

Date Submitted: 11/23/21 1:05 pm

# Viewing: **MS 720EDU : Occupational Therapy**

Last approved: 04/28/20 2:46 pm

Last edit: 12/06/21 10:35 am

Changes proposed by: sychta

Catalog Pages Using this Program

[Occupational Therapy, M.S.](#)

## In Workflow

1. **KINESIO Dept. Approver**
2. **EDU School Admin Reviewer**
3. **EDU School Approver**
4. APIR Admin
5. GFEC Approver
6. UAPC Approver
7. Registrar

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

Name
Elizabeth Jach - EDU
Maddie Sychta - EDU

## Approval Path

1. 11/29/21 2:06 pm  
Lisa Cappabianca (lcappabianca): Approved for KINESIO Dept. Approver
2. 12/06/21 10:09 am  
Maddie Sychta (sychta): Approved for EDU School Admin Reviewer

## History

1. Sep 20, 2018 by clmig-smenda
2. Oct 16, 2019 by Elizabeth Jach (ejach)
3. Apr 28, 2020 by Stephanie Trigsted (strigsted)

**Proposal Abstract/Summary:**

This proposal resolves the suspended status of the MSOT with discontinuation of the program.

If approved, what term should the proposed change start? (usually the next fall term)

Fall 2022 (1232)

Is the change being proposed only a curricular change that would impact fewer than 50% of the credits in the program (i.e., plan or subplan) under consideration?

No

## Basic Information

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Program State: Discontinued ~~Suspend Admissions~~

Type of Program: Degree/Major

Who is the audience? Graduate or professional

Home Department: Kinesiology (KINESIO)

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

Is this in the Graduate School? Yes

Award: Master of Science

SIS Code: MS 720EDU

SIS Description: Occupational Therapy MS

Transcript Title: Occupational Therapy

Named Options:

Will this be offered as an additional major as well? No

Is this a non-admitting master's degree? No

## Suspension and Discontinuation

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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?

Summer 2023

(1236)

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).

All students are on track to complete in December 2021 and Spring 22. In the event a student does not pass a clinical placement, an additional year leaves sufficient time for students to pass all requirements. The summer 2023 timing coincides with ideal timing for Guide publication.

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 curriculum ~~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.

All students will have sufficient time to complete the MSOT.

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.

As of fall 2021, faculty have voted to discontinue the post-professional named option so all students going forward will complete the entry-level curriculum.

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.

Department faculty also voted in fall 2021 to discontinue the program.

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.

Current MSOT students will be informed that the last term to complete the program is summer 2023.

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. ~~The We will also have an article in the next~~ OT Matters newsletter has also informed to inform Alumni and Stakeholders of ~~the our~~ suspension of MSOT admission and ~~intent to~~ transition to the Entry Level OTD curriculum. ~~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.

Since students are on track to complete in Dec 21 or Spring 22, summer 2023 leaves ample time for any students with unexpected circumstances to complete.

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	<u>Mason, Andrea</u> <del>Diffie, Gary</del>	<u>andreamason@wisc.edu</u> <del>gmdiffie@wisc.edu</del>	<u>608/262-9904</u> <del>608/262-7732</del>	
Faculty Director	Gartland, Sharon	sgartland@wisc.edu	608/890-3299	
Primary Dean's Office Contact	Jach, Elizabeth	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

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

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

Mode of Delivery:

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

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

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

Will this program have outside accreditation? Yes

Guide Accreditation tab

## Accreditation

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### [Accreditation Council for Occupational Therapy Education](#)

Accreditation status: Accreditation. Next accreditation review: 2028

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

## Certification/Licensure

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### National Board for Certification in Occupational Therapy

Year of Exam	UW-Madison Graduates: First Attempt	National: First Attempt
2018	100%	not available
2017	100%	not available
2016	100%	not available

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

Approved Shared Content from /shared/university-professional-certification-licensure-disclosure-nc-sara/

Last Approved: Apr 15, 2021 12:21pm

### Professional Certification/Licensure Disclosure (NC-SARA)

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The United States Department of Education requires institutions that provide distance education to disclose information for programs leading to professional certification or licensure about whether each program meets state educational requirements for initial licensure or certification. Following is this disclosure information for this program:

The requirements of this program meet Certification/Licensure in the following states:

Wisconsin

The requirements of this program do not meet Certification/Licensure in the following states:

The requirements of this program have not been determined if they meet Certification/Licensure in the following states:

Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wyoming; District of Columbia; American Samoa, Guam, Northern Mariana Islands, Puerto Rico, U.S. Virgin Islands

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## Diversity and Inclusion



Describe how the proposed program curriculum and learning outcomes will advance inclusive excellence. Discuss specific components and requirements within the curriculum that will offer students opportunities and learning activities to engage in diversity with respect to perspectives, theories, practices, and populations different from themselves. If internships or clinical, practicum, or experiential learning experiences will be required, discuss how students will have access to diverse practice settings.

