, 2022).

First year revenue projection:

	2024-2025 Academic year
Projected New Enrollment FTE	15
Total Enrollment FTE	15
Total credit hours	450
Cost per credit hour	\$288
Tuition Revenue for first year	\$129,600

3. how operational costs are to be absorbed into current campus operating budget over a 5-year period;

Operational costs would consist of replacement of lab materials, wheelchairs / lab tables / DME and disposable equipment; PPE / splinting, etc. This is considered normal wear and tear of equipment and disposable supplies. The OT Department fiscal year 2021/22 budget was \$52K for operational costs. The OTA program estimates that an additional \$17,000 would need to be added to the already established budget to support the additional students and operational program costs.

4. what additional funding is required to support the program (identify the source);

Years two and three will need additional funding to support new positions, program operational costs, and course development. If we continue to bring in 15-20 students each year, funding will come from tuition.

5. lifetime of outside or independent funding and plan for how and when.

At this time the Occupational Therapy Department does not have any lifetime grants or funding, nor does the program expect to rely on outside funding. The faculty have worked closely with the Lewiston and Portland communities and have obtained time limited grants that have enabled us to enhance student clinical learning.

VII. Program Evaluation

A. A post audit of an approved new program must be made after two years.

- Successful ACOTE self-study and Full Accreditation

B. The results of the audit must be reported to the Vice Chancellor for Academic Affairs.

- Share the ACOTE self-study report and Site visit report
- Enrollment report/attrition

Signatures

Submitted by:

Julie Larouche, OTD, OTR/L
Email: julie.larouche@maine.edu

Date

Elizabeth Palmer, OTD, OTR/L
Email: elizabeth.r.palmer@maine.edu

Date

Erin McCall, OTD, OTR/L
Email: erin.mccall@maine.edu

Date

Appendices

Appendix A - Letters of Support

Appendix B - Curriculum Vitae: Julie Larouche

Appendix C - Curriculum Vitae: Elizabeth Palmer

Appendix A: Letters of Support

TO: Julie Larouche, Program Director, Master of Occupational Therapy Program

FROM: Nancy Griffin, Interim Vice President for Enrollment Management and Marketing

DATE: May 4, 2022

RE: Occupational Therapy Assistant Program at USM

It was a pleasure meeting with you to discuss the development of an Occupational Therapy Assistant (OTA) Program at the University of Southern Maine. It is clear you have a passion for this academic program and that there is a need to increase graduates in this area for the state of Maine workforce.

As you know, there is a growing demand for OTA's. The U.S. Bureau of Labor Statistics indicates that the job growth rate for OTA's between 2020 and 2030 will increase 34%. This is a faster than average growth rate. According to the labor statistics for the state of Maine, there is a current need for OTA's that is not being met in the state and Maine will see a 33% increase in the need for OTA's in the next eight years. These data points clearly indicate a need for a second OTA program in the state of Maine.

After looking at National Clearing House data and College Board data, I have developed the following three-year enrollment projections for an OTA program at USM:

	Fall 2024	Fall 2025	Fall 2026
Applications	40	70	80
Admits	30	45	50
Enrolled	20	30	35

I do feel it would be important to test the market with a survey to see if there is an opportunity across the New England region for more applications. Tuition pricing is going to be important and I would recommend a differential tuition rate for out-of-state students.

I wish you the very best with your proposal. Please let me know if you need more data or if I can be of any assistance.

