: OCCUPATIONAL THERAPY - POST-PROFESSIONAL

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New Program Proposal
Changes saved but not submitted
Viewing: : Occupational Therapy - Post-Professional
Last edit: Wed, 27 Nov 2019 16:17:54 GMT

Final Catalog

Rationale for Inactivation

Name of the school or college academic planner who you consulted with on this proposal.

Name
Carolyn Kelley - EDU
Elizabeth Jach - EDU

Proposal Abstract/Summary:

Two named options for the OTD are being proposed to stay competitive with peer institutions who are shifting to offer the Entry-Level OTD as well as in response to the Accreditation Council of Occupational Therapy Education's (ACOTE) encouragement that entry-level education move to the Doctor of Occupational Therapy (OTD) degree. This named option is for the post-professional OTD option (requirements had been listed in the OTD academic plan, and are being moved to this named option).

Type of Approval
Governance Approval Needed

If approved, what term should the proposed change be effective?

Select yes if this proposal is only to add, remove, or rearrange curricular requirements, and will change less than 50% of the curriculum.

Basic Information

Program State:

Type of Program:
Named Option

Parent Program:
MAJ: Occupational Therapy OTD

Upload the Approved Notice of Intent and UW System Approval Memo.

Upload completed draft of the full Board of Regents Authorization Proposal for this program.

Parent Audience:
Graduate or professional

Who is the audience?

Parent Home Department:
KINESIO

Home Department:

Parent School/College:
School of Education

School/College:

The program will be governed by the home department/academic unit as specified. Will an additional coordinating or oversight committee be established for the program?
No

Describe procedures under which the coordinating/oversight committee will operate, including how the committee chair is appointed, to whom the chair reports, how participating faculty and staff are identified, provisions for transitions in the committee, and processes for interaction with the home department.

Parent is in the Graduate School:
Yes

Is this in the Graduate School?

Award:

Other Award Name:

SIS Code:

SIS Code (BS):

SIS Description:

SIS Description (BS):

Transcript Title:
Occupational Therapy - Post-Professional

Will this name change apply to all enrolled students in the same term (turn-key)?

Named Options:
Sub Plan 1060: No Title Found
Sub Plan 1124: No Title Found

Does the parent program offer this as an additional major as well?
No

Will this be offered as an additional major as well?

Explain the program's process for reviewing joint degree proposals from students.

Describe the reason for offering the program as an additional major. Include evidence of student interest and demand, how the additional major benefits the students' learning experience, and describe how the program has capacity in course offerings and advising to support the additional major.

Provide information on which degree/majors it will likely be combined with most frequently and provide evidence that such combinations will not extend student time to degree beyond the standard four academic years.

Briefly describe the process the student follows to get permissions to declare the additional major from the primary degree/major and the additional major offering unit.

Will a doctoral minor be required?

Explain the rationale for the decision.

Describe the alternate breadth training resources that will be made available to/required of students.

Is this a non-admitting master's degree?

Suspension and Discontinuation

What is the date by which you will submit a plan to resolve the suspended status, if approved?

What is the last term that a student could declare this program?

What is the last term that students may be enrolled in or complete the program?

What is the timeline and advance communication plan?

Explain the precipitating circumstances or rationale for the proposal.

What is the potential impact on enrolled students?

What is the potential impact on faculty and staff?

Explain and provide evidence of efforts made to confer with and to notify faculty and staff.

Explain and provide evidence of efforts made to confer with and to notify current students.

Explain and provide evidence of efforts made to confer with and to notify alumni and other stakeholders.

Teach-out plan - How will program quality be maintained during the suspended period or the teach-out period for discontinued programs?

Teach-out plan: A) For currently enrolled students, how will required courses, curricular elements, advising and other student services be provided?

Teach-out plan: B) For prospective students in the admissions pipeline, how are any commitments being met or needs to notify them that their program of interest will not be available?

Teach-out plan: C) For stopped out students, what provisions are made for their re-entry? What program(s) will they be re-entered into?

Teach-out plan: D) Provide any other information relevant to teach-out planning.

Roles by Responsibility: List one person for each role in the drop down list. Use the green + to create additional boxes.

Role Type	Name (Last, First)	Email	Phone	Title
Department Chair	Diffee, Gary M	gmdiffee@wisc.edu	608/262-7732	
Primary Contact	Gartland, Sharon G	sgartland@wisc.edu	608/890-3299	
Faculty Director	Farrar-Edwards, Dorothy	dfedwards@wisc.edu	608/262-7421	
Primary Dean's Office Contact	Kelley, Carolyn J	ckelley@wisc.edu	608/263-5733	

List the departments that have a vested interest in this proposal.

