

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A DOCTOR OF
OCCUPATIONAL THERAPY DEGREE AT UW-MILWAUKEE
PREPARED BY UW-MILWAUKEE**

ABSTRACT

The University of Wisconsin-Milwaukee proposes to establish a clinical doctorate in Occupational Therapy (OTD). The development of program responds to requests from our current and prospective students to offer an advanced OT (Occupational Therapy) degree and the forthcoming accreditation requirement to convert our existing masters-entry OT program to doctoral-entry by 2027. Establishing the program will prepare students to achieve expertise and leadership in provision of evidence-based OT and development of innovative programs needed to meet the growing needs of people, populations and communities where inclusive participation in everyday life contributes to their health, well-being and quality of life. Graduates will contribute to: knowledge of best clinical application of evidence, the knowledge and skills of other clinicians, and implementation of best practices and programs. As recognized experts in their specialization area, they will drive improvements in the care system as OT educators, leaders, and managers in universities, hospitals, and community sites.

The OTD will complement our existing Master of Science in occupational therapy (MSOT) by providing opportunities for our MSOT students to pursue advanced specialties in the profession as well as allowing our faculty to teach and mentor within their primary areas of expertise. Per future accreditation requirements, this OTD will subsume our MSOT and become the sole OT degree at UWM no later than 2027.

The program will be comprised of 33 credits beyond MSOT, which will include 18 credits of core courses, doctoral project and field experience, and a minimum of 15 credits of a doctoral-committee-approved specialty program of study related to the profession of OT.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-Milwaukee

Title of Proposed Program

Doctor of Occupational Therapy

Degree/Major Designations

Doctor of Occupational Therapy

Mode of Delivery

Hybrid: combines face-to-face and online instruction.

Projected Enrollments by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. By the end of year five, it is expected that 38 students will have enrolled in the program and 20 students will have graduated from the program.

	Implementation Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New students admitted	6	6	8	8	10
Continuing students	0	6	6	8	8
Graduating students	0	0	6	6	8
Total enrollment per year in major	6	12	14	16	18

Tuition Structure

For students enrolled in the OTD program, the Health Sciences graduate tuition structure will apply.

Based upon the current academic year, the residential tuition and segregated fees total \$6,932.90 per semester for a full-time student who is enrolled in 8-15 credits per term. Of this amount, \$700.90 is attributable to segregated fees. Similarly, non-resident tuition is \$14,823.62 of which \$700.90 is attributable to segregated fees.

Department or Functional Equivalent

The proposed program will reside within the department of Occupational Science & Technology

College, School, or Functional Equivalent

The proposed program will be housed within the College of Health Sciences

Proposed Date of Implementation

January 2019 or earliest Spring term following System approval.

INTRODUCTION

Rationale and Relation to Mission

The purpose of the OTD program is to educate bachelor’s and master’s trained occupational therapists to become true experts and leaders in clinical and community practice, translate and apply evidence to develop innovative new programs, improve the effectiveness of existing ones, and meet the needs of expanding populations of people and populations across the life span in health care, education and community settings. The proposed OTD will also serve the needs of qualified occupational therapists who are seeking to advance their careers.

Strategic planning at UWM is guided by its mission statement and the “mutually reinforcing academic goals...to continue development of a balanced array of high quality doctoral programs in...professional areas” and to “attract highly qualified students who demonstrate the potential for intellectual development, innovation, and leadership for their communities.” UWM’s continued plan to develop further as a “major urban doctoral university and to meet the diverse needs of Wisconsin’s largest metropolitan area” and to “enrich the health and well-being of people in Wisconsin and the world through innovative research, outstanding

education and exceptional service...” Implementation of this proposed OTD will advance these strategic plans and goals.

Enhancing the training of occupational therapists to include training at the doctoral level will aid in UWM's efforts to enhance and maintain its graduate programs and to serve Wisconsin and the nation. Occupational therapists have been identified by the Bureau of Labor Statistics 2016-2017 as a rapidly growing profession, and is projected to grow 27% between 2014 and 2024 (Bureau of Labor Statistics, 2017). The OTD program will be implemented both in and beyond the campus, with practice residencies and projects at clinics, hospitals, education, community and private practice settings throughout southeast Wisconsin and the US. Through its location in Milwaukee, and as the state's largest urban university, the program will meet the needs of Wisconsin's largest metropolitan area and strengthen existing collaborations with faculty and clinicians at key medical facilities including the Zablocki VA Medical Center and Froedtert Hospital.

The OTD program will be an important addition to the array of degrees in the College of Health Sciences, the largest health science education entity in the state, and is an excellent fit with other academic programs in the Department of Occupational Science & Technology (OST), all of whose graduate faculty can contribute to this degree. The OST department is already staffed to meet essential needs of the proposed OTD program and indeed offers many of the needed courses, as some of our courses are already research-based and sufficiently advanced such that they fit easily into the OTD program.

