Graduate Faculty Executive Committee
1:30 p.m. – 3:30 p.m., Room 52 Bascom Hall
December 14, 2018

AGENDA

1. (1:30) Automatic Consent approval of minutes from November 9, 2018 November Minutes

Approvals

2. (1:35) Notice of Intent to establish a Master of Science in Design + Innovation from the College of Engineering 2.NOI_MSDesignPlusInnovation

3. (1:50) Notice of Intent to establish a Master of Science in Information from the Information (i) School 3.NOI_MSInformation

4. (2:05) Notice of Intent to establish a Master of Science in Athletic Training from the Department of Kinesiology, School of Education 4.NOI_MSAthleticTraining

5. (2:15) Request to Approve New Degree/ Major of Master of Science - Applied Biotechnology, Department of Cell and Regenerative Biology, School of Medicine and Public Health 5.NewMS_AppliedBiotech

6. (2:30) Request to Establish a Graduate Certificate in Community-Engaged Scholarship from the Department of Civil Society and Community Studies, School of Human Ecology 6.Certificate_CommunityEngagedScholarship

7. (2:40) Request to Establish a new doctoral minor in Community-Engaged Scholarship from the Department of Civil Society and Community Studies, School of Human Ecology 7.NewMinor_CommunityEngagedScholarship

8. (2:45) Request to establish a new named option French Studies Summer Institute associated with the Master of French Studies, effective summer 2019 8.NO_FrenchStudies


10. (3:05) Request to Extend Graduate Faculty Status to Former / Retired Professor, Ronald Troxel, and former Professor Alice Mandell from the Department of Hebrew Bible Graduate option in CANES 10.Request_FacultyStatus_CANES

11. (3:10) Request to Restructure the curriculum and re-open the quiescent MS-Business: Supply Chain Management, Department of Operations and Information Management, School of Business 11.Restructure_MS-BusinessSupplyChainMgmt

2018-2019 Spring GFEC Schedule
January 11, February 8, March 8, April 12, May 10
1:30 p.m. – 3:30 p.m.
52 Bascom Hall

Office of the Dean
217 Bascom Hall  500 Lincoln Drive Madison, WI 53706-1380  grad.wisc.edu
Email: GraduateSchoolDean@grad.wisc.edu;  Phone: (608) 263-1353;  Fax: (608) 265-9505
University of Wisconsin-Madison
Graduate Faculty Executive Committee Meeting
1:30 pm – 3:30 pm, Room 52 Bascom Hall
November 9, 2018

MINUTES


Members Absent: Nicole Perna, Pamela Potter, Gail Robertson, Monica Turner, Chris Walker

Guests: Michelle Chui, David Rosenthal, Richard Moss, Bryan Husk, Andrea Poehling, Karen Wassarman, Susan Zaeske, Elaine Klein, Nicole Wiessinger, Greg Downey

Staff: Amy Bergholz, Judy Bauman, Eileen Callahan, Meghan Chua, Ruth McAfee, Joshua Morrill, Emily Reynolds, Christopher Yue

Dean William Karpus called the meeting to order.

1. The minutes of October 5, 2018 were approved as a matter of automatic consent.

Approvals:

2. Dean Karpus introduced Associate Professor Michelle Chui from the School of Pharmacy, who presented a request to rename the Social and Administrative Sciences in Pharmacy MS/PhD to Health Services Research and Policy MS/PhD effective Fall 2019. The name change reflects broader research areas and student skill sets that have become embedded in the program as it has evolved over time. Students voted unanimously to accept name change.

Motion: Moved and seconded to approve the renaming of Social and Administrative Sciences in Pharmacy MS/PhD to Health Services Research and Policy MS/PhD effective Fall 2019. The motion was passed unanimously with one abstention.

3. Dean Karpus introduced Professor David Rosenthal from the Department of Rehabilitation Psychology & Special Education, who presented a request to rename the Rehabilitation Counseling MS to Clinical Rehabilitation Counseling MS effective Spring 2019. The name change is needed to meet the requirements of the Council for the Accreditation of Counseling and Related Programs. It does not include any curricular changes. Students voted unanimously to adopt the name change.

Motion: Moved and seconded to approve the renaming of Rehabilitation Counseling MS to Clinical Rehabilitation Counseling MS effective Spring 2019. The motion was passed unanimously.

4. Dean Karpus introduced Professor and Associate Dean Richard Moss, director of the Master of Science in Biotechnology Program, who presented a notice of intent to establish a Master of Science
in Applied Biotechnology from the school of Medicine and Public Health. This non-pooled program will allow further geographical outreach to meet industry needs for graduates with skills provided through this curriculum. It is a consortia program with seven other participating UW campuses. A degree is earned at the institution through which a student enrolls.

**Motion:** Moved and seconded to approve the Notice of Intent to proceed with the planning and development of a new Master of Science in Applied Biotechnology within the School of Medicine and Public Health. The motion was passed unanimously with one abstention.

5. Dean Karpus introduced Professor and Associate Dean Richard Moss, from the School of Medicine and Public Health, who presented a request to suspend admissions for the Graduate/Professional Certificate in Bioinformatics effective Spring 2019 and discontinue the program effective Spring 2022. The enrollment for the program has been low. There are three students currently in the program and are projected to be finished by Spring 2021.

**Motion:** Moved and seconded to approve a request to suspend admissions for the Graduate/Professional Certificate in Bioinformatics effective Spring 2019. The motion was passed unanimously.

**Motion:** Moved and seconded to approve a request to discontinue the Graduate/Professional Certificate in Bioinformatics effective Spring 2022. The motion was passed unanimously.

6. Dean Karpus introduced Professor and Associate Dean Richard Moss, from the School of Medicine and Public Health, who presented a request to discontinue the Capstone Certificate in Bioinformatics effective Spring 2019. There are no students currently enrolled in the program and admissions had been suspended previously.

**Motion:** Moved and seconded to approve a request to discontinue the Capstone Certificate in Bioinformatics effective Spring 2019. The motion was passed unanimously.

7. Dean Karpus introduced Professor and Associate Dean Karen Wassarman from the College of Agricultural and Life Sciences who presented a request to suspend admissions to the Development PhD effective Spring 2019. A committee has been formed to review the program and make a recommendation to revise or discontinue the program.

**Motion:** Moved and seconded to approve a request to suspend admissions to the Development PhD effective Spring 2019. The motion was passed unanimously.

8. Dean Karpus introduced Professor and Associate Dean Susan Zaeske from the College of Letters and Science, who presented a request to discontinue the Graduate/Professional Certificate in Material Culture Studies, effective Summer 2020.

**Motion:** Moved and seconded to approve a request to discontinue the Graduate/Professional Certificate in Material Culture Studies effective Summer 2020. The motion was passed unanimously.

9. Dean Karpus introduced Professor and Associate Dean Susan Zaeske from the College of Letters and Science who presented a request to suspend admissions to the Classical and Ancient Near Eastern
MA/PhD Named Option “Hebrew Bible” effective Spring 2019. The department’s intent is to discontinue the program. A request will come back to GFEC when a discontinuation date has been determined.

Motion: Moved and seconded to approve a request to suspend admissions to the Classical and Ancient Near Eastern MA/PhD Named Option “Hebrew Bible” effective Spring 2019. The motion was passed unanimously.

10. Dean Karpus introduced Professor Greg Downey, associate dean for the social sciences in the College of Letters and Science, who presented a request to suspend admissions for the Master of Social Work Named Option “Part Time MSW Eau Claire” effective Spring 2021 and discontinue the program effective Fall 2022.

Motion: Moved and seconded to approve a request to suspend admissions for the Master of Social Work Named Option “Part Time MSW Eau Claire” effective Spring 2021. The motion was passed unanimously with one abstention.

Motion: Moved and seconded to approve a request to discontinue the Master of Social Work Named Option “Part Time MSW Eau Claire” effective Fall 2022. The motion was passed unanimously with one abstention.

Program Review:

11. GFEC member John Pfotenhauer presented the Institutional 10-Year Program Review of Civil and Environmental Engineering MS/PhD/Doctoral Minor. Professor Pfotenhauer noted strengths of the program include strong industry relationships, diverse faculty, an excellent program chair, collegial faculty relationships, and healthy relationships between faculty and students.

Professor Pfotenhauer discussed review committee recommendations, including a review of existing recruitment paradigm, defining and publishing requirements for qualifying exams, establishing consistency of assessment across the program, creating uniformity of TA assignments and workloads, pursuing funding for upgrades to lab facilities and taking deliberate steps to increase student diversity. The GFEC expressed some concern regarding recruiting strategies, qualifying exams, the strategic use of the department’s fellowship funds as well as the admissions process.

Motion: Moved and seconded to accept the Institutional 10-Year Review of the Civil and Environmental Engineering MS/PhD/Doctoral Minor. The motion passed unanimously.

Adjournment:

Meeting adjourned by Dean William Karpus.
October 18, 2018

Sarah Mangelsdorf, Provost
Office of the Provost
University of Wisconsin - Madison

William Karpus, Dean
Graduate School
University of Wisconsin - Madison

Dear Provost Mangelsdorf and Dean Karpus,

At the October 17, 2018 meeting of the College of Engineering Academic Planning Council, the attached Notice of Intent (NOI) for the proposed MS program “Design + Innovation” was recommended for approval. The College of Engineering, serving as the lead college for this interdisciplinary program, accepts the recommendation of moving the NOI forward for approval by the Graduate Faculty Executive Committee and UAPC.

Additional letters of support from the School of Human Ecology, iSchool, School of Business and the School of Education follow.

This interdisciplinary program will provide students an opportunity to work in interdisciplinary teams to solve complex problems that are desirable from a human point of view, while being technologically feasible and economically viable. Students will leave the program with design thinking strategies and tools that elevate their ability to create meaningful solutions and enhance their professional practices in their chosen field.

We are now requesting approval from the Graduate Faculty Executive Committee and UAPC.

Thank you for considering this request.

Sincerely,

James P. Blanchard
Executive Associate Dean
jake.blanchard@wisc.edu
Notice of Intent
Master of Science in Design + Innovation

New Major Program

Degree/Plan: Master of Science in Design + Innovation
Primary Contact: Executive Associate Dean Jake Blanchard, College of Engineering
Academic Home: College of Engineering
Delivery: Accelerated, On-campus, 12-18 months

Executive Summary

The UW-Madison College of Engineering is submitting a Notice of Intent (NOI) to create a new graduate major entitled “Design Plus (+) Innovation. The major will be housed in Dean’s Office of the College of Engineering and is a collaboration between the College of Engineering, School of Human Ecology, Wisconsin School of Business, School of Education, and the Information School in the College of Letters and Science. This interdisciplinary approach is essential to the program’s ability to combine science, creativity and innovation. The program will provide students with design thinking strategies and tools, preparing graduates “to solve problems that rational methods won’t necessarily solve, particularly in a climate of ambiguity and uncertainty.”

Importance of Offering

The Harvard Business Review recently described how employers are actively seeking graduates with design skills. For example, IBM Design is on track to hire 1,000 designers and G.E. Healthcare (a Wisconsin company) and Samsung have made design thinking part of their strategic mission. Nationally, between May 2017 to May 2018, over 26,000 jobs were posted for jobs that required a master’s degree and skills in design thinking, product design, creative design or interaction design. Locally, employment opportunities in interdisciplinary design range from the state’s many product manufacturers, such as S.C. Johnson and Harley-Davidson, to product development companies like Design-Concepts, IDEO, i3 Product Development, Frog and Continuum. Because of these trends and opportunities, many major universities have an interdisciplinary design program, including Stanford, MIT, University of Michigan, University of Illinois, Northwestern, University of Minnesota, Virginia Tech and the University of Washington.

Given the demand for master’s training in design, the University of Wisconsin-Madison will leverage the design and innovation efforts across the campus by bringing together the Design Thinking Initiative in the School of Human Ecology (SoHE), the prototyping and manufacturing expertise in the College of Engineering (CoE), the corporate and entrepreneurial activities in the Wisconsin School of Business (WSB), and the user experience and data analytics capabilities in the Information School (iSchool) to offer a new interdisciplinary Master of Science in Design + Innovation. This program uses design thinking as a non-linear, collaborative process for systemic transformation of services, products and processes. Students will work in interdisciplinary teams to solve complex problems that are desirable from a human point of

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3 Burning Glass Technologies
view, while being technologically feasible and economically viable. Students will leave the program with design thinking strategies and tools that elevate their ability to create meaningful solutions and enhance their professional practices in their chosen field, whether that is engineering, business, human-centered design, software development, business ownership, and beyond.

The program expects to enroll up to 100 students per year by the fourth year after implementation. A new course to be used in the program was also piloted in Summer 2018. 21 students enrolled for this first offering, illustrating initial student demand and available audience at UW-Madison.

Targeted career paths for graduates include:

- Coders and Engineers: Designers who can code or engineer possess a powerful set of tools. These designers have the skills to conceive new ideas and the ability to launch new apps and products quickly into market.
- Entrepreneurs: People with a background in design who are interested in pursuing entrepreneurial careers.
- Researchers: Designers who are able to combine traditional methods with real-time data to reveal user behavior.
- Strategists: Designers who look at the business model, channel strategy, marketing, supply chain, etc. for truly disruptive innovation.
- Social Innovators: Designers who strive to create maximum positive impact on the planet by collaborating with entrepreneurs and NGOs to bring new innovations to those most in need.

Nationally and in Wisconsin, design-related occupations show up in the top tier of job openings for design skills, listed as Product Designers, User Experience (UX) Designers, Human Factors Engineers, Product Managers, Software Developers, and Mechanical Engineers. Within our state, 52% of UX design jobs in Wisconsin specifically requested design skills, as did 28% of Manufacturing Engineering positions. Other common positions include Design Strategists and Human Factors Engineers. This range of career outcomes requires training from multiple sectors, which UW-Madison is uniquely prepared to offer. This commitment to wide ranging industries also led to the program’s home in the College of Engineering, rather than an individual department, to reflect the central leadership and research commitment to advanced manufacturing and design for diverse industries.

Unique Place within the UW System Graduate Portfolio

Although there are a number of design-related programs at the undergraduate level in the UW System, there are few graduate-level design degrees. Those that exist serve students interested in earning a credential specific to a discipline (architecture, art, engineering) without the broader intersection of disciplines that this collaborative program will serve.

UW-Milwaukee offers a number of current design specializations (not degrees) starting with a Master’s (MArch) in Architecture with a concentration in Ecological Design within its accredited Architectural program. This MArch is focused on the built environment and “provides students with the tools to design buildings to be carbon neutral as well a resource-conserving and environmentally non-polluting.” Milwaukee’s Urban Planning graduate program also offers a Master’s in Urban Planning with a

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4 Adapted from “5 New Design Careers for the 21st Century,” by Tim Brown
5 Burning Glass Technologies
concentration area in Physical Planning and Urban Design. Finally, UW-Milwaukee’s Master of Arts (MA) in Art has a specialization in Design Entrepreneurship and Innovation. This program is not currently accepting applications however.

Another program with an art-based framework is the hybrid 60-credit MFA in Design offered from UW-Stout’s School of Art and Design. Although cross-disciplinary with graphic, industrial, entertainment, media and interior design elements, this Master of Fine Arts program does not include courses from Business and Engineering, and offers a different credential from an M.S.

The University of Wisconsin-Platteville does have an area of emphasis in Engineering Design within its online Master of Science in Engineering degree. This program provides “the fundamental areas of engineering and...skills to increase efficiencies and design optimal solutions in a variety of engineering and industrial settings” and does not provide the same intersection of business and human-centered approaches as the proposed program for students from multiple disciplinary backgrounds.

Within the University of Wisconsin-Madison, the School of Human Ecology also offers an M.S. and MFA in Human Ecology with named options in Design Studies. These programs are both research and thesis-based. M.S. students select an area of specialization in design history, material culture studies, environment design, or textile science. Students in the MFA typically focus on either Textile and Fashion Design or Interior Architecture with a substantial studio work component. As a partner in this degree, SoHE has assisted in developing a new design degree to support students with a wider interest in design. In fact, through this partnership with the College of Engineering, SoHE can meet one of the strategic goals in its SoHE21 Vision to strengthen their graduate programs by expanding depth and breadth of graduate course work. The MS in Design + Innovation also responds to the College of Engineering’s strategic plan to encourage collaborative, multidisciplinary teaching, recruit students from a variety of backgrounds, and create a challenging, modern, relevant and inclusive curriculum.

Curriculum and Learning Outcomes

The program learning outcomes are:

1. Demonstrate creative, independent problem solving skills and entrepreneurial thinking.
2. Apply design tools and strategies on interdisciplinary teams and projects.
3. Communicate effectively both visually and orally.
4. Implement an iterative design thinking process.
5. Demonstrate a hands-on, iterative process that includes making, creating and designing.
6. Gain depth in a field of study that can be applied in a social, global and design context.
7. Apply principles of ethical and professional conduct in a field experience.

The 30-credit Master’s is designed as a 12-18 month accelerated program with a project-based core curriculum that builds foundational knowledge in design thinking from multiple frameworks, elective courses that allow students to build depth in a design-based subject area, and a portfolio of interdisciplinary problem-solving work in a year-long capstone. The majority of courses are currently available with existing capacity, with several new courses under development. The curriculum outline is as follows:

Required Courses (18 Credits):
   – Design Thinking for Transformation (SoHE)
Elective Course Options (12 Credits):
- Design in Virtual Reality - User Experience Design
- Human Factors Engineering - Consumer Strategy and Evaluation
- Strategic Management of Innovation - Venture Creation
- Communicating with Key Audiences - Emerging Issues in New Product Development
- Redesign and Prototype Fabrication - Additive Manufacturing
- Creating Breakthrough New Products - Global Artisans
- The Global Consumer - Graphic Design

The MS in Design + Innovation will also take advantage of a number of spaces that encourage collaboration. UW-Madison’s Wendt Commons is currently under renovation to become flexible studio space for pursuing semester long design projects. Students will also have access to the prototyping equipment available within the College of Engineering’s Makerspace and TEAM-Lab, and the Innovation Lab at the School of Human Ecology. These facilities allow students to work collaboratively on challenging problems using human-centered design practices. These and other experiences will provide active and project-based learning for students working on innovative solutions to real world problems.

Faculty and Staff

The core faculty and staff supporting development of this program include:
- Professors James Blanchard, Robert Radwin, Makerspace Directors Lennon Rodgers and Karl Williamson from the College of Engineering
- Professor Mark Nelson and Faculty Associates Lesley Sager and Michelle Kwasny from the School of Human Ecology
- Professors Anne Massey and John Surdyk from the Wisconsin School of Business
- Professor Kristin Eschenfelder, Information School
- Professor John Hitchcock, School of Education, Division of the Arts

Lee DeBaillie, Director of Accelerated Master’s Engineering Programs, will serve as the administrative program director for the College of Engineering. Michelle Kwasny from the School of Human Ecology will serve as Co-Director. An Executive Program Committee with participation from faculty and staff in all participating departments will provide governance over program and academic issues. An advisory committee will also be established with participation from faculty, industry and alumni. Students will be academically advised by faculty and staff members from the interdisciplinary program team. Student services will be provided through the College of Engineering’s Accelerated Master’s Graduate Student Service Coordinators. Students will have access to UW-Madison’s Handshake recruitment and career event management tool, with additional individual career counseling services (launching in Fall 2018) from the Division of Continuing Studies’ Adult Career and Special Student Services for revenue
programs. Additional school/college career advising services may also be available for graduate students in particular areas of interest (i.e. Engineering Career Services).

Funding

This program is expected to be self-funded through tuition revenue within three years of implementation. Enrollment will begin with 25 students and increase with an additional section of 25 students per year until a capacity of 100 students is met four years after launch. The program will also request non-standard market-based tuition based on the competitive space for this discipline.

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<th>Table 2. Enrollment and Direct Program Revenue Projections</th>
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<tr>
<td>Development</td>
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<td>Enrollment</td>
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<td>Credits taught</td>
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Funding for program development is supported by the Schools and Colleges participating in program development, along with additional support from the Division of Continuing Studies. Specifically, the College of Engineering has allocated resources from existing program revenue to fund a program director and a student services coordinator. The School of Human Ecology has also hired the co-director to focus on capstone course development, partnerships, recruitment, and future faculty and staff, and is heavily investing in facilities, curriculum and design initiatives. Memorandums of Agreement for participating schools and colleges to share tuition revenue with participating departments and instructors have been signed. Funding from the Division of Continuing Studies includes market research and analysis, including a market demand study, competitive survey and naming study, and plans to build out marketing strategy and execution plans for program launch in Summer 2020. The DCS Recruitment Team will create and implement program-specific recruiting plans, and support development of websites and other communication materials.
September 24, 2018

James Blanchard, PhD
Professor and Executive Associate Dean
College of Engineering
University of Wisconsin-Madison

Dear Dean Blanchard,

As a partner with the College of Engineering in the creation of a new multi-disciplinary Masters of Science degree in Design + Innovation, the School of Human Ecology (SoHE) and the Department of Design Studies (DS) offer our strong support for the Notice of Intent and leadership in our participating disciplines to plan this innovative program.

The SoHE and the DS Department have reviewed the NOI and are pleased with its collaborative direction. SoHE’s vision is to become a leader in Transformative Design, integrating design thinking into our culture and curriculum. We are eager to contribute to a program that is intentionally designed to transform students from a variety of backgrounds into design thinkers, strategists and leaders on the intersection between design desirability, feasibility, and viability. These skills are actively sought by employers of our graduates. The program will also benefit SoHE’s goals toward Transformative Design Thinking Initiative.

I fully support the efforts of my faculty colleagues to participate in the program planning, course development, executive committee leadership and teaching associated with the new Design + Innovation program. I have also signed a Memorandum of Understanding with the College of Engineering for this partnership. We look forward to offering this exciting new program with you in the future.

Sincerely,

Soyeon Shim
Dean
September 27, 2018

James Blanchard, PhD  
Professor and Executive Associate Dean  
College of Engineering  
University of Wisconsin-Madison

Dear Dean Blanchard,

The faculty of the Information School (iSchool) is pleased to support the Notice of Intent (NOI) for a new multi-disciplinary Masters of Science degree in Design + Innovation. The Executive Committee of iSchool has reviewed and approved our role as expressed in the NOI. We are happy to contribute to a program that is intentionally designed to transform students from a variety of backgrounds into design thinkers, strategists and leaders on the intersection between design desirability, feasibility, and viability. We look forward to offering this new program with you in the future.

Sincerely,

Kyung-Sun Kim  
Professor and Interim Director
MEMORANDUM

Date: September 28, 2018
To: James Blanchard, Professor and Executive Associate Dean, College of Engineering
From: Barry Gerhart, Interim Albert O. Nicholas Dean, Wisconsin School of Business
Re: Support for intent to create Masters of Science degree in Design + Innovation

As a partner with the College of Engineering in the creation of a new multi-disciplinary Masters of Science degree in Design + Innovation, the Wisconsin School of Business (WSB) offers our continued support for the Notice of Intent (NOI) and leadership in our participating disciplines to plan this innovative program.

The WSB APC has reviewed the NOI and are pleased with its collaborative direction. We are eager to contribute to a program that is intentionally designed to transform students from a variety of backgrounds into design thinkers, strategists and leaders on the intersection between design desirability, feasibility, and viability. These skills are actively sought by employers of our graduates. The program will also benefit our school’s mission.

I fully support the efforts of my faculty colleagues to participate in the program planning, course development, executive committee leadership and teaching associated with the new Design + Innovation program. The WSB has also signed a Memorandum of Understanding with the College of Engineering for this partnership. We look forward to offering this exciting new program with you in the future.

Copies:
Marty Gustafson, Assistant Dean, Educational Innovation Program Development, DCS
Michelle Kwasny, School of Human Ecology
Lee DeBaillie, Director of Accelerated Master’s Engineering Programs, COE
Enno Siemsen, Associate Dean of Masters Programs, WSB
Ella Mae Matsumura, Senior Associate Dean of Academic Programs, WSB
October 10, 2019

James Blanchard, PhD
Professor and Executive Associate Dean
College of Engineering
University of Wisconsin-Madison

Dear Dean Blanchard,

As a partner with the College of Engineering in the creation of a new multi-disciplinary Master of Science degree in Design + Innovation, the School of Education offers our continued support for the Notice of Intent (NOI) and leadership in our participating disciplines to plan this innovative program.

The School of Education has reviewed the NOI and are pleased with its collaborative direction. We are eager to contribute to a program that is intentionally designed to transform students coming from a variety of backgrounds, into design thinkers, strategists and leaders on the intersection between design desirability, feasibility, and viability. The School of Education has courses related to Graphic Design, Digital Design, Collaborative Problem Solving, and Organizational Theory that could be terrific electives for the proposed Design + Innovation program. We look forward to working with you to identify specific courses that would meet the goals of the program.

John Hitchcock, Associate Dean for the Arts, will work with your team to help with the program planning, course development, and will serve as a liaison to the School of Education departments to provide executive committee leadership and teaching associated with the new Design + Innovation program. The School of Education has also signed a memorandum of understanding with the College of Engineering for this partnership. We look forward to offering this exciting new program with you in the future.

Sincerely,

Diana Hess, PhD
Dean
Karen A. Falk Distinguished Chair of Education

31 October 2018

TO: Sarah Mangelsdorf, Provost

FROM: John Karl Scholz, Dean

RE: Notice of Intent to Offer: Master of Science – Information

CC: Greg Downey, Associate Dean for Social Science, L&S
Marty Gustafson, Assistant Dean, Continuing Studies
K.-Sun Kim, Professor and Interim Director, iSchool
Elaine Klein, Associate Dean for Academic Planning, L&S
Shirin Malekpour, Associate Dean for Teaching and Learning Administration, L&S
Jocelyn Milner, Vice Provost and Director, Academic Planning and Institutional Research
James Montgomery, Associate Dean for Fiscal Initiatives, L&S
Jennifer Noyes, Associate Dean for Operations and Staff
Parmesh Ramanathan, Associate Dean, Graduate School
Emily Reynolds, Academic Planning Specialist, Graduate School
Nicole Wiessinger, Academic Planner, Academic Planning and Institutional Research
Eric Wilcots, Deputy Dean, L&S

On September 18, 2018, the L&S Academic Planning Council considered the attached request from the Information School (a department in the College of Letters & Science), to create a new graduate program, Master of Science - Information. This non-pooled tuition program is aimed at adult student career changers, and those seeking an entryway into a data, information, or computing profession without a relevant bachelor’s degree. The degree would offer concentrations in data management and governance in organizational settings, user experience and interaction design, and data analytics for decision-making. This program would be offered in two different formats, each having the same requirements but involving the creation of different named options: The “Campus Option,” designed to be completed in an accelerated face-to-face format, and the “Online Option,” available as a part-time online format.

The proposal lays out the case for change and provides comparisons to programs offered by peer institutions. The faculty have consulted with current and former students, with related units within L&S, and with outside academic and professional stakeholders in the course of designing
this program. Market research supports the importance of having a program that complements the existing accredited Master of Library and Information Studies, but which is designed to more flexibly address the needs of professionals who are not seeking and who do not need the MLIS credential. The accredited Master of Arts in Library and Information Studies will not change; that program will continue to train students and scholars in work associated with libraries, archives, and other information agencies.

The L&S APC unanimously approved this proposal, which I forward to you with my enthusiastic endorsement. If you have questions, please feel free to contact me, Professor Eschenfelder, or Associate Dean Greg Downey.
Notice of Intent – MS in Information  
The Information School  
University of Wisconsin-Madison  
August 18 2018  
Contact: Kristin Eschenfelder eschenfelder@wisc.edu or Michele Besant  
michele.besant@wisc.edu

a. Specify the name of proposed degree/major, departmental or unit home, school/college. Specify the mode of delivery. If the program has an academic home that is not a regular academic department, then also describe how the program will be governed.

The Information School (the iSchool), in the College of Letters and Sciences at the University of Wisconsin-Madison, proposes a new revenue-generating 131 MS in Information. The program will be governed and managed by the faculty of the Information School. The 30 credit program will be offered in two modes (1) an accelerated face-to-face format, and (2) a part-time online format. The two modes will be administered through two separate named options: MS Information accelerated campus option and MS Information part time online option. The two named options will have the same curricular requirements.

The degree is aimed at adult student career changers, and those seeking an entryway into a data/information/computing profession without a relevant bachelor’s degree. This target market fits well with marketing data that suggest the degree is best suited for those without an existing related bachelor’s degree in computing (see Burning Glass reports from 2007 and 2008 in appendix). Further, the iSchool has successfully served this audience with our existing degrees.

The program will be managed by, and governed by the iSchool, and students will be able to complete the degree through taking only iSchool courses. However, in order to take advantage of the strengths of the UW-Madison campus, the program plans to include other courses via curricular partnerships with the Department of Computer Science and the School of Business. These partnerships will provide partner units the opportunity to garner revenue by offering courses to the MS Information students. All partnerships would be governed by L&S approved MOAs between the Information School and partner departments, and they would use the standard L&S revenue transfer model for shared revenue courses.

The proposed degree would immediately have the following three concentration areas. More would be added as faculty are expanded through program revenue:

Area 1: Data and information management/data governance in organizational settings (iSchool courses only)
Area 2: User experience and interaction design (courses already fielded for capstone UX certificate in coordination with Computer Science)
Area 3: Data analytics for decision making (iSchool courses only)

1 The degree name of MS in Information is currently fashionable in the field and is used by peers such as University of Michigan, University of Arizona and University of Washington. An alternative degree name would be an MS in Information Science, which is also common, for example it is currently used at University of Illinois.
Areas 2 and 3 stem from existing iSchool capstone certificates already managed by the iSchool: the capstone certificate in Digital User Experience Design (area 2), and the capstone certificate in Data Analytics for Decision Making (area 3). All courses for these areas are in the catalog.