Appendix B: Program Director Curriculum Vitae

Julie Larouche, OTD, OTR/L
Fairfield, Maine 04937

INSTITUTION:

University of Southern Maine
Occupational Therapy Department Chair
Program Director, Master of Occupational Therapy Program
Assistant Professor, Occupational Therapy
51 Westminster Street
Lewiston, Maine 04240

EDUCATION:

Chatham University
Pittsburgh, Pennsylvania
Doctor of Occupational Therapy, May 2016

University of New England
Biddeford, Maine
Master of Science in Occupational Therapy, May 2005
Bachelor of Science, December 1995

PROFESSIONAL EXPERIENCE:

September 2021-Present
Program Director, Master of Occupational Therapy, University of Southern
Maine, Lewiston, Maine 04240

Responsibilities:

This leadership position is both a faculty and administrative position that provides direction and counsel in the delivery and management of USM's entry-level master's program in occupational therapy, as well as maintaining the program's accreditation. Leading the faculty -- creating vision and direction for the program. Curricular oversight, directing growth and development of the program. Recruiting and advising prospective students. Scheduling and monitoring enrollments. Coordinating and supporting the advising role of faculty. Chairing the Occupational Admissions Committee. Creating and implementing a budget. Marketing the MOT program. Managing recruitment, hiring, orienting, and evaluating of full and part-time faculty. Teaching up to 6 credits per semester. Meeting LAC's Peer Review Criteria for promotion and tenure. Participating in personnel

Committees for the College. Advising communication's staff on recruitment materials for program. Consistently exemplifying integrity and qualities of a professional dedicated to the field of Occupational Therapy. Teach the physical disabilities, evidence based practice and leadership courses.

September 2021-August 31, 2022

Chair, Department of Occupational Therapy, University of Southern Maine

Responsibilities:

Assign advisors evenly among the full-time Faculty, Develop course schedules according to the needs and goals of the students, department or school programs(s), the college, and university, recommend teaching assignments, including assignments of adjunct or PATFA faculty, to the dean for approval, Advise the dean on workload implications related to faculty leaves (e.g., sabbaticals), workload redistributions (e.g., unfunded and funded release time, assignments external to the department, program or school), and overloads, Process sabbatical requests, Support the hiring of PATFA faculty, Facilitate program review as necessary, Schedule and facilitate meetings, Identify faculty and personnel needs, Represent the department in internal and external meetings, Advocate on behalf of the department at the school, college, university, and System levels as well as with external constituents, Advise dean on academic policies, program needs, issues, and accomplishments, Recommend committee representation from department.

September 2021-Present

Assistant Professor, Master of Occupational Therapy, University of Southern Maine, Lewiston, Maine 04240

Responsibilities:

Responsible for teaching occupational therapy courses in the masters of OT and doctorate of OT programs. Primary teaching responsibilities include physical disabilities, kinesiology, eldercare and leadership.

August 2018-2021

Program Director, Occupational Therapy Assistant Program, Kennebec Valley Community College, Fairfield, ME 04937

Responsibilities:

The OTA program director is responsible for maintaining the OTA program accreditation status and compliance with ACOTE standards. Duties include participating in academic policies and procedures in response to student and faculty needs, mentoring new adjunct faculty, scheduling, and coordinating advisory board meetings on a biannually basis. Oversee assessment of program outcomes, student success, and retention. The program director will additionally participate in one of the institutional committees, review of curriculum and monitor quality of teaching practice, enrollment management and recruitment activities. Primary fiscal responsibilities include participation in annual budget, maintenance of adjunct contract requests, and ordering. Maintain OT lab space and materials are ongoing.

August 2020-July 2021

Part-time Assistant Professor: Occupational Therapy Program, University of Southern Maine, Lewiston, Maine

Responsibilities:

Responsible for teaching contextual considerations in occupational therapy. This was an

asynchronous course that introduced students to the context of OT practice, such as professional, social, cultural, economic, and ecological. Students learned the role and functions of the OT practitioner within the local, national, and international associations. Currently teaching OTH603/606: Occupational Performance in Adulthood Part 1 lecture and lab in person.

August 2000-2021

Faculty: Occupational Therapy Assistant Program, Kennebec Valley Community College, Fairfield, ME 04937

Responsibilities:

Responsible for teaching various OT courses (Introduction to OT, Group Process, Pediatric, Kinesiology, Physical Disabilities, Assistive Technology, Fieldwork Level II, and Medical Terminology). Duties include instruction of OT theory and practice relative to ACOTE standards and defined curricula, advisory to OTA students, assists in planning and evaluating the curriculum and in selecting educational materials, serves as an ex-officio member of the OTA program's advisory committee, serves on assigned committees, and assumes responsibilities, evaluates student's achievements, and maintains all students grades accurately.