The OTD is an advanced clinical degree and, as compared to the current MSOT students, students in the OTD program will receive enhanced training in scientific methods, measurement, evidence-development and application, and will develop innovative, evidence-based clinical interventions and projects. By facilitating application of research and informing applied clinical research, the OTD will assist in fulfilling UWM's vision as a “top-tier research university” and will serve as a vehicle to disseminate the Department of OST's and UWM's leading research related to occupational therapy practice.

Need as Suggested by Current Student Demand

While master's level training currently prepares occupational therapy students to be general practice clinicians, there is a recognized need for more occupational therapists with advanced preparation in specialty areas, knowledge and training needed to develop and coordinate treatment strategies in large-scale practice operations, and knowledge and skill needed to move occupational therapy into emerging health areas at the population and community levels. The doctor of occupational therapy fulfills these needs and provides occupational therapists with the skills to lead inter-professional teams. The Accreditation Council for Occupational Therapy Education (ACOTE) has affirmed this by mandating that all entry-level OT Programs be at the doctoral level by 2027.

In the ranks of academia, there is a shortage of occupational therapists nationwide: doctors of OT commonly fill these academic teaching positions (e.g. clinical professorships) in OT programs once they have established practice experience combined with their advanced academic preparation. The advanced areas of research in the department of OST make our proposed doctor of occupational therapy program uniquely suited to prepare OT who will become future educators, thus furthering the reach of our research and increasing the demand for our future OTD graduates.

Few occupational therapists currently have doctoral level training. Of the approximately 110,000 occupational therapists nationally, less than 5% have an OTD (2015 AOTA Salary & Workforce Survey). A proprietary survey of Midwest therapists, conducted by Edu Ventures, Inc. in 2010, suggests that 55% of therapists express an interest in an OTD. The most commonly cited reasons for their interest were: advancing clinical practice, seeking personal enrichment, and enhancing career options.

As a top 10% OT Program, competition to enroll in our professional MSOT degree program is great: we currently average more than 550 qualified applicants each year for our 32 admission slots. Many of these applicants are from out-of-state. We receive several inquiries at application time as to whether we offer an OTD option. Similarly, our own MSOT students express interest in continuing to an OTD. Student demand for our OTD will easily be sufficient to fill the projected initial slots and more in the future. By 2027 this OTD program will subsume the existing MSOT program as the OT profession progresses to doctoral-entry. No other majors at UWM would be affected by the OTD.

Need as Suggested by Market Demand

Demand for OT practitioners has been increasing rapidly in the recent decades, and much faster than the average of all professions (Bureau of Labor Statistics, 2017). This increased demand is expected to continue for the coming decades (Bureau of Labor Statistics, 2017). As scientific knowledge and technology advance, a nationwide trend towards increased education for health care professionals, has appeared.

In 2014, the American Occupational Therapy Association (AOTA)'s Board of Directors issued a position statement that the OT profession should take action to transition toward a doctoral-level single point of entry for occupational therapists within the next decade. In 2017, the Accreditation Council for Occupational Therapy Education (ACOTE) issued the mandate that all OT Programs be doctoral professional entry by 2027. Several Programs nationwide have already transitioned to the OTD or have added an OTD to their degree offerings (as of Winter, 2017, there are 15 accredited OTD programs, 14 Candidate OTD programs, and 15 Applicant Programs at the entry level, with 40 post-professional clinical doctorate programs listed at the AOTA website). This proposed OTD readies the Department of OST for this impending progression of the field.

Emerging Knowledge and Advancing New Directions

Driven by rapidly increasing scientific knowledge, continuing changes in health care and community programs, and increases in the recognized populations that can benefit from occupational therapy, the need for advanced training of occupational therapists is rapidly increasing. Occupational therapy is a broad field, drawing from frames of reference as diverse as: "the medical model", traditional rehabilitation, education, assistive technology and accessibility, and ergonomics – to name a few. Identification of best evidence is then not a simplistic matter. Tens of thousands of clinical studies have been published relevant to occupational therapy, and more are published every year – new assessments, new ideas, new data on interventions. Moreover, external evidence needs to be adapted for local application and tested against local data and outcomes for local clinical application. To enable occupational therapists to stay current and to become experts, occupational therapy education programs need to develop habits to support lifelong reading, study, habits of mind and practice that result in development and maintenance of true, up-to-date expertise.

At the same time, payment systems, demands for accountability, and new business models continue to modify occupational therapy work settings and systems, resulting in a demand for advanced clinicians who can translate, adapt, and test new and modified approaches. The increasing number of persons with disability in society, especially the great increase in the geriatric populations, leads to greater needs not only for basic occupational therapy services but also for truly expert therapy and clinical leadership. Technical skills, experience, and leadership abilities are all required to meet these responsibilities. OTD programs are designed to address these needs.

The result of these trends has been a push to increase educational requirements for occupational therapists – especially growth of doctorate programs. The number of applicant and candidate OTD programs in the country has been increasing rapidly – from 6 in 2010 to over 50 in 2017. Some highly-regarded programs have already moved to offering only the OTD (e.g. Boston University) as the professional entry degree.