The iSchool has many existing courses for area 1, but is also in the process of seeking approval for new four additional courses:

- Digital Privacy, Safety and Security (run as a topics in summer 2018 and scheduled for spring 2019)
- Systems Analysis & Project Management for Information Professionals (run for several years as a topics class)
- Managing Data and Information in Organizations (new course)
- Data Science Ethics (course being planned in conjunction with Statistics MS Data Science and planned L&S undergraduate degree in Data Science)

In addition, in the future, the proposed MS Information degree hopes to offer two additional concentration areas with the School of Business:

- advanced decision analytics (with additional advanced analytics courses offered in the School of Business)
- data risk, safety and surveillance (with additional data risk and security management courses offered in cooperation with the School of Business)

b. Provide a clear and focused explanation of how the proposed program fits with the institutional mission, the University's strategic directions, and the program array. In other words, why is this program an important offering for UW-Madison?

The proposed revenue generating program fits well within current campus strategic plans to develop additional revenue generating professional master’s degrees. The proposed program will help develop a data and information savvy workforce for the state of Wisconsin.

The proposed program is complementary to the Information School’s long standing Masters of Arts degree in Library and Information Studies. The MS degree will share some electives courses with the MA, but it will differ in requirements, learning outcomes and required credit hours. The primary aim of the existing MA is to produce library and archives professionals and it is accredited by the American Library Association (ALA) Committee on Accreditation. We will not seek ALA accreditation for the proposed degree. The new degree will aim to produce information and data professionals who work in corporations, startups, nonprofits and government organizations.

The proposed MS in Information is designed to work in conjunction with the existing iSchool housed capstone certificate in User Experience Design (10 credits) and the capstone certificate in Analytics for Decision Making (9 credits). Admitted students who previously earned credits in the capstone certificates can transfer their credits into the MS in Information within 5 years of completion of the original credits. Students admitted into the MS in Information will be eligible to share coursework with students in the capstone certificates. Mixed enrollments within a course will be managed using section-level restrictions.
The proposed program is complementary to two existing programs on the UW-Madison campus: (a) the professional masters in Computer Sciences, and (b) the MS-Statistics Data Science option. In addition, this document will address the MS Information relationship to two future campus programs, the (c) masters of Enterprise Information Systems Management at the School of Business, and a (d) proposed collaborative degree housed in Engineering tentatively titled MS in Design Innovation.

Existing UW-Madison Campus Degrees:

Computer Sciences Professional Masters: The proposed MS in Information differs from the Computer Sciences Professional Masters (PMP) in that it would include more coursework in the areas of management, communications, policy/ethics, human information/data behavior and social impacts of organizational and societal use of data for decision making purposes. The MS in CS assumes students have a higher level of technical proficiency prior to admission, take a greater concentration of technical courses, and take more advanced technical courses. The technical coursework for the MS in Information would include more entry-level technology courses than the CS PMP; for example, the iSchool would count entry-level programming courses toward the MS Information degree, while the CS PMP would not. The program also differs from the CS PMP in the coursework that will be available online and thus the program will draw a different set of students. The CS PMP is more purely technical in nature and prepares students for jobs that require a high level of knowledge of computer hardware, programming and computational theories (e.g., programmer, software developer).

The MS in Information will partner with CS to field courses for the human computer interaction concentration. The degree may ultimately include a named option in “human computer interaction” that could include CS coursework through a revenue sharing arrangement (if space is available).

Statistics – MS Data Science Option: The proposed MS Information differs from the MS Statistics Data Science option in that the Statistics MS has a much stronger statistical and computational perspective. The MS Data Science has numerous math and statistics prerequisites, while the MS Information has none. The MS Data Science will produce data scientists while the MS Information aims to produce data savvy information professionals.

The MS Information approaches data management from a much more managerial, policy and social impacts perspective. The MS Information degree would focus on issues related to planning data management at an organizational level, data organization and access issues, auditing and evaluation of data practices, and data policy and ethics issues and would cover only introductory statistical and data mining concepts to support creating data-savvy managers.

Statistics has already approved the three Information School courses that would compromise the statistical component of courses possible in the MS Information and has included a letter of no objection. The two programs plan to share a future iSchool’s course in Data Science Ethics.

Proposed UW-Madison Degrees
Business School/Enterprise Information System Management: The UW-Madison Business School and the iSchool are planning a shared curriculum for a Business School housed campus-based 131 master’s degree in Enterprise Information Systems Management (EISM). The EISM degree will aim to produce students to work for global IT/data analytics consulting firms and may have prior business coursework. The planned EISM degree may have concentrations in Enterprise Systems, Advanced Analytics for Decision Making, and Data Risk, Safety and Surveillance. The iSchool will coordinate with the School of Business and may offer iSchool coursework in the Analytics and Data Risk and Surveillance areas. The School of Business has signed a letter of support for the MS in Information.

The MS Information will differ from planned Business School degrees in that it will:

- offer an online degree option,
- include information science concepts not covered by Business School courses,
- include information ethics and values concepts not covered by Business School courses,
- prepare students for careers in the nonprofit and public service sectors rather than for careers in global IT consulting, and
- not include concentrations in the areas covered by School of Business.

Engineering/Design Innovation: The iSchool is part of a committee planning a one year accelerated MS Design Innovation that will be housed in, and managed by, the College of Engineering. Other partners include Design Studies in the School of Human Ecology and the School of Business. The MS Design Innovation will offer a user experience design option through the 10 credits of iSchool user experience design coursework. Also, students completing the iSchool’s UX certificate could choose to transfer those credits into the MS Design Innovation.

The MS Information will differ from planned MS Design Innovation degrees in that it will:

- offer an online option,
- offer part time options for working adults,
- include concentrations not covered by the MS Design Innovation (information and data management/data governance, analytics for decision making)
- include information/data ethics and values concepts not covered by the MS Design Innovation, and
- prepare students for careers in managing data and information rather than careers in design. The MS Design Innovation is very focused on careers in design: design engineers, design entrepreneurs, business model and supply chain designers

**c. What is the need for the program, in the context of existing programs at UW-Madison and System-wide? Include accurate information on programs at other UWs. Include data on student demand and market demand for graduates. If this is an emerging field, explain how it will be important in the future.**

The admissions team at the iSchool reports a high level of interest in this degree from perspective students. We already have future applicants on stand-by waiting for the proposed program to move forward.
Three related programs exist in the UW System:

- **The UW-Milwaukee MS Information Science and Technology (36 credits).** The proposed iSchool MS in Information differs in three ways from the UW-Milwaukee program and will attract a different audience of students:
  1. The Milwaukee MS is currently offered “primarily online” according to the program website. In contrast, the MS Information will offer a campus-only named option we will recruit a sizable international student cohort.
  2. The proposed iSchool program has a unique affiliation with two existing capstone certificates in User Experience Design and Analytics for Decision Making. This relationship gives students in the online named option or the campus named option the flexibility of beginning their graduate work with an online certificate and then rolling the credits into the MS degree.
  3. The UW-Madison proposed degree differs in that it requires a for-credit field experience while the Milwaukee degree does not.

- **Data Science (UW-System Collaborative Degree 30 credits).** – The MS Information has a different mission than the UW System Data Science degree and will attract a different population of students. The MS Information contains an Analytics for Decision Making concentration area, but its goal is to create data savvy information managers, while the Data Science MS aims to create data scientists or statisticians. Compared to the UW System Data Science MS, the MS Information will provide more entry level, applied knowledge of data analysis, data visualization, data management, data governance framed within the context of practical organizational decision making and information management. It will not have the mathematics and computer programming prerequisites required by the Data Science program.

- **MS Information and Communications Technologies (Stout 30 credits).** The proposed iSchool MS in Information differs in five ways from the UW-Stout program and will attract a different audience of students:
  1. The UW-Stout program is also 100% online, not facilitating enrollment by those preferring face to face instruction and international students. In contrast, the MS Information will offer a campus-only named option we will recruit a sizable international student cohort.
  2. The proposed iSchool program has a unique affiliation with two existing capstone certificates in User Experience Design and Analytics for Decision Making. This relationship gives students in the online named option or the campus named option the flexibility of beginning their graduate work with an online certificate and then rolling the credits into the MS degree.
  3. The UW-Madison proposed degree differs in that it requires a for-credit field experience while the Stout degree does not.
  4. The program concentration areas of the Stout program area different. The UW-Madison concentration areas include: Data and information management/data governance in organizational settings, human computer interaction/user experience design, and data analytics for decision making. Stout’s concentration

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2 The program explains that “due to the online course offerings, students are not able to meet J1 or F1 visa requirements for study in the US.”
areas include: computer networking and network security, digital marketing technology, enterprise technology (e-commerce), learning technologies.

5. The Stout program requires two years of relevant experience for admission. The UW-Madison program will not require any relevant experience for admission, making the program more accessible to students without any prior information technology background.

Expected demand for related jobs in the upper Midwest:

Division of Continuing Studies (DCS) facilitated a Burning Glass Insight Job Posting Analysis for the MS Information in June of 2018 and overall reports that the MS Information had a high number of relevant job postings (see appendix) with the highest demand on the west and east coasts, but with good demand in the Midwest including Michigan, Minnesota, Illinois, Ohio and also Wisconsin.

Figure 1: Job Ads related to MS Information: Dark = more job ads posted)

Source: Burning Glass Job Posting Report from DCS

Below we provide more information on each of the planned concentration areas of the MS Information and target employment categories for each area:

**Human Computer Interaction/UX:** While HCI and User Experience Design are not categories in the Bureau of Labor Statistics Occupational Handbook, similar job titles that require a mix of IT skills with strong understandings of human behavior, organizational factors and design, have above average projected job growth (e.g., Web Designer 27% growth, Systems Analysts 21% growth). The 2018 Burning Glass report suggest 18.8% job growth for software developers (related to UX) and 20.9% growth for computer systems analysts. A 2017 Educational Advisory Board consulting report obtained via Division of Continuing Studies suggests students with this concentration can obtain employment with titles like “User Interface Designer” “Interaction Designer” “Computer Systems Analyst” and those students taking more courses in partnership with Computer Science could obtain jobs as “Software Developers.” The User Experience Professionals Association (UXPA) 2016 jobs survey found average national salaries of $98,000 with average starting salaries of just over $60,000.
**Data Analytics:** An Educational Advisory Board consulting report obtained via Continuing Studies found that occupations related to analytics and data analysis are expected to grow faster than the average of all occupations in the United States. For example, market research analysis positions are expected to increase by 32% by 2022. Bureau of Labor Statistics reports that Management Analyst positions will rise by 9%. DCS interviews with employers emphasized the need for employees with applied research skills such as "using statistics in a business setting" and "understanding if data are credible" and data communications skills such as information visualization and how to "persuade and influence" using data. Indeed.com reports the average salary for a data analyst nationally as $69,653.

**Data/Information Management, Data Governance:** This concentration aims to create specialists in managing large amounts of data, and processing and manipulating that data to make organizational decisions and generate new products and services. Other terms associated with this concentration include knowledge management and information/data security and data governance. This is a new employment area that is not well represented by traditional employment categories, but organizations of all types increasingly rely on effective storage and retrieval of data and information to make decisions. BLS does not list data management or governance as a tracked job, but Glassdoor lists related job titles such as “chief data officer, data management, enterprise data architect, data modeler, database marketing, business analyst, data analyst, data architect” working primarily in health care, insurance, and the financial industries. Indeed.com reports an average salary for data analysts of $69,000. Data architects, a position requiring more database skills that the MS Information would provide, earn an average of $122,000.

**Information Science:** The information science concentration creates specialists in the computational processing of textual information through tools such as text and web mining, textual data visualization, natural language processing and basic machine learning. This is an employment area that is not well represented by traditional employment categories, but organizations of many types need text mining skills. Graduates could work in the technology and analysis units of organizations that seek to identify and explore patterns in and among texts. Many software companies, government agencies and research organizations seek experts who can develop and run analysis to discover relationships between texts, automatically detect text topics, text parts or text subjectivity, automatically product synthesis of large texts, and generate network analysis of relationships between texts.

**Data Risk, Safety and Surveillance:** Educational Advisory Board consulting reports show high demand for master’s level job postings in information and data security both regionally and nationally. The proposed collaboration with the Business School would not contain the advanced technical coursework needed to qualify as a “Cybersecurity” MS, but it would produce information professionals who are literate about computer security issues and have expertise in the human factors, data/information governance and policy/legal aspects of information/data security and these skills are in high demand. Technology companies, higher educational institutions, government agencies, NGOs are currently dealing with policy and ethical issues related to collection and use of information and data beyond merely securing data they already have. The 2018 Burning Glass report suggests a 20.9% growth in positions of “information
security analysts.” We anticipate producing students who can address these broader concerns. The Information School has a strategic partnership with the UW-Madison Cybersecurity Office to facilitate student internships in the areas of analysis/assessment, monitoring, policy development and training/communications. These internships will provide a unique opportunity for campus students pursuing this area of study.

d. Provide a brief description of the program. All of the curricular details do not need to be worked out at this stage but a general outline of what is intended is helpful.

MS Information program level learning outcomes include:

- Students apply data, information technologies, and an understanding of human behavior to solve organizational, community or social problems.
- Students demonstrate understanding of legal, policy and ethical issues related to data and information
- Students apply principles of information science to organizational data and information management challenges.
- Students apply quantitative methodologies and data visualization tools to improve decision making.
- Students demonstrate professional communications and teamwork skills and capacities to use collaborative technologies.

The 30 credit program will be offered in two modes via two named options:
(1) a full-time face-to-face format that could be completed in 3 semesters and a summer (campus named option)
(2) a part-time online format which can be completed in approximately 3 years (online named option)

The degree requirements for the two named options are the same:

The program (both named options) would require 21 credits and have 9 credits of electives.
- 18 credits breadth requirements (6 credits * 3 core areas) (required)
- 3 credit practicum/internship requirement (required)
- 9 elective credits to specialize.

Breadth Area 1: People (6 credits)
Data Ethics (3 credits)
Management (3 credits)

Breadth Area 2: Systems (6 credits)
Systems Analysis and Project Management (3 credits)
Relational Database Design for Information Professionals (3 credits)

Breadth Area 3: Analytics (6 credits)
Introductory Analytics for Decision Making (3 credits)
Data Visualization and Communications for Information Professionals (3 credits)

3 credit internship/practicum required

9 credits of electives for concentrations
Students will have 4 initial pathways for concentrations. All specializations could be completed with iSchool coursework, but some concentrations would also include options to take courses in other campus units when available.

- Path 1: User experience design/human computer interaction using UX capstone certificate coursework and in collaboration with Computer Science.
- Path 2: Advanced data analytics using additional Analytics capstone certificate coursework or advanced Business school coursework.
- Path 3: Organizational data/information management and governance using other iSchool electives or advanced analytics courses from the School of Business.
- Path 4: Mixed – Students create a custom program in consultation with their advisor.

Additional specialization areas will be added as faculty are hired.

Program will assess achievement of learning outcomes through a required e-portfolio that will be reviewed and scored by the faculty.

e. Describe the resources requirements of the program. If it will be supported from reallocation or existing resources, provide a summary explanation. If unusual resources, such as program revenue, will support this program provide a description and summary business plan. (The vice chancellor for administration will review the proposal before it is advanced to the UAPC and will approve any resource considerations).

The program will be supported through program revenue. The iSchool plans to hire additional faculty to support the program through revenue.

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<tr>
<th></th>
<th>Planning Phase</th>
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<th>Launch and Grow</th>
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</thead>
<tbody>
<tr>
<td>Enrollment</td>
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<td>--</td>
<td>43 (18 campus option, 25 online option)</td>
<td>75 (25 campus option, 50 online option)</td>
<td>102 (27 campus option, 75 online option)</td>
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<tr>
<td>Credits Taught</td>
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<td>765 credits</td>
<td>1200 credits</td>
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Business Plan Summary:
We are requesting a market based tuition of $1200 per credit for both the campus delivered named option and the online delivered named option.

Planned tuition: $1200 per credit (nonstandard)
Planned target enrollment: 100 students per year enrolled and actively taking courses (75 part time at 10 credits a year, 25 accelerated full time at 30 credits a year)

Estimated Paid Tuition: $1,800,000 per year

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<tr>
<th></th>
<th>Part time</th>
<th>Full time</th>
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<tr>
<td>Students</td>
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</tr>
<tr>
<td>Revenue</td>
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<td>$900,000</td>
</tr>
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Minus 32% campus surcharge = $576,000
Revenue to program = $1,224,000

-$787,582 Annual Direct Student Support Costs
Includes costs for: planned faculty and instructional staff hires (i.e., salary + fringe), student services, administrative services, planned seat payment to partner departments under L&S revenue transfer model, marketing, scholarships

Net revenue after all instructional and management costs: $400,477.

A 5 year planning budget has been provided to L&S.

f. Provide a list of the program faculty who are central to the planning process and who will participate in the program when it is implemented. For graduate programs that will include a thesis or major project, this list should include faculty who are likely to be major professors in the new program.

Key Program Faculty:
Kristin Eschenfelder, Professor Information School
Kyung Sun Kim, Professor Information School (interim Director 2018-2019)
Catherine Arnott Smith, Professor Information School
Alan Rubel, Associate Professor Information School and Legal Studies
Reginold Royston, Assistant Professor Information School and African Cultural Studies
Dorothea Salo, Faculty Associate, Information School
Bronwen Masemann, Faculty Associate, Information School
Computer Science UX/HCI Partnership: Bilge Mutlu, Associate Professor Computer Science
Future Business School Partnership: Susanna Dove, Ella Mae Matsumura, Anne Massey

g. Attach letters of support or concurrence from departments, schools, and colleges that are contributing courses to the program; units that will have an interest in the program; or units that may offer existing programs that potentially overlap with the proposed program in name or content. It is especially important to include letters from units outside the home school/college.
September 7, 2018

Prof. Kristin Eschenfelder  
Director, The Information School

This letter is regarding your request for a letter of “No objection” to the proposed MS in Information that the iSchool is planning to create.

At a faculty meeting on Tuesday, September 4, the Computer Sciences department faculty passed the following motion:

“Provide the iSchool with a letter of "no objection" to create a master's in Information Science.”

The vote was 23 in favor, 0 opposed, with 2 abstentions.

Sincerely,

Gurindar S. Sohi  
Department Chair  
Vilas Research Professor
MEMORANDUM

Date: March 19, 2018
To: Elaine Klein, Associate Dean for Academic Planning, College of Letters and Sciences
From: Barry Gerhart, Interim Albert O. Nicholas Dean, Wisconsin School of Business
Re: Proposal for MS in Information by the School of Information

The Wisconsin School of Business Academic Planning Council has no objection to the proposal for an MS in Information by the School of Information in the College of Letters and Sciences.

Copies:
Kristin Eschenfelder, Director, School of Information
Ella Mae Matsumura, Senior Associate Dean of Academic Programs
Dear Kristin,

I am writing on behalf of the Department of Statistics to support the proposal for an MS in Information by the School of Information. We understand that the new degree will include introductory data analytics courses that Statistics has already approved as part of the Capstone Certificate in Data Analytics for Decision Making. The proposed program is likely to attract students from a different population than our existing MS program, and so will not compete for a limited resource. In fact, we see potential synergies where courses in each program may be used as electives to add value to the other program and add opportunities to add breadth to the educational experience of students in both programs. In particular, the proposed course on Data & Algorithms: Ethics and Policy would help to address an element missing from our existing and proposed degree programs in data science.

Sincerely,

Kristin R. Eschenfelder
Director and Vilas Distinguished Achievement Professor
The Information School at the University of Wisconsin-Madison
Email: eschenfelder@wisc.edu
Phone: 608-263-2105, 608-263-2900
Yazhen Wang
Professor and Chair
Department of Statistics
University of Wisconsin-Madison
Email: yzwang@stat.wisc.edu
October 26, 2018

To: Sarah Mangelsdorf, Provost
    William Karpus, Dean of the Graduate School

From: Diana Hess, Dean, School of Education

Re: MS Athletic Training Notice of Intent

The School of Education is submitting a Notice of Intent (NOI) to create a new MS in Athletic Training in the Department of Kinesiology. Currently, Athletic Training is offered at the undergraduate level. The Commission on Accreditation of Athletic Training Education (CAATE) has determined that professional programs for athletic trainers must be at the master’s level rather than the bachelor’s level. In preparation for this change, the Department of Kinesiology has suspended admissions to their undergraduate major, effective May 2019.

The Notice of Intent was approved by the Kinesiology Department on May 11, 2018 and the School of Education Academic Planning Council on October 17, 2018. If possible, we request that this appear on the November UAPC agenda.

Cc: Jocelyn Milner, Associate Vice Provost, Academic Planning and Institutional Research
    Nicole Wiessinger, Academic Planner, Academic Planning and Institutional Research
    Emily Reynolds, Academic Planning Specialist, Graduate School
    Parmesh Ramanathan, Associate Dean for Graduate Education, Graduate School
    Christina Klawitter, Associate Dean for Student Academic Affairs, School of Education
    Carolyn Kelley, Senior Associate Dean for Academic Programs, School of Education
    Elizabeth Jach, Policy/Planning Analyst, School of Education
    Gary Diffee, Chair, Kinesiology, School of Education
    Andrew Winterstein, Director, Athletic Training Program
Notice of Intent to Plan Master’s Degree in Athletic Training
Department of Kinesiology
University of Wisconsin – Madison

Proposed Degree
Master of Science in Athletic Training (MSAT)
The Department of Kinesiology is proposing a new Master’s degree in Athletic Training (MSAT). This health sciences professional preparation program is currently offered as a baccalaureate degree; the new MSAT will replace the existing program.

Home Department / School
The program will be housed in the School of Education’s Department of Kinesiology.

Mode of Delivery
The program will be offered in a face-to-face residential format that includes a variety of didactic course work combined with immersive clinical experiences.

Primary Faculty Contacts
Gary Diffee – Professor and Chair Dept. of Kinesiology
Andrew P. Winterstein – Clinical Professor Dept. of Kinesiology

Program Description / Learning Outcomes
The curricular model for the proposed MSAT degree program has been guided by several principles. The degree planning group has taken the following steps: reviewed existing health science programs on campus (e.g. Occupational Therapy, Physician Assistant), met with key campus stakeholders, reviewed current CAATE Standards, evaluated our alignment with the 2015-2019 Campus Strategic Framework, assessed logical campus partners for collaboration, and insured adherence to the core competencies for health sciences outlined by the Institute of Medicine.

The Athletic Training Professional Preparation Program (MSAT) at UW-Madison seeks to be a leader in athletic training education by offering a program that will develop health care providers in athletic training who exhibit the highest levels of clinical scholarship, are dedicated to patient advocacy and social responsibility in health care, practice patient-centered care, and strive to address the burden of injury through a public health lens. The program is dedicated to service, scholarship and developing socially responsible clinicians.

Upon completion of the Athletic Training MSAT students will:
1. Understand the role of the athletic trainer within the broader health care system.
2. Demonstrate appropriate oral and written communication skills.
3. Develop and apply strategies to prevent the incidence and/or severity of injury and illnesses.
4. Demonstrate the clinical skills needed to appropriately diagnose patients for treatment and referral.

5. Apply clinical and decision-making skills to respond to acute injury and illness; including emergencies.

6. Assess patient status and develop treatment and rehabilitation that are consistent with contemporary disablement models.

7. Demonstrate clinical scholarship in the form of evidence appraisal and application to influence athletic training practice.

8. Maintain the highest standards of clinical practice by examining the quality of patient care through the use of patient outcomes.

9. Apply research methods to develop and evaluate clinical questions applicable to practice-based research environments while demonstrating an understanding of ethical research practice.

The proposed MSAT program is a 24month (55-60 credit) campus-based health science program that includes the opportunity for capstone clinical preceptorships in local environments and locations around the country. The curriculum is front loaded in year one (Summer, Fall, Spring) with a heavy didactic schedule and limited clinical experiences. The second year (Summer, Fall, Spring) stresses immersive clinical field placements supported by innovative modular on-line courses. The curriculum is built upon a foundation of competency-based training and practice. The AT accreditation process ensures that programs provide educational experiences for athletic trainers to acquire and demonstrate competencies in the areas of prevention, emergency care, clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions.

The Athletic Training Program curriculum integrates these competencies throughout the students’ training to provide a strong evidence-guided patient-centered approach to care. The program stresses the development of clinical scholarship that includes scientific inquiry, critical thinking, cultural competence and integrative learning. Principles of lifelong learning, professional leadership, advocacy, professionalism and ethical reasoning, guide the development of future leaders in athletic training who can meet the future needs of patients and the athletic training profession.

The program will partner with other health science degree programs (e.g. Master of Public Health- MPH) and graduate certificate programs (e.g. Health Advocacy) to enhance the AT offerings through interprofessional courses and learning/service activities. The MSAT program will collaborate with the MPH program to provide the option for a MSAT MPH dual degree (33-month) program for a limited number of students. The ability to draw upon the advocacy and
public health resources at UW-Madison will create a point of distinction for the MSAT program.

**Resources | Resource Allocation**
The instructional and administrate resources to launch this new degree program will come from the existing resources of the current baccalaureate program and the funding structure for summer course offerings. In addition, we will request the addition of 0.75 to 1.0 FTE clinical instructional staff to accommodate anticipated increases in instructional load and expanded administrative needs in the area of field placements. The advising and administrative support currently dedicated to the existing BSAT program will continue to be dedicated to advising and administrative support for the new MSAT program.

**Overview | Alignment with Mission**
The proposed Master’s degree in Athletic Training will provided rigorous and comprehensive preparation for students seeking a health care career in athletic training. Athletic trainers (ATs) are multi-skilled health care professionals who collaborate with physicians to provide preventative services, emergency care, clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical condition. ATs practice in a range of clinical practice settings.

The University of Wisconsin – Madison has a rich history in preparing professionals in athletic training and has long operated at a level of excellence consistent with the campus mission. The goal of establishing the MSAT degree was outlined in the authorization and planning documents that established the current baccalaureate (BSAT) degree and this Notice of Intent is the next step in the planned evolution of this program. Offering the MSAT in Athletic Training is consistent with the campus commitment to a broad range of health science offerings. UW-Madison is Wisconsin’s only comprehensive teaching and research university that houses a School of Medicine and Public Health, Pharmacy, Nursing, and a full complement of health profession programs. The UW-Madison is distinctive in Wisconsin as the only university where MD training, a range of health profession programs, and a comprehensive research mission are fully combined. The Athletic Training program is already a well-respected member of this health sciences community and fully contributes to the research, instructional, and outreach mission of the campus. The elevation of the program to a master’s degree will enhance the programs ability to collaborate as an interprofessional partner with existing graduate programs. The goals of the proposed Master of Science in Athletic Training (provided above) are aligned with the mission of the University of Wisconsin-Madison and the 2015-2019 Campus Strategic Framework. ([https://chancellor.wisc.edu/strategicplan2/](https://chancellor.wisc.edu/strategicplan2/))

**Program Need**
Over a thirty year span the Athletic Training program has evolved from an internship certificate program to the its current baccalaureate degree offering. The program was accredited in the 1999-2000 academic year and was the second such program established in Wisconsin. The Athletic Training program is accredited by the Commission on Accreditation of Athletic Training
Education (CAATE). The CAATE in conjunction with the Board of Certification and National Athletic Trainers Association of deemed that all professional preparation programs in athletic training must be delivered at the Master’s degree level. Programs will no longer be able to enroll students into BS programs by fall of 2022.¹ This decision to elevate to the Master’s degree comes after extensive national discussion about the appropriate degree level for professional preparation of athletic trainers.² Reasons for recommending graduate-level education include (1) the need for a more sophisticated learner to fully assimilate the increasing demands of athletic training practice; (2) the opportunity to create curricula without the competing demands of baccalaureate education; and (3) the need to align educationally with our peer professions. Alignment with the other health science professional programs on campus would facilitate interprofessional education, a core competency recommended by the Institute of Medicine. Elevation of the program to the MS level would allow us to deliver an innovative curriculum without the scheduling constraints of important but competing institutional and prerequisite academic requirements. The gain in curricular flexibility would allow full-time immersive clinical experiences and expansion of the curriculum to create health care practitioners capable of effecting change in the practice of athletic training.

In addition to the administrative pedagogical needs outlined above athletic trainers are needed to meet the healthcare needs of the citizens of Wisconsin and beyond. The Bureau of Labor Statistics predict that employment of athletic trainers is projected to grow 23 percent from 2016 to 2026, much faster than the average for all occupations.³ Demand for athletic trainers is expected to increase as people become more aware of the long-term effects of sports-related injuries, and as a growing middle-aged and older population remains active. Increasing physical activity among the general population is frequently cited as a key mechanism to improve health and reduce the cost of care; demand for athletic trainers will grow as these programs are implemented as injury is a common impediment to continued physical activity. Athletic trainers are well positioned to implement a public health perspective to the burden of sports injury. This public health and health advocacy approach to care are cornerstones of the new degree proposal. Increased licensure requirements and regulation has led to a greater acceptance of athletic trainers as qualified healthcare providers in a range of clinical settings beyond traditional professional, university, and secondary school environments. As a result, third-party reimbursement is expected to continue to grow for athletic training services. Athletic trainers will benefit from this expansion because they provide a cost-effective way to increase the number of health professionals in an office based and clinical settings. Lastly, there continues to be a need for qualified health care professionals at the secondary school setting. The health disparities in access to athletic training services in these settings are well documented. Innovative programs are needed to address these gaps in care; a program at UW-Madison with identified collaborators in the public health realm and access to the broadest range of interprofessional collaborators of any system institution is uniquely positioned to create leaders and care providers to address these societal needs.
Athletic Training at UW-Madison was the second program in the State of Wisconsin to secure national accreditation (2000). Since that time five additional programs have been accredited in the UW-System. In addition to UW-Madison, LaCrosse, Oshkosh, Stevens Point, Eau Claire, and Milwaukee currently offer programs in athletic training. All are in the various stages of program planning for MS degree transition with UW-Steven's Point and UW-Milwaukee already matriculating students. UW Green Bay has indicated an intent to plan but unlike the other campuses mentioned, they have not been educating students in AT since the early 90's. The presence of multiple AT programs with distinct identities and approaches within the UW System provides students with broad pedagogical and geographical choices for athletic training education in Wisconsin.