Are all program reviews in the home academic unit up to date?

Yes

Please explain.

Are all assessment plans in the home academic unit up to date?
Yes

Please explain.

Are all assessment reports in the home academic unit up to date?
Yes

Please explain.

Mode of Delivery:
Distance Education (100% online)

Provide information on how any lab courses required for the degree will be handled.

No lab courses are required

Will this program be part of a consortial or collaborative arrangement with another college or university?
No

Upload proposal:

Will instruction take place at a location geographically separate from UW-Madison?
No

Upload proposal:

Parent has outside accreditation:
Yes

Will this program have outside accreditation?

Parent Guide Accreditation tab

ACCREDITATION
Accreditation Council for Occupational Therapy Education (https://www.aota.org/Education-Careers/Accreditation.aspx)
Accreditation status: Accreditation for the OTD is pending.

Guide Accreditation tab

Will graduates of this program seek licensure or certification after graduation?

Graduates of parent program seek licensure or certification after graduation.
Yes

Parent Guide Certification/Licensure tab

CERTIFICATION/LICENSURE
National Board for Certification in Occupational Therapy (https://www.nbcot.org/en/)

Year of Exam	UW-Madison Graduates: First Attempt	National: First Attempt
2018	100%	71%
2017	100%	74%
2016	100%	72%

Note: The table shows pass rates on the national certification exam. Licenses are awarded at the state level. Students in the post-professional named option are required to already be licensed, and students in the entry-level named option will become eligible for the licensure exam.

Guide Certification/Licensure tab

First term of student enrollment:
Summer 2020 (1206)

When will the application for the first term of enrollment open?

Spring 2020 (1204)

Which terms will you allow new students to enroll? What are the application deadlines for each term selected?

Start Term	Application Deadline MM/DD
Summer	04/15
Fall	07/15

Year of three year check-in to GFEC (3 years after first student enrollment):

2023

Year of first program review (5 years after first student enrollment):

2025

If this proposal is approved, describe the implementation plan and timeline.

December 2019 Submission of New Program Proposal to begin campus governance approval process for two named options in the OTD
January 2020 Implementation of new entry-level professional named option
Spring 2020 Campus governance approval of Dual Named Options for OTD
Spring 2020 Marketing of new named options
Spring 2020 Begin admissions process for post-professional OTD named option
Summer/Fall 2020 Post-professional named option OTD class of 2022 matriculates

Rationale and Justifications

How does the named option relate to the major and to other named options in the major, if relevant?

Coursework in the Post Professional OTD academic plan is being moved into this named option to account for the creation of an entry-level named option. This Post-Professional Occupational Therapy Doctorate is for occupational therapists to get advanced clinical doctorate training in a fully online part-time program (34 credits). All students in this named option already have a Masters degree as well as are trained and credentialed in Occupational therapy.

Why is the program being proposed? What is its purpose?

The program is being proposed in response to the recommendation from the Accreditation Council of Occupational Therapy to transition all entry-level professional programs to the doctoral degree. Due to the creation of the entry-level named option and the Graduate School's requirement for graduate programs to not admit into the academic plan level if there is a named option for the degree, this post-professional named option is being created.

How is the certificate program designed to complement the degree/major of participating students?

What is its relation to the institution's mission? (Consider the mission broadly as a major research university with missions in teaching, research, service, and the Wisconsin Idea.) How does it contribute to the mission of the sponsoring unit(s)?

Do current students need or want the program? Provide evidence.

The increase in entry level OTD programs (100+) in the country means that new therapists entering the workforce will have a higher degree than experienced therapists who have an entry level MSOT or BSOT. This is a reason many current OT clinicians are pursuing

their post-professional OTD. The clinical doctorate makes occupational therapists eligible for more interprofessional leadership roles and qualifies them to teach in existing academic programs for Occupational Therapy.

What is the market, workforce, and industry need for this program? Provide evidence.

Market demands for occupational therapy practitioners and health service managers is growing rapidly. The Bureau of Labor Statistics projects a 23% increase in available positions for health service managers over the next decade. Moving the profession forward requires skills in leadership, advocacy, inter-professional practice and research translation. Occupational therapy needs practitioners who will:
Be innovative entrepreneurs
Train emerging professionals in the classroom and at clinical sites,
Apply evidence in support of practice interventions,
Fill gaps in health care leadership and management,
Respond to policy initiatives
Design innovative programs

How does the program represent emerging knowledge, or new directions in professions and disciplines?

In what ways will the program prepare students through diverse elements in the curriculum for an integrated and multicultural society (may include diversity issues in the curriculum or other approaches)?

What gap in the program array is it intended to fill?

This is an update to the current OTD parent plan: creating a named option for the post-professional named option.