Our program's ability to identify and respond to emerging trends and knowledge will be facilitated by our widespread collaborations and cross-disciplinary coursework. The CHS has 5 departments and is affiliated with numerous (27 at last count) instructional and research laboratories. The OTD degree will involve even wider collaborations including the Zilber School of Public Health, the College of Nursing, and other departments at UWM.

DESCRIPTION OF PROGRAM

General Structure

Institutional Program Array

The College of Health Sciences (CHS) at UWM offers pre-professional, professional, and research-focused degrees through five academic departments: Biomedical Sciences, Communication Sciences & Disorders, Occupational Science & Technology (OST), Health Informatics & Administration, and Kinesiology. The CHS also offers a Ph.D. in Kinesiology, and a multidisciplinary Ph.D. in Health Sciences degree in which all Departments participate.

The CHS has steadily developed an array of graduate programs in health sciences and the therapy professions, including: (i) Doctorate of Physical Therapy, (ii) Master of Science in Occupational Therapy, (iii) Master of Science in Athletic Training, and (iv) Master of Science in Communication Sciences and Disorders. These programs are routinely evaluated and improved or expanded in response to accreditation changes, the advancement of the professions and employment opportunities within, and ultimately to advance the practice of health and healthcare in the greater region.

At UW-Milwaukee, the OT Program was established as a bachelor's program in the Department of Health Sciences (1975-2000). In 2000, it became its own department, with an entry-level BS and post-professional MS in Occupational Therapy, a certificate in Therapeutic Recreation, and post-baccalaureate certificates in ergonomics and assistive technology. In 2009, the Department changed its name to Occupational Science and Technology (OST), which better reflected the composition of multi-disciplinary research and educational programs offered. In 2013, the Department of OST launched its entry-level MSOT graduate program and redeveloped its undergraduate degree (BSOS) as a stand-alone entity. This proposed clinical doctorate in occupational therapy (OTD) capitalizes on the existing MSOT infrastructure and will provide

advanced education to students that is based upon the areas of world-recognized expertise in the Department of OST.

Other Programs in the University of Wisconsin System

UW-Madison has recently implemented an OTD and has begun to admit students. Like the on-line UW-Madison OTD, and all OTDs to a large extent, The UW-Milwaukee Program has as its mission: “training for visionary leadership, inter-professional education and practice, and research translation”. The UWM OTD will also have a leadership-in-practice and profession mission. However, the program will be delivered face-to-face and, whereas “specialties will not be the primary focus of the [UW-Madison] curriculum”, specialty foci are at the center of the UWM OTD. Thus, the UW-Madison and the UWM OTD programs will be very complementary, offering students different opportunities at each of Wisconsin’s R1 research institutions.

Other noteworthy OTD programs in the greater region include: Concordia University, and the University of Illinois – Chicago (UIC). Concordia is a private, religious-affiliated university. Their OTD is an online OTD program with specialty foci in of one of three tracks: education, hand and upper extremity rehabilitation, and pediatrics. UIC, also a top-tier research university, offers a face-to-face OTD, and theirs is the only other public offering in the Great Lakes region of the Midwest. By 2027 all OT programs in the United States will be entry-level OTD.

Collaborative Nature of the Program

Our department has a history of developing and implementing collaborative research and educational programs with other departments in CHS, UWM, and other organizations, including UW-Madison, UW-LaCrosse, Marquette University, the Medical College of Wisconsin, and universities across the nation. Building on this history, the proposed OTD program is markedly interdisciplinary, involving collaborations with faculty throughout UWM, including not only CHS but also the Zilber School of Public Health, the College of Nursing, and other departments and centers within UWM. For instance, our assistive technology and design classes involve collaborations between engineers, occupational therapists, and architects. As with our other programs, we fully expect collaborations will continue with the US Department of Veterans Affairs and the Zablocki VA Medical Center, local hospitals, clinics, nursing and rehabilitation facilities, and schools in Wisconsin and community organizations across the country

Diversity

The Department of Occupational Science & Technology is committed to preparing students in multiple ways to deal with the multicultural diversity in our society, our University, and our programs, consistent with the missions of the University of Wisconsin System, the University of Wisconsin-Milwaukee, and the College of Health Sciences. Attitudes and skills to deal with different cultural backgrounds is particularly critical in occupational therapy, which relies on excellent therapeutic communication, trust, and alliance between therapist and client.

The profession of occupational therapy and our program value cultural diversity as essential to professional behavior and therapeutic relationships. Our program helps students develop attitudes and skills to deal with different cultural backgrounds. Students reflect on their own values, behaviors and attitudes and how these views and values may differ from those of clients from other cultures or economic strata. Students are challenged to view issues from the perspectives of clients and interdisciplinary colleagues to enhance their ability to provide client centered therapy and leadership abilities. Readings, reflections, experiences and service learning

sites are selected to broaden perspectives and to raise awareness of social issues. Team-learning and inter-professional collaboration are promoted.

Among the hundreds of qualified applicants to graduate programs in the CHS are dozens from diverse backgrounds or cultures. Special attention is paid to the needs and concerns of these students within the MSOT program and such attention will continue in the OTD. The Department of OS&T has overcome some of the faculty diversity challenges faced in science and engineering fields with 63% of the faculty who are female and 20% who represent racial and ethnic minorities.