We are confident that UW-Madison will continue to excel as a leader in athletic training education as the program transitions to a graduate model. Our tradition of excellence is illustrated by our current seven-year 100% first time pass rate for the Board of Certification exam and our exceptional record of student placement. The BOC pass rate places the program in the top 10% of all programs for this time span.

Program Faculty and Staff / Planning Team
The MSAT degree will draw on current faculty and staff providing instruction and leadership in the current program. The program is exploring using courses from the current Kinesiology graduate offerings as well as from outside the department (e.g. School of Medicine and Public Health).

Athletic Training Faculty and Staff
David Bell PhD, ATC – Asst. Professor
Andrew Winterstein PhD, ATC – Distinguished Clinical Professor
Sharon V. Clark – MS, ATC Assoc. Faculty Associate
Julie Stamm PhD, ATC – Lecturer
Patrick Hills-Meyer MS, ATC – Lecturer
Alison Schwarz ATC – Lecturer (Clinical Instructor)

Department of Kinesiology Graduate Faculty
Gary Diffee, PhD – Professor and Chair
Andrea Mason, PhD – Professor, Graduate Studies Committee Chair
Lisa Cadmus Bergstrom PhD – Asst. Professor

Affiliate Faculty
Kathleen Carr MD – Family Medicine (SMPH)
Barbara Duerst MS MPH – Faculty Associate – Public Health (SMPH)
Timothy McGuine PhD, ATC – Distinguished Scientist – Orthopedics (SMPH)
AT Program MSAT Degree Planning Committee
The AT Program Committee has taken on the task of serving as the MSAT Degree Planning Committee. In addition to the faculty and staff listed below the group is has solicited feedback from students in focus group sessions.

Andrew Winterstein
David Bell
Sharon Clark
Julie Stamm
Patrick Hills-Meyer
Tricia DeSouza – Clinical Representative Intercollegiate Athletics
Ashley Parr - Clinical Representative Intercollegiate Athletics
Kathleen Carr – Medical Director AT Program

Letters of Support
Letters of support have been requested from the following sources:

Occupational Therapy Program
Physical Therapy Program
Public Health Program
Physician Assistant Program
Center for Patient Partnerships (Health Advocacy Group)
Division of Intercollegiate Athletic Sports Medicine
Dept. of Orthopedics and Rehabilitation Division of Sports Medicine


Dr. Gary Diffee  
Professor and Chair  
Dept. of Kinesiology  
2000 Observatory Drive  
Madison, WI 53706  

Dear Dr. Diffee:

I am pleased to offer this letter in support of the Department of Kinesiology’s Notice of Intent to Plan a Master of Science Degree in Athletic Training (MSAT). The elevation of athletic training to a master’s degree-level distinction is an appropriate step in the evolution of this health science profession. I have worked with the Athletic Training Program since I began with the Physical Therapy Program 21 years ago and we have since moved from a bachelor’s to a master’s to a doctoral degree. We have worked closely with the Athletic Training Program and have always been impressed with the caliber of students that come out of this program. The UW-Madison campus has a strong history of providing students with a broad range of health science offerings. The Athletic Training Program is well-established and valued as a member of the campus health sciences community.

As the Director of the Doctor of Physical Therapy Program, I extend my support for this Notice of Intent to Plan in the spirit of interdisciplinary cooperation.

Sincerely,

Lisa Steinkamp, PT, PhD, MBA

Director, Doctor of Physical Therapy Program
May 14, 2018

Dr. Gary Diffee  
Professor and Chair  
Dept. of Kinesiology  
2000 Observatory Drive  
Madison, WI 53706  

Dear Dr. Diffee:

I am writing in support of the advancement of the Athletic Training (AT) Program to a master’s level degree. I have had the opportunity to visit with Mr. Andrew Winterstein, PhD, AT, who serves as the AT Program Director. As a result of that visit, I feel confident that the Athletic Training Professional Preparation Program (MSAT) at UW-Madison will offer a well thought-out curriculum, incorporating scholarship and service, for holistic preparation of graduates.

Having transitioned from a bachelor to master degree program in 2010, the Physician Assistant (PA) Program recognizes the need to train our UW-Madison graduates to be professionally prepared to practice well-coordinated, patient-centered care while integrating principles of population health to be able to address the many challenges that face us today. It is evident to me that Mr. Winterstein and the AT Program are aligned in that same mission as they advance to the MTAS degree. I do believe that advancement of the AT program to a master’s degree will enhance and promote the program’s ability to collaborate as an interprofessional partner with existing graduate programs, as well as to support the level of stature deserving of a rigorous AT Program. The PA program has been innovative in creating interprofessional curricular activities, and we embrace the opportunity to explore similar professional activities with the AT Program. Athletic training is an established and valued member of the health sciences community and it will be wonderful to create opportunities to promote interdisciplinary care of patients.

It is apparent that the AT program is committed to offering an educational program that will develop well-rounded clinicians prepared to practice as socially responsible citizens within communities. The UW-Madison Campus is a leader in providing students with a range of offerings in the health sciences. The master’s degree will elevate the AT program to be able to challenge students to advance to that next level of training and upholding the UW-Madison AT Program as a leader in their field.
With this letter, I share my enthusiastic and full support for a MTAS degree. It is important and a responsibility for us to remain leaders within our respectful disciplines and to always work toward educational advancement. I am excited that the Athletic Training Program is taking this forward step to enhance educational leadership and progressive training of future graduates at a master’s degree level.

Thank you and please let me know if I can be of any assistance.

Sincerely,

Virginia L. Snyder, PhD, PA-C
Physician Assistant Program Director
Associate Professor, Clinical Health Science Track
University of Wisconsin School of Medicine and Public Health
Room 1278 HSLC, 750 Highland Avenue
Madison, WI  53705
Email: vsnyder@wisc.edu
Office Phone: 608-265-6770
April 25, 2018

Dr. Gary Diffee
Professor and Chair
Dept. of Kinesiology
2000 Observatory Drive
Madison, WI 53706

Dear Dr. Diffee:

It is with pleasure that I offer this letter in support for the Department of Kinesiology’s Notice of Intent to Plan a Master of Science Degree in Athletic Training (MSAT). The elevation of athletic training to a Masters degree-level distinction is an appropriate step in the evolution of this health sciences profession. Our campus has a strong history of providing students with a broad range of health science offerings. The Athletic Training Program is well established and valued as a member of the campus health sciences community.

As the Director of Public Health Education and Training in the Department of Population Health and the Deputy Director of the Master of Public Health (MPH) Program, I extend my support for this Notice of Intent to Plan in the spirit of interdisciplinary cooperation. With more and more of our students having an interest in preventing the consequences of obesity and overweight in children and adults, we see a need for collaboration with many other programs and disciplines to address these wicked public health issues related to nutrition and physical activity. In addition, injuries related to athletics has also become a prominent public health issue. These and other topics provide opportunities for the potential of the development of a dual degree with the MSAT program so that our graduates can provide services at a population health level through a public health prevention lens. As the MPH Program develops a transformed curriculum to address new practice-based competencies, there will also be opportunities for MSAT students to participate in select core courses.

We look forward to the development of the MSAT at the University of Wisconsin-Madison and the opportunities to develop exciting new educational experiences for our students. Should you need any further information please don’t hesitate to contact me at barbara.duerst@wisc.edu or at (608)-263-4215.

Sincerely,

Barbara Duerst
Director Public Health Education and Training Programs
Department of Population Health Sciences/Deputy Director
Master of Public Health Program
May 10, 2018

Dr. Gary Diffee  
Professor and Chair  
Department of Kinesiology  
University of Wisconsin-Madison  
2000 Observatory Drive  
Madison, WI 53706

Dear Dr. Diffee:

I am writing to provide my support of the proposed Master’s degree in Athletic Training Program (MSAT) at UW-Madison. In my roles as a faculty member in two departments in the UW School of Medicine and Public Health (Family Medicine and Community Health, and Orthopedics and Rehabilitation) and as the Medical Director for the Athletic Training Program, I am uniquely positioned to reflect on the importance of the elevation of the athletic training education program to a graduate level program. With a longstanding history of excellence in educating athletic trainers at the undergraduate level, this program is poised to become a true interprofessional partner on the campus in order to help contribute to the missions of the Campus Strategic Framework and to address public health disparities in the state of Wisconsin in access to the medical care that athletic trainers provide. Athletic trainers are often the first contacts for medical care for the youth of our state, bridging the far too common gap in care created by the current deficit of primary care providers in the state of Wisconsin in many of our communities. I regularly work with athletic trainers with graduate degrees in my community based sports medicine clinical practice, on the field at high school and college sports events, at community based athletic events such as distance races, and in various educational forums for other health professionals and the public at large. These health professionals are uniquely qualified to provide patient-centered medical evaluation and treatment in collaboration with physicians, physical therapists, nurses, and public health professionals. As the premier institution for health professions education and public health training in our state, the University of Wisconsin-Madison has the resources needed to support the education of graduate athletic trainers as vital members of the modern healthcare workforce and as key contributors to the clinical, educational and research missions of this university.
I look forward to continued collaboration with my colleagues in athletic training at UW-Madison as this outstanding program progresses to a graduate degree program. On Wisconsin!

Sincerely,

Kathleen Carr, MD
Associate Professor (CHS)
University of Wisconsin School of Medicine and Public Health
Dr. Gary Diffee  
Professor and Chair  
Dept. of Kinesiology  
2000 Observatory Drive  
Madison, WI 53706

Dear Dr. Diffee:

I am pleased to write this letter supporting the Department of Kinesiology's Notice of Intent to Plan Master of Science degree in Athletic Training (MSAT). As you know, the elevation of athletic training to the MS degree level is a necessary and appropriate step in the evolution of this health sciences program. The athletic training profession has continued to grow to address the healthcare needs of active individuals in a variety of settings. Athletic trainers are valuable care providers and play a role in the reduction of future healthcare costs because of their focus on injury prevention and evidence based care.

The Division of Intercollegiate Athletics has long been a supporter of the Athletic Training Program and members of our athletic training staff serve as clinical preceptors for the program. One of the most rewarding parts of my job is to be able to teach, mentor and develop young professionals in the clinical setting. We look forward to continuing to serve as a clinical education site for athletic training students in the new degree program.

As an alumni of the UW Athletic Training Internship program from 1996, I am very excited to see this educational program continue evolve and produce well trained clinicians and healthcare providers.

Sincerely,

Michael Moll, MEd, LAT  
Assistant Athletic Director for Sports Medicine  
University of Wisconsin Madison  
608-225-6825  
mkm@athletics.wisc.edu
May 15, 2018

Dr. Gary Diffee  
Professor and Chair  
Dept. of Kinesiology  
2000 Observatory Drive  
Madison, WI 53706

Dear Dr. Diffee:

I am pleased to offer this letter in support of the Department of Kinesiology’s Notice of Intent to Plan a Master of Science Degree in Athletic Training (MSAT). The UW-Madison campus has a strong history of providing students with scholarly and professional education in a broad range of health occupations. The advancement of athletic training to Masters degree-level is consistent with the required scope of knowledge as well as practice expectations within the current health care system. An MSAT program offering at UW-Madison is certain to be distinctive with a curriculum rich in student exposure to research evidence and scientific rigor.

The current AT Program is well established and valued as a member of the campus health sciences community. Expansion of collaborative, interprofessional education has enabled occupational therapy faculty and students to actively engage in instructional activities with health science students across campus, including athletic training, which enriches the learning experience for all. The AT Program’s history of educational innovations, high standards and the commitment of its faculty and instructors will undoubtedly make the transition from Bachelor’s to Master’s degree seamless.

As Director of the Occupational Therapy Program I extend my support for this Notice of Intent to Plan in the spirit of interdisciplinary cooperation.

Sincerely,

Ruth Benedict, DrPH, OTR  
Professor and Director

Dr. Gary Diffee
Professor and Chair
Dept. of Kinesiology
2000 Observatory Drive
Madison, WI 53706
Program Change Request

New Program Proposal

Date Submitted: 11/28/18 2:44 pm

Viewing: Applied Biotechnology

Last edit: 11/30/18 1:14 pm

Changes proposed by: adpoehli

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

Name
Andrea Poehling - MED

Proposal Abstract/Summary:
The University of Wisconsin-Madison, as lead campus and on behalf of the defined academic partners (eight UW System universities: Green Bay, Madison, Oshkosh, Parkside, Platteville, Stevens Point, Stout, and Whitewater), proposes to establish a collaborative online Master of Science in Applied Biotechnology (M.S. in Applied Biotechnology). The development of this program responds to the recognized growth of the Biotechnology industry and corresponding increased demand for well-qualified professionals in the field. The program represents a comprehensive, multidisciplinary curriculum that prepares students to advance their careers and pursue their academic ambitions through leadership and management positions within the biotechnology field. The UW Extended Campus provides administrative and financial support.

Basic Information

Type of Program: Degree/Major

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.

Who is the audience?

Graduate or professional

Home Department: Cell and Regenerative Biology (CELL R BIO)

School/College: School of Medicine and Public Health

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:

SIS Description:

Transcript Title: Applied Biotechnology

Named Options:

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

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

MS-ABT Notice of Intent Final Draft.pdf

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

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
<th>Email</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Kemnitz, Joseph W</td>
<td><a href="mailto:jkemnitz@wisc.edu">jkemnitz@wisc.edu</a></td>
<td>608/263-3588</td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Moss, Richard L</td>
<td><a href="mailto:rlmoss@wisc.edu">rlmoss@wisc.edu</a></td>
<td>608/265-0523</td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Zimmerman, Kurt J</td>
<td><a href="mailto:kjzimmerman@wisc.edu">kjzimmerman@wisc.edu</a></td>
<td>608/262-0685</td>
</tr>
<tr>
<td>Primary Dean’s Office Contact</td>
<td>Poehling, Andrea D</td>
<td><a href="mailto:adpoehli@wisc.edu">adpoehli@wisc.edu</a></td>
<td>608/262-2628</td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Betz, Natalie A</td>
<td><a href="mailto:nabetz@wisc.edu">nabetz@wisc.edu</a></td>
<td>608/262-9753</td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Husk, Bryan T</td>
<td><a href="mailto:bthusk@wisc.edu">bthusk@wisc.edu</a></td>
<td>608/265-0773</td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Smith, Michele A</td>
<td><a href="mailto:msmith27@wisc.edu">msmith27@wisc.edu</a></td>
<td>608/262-9753</td>
</tr>
</tbody>
</table>

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

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: Distance Education (100% online)

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

There are no lab courses.

Will this program be part of a consortial or collaborative arrangement with another college or university? Yes

Upload proposal: [MS in Applied Biotechnology Authorization Document Final Draft.pdf](#)

Will instruction take place at a location geographically separate from UW-Madison? No
Will this program have outside accreditation? No
Will graduates of this program seek licensure or certification after graduation? No

First term of student enrollment: Fall 2019 (1202)
When will the application for the first term of enrollment open? Spring 2019 (1194)

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

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<th>Start Term</th>
<th>Application Deadline MM/DD</th>
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<td>Fall</td>
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Year of three year check-in to GFEC (3 years after first student enrollment): 2023
Year of first program review (5 years after first student enrollment): 2025

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

All approvals for the program and courses are expected by Spring 2019. The marketing plan will be implemented as soon as the program receives final approval. Admissions will open as soon as the program receives final approval. Applications will be accepted on a rolling basis. Student services will be provided by the staff of the existing face-to-face MS in Biotechnology program in addition to program coaches provided by UW Extended Campus to support student success. The curriculum will be ready for Fall 2019 enrollment.

**Rationale and Justifications**

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

The M.S. in Applied Biotechnology responds to the recognized growth of the Biotechnology industry and corresponding increased demand for well-qualified professionals in the field. The program represents a comprehensive, multidisciplinary curriculum that prepares students to advance their careers and pursue their academic ambitions through leadership and management positions within the biotechnology field. Defined core courses provide students with a solid foundation in biotechnology, leadership, ethics, research, communications, product

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD%20SCH%20Dept.%20Approver
development, quality control, and regulatory and compliance practices. In addition, the program offers three unique tracks to assist students in tailoring their coursework to meet their career goals: quality assurance and compliance; business management; and research and development. The M.S. in Applied Biotechnology represents a fully online, asynchronous curriculum comprised of 31 credits to include a culminating, project-based Capstone experience. Graduates of the program will gain the core competencies required to manage functions across a wide range of biotechnology industries.

This is a highly collaborative, interdisciplinary program that follows a home campus model. Students will select and enroll at a home campus from which they will receive academic supports and the degree is conferred. The schools/colleges and departments that will offer courses for this program at each institution are as follows:

- UW-Green Bay, College of Science, Engineering and Technology, Biological Science Department
- UW-Madison, School of Medicine and Public Health, Department of Cell and Regenerative Biology
- UW-Oshkosh, College of Business, Management and Human Resources Department
- UW-Parkside, College of Natural and Health Sciences, Chemistry Department
- UW-Platteville, College of Business, Industry, Life Science & Agriculture, Department of Biology
- UW-Stevens Point, College of Letters and Science, Department of Biology
- UW-Stout, College of Science, Technology, Engineering, Mathematics and Management, Biology Department
- University of Wisconsin-Whitewater, College of Letters and Science, Biological Sciences Department

UW Extended Campus will provide administrative and financial support for the program. UW-Madison will serve as the lead institution representing the proposed collaborative program when seeking authorization from UW System and program accreditation through the Higher Learning Commission (HLC).

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 sponsoring unit(s)?

The online M.S. in Applied Biotechnology degree program contributes directly to the institutional mission of the University of Wisconsin System which clearly defines a commitment to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its institutions. The degree addresses a recognized high-need area as supported by research that included extensive input from employers and industry representatives throughout the state. Students will develop advanced knowledge and skills that will enable them to serve an important function and role within the biotechnology workforce. It is a degree targeted at adult and nontraditional students possessing a bachelor’s degree and thus broadens access for alumni and others to advanced study within the UW System. The M.S. in Applied Biotechnology also supports the institutional missions of the eight academic partner institutions by building upon the undergraduate experience of working adults in the state and region by advancing proficiencies in communication, critical thinking, problem solving, analytical, leadership, teamwork, and collaboration skills. Furthermore, this multidisciplinary degree will serve to build bridges between disciplines and develop students’ abilities to think in terms of systems and interrelationships, and within complex organizations. Strong support for the degree has already been realized through interactions with leaders from over 30 biotechnology companies and professional associations within the state and region. At UW-Madison specifically, the Applied Biotechnology program also provides a way to grow UW-Madison’s commitment to biotechnology education, and serve a new group of students unable to travel to campus for the existing face-to-face program in Biotechnology offered by the Department of Cell and Regenerative Biology in the School of Medicine and Public Health. The M.S in Applied Biotechnology will complement the existing program through its fully online delivery and unique specialization tracts not covered as in depth by the existing lab-based program. The extended reach to address all of the Wisconsin biotechnology related communities fits well with the Wisconsin Idea.

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

It is anticipated that the online M.S. in Applied Biotechnology will predominantly attract adult and nontraditional students who possess a minimum of a completed bachelor’s degree, currently work in the field, and have a desire to continue their education toward a master’s degree primarily to expand knowledge and specialized skills in the field and for career advancement. Student demand for this degree is greatly influenced by market demand as indicated by current and future employment opportunities within the Biotechnology industry (see Market Demand data below). Similar to other need-based collaborative online programs developed and administered through UW Extended Campus, the M.S. in Applied Biotechnology represents a program designed to satisfy a recognized workforce gap within the state and region as defined through research conducted and/or commissioned by UW Extended Campus to include industry focus groups and interviews with biotechnology professionals to include
What is the market, workforce, and industry need for this program? Provide evidence.

In early 2018, UW Extended Campus commissioned the Center for Research and Marketing Strategy at the University Professional and Continuing Education Association (UPCEA) to conduct a Feasibility Analysis for the possible development of an online Master of Science degree in Biotechnology. The analysis included a review of biotechnology trends, occupational demographics, internet and library scans, and in-depth interviews with key opinion leaders from the biotechnology field representing a variety of organizations in several different states. Additionally, UPCEA conducted a secret shopper survey of eight potential competing programs.

Key findings from the report include the following:

- The demand for talented biotechnology professionals is at an all-time high. This demand is expected to continue to grow throughout 2018 and beyond.
- There is consensus among the opinion leaders interviewed that there is a significant need for a master's in biotechnology that prepares working biotechnology professionals to succeed in leadership and management positions within the industry.
- Opinion leaders identified support for an online program based, in part, on its accessibility and flexibility for working professionals.
- The current master's in biotechnology marketplace is competitive throughout the United States. Nationally, there are at least five competing institutions that offer their master's level biotechnology program through a hybrid or online delivery.
- Within the region contiguous to the University of Wisconsin there are at least five competing programs that offer a master's level degree in biotechnology. However, none of these programs are offered through online delivery. In addition, there are no competing online programs located in Wisconsin.
- Nationally, biotechnology professionals highlighted in the occupational analysis are projected to experience an annual growth rate of 1.8% over the next 10 years.
- A favorable environment exists for launching the online graduate degree program in Applied Biotechnology. [Source: University Professional and Continuing Education Association (UPCEA), Center for Research and Marketing Strategy (April 2018). Feasibility Analysis: Online M.S. in Biotechnology. Commissioned by the University of Wisconsin-Extension, Division of Continuing Education. Outreach and E-Learning.]

A more extensive occupational and demographic analysis revealed that over the past five years, biotechnology professionals in Wisconsin have experienced an average annual growth rate of 0.8%, less than the national average for biotechnology professions (1.2%). Forecasted growth rates for all biotech occupations are either equivalent to the national average or higher, ranging from 0.7% to 1.1% annually on the national scale. Additionally, biotech professionals have a low unemployment rate (3.1%), significantly lower than the national average of 4.3% for all occupations. [Source: https://data.bls.gov/timeseries/LNS14000000]

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

There are a number of important current or developing research and development tools and trends in the biotechnology sector, including genomics, personalized medicine, CRISPR, synthetic biology, antibody engineering, gene therapy, neuroscience, artificial intelligence, bioinformatics, cell therapies and regenerative medicine. This program will teach emerging professionals how to apply these new biological and chemical methods to modern biotechnological product development, and assess the risk of biotechnological developments across diverse new biotech sectors including regenerative medicine, agricultural biotechnology and bioremediation. The curriculum includes a number of project-based courses and a capstone experience that will require students research, evaluate, adapt and apply these new approaches to solve a problem in biotechnology.

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)

Preparation for work in a diverse and multicultural society was explicitly part of the curriculum planning process for the MS in Applied Biotechnology. One of the program's core competencies is for students to demonstrate professional and ethical behaviors that foster positive and productive interactions in diverse biotechnology settings, including a learning objective to understand cultural differences that exist in the global marketplace. This outcome is addressed in the curriculum in ABT 725, 745, 750, 789 and 790.

The collaborative online program model was also established, in part, to increase access to higher education for primarily nontraditional students and to maximize the educational benefits of diversity. Many students from underrepresented minority groups, first-generation Americans, first-generation college students, and low-income students are included in the definition of non-traditional students. Nontraditional students may have family or work responsibilities that prevent them from attending school in traditional formats. The online delivery format will provide opportunities to those students who are time and place bound, and do not reside within close proximity to an existing UW institution. The program design recognizes that non-traditional students come to the learning environment from diverse backgrounds, with unique knowledge and experiences, and looking for opportunities to share that knowledge with others. The strength of this program and the success of our students is in its diversity.
that knowledge with others. The strength of this program and the success of our students is, in large part, based on our ability to attract and retain a diverse adult student audience.

UW Extended Campus has several initiatives currently underway to attract more students from underrepresented groups into the UW System. Through UW HELP, brochures and materials specific to Hispanic and Hmong students are sent to those respective potential students groups. The program manager for the M.S. in Applied Biotechnology program employed by UW Extended Campus will conduct outreach, working with employers to encourage and support the education of their employees, especially focusing on underrepresented minorities. In addition, a program advisory board will provide support in this area by helping the program extend its reach to diverse prospective students and communities.

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

At UW-Madison, the Department of Cell and Regenerative Biology in the School of Medicine and Public Health offers a face-to-face, two-year Master of Science in Biotechnology degree with traditional fall and spring semesters (no summer courses). This biotechnology program was designed for working professionals and focuses on life science product development and commercialization, integrating science, law, regulatory, business, and ethical issues in biotechnology. It also includes intensive hands-on laboratory courses in the multi-disciplinary curriculum. The course structure is such that students can continue to work full-time while completing the program, which culminates in an independent capstone thesis project.

The M.S in Applied Biotechnology will complement the existing program through its fully online delivery and unique specialization tracts not covered as in depth by the existing program. The Applied Biotechnology program also provides a way to grow UW – Madison’s commitment to biotechnology education, and serve a new group of students unable to travel to campus for the existing program. The extended reach to address all of the Wisconsin biotechnology related communities fits well with the Wisconsin Idea.

## 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.

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
<th>Department</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moss, Richard L</td>
<td>School of Med &amp; Pub Hlth ADM (SMPH ADM)</td>
<td>Executive Director - MS in Biotechnology</td>
</tr>
<tr>
<td>Zimmerman, Kurt J</td>
<td>School of Med &amp; Pub Hlth ADM (SMPH ADM)</td>
<td>Director - MS in Biotechnology Program</td>
</tr>
<tr>
<td>Betz, Natalie A</td>
<td>School of Med &amp; Pub Hlth ADM (SMPH ADM)</td>
<td>Associate Director and Faculty Instructor</td>
</tr>
</tbody>
</table>

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

The collaborative revenue-sharing UW System degree model provides a number of ongoing direct resources to faculty and staff throughout the planning, development and operational phases of the program. During the initial planning phase each partner campus received funding from UW Extended Campus for an academic director and additional faculty participant in curriculum development. During full program development, additional funds were provided for an academic director, faculty course creation, instructional systems design, course development in the LMS, and all production costs. During ongoing operations aer program launch, funds are provided from UW Extended Campus for admissions and academic services, instructional systems design for course maintenance and updates, faculty pay for instruction and regional marketing.

In addition, a number of specific services are provided by UW Extended Campus at the program level, including management of an online bookstore for course materials, hosting of the program website and learning management system, technical support of the LMS for students 7 days/week between 7:00 am - 11:00 pm, fiscal responsibility for program revenue sharing transfers, program reports on admissions, registration, retention and financial activity, technical support to faculty developing courses and teaching in the program, hosting of an annual Faculty Symposium to engage faculty across the program in professional development through the sharing of new ideas and information in the field and best practices in online teaching, and management of state and national marketing.

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

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
<th>Department</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Husk, Bryan T</td>
<td>School of Med &amp; Pub Hlth ADM (SMPH ADM)</td>
<td>Assistant Director - MS in Biotechnology</td>
</tr>
<tr>
<td>Smith, Michele A</td>
<td>School of Med &amp; Pub Hlth ADM (SMPH ADM)</td>
<td>Program Manager - MS in Biotechnology</td>
</tr>
</tbody>
</table>

Describe how student services and advising will be supported.

As part of the collaborative UW System degree model, UW Extended Campus will provide leadership and administration, working with campus staff to develop mechanisms to enable smooth administration of the program. UW Extended Campus will serve as the main point of
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.

Science and Medicine Graduate Research Scholars Program

### Resources, Budget, and Finance

**Is this a revenue program?** Yes

**What is the tuition structure for this program?**

- Online/Distance per-credit tuition

**Select a tuition increment:**

- $850/credit

**What is the rationale for selecting this tuition increment?**

Program tuition for the M.S. in Applied Biotechnology program will be set at $850/credit and will be identical at all partner institutions. The tuition rate is based on market demand estimates as well as comparisons with other master’s level online programs offered by the University of Wisconsin (UW) System and nationally, and will be charged outside the credit plateau, if approved by the Board of Regents. Students will not be required to pay any additional fees as part of the program, except for the cost of their books. There is no tuition differential for out-of-state students. This tuition pricing approach and structure follows the current UW System pricing guidelines for distance education programs. ([University of Wisconsin System (2001). UW System Administrative Policy 130: Programming for the Non-Traditional Market in the University of Wisconsin System. Retrieved from https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/programming-for-the-non-traditional-market-in-the-uw-system/](https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/programming-for-the-non-traditional-market-in-the-uw-system/).)

**Will segregated fees be charged?** No

If segregated fees will not be charged, please explain.

- All fees except books will be included in the per-credit fee.

**Provide a summary business plan.**

A zero-based budgeting model was used to create the cost and revenue projections. While GPR and other program revenue sources will be used to establish the program, the program is expected to be self-supporting through tuition revenues within three to five years of enrolling students, and thus leading to revenue sharing among the partner campuses.

