

MS 720EDU: OCCUPATIONAL THERAPY

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IN WORKFLOW

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APPROVAL PATH

1. Mon, 15 Apr 2019 13:52:43 GMT
Lisa Cappabianca (lcappabianca): Approved for KINESIO Dept. Approver

HISTORY

1. Sep 20, 2018 by clmig-smenda

NEW PROGRAM PROPOSAL

Date Submitted: Fri, 12 Apr 2019 20:55:20 GMT

VIEWING: MS 720EDU : OCCUPATIONAL THERAPY

LAST APPROVED: THU, 20 SEP 2018 22:02:54 GMT

LAST EDIT: MON, 22 APR 2019 16:49:53 GMT

Changes proposed by: ejach

Catalog Pages Using this Program

Occupational Therapy, M.S. (<http://guide.wisc.edu/graduate/kinesiology/occupational-therapy-ms>)

Final Catalog

Rationale for Inactivation

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

Name

Elizabeth Jach - EDU

Proposal Abstract/Summary:

Admission to the MS in Occupational Therapy can be suspended effective fall 2019.

Type of Approval

Governance Approval Needed

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

Fall 2019 (1202) [June 1 Preview]

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

No

BASIC INFORMATION

Program State:

Suspend Admissions

Type of Program:

Degree/Major

Parent Program:

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:

Who is the audience?

Graduate or professional

Parent Home Department:

Home Department:

KINESIO

Parent School/College:

School/College:

School of Education

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:

Is this in the Graduate School?

Yes

Award:

Master of Science

Other Award Name:

SIS Code:

MS 720EDU

SIS Code (BS):

SIS Description:

Occupational Therapy MS

SIS Description (BS):

Transcript Title:

Occupational Therapy

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

Named Options:

Does the parent program offer this as an additional major as well?

Will this be offered as an additional major as well?

No

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?

No

SUSPENSION AND DISCONTINUATION

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

10/1/2021

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

Spring 2020 (1204)

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

What is the timeline and advance communication plan?

The Occupational Therapy faculty respectfully request suspension of admissions to the Masters of Science in Occupational Therapy beginning Summer 2020 to permit the faculty to plan a restructuring and re-organization of the entry-level professional curriculum in response to the Accreditation Council of Occupational Therapy Education's (ACOTE) mandate that entry-level education move to the Doctor of Occupational Therapy (OTD) degree by July 1, 2027. The program is developing two named options for the OTD degree (entry-level [EL] and post-professional [PP]) and anticipate the first class of students will matriculate into the new program in summer 2021. Suspending admission into the current MSOT program beginning summer 2020 will allow a full teach out of students in the MSOT program while also allowing the program time to fully plan the restructuring and re-organization of the entry-level program. Students admitted in summer 2019 will graduate in December 2021. A decision about program discontinuation can be made in the fall of 2021 (likely to go into effect for fall 2022).

Explain the precipitating circumstances or rationale for the proposal.

In August 2017, ACOTE mandated the OTD as the entry-level degree requirement for the occupational therapist by July 1, 2027 and reaffirmed that decision in August 2018. It is the UW-Madison OT Program faculty's opinion that being situated in a very high research university with a strong commitment to doctoral-level education, our mission should include transition to an entry-level named option within the OTD degree.

What is the potential impact on enrolled students?

The current entry-level MS-OT degree program has sustained a strong admissions pool over the course of the past five years with total number of applications consistently exceeding 300 for the 25 available slots. The proposed timeline will enable students enrolling this summer to complete the program. In anticipation of the ACOTE entry-level OTD mandate, the OT Program's Admissions Coordinator has been notifying prospective students in the pipeline that planning is in progress for transition of the program and that MS-OT admissions will likely be suspended in the near future. We will continue to advise and support prospective students interested in a career in occupational therapy through the transition. We will also ensure that all students enrolled in the MS-OT program as of Summer 2019, will be supported to completion of their degree.

What is the potential impact on faculty and staff?

OT Program faculty have agreed to develop the EL-OTD named option within the same Revenue-Generating (131) budget model as the current PP-OTD program. A proposal for development funds from the Division of Continuing Studies to support the creation of a new EL-OTD named option and the revision of the entry-level curriculum is being drafted, including funds to support a transition year from 2020-2021.

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

OT program faculty submitted a memo of suspension of admission to the MS-OT degree program to the Department of Kinesiology on 2/15/19 and it was approved at the Kinesiology Department meeting on March 8, 2019.

