

Date Submitted: 11/23/21 1:12 pm

Viewing: **OTD 720EDU : Occupational Therapy**

Sub Plans: [Entry Level](#), [Post-Professional](#)

Last approved: 04/15/21 5:39 pm

Last edit: 12/06/21 10:22 am

Changes proposed by: sychta

Catalog Pages Using
this Program

[Occupational Therapy, OTD](#)

Final Catalog

Rationale for
Inactivation

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

Name
Maddie Sychta - EDU
Elizabeth Jach - EDU

Proposal Abstract/Summary:

The Occupational Therapy program within the Department of Kinesiology has decided to suspend and discontinue the Post-Professional OTD option.

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?

Yes

Basic Information

Program State: Active

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:

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

Approval Path

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

History

1. Sep 20, 2018 by clmig-smenda
2. Oct 16, 2018 by Michelle Young (meyoung)
3. Mar 29, 2019 by Melissa Schultz (mrschultz3)
4. May 9, 2019 by Melissa Schultz (mrschultz3)
5. Oct 15, 2020 by Sharon Gartland (sgartland)
6. Apr 15, 2021 by Maddie Sychta (sychta)

Who is the Graduate or professional audience?

Parent Home Department:

Home Department: Kinesiology (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

Parent Award

Award: Doctor of Occupational Therapy

Other Award Name:

SIS Code: OTD 720EDU

SIS Code (BS):

SIS Description: Occupational Therapy OTD

SIS Description (BS):

Transcript Title: Occupational Therapy

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

Named Options: 720OTDELVL: Entry Level
720OTDPSTP: Post-Professional

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?

Is this a non-admitting named option for a 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	<u>Mason, Andrea</u> Diffie, Gary	<u>andreamason@wisc.edu</u> gmdiffie@wisc.edu	<u>608/262-9904</u> 608/262-7732	
Primary Contact	Gartland, Sharon	sgartland@wisc.edu	608/890-3299	
Primary Dean's Office Contact	<u>Diffie, Gary</u> Kelley, Carolyn	<u>gmdiffie@wisc.edu</u> ckelley@wisc.edu	<u>608/262-7732</u> 608/263-5733	
Faculty Director	Farrar Edwards, Dorothy	dfedwards@wisc.edu	608/262-7421	

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

Departments
Communication Sci & Disorders (COM SCI DIS)
School of Med & Pub Hlth ACAF (SMPH ACAF)

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

Please explain.

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

Please explain.

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

Please explain.

Mode of Delivery:

Set at the named option level (parent plans only)

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

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

In March 2020, the Occupational Therapy Doctoral (OTD) program was granted Candidacy Status with the [Accreditation Council for Occupational Therapy Education \(ACOTE\)](#) and advanced to the Preaccreditation Review step with the self-study due in 2022. With Candidacy Status, the program is eligible to admit students.

[Doctoral-Degree-Level Occupational Therapy Program \(Program with Candidacy Status\)](#)

The UW-Madison entry-level occupational therapy doctoral degree program has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org. The program must have a preaccreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

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

Graduates of parent program seek licensure or certification after graduation.

Parent Guide Certification/Licensure tab

Guide Certification/Licensure tab

CERTIFICATION/LICENSURE

National Board for Certification in Occupational Therapy

To look up NBCOT pass rates for MSOT Program <https://www.nbcot.org/en/Educators/Home#SchoolPerformance>

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.

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)

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:

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, Wisconsin, Wyoming, District of Columbia; American Samoa, Guam, Northern Mariana Islands, Puerto Rico, U.S. Virgin Islands

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

Not applicable

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

Not applicable

First term of student enrollment:

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

2024

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

2026

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

Summer/Fall 2020 - Admit another Post-Professional OTD cohort

Summer 2020 - open admissions for Entry-Level OTD

Fall 2020 - Continue with MSOT 2nd year students. No new MSOT cohort enrolled

Fall 2020 - accept new applicants for EL-OTD program through Jan 15, 2021, send out acceptance notices

June 2021- Enroll First EL-OTD cohort.