UW partner campuses academic expenditures will initially be funded with 3-years of GPR from UW Extended Campus. The GPR serves two purposes: 1) to pay for the costs associated with planning and developing the curriculum in year one and 2) paying the instructional and program support costs related to offering the degree program in years two and three. It is expected by the third year of enrolling students and beyond the program will be generating sufficient program revenues that will be used to pay for the academic expenditures at the partner campuses.

UW Extended Campus’s program support expenditures will be funded from a combination of program revenues and GPR and will eventually transition to being funded exclusively from program revenues as the program generates. Partner campuses will transfer all tuition revenue to UW Extended Campus as invoiced at the conclusion of each semester. UW Extended Campus will pool the net tuition revenues and distribute those revenues across the partnership to cover direct program expenses as defined in the MOU. This
Provide an overview of plans for funding the program including but not limited to program administration, instructional/curricular delivery, technology needs and program assessment.

The M.S. in Applied Biotechnology is a collaborative degree program that benefits from the shared academic and administrative resources of all partnering institutions. Faculty and staff from eight academic partners (UW-Green Bay, UW-Madison, UW-Oshkosh, UW-Parkside, UW-Platteville, UW-Stevens Point, UW-Stout, and UW-Whitewater) collectively developed and approved the program curriculum, program competencies, student learning outcomes, and admission requirements. These partner institutions will be responsible for identifying qualified faculty and instructional staff to deliver coursework and assess student learning and conduct program review. Each partner institution will appoint an academic program director who will be funded at 0.25 FTE to work with their respective academic units to implement the program.

Collaboratively, these directors along with a designated campus continuing education representative or designate and the UW Extended Campus program manager will comprise the program workgroup. This team will meet quarterly and will oversee the ongoing growth, development and performance of the M.S. in Applied Biotechnology degree program. In addition to initial funding and ongoing program management, UW Extended Campus will provide state and national marketing, recruitment, instructional design, web development and management, student success coaching, fiscal management and other administrative supports required for program success.

All participating campuses enter into a Memorandum of Understanding with UW System that formalizes their resource commitments, timelines and responsibilities. Once the program becomes fully self-supporting (i.e. program revenues exceeding program expenses for partner campuses and UW Extended Campus), the residual revenues will be shared equally among all campus partners and UW Extended Campus.

A detailed budget narrative, financial model and sample MOU are attached.

What is the marketing plan?

Marketing efforts will be led out of UW Extended Campus that will extend beyond the traditional regions of participating UWs. Given that the reach of the MS-ABT is regional, national and international, the UW Extended Campus Marketing Unit will engage in state, regional and national digital marketing on behalf of the partners utilizing a multi-channel, integrated messaging approach to build awareness of the program and generate leads.

Specific digital marketing tactics employed include paid search (Google & Bing PPC) and paid social (ads on Facebook, or LinkedIn). The website will be optimized for Search Engine Optimization (SEO) by creating content rich with keywords, blog posts and dedicated landing pages. The marketing unit will also engage in email marketing by reaching out to targeted industries and affiliate organizations. Annual funding is also provided to each of the participating academic partners from the program to support their local marketing efforts.

In the pre-launch phase of the program, the marketing team will identify key messages, and target audiences, develop web content, and build a marketing campaign with supporting creative materials. The marketing strategy will be shared with campus partners prior to full launch. In the post-launch phase of the program we will implement the marketing plan, monitor performance and look for ways to improve efforts to drive traffic to become a program lead.

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 resources, faculty and staff, and student services. (If relevant) financial aid and scholarships (if relevant), capacity for student learning outcomes assessment and program review.

The MOU for program funding, including administration, instruction and advising after program launch is attached. (Note: a separate MOU and funding model was used to support faculty and staff during program planning.) In summary, the UW Extended Campus fiscal model provides between 0.125-0.25 FTE salary plus fringe each year for the following: academic program director or equivalent support, faculty course development, instructional costs per course section, student admissions and services, course updates and specific costs, and marketing. In total in year one these funds coming to UW-Madison are estimated at $79,000 plus fringe to support an estimated enrollment across all eight campuses of 35 students, and are sufficient for the additional staff support the program will engage and to fund the first course delivery (course development and production is funded previously). Funds for instruction will also scale with the increase in student enrollment, and revenue sharing will allow for additional hiring as needed.

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 and staff will be added, how will they be funded?

In year one of the program existing staff in the MS Biotechnology program will be used to administer the program. An increase in FTE for an existing staff member will be funded by UW Extended Campus transfer to handle the additional work load. The initial course offerings provided by UW-Madison will not be scheduled until Summer 2020. These courses will be taught by both existing and new qualified biotechnology professionals in the field, funded through UW Extended Campus.

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?

Please see the attached budget narrative and financial model documents for details.

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD%20SCH%20Dept.%20Approver
Approve Pages

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.

**Does the program or change require substantial new resources other than those just described? Describe the needs.**

Not applicable with the collaborative funding model.

**Are new Library resources needed to support this program?**

No

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

Students in this program will not receive funding.

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**Curriculum and Requirements**

Guide Admissions/How to Get In tab

**Step 1: Apply to the Graduate School**

Applications are only submitted online; paper copy applications are not available. Apply to the Graduate School online at the UW-Madison Graduate School website:

**THE GRADUATE SCHOOL'S ONLINE APPLICATION**

The online application and $75 application fee must be submitted electronically to the Graduate School before you can be considered for admission.

Two letters of recommendation (can be initiated and processed online via the Graduate School online application)

A one- or two-page statement of purpose (uploaded via the Graduate School online application) that provides the following:

- A brief summary of your professional and academic background, a clear explanation of your short- and long-term professional goals, and a clear explanation of how the online M.S. in Applied Biotechnology degree.

Professional resume

**Important:** Select Applied Biotechnology as your Intended Major Field of Study.

Additional Graduate School resources:

- Graduate School Admission Frequently Asked Questions
- Graduate School Admission Requirements
- Information to Send to the Graduate School

**STEP 2: SEND MATERIALS TO OUR PROGRAM OFFICE**

Materials to send directly to the M.S. in Applied Biotechnology Program:

- Your official transcripts or academic records from each institution attended must be sent to the M.S. in Applied Biotechnology Program from the issuing university. Applications will not be considered if transcripts have not been received.

Send the above materials to the following address:

Master's Degree in Applied Biotechnology
505 Rosa Road, Suite 118
Madison, WI
53719-1262

If you have any questions about how to apply or about the status of your application, you should contact Bryan Husk.

**Application Deadline**

Applications are accepted year round for the online M.S. in Applied Biotechnology Program. Students can begin in Fall, Spring or Summer term. To guarantee consideration for a particular term, apply by:

- July 15 for Fall, December 15 for Spring, and April 15 for Summer.

**Graduate School Admissions**

Graduate admissions is a two-step process between academic degree programs and the Graduate School. Applicants must meet requirements of both the program(s) and the Graduate School. Once you have identified the program(s) you are interested in, apply online.

Describe plans for recruiting students to this program.

Leads generated by the UW Extended Campus marketing team for the Applied Biotechnology program will be recorded in Salesforce. Leads enter a UW Extended Campus-administered recruitment yield campaign that includes both email and phone follow up with prospective students. After a prospect begins an application at UW-Madison, a specific application completion campaign using Eloqua marketing automation tools begins. This recruitment is done through the UW-Madison Biotechnology program, and works with students to support application completion. It includes personal outreach from program staff for qualified students.
What is the recruiting and admissions strategy for underrepresented students?

The collaborative online program model was established, in part, to increase access to higher education for primarily nontraditional students and to maximize the educational benefits of diversity. Many students from underrepresented minority groups, first-generation Americans, first-generation college students, and low-income students are included in the definition of non-traditional students. Nontraditional students may have family or work responsibilities that prevent them from attending school in traditional formats. The online delivery format will provide opportunities to those students who are time and place bound, and do not reside within close proximity to an existing UW institution. The program design recognizes that nontraditional students come to the learning environment from diverse backgrounds, with unique knowledge and experiences, and looking for opportunities to share that knowledge with others. The strength of this program and the success of our students is, in large part, based on our ability to attract and retain a diverse adult student audience.

UW Extended Campus has several initiatives currently underway to attract more students from underrepresented groups into the UW System. Through UW HELP, brochures and materials specific to Hispanic and Hmong students are sent to those respective potential students groups. The program manager for the M.S. in Applied Biotechnology program employed by UW Extended Campus will conduct outreach, working with employers to encourage and support the education of their employees, especially focusing on underrepresented minorities. In addition, a program advisory board (described below) will provide support in this area by helping the program extend its reach to diverse prospective students and communities.

Ensuring that diverse student populations enter the M.S. in Applied Biotechnology program is important, but equally important is providing the support services that enable all students to feel comfortable and to succeed. The UW Extended Campus success coach will work closely with all students to self-identify barriers to their success to either help them overcome those barriers directly or to point them to home campus and other resources that will be of assistance to them. UW Extended Campus will maintain online student environments that will allow individuals from diverse ethnic backgrounds to connect with other students over both cultural similarities and over programmatic interests to help build points of commonality and understanding. Social media opportunities for student connection will be made available through Facebook, Twitter, and LinkedIn, to name a few. Simply put, an essential goal of this program is to increase both the access for diverse audiences to this degree and the success of those students once they enter the program.

Projected Annual Enrollment:

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>35</td>
</tr>
<tr>
<td>Year 2</td>
<td>101</td>
</tr>
<tr>
<td>Year 3</td>
<td>158</td>
</tr>
<tr>
<td>Year 4</td>
<td>206</td>
</tr>
<tr>
<td>Year 5</td>
<td>232</td>
</tr>
</tbody>
</table>

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

200

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

As enrollment is expected to be spread across all eight participating campuses, the additional funding provided by UW Extended Campus for academic and student services will allow the existing MS Biotechnology program to add new resources dedicated to the additional Applied Biotechnology program. Program revenue sharing expected as enrollment increases will also be used to fund additional support staff. Funding from UW Extended Campus is also provided on a per section basis (per 25 students) to allow for additional instructional staff to be hired as course demand grows.

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

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

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

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

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

Curricular Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>31 Credits</td>
</tr>
<tr>
<td>Minimum Residence Credit</td>
<td>31 Credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework Requirement</td>
<td>At least 50% of credits applied toward the graduate degree credit requirement must be completed in graduate-level coursework; courses with the attribute are identified and searchable in the university's Course Guide (<a href="http://registrar.wisc.edu/course-guide/">http://registrar.wisc.edu/course-guide/</a>).</td>
</tr>
<tr>
<td>Overall Graduate GPA Requirement</td>
<td>3.00 GPA required.</td>
</tr>
<tr>
<td>Other Grade Requirements</td>
<td>The Graduate School requires an average grade of B or better in all coursework (300 or above, not including research credits) taken as a graduate st probationary status require higher grades. Grades of Incomplete are considered to be unsatisfactory if they are not removed during the next enroll</td>
</tr>
<tr>
<td>Assessments and Examinations</td>
<td>Contact the program for information on required assessments and examinations.</td>
</tr>
<tr>
<td>Language Requirements</td>
<td>Contact the program for information on any language requirements.</td>
</tr>
</tbody>
</table>

Course Requirements

The following core courses are required (22 credits):

- ABT 700 Principles of Biotechnology
- ABT 705 Ethics, Safety, and Regulatory Environments in Biotechnology
- ABT 710 Professional and Technical Communication in Biotechnology
- ABT 715 Techniques in Biotechnology
- ABT 720 Experimental Design and Analysis in Biotechnology
- ABT 725 Leadership in Organizations
- ABT 789 Pre-Capstone
- ABT 790 Capstone

Select a minimum of three classes (9 credits) from one or more of the following elective areas:

Area 1: Quality Control and Validation
- ABT 735 Quality Control and Validation
- ABT 740 Regulatory Practice and Compliance
- ABT 745 Industrial Applications in Regulatory Affairs

Area 2: Business and Management
- ABT 750 Biotechnology Marketing and Entrepreneurship
- ABT 755 Global Operations and Supply Chain Management
- ABT 760 Quality and Project Management

Area 3: Research and Development
- ABT 765 Assessing Innovation in Biotechnology
- ABT 770 Product Development
- ABT 775 Tools for Data Analysis

Total credits required: 31

Guide Graduate Policies tab

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

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 requ 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

No prior coursework from other institutions may be applied toward program requirements.

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD%20SCH%20Dept.%20Approver
Program Learning Outcomes and Assessment

List the program learning outcomes.

<table>
<thead>
<tr>
<th>Outcomes – enter one learning outcome per box. Use the green + to create additional boxes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate professional and scientific communication appropriate for biotechnology settings</td>
</tr>
<tr>
<td>2. Demonstrate comprehensive understanding of organizational processes and product development pipelines</td>
</tr>
<tr>
<td>3. Distinguish among diverse methods and technologies and their applications in biotechnology</td>
</tr>
<tr>
<td>4. Demonstrate strategic leadership and decision-making skills necessary in biotechnology</td>
</tr>
<tr>
<td>5. Appraise the current regulatory, quality control, and legal frameworks that impact biotechnology</td>
</tr>
<tr>
<td>6. Demonstrate professional and ethical behaviors that foster positive and productive interactions in diverse biotechnology settings</td>
</tr>
</tbody>
</table>

Summarize the assessment plan.

The assessment of student learning outcomes for the M.S. in Applied Biotechnology degree program will be managed by the academic program directors from each partner campus as well as the UW Extended Campus program manager. This assessment team will identify and define measures and establish a rubric for evaluating how well students are meeting the program's six competency areas. The team will also identify what data will be needed and serve as the collection point for the data. As a part of the course development process, the assessment team will determine which examples of student work will directly assess to demonstrate competency.

The team will receive data collected from institutions by UW Extended Campus each semester. UW Extended Campus will also monitor data on new enrollments, retention rates, and graduation rates. The assessment team will compile these various sources of data and complete annual reports summarizing the data, the assessment of the data, and decisions regarding improvements to the curriculum, structure, and program delivery. The report will be shared with the faculty of the program and other stakeholders at each partner institution. The assessment team is responsible for ensuring that recommendations for improvement are implemented.

All assessment reports will also be uploaded into the UW-Madison Assessment System by November 1 of each year. See the program assessment plan and worksheet attached.

Approved Assessment Plan:  MS-ABT Sample Assessment Worksheet.pdf
Related Programs

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.

UW – Madison, an academic partner and lead campus in this program, currently offers the only M.S. in Biotechnology degree within the University of Wisconsin System. The existing Master of Science in Biotechnology Program is a cohort-based program with students moving through the coursework as a group in a defined sequence. It offers a 32-credit hands-on laboratory curriculum and is delivered evenings and weekends in a face-to-face format, which allows students to continue to work fulltime. The program intertwines the business, science, law, regulatory, and ethical aspects of biotechnology to highlight the issues involved in life science product development and commercialization, including therapeutics, diagnostic testing and devices, agricultural, and tool biotechnology. Given the depth and breadth of faculty and guest speakers, and the connection with local and regional biotechnology companies, the program also offers students extensive networking and career development opportunities. The program focuses on effective communication and critical thinking skills.

Unique features of the proposed collaborative online M.S. in Applied Biotechnology degree program include its fully asynchronous online delivery format, statewide focus consistent with the geographical locations of the eight academic partners, and unique primary target audience to include mid-level managers currently working in diverse biotechnology and related settings who require more flexibility as provided through a fully online academic program. The audience may also include those with a science background who reside in areas distant from Madison that want to expand their knowledge of the biotechnology industry so they can enter the field and expand their career options.

Commitments

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

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

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) 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 complete all responsibilities related to offering this program.

Enter any notes about approval here:
Entered by: Andrea Poehling Date entered: 11/29/18

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) 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 study review, and otherwise attend to all responsibilities related to offering this program.

Enter any notes about approval here:
Approval for CRB/MS in Applied Biotechnology program registered by Bryan Husk on 11/28/18. SMPH
APC approval on 10/17/18.

Entered by and date: Andrea Poehling 11/29/18

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:
I. Pre-Authorization: Notice of Intent

COLLABORATIVE ONLINE
MASTER OF SCIENCE DEGREE
IN
APPLIED BIOTECHNOLOGY

University of Wisconsin-Green Bay
University of Wisconsin-Madison
University of Wisconsin-Oshkosh
University of Wisconsin-Parkside
University of Wisconsin-Platteville
University of Wisconsin-Stevens Point
University of Wisconsin-Stout
University of Wisconsin-Whitewater

With administrative and financial support from the University of Wisconsin Extended Campus

A. Name of proposed degree, institutional setting, mode of delivery, and institutional contact information.

Name of Proposed Degree: Master of Science in Applied Biotechnology
Institutional Setting: Collaborative program across the UW System
Mode of Delivery: Distance Education (100% Online)
Institutional Contact Information: Dr. Jocelyn Milner
Vice Provost of Academic Affairs, and Director of Academic Planning and Institutional Research
University of Wisconsin-Madison
Email: jocelyn.milner@wisc.edu
Phone: 608-262-5246

B. Program description

The M.S. in Applied Biotechnology responds to the recognized growth of the Biotechnology industry and corresponding increased demand for well-qualified professionals in the field. The program represents a comprehensive, multidisciplinary curriculum that prepares students to advance their careers and pursue their academic ambitions through leadership and management positions within the biotechnology field. The degree represents a fully online, asynchronous curriculum comprised of 31 credits to include six core courses, three concentration or track courses, a Capstone preparation course and a project-based Capstone course. Defined core courses provide students with a solid foundation in biotechnology, leadership, ethics, research, communications, product development, quality control, and regulatory and compliance practices. In addition, the program offers three unique tracks to assist students in tailoring their coursework to meet their career goals: quality assurance and compliance; business management; and research and development. Students will be able to complete more than one program track. UW-Green Bay, UW-Madison, UW-Oshkosh, UW-Parkside, UW-Platteville, UW-Stevens Point, UW-Stout, and UW-Whitewater will offer the program jointly. The required capstone course, which represents the culminating experience in the program, will provide students with the opportunity to apply skills acquired from coursework through a project-based experience in their concentration area.
C. Program Competencies.
Graduates of the M.S in Applied Biotechnology will gain the following core competencies and learning outcomes:

Competency A – *Demonstrate professional and scientific communication appropriate for biotechnology settings*

Upon completion of the program, students will be able to:
- Select the most appropriate modalities, methodologies, tools, and practices to communicate complex ideas effectively across diverse audiences
- Demonstrate effective listening, written, verbal, and nonverbal communication skills
- Construct and deliver effective professional presentations

Competency B – *Demonstrate comprehensive understanding of organizational processes and product development pipelines*

Upon completion of the program, students will be able to:
- Evaluate and describe systems of product research, development, and production
- Analyze the potential for commercialization for innovations within the biotechnology industry
- Critique and integrate changes to an existing product development pipeline
- Compare organizational processes employed by biotech firms

Competency C – *Distinguish among diverse methods and technologies and their applications in biotechnology*

Upon completion of the program, students will be able to:
- Compare and contrast emerging with existing technologies
- Exhibit strong technical knowledge to evaluate and choose appropriate technologies
- Demonstrate the ability to read, interpret and apply scientific literature
- Demonstrate competency in data analyses and statistics

Competency D – *Demonstrate strategic leadership and decision-making skills necessary in biotechnology.*

Upon completion of the program, students will be able to:
- Compare best practices in leadership required for executive action
- Demonstrate the skills and processes that maximize team performance to successfully meet goals both as an effective team member and leader
- Identify and provide evidence-based solutions to problems in compliance, development, personnel, and finance.

Competency E – *Appraise the current regulatory, quality control, and legal frameworks that impact biotechnology*

Upon completion of the program, students will be able to:
- Demonstrate understanding of relevant domestic and global regulatory agencies, laws, policies and guidances
- Assess intellectual property considerations in biotechnology
- Justify the importance of quality and risk management in biotechnology and explain current good practices

Competency F – *Demonstrate professional and ethical behaviors that foster positive and productive interactions in diverse biotechnology settings*

Upon completion of the program, students will be able to:
- Recognize, foster and apply principles of ethical and professional conduct
- Identify professional opportunities and personal success by acquiring knowledge, networking, and other career development strategies
- Understand cultural differences that exist in the global marketplace
D. Anticipated or Existing Resources Required to Deliver the Program

The M.S. in Applied Biotechnology is a collaborative degree program that benefits from the shared academic and administrative resources of all partnering institutions. Faculty and staff from eight academic partners (UW-Green Bay, UW-Madison, UW-Oshkosh, UW-Parkside, UW-Platteville, UW-Stevens Point, UW-Stout, and UW-Whitewater) collectively developed and approved the program curriculum, program competencies, student learning outcomes, and admission requirements. These partner institutions will be responsible for identifying qualified faculty and instructional staff to deliver coursework and assess student learning and conduct program review. Each partner institution will appoint an academic program director who will work with their respective academic units to implement the program. Collaboratively, these directors along with a designated campus continuing education representative or designate and the UW Extended Campus program manager will comprise the program workgroup. This team will meet quarterly and will oversee the ongoing growth, development and performance of the M.S. in Applied Biotechnology degree program. In additional to initial funding and ongoing program management, UW Extended Campus will provide state and national marketing, recruitment, instructional design, web development and management, student success coaching, fiscal management and other administrative supports required for program success.

E. Accreditation

The eight academic partners will be securing authorization to offer this program as a consortial online degree from the Higher Learning Commission.

F. Rationale and Relation to Mission

The online M.S. in Applied Biotechnology degree program contributes directly to the institutional mission of the University of Wisconsin System which clearly defines a commitment to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its institutions. The degree addresses a recognized high-need area as supported by research that included extensive input from employers and industry representatives throughout the state and region. Students will develop advanced knowledge and skills that will enable them to serve an important function and role within the biotechnology workforce. It is a degree targeted at adult and nontraditional students possessing a bachelor’s degree and thus broadens access for alumni and others to advanced study within the UW System. The M.S. in Applied Biotechnology also supports the institutional missions of the eight academic partner institutions by adding a viable offering to their graduate program array.

G. Need for program

The M.S. in Applied Biotechnology represents a need-based program designed to satisfy a recognized workforce gap within the state and broader five-state region. Based on a Feasibility Analysis commissioned by UW Extended Campus and conducted by the University Professional and Continuing Education Association (UPCEA) Center for Research and Marketing Strategy, an industry focus group and interviews with biotechnology professionals, there is a significant need for a master’s in applied biotechnology that prepares working biotechnology professionals to succeed in leadership and management positions within the industry. Key specialization areas identified in the research included business and sales, product development, project management, and quality assurance and compliance. Nationally, biotechnology professionals are projected to experience an annual growth rate of 1.8% over the next 10 years. Forecasted growth rates for all biotech occupations are either equivalent to the national average or higher, ranging from 0.7% to 1.1% annually on the national scale. Additionally, biotech professionals have a low unemployment rate (3.1%), significantly lower than the national average of 4.3% for all occupations. Over the past five years, biotechnology professionals in Wisconsin have experienced an average annual growth rate of 0.8%. This demand is expected to continue to grow throughout 2018 and beyond.
UW-Madison, an academic partner and lead campus in this program, offers the only M.S. in Biotechnology within the UW-System which represents a 32-credit hands-on laboratory curriculum and is delivered evenings and weekends in a face-to-face format. The primary audience for this cohort-based program include working adults, many of whom are employed by local biotechnology companies. Unique features of the proposed collaborative online M.S. in Applied Biotechnology degree program include its fully asynchronous online delivery format, statewide focus consistent with the geographical locations of the eight academic partners, and unique primary target audience to include mid-level managers currently working in diverse regional and national biotechnology and related settings who require more flexibility as provided through a fully online academic program. The audience may also include those with a science background who reside in areas distant from Madison that want to expand their knowledge of the biotechnology industry so they can enter the field and expand their career options.
Memorandum of Understanding

Master of Science in Biotechnology
(Phase 1)

Effective Dates: July 1, 2018 – June 30, 2019

Overview
This Memorandum of Understanding (MOU) pertains to Phase 1 of the planning process in developing a collaborative online Master of Science in Biotechnology (MS-BT). This document represents the first of two (2) MOU’s and is focused on all program planning and development work prior to the formal implementation of the degree in September 2019 (projected). Phase 2 will address the formal implementation and ongoing management of the degree program.

In Phase 1 of the planning process, the academic partners (UW-Green Bay, UW-Madison, UW-Oshkosh, UW-Parkside, UW-Platteville, UW-Stevens Point, UW-Stout, and UW-Whitewater) will work closely with UW-Extension Continuing Education, Outreach and E-Learning (hereafter referred to as UW-Extension) to develop the curriculum; secure all course/degree approvals from their respective campuses, UW System and the Higher Learning Commission (HLC); initiate online course development/ conversion; formalize the administrative processes and procedures required to support the degree and the students; and develop and implement a preliminary program marketing plan, to include program branding, once the degree is approved. To assist in this effort, each campus will appoint two members of its faculty to work with their counterparts from the other partner institutions to develop the curriculum including courses/course descriptions, syllabi, and associated materials. One of these two faculty will be designated by the campus to serve as the Academic Director. UW-Extension will provide leadership and support to the process.

By committing to Phase 1 of the planning process, it is assumed that campuses support the degree and intend to proceed to the final phase – Phase 2 – the formal offering and ongoing management of the degree. Because this is a new degree, however, the development process is proceeding cautiously, enabling campuses to evaluate their involvement along the way. Consistent with this approach, the term of this initial agreement is one (1) year, ending June 30, 2019. The final phase of the process – Phase 2 – will begin on July 1, 2019, immediately after the completion of Phase 1. Phase 2 will include the formal launch of the degree to include all required student supports and services. The first set of classes is tentatively scheduled to begin fall semester, 2019. Campuses that commit to Phase 2 will commit to offering classes toward the degree and will receive net revenues generated by the program once the program becomes self-supporting (i.e., program revenues exceed program expenditures). Net revenues will be split equally between all campus partners and UW-Extension.

Details of partner roles and responsibilities have been summarized as follows.

UW-Extension agrees to:
1. Compensate partner campuses through the Continuing Education units for the period defined, and in the amounts and for the uses as stipulated below. Once received by the campus CE office, it is expected that the funds will be used for their intended purpose and that the local approach used in the distribution of these funds will vary by campus.
• $20,000 plus fringe (up to 0.25 FTE) annually will be allocated over the term of this agreement to support salary for the campus-defined Academic Director and other program-related support expenses as deemed necessary and appropriate by each campus. It is expected that the campus outreach/continuing education unit will use these funds to support an Academic Director and no more than one additional staff member to administer the program and support campus involvement. Examples of possible approaches for dividing these funds between two people may include the assignment of co-Academic Directors, an Academic Director and Assistant Director or an Academic Director and CE Program Manager. It is understood that the Academic Director will work year-round (academic year and summer) to lead the continuation of the curriculum development and approval process on campus and oversee the faculty, curriculum and other components of the program. The role of the Academic Director is described in Attachment A.
• Up to $5,000 plus fringe (and 0.125 FTE) will be allocated to support up to one additional faculty member involved in the curriculum development process (summer 2018). It is expected that faculty (academic director and additional faculty) attend and participate in all curriculum planning and development meetings as scheduled for the campus to receive full compensation.

2. Provide leadership and administration to the curriculum development and degree approval process by organizing monthly planning meetings, engaging business and industry leaders, working with UW System Administration, and working with campus staff.
3. Support lodging, meals, and other site costs for all face-to-face meetings/workshops. Transportation costs will be the responsibility of the campuses.
4. Provide online course development support. UW-Extension instructional design and media staff will initiate work on fall 2019 courses following UW Board of Regents approval of the degree and will travel to partner campuses as needed to work with faculty to help them develop their courses. UW-Extension will also hold periodic online course development workshops to inform instructors about emerging technologies and to help them incorporate new technologies into their courses. In addition, UW-Extension will secure copyright for course materials it acquires/produces and, on a limited basis, assist faculty in securing copyright for additional materials as requested.

Campus Partners agree to:
1. Appoint a tenured or tenured-track member(s) of its faculty who is well respected by his/her peers to serve as the Academic Director for the Master of Science in Biotechnology degree program, and to work with the academic directors from partner campuses and UW-Extension to continue the degree development process through the term of this agreement. As part of that process the Academic Director will be the lead supporter of the degree on his/her campus, participate in the curriculum development process and will champion the curriculum approval process. That process will include approval of the curriculum through typical campus channels, the UW System Entitlement to Plan and Authorization to Implement, and Higher Learning Commission approval.
2. Identify up to one additional faculty member to participate as a member of the curriculum planning workgroup who is able to attend all planning meetings. Final compensation will be based on attendance.
3. Identify and formalize agreements with key faculty to develop courses and serve as lead faculty in the formal delivery of the degree.

4. Initiate work to develop and/or formalize all student support services and systems required to effectively and efficiently serve adult students through this program to include, but not limited to, scheduling and offering classes toward the degree; processing student applications; registering students; providing academic, career, and financial aid advising; performing credit audits/evaluations; administering credit for prior learning program (if available); and other administrative and student services as required.

5. Work with UW-Extension staff in the development and implementation of an initial comprehensive marketing plan for the degree program to include national, state, regional and local strategies and approaches.

It is mutually agreed that:
1. Academic Directors will meet by phone or in person at least monthly to discuss progress toward the degree and to identify and solve barriers. Coordination/scheduling of meetings will be the responsibility of UW-Extension.

2. The formal launch of the degree is scheduled for fall 2019 to include initial schedule of courses and all required systems and supports for serving adult students.