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

Current MSOT students have been informed through the Student Occupational Therapy Association presidents who have been kept up to date on plans to transitioning from master's level to doctoral level training. Current MSOT students will again be told about plans to suspend the MSOT program admissions at the scheduled listening sessions run by Program Director Dr. Sharon Gartland on April 22 and April 24, 2019. New MSOT students will be told at their orientation on May 31, 2019.

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

Alumni and other stakeholders were informed at the 75th Anniversary Celebration in September 2018 by Dr. Ruth Benedict. The fieldwork sites that accept our students have also been informed by Josh Brown (our fieldwork coordinator) as he communicates with them about future placements. We will also have an article in the next OT Matters newsletter to inform Alumni and Stakeholders of our suspension of MSOT admission and intent to transition to Entry Level OTD.

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

We will teach out all enrolled students making satisfactory progress toward the degree and will not seek discontinuation of the degree until all MS-OT students are graduated. The MS-OT program is currently accredited until 2025.

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

Students admitted in summer 2019 will complete the MS OT program in its current form in December 2021. Courses, curricular elements, advising, and student services will be maintained.

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?

The OT Program's Admissions Coordinator has been notifying prospective students in the pipeline that planning is in progress for transition of the program and that MS-OT admissions will likely be suspended in the near future. The program will continue to advise and support prospective students interested in a career in occupational therapy through the transition.

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?

The ACOTE standards for accreditation of an EL-OTD program encompass and expand upon the full complement of standards for Masters degree programs so accommodating the curricular needs of any MS-OT students who may need to take a Leave of Absence from the program during the period of transition should be feasible. Another option would be working with the Graduate School to identify a completion route through a special committee master's degree with a named option in occupational therapy.

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

NA

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	Diffie, Gary M	gmdiffie@wisc.edu	608/262-7732	
Faculty Director	Gartland, Sharon G	sgartland@wisc.edu	608/262-0543	
Primary Dean's Office Contact	Jach, Elizabeth A	ejach@wisc.edu	608/262-3389	

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

Departments

School of Nursing (NURSING)

School of Med & Pub Hlth ACAF (SMPH ACAF)

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:

Face-to-Face (majority face-to-face courses)

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

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:

Will this program have outside accreditation?

Yes

Parent Guide Accreditation tab

Guide Accreditation tab

ACCREDITATION

Accreditation Council for Occupational Therapy Education (<https://www.aota.org/Education-Careers/Accreditation.aspx>)

Accreditation status: Accreditation. Next accreditation review: 2017–2018

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
2016	100%	not available
2015	100%	not available
2014	100%	not available

Note: The table shows pass rates on the national certification exam. Licenses are awarded at the state level.

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

No

Graduates of parent program seek licensure or certification after graduation.

Parent Guide Certification/Licensure tab

Guide Certification/Licensure tab

First term of student enrollment:

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

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

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

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

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

RATIONALE AND JUSTIFICATIONS

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

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

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.

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

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?

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.

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

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

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

Describe how student services and advising will be supported.

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.

School of Education Graduate Research Scholars

RESOURCES, BUDGET, AND FINANCE

Is this a revenue program?

What is the tuition structure for this program?

Select a tuition increment:

What is the rationale for selecting this tuition increment?

Will segregated fees be charged?

If segregated fees will not be charged, please explain.

Upload the proposal for market based tuition:

Provide a summary business plan.

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

What is the marketing plan?

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.

Are new Library resources needed to support this program?

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.

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

Capstone program students are eligible for federal financial aid (usually loans) if they participate in Gainful Employment (GE) requirements, that is, they 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 the 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?

No change

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

Guide Admissions/How to Get In tab

GRADUATE SCHOOL ADMISSIONS

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

Requirements	Detail
Fall Deadline	The program does not admit in the fall.
Spring Deadline	The program does not admit in the spring.
Summer Deadline	November 15
GRE (Graduate Record Examinations)	Required.
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	0

Applicants for all graduate programs must complete a UW–Madison Graduate School application (<http://grad.wisc.edu/admissions/process>).