What is the rationale for this change?

What evidence do you have that these changes will have the desired impact?

What is the potential impact of the proposed change(s) on enrolled students?

What is the potential impact of the proposed change(s) on faculty and staff?

Faculty and Staff Resources

List the core program faculty and staff with title and departmental affiliation(s) who are primarily involved and will participate in the delivery and oversight.

Name (Last, First)	Department	Title
Gartland, Sharon G	Kinesiology (KINESIO)	Program Director/Clinical Professor
Ausderau, Karla	Kinesiology (KINESIO)	Assistant Professor
Larson, Elizabeth	Kinesiology (KINESIO)	Associate Professor
Brown, Joshua	Kinesiology (KINESIO)	Clinical Assistant Professor
Pickett, Kristen A	Kinesiology (KINESIO)	Assistant Professor
Fields, Beth E	Kinesiology (KINESIO)	Assistant Professor

What resources are available to support faculty, staff, labs, equipment, etc. ?

The Post-Professional OTD program is primarily online and will utilize the faculty and academic staff support in place for the entry level program. All resources such as IT support, Canvas support, teaching training etc. is available for this program along with instructional specialists to assist with online course development. Any space, teaching labs, classrooms, equipment, and support systems needed for this program will be provided by the Department of Kinesiology that were previously used by the MSOT program.

Program advisor(s) with title and departmental affiliation(s).

Name (Last, First)	Department	Title
Gartland, Sharon G	Kinesiology (KINESIO)	Program Director, Clinical Professor

How will the resource load for the additional advising be met?

Describe how student services and advising will be supported.

The program director and program faculty will engage students in advising.

Describe the advising and mentoring practices that will be used in this program, including how annual assessment of student progress will be communicated.

Confirm that the program advisor(s) or coordinator(s) have been consulted and reviewed this proposal.
Yes

Select the Graduate Research Scholars Community for this program.

Resources, Budget, and Finance

Is this a revenue program?
Yes

What is the tuition structure for this program?

Online/Distance per-credit tuition

Select a tuition increment:

$800/credit

What is the rationale for selecting this tuition increment?

We were previously at $1150 and want to drop it to $800 per credit for instate and $1000 for out of state to match the tuition increment for the Entry Level OTD as well as to stay competitive with other programs.

Will segregated fees be charged?
No

If segregated fees will not be charged, please explain.

This is a fully on-line program.

Upload the proposal for market based tuition:

Provide a summary business plan.

The Post-Professional OTD Program named Option will have a tuition rate of $800/credit for in-state/$1000 for out of state for a total of 97 credits per student. We project a long-term (steady-state enrollment of 10, ramping up over the first year or two after tuition changes and decreased time to degree (previously 3 years part-time reduce to 2 years part-time). This program has not yet produced revenue, which is the impetus for making tuition adjustments and other changes based on student and applicant feedback. Costs of running the program should decrease slightly due to offering some online course concurrently for El-OTD and PP-OTD students. All teaching for this new named option will be funded through 131 funds. Research Faculty will be paid for their PP-OTD teaching through 131 funds but will otherwise be funded as previously through 101 funds. All surplus revenue will intially be used to support student scholarships.

We have selected $ 800/credit based on market analysis of peer institutions and expected program costs and revenue. We desire to continue to provide value to Wisconsin residents and regional students.

The Kinesiology Department Chair Gary Diffee, Administrator Greg Dierks, along with Jeannine Nicolai-Heckmann will manage funds and support budget planning and projections in conjunction with the Occupational Therapy Program Director Sharon Gartland. We will monitor admission and retention, and align future projections of student enrollment based on those.

Provide an overview of plans for funding the program including but not limited to program administration, instructional/curricular delivery, technology needs and program assessment.

The program will be funded by tuition dollars.

What is the marketing plan?

We have currently been supported by DCS in Marketing through Google ad words, as well as in attending AOTA conference every year to recruit post-professional students.

Describe resource and fiscal considerations - A. Provide an overview of plans for funding the program including program administration, instructional/curricular delivery, academic and career advising, technology needs, marketing (if relevant), financial aid and scholarships (if relevant), capacity for student learning outcomes assessment and program review.

Describe resource and fiscal considerations - B. Are the faculty, instructional staff and key personnel existing or new faculty and staff? If they already serve existing programs, how are they able to add this workload? If new faculty and staff will be added, how will they be funded?

Describe resource and fiscal considerations - C. What impacts will the program have on staffing needs beyond the immediate program? How are those needs being met?

Describe resource and fiscal considerations - D. For graduate programs, describe plans for funding students including but not limited to funding sources and how funding decisions will be made.