August 2000 – August 2018

Academic Fieldwork Coordinator, Occupational Therapy Assistant Program, Kennebec Valley Community College, Fairfield, ME 04937

Responsibilities:

The AFWC was responsible for planning, coordinating, and executing all levels of fieldwork activity within the OTA program. This includes assigning students to fieldwork, oversight of clinical affiliation agreements, orienting students to the purposes of fieldwork, reassigning students in accordance with educational institution's policy, assisting student/ supervisor during fieldwork experience, assessing fieldwork supervisor requirements and qualifications, review visits (one time per level II fieldwork), and collaborating with clinical fieldwork educators regarding student objectives, student needs and progress.

August 2017-February 2018

Occupational Therapist, Maine General Medical Center

Responsibilities:

Provided direct occupational therapy services to children ages 0-8 at the Edmund Ervin Pediatric Center on a per diem basis. Duties included consultation, evaluation, intervention, caregiver education and ongoing assessment.

September 2008-June 2009

Occupational Therapist/Rehab Consultant, Sebasticook Valley Health Care Center

Responsibilities:

Provided consultation and mentoring to Rehab department. Per Diem practitioner providing skilled occupational therapy services to individuals with physical disabilities and age-related disorders. Hired to assist rehab department with day-to-day management and mentor new therapist.

September 2005- June 2007

Occupational Therapist, MSAD 49, Fairfield, Maine

Responsibilities:

Provide occupational therapy services to children K-6th grade at two local elementary schools. Duties include consultation, evaluations, intervention and monitoring pediatric services. Provided supervision of an OTA and OT related services.

June 1999 – July 2000

Therapy Program Manager/ Occupational Therapist, Sundance Rehab, Portland, Maine; contracted with Sandy River Rehab and Living Center, Farmington, Maine

Responsibilities:

Provide skilled therapy services in a geriatric setting. Duties included COTA supervision, various managerial tasks, treatment planning, home evaluations, billing, program development, staff in-services, care planning and ongoing pt./family education.

November 1997 to June 1999

Therapy Program Manager/ Occupational Therapist, Rehab Ambassadors of America, Portland, Maine; contracted with Sandy River Rehab and Living Center, Farmington, Maine

Responsibilities:

Same as above

December 1996 – November 1997

Occupational Therapist, Vencor Corporation; contracted with Dixfield Health Care Center, Dixfield, Maine,

Responsibilities:

Provided skilled occupational therapy services. Duties included treatment planning, documentation, evaluations, billing, care planning, restraint reduction programming, discharge planning meetings, staff in-services, continual quality improvement programs, functional maintenance programming, and family meetings.

January 1996 - December 1996

Occupational Therapist, Vencor Corporation contracted with Westgate Manor, Bangor, Maine,

Responsibilities:

Provided skilled occupational therapy services. Duties included COTA supervision, family care plan meetings, splinting In-service, restorative program development and educated peer

Occupational Therapists on various environmental approaches and treatment strategies for individuals with Alzheimer's disease.

SCHOLARSHIP

Winston, K., **Larouche, J** Noyes, S., Bickmore, T. August, 2022. *Creating an Academic Community of Practice: Facilitating support, collaboration, and comic relief*. World Federation of Occupational Therapists International Congress Conference in Paris, France. **Refereed**

SCHOLARLY AND CREATIVE WORKS IN PROGRESS

Publications and Creative Works

Larouche, J., April 2022, *Master of Occupational Therapy Interim Report*. The American Occupational Therapy Accreditation Council for Occupational Therapy Education (ACOTE).