M.S. IN OCCUPATIONAL THERAPY (PROFESSIONAL)

Admission to the entry-level professional program in occupational therapy requires:

- Bachelor's degree (or equivalent) from a regionally accredited school of higher education by the start of the program
- Transcripts from each college, university, or technical college attended showing work completed and in progress
- Graduate Record Exam (GRE) scores
- Documentation of paid or volunteer experience in at least two different settings serving persons across the lifespan with physical, behavioral or mental health disabilities

- Direct observation of Registered Occupational Therapists, or Certified Occupational Therapy Assistants, providing services is highly recommended
- Minimum of three letters of recommendation
- Personal statement responding to prompts provided on the graduate application
- At least a "C" or better in the following prerequisite courses or their equivalent:

Code	Title	Credits
PREREQUISITE COURSES (UW-Madison or comparable) *		
Lifespan Development 1 (one of the following): ¹		3
HDFS 362	Development of the Young Child	
ED PSYCH 320	Human Development in Infancy and Childhood	
PSYCH 460	Child Development	
Lifespan Development 2:		3
HDFS 363	Development from Adolescence to Old Age	
Abnormal Psychology:		3
PSYCH 405	Abnormal Psychology	
Statistics:		3
PSYCH 210	Basic Statistics for Psychology	
Anatomy & Physiology: ²		6-8
ANAT&PHY 337	Human Anatomy	
ANAT&PHY 338	Human Anatomy Laboratory	
ANAT&PHY 335	Physiology (with Lab)	

* Further guidelines for acceptable prerequisite coursework may be found here (<https://kinesiology.education.wisc.edu/ot/admissions/admissions-criteria/prerequisites>).

¹ Applicants who complete a lifespan/human development course should complete a second course in child or adult development.

² Applicants may complete 6–8 credits (two semesters) of combined anatomy and physiology (with lab) to fulfill both the anatomy and physiology prerequisite

Describe plans for recruiting students to this program.

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:

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

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.

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

Will this program have Honors in the Major?

Parent Requirements

Guide Requirements tab

MINIMUM GRADUATE SCHOOL REQUIREMENTS

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

MAJOR REQUIREMENTS

MODE OF INSTRUCTION

Face to Face	Evening/Weekend	Online	Hybrid	Accelerated
Yes	No	No	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	61 credits
Minimum Residence Credit Requirement	16 credits
Minimum Graduate Coursework Requirement	Half of degree coursework (31 credits out of 61 total credits) must be completed graduate-level coursework; courses with the Graduate Level Coursework attribute are identified and searchable in the university's Course Guide (https://registrar.wisc.edu/course-guide/).

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	No formal examination specific to the M.S. is required. Curricular requirements (all didactic courses) must be passed, in conformity with GPA and grad requirements.
Language Requirements	No language requirements.

REQUIRED COURSES

Code	Title	Credits
ANATOMY 622	Human Anatomy-Physical Therapy, Occupational Therapy	6
OCC THER 610	Professional Skills I: Professional Practice in Occupational Therapy	2
OCC THER 611	Professional Skills II: Communication & Interpersonal Skills in OT	2
OCC THER 612	Professional Skills III: Organization and Management in OT Practice	3
OCC THER 613	Professional Skills IV: Community-based OT Practice	2
OCC THER 620	Occupational-based Theory and Practice	2
OCC THER 621	Assessment of Occupational Participation	3
OCC THER 622	Infant and Childhood Occupations and Therapeutic Interventions	4
OCC THER 623	Adolescent and Young Adult Occupations and Therapeutic Interventions	4
OCC THER 624	Middle and Late Adulthood Occupations and Therapeutic Interventions	4
OCC THER 625	Level-I Fieldwork: Infants and Children	1
OCC THER 626	Level-I Fieldwork: Adolescents and Young Adults	1
OCC THER 627	Level-I Fieldwork: Middle and Late Adulthood	1
OCC THER 629	Medical Lectures for Occupational Therapy	2
OCC THER 640	Applied Neuroanatomy for Allied Health Professionals	3
OCC THER 662	Level II Fieldwork A	6
OCC THER 664	Level II Fieldwork B	6
OCC THER 671	Scientific Inquiry in OT I: Evidence-Based Practice.	2
OCC THER 672	Scientific Inquiry in Occupational Therapy II: Research Design and Methods	2
OCC THER 673	Scientific Inquiry in OT III: Data Collection and Analysis.	3
OCC THER 674	Scientific Inquiry in OT IV: Scientific Writing for Publication	2

The MS–OT has a prescribed curriculum of 61 credits, with potential for electives. See Curriculum (<https://kinesiology.education.wisc.edu/ot/academics/msot/curric>) on the OT website.

Total credits required:

Semesters to completion:

Parent Plan Graduate Policies

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.

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

With program approval, students are allowed to count no more than 15 credits of graduate course work from other institutions. Coursework earned five or more years prior to admission to a master's degree is not allowed to satisfy requirements.

UW–Madison Undergraduate

No credits from a UW–Madison undergraduate degree are allowed to count toward the degree.