UW System Administration and the Board of Regents require submission of budget information in a specific format. These forms will be completed in collaboration with APIR after school/college approval and before submission to UWSA for Board consideration. These forms are uploaded here by APIR.

Given considerations associated with the proposed change, describe the academic unit's fiscal capacity to support the instructional and curricular requirements, academic and career advising, student support services, technology needs, and relevant assessment of student learning and program review requirements. Is there sufficient capacity in the curricular and academic support services to meet the additional workload? For research graduate programs, include information on how the program will be administered and how student funding will be handled. For undergraduate programs, include information on academic advising, career advising, student support services.

Does the program or change require substantial new resources other than those just described? Describe the needs. Confirm that the dean is committed to providing the resources.

The program does not require substantial new resources other than those currently in place.

Are new Library resources needed to support this program?
No

Provide a summary of the requirements.

Memo from the Libraries confirming that the needs can be addressed.

Describe plans for funding students including but not limited to funding sources and how funding decisions are made.

Students will pay their own tuition.

Will you be seeking federal financial aid eligibility for this Capstone program?

Capstone program students are eligible for federal financial aid (usually loans) if the participate in Gainful Employment (GE) requirements, that is, the prepare students for employment in a recognized occupation. For information about gainful employment requirements see: https://studentaid.ed.gov/sa/about/data-center/school/ge

Identify the SOC codes most closely associated with the occupational preparation the Capstone provides.

What program-specific financial aid, if any, is available for this program?

What is time period that this program is designed to be completed in by the typical student?

Gainful Employment requirements come with the need to track employment of graduates and provide additional reports – does the program have the capacity to complete these requirements?

Curriculum and Requirements

If you are proposing a change to the curriculum, what percentage of the curriculum is changing?

Provide an explanation of the reasons for such a substantial curricular change, the potential impact on students, availability of courses, and plan for transition.

Which students are eligible for the certificate?

List the specific schools and colleges.

Provide justification for the limits.

Is this certificate available to University Special (non-degree seeking students)?

Which University Special students are eligible for the certificate?

Describe certificate program procedures to advise students who do not complete the certificate to notify the program advisor if they re-enroll as a University Special student to complete the certificate.

Describe certificate program procedures to notify Adult Career and Special Student Services (ACSSS) of those University Special students who are formerly unaffiliated with the program who intend to complete a certificate.

Describe certificate program procedures to report to the Registrar's Office when a University Special student has completed the certificate and supply a list of courses that student used to fulfill certificate requirements. (Note that SIS eDeclaration and DARS are not available for University Special students.)

Parent Plan Admissions/How To Get In Requirements

Students apply to the Occupational Therapy Doctorate through one of the named options:
- Post-Professional
- Entry-Level

Guide Admissions/How to Get In tab

Please consult the table below for key information about this degree program's admissions requirements. The program may have more detailed admissions requirements, which can be found below the table or on the program's website.

Graduate admissions is a two-step process between academic programs and the Graduate School. ***Applicants must meet*** the minimum requirements **(**https://grad.wisc.edu/apply/requirements/**) of the Graduate School as well as the program(s).** Once you have researched the graduate program(s) you are interested in, apply online (https://grad.wisc.edu/apply/).

Requirements	Detail
Fall Deadline	July 15
Spring Deadline	This program does not admit in the spring.
Summer Deadline	April 15
GRE (Graduate Record Examinations)	

English Proficiency Test	Every applicant whose native language is not English or whose undergraduate instruction was not in English must provide an English proficiency test score and meet the Graduate School minimum requirements (https://grad.wisc.edu/apply/requirements/#english-proficiency).
Other test(s) (e.g., GMAT, MCAT)	n/a
Letters of Recommendation Required	3

Admissions Criteria for OTD

Describe plans for recruiting students to this program.

Currently DCS has provided dollars for a Google ad campaign as well as a follow-up system of emails to all interested parties. This has resulted in numerous inquiries but few enrollments. We are focusing on our own MSOT alumni for our recruitment efforts for the future through personal outreach and invitation by faculty. We are also planning to work on partnerships with other Wisconsin schools offering only entry-level MSOT programs at this time.

What is the recruiting and admissions strategy for underrepresented students?

Will students be declared in an intended major while completing the admission requirements?

Describe how the students will be advised and the transition to other degree granting program if they are not admitted.

Projected Annual Enrollment:

Year	Projected Enrollment
Year 1	6
Year 2	8
Year 3	10

Maximum enrollment that can be supported with existing instructional and student services resources:

15

Describe plans for supporting enrollments that are much higher or much lower than the anticipated enrollment.

Are international students permitted to enroll in this program?