Creative works:

Larouche, J. Designed a sensory calming room on campus at LAC. Worked with vendors to create a calming room over the summer 2022. Worked with USM staff utilizing funds from the capital budget to der equipment (half of which is delivered). The room is estimated at \$10,000 and will be utilized by OT students in the Spring semester 2022.

Scholarly and Creative Work in Progress

In progress- **Larouche, J.** and Kroon, B., Research on *The Effects of the Use of Supplemental Videos for Occupational Therapy Students to Learn Manual Muscle Testing and Goniometry Skills*, University of Southern Maine, IRB approval Sept. 1, 2002 – August 31, 2023.

In preparation to write an article on the sensory room at KVCC to submit to *OT Practice*, Spring 2022.

Creative works: Setting up sensory room to capture a therapeutic environment on campus at LAC. Working on policies and procedures for room usage, Fall 2022.

In preparation to seek interdisciplinary collaboration with USM Faculty for research opportunities around the sensory room space, Spring 2022.

In collaboration with Dr. Deborah Van Langen, Program Director for the Exercise Science program in the Exercise Health and Sports Studies department on the Gorham campus, who has been working on a concept paper that addresses the need for primary care clinicians to refer their patients to certified ACSM Exercise Physiologists or Clinical Exercise Physiologists. Timeline is to work on the survey, IRB, and recruitment throughout next year with the hope of applying for a grant in the future.

Professional Presentations

Winston, K., **Larouche, J.**, Noyes, S., & Bickmore, T., August 2022. *Creating an academic community of practice: Facilitating support, collaboration, and comic relief*. World Federation of Occupational Therapists International Congress Conference in Paris, France. **Refereed**

Larouche, J., and Krasnavage, J., October 22, 2022. *Stop, Collaborate, and Listen-Enhancing your Understanding of an Effective OT/OTA Relationship*. MeOTA Fall Conference in Freeport, Maine. **Refereed**

Other Scholarly Activity

Reviewer (2022) American Occupational Therapy Association, Inspire 2023 Annual Conference in Kansas City, MO.

Bragg, D., Trefethen, K., & **Larouche, J.** October 2022. *Targeting Anxiety in School-Based Occupational Therapy*. MeOTA Fall Conference in Freeport, ME.

Bridge, K., Dillan, A., & **Larouche, J.** October 2022. *Understanding Occupational Therapy in a Juvenile Justice Facilities: Promoting Positive Community Reintegration*. MeOTA Fall Conference in Freeport, ME.

Kelley, M., Murphy, J., & **Larouche, J.** October 2022. *Informing Handwriting Interventions in School-Based Therapy Practice*. MeOTA Fall Conference in Freeport, ME.

Martin, C., & **Larouche, J.** October 2022. *Sensory Interventions for University Students Experiencing Stress*. MeOTA Fall Conference in Freeport, ME.

Sanborn, G., Bagley, K., & **Larouche, J.** October 2022. *Are you Ready for Transition Time?* MeOTA Fall Conference in Freeport, ME.

Quintiliani, L., Luce, M., & **Larouche, J.** October 2022. *The Efficacy of Sensory Stimulation Approaches for Individuals with Dementia*. MeOTA Fall Conference in Freeport, ME.

Has extensive experience with ongoing scholarship of teaching and learning at KVCC and USM

Scholarship Agenda-maintained a scholarship agenda for the past 22 years in academia (Form F)

Scholarship of Integration- Redeveloped the curriculum design for the OTA program at KVCC to match the college's mission and goals and align them with the program.

Scholarship in Application- applied knowledge from evidence-based practice capstone to development supplemental videos to help students' performance in the classroom.

Scholarship of Integration-Annual mandatory interactive professional development days consisting of the systematic study of teaching. From best practice in academia to strategic planning.

Scholarship of Teaching and Learning-presented at several of these professional development days for faculty and staff. I have done a presentation on how to implement supplement videos to enhance student performance in the classroom, your best workplace-office ergonomics, and the benefits of the sensory room on campus.

Scholarship of Discovery- Attends conferences, forums, webinars, read articles and textbooks.