3. The online courses developed for the program will belong jointly to the campus, the faculty who produce them, and UW-Extension. Faculty and the participating campus may use the materials they produce in their on-campus face-to-face courses. However, they may not use the online version of the courses without the approval of UW-Extension. If a faculty member leaves the institution or chooses not to teach his/her course for any reason, ownership of the online courses will reside with the campus and UW-Extension. If the campus is unable to identify an instructor for one of the online courses, UW-Extension will work with all of the partner campuses to try to find replacement faculty. Approval of replacement faculty will be the purview of the campuses. All faculty will be required to sign a formal Joint Creation and Ownership Agreement prior to completion of course development (see Attachment B).

4. Campuses will have the opportunity to withdraw from this agreement at any time over the next year. By withdrawing, the campus surrenders its rights to UW-Extension to the online versions of courses that it may have developed up to that time for this program.

5. UW-Extension agrees to bear the financial risk for this degree in the start-up phase, although it is recognized and expected that campuses will invest significant local in-kind support to the program. It is estimated that this program will become self-supporting within 5 years.
Summary and Signatures
This Memorandum of Understanding pertains to UW-Green Bay, UW-Madison, UW-Oshkosh, UW-Parkside, UW-Platteville, UW-Stevens Point, UW-Stout, UW-Whitewater, and UW-Extension regarding the collaborative online Master of Science in Biotechnology degree program. By signing this MOU, the undersigned agree to proceed with Phase 1 of the degree development process as outlined above.

Approved by:

Aaron Brower, Provost and Vice Chancellor for Academic Affairs, UW-Extension

David Schejbal, Dean, Continuing Education, Outreach and E-Learning, UW-Extension

Greg Davis, Provost and Vice Chancellor for Academic Affairs, UW-Green Bay

Joy Ruzek, Executive Director, Continuing Education and Community Engagement, UW-Green Bay

Sarah Mangelsdorf, Provost and Vice Chancellor for Academic Affairs, UW-Madison

Jeffrey Russell, Vice Provost for Lifelong Learning and Dean of the Division of Continuing Studies, UW-Madison

John Koker, Interim Provost and Vice Chancellor for Academic Affairs, UW-Oshkosh

Susan Adams, Director of Continuing Education, UW-Oshkosh

Robert Ducoffe, Provost and Vice Chancellor for Academic Affairs, UW-Parkside

Emmanuel Otu, Dean, College of Natural and Health Sciences, UW-Parkside

D. Joanne Wilson, Acting Provost and Vice Chancellor for Academic Affairs, UW-Platteville

Michael Gau, Assistant Executive Director, Continuing Education, UW-Platteville

Greg Summers, Provost and Vice Chancellor for Academic Affairs, UW-Stevens Point
Wayne Sorenson, Director of Continuing Education, UW-Stevens Point

Patrick Guilfoile, Provost and Vice Chancellor for Academic and Student Affairs, UW-Stout

Joni Geroux, Director, Professional Education Programs and Services, UW-Stout

Susan L. Elrod, Provost and Executive Vice Chancellor, UW-Whitewater

Seth Meisel, Interim Dean, School of Graduate Studies and Continuing Education, UW-Whitewater
Attachment A

Collaborative Online Master of Science in Biotechnology Degree
Academic Director Job Description

The Academic Director for the Online Master of Science in Biotechnology (MS-BT) degree program is the campus representative to the degree. He/she is the liaison between campus administration, faculty and the degree and works closely and collaboratively with the campus Program Manager assigned to the degree and UW-Extension Division of Continuing Education, Outreach and E-Learning on issues pertaining to the degree.

The Academic Director must be a tenured or tenure-track member of the faculty on campus and have disciplinary expertise in a related field. He/she must be in good standing with senior campus administrators, deans, department heads, and fellow faculty members. He/she should understand faculty governance procedures and be effective in moving curricular and administrative issues through campus channels expeditiously.

This is an annual administrative appointment similar to a shared department chair position. Specific responsibilities include:

- Campus representative to the degree, curriculum oversight, periodic meetings with program faculty and partners
- Oversight and responsibility for ensuring that the campus is adequately staffing courses for the MS-BT program for which it is responsible
- Oversight and monitoring of campus academic supports for program students to include, but not limited to, admissions, registration, financial aid and bursar functions
- Review student admissions decisions for the MS-BT degree as needed
- Provide and/or coordinate and oversee local staff in academic advising
- Review of course evaluations for MS-BT courses, working with instructors who are not performing well, etc.
- Review and approve, as appropriate, credit for prior learning for students requesting credit for the MS-BT degree
- Work with accreditation processes insofar as they pertain to the MS-BT degree as needed
- Review adjunct instructors for the MS-BT degree as needed
- Address students conduct issues in the MS-BT degree
- Develop local articulation agreements to support the growth of the degree program
- Assist with program assessment and UW-System program review
- Other duties as assigned or deemed necessary to support program success
Attachment B

UW-Extension Continuing Education, Outreach and E-Learning

Joint Creation and Ownership Agreement

Online Courses in the Master of Science in Biotechnology degree program

Agreement Summary

The undersigned author (the “Author”) has agreed to develop course content for a course(s) in the online Master of Science in Biotechnology degree program, as further described in Attachment A to this agreement. The content developed will be owned by the Author(s) of such content. The University may use course content as it wishes under a license from the Author to the Board of Regents of the University of Wisconsin System (the “University”), and the Author may also use the course content consistent with the terms of this agreement. The actual online courses that are developed and based on course content will be the exclusive property of the University.

The Agreement

The Author and the University agree that:

1. Rights Granted
   A. Contributions of original course content will be owned by the Author(s) of such content. The Author grants the University a perpetual, royalty-free, non-exclusive license to use course content for educational or research purposes. The online courses and any and all works based upon, derived from, or incorporating the online courses that are developed from this content for the Master of Science in Biotechnology degree are the exclusive property of the University.

2. Completion of Author's Contribution to the Course(s); Other Obligations
   A. The Author agrees to prepare the course content including collateral material such as syllabi, illustrations, charts, graphs, handouts, references lists, and other related items on the schedule and in the form agreed to in Attachment A.
   B. The Author will make a good faith effort to attend all training sessions relating to this online degree program.
   C. The University, in consultation with the Author, will make all decisions concerning course design.
   D. In the performance of work under this agreement, the Author will make a good faith effort to perform all work with a high degree of professionalism and consistent with prevailing academic standards.
   E. The Author agrees that the University may terminate this agreement if the Author fails to meet the obligations herein including those described in the Attachment A, in which case the University will be entitled recover any sums or other resources advanced to the Author in connection with this agreement.
   F. The University agrees that the Author may terminate this agreement if the University fails to meet any of its obligations herein, in which case the Author may keep any compensation already earned under this agreement.

3. Quoted Material
A. The Author and the University will use copyrighted material in compliance with State and Federal laws and Board of Regents’ Policies.

4. Publication of the Work
   A. The online course(s) will be distributed, transmitted or published by the University as soon as circumstances permit, at the University’s expense, in a manner deemed appropriate by the University.

5. Copyright
   A. The University will decide whether to register copyright for the online courses in the University’s name and at its expense.

6. Author’s Warranty
   A. The Author warrants that he or she is the owner of the course content or has cleared the necessary rights in the course content to enter into this agreement and fulfill its obligations. The Author acknowledges that he or she has made a good faith effort to follow applicable laws and the University of Wisconsin System Policy on Copyrightable Instructional Materials Ownership, Use and Control (GAPP27) and that the course content does not infringe any copyright, violate any property rights, or contain any scandalous, libelous, or unlawful matter.
   B. The Author will defend, indemnify and hold harmless the University against all claims, suits, costs, damages, and expenses arising from any scandalous, libelous, or unlawful matter contained or alleged to be contained in the course content or any infringement or violation by the course content of any copyright or property right.

7. Consideration
   In consideration of this agreement, the University may contribute the following resources to the creation of the online courses for the Master of Science in Biotechnology degree program:
   a) graphics
   b) instructional design
   c) production assistance
   d) course maintenance and backup
   e) marketing to prospective students
   f) hardware
   g) technical assistance
   h) teaching load credit for the first semester of course
   i) funding

   The specific resources to be provided to the Author under this agreement are detailed in Attachment A.

8. Subsidiary Rights
   A. The Author will seek prior written consent of the University to publish any abridged or other version of the course content, any derivative work, or any content of similar character that might interfere with enrollment in the online courses covered by this Agreement. The University’s consent will not unreasonably be withheld. Nothing in this agreement shall prohibit the Author from using the course content or derivative works for non-commercial educational or research purposes.

9. Revisions
A. The Author will update and revise the course content at the University’s request during the term of this agreement. The Author agrees to update the content within one hundred twenty (120) days of receipt of a written request from the Dean of Continuing Education, Outreach and E-Learning or his/her designees. If the Author is unable or unwilling to make any requested revisions, the University may have revisions made by an author approved by the appropriate department.

10. Term and Termination
A. This agreement will remain in effect until further notice and can be terminated by either party with 120 days’ written notice. Upon termination, the rights granted to the University and Author relating to the course content will remain in effect. The rights to the online courses in the Master of Science in Biotechnology degree will remain the exclusive property of the University.

11. Amendments
A. The written provisions contained in this agreement are the entire agreement made between the author and the University concerning this course content, and any amendments to this agreement will not be valid unless made in writing and signed by all the parties.

12. Construction, Binding Effect, and Assignment
A. This agreement will be construed and interpreted according to the laws of the State of Wisconsin and will be binding upon the parties hereto.

In Witness Whereof, the parties have duly executed this agreement as of the date below

______________________________   _________________________
Author       Date

______________________________   _________________________
By Authorized Officer      Date
The University of Wisconsin Extension

Reviewed and approved by UW System Legal Affairs, June 2016.
Memorandum of Understanding
for the
Ongoing Development, Implementation and Management of the
Master of Science in Applied Biotechnology
(Phase 2)

Effective Period: July 1, 2019 – June 30, 2022

Overview
This Memorandum of Understanding (MOU) pertains to Phase 2 of the degree planning process to include the ongoing development, implementation and management of the collaborative online Master of Science in Applied Biotechnology (MS-ABT) degree program. In Phase 1 of the project, the academic partners (UW-Green Bay, UW-Madison, UW-Oshkosh, UW-Parkside, UW-Platteville, UW-Stevens Point, UW-Stout, and UW-Whitewater) determined market demand, developed curriculum, secured required degree/course approvals on their respective campuses and secured UW System and Higher Learning Commission (HLC) approval with the support of UW System, Division of Continuing Education, Outreach and E-Learning (hereafter referred to as CEOEL).

By committing to Phase 2 of the process, campuses agree to proceed to the continued development of online courses; formalize the administrative processes to support the degree; implement a regional marketing plan; and, deliver and provide ongoing management of the MS-ABT degree program.

This MOU serves to clarify the responsibilities of all partners, formalize resource commitments, and establish consensus regarding timelines. The term of this agreement will begin on July 1, 2019 and will extend three (3) years. Six (6) months prior to conclusion of this MOU, the program and partnership will be formally reviewed and recommendations made related to the continuation of the program. Campuses that commit to Phase 2 will commit to offering classes toward the degree, with a limited schedule of courses offered beginning fall 2019.

Partner campuses will transfer all tuition revenue to CEOEL as invoiced at the conclusion of each semester. CEOEL will pool the net tuition revenues and distribute those revenues across the partnership to cover direct program expenses as defined in the Partner Roles and Responsibilities section of this MOU. This revenue disbursement through electronic funds transfer will occur in December and May. Once the program becomes fully self-supporting (i.e. program revenues exceeding program expenses for partner campuses and CEOEL), the residual revenues will be shared equally amongst all campus partners and CEOEL. The Financial Model for the MS-ABT degree has been attached (see Attachment A).

By signing this MOU, each participating campus commits to work toward the continued development, implementation, and management of the degree through the term of this agreement as defined above.
Partner Roles and Responsibilities
Details of partner roles and responsibilities have been summarized as follows.

CEOEL agrees to:
1. Compensate partner campuses through the Continuing Education (CE) units for the period defined, and in the amounts and for the uses as stipulated below. Once received by the campus CE office, it is expected that the funds will be used for their intended purpose and that the approach used in the distribution of these funds will vary by campus.
   - $20,000 plus fringe (up to 0.25 FTE) per year will be allocated over the term of this agreement to support salary for the campus-defined academic director and other program-related expenses as deemed necessary and appropriate by each campus. It is expected that the campus CE unit will use these funds to support an academic director and no more than one additional staff member to administer the program and support campus involvement. Examples of some possible approaches for dividing these funds between two people may include an academic director and CE program manager, the assignment of co-academic directors, or an academic director and assistant director. It is understood that the academic director will work up to 25% time (academic year and summer) to lead the continuation of the curriculum review and assessment on campus and oversee the faculty, curriculum, academic supports and other components of the program. The role of the academic director is described in Attachment B.
   - $5,000 plus fringe (and 0.125 FTE) will be allocated to support the development and/or conversion of each course for online delivery that fits the approved degree curriculum and other program-related expenses as deemed necessary and appropriate by each campus. The number of courses that each campus develops has been determined by a committee composed of the academic directors from each campus. The technical aspects of course conversion will be supported by CEOEL staff.
   - $9,000 plus fringe (and 0.125 FTE) will be allocated to support instructional costs of each online course section and other program-related expenses as deemed necessary and appropriate by the campus partner (up to 20 enrollments). For enrollments from 21-25, faculty will receive an additional $1000. Faculty will receive an additional $1000 for enrollments from 26-30 (with faculty approval). Faculty compensation is based on enrollments as defined in the Collaborative Program Report generated and shared with partners following the 20th business day of each academic semester. Consistent with the intent of these funds, additional compensation will be provided to faculty as salary with no local indirect costs assigned.
   - $5,000 in salary plus fringe (and 0.125 FTE) per year will be allocated for distribution to campus academic services units to support unique academic functions for the degree such as student admissions, registration, financial aid, tuition payment/processing, etc., as necessary and deemed appropriate by the campus/CE unit.
   - $3,000 in salary plus fringe per course will be allocated to the CE units for course updates and other program-related expenses as deemed necessary and appropriate by each campus. It is assumed that courses will be updated or revised every 2-3 years.
annual schedule of course updates will be established and approved by the Academic directors, campus CE units and the MS-ABT program manager/CEOEL.

- In addition, campus CE units will receive $500 per course section taught (in S&E dollars) to cover course-specific costs of administrative functions provided by that office.
- $7,000 in lump sum (S&E) funds will be allocated for local advertising and promotion to each partner campus. Note: CEOEL will provide marketing design materials as well as a marketing plan and will market this program throughout Wisconsin and beyond via multiple channels. Local funds are intended to be used by the campus CE units to offset costs associated with direct program marketing (e.g. community newspaper ads, flyers, direct mail, educational fairs, etc.). These funds are not to be used for staff salaries. Campuses are strongly encouraged to provide local matching funds to expand regional marketing activities and share their local/regional marketing plans with CEOEL for inclusion in the comprehensive program marketing plan. CEOEL will share its comprehensive marketing and recruiting plans with the CE units.

Additional Compensation Items:
- Salaries will be General Program Revenue (GPR) funded until sufficient program revenue (PR) is available to fund these positions. While positions are funded by GPR dollars, fringe in the amount determined by UW System will be transferred to partner campuses at the end of each fiscal year. Once the program becomes self-supporting, salaries will be moved to PR funds, and fringe will be transferred to campuses at the UW System published budget rate.
- CEOEL will transfer funds to participating campuses’ Continuing Education/Outreach offices as an addendum to the ongoing Inter Institutional Agreement. Fund transfers will occur in December and May each fiscal year. How campuses distribute these funds internally is the purview of the individual campuses. However, the funds need to be protected by the campus for exclusive use in the program.
- Increases and decreases in appropriations will be considered annually by CEOEL based on available funds and the economic conditions of the State and the University. As a collaborative program, any adjustment in campus appropriations for this program will be reviewed and discussed with the partners prior to implementation.
- As part of the comprehensive program review process initiated six (6) months prior to the conclusion of this MOU, a review of the financial model will be conducted and any inequities in enrollments or possible changes in financial distributions addressed at that time.

2. Provide ongoing leadership for the program to include organizing scheduled meetings, engaging business and industry leaders, working with UW System Administration, and working with campus staff.

3. Support lodging, meals, and other site costs for all face-to-face meetings/workshops. Transportation costs will be the responsibility of the campuses.

4. Provide online course development and revision support. Course designers will travel to partner campuses as needed to work with faculty to help them develop and/or revise their courses. CEOEL will also hold periodic online course development workshops to inform
instructors about emerging technologies and to help them incorporate new technologies into their courses. CEOEL will also secure copyright for course materials it acquires/produces and, on a limited basis, assist faculty in securing copyright for additional materials as requested.

5. Coordinate quarterly meetings of the academic directors, CE directors/program managers, CEOEL staff, and others to review degree activity and discuss possible adjustments and/or improvements based, in part, on experience, student input, and program activity. Program financial models will also be annually revised and reviewed at the fourth quarter meeting each fiscal year. The quarterly meetings may be held in-person or through teleconference.

6. Provide leadership and administration to the curriculum development process by organizing meetings, engaging business and industry leaders, working with UW System Administration, and working with campus staff to develop mechanisms to enable smooth administration of the program.

7. Provide program advising by assigning a program adviser to support students in the MS-ABT program. The role of the adviser will be to coach students from program admission through graduation, understanding that admissions, academic advising, communication of degree requirements and related formal academic responsibilities are the purview of academic partners.

8. Serve as the main point of entry for students interested in this degree. In that capacity, CEOEL will provide general information about the program, the campus admissions process, and other related issues through a program web site developed and hosted by CEOEL. CEOEL will also manage course registration permission numbers.

9. Develop, host and manage the program website.

10. Manage the bookstore through a unique agreement with an external vendor.

11. Refer applicants to their selected home campus with questions or concerns regarding the application and admission process.

12. Serve as the fiscal agent for the degree and manage payments and revenue sharing transfers, and provide semester-based program reports to include admissions, registration, retention, and financial activity.

13. Initially set course enrollments at 25 students per course with the option of increasing limits based on need and with faculty approval for enrollments that exceed 25 students. The Capstone Course will be limited to 15 students.

14. Host the D2L instance for this program, manage the D2L server, and manage security and technical support for program students and faculty.

15. Provide technical support for students 7 days per week between 7:00 a.m. and 11:00 p.m. via email or a toll-free call by CEOEL and by Learn@UW.

16. Provide technical support to faculty developing courses and teaching in the program.

17. Host an annual Faculty Symposium to engage faculty across the program in professional development through the sharing of new ideas and information in the field and best practices in online teaching.

18. Manage state and national marketing, promotion, and public relations for this degree and provide financial support and advice on local and regional marketing coordinated by the
academic partners. CEOEL will continue to share its comprehensive marketing and recruiting plans with the CE units.

19. Provide regular (semester) program reporting to all campus partners.

**Campus Partners agree to:**

1. Annually formalize the appointment (academic year and summer) of a tenured, tenured track or emeritus member(s) of its faculty who is well respected by his/her peers to serve as academic director for the program and lead supporter of the degree on his/her campus (see Attachment B for the Academic Director Position Description).
2. Provide campus support and advocacy for the degree to ensure that the degree is viewed as a valuable asset by campus.
3. Identify and formalize agreements with key faculty to develop and revise courses and serve as lead faculty in the formal delivery of the degree.
4. Establish and/or formalize all local academic support services and systems required to effectively and efficiently serve adult students through this program to include, but not limited to, scheduling and offering classes toward the degree; processing student applications; registering students; providing academic, career, and financial aid advising; performing credit audits/evaluations; administering credit for prior learning program (if available); providing library supports and veterans services; and other administrative and academic support services as required.
5. Develop, implement, monitor, and adjust the annual local/regional marketing plan for the degree, as deemed necessary, and share that plan with CEOEL for inclusion in the comprehensive marketing plan managed by CEOEL marketing staff.
6. Launch program; monitor campus processes (registrations, administrative support functions, course delivery) and students comments/experiences and make adjustments where necessary in response to information secured.
7. Ensure that courses/course sections are well staffed and that qualified faculty teach in the program.
8. Offer scheduled courses and additional course sections as required based on demand.
9. Work collaboratively and collegially with partners to resolve differences and to eliminate identified barriers as much as possible for the benefit of students.
10. Apply the agreed upon and UW System approved fixed-rate tuition rate (regardless of residency) for all degree courses consistent with UW System tuition policies for distance education courses/programs and designate a person to communicate annual increases in tuition, as determined by CEOEL, to appropriate campus academic support offices.
11. Offer all program courses outside of plateau, and not charge program students any segregated fees (unless students are dually enrolled in other campus programs).
12. Waive requirements for registration deposits.
13. Collect tuition and transfer all tuition revenues to CEOEL on a semester basis.
14. Satisfy agreed upon standardized data reporting to CEOEL to include, but not limited to, student data, admission and registration information, and demographic data.
15. Ensure that the dedicated funds provided by CEOEL to cover designated program expenses are being used for their intended purpose.
16. Host local campus stakeholder meetings twice per year to provide updates on collaborative programs, identify and address concerns or issues, review and revise policies and procedures, and other topics as deemed necessary and valuable.
It is mutually agreed that:

1. Academic directors will meet by phone or in person monthly to discuss progress toward the degree and to identify and solve barriers. Coordination/scheduling of meetings will be the responsibility of CEOEL.

2. The formal launch of the degree is scheduled for fall 2019 to include initial schedule of courses and all required systems and supports for serving adult students.

3. The online courses developed for the program will belong jointly to the campus, the faculty who produce them, and CEOEL. Faculty and the participating campus may use the materials they produce in their on-campus face-to-face courses. However, they may not use the online version of the courses without the approval of CEOEL. If a faculty member leaves the institution or chooses not to teach his/her course for any reason, ownership of the online courses will reside with the campus and CEOEL. If the campus is unable to identify an instructor for one of the online courses it hosts, CEOEL will work with all of the partner campuses to try to find replacement faculty. Approval of replacement faculty will be the purview of the campuses. All faculty will be required to sign a formal Joint Creation and Ownership Agreement prior to completion of course development (see Appendix C).

4. CEOEL will direct-bill campuses in September for summer tuition, December for fall tuition, and May for spring tuition based on course enrollments as of the 20th business day of the semester. The campuses will transfer the full tuition amount as calculated and noted on the billing statement within 10 days of receipt. Because the campus collects tuition and is responsible for collecting unpaid tuition, the campus will satisfy all shortfalls in collaborative degree program tuition at the time of billing. If the campus is unable to collect unpaid tuition after 2 years of the semester in which the tuition was billed to the student, CEOEL will reimburse the campus for the unpaid student tuition balance. Reimbursement excludes any partial tuition collected, late fees, collection fees, accumulated interest, and other fees. To request reimbursement for unpaid tuition from CEOEL, the campus will submit documentation that outlines the effort made to collect the outstanding tuition, i.e. student account balance, past due notices sent to student, form used to refer student to collection agency, and agency collection status report. Reimbursement will be funded from program revenues in the year in which the unpaid tuition reimbursement is requested and will be reflected as an expense to the program.

5. Campuses will have the opportunity to withdraw from this agreement at any time with one-year notice. By withdrawing, the campus surrenders its rights to CEOEL to the online versions of courses that it may have developed up to that time for this program.

6. CEOEL agrees to bear the financial risk for this degree in the start-up phase, although it is recognized and expected that campuses will invest significant local in-kind support to the program. It is estimated that this program will become self-supporting within 5 years of launch.
Summary and Signatures
This Memorandum of Understanding pertains to UW-La Crosse, UW-Parkside, UW-Platteville, UW-Stevens Point, UW-Stout, and CEOEL regarding the collaborative online Master of Science in Applied Biotechnology program. By signing this MOU, the undersigned agree to proceed with Phase 2 of the degree development and implementation process as outlined above.

Approved by:

________________________________________
Aaron Brower, Executive Director, Continuing Education, Outreach, and E-Learning and Senior Associate Vice President, UW System

________________________________________
Greg Davis, Provost and Vice Chancellor for Academic Affairs, UW-Green Bay

________________________________________
Joy Ruzek, Executive Director, Continuing Education and Community Engagement, UW-Green Bay

________________________________________
Sarah Mangelsdorf, Provost and Vice Chancellor for Academic Affairs, UW-Madison

________________________________________
Jeffrey Russell, Vice Provost for Lifelong Learning and Dean of the Division of Continuing Studies, UW-Madison

________________________________________
John Koker, Interim Provost and Vice Chancellor for Academic Affairs, UW-Oshkosh

________________________________________
Susan Adams, Director of Continuing Education, UW-Oshkosh

________________________________________
Robert Ducoffe, Provost and Vice Chancellor for Academic Affairs, UW-Parkside

________________________________________
Emmanuel Otu, Dean, College of Natural and Health Sciences, UW-Parkside

________________________________________
D. Joanne Wilson, Acting Provost and Vice Chancellor for Academic Affairs, UW-Platteville

________________________________________
Michael Gau, Assistant Executive Director, Continuing Education, UW-Platteville

________________________________________
Greg Summers, Provost and Vice Chancellor for Academic Affairs, UW-Stevens Point

________________________________________
Wayne Sorenson, Director of Continuing Education, UW-Stevens Point
Patrick Guilfoile, Provost and Vice Chancellor for Academic and Student Affairs, UW-Stout

Joni Geroux, Director, Professional Education Programs and Services, UW-Stout

Susan L. Elrod, Provost and Executive Vice Chancellor, UW-Whitewater

Seth Meisel, Interim Dean, School of Graduate Studies and Continuing Education, UW-Whitewater
Attachment B

Collaborative Online Master of Science in Applied Biotechnology
Academic Director Job Description

The Academic director for the *Online Master of Science in Applied Biotechnology (MS-ABT)* program is the campus representative to the degree. He/she is the liaison between campus administration, faculty and the degree and works closely and collaboratively with the campus continuing education (CE) program manager assigned to the degree and Division of Continuing Education, Outreach and E-Learning on issues pertaining to the degree.

The Academic director must be a tenured or tenure-track member of the faculty on campus and have disciplinary expertise in a related field. He/she must be in good standing with senior campus administrators, deans, department heads, and fellow faculty members. He/she should understand faculty governance procedures and be effective in moving curricular and administrative issues through campus channels expeditiously.

This is a (up to) 0.25 time annual administrative appointment similar to a shared department chair position. Specific responsibilities include:

- Campus representative to the degree, curriculum oversight, periodic meetings with program faculty and partners
- Oversight and responsibility for ensuring that the campus is adequately staffing courses/course sections for the MS-ABT program for which it is responsible
- Review of course evaluations for MS-ABT courses, working with instructors who are not performing well, etc.
- Provide academic advising
- Review and approve as appropriate credit for prior learning for students requesting credit for the MS-ABT degree
- Work with accreditation processes insofar as they pertain to the MS-ABT degree as needed
- Review adjunct instructors for the MS-ABT degree as needed
- Review student admissions decisions for the MS-ABT degree as needed
- Address students conduct issues in the MS-ABT degree
- Lead program assessment and assist with program reviews
- Other duties as assigned
Attachment C

Continuing Education, Outreach and E-Learning (CEOEL)
Joint Creation and Ownership Agreement

Online Courses in the Master of Science in Applied Biotechnology degree program

Agreement Summary

The undersigned author (the “Author”) has agreed to develop course content for a course(s) in the online Master of Science in Applied Biotechnology degree program, as further described in Attachment A to this agreement. The content developed will be owned by the Author(s) of such content. The University may use course content as it wishes under a license from the Author to the Board of Regents of the University of Wisconsin System (the “University”), and the Author may also use the course content consistent with the terms of this agreement. The actual online courses that are developed and based on course content will be the exclusive property of the University.

The Agreement

The Author and the University agree that:

1. Rights Granted
   A. Contributions of original course content will be owned by the Author(s) of such content. The Author grants the University a perpetual, royalty-free, non-exclusive license to use course content for educational or research purposes. The online courses and any and all works based upon, derived from, or incorporating the online courses that are developed from this content for the Master of Science in Applied Biotechnology degree are the exclusive property of the University.

2. Completion of Author's Contribution to the Course(s); Other Obligations
   A. The Author agrees to prepare the course content including collateral material such as syllabi, illustrations, charts, graphs, handouts, references lists, and other related items on the schedule and in the form agreed to in Attachment A (i.e. Deliverables and associated timeline for completion of course development work).
   B. The Author will make a good faith effort to attend all training sessions relating to this online degree program.
   C. The University, in consultation with the Author, will make all decisions concerning course design.
   D. In the performance of work under this agreement, the Author will make a good faith effort to perform all work with a high degree of professionalism and consistent with prevailing academic standards.
   E. The Author agrees that the University may terminate this agreement if the Author fails to meet the obligations herein including those described in the Attachment A, in which case the University will be entitled recover any sums or other resources advanced to the Author in connection with this agreement.
   F. The University agrees that the Author may terminate this agreement if the University fails to meet any of its obligations herein, in which case the Author may keep any compensation already earned under this agreement.
3. Quoted Material
   A. The Author and the University will use copyrighted material in compliance with State and Federal laws and Board of Regents’ Policies.

4. Publication of the Work
   A. The online course(s) will be distributed, transmitted or published by the University as soon as circumstances permit, at the University’s expense, in a manner deemed appropriate by the University.

5. Copyright
   A. The University will decide whether to register copyright for the online courses in the University’s name and at its expense.