Those who are not familiar with using the html editor fields may upload a document with information about the curriculum for use by those who will format and edit the content that will appear in the Guide.
Proposed new curriculum for PP-OTD.docx

Select the school or college degree requirements that will be used.

Will this program have Honors in the Major?

Parent Requirements

Minimum Graduate School Requirements

Review the Graduate School minimum academic progress and degree requirements (http://guide.wisc.edu/graduate/#policiesandrequirementstext), in addition to the program requirements listed below.

Major Requirements

MODE OF INSTRUCTION

Face to Face	Evening/Weekend	Online	Hybrid	Accelerated
No	No	Yes	No	No

Mode of Instruction Definitions

Evening/Weekend: These programs are offered in an evening and/or weekend format to accommodate working schedules. Enjoy the advantages of on-campus courses and personal connections, while keeping your day job. For more information about the meeting schedule of a specific program, contact the program.

Online: These programs are offered primarily online. Many available online programs can be completed almost entirely online with all online programs offering at least 50 percent or more of the program work online. Some online programs have an on-campus component that is often designed to accommodate working schedules. Take advantage of the convenience of online learning while participating in a rich, interactive learning environment. For more information about the online nature of a specific program, contact the program.

Hybrid: These programs have innovative curricula that combine on-campus and online formats. Most hybrid programs are completed on-campus with a partial or completely online semester. For more information about the hybrid schedule of a specific program, contact the program.

Accelerated: These on-campus programs are offered in an accelerated format that allows you to complete your program in a condensed time-frame. Enjoy the advantages of on-campus courses with minimal disruption to your career. For more information about the accelerated nature of a specific program, contact the program.

CURRICULAR REQUIREMENTS

Requirements	Detail
Minimum Credit Requirement	See Named Options for policy information
Minimum Residence Credit Requirement	See Named Options for policy information.
Minimum Graduate Coursework Requirement	See Named Options for policy information.
Overall Graduate GPA Requirement	See Named Options for policy information.
Other Grade Requirements	See Named Options for policy information.
Assessments and Examinations	See Named Options for policy information.
Language Requirements	See Named Options for policy information.
Doctoral Minor/Breadth Requirements	See Named Options for policy information.

Required COURSES

Select a Named Option for courses required.

A named option is a formally documented sub-major within an academic major program. Named options appear on the transcript with degree conferral. Students pursuing the Occupational Therapy Doctorate must select one of the following named options:

Guide Requirements tab

Minimum Graduate School Requirements

Review the Graduate School minimum academic progress and degree requirements (http://guide.wisc.edu/graduate/#policiesandrequirementstext), in addition to the program requirements listed below.

named option requirements

mode of instruction

Face to Face	Evening/Weekend	Online	Hybrid	Accelerated
No	No	No	Yes	No

Mode of Instruction Definitions

Evening/Weekend: These programs are offered in an evening and/or weekend format to accommodate working schedules. Enjoy the advantages of on-campus courses and personal connections, while keeping your day job. For more information about the meeting schedule of a specific program, contact the program.

Online: These programs are offered primarily online. Many available online programs can be completed almost entirely online with all online programs offering at least 50 percent or more of the program work online. Some online programs have an on-campus component that is often designed to accommodate working schedules. Take advantage of the convenience of online learning while participating in a rich, interactive learning environment. For more information about the online nature of a specific program, contact the program.

Hybrid: These programs have innovative curricula that combine on-campus and online formats. Most hybrid programs are completed on-campus with a partial or completely online semester. For more information about the hybrid schedule of a specific program, contact the program.

Accelerated: These on-campus programs are offered in an accelerated format that allows you to complete your program in a condensed time-frame. Enjoy the advantages of on-campus courses with minimal disruption to your career. For more information about the accelerated nature of a specific program, contact the program.

curricular requirements

Requirements	Detail
Minimum Credit Requirement	34
Minimum Residence Credit Requirement	32
Minimum Graduate Coursework Requirement	Half of degree coursework ( ) must be completed graduate-level coursework; courses with the Graduate Level Coursework attribute are identified and searchable in the university's Course Guide (https://my.wisc.edu/CourseGuideRedirect/BrowseByTitle (https://my.wisc.edu/CourseGuideRedirect/BrowseByTitle/)).
Overall Graduate GPA Requirement	3.00 GPA required.
Other Grade Requirements	The Graduate School requires students maintain a graduate grade point average (GPA) of 3.00 (on a 4.00 scale) for courses numbered 300 and above (excluding research) to receive a degree. Conditions for probationary status may require higher grades. Grades of Incomplete are considered to be unsatisfactory if they are not removed during the next enrolled semester.
Assessments and Examinations	Curricular requirements (all didactic courses) must be passed, in conformity with GPA and grad requirements, above. Capstone project proposal and final product must be reviewed and approved by a committee of graduate faculty per Graduate School policy.
Language Requirements	No language requirements.
Doctoral Minor/Breadth Requirements	Breadth is provided via interdisciplinary training (minor requirement waived).