PROFESSIONAL LICENSING / CERTIFICATION

National Board for Certification in Occupational Therapy #1004673

Maine Occupational Therapy License # OT 778

Handwriting Without Tears Level I Certification #1318

SERVICES WITHIN THE COLLEGE AT USM:

Documentation of Department/Campus/College Service

Department (OT):

*Department of Occupational Therapy, OT Planning Committee for the development of the OT Peer Review committee, USM-CSTH, 2021

*Department of Occupational Therapy, Gerontology Certificate Program Curriculum Subcommittee Planning Committee, USM-CSTH, 2022

*Department of Occupational Therapy, Hiring Search Committee member for the OT Clinic position, USM-CSTH, 2022

*Department of Occupational Therapy, Hiring Search Committee Chair for the Administrative Assistant (CL2) position, USM-CSTH, 2022

*Department of Occupational Therapy, MOT Program Review Curriculum Subcommittee Planning Committee, USM-CSTH, 2022

· Department of Occupational Therapy, OTA Development and Curriculum Subcommittee Planning Committee, USM-CSTH, 2022

· Department of Occupational Therapy, Directed and Coordinated the OT Open House, USM-CSTH, April 2022

College (USM):

· University of Southern Maine, Office of the Provost, Chair Development series, Sept 2021 to present

· College of Science, Technology and Health, IPE Building Committee, USM-CSTH, 2021 to present

· College of Science, Technology and Health, OT Dept. Chair, USM-CSTH, 2021 to August 2022

- Volunteer Destress Fest, December 2021
- Volunteer Destress Fest, March 2022

SERVICES WITHIN THE COLLEGE AT KVCC:

OTA Program:

- *Participated in ACOTE site visits (2)
- *Participated in 1 ACOTE interim report and independently did 1 more
- *Participated in 2 ACOTE self-studies and wrote all C standards

College Committees:

- **KVCC Faculty Senate President, December 2016-2021
- *KVCC Leadership Committee, 2016-2021
- *Instructional Accreditation and Effectiveness Steering Committee, 2016-2021
- *Achieving the Dream Planning Committee, 2017-2021
- *Commencement Committee, 2019-2021

College Boards:

- *Ex-officio, KVCC OTA Advisory Board
- *TRIO Advisory Board

AWARDS

- *Faculty Grand Marshall for the 2021 KVCC Commencement

PROFESSIONAL AFFILIATIONS/EDUCATION:

Current Member of:

- *American Occupational Therapy Association (AOTA)
- *Maine Occupational Therapy Association (MEOTA)

COMMUNITY SERVICES

- *Fairfield Police Athletic League Board of Directors April 2017-Present
- *Lawrence High School Football Boosters Vice- President Aug 2018-2021
- *Volunteer in local schools implementing and teaching students and teachers the handwriting without tears curriculum Sept 2008-present.
- *Director of the Fairfield PAL Field Hockey Program Sept 2006-December 2016, Fall 2020.
- *Lawrence High School Field Hockey Boosters President fall 2017, member 2015-2018.

Appendix C: Academic Fieldwork Coordinator and Clinical Assistant Professor Curriculum Vitae

ELIZABETH R. PALMER

319 Stanley Road, Winthrop, ME 04364 (978) 902-1367 | elizabeth.r.palmer@maine.edu

EDUCATION

Trinity Washington University, Washington DC	
Master of Science in Administration; Health Advocacy track	Anticipated 2022
 Chatham University, Pittsburgh, PA	
Doctor of Occupational Therapy	2012
 Tufts University, Medford, MA	
Master of Science: Occupational Therapy	2006
 University of Massachusetts, Lowell, MA	
Master of Education: Curriculum and Instruction	1995
 Brandeis University, Waltham, MA	
Bachelor of Arts: English, Latin American Studies	1991

HONORS/ AWARDS

Service Commendation for Policy Advocate in Disability Issues	2018
Awarded by American Occupational Therapy Association	
Grant for Global Course Development	2019
Awarded by Trinity Global Leadership Initiative funded by Mellon Foundation	