6. Author’s Warranty
   A. The Author warrants that he or she is the owner of the course content or has cleared the necessary rights in the course content to enter into this agreement and fulfill its obligations. The Author acknowledges that he or she has made a good faith effort to follow applicable laws and the University of Wisconsin System Policy on Copyrightable Instructional Materials Ownership, Use and Control (GAPP27) and that the course content does not infringe any copyright, violate any property rights, or contain any scandalous, libelous, or unlawful matter.

   B. The Author will defend, indemnify and hold harmless the University against all claims, suits, costs, damages, and expenses arising from any scandalous, libelous, or unlawful matter contained or alleged to be contained in the course content or any infringement or violation by the course content of any copyright or property right.

7. Consideration
   In consideration of this agreement, the University may contribute the following resources to the creation of the online courses for the Master of Science in Applied Biotechnology degree program:
   a) graphics
   b) instructional design
   c) production assistance
   d) course maintenance and backup
   e) marketing to prospective students
   f) hardware
   g) technical assistance
   h) teaching load credit for the first semester of course
   i) funding

   The specific resources to be provided to the Author under this agreement are detailed in Attachment A.

8. Subsidiary Rights
   A. The Author will seek prior written consent of the University to publish any abridged or other version of the course content, any derivative work, or any content of similar character that might interfere with enrollment in the online courses covered by this Agreement. The University's consent will not unreasonably be withheld. Nothing in this agreement shall prohibit the Author from using the course content or derivative works for non-commercial educational or research purposes.
9. **Revisions**
   A. The Author will update and revise the course content at the University’s request during the term of this agreement. The Author agrees to update the content within one hundred twenty (120) days of receipt of a written request from the Dean of Continuing Education, Outreach and E-Learning or his/her designees. If the Author is unable or unwilling to make any requested revisions, the University may have revisions made by an author approved by the appropriate department.

10. **Term and Termination**
    A. This agreement will remain in effect until further notice and can be terminated by either party with 120 days’ written notice. Upon termination, the rights granted to the University and Author relating to the course content will remain in effect. The rights to the online courses in the Master of Science in Applied Biotechnology degree will remain the exclusive property of the University.

11. **Amendments**
    A. The written provisions contained in this agreement are the entire agreement made between the author and the University concerning this course content, and any amendments to this agreement will not be valid unless made in writing and signed by all the parties.

12. **Construction, Binding Effect, and Assignment**
    A. This agreement will be construed and interpreted according to the laws of the State of Wisconsin and will be binding upon the parties hereto.

In Witness Whereof, the parties have duly executed this agreement as of the date below

| ______________________________ | ________________ |
| Author                       | Date           |

| ______________________________ | ________________ |
| By Authorized Officer         | Date           |

The University of Wisconsin Extension

Review ed and approved by UW System Legal Affairs, June 2016.
REQUEST FOR AUTHORIZATION TO IMPLEMENT A COLLABORATIVE ONLINE MASTER OF SCIENCE DEGREE IN APPLIED BIOTECHNOLOGY

ABSTRACT

The University of Wisconsin-Madison, as lead campus and on behalf of the defined academic partners, proposes to establish a collaborative online Master of Science in Applied Biotechnology (M.S. in Applied Biotechnology). The development of this program responds to the recognized growth of the Biotechnology industry and corresponding increased demand for well-qualified professionals in the field. The program represents a comprehensive, multidisciplinary curriculum that prepares students to advance their careers and pursue their academic ambitions through leadership and management positions within the biotechnology field. Defined core courses provide students with a solid foundation in biotechnology, leadership, ethics, research, communications, product development, quality control, and regulatory and compliance practices. In addition, the program offers three unique tracks to assist students in tailoring their coursework to meet their career goals: quality assurance and compliance; business management; and research and development. The M.S. in Applied Biotechnology represents a fully online, asynchronous curriculum comprised of 31 credits to include a culminating, project-based Capstone experience. Graduates of the program will gain the core competencies required to manage functions across a wide range of biotechnology industries.

PROGRAM IDENTIFICATION

Institution Name
University of Wisconsin-Green Bay
University of Wisconsin-Madison
University of Wisconsin-Oshkosh
University of Wisconsin-Parkside
University of Wisconsin-Platteville
University of Wisconsin-Stevens Point
University of Wisconsin-Stout
University of Wisconsin-Whitewater
With administrative and financial support from the University of Wisconsin System – Division of Continuing Education, Outreach and E-Learning (referred hereafter as CEOEL)

Title of Proposed Program
Master of Science in Applied Biotechnology

Degree/Major Designations
Master of Science

Mode of Delivery
Collaborative and Distance Education (100% Online)
Project Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the next five years and is based, in part, on experience with comparable University of Wisconsin collaborative online programs. It is assumed that the majority of students will enroll part-time. As shown, we are anticipating strong enrollments with 340 students enrolling in the program and 48 students having graduated from the program by the end of year five. Based on experience with similar collaborative online graduate-level programs, it is anticipated that the annual attrition rate will be moderate—approximately 20 percent—for students moving through the M.S. in Applied Biotechnology program.

<table>
<thead>
<tr>
<th>Students/Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Students</td>
<td>35</td>
<td>70</td>
<td>75</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>Continuing Students</td>
<td>31</td>
<td>83</td>
<td>126</td>
<td>152</td>
<td></td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>35</td>
<td>101</td>
<td>158</td>
<td>206</td>
<td>232</td>
</tr>
<tr>
<td>Graduating Students</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>16</td>
<td>28</td>
</tr>
</tbody>
</table>

Tuition Structure

Program tuition for the M.S. in Applied Biotechnology program will be set at $850/credit for 2019–2020 and will be identical at all eight partner institutions. The tuition rate is based on market demand estimates as well as comparisons with other master’s level online programs offered by the University of Wisconsin (UW) System and nationally, and will be charged outside the credit plateau, if approved by the Board of Regents. Students will not be required to pay any additional fees as part of the program, except for the cost of their books. There is no tuition differential for out-of-state students. This tuition pricing approach and structure follows the current UW System pricing guidelines for distance education programs.¹

Department or Functional Equivalent

This is a highly collaborative, interdisciplinary program that follows a home campus model. Students will select and enroll at a home campus from which they will receive academic supports and the degree is conferred. The schools/colleges and departments that will offer courses for this program at each institution are as follows:

- UW-Green Bay, College of Science, Engineering and Technology, Biological Science Department
- UW-Madison, School of Medicine and Public Health, Department of Cell and Regenerative Biology
- UW-Oshkosh, College of Business, Management and Human Resources Department
- UW-Parkside, College of Natural and Health Sciences, Chemistry Department


2
• UW-Platteville, College of Business, Industry, Life Science & Agriculture, Department of Biology
• UW-Stevens Point, College of Letters and Science, Department of Biology
• UW-Stout, College of Science, Technology, Engineering, Mathematics and Management, Biology Department
• University of Wisconsin-Whitewater, College of Letters and Science, Biological Sciences Department

CEOEL Division of Continuing Education, Outreach and E-Learning will provide administrative and financial support for the program. UW-Madison will serve as the lead institution representing the proposed collaborative program when seeking authorization from UW System and program accreditation through the Higher Learning Commission (HLC).

Proposed Date of Implementation
September 2019 pending approval of the Higher Learning Commission (HLC)

DESCRIPTION OF PROGRAM

Overview of the Program
The M.S. in Applied Biotechnology represents a fully online, asynchronous curriculum comprised of 31 credits to include six core courses, three concentration or track courses, a Capstone preparation course and a project-based Capstone course. Students will be able to complete more than one program track. Graduates of the program will gain the core competencies required to manage functions across a wide range of biotechnology industries. UW-Green Bay, UW-Madison, UW-Oshkosh, UW-Parkside, UW-Platteville, UW-Stevens Point, UW-Stout, and UW-Whitewater will offer the program jointly. The required capstone course, which represents the culminating experience in the program, will provide students with the opportunity to apply skills acquired from coursework through a project-based experience in their concentration area.

Student Learning Outcomes and Program Objectives
Students completing the M.S. in Applied Biotechnology degree will gain the following core competencies and learning outcomes:

Competency A – Demonstrate professional and scientific communication appropriate for biotechnology settings
Upon completion of the program, students will be able to:
• Select the most appropriate modalities, methodologies, tools, and practices to communicate complex ideas effectively across diverse audiences
• Demonstrate effective listening, written, verbal, and nonverbal communication skills
• Construct and deliver effective professional presentations

Competency B – Demonstrate comprehensive understanding of organizational processes and product development pipelines
Upon completion of the program, students will be able to:
• Evaluate and describe systems of product research, development, and production
• Analyze the potential for commercialization for innovations within the biotechnology industry
• Critique and integrate changes to an existing product development pipeline
• Compare organizational processes employed by biotech firms

Competency C - Distinguish among diverse methods and technologies and their applications in biotechnology

Upon completion of the program, students will be able to:
• Compare and contrast emerging with existing technologies
• Exhibit strong technical knowledge to evaluate and choose appropriate technologies
• Demonstrate the ability to read, interpret and apply scientific literature
• Demonstrate competency in data analyses and statistics

Competency D – Demonstrate strategic leadership and decision-making skills necessary in biotechnology.

Upon completion of the program, students will be able to:
• Compare best practices in leadership required for executive action
• Demonstrate the skills and processes that maximize team performance to successfully meet goals both as an effective team member and leader
• Identify and provide evidence-based solutions to problems in compliance, development, personnel, and finance

Competency E – Appraise the current regulatory, quality control, and legal frameworks that impact biotechnology

Upon completion of the program, students will be able to:
• Demonstrate understanding of relevant domestic and global regulatory agencies, laws, policies and guidances
• Assess intellectual property considerations in biotechnology
• Justify the importance of quality and risk management in biotechnology and explain current good practices

Competency F – Demonstrate professional and ethical behaviors that foster positive and productive interactions in diverse biotechnology settings

Upon completion of the program, students will be able to:
• Recognize, foster and apply principles of ethical and professional conduct
• Identify professional opportunities and personal success by acquiring knowledge, networking, and other career development strategies
• Understand cultural differences that exist in the global marketplace
Program Requirements and Curriculum

Admission requirements for the M.S. in Applied Biotechnology program will include a Bachelor’s degree and a 3.0 undergraduate GPA. Program prerequisites will include General Biology and General Chemistry. Students will be required to satisfy all program prerequisites prior to formal admission into the program. There will be no required aptitude tests for admission in the program (e.g. GRE, GMAT, other). Students must maintain an overall cumulative GPA of 3.0 or better to graduate.

Table 2 illustrates the 31 credit fixed curriculum for the proposed M.S. in Applied Biotechnology program. Students will complete 10 three-credit courses and a one-credit capstone preparation course to satisfy degree requirements.

Table 2: M.S. in Applied Biotechnology Program Curriculum

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Number of Credits</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Core Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ABT 700</td>
<td>Principles of Biotechnology</td>
<td>3</td>
<td>Platteville</td>
</tr>
<tr>
<td>ABT 705</td>
<td>Ethics, Safety, and Regulatory Environments in Biotechnology</td>
<td>3</td>
<td>Green Bay</td>
</tr>
<tr>
<td>ABT 710</td>
<td>Professional and Technical Communication in Biotechnology</td>
<td>3</td>
<td>Stout</td>
</tr>
<tr>
<td>ABT 715</td>
<td>Techniques in Biotechnology</td>
<td>3</td>
<td>Parkside</td>
</tr>
<tr>
<td>ABT 720</td>
<td>Experimental Design and Analysis in Biotechnology</td>
<td>3</td>
<td>Whitewater</td>
</tr>
<tr>
<td>ABT 725</td>
<td>Leadership in Organizations</td>
<td>3</td>
<td>Oshkosh</td>
</tr>
<tr>
<td></td>
<td>Track 1 – Quality Assurance and Compliance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ABT 735</td>
<td>Quality Control and Validation</td>
<td>3</td>
<td>Madison</td>
</tr>
<tr>
<td>ABT 740</td>
<td>Regulatory Practice and Compliance</td>
<td>3</td>
<td>Madison</td>
</tr>
<tr>
<td>ABT 745</td>
<td>Industrial Applications in Regulatory Affairs</td>
<td>3</td>
<td>Green Bay</td>
</tr>
<tr>
<td></td>
<td>Track 2 – Business Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ABT 750</td>
<td>Biotechnology Marketing and Entrepreneurship</td>
<td>3</td>
<td>Parkside</td>
</tr>
<tr>
<td>ABT 755</td>
<td>Global Operations and Supply Chain Management</td>
<td>3</td>
<td>Whitewater</td>
</tr>
</tbody>
</table>
Assessment of Outcomes and Objectives

The assessment of student learning outcomes for the M.S. in Applied Biotechnology degree program will be managed by the academic program directors from each partner campus as well as the CEOEL program manager. This assessment team will identify and define measures and establish a rubric for evaluating how well students are meeting the program’s six competency areas. The team will also identify what data will be needed and serve as the collection point for the data. As a part of the course development process, the assessment team will determine which examples of student work will be most appropriate to demonstrate competency.

The team will receive data collected from institutions by CEOEL each semester. CEOEL will also monitor data on new enrollments, retention rates, and graduation rates. The assessment team will compile these various sources of data and complete annual reports summarizing the data, the assessment of the data, and decisions regarding improvements to the curriculum, structure, and program delivery. The report will be shared with the faculty of the program and other stakeholders at each partner institution. The assessment team is responsible for ensuring that recommendations for improvement are implemented.

Diversity

The collaborative online program model was established, in part, to increase access to higher education for primarily nontraditional students and to maximize the educational benefits of diversity. Many students from underrepresented minority groups, first-generation Americans, first-generation college students, and low-income students are included in the definition of nontraditional students. Nontraditional students may have family or work responsibilities that prevent them from attending school in traditional formats. The online delivery format will provide opportunities to those students who are time and place bound, and do not reside within close proximity to an existing UW institution. The program design recognizes that non-
traditional students come to the learning environment from diverse backgrounds, with unique knowledge and experiences, and looking for opportunities to share that knowledge with others. The strength of this program and the success of our students is, in large part, based on our ability to attract and retain a diverse adult student audience.

CEOEL has several initiatives currently underway to attract more students from underrepresented groups into the UW System. Through UW HELP, brochures and materials specific to Hispanic and Hmong students are sent to those respective potential students groups. The program manager for the M.S. in Applied Biotechnology program employed by CEOEL will conduct outreach, working with employers to encourage and support the education of their employees, especially focusing on underrepresented minorities. In addition, a program advisory board (described below) will provide support in this area by helping the program extend its reach to diverse prospective students and communities.

Ensuring that diverse student populations enter the M.S. in Applied Biotechnology program is important, but equally important is providing the support services that enable all students to feel comfortable and to succeed. The CEOEL success coach will work closely with all students to self-identify barriers to their success to either help them overcome those barriers directly or to point them to home campus and other resources that will be of assistance to them. CEOEL will maintain online student environments that will allow individuals from diverse ethnic backgrounds to connect with other students over both cultural similarities and over programmatic interests to help build points of commonality and understanding. Social media opportunities for student connection will be made available through Facebook, Twitter, and LinkedIn, to name a few. Simply put, an essential goal of this program is to increase both the access for diverse audiences to this degree and the success of those students once they enter the program.

While the proposed degree does not project a significant number of new faculty and staff, the partner institutions will continue to be committed to recruiting a culturally diverse campus community. The program will work toward achieving equity in the gender distribution of faculty, and faculty of color will be encouraged to participate in this program.

Collaborative Nature of the Program

The M.S. in Applied Biotechnology is a collaborative degree program that benefits from the shared academic and administrative resources of all partnering institutions. UW System encourages and supports system-wide cooperative and collaborative efforts among institutions as a means to develop need-based programs of mutual interest, benefit, and value to all partners; add to the existing base of quality academic offerings within the System; leverage limited resources; and, more effectively and efficiently address the needs of both traditional and nontraditional learners, as well as employers within the state. This degree, like other collaborative programs currently offered within the System, provides each of the participating academic institutions the ability to offer a high-quality, sustainable graduate program without a requirement to extend significant local resources or a risk of compromising existing programs.

Faculty and staff from eight partner institutions (UW-Green Bay, UW-Madison, UW-Oshkosh, UW-Parkside, UW-Platteville, UW-Stevens Point, UW-Stout, and UW-Whitewater)
collectively developed and approved the program curriculum, program competencies, student learning outcomes, and admission requirements. These partner institutions will be responsible for identifying qualified faculty and instructional staff to deliver coursework and assess student learning and conduct program review.

Each partner institution will appoint an academic program director who will work with their respective academic units to implement the program. Collaboratively, these directors along with a designated campus continuing education representative or designate and the CEOEL program manager will comprise the program workgroup. This team will oversee the ongoing growth, development and performance of the M.S. in Applied Biotechnology degree program. The committee will meet quarterly in person and via teleconferencing, as needed. Instructional development and delivery of the online courses will be supported and hosted by CEOEL. This cohesive development and offering of courses will ensure students have a consistent experience even though the faculty reside at multiple partner institutions.

Students will choose a home institution from where their degree will be conferred. All courses will be listed in each of the partner institutions course catalog and registration system. The student record will be maintained in the student information system of the home institution. Local program stakeholders to include continuing education staff, academic support office leads, host department representatives, and instructional, and business office personnel from each institution will also meet biannually to review local processes and concerns, and to make adjustments as necessary. Program evaluation regarding the collaborative nature of the model will help assess processes critical to the success of the collaboration, such as the financial model, marketing, student recruitment and advising, admission and enrollment processes and trends, and curriculum and course design. CEOEL will regularly report on program performance. All partners will share equally in the net revenues from the program, once realized.

CEOEL will coordinate external engagement, input, and advice through a Program Advisory Board consisting of 12 to 15 representatives from industry who will also serve as advisors, ambassadors and referral agents to the program. The academic directors from each of the eight partner institutions will also hold seats on the Board. The M.S. in Applied Biotechnology Advisory Board will meet biannually. The board members will be asked to help host students working on capstone projects, and to help create school-to-work transitions so that as students graduate from the program, they will move to gainful employment. The program manager will provide assistance to the board, coordinate meetings, and so on. The academic directors of the program and program manager will engage with board members and ensure that the board is connected to the program in constructive and positive ways. Board meetings will provide opportunities to present program progress and successes, and to gather feedback regarding changes in the industry and how those changes may affect program graduates. The meetings will also help to ensure that the program and curriculum stays relevant to trends in the field.

One of the many recognized and significant benefits of the collaborative program model is the extended reach or scope of contacts provided through the involvement of multiple academic partners located within unique markets throughout the state. Our academic partners have established significant relationships, reputation, and strength-of-brand within their
individual regions, which has proven valuable in identifying regional interest in the program and will help raise awareness of this opportunity throughout the state and expand program reach. This will ultimately result in greater success in reaching and serving students throughout the state, supporting student and regional business needs and interests, promoting program growth, and positioning the program for sustainability.

It is anticipated that the program will establish several unique partnerships with various companies that represent products and tools commonly used by biotechnology professionals that may be incorporated into the curriculum/courses. These connections will serve to better prepare and position students for success in the field upon graduation as they put their new knowledge to work.

Projected Time to Degree
Based on experience with similar collaborative offerings within the System and the typical adult online student profile, it is assumed that most students will enroll part-time and take an average of three to four courses per year. At this rate, the majority of students would complete the program within 3 to 4 years. Students may enter the program for the spring, summer, or fall semester. Students will be encouraged to take courses in sequence and as influenced by defined internal course prerequisites. The capstone, which represents the culminating experience for students, must be taken in the final semester of study.

Program Review
Program review and evaluation occur on a more frequent schedule than in traditional academic programs. As previously discussed, assessment relative to student learning will be reviewed annually. The M.S. in Applied Biotechnology program will go through an internal 3-year review focusing on program, administrative and fiscal matters. In addition, the program will conduct a comprehensive 5-year review. Academic directors, faculty, and administrators from all partners will have input into programmatic changes and upcoming needs. CEOEL, as the fiscal agent for this program, will manage resources to ensure that funds are available to support scheduled program reviews and to invest in the program as deemed necessary and valuable. The decision about how to invest in the program will be made collaboratively by all partners, as will recommendations related to the continuation of the program. Data collected, analyzed and reported as part of the above-defined processes will be shared with each of the partner institutions for inclusion in their unique local comprehensive academic program review processes.

Accreditation
Partners will be securing authorization to offer this program as a consortial online degree from the Higher Learning Commission, the regional accrediting body for all eight partner institutions.
JUSTIFICATION

Rationale and Relation to Mission

The online M.S. in Applied Biotechnology degree program contributes directly to the institutional mission of the University of Wisconsin System which clearly defines a commitment to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its institutions. The degree addresses a recognized high-need area as supported by research that included extensive input from employers and industry representatives throughout the state. Students will develop advanced knowledge and skills that will enable them to serve an important function and role within the biotechnology workforce. It is a degree targeted at adult and nontraditional students possessing a bachelor’s degree and thus broadens access for alumni and others to advanced study within the UW System. The M.S. in Applied Biotechnology also supports the institutional missions of the eight academic partner institutions by building upon the undergraduate experience of working adults in the state and region by advancing proficiencies in communication, critical thinking, problem solving, analytical, leadership, teamwork, and collaboration skills. Furthermore, this multidisciplinary degree will serve to build bridges between disciplines and develop students’ abilities to think in terms of systems and interrelationships, and within complex organizations. Strong support for the degree has already been realized through interactions with leaders from over 30 biotechnology companies and professional associations within the state and region.

Institutional Program Array

There is consensus among the eight academic partners that the M.S. in Applied Biotechnology degree program will serve as a valuable complement to the existing graduate program array at each of their institutions and will not compete with any program currently offered. Statements of support have been provided by each of the partner campuses as follows:

At UW-Green Bay, the proposed online MS in Applied Biotechnology Degree Program complements and integrates well with programs within the College of Science, Engineering, and Technology, including Human Biology and Natural and Applied Sciences. UW–Green Bay has a strong record of academic success in preparing individuals for careers in biotechnology-related fields such as biology, chemistry, engineering, business, and pre-professional human and veterinary medicine. Graduates from UW–Green Bay are highly competitive for careers in industry or government, as well as graduate or professional education programs. Presently our institution does not offer a graduate level program in Biotechnology; however, students would benefit from this program for placement or advancement in biotechnology careers.

At UW-Madison, the Department of Cell and Regenerative Biology in the School of Medicine and Public Health offers a face-to-face, two-year Master of Science in Biotechnology degree with traditional fall and spring semesters (no summer courses). This biotechnology program was designed for working professionals and focuses on life science product development and commercialization, integrating science, law, regulatory, business, and ethical issues in biotechnology. It also includes intensive hands-on laboratory courses in the multi-disciplinary curriculum. The course structure is such that students can continue to work full-time while completing the program, which culminates in an independent capstone thesis project. The MS in Applied Biotechnology will complement the existing program through its fully online
delivery and unique specialization tracts not covered as in depth by the existing program. The Applied Biotechnology program also provides a way to grow UW–Madison’s commitment to biotechnology education, and serve a new group of students unable to travel to campus for the existing program. The extended reach to address all of the Wisconsin biotechnology related communities fits well with the Wisconsin Idea.

At UW-Oshkosh, the M.S. in Applied Biotechnology program will enhance our current portfolio of graduate programs, including our Master in Business Administration (MBA) and Executive Master of Business Administration (EMBA) by offering students another avenue for career advancement. The course structure and capstone thesis project strongly aligns with our current MBA focus on full-time working adults. The program also strongly aligns with our expertise in Human Resources and Management, including strategy, leadership, creativity and innovation, ethics and social responsibility, change management, project management and entrepreneurship.

At UW-Parkside, the M.S. in Applied Biotechnology program will fit nicely with our array of current collaborative programs. Currently, the College of Natural and Health Sciences houses five master’s programs including M.S. in Applied Molecular Biology, Clinical Mental Health Counseling, Health and Wellness Management, Sport Management, Sustainable Management (online). The proposed Applied Biotechnology program will provide another online M.S. program for students interested in pursuing further education in the biological sciences; however, these programs have distinct outcomes. Currently, the Applied Molecular Biology program provides an intensive laboratory experience without the management, regulatory, and product development aspects provided in the Applied Biotechnology program. Thus, it is possible that students will wish to pursue both the Applied Biotechnology and Applied Molecular Biology degrees sequentially, or even concurrently. Furthermore, while other master’s programs on campus, including the college’s own Sustainable Management program, teach some aspects of business, marketing, and management similar to those provided by the Applied Biotechnology program, the focus of these existing programs falls outside of the specific requirements of the biotechnology industry.

At UW-Platteville, a graduate degree-awarding program in the biological sciences does not currently exist. Both an emphasis in molecular/genetics biology as well as a minor in biotechnology are popular educational tracts, with many alumni currently employed in the biotech sector. The M.S. in Applied Biotechnology degree will complement our existing program by continuing to support Platteville alumni as they advance their careers.

At UW-Stevens Point, the proposed MS in Applied Biotechnology strongly aligns with its current program array within the College of Letters and Science. Our interdisciplinary undergraduate major in Biochemistry has a history of academic success preparing individuals for careers in biotechnology, molecular biology, and biochemistry, as well as preparing them for graduate and professional schools. Therefore, the MS in Applied Biotechnology would nicely complement our Biochemistry program.

At UW-Stout, the proposed MS in Applied Biotechnology strongly aligns with the designation of Wisconsin’s Polytechnic School and its diverse array of undergraduate and
graduate programs. With the new B.S. in Applied Biochemistry and Molecular Biology, the
proposed MS in Applied Biotechnology provides continued career advancement in biotech
industries to serve northwestern Wisconsin. Moreover, curriculum offered by Stout for the
proposed degree draws on the expertise of faculty in our B.S. in Professional Communication
and Emerging Media, M.S. in Technical and Professional Communication, and seven
undergraduate and three graduate programs in management.

At UW-Whitewater, the proposed M.S. in Applied Biotechnology complements the strong
undergraduate program in Biological Sciences, the Integrated Science Business major and the
new bioinformatics minor. While these undergraduate programs have successfully prepared
students for entry-level careers in biotechnology laboratories, the institution does not currently
offer graduate-level programs in Biotechnology for students to pursue. This program, therefore
aligns with the University’s Academic Plan goals for graduate programs that forge new regional
partnerships and that address regional employer workforce needs using innovative approaches
to design and deliver courses in order to reach a broad range of audiences.

Other Programs in the University of Wisconsin System

UW–Madison, an academic partner and lead campus in this program, currently offers the
only M.S. in Biotechnology degree within the University of Wisconsin System. The existing
Master of Science in Biotechnology Program is a cohort-based program with students moving
through the coursework as a group in a defined sequence. It offers a 32-credit hands-on
laboratory curriculum and is delivered evenings and weekends in a face-to-face format, which
allows students to continue to work fulltime. The program intertwines the business, science, law,
regulatory, and ethical aspects of biotechnology to highlight the issues involved in life science
product development and commercialization, including therapeutics, diagnostic testing and
devices, agricultural, and tool biotechnology. Given the depth and breadth of faculty and guest
speakers, and the connection with local and regional biotechnology companies, the program also
offers students extensive networking and career development opportunities. The program focuses
on effective communication and critical thinking skills.

Unique features of the proposed collaborative online M.S. in Applied Biotechnology
degree program include its fully asynchronous online delivery format, statewide focus consistent
with the geographical locations of the eight academic partners, and unique primary target
audience to include mid-level managers currently working in diverse biotechnology and related
settings who require more flexibility as provided through a fully online academic program. The
audience may also include those with a science background who reside in areas distant from
Madison that want to expand their knowledge of the biotechnology industry so they can enter the
field and expand their career options.

Need as Suggested by Current Student Demand

It is anticipated that the online M.S. in Applied Biotechnology will predominantly attract
adult and nontraditional students who possess a minimum of a completed bachelor’s degree,
currently work in the field, and have a desire to continue their education toward a master’s
degree primarily to expand knowledge and specialized skills in the field and for career
advancement. Student demand for this degree is greatly influenced by market demand as
indicated by current and future employment opportunities within the Biotechnology industry (see
Market Demand data below). Similar to other need-based collaborative online programs
developed and administered through CEOEL, the M.S. in Applied Biotechnology represents a program designed to satisfy a recognized workforce gap within the state and region as defined through research conducted and/or commissioned by CEOEL to include industry focus groups and interviews with biotechnology professionals to include those self-identifying as prospective students for a M.S. in Applied Biotechnology degree program.

Need as Suggested by Market Demand
In early 2018, CEOEL commissioned the Center for Research and Marketing Strategy at the University Professional and Continuing Education Association (UPCEA) to conduct a Feasibility Analysis for the possible development of an online Master of Science degree in Biotechnology. The analysis included a review of biotechnology trends, occupational demographics, internet and library scans, and in-depth interviews with key opinion leaders from the biotechnology field representing a variety of organizations in several different states. Additionally, UPCEA conducted a secret shopper survey of eight potential competing programs. Key findings from the report include the following:

- The demand for talented biotechnology professionals is at an all-time high. This demand is expected to continue to grow throughout 2018 and beyond.
- There is consensus among the opinion leaders interviewed that there is a significant need for a master’s in biotechnology that prepares working biotechnology professionals to succeed in leadership and management positions within the industry.
- Opinion leaders identified support for an online program based, in part, on its accessibility and flexibility for working professionals.
- The current master’s in biotechnology marketplace is competitive throughout the United States. Nationally, there are at least five competing institutions that offer their master’s level biotechnology program through a hybrid or online delivery.
- Within the region contiguous to the University of Wisconsin there are at least five competing programs that offer a master’s level degree in biotechnology. However, none of these programs are offered through online delivery. In addition, there are no competing online programs located in Wisconsin.
- Nationally, biotechnology professionals highlighted in the occupational analysis are projected to experience an annual growth rate of 1.8% over the next 10 years.
- A favorable environment exists for launching the online graduate degree program in Applied Biotechnology.