Program Objective and Student Learning Outcomes

The mission of our OTD Program will be to produce advanced occupational therapists who will be practice experts, leaders, and educators with advanced clinical specialization. Graduates will become the “go to” professionals on clinical teams whose practice is shaped by best evidence. They will become clinical trainers, educators, and coordinators and can provide community-wide leadership. They may also serve as expert consultants or collaborate with researchers to develop more effective or practical treatments or interventions. The program will recruit and promote matriculation of a diversity of qualified, promising students.

Students will develop and demonstrate more advanced knowledge and skills, beyond the Master’s level:

- in an occupational therapy concentration area.
- in identification and appraisal of best external evidence, integrating it with clinical experience, theories and clients’ view, values, and needs.
- developing skills in critical clinical reasoning, learning from clinical theories, reports, and their own observations, including formulating and measuring outcomes and learning from local outcomes data.
- designing, implementing and evaluating innovative, evidence-based assessment and intervention programs, being mindful of cost, access to healthcare, and client/patient outcomes.
- collaborating, communicating respectively and effectively leading inter-professional teams.
- delivering an individualized, population-based intervention with demonstrated efficacy solving a clinical problem.
- practicing ethical and legal behavior and decision-making.
- communicating their ideas, knowledge and recommendations clearly and effectively, to clients, health care professionals, community groups and the public.
- achieving their own professional goals.

While students in the program will already have had the basic training necessary for professional entry-level certification and experience in clinical practice, the OTD will prepare the students to become experts in an identified specialization area and prepare them to become clinical leaders, translating new findings and evidence into practice.

Finally, there is currently a shortage of experienced, doctoral-level occupational therapists qualified to teach in occupational therapy programs around the country. Our OTD program will prepare occupational therapists for such positions.

Assessment of Objectives

Learning and educational outcomes will be continually assessed, beginning at student enrollment in the program and continuing through the program and after graduation. Our assessment plan is voluntarily consistent with recommendations of the Accreditation Council on Occupational Therapy Education (ACOTE) to facilitate future accreditation when and if needed and because ACOTE criteria are well developed consensus standards.

Student learning is evaluated using written and oral quizzes, completion of assignments and laboratory demonstrations, case analyses, as well as periodic examinations. Skills in clinical settings are observed, and both student and mentor/clinical supervisors reflect on and evaluate performance. Students are also assessed through contributions to classes, and discussions. Doctoral students, with the advice and consent of their mentors, write a professional development plan, and develop an electronic portfolio. Their mentoring team provides feedback and evaluates progress. Regarding program and instructor evaluation: students evaluate every course and instructor at mid- and end- of semester, providing the basis for student evaluation of the program. At the end of the program, students provide feedback on the program as a whole in focus groups and semi-structured surveys.

Our learning assessment system also includes:

- Student focus groups upon completion of their courses and again upon completion of the whole program.
- Student surveys completed immediately following completion of all degree requirements, just prior to graduation, assessing their belief about their academic preparation. Surveys of students at this time allow the program to gain insight into how well the didactic portion of the curriculum prepared them for the experiential portion of the curriculum.
- Graduate follow-up surveys are administered 12-months after matriculation. During the year after graduation, phone and email are used to collect data on student employment, advancement, satisfaction with the program, and free form comments.
- Survey of alumni and employers every 5 years to ascertain employment patterns, earned income, the degree to which program graduates demonstrate professional commitment, social commitment and life-long learning.

Clinical instructor focus groups will take place on a bi-annual basis. Groups will be formed according to types of facilities and level of student learning within the curriculum.

Our external Occupational Therapy Advisory Committee will expand its purview to permanently consider OTD as well as MSOT program issues. In addition to representatives from the Department, this expanded committee will be comprised of at least 10 Members, including representatives from: (i) collaborating UW or UWM programs/departments, (ii) community partners, (iii) fieldwork and emerging experiential sites, and (iv) students/alumni of the OTD. This body will have an advising function. Their responsibilities would include suggesting and reviewing proposed strategic plans relevant to the OTD program, reviewing curriculum plans or changes, policies and procedures, including recruitment, annual evaluation data, all OTD promotional materials, integration with MSOT, and other important items.

An OTD Steering Committee will be put in place to oversee program content and delivery and will meet a minimum of once a semester. All these data sources are reviewed recurrently each year to improve courses and programming. Admission criteria are also monitored for correlation with student academic and clinical success. All decisions regarding

curricular content, delivery, and program administrative activity will be reviewed and approved by the body prior to implementation.

Program Curriculum

a. Curriculum structure

Building on the foundation of master's level education and professional experience of licensed occupational therapists, the OTD will:

- Insure a core of advanced competence to develop expertise in evidence identification and application, clinical reasoning and theory, assessment and outcomes measurement, and leadership and educational expertise.
- Enable students to develop advanced knowledge and skills in a concentration or specialization area, applying best evidence and clinical experience to practice.
- Develop advanced evidence-based clinical skills and develop and/or implement a publishable doctoral project.