TEACHING EXPERIENCE

University of Southern Maine; Lewiston, ME	2021 - Present
<i>Academic Fieldwork Coordinator for Occupational Therapy Department</i>	
 Graduate Courses	
OTH 604/607: Occupational Performance Infancy / Adolescence I (lecture/lab)	
OTH 617: Occupational Performance Infancy / Adolescence II (lab)	
OTH 509: Level I Fieldwork Mental Health	
OTH 620: Level II Fieldwork	
 Trinity Washington University; Washington, DC	2017 – 2021
<i>Academic Fieldwork Coordinator for Occupational Therapy Programs</i>	

Undergraduate Courses

OTA 124: Pathology for the OTA Practitioner (lead instructor)
 OTA 130: Analysis and Performance of Occupations Across the Lifespan (lead instructor)
 OTA 140: Occupational Performance I (lead instructor)
 OTA 291: Level II Fieldwork/ 1
 OTA 292: Level II Fieldwork/ 2

Graduate Courses

OTM 534 Pediatric Interventions (lead instructor)
 OTM 614: Psychosocial/ Behavioral Foundations and Intervention (co-taught)
 OTM 624: Occupational Therapy Interventions with Adults (co-taught)
 OTM 691 Level II Fieldwork/ 1
 OTM 692 Level II Fieldwork/ 2
 OTM 692: Level II Fieldwork in Emerging Practice (lead instructor)

Undergraduate courses created; taught by adjunct faculty

SNHP 218: Global Perspectives of Occupational Science
 CRS 102: Contemporary Issues in Healthcare

PROFESSIONAL PRESENTATIONS

(2021). *Innovative solutions to fieldwork placements during the Covid-19 Pandemic and Beyond* (Short course). Washington, DC: Chesapeake Bay Fieldwork Council Annual Conference.
 (2019). *Examining the correlation between participation in leisure activities and pain and depression in Syrian refugees relocated in Jordan* (Peer reviewed poster). Toronto, Canada: North American Refugee Health Conference Annual Conference. (Also presented at New Orleans, Louisiana: American Occupational Therapy Association Annual Conference.)
 (2019). *Collaborating on fieldwork objectives* (Short course). Towson, MD: Chesapeake Bay Fieldwork Council Annual Conference.
 (2019). *Sensory Integration* (Short course). Amman, Jordan: Jordanian Society of Occupational Therapists Annual Conference.
 (2018). *Home health for the patient with dementia; A toolkit for new practitioners* (Peer reviewed poster). Salt Lake City, Utah: American Occupational Therapy Association Annual Conference.
 (2015). *Globally Connected Workforce: A step toward the centennial vision connecting the United States and Kenya* (Short course). Nashville, Tennessee: American Occupational Therapy Association Annual Conference. (with Heidi Baist and Ingrid Provident)
 (2014). *Global occupational therapy and healthcare issues* (Short course). Nairobi, Kenya: Kenyan Occupational Therapy Association Annual Conference. (with Heidi Baist and Ingrid Provident)
 (2012). *Teacher's perceptions of consultative and direct services occupational therapy* (Peer reviewed poster). Pittsburgh, Pennsylvania: Pennsylvania Occupational Therapy Association Annual Conference.

Unpublished working papers/ presentations

(2021) *Examining the correlation between pain and depression among Syrian refugees living in North East Jordan*. (Paper; preparing for submission to AJOT)

RELATED EXPERIENCE

Trinity Washington University, Washington, DC

Academic Fieldwork Coordinator**2017 - 2021**

Responsibilities included clinical placement of OTA and MOT students in Level I and Level II fieldwork positions (including appraisal of new sites, development and maintenance of relationships with community entities and student assessment), teaching core curriculum courses in activity analysis and health conditions, pediatrics, and occupational science, and ongoing program development, curriculum design and faculty training. Experienced with ACOTE accreditation.