UW–Madison University Special

With program approval and payment of the difference in tuition (between special and graduate tuition), students are allowed to count no more than 15 credits of course work numbered 300 or above taken in UW–Madison University Special student status. Coursework earned five or more years prior to admission to a master's degree is not allowed to satisfy requirements.

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 (<http://grad.wisc.edu/acadpolicy/#probation>) on the Graduate School website.

ADVISOR / COMMITTEE

All students must have an assigned advisor to meet UW information management needs, and accordingly, and of its own volition, the department assigns an advisor to each student. Assigned advisors in the M. S. in Occupational Therapy (MS–OT) program are graduate research or clinical faculty. 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.

CREDITS PER TERM ALLOWED

15 credits

TIME CONSTRAINTS

Master's 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.

Level II fieldwork must be completed within 24 months of completion of coursework.

OTHER

n/a

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.

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

List the program learning outcomes.

Outcomes – enter one learning outcome per box. Use the green + to create additional boxes.	
1	(Foundational Knowledge) Demonstrate an understanding of the physical, psychological and contextual substrates of human occupation in typical and nontypical development.
2	(Foundational Knowledge) Discuss the role of personal and environmental factors on involvement in daily activities and community participation.
3	(Foundational Knowledge) Critically examine and apply theories associated with the science of human occupation and models of interprofessional practice to service delivery.
4	(Foundational Knowledge) Demonstrate knowledge of one's own role and those of other professions to appropriately assess and address the needs of clients and populations served.
5	(Scientific Inquiry and Theory Development) Articulate current problems facing the profession of occupational therapy in an interprofessional context with respect to theory, knowledge and practice.
6	(Scientific Inquiry and Theory Development) Identify and critique current knowledge, theories and evidence to inform practice.
7	(Scientific Inquiry and Theory Development) Demonstrate necessary skills for designing a scholarly proposal that includes a research question, relevant literature, samples, design, measurement and data analysis.
8	(Scientific Inquiry and Theory Development) Participate in scholarly activities that evaluate professional practice, service delivery, and/or professional issues.
9	(Practice Reasoning and Decision Making) Appropriately assess clients' participation in daily life activities and employ an interprofessional approach to determining clients' needs within the context of family and society.
10	(Practice Reasoning and Decision Making) Identify factors within the environment that influence participation in home and community life.

11	(Practice Reasoning and Decision Making) Plan for discharge in collaboration with the client and family and terminate occupational therapy when appropriate.
12	(Professional Conduct) Articulate the values of the occupational therapy profession.
13	(Professional Conduct) Work with individuals of other professions to maintain a climate of mutual respect and shared values.
14	(Professional Conduct) Describe the varied roles of the occupational therapist as practitioner, educator, researcher, and entrepreneur,
15	(Professional Conduct) Establish appropriate therapeutic relationships with individuals, groups, organizations and systems,
16	(Professional Conduct) Use effective interpersonal communication and demonstrate effective and culturally sensitive group communication.
17	(Professional Conduct) Demonstrate use of safety precautions with the client during the process of practice.
18	(Professional Conduct) Demonstrate knowledge of legal and ethical issues related to care in health, education, and community settings.

Summarize the assessment plan.

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.

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

Courses have enrollment capacity.

Courses in the curriculum are numbered 300 or higher.

Yes

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.

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.

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:

Admissions Table Memo 2019-04-08 Graduate School Approval.pdf
MS-OT Admit Suspension Memo - 02_17_2019.docx

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:

Graduate

SIS Program Code:

G720

SIS Program Code (BS):

SIS Short Description:

Occ Ther

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:

Master of Science

Diploma Text 2:

OCCUPATIONAL THERAPY

Degree:

861

Degree (BS):

Field of Study:

Biological Science

Program Length:

2

National Student Clearing House Classification:

Masters

Plan Group:

720

Educational Level:

Masters degrees

Award Category:

Master's

Enrollment Category:

Master's

CIP Code:

51.2306 - Occupational Therapy/Therapist.

STEMOPT:

UWSTEM:

HEALTH:

Yes

Educational Innovation Program:

Distance Education Program:

Non Traditional Program:

Special Plan Type:

CDR certificate category:

Added to UW System Crosswalk:

Yes

Reviewer Comments

Karen E Mittelstadt (mittelstadt) (Tue, 23 Apr 2019 16:31:09 GMT): No input/concerns from the School of Nursing. Thank you for notification and the opportunity to review. ~Karen Mittelstadt, Assistant Dean for Academic Affairs, 04.23.19

Key: 666