Discuss how the proposed program will actively pursue an equity in student recruitment, access, retention, and degree completion. Describe specific strategies to identify and recruit a diversified student population for programs that do direct admissions. Include evidence-based and effective practices. Provide examples of academic and student support services that will be implemented to support student learning success and completion.

Consider how the proposed program will ensure equity in recruiting and hiring of faculty, instructional staff, and staff who will oversee the program curriculum, professional/career development experiences, and research/scholarship where relevant.

Note any plans or strategic initiatives at the university that are closely linked with the development of the proposed program. Note how efforts will align with the appropriate and applicable accreditation standards that address diversity where relevant. To the extent that the response to questions related to diversity, equity, and inclusion are connected to plans at the department, school/college or university, make those connections explicit where relevant.

## Faculty and Staff Resources

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

Select the Graduate Research Scholars Community for this program.

School of Education Graduate Research Scholars

## Resources, Budget, and Finance

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Is this a revenue program?

What is the tuition structure for this program?

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.

## Curriculum and Requirements

What percentage of the curriculum, if any, is being proposed to change via this proposal? No change to the curriculum

Guide Admissions/How to Get In tab

Approved Shared Content from /shared/graduate-school-admissions/  
 Last Approved: Apr 15, 2021 12:15pm

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 of the Graduate School as well as the program(s).** Once you have researched the graduate program(s) you are interested in, [apply online](#).

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 ( <a href="https://grad.wisc.edu/apply/requirements/#english-proficiency">https://grad.wisc.edu/apply/requirements/#english-proficiency</a> ).
Other Test(s) (e.g., GMAT, MCAT)	n/a
Letters of Recommendation	0

## Required

Applicants for all graduate programs must complete a UW–Madison Graduate School [application](#).

## 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:

### PREREQUISITE COURSES (UW-Madison or comparable) \*

Lifespan Development 1 (one of the following): <sup>1</sup>	3
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<a href="#">HDFS 362</a>	Development of the Young Child
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<a href="#">ED PSYCH 320</a>	Human Development in Infancy and Childhood
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<a href="#">PSYCH 460</a>	Child Development
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Lifespan Development 2:	3
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<a href="#">HDFS 363</a>	Development from Adolescence to Old Age
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Abnormal Psychology:	3
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<a href="#">PSYCH 405</a>	Abnormal Psychology
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Statistics:	3
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<a href="#">PSYCH 210</a>	Basic Statistics for Psychology
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Anatomy & Physiology: <sup>2</sup>	6-8
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<a href="#">ANAT&amp;PHY 337</a>	Human Anatomy
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<a href="#">ANAT&amp;PHY 338</a>	Human Anatomy Laboratory
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<a href="#">ANAT&amp;PHY 335</a>	Physiology (with Lab)
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\*

Further guidelines for acceptable prerequisite coursework may be found [here](#).

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

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.

Guide Requirements tab

Approved Shared Content from /shared/graduate-minimum-degree-requirements-and-satisfactory-progress/

Last Approved: Apr 15, 2021 12:16pm

## Minimum Graduate School Requirements

Review the Graduate School minimum [academic progress and degree requirements](#), 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

Approved Shared Content from /shared/graduate-school-mode-instruction-definitions/

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**Accelerated:** Accelerated programs are offered at a fast pace that condenses the time to completion. Students are able to complete a program with minimal disruptions to careers and other commitments.

**Evening/Weekend:** Courses meet on the UW–Madison campus only in evenings and/or on weekends to accommodate typical business schedules. Students have the advantages of face-to-face courses with the flexibility to keep work and other life commitments.

**Face-to-Face:** Courses typically meet during weekdays on the UW-Madison Campus.

**Hybrid:** These programs combine face-to-face and online learning formats. Contact the program for more specific information.

**Online:** These programs are offered 100% online. Some programs may require an on-campus orientation or residency experience, but the courses will be facilitated in an online format.