Frontier Home Health and Hospice; Anchorage, AK

Occupational Therapist**2015 – 2017**

Perform duties of a home health occupational therapist serving adult clients. Responsibilities include screening and evaluation, development and implementation of care plans, case management, discharge planning. Provided professional development, education and training for nursing, therapy and support staff, and for families and community organizations. Worked collaboratively with Doctors, Nurses, Physical Therapists, Speech-Language Pathologists, and support staff and community care coordinators and organizations and supervised COTAs, HHA/ CNAs and OT fieldwork students.

Soliant Health Medical Staffing/ CompHealth Medical Staffing Palmer, AK; Plainfield IL

2008 - 2015**Occupational Therapist**

Performed duties of a school occupational therapist for students aged three through twenty-two. Responsibilities include student screening and evaluation, individual education plan development and implementation, transition planning. Provided professional development, education, and training of teachers. Worked collaboratively with Physical Therapists, School Psychologists, Speech-Language Pathologists, Special Education and General Education teachers, supervision of COTAs. Experience working with Autism, Pervasive Developmental Delay, Orthopedic Impairments, Sensory Processing Dysfunction, Attention Deficit Disorder, and early childhood developmental delays.

Hamilton Wenham Regional High School; Hamilton, MA

Coordinator of STAY Alternative Education Program**2005 - 2008**

Developed and ran an alternative education program for at risk students. Designed curriculum for classes in English, Anatomy and Physiology, Career Planning, Life Skills, and Health. Responsibilities included program development, supervision of teaching staff, budgeting, case management, transition planning, leading psycho-social groups, and teaching classes.

MEMBERSHIPS

American Occupational Therapy Association (AOTA) member	2008 – Present
Chesapeake Bay Fieldwork Council	2017 – 2021
Flying Doctors of America	2015 – Present
Society of Refugee Healthcare Providers	2019 – Present

References

- ACOTE. (2022, August). 2018 Accreditation Council for Occupational Therapy Education ACOTE®) Standards and Interpretive Guide. Bethesda; MD. Retrieved November 17, 2022, from <https://acoteonline.org/accreditation-explained/standards/>
- State Economist. (2019). *Demographic projections*. State Economist; Department of Administrative and Financial Services State of Maine. Retrieved November 13, 2022, from <https://www.maine.gov/dafs/economist/demographic-projections>
- U.S. Bureau of Labor Statistics. (2022, March 31). *Employment of occupational therapy assistants, by state, May 2021*. U.S. Bureau of Labor Statistics. Retrieved November 17, 2022, from <https://www.bls.gov/oes/current/oes312011.htm#st>
- U.S. Bureau of Labor Statistics. (2022, September 8). *Occupational therapy assistants and aides: Occupational outlook handbook*. U.S. Bureau of Labor Statistics; Occupational Outlook Handbook. Retrieved November 13, 2022, from <https://www.bls.gov/ooh/healthcare/occupational-therapy-assistants-and-aides.htm>
- U.S. News and World Report. (2022). *Occupational therapy assistant overview - U.S. news & world report*. Retrieved November 13, 2022, from <https://money.usnews.com/careers/best-jobs/occupational-therapy-assistant>
- University of Southern Maine. (2022). *University of Southern Maine*. Current Factbook; Department of Analysis, Applications, and Institutional Research. Retrieved November 13, 2022, from <https://usm.maine.edu/departments-analysis-applications-institutional-research/current-factbook>
- University of Southern Maine. (2022). University of Southern Maine Overall Undergraduate Retention Power BI Report. Retention/Graduation Reports; Department of Analysis, Applications, and Institutional Research | University of Southern Maine. Retrieved November 16, 2022, from <https://usm.maine.edu/departments-analysis-applications-institutional-research/retentiongraduation-reports>



May 10, 2023

Provost Tuchinsky,

I am writing to update you about the timeline and process for the Occupational Therapy Assistant Baccalaureate program and proposal. In December 2022, the intent letter and initial application was sent to the Accreditation Council for Occupational Therapy Education (ACOTE) along with a letter from President Edmonson. At that time, USM paid an initial \$2,000 deposit. That letter and deposit held a candidacy review slot open for the USM Occupational Therapy Department for August 2023 and reserved an onsite accreditation visit for 2027/2028. This timeline allows for incoming OTA-B undergraduate students to start the program in Fall 2024.