June/Fall 2021 - Enroll additional PP-OTD cohort.

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?

Due to low enrollment, the Post-Professional OTD option will be discontinued.

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

This is a parent plan submission to accompany the discontinuation proposal.

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?

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.

Parent Value

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.

Parent Value

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.

Parent Value

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.

Parent Value

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.

Select the Graduate Research Scholars Community for this program.

School of Education Graduate Research Scholars

Resources, Budget, and Finance

Is this a revenue program? No

Upload the 131 spreadsheet.

What is the tuition structure for this program?

Set at the named option level (parent plans only)

Select a tuition increment:

What is the rationale for selecting this tuition increment?

Will segregated fees be charged?

If segregated fees will be charged, please explain.

Upload Market-based tuition proposal here:

Upload Online/Distance tuition proposal

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.

Both named options will be 131 programs. See budget proposal for detailed look at how fiscal capacity will be achieved to support the new EL-OTD Program.

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.

No

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

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

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

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

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:

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

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
No	No	Yes	No	No

Mode of Instruction Definitions

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

Last Approved: Apr 15, 2021 12:16pm

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 See Named Option for policy information

Minimum Residence Credit Requirement 32 credits

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 (http://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	Capstone project proposal and final product must be reviewed and approved by a dissertation 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

[Select a Named Option for courses required.](#)

Named Options

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 option: options:](#)

[View as list](#)

[View as grid](#)

[Occupational Therapy: Entry Level, OTD](#)

[Occupational Therapy: Post-Professional, OTD](#)

Total credits required:

64

Semesters to completion:

Parent Plan Graduate Policies

Guide Graduate Policies tab

Students should refer to ~~one of the Entry-Level~~ named option ~~options~~ for policy information:

~~Post-Professional~~Entry-Level

Parent Guide Four Year Plan tab

Guide Four Year Plan tab

Parent Guide Three Year Plan tab

Guide Three 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	Articulate and apply underlying occupation-based theories, concepts and techniques of occupational therapy intervention for a variety of contexts.
2	Formulate systems to gather, analyze and interpret data and present to a professional audience.
3	Demonstrate active involvement in professional development, leadership, and advocacy for the benefit of constituents and the profession.
4	Synthesize current knowledge, available evidence and responses to interventions to inform new approaches to practice problems.
5	Demonstrate commitment to healthy long-term professional growth through the creation, implementation, and monitoring of a career development plan including application of wellness and prevention strategies.

When learning outcomes are changed, a new assessment plan must be uploaded.

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.

Department Approved [OTD Assessment Plan Jan 30 2020.docx](#)
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.

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.

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:

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: 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 date: Maddie Sychta 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: /graduate/kinesiology/occupational-therapy-otd/

SIS effective date:

Guide publish date/type:

Tuition start term:

Career: Graduate

SIS Program Code: OTD

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: Doctor of Occupational Therapy

Diploma Text 2:

Degree: 311

Degree (BS):

Field of Study: Biological Science

Program Length: 3

National Student
Clearing House
Classification: Professional

Plan Group: 720

Educational Level: Clinical Doctorate degrees

Award Category: Clinical Doctorate

Enrollment
Category: Other Clinical Doctorate

CIP Code: 51.2306 - Occupational Therapy/Therapist.

STEMOPT

UWSTEM:

HEALTH: Yes

NSF STEM: Yes

Educational
Innovation
Program: One or more options associated with this plan
is

Distance Education
Program: One or more options associated with this plan
is

Non Traditional
Program: One or more options associated with this plan
is

Special Plan Type: One or more options associated with this plan are Non-Pooled options

CDR certificate category:

Added to UW Yes

System Crosswalk:

Scan this proposal:

Upload documents that should be scanned:

Reviewer
Comments

Key: 712