required courses

Summer 1
EDP Professional Literacy Courses (minimum of 2)
KINES 699 Independent Study or OCC THER 890 Inter-Professional Development for Leadership
Fall 1
OCC THER 811 Applied Leadership and Management in OT
KINES 785 Human Occupation and Health
Spring 1
OCC THER 812 Current Trends Shaping Occupational Therapy Practice
OCC THER 881 Doctor of Occupational Therapy: Capstone Project 1
Summer 2
OCC THER 813 Advanced Practice in Interprofessional Contexts
EPD Professional Literacy Courses (minimum of 2)
KINES 699 independent Study or OCC THER 890 Inter-Professional Development for Leadership
Fall 2
OCC THER 871 Application of Occupational Therapy Evidence in the Practice Environment
OCC THER 881 Doctor of Occupational Therapy: Capstone Project I
EPD Professional Literacy Courses (minimium of 2)
KINES 699 Independent Study or OCC THER 890 Inter-Professional Development for LEaderhsip
Spring 2
OCC THER 872 Using Information to Optimize Practice
OCC THER 881 Doctor of Occupational Therapy: Capstone Project I
Summer 3
EPD Professional Literacy Courses (minimum of 2)
KINES 699 Independent Study
OCC THER 890 Inter-Professional Development for Leadership
Course on Communicating OT to Inter-Professional Audiences
Fall 3
OCC THER 881 Doctor of Occupational Therapy: Capstone Project I
Course on Advanced Outcome Measurement in Occupational Therapy
Spring 3
Course on Capstone Project V - Project Completion, Presentation and Dissemination
EPD Professional Literacy Courses (minimum of 2)
KINES 699 Independent Study
OCC THER 890 Inter-Professional Development for Leadership

Total credits required:

34

Semesters to completion:

Parent Plan Graduate Policies

Graduate School Policies

The Graduate School's Academic Policies and Procedures (https://grad.wisc.edu/acadpolicy/) provide essential information regarding general university policies. Program authority to set degree policies beyond the minimum required by the Graduate School lies with the degree program faculty. Policies set by the academic degree program can be found below.

Major-Specific Policies

Graduate Program Handbook

The Graduate Program Handbook (https://merit-www.education.wisc.edu/kinesiology/wp-content/uploads/sites/12/2018/01/2018-2019-Handbook-Draft_Updated-1_26_2018.pdf) is the repository for all of the program's policies and requirements.

Prior Coursework

Graduate Work from Other Institutions
See Named Options for policy information

UW–Madison Undergraduate
See Named Options for policy information

UW–Madison University Special
See Named Options for policy information

ProbatioN
See Named Options for policy information

ADVISOR / COMMITTEE
See Named Options for policy information

CREDITS PER TERM ALLOWED
See Named Options for policy information

Time Constraints
See Named Options for policy information

Guide Graduate Policies tab

Graduate School Policies

The Graduate School's Academic Policies and Procedures (https://grad.wisc.edu/acadpolicy/) provide essential information regarding general university policies. Program authority to set degree policies beyond the minimum required by the Graduate School lies with the degree program faculty. Policies set by the academic degree program can be found below.

Named option-specific policies

graduate program handbook

The Graduate Program Handbook is the repository for all of the program's policies and requirements.

prior coursework

Graduate Work from Other Institutions
With program approval, students are allowed to count up to 30 credits of graduate coursework from other institutions. Coursework should be less than five years old to be considered, additional justification and/or documentation are needed for work taken between five and ten years. Work more than ten years old will not be considered.

UW-Madison Undergraduate
No undergraduate coursework will be allowed to count toward OTD requirements.

UW-Madison University Special
With program approval and payment of the difference in tuition (between University Special and Graduate tuition), students are allowed to count no more than 9 credits of coursework numbered 300 or above taken as a UW-Madison University Special student. These credits are considered part of the total allowable credits available for a student to transfer. Coursework should be less than five years old to be considered; additional justification and/or documentation is needed for work taken between five and ten years. Work more than ten years old will not be considered.

Probation

The Graduate School regularly reviews the record of any student who earned grades of BC, C, D, F, or Incomplete in a graduate course (300 or above), or grade of U in research credits. This review could result in academic probation with a hold on future enrollment or in being suspended from the Graduate School. See Probation on the Graduate School website.

Advisor / committee

Every graduate student is required to have an advisor to meet UW information management needs, and accordingly, and of its own volition, the department assigns an advisor to each student. The advisor is a graduate or clinical faculty member.