The OTA-B proposal was approved by the USM Faculty Senate on December 2, 2022. The Faculty Senate considered that presentation as both the first and second read for the proposal. The process was then passed on to the Dean's office in the College of Science, Technology, and Health to move through the Board of Trustees process. The Dean wrote a letter of support on April 4, 2023, which I have included in the materials forwarded to your office.

The ACOTE candidacy application for the OTA-B program is due by August 15, 2023. It requires UMS Board of Trustee approval. If the OT department does not submit a complete candidacy application by August 15, then we will have to be slotted into a future date. The next available candidacy review slot would not be available until 2025, which means that students would not be able to start until Fall 2026.

Thank you for your support in bringing this proposal before the Board of Trustees.

Sincerely,

A handwritten signature in black ink that reads "Sarah Grinder".

Sarah Grinder, MOT, OTR/L

Senior Lecturer
 Program Director, Occupational Therapy Assistant Program
 Occupational Therapy Department
 sarah.grinder@maine.edu
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Office of the President

December 12, 2022

Dear Accreditation Council for Occupational Therapy Education (ACOTE®),

I am writing to you today to declare the intention of the University of Southern Maine to develop and seek accreditation for the occupational therapy assistant program baccalaureate degree. I am requesting entry into the first step of the accreditation process for new programs. The University of Southern Maine agrees not to admit students into the occupational therapy assistant program until Candidacy Status has been obtained from the Accreditation Council for Occupational Therapy Education (ACOTE®). The program will only be offered at the University of Southern Maine.

The University of Southern Maine already has an established masters of occupational therapy and post professional occupational therapy doctorate degree, and the entry level occupational therapy doctorate degree has applied for candidacy and has been granted candidacy status. Julie Larouche will be the program director and has 21 years of academic experience in an OTA program. She will collaborate with the OT faculty who has over 24.5 years of combined clinical experience to develop a program that produces competent occupational therapy assistants. I believe an OTA program will expand from our signature occupational therapy programs and will be a great addition to the university, state, and nation.

Sincerely,

A handwritten signature in blue ink that reads "Jacqueline Edmondson".

Jacqueline Edmondson, President



COLLEGE OF SCIENCE, TECHNOLOGY, & HEALTH

3 April 2023

Adam Tuchinsky, PhD
Interim Provost and Vice President for Academic Affairs
University of Southern Maine
124E Wishcamper, Portland Campus

Dear Provost Tuchinsky:

I am writing in support of the Department of Occupational Therapy's (OT) proposal to launch a new B.S. degree, Occupational Therapy Assistant (OTA). This program would fill the need for baccalaureate-trained OTAs, which is expected to become the new degree requirement for entry level OTAs by the national accrediting body, ACOTE, as they transition away from 2-year degrees.

This program would benefit the University of Southern Maine and the State of Maine in several ways. It would be the only 4-year OTA program in the state; it would provide additional opportunities for USM students who wish to pursue careers in the health professions; and it would bring additional students to the Lewiston-Auburn Campus. Furthermore, it would serve as a path by which students could continue their education at the graduate level, if they chose to do so. Moreover, it would serve the needs of an aging demographic in the state. With the existing graduate programs in OT, we have much of the infrastructure in place to begin this program, and it has my full support.

Sincerely,

A handwritten signature in black ink, appearing to read "Jeremy Qualls".

Jeremy Qualls, Ph.D.
Dean and Professor
College of Science, Technology, and Health

cc: Sarah Grinder, Lecturer in Occupational Therapy
Mary Anderson, Chair, Department of Occupational Therapy

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