The OTD curriculum will be comprised of required core courses and electives chosen by the student, and her/his advisors, to develop expertise in a concentration area or specialization, as shown with two example programs of study in Table 3. Overall, the curriculum will have 9 credits of required core courses after the MS degree in occupational therapy, 15 credits of electives in the chosen concentration area, and a doctoral clinical field experience and a doctoral project (3 + 6), for a total of 33 credits. The 33-credit total makes the program comparable to others in scope (e.g., UW-Madison's program is at 34 credits) as well as achievable in a reasonable time (i.e., 4-6 full-time semesters, including summer). The plan assumes that the admitted doctoral student has an MS degree in OT (i.e., the OTD is post-professional), including a course in modern evidence based practice (EBP).

b. Course format

In general, courses will be offered face-to-face; however, some courses will be delivered online or in a hybrid format, depending on the topic area. For example, in some concentration areas, many courses are offered in an online format (e.g., assistive technology and accessible design).

The number of online courses and seminars has been increasing annually and will likely continue to increase. Distance learning will be an important and growing component of the program. The use of interactive classrooms and online and blended teaching will enhance availability of faculty expertise for students across Wisconsin and the US.

Table 2: Schema for OTD: Core and Elective Course Requirements

Course #	Course name/topic	Credits
Core Courses		
OT 701	Advanced Measurement and Instrumentation in Health Care	3
OT 8xx ¹	Evidence Based Practice for Individuals and Populations	3
NURS 810	Leadership for Advanced Practice in Health Care	3

	<u>Subtotal core courses</u>	<u>9</u>
	Electives Courses for OTD Specialties (See Table 3)	<u>15</u>
	Doctoral Project and Experiential Components	
OT 8xx ¹	OT Doctoral Experience (i.e., individualized field experience).	min: 3
OT 9xx ¹	OTD Doctoral Project ²	min: 6
	<u>Subtotal for doctoral experience and project</u>	<u>9</u>
	<u>TOTAL</u>	<u>33</u>

¹ Course Action Request (CAR) form under development; submission deferred until OTD is approved as the course would not be offered without the OTD.

² Up to 3 credits may be transferred on a case-by-case basis for UWM MSOT Graduates whose completed master’s thesis or master’s project is used as a foundation for their OTD project.

c. Doctoral Experience and Project

Following recommendations from the Accreditation Council for Occupational Therapy Education, a Doctoral Experience of at least 16 weeks or 640 hours in a practice setting is required. The OTD student must deliver and show competence in an evidence-based or evidence-informed, “population based” (but still individualized) intervention. In occupational therapy, evidence shows that effective treatments or interventions strategies need not only be explicated or standardized to meet standard needs of a population but also to be individualized and targeted to individuals’ needs and goals. Ideally the Doctoral Experience will also subserve the Doctoral Project. The Doctoral Experience may occur in one 16-week period or it may be spread out over a greater period, as long as the 640-hour criterion is met. The culminating Doctoral Project requires a minimum of 6 credit hours; however, up to 3 credits may be transferred, on a case-by-case basis, for UWM MSOT graduates whose master’s thesis or project is being used as the foundation of their OTD project. Like our MS thesis and PhD dissertations, Doctoral Project theses must be written as well as presented and defended publicly. We will also encourage their publication in peer-reviewed journals.

d. Formulating the OTD student’s doctoral concentration area and plan of study

A primary purpose of the OTD is to enable occupational therapists to develop expertise in a clinically area. To accomplish this, the student will not only take elective courses but also formulate and implement a “Doctoral Experience” in a chosen setting and complete a “Doctoral Project” (to use ACOTE terminology).

Each student will complete and present a Doctoral Project worth at least 6 credit hours (included in the 33-credit total). To expedite degree completion, this project would ideally be tightly integrated with the student’s Doctoral Experience. However, due to practical limitations (eg, difficulty securing a clinical site, IRB approvals) such integration will not always be feasible and is therefore not required for graduation. Similar to PhD: students propose an area of specialized interest before admission and are assigned a primary advisor. Students work with faculty advisors to develop a statement of their proposed concentration area, needed and desirable knowledge and courses, mentoring team, possible Doctoral Experience sites, and Doctoral Project. The plan becomes more specific over time. By the end of the first semester, OTD students will have a primary advisor and at least 3 other members who also serve as

mentors for the concentration area, the Doctoral Experience, and the Doctoral Project. These 4 individuals comprise the Doctoral Committee. Community experts from outside UWM are encouraged in order to expand knowledge and perspective.

e. Doctoral Concentration Areas Supported

Similar to a Ph.D. Program of Study, several doctoral concentration areas or specializations can be readily supported and students have the freedom of developing a unique program of study, subject to the approval of their advisor and committee. Below are two example Programs of Study that OTD students might select: Assistive Technology and Accessible Design (ATAD, Table 3a), and Community and Behavioral Health (Table 3b). These example Programs of Study borrow from existing programming in the College of Health Sciences and the Zilber School of Public Health and thus provide strong, focused content for the OTD students in a very resource efficient way. Further, both Programs of Study represent areas of recognized strength at UWM.