To ensure that students are making satisfactory progress toward a degree, the Graduate School expects them to meet with their advisor on a regular basis. The OTD Program Coordinator will advise students in the early stages of their studies until a permanent advisor is assigned. The advisor may also serve on the student's capstone project committee.

Credits per term allowed

15 credits

time constraints

Doctoral degree students who have been absent for five or more consecutive years lose all credits that they have earned before their absence. Individual programs may count the coursework students completed prior to their absence for meeting program requirements; that coursework may not count toward Graduate School credit requirements.

Parent Guide Four Year Plan tab

Guide Four Year Plan tab

Discuss expected progress to degree and time to degree. For undergraduate programs discuss considerations for supporting students to complete the degree in four academic years.

Students are now expected to complete the 34 credits required for a Post-Professional OTD degree part-time over two years, including summers. The new proposed curriculum sequence also allows for taking three years, for students who choose to take it at a slower pace.

Provide detail on how breadth will be achieved.

Describe part-time format (<8 credits fall and spring semesters < 4 credits summer term) here.

Describe full-time, time-compressed, intensive format here.

Describe other format here.

Program Learning Outcomes and Assessment

Parent Program Learning Outcomes

(Foundational Knowledge) Demonstrate in-depth knowledge of the evolution of the profession, the social and global forces influencing practice, delivery models, policies, and systems, including interprofessional and emerging areas of practice.
(Foundational Knowledge) Articulate and apply underlying occupation-based theories, concepts and techniques of occupational therapy intervention for a variety of contexts, including health promotion and well-being for the prevention of disease and dysfunction.
(Scientific Inquiry and Theory Development) Articulate the knowledge, roles and practices of occupational therapy as well as other professions with whom occupational therapists typically engage in practice.
(Scientific Inquiry and Theory Development) Formulate systems to gather, analyze and interpret data from a practice setting.
(Scientific Inquiry and Theory Development) Translate evidence into best practice for the continued development of the profession.
(Scientific Inquiry and Theory Development) Develop and implement a scholarly capstone project that addresses an identified service system, intervention or programmatic problem, relates theory to practice and demonstrates synthesis of advanced knowledge in a practice area.
(Scientific Inquiry and Theory Development) Evaluate the outcomes of the captone project and communicate findings to an audience of stakeholders in a clear, understandable manner through a peer-reviewed report or presentation.
(Practice Reasoning and Decision Making) Empirically monitor client progress and treatment efficacy in practice.
(Practice Reasoning and Decision Making) Identify and apply appropriate tools for measuring practice outcomes at the individual and systems level.
(Practice Reasoning and Decision Making) Synthesize current knowledge, available evidence and responses to interventions to inform new approaches to practice problems including wellness and prevention.
(Practice Reasoning and Decision Making) Demonstrate the skills necessary to lead and manage an interprofessional team.
(Professional Conduct) Demonstrate commitment to professional growth through the creation, implementation and monitoring of a career development plan.

(Professional Conduct) Demonstrate active involvement in professional development, leadership, and advocacy for the benefit of constituents and the profession.
(Professional Conduct) Identify and know how to access funding mechanisms for reimbursement of services, translational research, and innovative practice.

List the program learning outcomes.

Summarize the assessment plan.

Learning Outcomes will be assessed through both direct and indirect assessment methods. A primary outcome will be the completion and presenting of a culminating Capstone Project. Other assessments include course evaluations, graded assignments, annual student focus groups, exit survey, 1 year and 5 year alumni survey and employer survey.

Approved Assessment Plan:

Related Programs

List majors and certificates that may not be earned in combination with this program.

List majors that are anticipated to frequently be completed in combination with the proposed program. For each, describe how the proposed program can be completed in combination with the major without increasing time to degree.

Provide information in related programs offered by other UW System institutions and explain the extent to which the proposed program is distinct and how it overlaps or duplicates those programs.

Commitments

All required courses are approved through the school/college level.
Yes

Courses are offered on a regular basis to allow timely completion.
Yes

Courses have enrollment capacity.
Yes

Courses in the curriculum are numbered 300 or higher.

Courses in the curriculum are numbered 699 or lower.

Courses in which a student elects the pass/fail option will not count toward completion of requirements.

Special topics courses are only used if all topics count for the certificate.

All requirements must be met; exceptions that amount to waiving requirements are not permitted.

Course substitutions to the curriculum should be kept to a minimum; if substitutions are being made on a regular basis, the curriculum should be re-examined. When course substitutions are made, the substituted course should be formally added to the curriculum through governance for inclusion in the curriculum the following academic year.

Substitutions are not permitted for any course unless the substitution would be provided for every student with the same substitution request.