## CURRICULAR REQUIREMENTS

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 ( <a href="https://registrar.wisc.edu/course-guide/">https://registrar.wisc.edu/course-guide/</a> ).
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

<a href="#">ANATOMY 622</a>	Human Anatomy for Physical and Occupational Therapy Students	6
<a href="#">OCC THER 610</a>	Professional Skills I: Professional Practice in Occupational Therapy	2
<a href="#">OCC THER 611</a>	Professional Skills II: Communication & Interpersonal Skills in OT	2
<a href="#">OCC THER 612</a>	Professional Skills III: Organization and Management in OT Practice	3
<a href="#">OCC THER 613</a>	Professional Skills IV: Community-based OT Practice	2
<a href="#">OCC THER 620</a>	Occupational-based Theory and Practice	2
<a href="#">OCC THER 621</a>	Assessment of Occupational Participation	3
<a href="#">OCC THER 622</a>	Infant and Childhood Occupations and Therapeutic Interventions	4
<a href="#">OCC THER 623</a>	Adolescent and Young Adult Occupations and Therapeutic Interventions	4
<a href="#">OCC THER 624</a>	Middle and Late Adulthood Occupations and Therapeutic Interventions	4
<a href="#">OCC THER 625</a>	Level-I Fieldwork: Infants and Children	1

<a href="#">OCC THER 626</a>	Level-I Fieldwork: Adolescents and Young Adults	1
<a href="#">OCC THER 627</a>	Level-I Fieldwork: Middle and Late Adulthood	1
<a href="#">OCC THER 629</a>	Medical Lectures for Occupational Therapy	2
<a href="#">OCC THER 640</a>	Applied Neuroanatomy for Allied Health Professionals	3
<a href="#">OCC THER 662</a>	Level II Fieldwork A	6
<a href="#">OCC THER 664</a>	Level II Fieldwork B	6
<a href="#">OCC THER 671</a>	Scientific Inquiry in OT I: Evidence-Based Practice.	2
<a href="#">OCC THER 672</a>	Scientific Inquiry in Occupational Therapy II: Research Design and Methods	2
<a href="#">OCC THER 673</a>	Scientific Inquiry in OT III: Data Collection and Analysis.	3
<a href="#">OCC THER 674</a>	Scientific Inquiry in OT IV: Scientific Writing for Publication	2

The MS–OT has a prescribed curriculum of 61 credits, with potential for electives.

Total credits required:

61

Guide Graduate Policies tab

Approved Shared Content from /shared/graduate-school-policies/

Last Approved: Apr 15, 2021 12:16pm

## Graduate School Policies

The [Graduate School's Academic Policies and Procedures](#) 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

### 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

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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

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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

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15 credits

## Time Constraints

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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.

## Grievances and Appeals

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Approved Shared Content from /shared/graduate-school-grievance-policy/

Last Approved: Apr 15, 2021 12:17pm

These resources may be helpful in addressing your concerns:

[Bias or Hate Reporting](#)

[Graduate Assistantship Policies and Procedures](#)

[Hostile and Intimidating Behavior Policies and Procedures](#)

[Office of the Provost for Faculty and Staff Affairs](#)

[Dean of Students Office](#) (for all students to seek grievance assistance and support)

[Employee Assistance](#) (for personal counseling and workplace consultation around communication and conflict involving graduate assistants and other employees, post-doctoral students, faculty and staff)

[Employee Disability Resource Office](#) (for qualified employees or applicants with disabilities to have equal employment opportunities)

[Graduate School](#) (for informal advice at any level of review and for official appeals of program/departmental or

school/college grievance decisions)

[Office of Compliance](#) (for class harassment and discrimination, including sexual harassment and sexual violence)

[Office of Student Conduct and Community Standards](#) (for conflicts involving students)

[Ombuds Office for Faculty and Staff](#) (for employed graduate students and post-docs, as well as faculty and staff)

[Title IX](#) (for concerns about discrimination)

Approved Shared Content from /shared/education-grievance-policy/

Last Approved: Apr 15, 2021 12:17pm

Any student who feels that they have been treated unfairly by a faculty or staff member has the right to complain about the treatment and to receive a prompt hearing of the grievance, following these grievance procedures. The complaint may concern course grades, classroom treatment, program admission, or other issues. To insure a prompt and fair hearing of any complaint, and to protect both the rights of the student and the person at whom the complaint is addressed, the procedures below are used in the School of Education.