Beyond these two examples, the CHS and UWM have a wealth of graduate level programming in Health and thus many additional concentration areas can be developed by OTD students and their advisors. We envision that, as the OTD Program matures, it will be one of several catalysts that promote interdisciplinary education and research between the many Colleges/Schools and Health-Related Programs at UWM.

Table 3a: Example of Doctoral Concentration: Assistive Technology and Assessable Design (ATAD)

Course Number and Name	Credits
OT 760 – Assistive and Rehabilitation Technology	3
OT 724 – Advanced Design and Disability	3
OT 765 – AT Service Delivery in Schools (EXCED Course)	3
OT 770 – Assessment in Assistive Technology and Accessible Design	3
OT 777 – Fieldwork in Assistive Technology	3
Total:	15¹

¹ Assumes that student has already taken OT 620 (Introduction to AT)

Table 3b: Example of Doctoral Concentration: Community and Behavioral Health.

Course Number and Name	Credits
PH 702 – Introduction to Biostatistics	3
PH 706 – Perspectives in community and behavioral health	3
PH 725 – Theories and Models of Health Behavior	3
PH-726 – Community Health Assessment	3

PH-728 – Program Evaluation in Public Health (or PH-705 – Principles of Public Health Policy and Administration)	3
Total:	<u>15</u>

Admissions

Primary entry requirements are: 1) MSOT or MOT degree from an ACOTE accredited program (or equivalent recognized by the World Federation of Occupational Therapists, WFOT). ACOTE closely regulates and highly structures requirements of accredited master’s programs in occupational therapy. 2) occupational therapy licensure (or international equivalent approved by WFOT). Applicants that are currently seeking their Masters degree may apply but cannot formally matriculate to the OTD program until they are licensed, that is, until they have completed Masters’s level coursework, fieldwork, received their Master’s degree, passed the National Board of Certification in Occupational Therapy examination, and been licensed in some state (or international equivalent approved by WFOT). As bureaucratic procedures such as licensure can be delayed, students may be provisionally admitted to the OTD program and accumulate credits towards graduation for one semester while required documentation is being prepared or approved. 3) The formal admissions process is expected to be competitive and therefore will also include evaluation of: GPA, coursework, professional experiences, and a statement of personal interests. Bachelor’s prepared, practicing occupational therapists may be admitted on a case-by-case basis. Bachelor’s prepared OT practitioners that are accepted to the OTD Program will be expected to complete deficiency credits that ensure that their educational background is comparable to current master’s prepared practitioners, and will complete a minimum of 54 credits of graduate-level course work at UWM.

Projected Time to Degree

The OTD curriculum is designed to be completed in 4 semesters and we expect that 4-6 semesters will be typical of most full-time students. Some students may require 2 or 3 years of combination full- and part-time course work, especially if they choose to work part time, take additional courses, or want to invest more time to complete their project. It is feasible for a highly prepared and motivated doctoral student to complete the program in as little as 3 semesters of intensive full-time study, particularly if the student is a graduate of UWM’s MSOT Program. Further, Incoming OTD students with advanced applicable coursework and experience may transfer graduate credits or place out of up to 6 credits that directly relate to their proposed Program of Study. Additionally, UWM MSOT students may transfer up to 3 of their master’s thesis or project credits and apply those to their OTD project credits requirement. Combined, these transfers could reduce the total credits required to 24 and would likely accelerate time to completion for some students.

Program Review Process

Institutional Review

The OTD Program will be reviewed continually by its students and alumni, the Occupational Therapy Program and Department of Occupational Science and Technology, and the Occupational Therapy Program’s External Advisory Board. In addition, the APBC of the College of Health Sciences, and the UWM Graduate School will periodically review the performance of

the OTD program in accordance with UWM and UW System Policies and Procedures. In keeping with current policy, the new OTD program will undergo a Graduate School review five-years after implementation and every ten-years subsequently. The initial program review is estimated to occur in AY 2022-2023.

a. Program quality and evaluation

Aspects of the program to be evaluated to assess the creation and maintenance of quality will include, but are not limited to:

- Student performance (completion years, grades, and Doctoral quality).
- Diversity of studies (courses and concentration topics).
- Student evaluations of the faculty and program.
- Diversity of participation in the program from different types of students and with different career objectives.
- Observations and feedback from our external Occupational Therapy Program Advisory Committee.
- Graduate employment/advancement.
- Employer feedback.

These are already ongoing processes that cover the entire Occupational Therapy Program, and will easily be expanded to include OTD programming and students.

Although accreditation is not currently required, ACOTE (2013) has thoughtfully specified critical key elements of an OTD program which we have incorporated, including the following: prior Master of Science in Occupational Therapy education; supervised, clinical fieldwork experience; passing the National Board of Certification in Occupational Therapy (NBCOT) examination; more advanced knowledge and skills in evidence-based practice, measurement, and leadership; and development of advanced clinical skill and knowledge in specialized area.

b. Equity and inclusiveness

To monitor and improve progress in creating an equitable, inclusive and, welcoming program, we will:

- Track demographics of applicants, admissions, graduation, and faculty to determine the extent to which the program meets the College's and University's goals of equity and inclusiveness.
- Continue to include items addressing diversity, equity and climate issues on the annual program satisfaction questionnaire of current students, which includes barriers to success in the program.