A more extensive occupational and demographic analysis revealed that over the past five years, biotechnology professionals in Wisconsin have experienced an average annual growth rate of 0.8%, less than the national average for biotechnology professions (1.2%). Forecasted growth rates for all biotech occupations are either equivalent to the national average or higher, ranging from 0.7% to 1.1% annually on the national scale. Additionally, biotech professionals have a low unemployment rate (3.1%), significantly lower than the national average of 4.3% for all occupations.

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2 University Professional and Continuing Education Association (UPCEA), Center for Research and Marketing Strategy (April 2018). Feasibility Analysis: Online M.S. in Biotechnology. Commissioned by the University of Wisconsin-Extension, Division of Continuing Education. Outreach and E-Learning.

3 https://data.bls.gov/timeseries/LNS140000000
UNIVERSITY OF WISCONSIN COLLABORATIVE DEGREE
COST AND REVENUE PROJECTION NARRATIVE
MASTER OF SCIENCE (M.S.) IN APPLIED BIOTECHNOLOGY

University of Wisconsin-Green Bay
University of Wisconsin-Madison
University of Wisconsin-Oshkosh
University of Wisconsin-Parkside
University of Wisconsin-Platteville
University of Wisconsin-Stevens Point
University of Wisconsin-Stout
University of Wisconsin-Whitewater

With administrative and financial support from the University of Wisconsin System –
Division of Continuing Education, Outreach and E-Learning (referred hereafter as CEOEL)

Introduction
The M.S. in Applied Biotechnology will be implemented as a collaborative program. Each UW partner institution will provide qualified faculty, develop curriculum, deliver a share of the instruction, assess student learning, and conduct academic program review. Partner institutions will also provide local administrative support and direct academic and student support services. CEOEL will provide the administrative management and resources to provide ongoing implementation support to convene academic, industry and government expertise to discuss relevant curriculum; provide instructional design and media support services to faculty in the development and delivery of online courses; market and recruit students to the program; provide student services from admissions through graduation; and serve as the fiscal agent for the program to include accounting, budgeting, forecasting, analysis, and reporting.

A zero-based budgeting model was used to create the cost and revenue projections. While GPR and other program revenue sources will be used to establish the program, the program is expected to be self-supporting through tuition revenues within three to five years of enrolling students, and thus leading to revenue sharing among the partner campuses.

Section I – Enrollment
Approximately 35-80 new students will enroll in the program each year. Retention is expected to be approximately 80% based on a review of similar programs. It is anticipated the vast majority of students will enroll part-time. Further, tuition revenues will be based on projected credit and course enrollment, and charged outside of the credit plateau.

It is difficult to estimate the student FTE enrollments, given the anticipated course enrollment patterns of the non-traditional students. Based on enrollment data for other collaborative online programs, the vast majority of students will enroll part-time. Further, tuition revenues will be based on the mean conversion quotient calculated over five years is 0.36.
Section II – Credit Hours

Nine courses will be offered/taught in the first academic year. Beginning in year two, each of the 16 courses will be offered and taught at least once during the academic year, and offerings will increase as enrollment grows as reflected in the Cost and Revenue Projection Spreadsheet. It is anticipated that each student will enroll in 3-5 courses each year. Projected total credit hours represent projected student course enrollments multiplied by 3 credit hours per course.

Section III – Faculty and Staff Appointments

The FTE faculty and instructional staff in this section reflect contributions that will be made by several faculty and staff who hold current appointments at one of the partnering UW institutions. Faculty teaching workload that is contributed to the delivery of the proposed program will constitute a proportion of their workload. Faculty and instructional staff positions listed in this section reflect the aggregated FTE required to develop online course content, review course content, and deliver instruction and student evaluation. Each of the 16 courses will be developed over a 2-year period and will be reviewed and revised every 2 to 3 years.

Similarly, administrative staff figures reflect the aggregated FTE attributable to several positions. FTE administrative staff positions listed in this section represent, at CEOEL, the program manager and student coordinator, instructional media design staff, student technical support staff, and marketing and recruitment staff. At the partner institutions, these include an academic director and student services staff.

Section IV – Program Revenues

Revenue will accrue from tuition charged at the rate of $850.00 per credit, and will not include segregated fees. Tuition revenue is calculated based on the total number of projected credit hours in which students will be enrolled.

Section V – Program Expenses

Salary and Fringe

Expenses are separated into academic and student support activities, as implemented at the UW partner institutions and administrative activities as provided by CEOEL. Note that, although the FTE listed in section III represent a number of current appointments, the FTE contribution at each institution will be accounted as a direct program expense.

Academic and Student Support (UW Partner campuses):

Each partner institution will receive $20,000 per year, plus fringe at $6,130, to support the assignment of an academic director to coordinate the program at their respective campus. Faculty and instructional staff salary and fringe costs will be attributable to course development, revision, and instruction, and paid to faculty and staff as an ad hoc sum on a per course rate. The 16 online courses will be developed over 2-year period at a cost of $5,000 per course developed, plus fringe. Courses will be reviewed and revised every 2-3 years, with 4 course revisions.

1 See UW System Administration Accountability Dashboard technical notes available at https://www.wisconsin.edu/accountability/access/.
occurring each year at a cost of $3,000 per revision, plus fringe. Online instructional salary costs are anticipated to be $9,000 per course, plus fringe. Finally, each partner institution will receive $5,000, plus fringe to cover the cost of student support services. All figures represent salary and fringe costs calculated at the rate of 30.65% of salary.

**Administrative Support (CEOEL):**

Administrative staff salary and fringe costs will be attributable to services provided by CEOEL. All figures represent salary plus fringe costs calculated at the rate of 34.42% of salary. Expenses include program management, online instructional design and media services, student technical support, and marketing and recruitment staff. A 0.50 FTE dedicated program manager and student coordinator will direct the overall delivery of the program at a cost of $107,114 per year.

CEOEL places a high value and investment in the instructional design and media services provided to UW institutional partners as a means to assist faculty in development, review and revision of online coursework. Online courses offered in this program will be media rich and offer students a highly interactive learning experience. This award winning instructional design serves to best engage students, and subsequently support student retention and success. In turn, this student success record yields a return on investment that sustains the delivery of quality educational programming. Further, instructional design and media staff provide ongoing professional development and support to UW partner faculty and instructional staff who develop course content and provide instruction. Development of the 16 online courses will occur over a 2-year period at a cost of $355,924 per year for the first two years, and thereafter the cost to support the review and revision will occur at a cost of $86,956 per year. A help desk provides support to students for the learner management system and other technologies used in online coursework at a cost of $10,599 per year. Finally, CEOEL will provide dedicated marking and recruitment staff who will be assigned to the program at a cost of $41,456 per year.

**Other Direct Expenses**

Projected expenses related to instructional supplies and expenses are estimated to be $500 per course section taught. Each partner campus will receive $7,000 per year to locally promote and market the program. CEOEL will broadly promote and market the program using search engine optimization, web sites, email, direct mail, and other strategies at an estimated cost of $80,000 per year.

**Section VI – Net Revenue**

As part of the Adult Student Initiative, General Purpose Revenues (GPR) allocated to CEOEL will be used as temporary start-up funding to cover the expenses associated with the development and initial delivery of the proposed M.S. in Applied Biotechnology program. The projected contribution from these revenue sources will offset program losses reflected in section VI. It is expected the program will become self-supporting from its tuition program revenues within five years of enrolling students.

UW partner campuses academic expenditures will initially be funded with 3-years of GPR from CEOEL. The GPR serves two purposes: 1) to pay for the costs associated with planning and developing the curriculum in year one and 2) paying the instructional and program
support costs related to offering the degree program in years two and three. It is expected by the third year of enrolling students and beyond the program will be generating sufficient program revenues that will be used to pay for the academic expenditures at the partner campuses.

CEOEL’s program support expenditures will be funded from a combination of program revenues and GPR and will eventually transition to being funded exclusively from program revenues as the program generates. Program deficits, expenditures greater than revenues, will be absorbed and funded with CEOEL carryforward funds. Program surpluses, revenues greater than expenditures, will be shared equally among the eight partners with the intent of those funds to be reinvested back into growing the program.

The collaborative partners will meet annually to review and discuss program trends and financial results. The partners will jointly develop and implement programming strategies aimed at growing the program and for the program to be self-supporting within three to five years of enrolling students, and thus leading to revenue sharing among the partner campuses.
### University of Wisconsin-Collaborative

#### Cost and Revenue Projection For M.S. in Applied Biotechnology

<table>
<thead>
<tr>
<th>Items</th>
<th>FY 19-20</th>
<th>FY 20-21</th>
<th>FY 21-22</th>
<th>FY 21-23</th>
<th>FY 23-24</th>
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<td></td>
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<td>I</td>
<td>Enrollment (New Student) Headcount</td>
<td>35</td>
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<td>I</td>
<td>Enrollment (Continuing Student) Headcount</td>
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<td>Enrollment (Continuing Student) FTE</td>
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<td>Total New Credit Hours Enrolled</td>
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<td>Courses Offered/Taught</td>
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<td>Course Student Enrollments</td>
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<td>III</td>
<td>FTE of Admin Staff</td>
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<td>7</td>
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<tr>
<td>IV</td>
<td>New Revenues</td>
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<tr>
<td>IV</td>
<td>From Tuition ($850 per credit)</td>
<td>234,600</td>
<td>711,450</td>
<td>1,188,300</td>
<td>1,496,850</td>
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<tr>
<td>IV</td>
<td>From Fees</td>
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<td>IV</td>
<td>Program Revenue - Grants</td>
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<tr>
<td>IV</td>
<td>Program Revenue - Other</td>
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<tr>
<td>IV</td>
<td>Reallocation of GPR</td>
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<tr>
<td>IV</td>
<td>Total New Revenue</td>
<td>234,600</td>
<td>711,450</td>
<td>1,188,300</td>
<td>1,496,850</td>
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<tr>
<td>V</td>
<td>New Expenses</td>
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<tr>
<td>V</td>
<td>Salaries plus Fringes</td>
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<td>UW Parnter Institution Academic and Student Support Activities</td>
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<tr>
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<td>Academic Director / Program Support</td>
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<td>Faculty Course/Content Development</td>
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<td>UW-Ext CEOEL Administrative Support</td>
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<td>Marketing Supplies and Expenses</td>
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</tr>
<tr>
<td>V</td>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V</td>
<td>Total Expenses</td>
<td>798,631</td>
<td>884,131</td>
<td>951,501</td>
<td>1,025,052</td>
</tr>
<tr>
<td>VI</td>
<td>Net Revenue</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>VI</td>
<td>(564,031)</td>
<td>(172,681)</td>
<td>236,800</td>
<td>471,799</td>
<td>590,573</td>
</tr>
</tbody>
</table>

**Narrative:** Attached

**Provost’s Signature:**

*Please see Provost joint letter of commitment*

**Date:**
General Assumptions/Guidelines

- The assessment process for collaborative programs is led by an assessment team made up of academic directors for each program with administrative supports provided by the CEOEL program manager.
- The process involves continuous data collection by academic semester.
- Aggregate program assessment data (raw data) for each academic semester will be collected from the Academic Directors and distributed to the assessment team two weeks prior to scheduled Quarterly Program Workgroup meetings.
- The first 60-90 minutes of each quarterly meeting will be dedicated to academic program assessment. The discussion will include the following:
  - A review of action item results from the previous quarterly meeting/assessment discussion and plan
  - Discussion/decision regarding items for continued attention/carryover into the next discussion/action plan
  - Review of new (current semester) data, identification/documentation of concerns, identification of priority concerns and development of an action plan
  - Develop, finalize and approve action plan (including specific action steps/interventions, person(s) responsible, resources required, timeline for completion, other)
  - Distribute action plan to Assessment Workgroup

- In this process, the CEOEL program manager is responsible for the following:
  - Collecting and organizing assessment data each semester, and distributing all assessment data two weeks prior to the meeting
  - Scheduling dedicated time on each quarterly meeting agenda for these discussions with the assessment workgroup (AD’s only)
  - Presenting data, facilitating discussions regarding the data (analyzing, interpreting, applying), identifying issues, establishing consensus around priorities and an intervention plan, documenting discussions, and completing/distributing action steps document (Form to be developed)
  - Monitoring and communicating progress around action steps

- The fourth Quarterly meeting could be used to summarize the full academic year (including summer) for the program and reconcile outstanding action items before restarting the cycle. The annual schedule could be consistent between programs such as:
  - Summer Semester Review (Fall meeting/September)
  - Fall semester review (Spring meeting/March)
  - Spring Semester and Annual Review (Summer meeting/June)

Academic Program Review and Assessment Plan Components (Semester-based)

- Primary (direct)
  - Program Learning Outcomes/Competencies Assessment
    - Specific activities/assignments attached to specific Learning Outcomes (PSLO’s, other) Metric with rubrics (no more than one metric per learning outcome/competency)
  - Capstone Course Reports...Culminating Experience?
Note: In this process, ADs will work with respective instructor before the term to verify rubrics, scale and awareness. At end of term, AD’s will collect, organize and share review data with program manager.

- Secondary
  - Program Activity/Student Performance (Review of Program-Specific Collaborative Program Report)
    - Program Efficiency/Performance
      - Enrollment Goals
        - Student Headcount* (Total, Distribution by campus)
        - Course Enrollments* (Total, Distribution by campus)
        - Average enrollments per student*
      - Program Retention Report/Rate
      - Graduations
      - Average enrollments per course section*
*Comparison to previous primary academic semester(s) for fall and spring....Summer comparisons to same semester previous year
  - Student Satisfaction
    - End of Course Evaluations (CEOEL-administered)

Annual Reporting
- Summer Semester Review (Fall meeting/September)
- Fall semester review (Spring meeting/March)
- Spring Semester and Annual Review (Summer meeting/June)
Name of Program: MS in Applied Biotechnology
Assessment Period: Summer 20___, Fall 20___, Spring 20___, Annual FY 20___ - 20___

Review and Summarize Status of Actions from Previous Assessment Report(s):

Primary Assessment – Program Student Learning Outcomes (Direct Measures – % of students earning xx% or more on PSLO assignment)
- Academic Directors (ADs) should work with respective instructor before the term to verify rubrics, scale and awareness. At end of term, ADs should secure data from instructors and transfer to CEOEL program manager to aggregate, organize and share with partners prior to the quarterly meeting where data will be reviewed and interpreted for action.

<table>
<thead>
<tr>
<th>Program Outcome</th>
<th>Course/Setting</th>
<th>Assessment (Assignment or Activity)...Means of collecting evidence</th>
<th>Interpretation/Results</th>
<th>Action Required (Goal Statement)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Fall 2019

Spring 2020

Summer 2020
<table>
<thead>
<tr>
<th>Secondary Assessment – All other sources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Component</strong></td>
</tr>
<tr>
<td>------------------</td>
</tr>
<tr>
<td><strong>End of Course Evaluations</strong></td>
</tr>
<tr>
<td>Fall</td>
</tr>
<tr>
<td>Spring</td>
</tr>
<tr>
<td>Summer</td>
</tr>
<tr>
<td><strong>End of Program Evaluations (If utilized)</strong></td>
</tr>
<tr>
<td>Fall</td>
</tr>
<tr>
<td>Spring</td>
</tr>
<tr>
<td>Summer</td>
</tr>
<tr>
<td><strong>Capstone Employer Survey (If utilized)</strong></td>
</tr>
<tr>
<td>Fall</td>
</tr>
<tr>
<td>Spring</td>
</tr>
<tr>
<td>Summer</td>
</tr>
<tr>
<td><strong>Enrollment, Retention and other Program Performance Statistics</strong></td>
</tr>
<tr>
<td>Student Enrollments (Headcount) – Previous Semester</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Course Enrollments Previous Semester</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>YTD Course Enrollments</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>3-Year Enrollment Trend</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Program Graduates - Previous Semester</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Program Graduates to date</td>
</tr>
<tr>
<td>--------------------------</td>
</tr>
<tr>
<td>Retention Rate – Previous Semester</td>
</tr>
<tr>
<td>Retention Rate – past three years</td>
</tr>
<tr>
<td>Average Age of Students Enrolled – Previous Semester</td>
</tr>
<tr>
<td>Gender Distribution – Previous Semester</td>
</tr>
<tr>
<td>Number of unique courses offered – Previous Term</td>
</tr>
<tr>
<td>Number of courses Sections taught – Previous Term</td>
</tr>
<tr>
<td>Average Enrollments per Course Section – Previous Term</td>
</tr>
<tr>
<td>Average Enrollments per Course Section – 3-year trend</td>
</tr>
<tr>
<td>Other:</td>
</tr>
<tr>
<td>6-month Post Graduate Interview (if utilized)</td>
</tr>
</tbody>
</table>

Summary Comments (from discussion with ADs/PM):
Program Change Request

New Program Proposal

Date Submitted: 10/19/18 1:24 pm

Viewing: Community-Engaged Scholarship

Last edit: 11/16/18 9:21 am

Changes proposed by: emackay2

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

Name

Eric MacKay - HEC

Proposal Abstract/Summary:
The purpose of this certificate program is to train graduate students in the best practices of community-engaged scholarship (CES), which is defined as teaching or research that is done in collaboration with community organizations or community partners in equitable, mutually beneficial, respectful relationships.

Basic Information

Type of Program: Certificate

Who is the audience? Graduate or professional

Home Department: Civil Soc & Community Studies (CSCS)

School/College: School of Human Ecology

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?

Yes
The certificate will be governed by the Faculty Director of the Morgridge Center for Public Service (MCPS), the Assistant Director for Community-Engaged Scholarship at the MCPS, Elizabeth Tryon, the Chair of the Civil Society and Community Studies (CSCS) department.

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 involved, and provisions for transitions in the committee, and processes for interaction with the home department.
Lynhia Jasper, School of Human Ecology Associate Professor and Evaluation Specialist Lori Bakken, and the Graduate Program Coordinator in the School of Human Ecology, Eric MacKay.

The governance committee will be responsible for reviewing student progress, making major decisions related to the program, and reviewing and providing recommendations for the annual program assessments. Members of the governance committee from CSCS will serve as a resource for graduate policies and procedures related to the certificate program, oversee program admissions, provide courses, provide faculty for student advising, acquire necessary committee approvals, and serve as a resource to troubleshoot problems and answer program staff’s questions. CSCS staff will coordinate the day-to-day activities for the program, coordinate meetings of the governance committee, respond to students’ inquiries for program information, market and promote the program, prepare program assessment materials for review by the governance committee, alert faculty to students’ questions and concerns, and prepare any documentation necessary for program approvals or changes. MCPS staff will assist as necessary.

Is this in the Graduate School? Yes
SIS Code:
SIS Description:
Transcript Title: Community-Engaged Scholarship

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

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Contact</td>
<td>Mackay, Eric</td>
<td><a href="mailto:emackay2@wisc.edu">emackay2@wisc.edu</a></td>
<td>608/263-5675</td>
</tr>
<tr>
<td>Department Chair</td>
<td>Jasper, Cynthia R</td>
<td><a href="mailto:crjasper@wisc.edu">crjasper@wisc.edu</a></td>
<td>608/262-2384</td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Jasper, Cynthia R</td>
<td><a href="mailto:crjasper@wisc.edu">crjasper@wisc.edu</a></td>
<td>608/262-2384</td>
</tr>
<tr>
<td>Primary Dean’s Office Contact</td>
<td>Bruns, Susan K</td>
<td><a href="mailto:bruns2@wisc.edu">bruns2@wisc.edu</a></td>
<td>608/262-4897</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil Soc &amp; Community Studies (CSCS)</td>
</tr>
<tr>
<td>Counseling Psychology (COUN PSY)</td>
</tr>
<tr>
<td>La Follette Schi Public Affairs (PUB AFFR)</td>
</tr>
<tr>
<td>WISCIENCE (WISCIENCE)</td>
</tr>
<tr>
<td>Community &amp; Environmental Soc (C&amp;E SOC)</td>
</tr>
<tr>
<td>Sociology (SOCILOGY)</td>
</tr>
<tr>
<td>Ed Leadership &amp; Policy Analysis (ELPA)</td>
</tr>
<tr>
<td>Population Health Sciences (POP HLTH)</td>
</tr>
</tbody>
</table>

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? No
Will graduates of this program seek licensure or certification after graduation? No
First term of student enrollment: Fall 2019 (1202)
Year of three year check-in to GFEC (3 years after first student enrollment): 2023
Year of first program review (5 years after first student enrollment): 2025

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

If approved, promotion for this certificate program will begin immediately and continue through the end of Summer 2019 to enroll an initial cohort of approximately 5 students.
A webpage for this certificate would be created in collaboration with the SoHE Communications office immediately, but no later than mid-Summer 2019.

All required courses will be ready to accept these additional enrollments to accommodate students in this certificate program by Fall 2019.

**Rationale and Justifications**

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

The purpose of this certificate program is to train graduate students in the best practices of community-engaged scholarship (CES), which is defined as teaching or research that is done in collaboration with community organizations or community partners in equitable, mutually beneficial, respectful relationships. CES can include:

- community-based (service) learning, in which students work with community organizations (typically either through direct service or project-based work) to enhance their academic learning, professional development, and personal development while providing tangible benefits to the community organization and its constituents.
- community-based research, a spectrum of research including community-based participatory research and participatory action research. In this type of research, researchers work with community members to address research questions or problems of interest to the community itself. These collaborations typically yield both academic research and useful outcomes or products for community members, who often act as co-researchers. Additionally, the relationships between community partners and researchers are mutually beneficial, equitable, and respectful.
- CES can include other community engagement and outreach efforts, including scholarship on CES. Graduate students in this certificate may focus on one, several, or all facets of CES, depending on their interests. Through this certificate, students will feel confident to teach community-based learning courses, conduct community-based research, and/or lead community engagement initiatives.

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

This certificate is meant to fulfill the desires of a broad range of students. As we describe below, many graduate students are interested in doing meaningful work with community members as in alignment with the Wisconsin Idea. Community-minded graduate students can be found in virtually every department at UW-Madison. Some programs are explicitly community-oriented, such as the department of CSCS or the School of Library and Information Studies, and will attract students who are very interested in CES. However, that leaves many other students who would like to pursue some community engagement without a clear path for incorporating that work into their graduate studies.

**Wildlife Ecology:**
In the Wildlife Ecology Master’s program, students have significant flexibility in their course requirements (two graduate seminars, one statistics course, and one technical skills course). The rest of the course plan is determined with the student’s advisor and committee, so the student should be able to develop a plan that allows for the fulfillment of these requirements while completing the CES certificate.

**Curriculum and Instruction:**
In the Curriculum and Instruction Master’s program, students are required to take 30 credits, 15 of which must be in Curriculum and Instruction. This allows for more flexibility with the other 15 credits. Additionally, if students have a focus in Education, they could take other courses within the School of Education to satisfy both their program requirements and the CES certificate requirements.

**Sociology:**
In the Sociology Master’s program, students are required to take 30 credits, including 4 classes within the Sociology department. This leaves flexibility in the rest of the student’s credits.

**Educational Policy Studies:**
In the Educational Policy Studies Master’s program, students are required to take 30 credits, 18 of which must be in the EPS department. This allows for further course exploration outside the EPS department, which could satisfy the CES certificate requirements. Additionally, the CES certificate has electives within the EPS department.

**Agroecology:**
In the Agroecology Master’s program, there is a Public Pracce option which focuses on preparing students to interface with the greater community, so the CES certificate could support this track well. Students are instructed to take 18 credits in Ecology, Social Science, Community Process, and Agricultural Science, so there is space for them to take CES credits.
Public Affairs:
In the Public Affairs Master's program, students are expected to take 8 elective courses. This leaves space for completion of the CES certificate, which includes one Public Affairs class as an elective, as well.

Do current students need or want the program? Provide evidence.
In May 2016, staff from the Morgridge Center for Public Service conducted a survey of all UW-Madison graduate students, as well as several focus groups, to gauge students' interest in community-engaged scholarship (CES). The results were clear: many students were interested in combining their scholarship—be it teaching, research, or both—with meaningful engagement with the community. Some students were unfamiliar with CES, but wanted to learn more and explore opportunities. Others came to UW-Madison specifically because of the Wisconsin Idea and were disappointed there were not more opportunities for community engagement. Students expressed the desire for more institutional support for CES, such as recognition on transcripts. This study led us to develop this certificate, which will lend important institutional support for graduate students interested in CES.

What is the market, workforce, and industry need for this program? Provide evidence.
There is also strong evidence that more graduate students need training in and recognition for CES. As universities increasingly expect faculty members to engage with communities, graduate students need appropriate training to fulfill these needs. Additionally, many current and future graduate students will not pursue careers in academia, due both to fewer tenure-track positions and the diverse interests of graduate students. Many may instead go into the nonprofit or public sectors where they will have to do meaningful work with community members and organizations. This certificate will help to provide students with the necessary training and skills to do this work in a respectful, equitable, and effective way.

What gap in the program array is it intended to fill?
The mission of the department of Civil Society and Community Studies (CSCS) is to focus on "processes of education and community leadership as they pertain to the many fields and disciplines of the School of Human Ecology." The department helps students "acquire and develop broad-based interdisciplinary knowledge, perspectives, and skills for application as leaders and educators focused on human issues and services within education, community, nonprofit, government agency, and business settings." This graduate certificate provides another avenue for CSCS to prepare graduate students for these community leadership roles while preparing students to apply their knowledge in a variety of settings. CES focuses on tangible applications in community settings.

This certificate is meant to fill that gap: to provide expertise, institutional support, and formal recognition for those graduate students who want to develop their knowledge of and skills in community engagement within their own discipline, which may not be as community-oriented as CSCS. Potential graduate students may instead be in the STEM fields, education, sociology, communication, the humanities, or other disciplines. This certificate is intended to bridge the divide between students who want to solely focus on CES and those who want CES to be an important piece of their graduate education.

**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.

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
<th>Department</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tryon, Elizabeth A</td>
<td>Counseling Psychology (COUN PSY)</td>
<td>Assistant Director of Community-Engaged Scholarship Center for Public Service</td>
</tr>
<tr>
<td>Jasper, Cynthia R</td>
<td>Civil Soc &amp; Community Studies (CSCS)</td>
<td>Department Chair</td>
</tr>
<tr>
<td>Bakken, Lori L</td>
<td>Civil Soc &amp; Community Studies (CSCS)</td>
<td>Associate Professor and Evaluation Specialist</td>
</tr>
<tr>
<td>Mackay, Eric</td>
<td>Civil Soc &amp; Community Studies (CSCS)</td>
<td>Graduate Program Coordinator</td>
</tr>
<tr>
<td>Courtier, Anna Mahr Bishop</td>
<td>WISCIENCE (WISCIENCE)</td>
<td>Director of Service Learning</td>
</tr>
<tr>
<td>Duerst, Barbara L</td>
<td>Population Health Sciences (POP HLTH)</td>
<td>MPH Deputy Director</td>
</tr>
<tr>
<td>Miller, Peter M</td>
<td>Ed Leadership &amp; Policy Analysis (ELPA)</td>
<td>Professor</td>
</tr>
<tr>
<td>Green, Gary P</td>
<td>Community &amp; Environmental Soc (C&amp;E SOC)</td>
<td>Professor</td>
</tr>
<tr>
<td>Stoecker, Randy R</td>
<td>Community &amp; Environmental Soc (C&amp;E SOC)</td>
<td>Professor</td>
</tr>
</tbody>
</table>

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

Program advisor(s) with title and departmental affiliation(s).
Describe how student services and advising will be supported.

As coordinator for the administrative home for the certificate program, Eric Mackay (SoHE Graduate Program Coordinator) will provide student services and support for the graduate certificate program. He will also be a resource for information regarding graduate school policies and procedures.

Civil Society and Community Studies (CSCS) faculty Department Chair, or designee, will advise students enrolled in the certificate program. Special and professional students would be advised through by the Morgridge Center for Public Service by the Community-Engaged Scholarship Specialist, in consultation with the CSCS Department Chair or designee.

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

Resources, Budget, and Finance

What is the tuition structure for this program?

Standard graduate per credit tuition (allowed for non-traditional programs)

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. Resource commitment will come in the form of staff time provided by the Department of Civil Society and Community Studies and the Morgridge Center for Public Service. Dean Soyeon Shim has approved this use of staff resources.

Are new Library resources needed to support this program?

No

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

There are no plans to fund students.

Curriculum and Requirements

Describe plans for recruiting students to this program.

In addition to having a presence on the School of Human Ecology website, this certificate option will be heavily publicized by the Morgridge Center for Public Service. They have an extensive communication network and will be able to disseminate information widely and to an audience of graduate students who are likely candidates to enroll in this program.

What is the recruiting and admissions strategy for underrepresented students?

The Civil Society and Community Research PhD option in Human Ecology has a strong history of attracting underrepresented students both to apply for the PhD program and to enroll in CSCS courses. The nature of the content being delivered, we believe, is attractive to many underrepresented students who may have an interest in studying community engagement through a transformative or justice-oriented lens. We aim to attract underrepresented students to this certificate by highlighting that diversity of our graduate program on the certificate webpage.