When the proposed certificate is made available to University Special students it is only available to those who have earned a baccalaureate degree.

Certificate program faculty and staff understand that Adult Career and Special Student Services (ACSSS) in the Division of Continuing Studies will serve as the advising, admissions, and academic dean's office for all University Special students.

Certificate program faculty and staff will work with ACSSS to monitor and advise University Special students seeking a certificate.

Certificate courses have the enrollment capacity to accommodate University Special students. Certificate program faculty and staff understand that University Special students completing the certificate will not have enrollment priority over degree-seeking undergraduate students nor University Special students enrolled in capstone certificate programs.

If completing the certificate as a University Special student, at least 12 credits towards the certificate must be earned in residence at UW-Madison, either while enrolled as a University Special student or from coursework earned while enrolled as an undergraduate at UW-Madison. (Note this is a higher residency requirement than is used for degree-seeking students.)

All of the Capstone certificate credits must be earned "in residence" (which includes on campus and distance-delivered courses) at UW-Madison while enrolled in the Capstone certificate program. Because a Capstone certificate is comprised of just a few courses, it is not appropriate for students who already have completed the same or similar coursework at UW-Madison or another institution.

At least half of the credits must be earned in residence (UW-Madison on campus, study abroad, or distance courses); exceptions to the minimum residency requirement are not permitted.

Students must earn a minimum 2.000 GPA on required certificate coursework. Completed courses listed within the certificate curriculum, whether or not they meet a specific requirement, are included in the calculation of the GPA.

Students must earn a minimum 3.000 GPA on required certificate coursework. Completed courses listed within the certificate curriculum, whether or not they meet a specific requirement, are included in the calculation of the GPA.

Students must earn a minimum grade of C on all attempted Capstone certificate coursework.

The program faculty/staff will ensure the program is encoded into DARS and will work with the Registrar's Office DARS liaison to keep approved revisions to the curriculum current.

All students will be declared into the appropriate plan code in SIS via either an admission process or e-declaration. If the student does not have the plan code on their student record in SIS the student is not considered to be in the program.

Students may complete only 1 named option within a plan code.
Yes

The program faculty/staff will ensure the program website, Advance Your Career materials if applicable, and other presentations are consistent with the Guide information for this program.
Yes

Certificate requires no more than half of the credits required for a major in a related field.

Credential will not be awarded retroactively to students who completed all of the requirements before the credential was approved.
Yes

Degree#seeking students may not be concurrently enrolled in a Capstone certificate program.

Students enrolled in Capstone certificate programs are NOT eligible for teaching assistant (TA), research assistant (RA), project assistant (PA) nor graduate fellowship support. Programs must disclose this program policy to Capstone certificate students in the recommendation of admission letter, program website, program handbook, and program orientation.

To be eligible for admission to a Capstone program, a student must hold an earned bachelor's degree or equivalent credential from an accredited college or university.

Supporting Information

List name and department of those who are in support of this proposal.

If those supporting the proposal provided a letter or email of support upload here. A letter is NOT required. Upload any other explanatory information about support from other UW-Madison units.

Additional Information:

Approvals

Department Approval - This proposal has been approved by the faculty at the department/academic unit level. The program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.

Enter any notes about approval here:

Entered by:
Date entered:

School/College Approval - This proposal has been approved at the school/college level and it is submitted with the Dean's support. The Dean and program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.

Enter any notes about approval here:

Entered by and date:
Date entered:

GFEC Approval - This proposal has been approved by the Graduate Faculty Executive Committee and the Dean of the Graduate School.

Enter any notes about the approval here:

Entered by:
Date entered:

UAPC Approval - This proposal has been approved by the University Academic Planning Council and the Provost.

Enter any notes about approval here:

Entered by:
Date entered:

For Administrative Use

Admin Notes:

Guide URL:

Effective date:

Effective Guide Edition:

Career:

SIS Program Code:

SIS Program Code (BS):

SIS Short Description:

SIS code for additional major:

SIS code for intended major:

SIS code for honors in the major:

SIS code for honors in the major (BS):

SIS code for honors in the major (BMAJ):

SIS code for special student certificate:

Other plan codes associated with this program:

Diploma Text:

Diploma Text 2:

Degree:

Degree (BS):

Field of Study:

Program Length:

National Student Clearing House Classification:

Plan Group:

Educational Level:

Award Category:

Enrollment Category:

CIP Code:

STEMOPT:

UWSTEM:

HEALTH:

Educational Innovation Program:

Distance Education Program:

Non Traditional Program:

Special Plan Type:

CDR certificate category:

Added to UW System Crosswalk:

Reviewer Comments

Key: 1124