As UWM and UW system diversity goals evolve, we incorporate recommendations into the curriculum and our program activities.

Accreditation

External accreditation is currently not applicable or available from the occupational therapy accrediting body (ACOTE); however, ACOTE has released voluntary standards for accreditation of *entry-level* OTD programs (ACOTE, 2013). We have designed our program to be closely compatible with those entry-level OTD standards, as we expect the forthcoming accreditation requirements will be similar to the voluntary standards currently in place.

References

1. 2015 AOTA Salary & Workforce Survey <http://www.aota.org/Education-Careers/Advance-Career/Salary-Workforce-Survey.aspx>
2. Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2016-17 Edition, Occupational Therapists, on the Internet at <https://www.bls.gov/ooh/healthcare/occupational-therapists.htm> (visited February 15, 2017).
3. University of Wisconsin-Milwaukee mission statement, <http://www.uwm.edu/Dept/Chancellor/Mission.htm>.

Budget Narrative — ATI Occupational Therapy Doctorate (OTD) Program

Section I — Student Enrollment

It is anticipated that students will join the OTD program in the Spring term (after completing their Masters in Occupational Therapy the preceding Fall) and complete the OTD program in 4-6 semesters, including summer. Students will enroll full-time (i.e., 9-12 credits per term) in each of the first Spring and Fall terms, and part-time (i.e., 3-6 credits) in the first Summer term. The average student will require one additional Spring and one additional Summer term to complete the Program. The second Spring and Summer terms are likely to be part-time (i.e., 6 credits, and 3 credits, respectively). Part-time students are assumed to be 0.5 FTE each.

In years one and two, we anticipate enrolling 6 new students each year and thus 12 total students (i.e., 9 FTE) will be enrolled during the second year. In years three and four we anticipate increasing enrollment to 8 students each year with a total of 16 in the program by the end of year four. In years 5 and 6 we anticipate enrolling 10 new students. The final size of the program is anticipated to be 12 new students per year for a total of 24 (i.e., 18 FTE) students in the proposed post-professional OTD program.

Section II — New Credit Hours Required to Offer Program

Students in the OTD are expected to take 24 credits in their first year (i.e., Spring, Summer, and Fall combined), and the remaining 9 credits in the second-year Spring (6cr) and Summer (3cr). Thus, new SCH in year one is $24 \times 6 = 144$. In the second year, continuing students will generate $9 \text{cr} \times 6 \text{ students} = 54$ SCH which will be added to the 144 SCH generated by the new, first-year students for a total of 198 SCH. By the end of year 5 total SCH generation is expected to be 312 from 14 FTE students (i.e., average of 22 credits per year per student across all three terms). Anticipated maximum program capacity is 24 students (i.e., 18 FTE) generating 396 SCH per year.

Section III — Staffing Increases Needed

The unique construction of the proposed OTD leads to only modest new course/section offerings. Of the 33 credits that comprise the OTD, 15 are built as specialties from pre-existing coursework (e.g., Assistive Technology and Accessible Design, and Community and Behavioral Health) and the modest increased enrollments due to the OTD students are not expected to result in additional sections of these courses. There are two new courses (i.e., 6 new credits) of coursework for the OTD and these will be instructed by existing department Faculty or qualified Adjunct Faculty. In addition to traditional coursework, students

must take a minimum of 6 credits of doctoral project (i.e., individual project mentored by a member of the department's Faculty), and 3 credits of doctoral experience (i.e., fieldwork). Lastly, existing coursework in the Assistive Technology and Accessible Design (ATAD) specialty might need to be offered with increased frequency (i.e., once per year rather than once per 3 or 4 Spring/Fall semesters). Department Faculty are currently fully deployed and thus we will use practitioners from our clinical partners to deliver certain clinical components of our MSOT program. This approach will allow faculty of the department to instruct the new courses in the OTD program and have time available to advise and mentor the OTD student projects. In the first year of the OTD program we anticipate 0.375 FTE of additional instruction will be required (i.e., instruction of two new courses with a single section each plus increased offering of one ATAD course). In year two, we anticipate that an additional 0.25 FTE will be required to offset the doctoral project instruction for the 6 continuing students, thus bringing the total increase to 0.625 FTE. As the number of students conducting doctoral projects increases, additional offsets will be needed to free regular faculty time. Thus, in year 4 an additional 0.1 FTE will be needed to accommodate the additional 2 students (8 total) conducting individual doctoral projects. This will bring the total increase in FTE to 0.725 by the end of year 5. At full capacity, the OTD will require an increase of 0.875 additional instructional FTE to deliver the two OTD specific courses, increase ATAD course offering frequency, and mentor the individual doctoral projects.

Administration of the OTD will be absorbed into existing OT Program and Department structures and thus no material increase in FTE for OTD Program administration is required.