The person whom the complaint is directed against must be an employee of the School of Education. Any student or potential student may use these procedures unless the complaint is covered by other campus rules or contracts.

The following steps are available within the School of Education when a student has a grievance:

The student should first talk with the person against whom the grievance is directed. Most issues can be settled at this level. If the complaint is directed against a teaching assistant, and the student is not satisfied, the next step would be to talk to the TA's supervisor, who is usually the course professor. If the complaint is not resolved satisfactorily, the student may continue to step 2.

If the complaint does not involve an academic department, the procedure outlined in Step 4 below should be followed. If the complaint involves an academic department, the student should contact the chair of the department. The chair will attempt to resolve the problem informally. If this cannot be done to the student's satisfaction, the student may submit the grievance to the chair in writing. This must be done within 60 calendar days of the alleged unfair treatment.

On receipt of a written complaint, the chair will refer the matter to a departmental committee, which will obtain a written response from the person at whom the complaint is directed. This response shall be shared with the person filing the grievance. The chair will provide a timely written decision to the student on the action taken by the committee.

If either party is not satisfied with the decision of the department, they have five working days from receipt of the decision to contact the dean's office (at the number below), indicating the intention to appeal. If the complaint does not involve an academic department in the school, the student must contact the dean's office within 60 calendar days of the alleged unfair treatment.

In either case, there will be an attempt to resolve the issue informally by the associate dean. If this cannot be done, the complaint can be filed in writing with the dean's office. This must be done within 10 working days of the time the appealing party was notified that informal resolution was unsuccessful.

On receipt of such a written complaint, the associate dean will convene a subcommittee of the school's Equity & Diversity Committee. This subcommittee may ask for additional information from the parties involved and may hold a hearing at which both parties will be asked to speak separately. The subcommittee will then make a written recommendation to the dean of the School of Education who will render a decision. Unless a longer time is negotiated, this written decision shall be made within 20 working days from the date when the grievance was filed with the dean's office.



Questions about these procedures can be directed to the School of Education Dean's Office, 377 Education Building, 1000 Bascom Mall, 608-262-1763.

State law contains additional provisions regarding discrimination and harassment. Wisconsin Statutes 36.12 reads, in part: "No student may be denied admission to, participation in or the benefits of, or be discriminated against in any service, program, course or facility of the system or its institutions or center because of the student's race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status or parental status." In addition, UW–System prohibits discrimination based on gender identity or gender expression. Students have the right to file discrimination and harassment complaints with the [Office of Compliance](#), 361 Bascom Hall, 608-265-6018, [uwcomplianceoffice@wisc.edu](mailto:uwcomplianceoffice@wisc.edu).

## Other

n/a

## Program Learning Outcomes and Assessment

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.

	<b>Outcomes – enter one learning outcome per box. Use the green + to create additional boxes.</b>
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.

Department Approved

Assessment Plan:

## Commitments

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Courses in the curriculum are numbered 300 or higher.

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

## Supporting Information

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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

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*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:

The department of Kinesiology approved this proposal on 11/12/2021.

Entered by: Maddie Sychta

Date entered: 11/29/2021

*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:

The SoE Programs Committee approved this proposal on 12/3/2021. The SoE APC approved this proposal on

Entered by and Maddie Sychta  
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

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Admin Notes:

Guide URL:  
/graduate/kinesiology/occupational-therapy-ms/

SIS effective date:

Guide publish  
date/type:

Tuition start term:

Career: Graduate

SIS Program Code: G720

SIS Short Occ Ther

Description:

SIS code for  
additional major:

Other plan codes associated with this program:

Diploma Text: Master of Science

Diploma Text 2: OCCUPATIONAL THERAPY

Degree: 861

Field of Study: Biological Science

Program Length: 2

National Student Masters

Clearing House

Classification:

Plan Group: 720

Educational Level: Masters degrees

Award Category: Master's

Enrollment Master's

Category:

CIP Code: 51.2306 - Occupational Therapy/Therapist.

STEMOPT

UWSTEM:

HEALTH: Yes

NSF STEM:

Educational

Innovation

Program:

Distance Education

Program:

Non Traditional

Program:

Special Plan Type:

Added to UW Yes

System Crosswalk:

Scan this proposal:

Upload documents that should  
be scanned:

Reviewer

Comments

Key: 666