Section IV — Program Revenues

Students in the OTD Program will pay "Health Science Master" Tuition. All calculations for this document are based upon Spring 2018 and Summer 2017 tuition schedules posted on the UWM website. As described in Section I, the OTD is expected to bring 6 new students to UWM in year one, increasing to 10 new students per year by year 5 with a final target capacity of 12 students beyond year 5. Students will enroll as full-time in the Spring and Fall terms of their first year and take an average of 6 credits in their first summer term. Thus, first-year tuition paid is expected to be an average of \$19,322.47 (based upon resident tuition) with an average of \$1,811.66 in segregated fees. No additional course-related fees are anticipated at this time. The typical second year student is expected to take 6 credits in the Spring term and 3 credits in summer term, and thus would pay an average of \$8,033.05 in tuition and \$1,022.01 in segregated fees.

Based upon the anticipated enrollments of Section I, first year revenues would be (6 students x \$19,322.47 tuition =) \$115,935 in tuition with an additional \$10,870 in segregated fees. In year 2, continuing enrollments would add (6 students x \$8,033.05 tuition =) \$48,198 in tuition revenue and \$6,132 in segregated fees for a total of \$164,133 in tuition revenue and \$17,002 in segregated fees. By the end of year 5, anticipated minimum tuition revenue is \$257,489 with \$26,293 in segregated fees.

Section V — Marginal Program Expenses

Program expenses are in the form of Adhoc instruction into the Department's existing entry-level MS in Occupational Therapy Program. Those instructors will be community practitioners that can add specific expertise to our entry-level MS program. Deploying those instructors into the MSOT program will free departmental faculty to deliver the advanced content of the OTD program. This model maintains or improves quality of instruction in the MSOT Program while creating a highly cost-effective means of delivering the advanced OTD content. Existing Lecturers in the department are paid \$45,000 per FTE and thus that rate is assumed for these calculations. Based upon the FTE increases in Section III, Program expenses are anticipated to be \$17,100 in direct salary in year 1 and will grow to \$32,850 by the end of year 5.

Section VI — Net Program Revenue

Net program revenues are expected to be \$109,705 in year 1 and will increase to \$250,932 by the end of year 5. These are believed to be conservative estimates because: (1) student demand might allow the program to increase in size more quickly than projected in Section I, (2) student tuition is assumed to be paid at the resident rate; however, non-resident tuition might apply (e.g., our MSOT program averages 25% non-resident students year-over-year), and (3) the Department strives for continuous improvement of our course offerings and workload and thus increased instructional staff might not be required to the extent projected in Section III.

GRADUATE FACULTY DOC NO. 1529

Approved May 7, 2018

University of Wisconsin - Milwaukee						
Cost and Revenue Projections For Newly Proposed OTD Program						
	Items	Projections				
		2018	2019	2020	2021	2022
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	6	6	8	8	10
	Enrollment (Continuing Student) Headcount	0	6	6	8	8
	Enrollment (New Student) FTE	6	6	8	8	10
	Enrollment (Continuing Student) FTE	0	3	3	4	4
II	Total New Credit Hours (# new sections x credits per section)	144	144	192	192	240
	Existing Credit Hours	0	54	54	72	72
III	FTE of New Faculty/Instructional Staff	0.38	0.25	0	0.1	0
	FTE of Current Fac/IAS	0	0.38	0.63	0.63	0.73
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0	0	0	0	0
IV	New Revenues					
	<i>From Tuition (new credit hours x FTE)</i>	\$115,935	\$164,133	\$202,778	\$218,844	\$257,489
	<i>From Fees</i>	\$10,870	\$17,002	\$20,625	\$22,669	\$26,293
	<i>Program Revenue - Grants</i>	\$0	\$0	\$0	\$0	\$0
	<i>Program Revenue - Other</i>	\$0	\$0	\$0	\$0	\$0
	<i>Reallocation</i>	\$0	\$0	\$0	\$0	\$0
	Total New Revenue	\$126,805	\$181,135	\$223,403	\$241,514	\$283,782
V	New Expenses					
	Salaries plus Fringes					
	<i>Faculty/Instructional Staff</i>	\$0	\$0	\$0	\$0	\$0
	<i>Other Staff</i>	\$17,100	\$28,350	\$28,350	\$32,850	\$32,850
	Other Expenses					
	<i>Facilities</i>	\$0	\$0	\$0	\$0	\$0
	<i>Equipment</i>	\$0	\$0	\$0	\$0	\$0
	<i>Other:</i>	\$0	\$0	\$0	\$0	\$0
	Total Expenses	\$17,100	\$28,350	\$28,350	\$32,850	\$32,850
VI	Net Revenue	\$109,705	\$152,785	\$195,053	\$208,664	\$250,932
Narrative: Explanation of the Numbers and Other Ongoing Commitments that will Benefit the Proposed Program						
Add additional rows, if necessary.						
<i>a</i> - Number of students enrolled <i>b</i> - To be based on 12 credits at the undergraduate level and 7 credits at the graduate level <i>c</i> - Number of faculty/instructional staff providing significant teaching and advising for the program <i>d</i> - Number of other staff providing significant services for the program						
Provost's Signature:					Date:	