Projected Annual Enrollment:

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Enrollment</th>
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<tbody>
<tr>
<td>Year 1</td>
<td>5</td>
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<tr>
<td>Year 2</td>
<td>10</td>
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<tr>
<td>Year 3</td>
<td>10</td>
</tr>
</tbody>
</table>

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

10

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

Low enrollments can be handled with ambitious recruiting and marketing efforts, which the Morgridge Center for Public Service will assist with due to their strong network of graduate students on campus and dedicated Communications Specialist. High enrollments can be managed by monitoring impact, encouraging coordination, and adding sections to courses.

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...
Guide Requirements tab

Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Cred</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN PSY 601</td>
<td>Best Practices in Community-Engaged Scholarship</td>
<td>2</td>
</tr>
<tr>
<td>CSCS 811</td>
<td>Community-Based Research: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>or CSCS 570</td>
<td>Community Based Research and Evaluation</td>
<td>1</td>
</tr>
<tr>
<td>CSCS 999</td>
<td>Independent Study</td>
<td></td>
</tr>
</tbody>
</table>

Elective Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Cred</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCS 813</td>
<td>Transformative Evaluation in Practice</td>
<td>3</td>
</tr>
<tr>
<td>PUB AFFR/POLI SCI 873</td>
<td>Public Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>C&amp;E SOC/SOC 573</td>
<td>Community Organization and Change</td>
<td>3</td>
</tr>
<tr>
<td>SOC/C&amp;E SOC/URB R PL 645</td>
<td>Modern American Communities</td>
<td>3</td>
</tr>
<tr>
<td>ELPA/INTER-HE 770</td>
<td>Community, Opportunity, and Justice</td>
<td>3</td>
</tr>
<tr>
<td>POP HLTH/PUBLHLTH 780</td>
<td>Public Health: Principles and Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

Total credits required:
9

Guide Graduate Policies tab

Program Learning Outcomes and Assessment

List the program learning outcomes.

<table>
<thead>
<tr>
<th>Outcomes – enter one learning outcome per box. Use the green + to create additional boxes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Apply theory and effective practices in the conduct of community-based research and evaluation.</td>
</tr>
<tr>
<td>2 Utilize theories of translational and transformative learning and community change in performing engaged scholarship.</td>
</tr>
<tr>
<td>3 Develop mutually beneficial and equitable partnerships with community organizations and members.</td>
</tr>
<tr>
<td>4 Design and evaluate community-based programs for education and outreach using collaborative and participatory approaches.</td>
</tr>
<tr>
<td>5 Demonstrate application of community-engaged scholarship through a presentation, report or other artifact involving a public/community audience.</td>
</tr>
<tr>
<td>6 Cultivate a leadership style and communication skills that engage community partners in scholarship.</td>
</tr>
</tbody>
</table>

Summarize the assessment plan.

Annually, the full CES certificate committee will meet to review the collected assessment information. At this meeting, the committee will review the following information:

- Number of students pursuing the certificate
- Progress of enrolled students in their coursework
- Feedback from advisors
- Feedback from students

Approved Assessment Plan: Certificate Learning Goals and Assessment.docx

Related Programs

Commitments

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

Yes

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

Yes
Courses in the curriculum are numbered 300 or higher.
Yes
Courses in which a student elects the pass/fail option will not count toward completion of requirements.
Yes
Special topics courses are only used if all topics count for the certificate.
Yes
All requirements must be met; exceptions that amount to waiving requirements are not permitted.
Yes
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, substituted course should be formally added to the curriculum through governance for inclusion in the curriculum the following academic year.
Yes
Substitutions are not permitted for any course unless the substitution would be provided for every student with the same substitution request.
Yes
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.
Yes
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.
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
Credential will not be awarded retroactively to students who completed all of the requirements before the credential was approved.
Yes

**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.

[School of Ed Support.pdf]
[La Follee Letter.pdf]
[Soyeon Shim Letter.pdf]
[Randy Stoeker Letter.pdf]
[Anna Courter Letter.pdf]

**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 are prepared to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.

Enter any notes about approval here:

Entered by: Annette McDaniel Date entered: 11/16/18

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:

Approved by SoHE GPC April 24, 2018
Approved by SoHE APC April 23, 2018

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

Enter any notes about approval here:

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

Enter any notes about approval here:

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

Enter any notes about approval here:

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

Enter any notes about approval here:
**For Administrative Use**

| Admin Notes: |  |
| SIS effective date: |  |
| Career: |  |
| SIS Program Code: |  |
| SIS Short Description: |  |
| Other plan codes associated with this program: |  |
| Degree: |  |
| Field of Study: |  |
| Program Length: |  |
| National Student Clearing House Classification: |  |
| Plan Group: |  |
| Award Category: |  |
| Enrollment Category: |  |
| CIP Code: |  |
| UWSTEM: |  |
| HEALTH: |  |
| Educational Innovation Program: |  |
| Non Traditional Program: |  |
| Special Plan Type: |  |
| CDR certificate category: |  |

**Reviewer Comments**

**Nicole Wiessinger (wiessinger) (10/26/18 1:37 pm):** Rollback: Hi Eric, I am rolling this back so the WISCIENCE courses can be fixed so there are no longer red boxes around the courses. The subject code INTEGSCI might be the subject code you are referring to? Feel free to email with questions. Best, Nicole

**Annette K McDaniel (amcdaniel) (10/30/18 6:43 pm):** Rollback: Fix Wiscience course appearance

**Eric Mackay (emackay2) (11/05/18 9:15 am):** WISCIENCE Courses have not been formally proposed, so they were removed from the electives list. Plenty of course options are still available for this Certificate.

**Melissa Rose Schultz (mrschultz3) (11/09/18 4:04 pm):** Rollback: There should be approval information entered in the form at the approval steps. See this KB for step-by-step instructions: https://kb.wisc.edu/lumen/page.php?id=85079

**Eric Mackay (emackay2) (11/13/18 9:54 am):** Unable to add Dept/School Approval Dates--moving forward in Workflow so Annette McDaniel can add this information at the HEC School Approver level.

**Annette K McDaniel (amcdaniel) (11/14/18 2:48 pm):** Departmental approval: March 8, 2018 School Approval: April 23, 2018 via APC and April 24, 2018 via GPC.

**Melissa Rose Schultz (mrschultz3) (11/15/18 1:15 pm):** Rollback: Per phone call from Eric, rollback for approval comments.

**Annette K McDaniel (amcdaniel) (11/16/18 9:21 pm):** Rollback: Enter date for department approval

**Annette K McDaniel (amcdaniel) (11/16/18 10:45 am):** Per Melissa, we can approve without department approval date entered due to pending vendor upgrade. The Department approved on March 8, 2018
April 19, 2018

To: Elizabeth Tryon, Assistant Director, Morgridge Center for Public Service

From: Carolyn Kelley, Senior Associate Dean, School of Education

Re: School of Education Support for Certificate in Community-Engaged Scholarship

The School of Education would like to express our full support for the proposed Certificate in Community-Engaged Scholarship in the Civil Society & Community Studies Department in the School of Human Ecology. We anticipate some of our graduate students will participate in the certificate. The School of Education takes pride in our student engagement with the wider community and supports this additional pathway to encourage our graduate students to think beyond campus.

cc: Diana Hess, Dean, School of Education
Jeff Hamm, Associate Dean for Student Affairs, School of Education
May 23, 2018

To Whom It May Concern:

This letter indicates the support of the La Follette School to Public Affairs 871, Program Evaluation to be included in the graduate certificate/doctoral minor in Community-Engaged Scholarship in the School of Human Ecology. We understand that the purpose of this program is to support graduate students across campus who are interested in incorporating community-engaged teaching and research into their portfolios, but may not necessarily have the coursework or support within their home disciplines to do so.

One caveat is that Program Evaluation has been oversubscribed in recent years, and we will give first priority to La Follette students. Therefore we cannot guarantee that seats will be available to students outside our program.

Best regards,

Donald P. Moynihan
Director, La Follette School of Public Affairs
To: Graduate School Faculty Executive Committee

From: Anna Courtier

May 2, 2008

I support the approval of a graduate certificate and PhD minor in Community-Engaged Scholarship (CES), to be hosted by the Department of Civil Society and Community Research in the School of Human Ecology. This will allow students from other disciplines who are using these courses as electives toward this certificate to enroll in the graduate level WISCIENCE courses as space allows.

This year, WISCIENCE offered INTEGSCI 675 special topics courses – Seminar and Practicum in Community-Engaged Teaching, as part of a Public Service Fellows program. We will be submitting course proposals to formalize this sequence as INTEGSCI 640, 740, and 840 to represent the Public Service in Science, Relationship and Material Development, and Practicum portions of a Public Service Fellows program. The Public Service Fellows program will expand to include components of community-engaged teaching, direct service, public policy, and social enterprise, such that student will experience a variety of pathways to service.

This certificate will complement our own graduate Public Service fellows program, as these students may opt to obtain the certificate in addition to their work at WISCIENCE.

Sincerely,

Anna Courtier, Ph.D.
Director of Service Learning, WISCIENCE
Wisconsin Institute for Science Education and Community Engagement
University of Wisconsin - Madison
To: Graduate School Faculty Executive Committee

From: Prof. Randy Stoecker, Community & Environmental Sociology

Date: 4-25-18

I support the approval of a graduate certificate and PhD minor in Community-Engaged Scholarship (CES), to be hosted by the Department of Civil Society and Community Research, and to allow students to enroll in my course, CES 573 – Community Organization and Change. There are no restrictions on the course and I am happy to accept students from other disciplines using this course as an elective toward this certificate.

Sincerely,

Randy Stoecker
Professor
To: Graduate School Faculty Executive Committee

From: Soyeon Shim, Dean, School of Human Ecology

Re: Graduate Certificate and PhD Minor in Community-Engaged Scholarship

Date: May 25, 2018

The School of Human Ecology enthusiastically supports the approval of a graduate certificate and PhD minor in Community-Engaged Scholarship (CES), approved by our faculty, Graduate Planning Council and Academic Planning Council. This certificate and minor will be hosted by the Department of Civil Society and Community Studies (CSCS). There are several disciplines on campus that will provide courses to fulfill the needs of students who want to make CES an academic priority, including the CSCS department. The CES certificate and minor will meet the needs of students across campus who want to do community-engaged work within their own discipline in a way that is meaningful to them. This minor and certificate bridge potential gaps within disciplines, providing expertise, institutional support, and formal recognition for graduate students who want to develop their knowledge of and skills in community engagement in their home discipline.

Higher education is at a unique moment where its relevance is continually examined in the public and political arenas. It is clear that the academy needs to be responsive to the needs of the community at large through our research, teaching, and service, often through community-engaged research methodologies and pedagogy. It is also evident that graduate students need preparation for a diverse array of career paths. Tenure-track positions are few and far between, and our graduates may instead go into public policy, the nonprofit sector, or other professional positions outside of the academy. As such, the graduate training for community- and public-oriented students must include community-engaged scholarship to best prepare students for success after graduation.

A certificate will formalize the path that many students are already taking, and for others, create opportunities to intentionally experience and understand the public purpose of their disciplines, exploring the role that they would like to play personally and professionally upon graduation. The community-based learning courses that will be part of the certificate are already popular with graduate students, and will ensure a complementary educational experience for this group of students. At the same time, the certificate will attract other students looking for opportunities like these, who in the past may have had to develop them individually.

We strongly believe that this will be a valuable certificate that will provide an excellent educational experience for University of Wisconsin—Madison students and we look forward to fully support its implementation.
ASSESSMENT PLAN TEMPLATE
UNDERGRADUATE & GRADUATE CERTIFICATE PROGRAMS

Certificate Program Name: Community-Engaged Scholarship
Certificate Level (Undergraduate or Graduate/Professional): Graduate/Professional
Faculty Director Name, Contact Information, Title: Cynthia Jasper, Chair and Professor, Civil Society and Community Studies, crjasper@wisc.edu
Primary Program Contact Name, Contact Information, Title: Eric Mackay, Graduate Program Coordinator, emackay2@wisc.edu
Date this assessment plan was adopted by the program faculty: Spring 2018

Student Learning Goals (What)
Generally, undergraduate and graduate certificate programs have 1 to 5 learning goals; undergraduate and graduate certificate programs must have one defined learning goal. List the learning goal(s) for this certificate program below.

1. Apply theory and effective practices in the conduct of community-based research and evaluation.
2. Utilize theories of translational and transformative learning and community change in performing engaged scholarship.
3. Develop mutually beneficial and equitable partnerships with community organizations and members.
5. Demonstrate application of community-engaged scholarship through a presentation, report or other artifact involving a public/community audience.
6. Cultivate a leadership style and communication skills that engage community partners in scholarship.

Curriculum Map (Where)
- Learning Goals – Enter the certificate program learning goals identified in the previous section on the top row of the following chart. Alternatively, use the numbering in the list above in the chart.
- Degree/Major Program Courses/Experiences – List all certificate program requirements (in some cases co-curricular experiences may also be included).
- Indicate where the course or learning experience contributes to each of the learning goals. Courses may contribute to multiple learning goals.

Curriculum Map
### Curriculum Map

(Where) Enter program-level learning goals and mark which course or contributes to which learning goal.

<table>
<thead>
<tr>
<th>Degree Program Courses or Experiences</th>
<th>Learning Goal #1</th>
<th>Learning Goal #2</th>
<th>Learning Goal #3</th>
<th>Learning Goal #4</th>
<th>Learning Goal #5</th>
<th>Learning Goal #6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program proposal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling Psychology 601 – Best practices in community-engaged scholarship</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civil Society and Community Studies 570/811 – Community-based research and evaluation</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Civil Society and Community Studies 813 – Transformative evaluation in practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Public Affairs 871 – Public Program Evaluation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Community and Environmental Sociology 573 – Organization and social change</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Educational Leadership and Policy Analysis 770 – School-community engagement</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Population Health 780 – Public health: Principles and practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Civil Society and Community Studies 999 - Capstone</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

*Add or remove rows or columns as needed to capture all requirements and learning goals.

### Assessment Planning

(How) For each learning goal, indicate how you plan to assess whether or not students are meeting the expectation, as well as when each learning goal will be assessed. Keep in mind that each academic degree program is expected to engage in at least one assessment activity per year and assessment activities, in total, must include one direct assessment method.

<table>
<thead>
<tr>
<th>Method for assessing learning (at)</th>
<th>For each learning goal, how do you plan to assess whether or not students are meeting the expectation, as well as when each learning goal will be assessed?</th>
<th>For each learning goal, when will you assess whether or not students are meeting the expectation?</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Upon presentation of program</td>
<td>Apply theory and effective practices in the conduct of community-based research and evaluation.</td>
<td></td>
</tr>
<tr>
<td>- Successful completion of required courses</td>
<td>Utilize theories of translational and transformative learning and community change in performing engaged scholarship.</td>
<td></td>
</tr>
<tr>
<td>- Successful completion of required courses</td>
<td>Develop mutually beneficial and equitable partnerships with community organizations and members.</td>
<td></td>
</tr>
<tr>
<td>- Successful completion of required courses</td>
<td>Design and evaluate community-based programs for education and outreach using collaborative and participatory approaches.</td>
<td></td>
</tr>
<tr>
<td>- Completion of public presentation</td>
<td>Demonstrate application of community-engaged scholarship through a presentation, report or other artifact involving a public/community audience.</td>
<td></td>
</tr>
<tr>
<td>- Completion of required course</td>
<td>Cultivate a leadership style and communication skills that engage community partners in scholarship.</td>
<td></td>
</tr>
<tr>
<td>- Capstone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>least one direct method required</td>
<td>proposal, faculty advisor will evaluate proposal using rubric developed by minor committee - Successful completion of required courses - Capstone</td>
<td>- Capstone assessment and elective(s) focusing on building relationships - Capstone assessment - Community partner assessment</td>
</tr>
<tr>
<td>Timetable for assessment activity (at least one activity each year; all goals reviewed in a 3-year cycle)</td>
<td>Annually</td>
<td>Annually</td>
</tr>
</tbody>
</table>

*For examples of direct and indirect methods of assessment, see: [http://provost.wisc.edu/assessment/doing-assessment.htm](http://provost.wisc.edu/assessment/doing-assessment.htm).

**Assessment Review and Reporting (So What)**

1. **Who is responsible for assessment?** (Identify a three-member team who will coordinate the implementation of the plan on an annual basis, usually the program chair, and two other members from the faculty or academic staff): Cynthia Jasper, Elizabeth Tryon, and Lori Bakken make up the assessment team.

2. **What is the plan for review of the assessment information?** (Typically an annual meeting of the program faculty and staff; note that at this meeting the program may want to review enrollment information, course progression, completion, and other features of the student experience. This is also a good time to review and update the certificate implementation form): Annually, the full CES certificate committee will meet to review the collected assessment information. At this meeting, the committee will review the following information:
   - Number of students pursuing the certificate
   - Progress of enrolled students in their coursework
• Feedback from advisors
• Feedback from students

3. **What is the plan for production of annual summary report?** (typically a summary of the materials that forms the basis of the discussion at the annual meeting, the content of the discussion, and any recommendations): After reviewing the assessment summary and comments from the annual meeting, the committee will decide which (if any) items are actionable and provide a report of those plans, along with the initial assessment summary, to the Provost within two months.

4. **How will recommendations be implemented?** (explain the general process by which recommendations will be implemented): Any actionable items will be discussed during the committee meetings held quarterly. Proposals will be developed and go through the appropriate governance steps at that time. If approved, any curricular/programmatic/co-curricular changes will be implemented the following Fall semester or thereafter. The department of Civil Society and Community Studies will monitor all new implementations annually, with a more comprehensive report being compiled during the appropriate student learning outcome assessment year (within the 3-year timeline).

----------------------------------------------------------------------------------------------------------------------

Information on certificates [http://apir.wisc.edu/certificates.htm](http://apir.wisc.edu/certificates.htm); Information on assessment [http://provost.wisc.edu/assessment/](http://provost.wisc.edu/assessment/)
Program Change Request

New Program Proposal

Date Submitted: 10/24/18 11:47 am

Viewing: Community-Engaged Scholarship

Last edit: 11/16/18 9:23 am

Changes proposed by: emackay2

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

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eric Mackay - HEC</td>
</tr>
</tbody>
</table>

In Workflow

1. CSCS Dept. Approver
2. HEC School Admin Reviewer
3. HEC School Approver
4. APIR Admin
5. GFEC Approver
6. UAPC Approver
7. APIR Admin
8. Registrar

Approval Path

1. 10/24/18 11:48 am - Eric Mackay (emackay2): Approved for CSCS Dept. Approver
2. 10/24/18 11:49 am - Eric Mackay (emackay2): Approved for HEC School Admin Reviewer
3. 10/24/18 2:20 pm - Annette K Mcdaniel (amcdaniel): Approved for HEC School Approver
4. 10/26/18 1:37 pm - Nicole Wiessinger

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD%20SCH%20Dept.%20Approver
Rollback to HEC School Approver for APIR Admin
5. 10/30/18 6:43 pm
Annee K Mcdaniel (amcdaniel): Rollback to CSCS Dept. Approver for HEC School Approver
6. 11/05/18 9:09 am
Eric Mackay (emackay2): Approved for CSCS Dept. Approver
7. 11/05/18 9:10 am
Eric Mackay (emackay2): Approved for HEC School Admin Reviewer
8. 11/05/18 9:21 am
Annee K Mcdaniel (amcdaniel): Approved for HEC School Approver
9. 11/09/18 4:04 pm
Melissa Rose Schultz (mrschultz3): Rollback to HEC School Admin Reviewer for APIR Admin
10. 11/13/18 9:54 am
Eric Mackay (emackay2): Approved for HEC School Admin Reviewer
11. 11/14/18 2:47 pm
Annette K Mcdaniel (amcdaniel): Approved for HEC School Approver
12. 11/15/18 1:15 pm
Melissa Rose Schultz (mrschultz3): Rollback to HEC
Proposal Abstract/Summary:

The purpose of this doctoral minor is to train graduate students in the best practices of community-engaged scholarship (CES), which is defined as teaching or research that is done in collaboration with community organizations or community partners in equitable, mutually beneficial, respectful relationships.

Basic Information

Type of Program: Minor (PhD and BSE only)
Who is the audience? Graduate or professional
Home Department: Civil Soc & Community Studies (CSCS)
School/College: School of Human Ecology

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?

Yes
The minor will be governed by the Faculty Director of the Morgridge Center for Public Service (MCPS), the Assistant Director for Community-Engaged Scholarship at the MCPS Elizabeth Tryon, the Chair of the Civil Society and Community Studies (CSCS) department Cynthia Jasper, School of Human Ecology Associate Professor and Evaluation Specialist Lori Bakken, and the Graduate Program Coordinator in the School of Human Ecology, Eric MacKay.

The governance committee will be responsible for reviewing student progress, making major decisions related to the program, and reviewing and providing recommendations for the annual program assessments. Members of the governance committee from CSCS will serve as a resource for graduate policies and procedures related to the minor, oversee program admissions, provide courses, provide faculty for student advising, acquire necessary committee approvals, and serve as a resource to troubleshoot problems and answer program staff’s questions. CSCS staff will coordinate the day-to-day activities for the program, coordinate meetings of the governance committee, respond to students’ inquiries for program information, market and promote the program, prepare program assessment materials for review by the governance committee, alert faculty to students’ questions and concerns, and prepare any documentation necessary for program approvals or changes. MCPS staff will assist as necessary.

Is this in the Graduate School? Yes

SIS Code:

SIS Description:

Transcript Title: Community-Engaged Scholarship

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

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
<th>Email</th>
<th>Phone</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Contact</td>
<td>Mackay, Eric</td>
<td><a href="mailto:emackay2@wisc.edu">emackay2@wisc.edu</a></td>
<td>608/263-5675</td>
<td>Graduate Program Coordinator</td>
</tr>
<tr>
<td>Department Chair</td>
<td>Jasper, Cynthia R</td>
<td><a href="mailto:crjasper@wisc.edu">crjasper@wisc.edu</a></td>
<td>608/262-2384</td>
<td>Department Chair</td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Jasper, Cynthia R</td>
<td><a href="mailto:crjasper@wisc.edu">crjasper@wisc.edu</a></td>
<td>608/262-2384</td>
<td>Department Chair</td>
</tr>
<tr>
<td>Primary Dean's Office Contact</td>
<td>Bruns, Susan K</td>
<td><a href="mailto:bruns2@wisc.edu">bruns2@wisc.edu</a></td>
<td>608/262-4897</td>
<td>Chief of Staff</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil Soc &amp; Community Studies (CSCS)</td>
</tr>
<tr>
<td>LaFollette Schl Public Affairs (PUB AFFR)</td>
</tr>
<tr>
<td>Community &amp; Environmental Soc (C&amp;E SOC)</td>
</tr>
<tr>
<td>Ed Leadership &amp; Policy Analysis (ELPA)</td>
</tr>
<tr>
<td>WISCIENCE (WISCIENCE)</td>
</tr>
<tr>
<td>Population Health Sciences (POP HLTH)</td>
</tr>
<tr>
<td>Counseling Psychology (COUN PSY)</td>
</tr>
</tbody>
</table>
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
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
First term of student enrollment: Fall 2019 (1202)
Year of three year check-in to GFEC (3 years after first student enrollment): 2023
Year of first program review (5 years after first student enrollment): 2025

If this proposal is approved, describe the implementation plan and timeline.
If approved, promotion for this certificate program will begin immediately and continue through the end of Summer 2019 to enroll an initial cohort of approximately 5 students.

A webpage for this certificate would be created in collaboration with the SoHE Communications office immediately, but no later than mid-Summer 2019.

All required courses will be ready to accept these additional enrollments to accommodate students in this certificate program by Fall 2019

Rationale and Justifications

Why is the program being proposed? What is its purpose?
The purpose of this doctoral minor is to train graduate students in the best practices of community-engaged scholarship (CES), which is defined as teaching or research that is done in collaboration with community organizations or community partners in equitable, mutually beneficial, respectful relationships. CES can include:

- community-based (service) learning, in which students work with community organizations (typically either through direct service or project-based work) to enhance their academic learning, professional development, and personal development while providing tangible benefits to the community organization and its constituents.

- community-based research, a spectrum of research including community-based participatory research and participatory action research. In this type of research, researchers work with community members to address research questions or problems of interest to the community itself. These collaborations typically yield both academic research and useful outcomes or products for community members, who often act as co-researchers. Additionally, the relationships between community partners and researchers are mutually beneficial, equitable, and respectful.
on their interests. Through this minor, students will feel confident to teach community-based learning courses, conduct community-based research, and/or lead community engagement initiatives.

The mission of the department of Civil Society and Community Studies (CSCS) is to focus on "processes of education and community leadership as they pertain to the many fields and disciplines of the School of Human Ecology." The department helps students "acquire and develop broad-based interdisciplinary knowledge, perspectives, and skills for application as leaders and educators focused on human issues and services within education, community, nonprofit, government agency, and business settings." This minor provides another avenue for CSCS to prepare graduate students for these community leadership roles while preparing students to apply their knowledge in a variety of settings. CES focuses on tangible applications in community settings.

This minor is meant to fulfill the desires of a broad range of students. As we describe below, many graduate students are interested in doing meaningful work with community members as in alignment with the Wisconsin Idea. Community-minded graduate students can be found in virtually every department at UW-Madison. Some programs are explicitly community-oriented, such as the department of CSCS or the School of Library and Information Studies, and will attract students who are very interested in CES. However, that leaves many other students who would like to pursue some community engagement without a clear path for incorporating that work into their graduate studies. This minor is meant to fill that gap: to provide expertise, institutional support, and formal recognition for those graduate students who want to develop their knowledge of and skills in community engagement within their own discipline, which may not be as community-oriented as CSCS. Potential graduate students may instead be in the STEM fields, education, sociology, communication, the humanities, or other disciplines. This minor is intended to bridge the divide between students who want to solely focus on CES and those who want CES to be an important piece of their graduate education.

**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.

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
<th>Department</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tryon, Elizabeth A</td>
<td>Counseling Psychology (COUN PSY)</td>
<td>Assistant Director of Community-Engaged Scholarship (Morgridge Center for Public Service)</td>
</tr>
<tr>
<td>Jasper, Cynthia R</td>
<td>Civil Soc &amp; Community Studies (CSCS)</td>
<td>Department Chair</td>
</tr>
<tr>
<td>Bakken, Lori L</td>
<td>Civil Soc &amp; Community Studies (CSCS)</td>
<td>Associate Professor and Evaluation Specialist</td>
</tr>
<tr>
<td>Mackay, Eric</td>
<td>Civil Soc &amp; Community Studies (CSCS)</td>
<td>Graduate Program Coordinator</td>
</tr>
<tr>
<td>Courtier, Anna Mahr Bishop</td>
<td>WISCIENCE (WISCIENCE)</td>
<td>Director of Service Learning</td>
</tr>
<tr>
<td>Duerst, Barbara L</td>
<td>Population Health Sciences (POP HLTH)</td>
<td>MPH Deputy Director</td>
</tr>
<tr>
<td>Miller, Peter M</td>
<td>Ed Leadership &amp; Policy Analysis (ELPA)</td>
<td>Professor</td>
</tr>
<tr>
<td>Green, Gary P</td>
<td>Community &amp; Environmental Soc (C&amp;E SOC)</td>
<td>Professor</td>
</tr>
<tr>
<td>Specker, Randy R</td>
<td>Community &amp; Environmental Soc (C&amp;E SOC)</td>
<td>Professor</td>
</tr>
</tbody>
</table>
**Resources, Budget, and Finance**

What is the tuition structure for this program?

- Standard resident/MN/nonresident graduate tuition

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. Resource commitment will come in the form of staff time provided by the Department of Civil Society and Community Studies and the Morgridge Center for Public Service. Dean Soyeon Shim has approved this use of staff resources.

Are new Library resources needed to support this program?

- No

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

- There are no plans to fund students.

**Curriculum and Requirements**

Describe plans for recruiting students to this program.

In addition to having a presence on the School of Human Ecology website, this minor option will be heavily publicized by the Morgridge Center for Public Service. They have an extensive communication network and will be able to disseminate information widely and to an audience of graduate students who are likely candidates to enroll in this program.

In addition, the Civil Society and Community Research PhD option in Human Ecology has a strong history of attracting underrepresented students both to apply for the PhD program and to enroll in CICS courses. The nature of the content being delivered, we believe, is attractive to many underrepresented students who may have an interest in studying community engagement through a transformative or justice-oriented lens. We aim to attract underrepresented students to this minor by highlighting that diversity of our graduate program through our Human Ecology website.

**Projected Annual Enrollment:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>5</td>
</tr>
<tr>
<td>Year 2</td>
<td>10</td>
</tr>
<tr>
<td>Year 3</td>
<td>10</td>
</tr>
</tbody>
</table>

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

- 10

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.
Required Courses

Course List

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN PSY 601</td>
<td>Best Practices in Community-Engaged Scholarship</td>
<td>2</td>
</tr>
<tr>
<td>CSCS 811</td>
<td>Community-Based Research: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>or CSCS 570</td>
<td>Community Based Research and Evaluation</td>
<td></td>
</tr>
<tr>
<td>CSCS 999</td>
<td>Independent Study</td>
<td>1</td>
</tr>
</tbody>
</table>

Elective Courses

Course List

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCS 813</td>
<td>Transformative Evaluation in Practice</td>
<td>3</td>
</tr>
<tr>
<td>PUB AFFR/POLI SCI 871</td>
<td>Public Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>C&amp;E SOC/SOC 573</td>
<td>Community Organization and Change</td>
<td>3</td>
</tr>
<tr>
<td>SOC/C&amp;E SOC/URB R PL 645</td>
<td>Modern American Communities</td>
<td>3</td>
</tr>
<tr>
<td>ELPA/INTER-HE 770</td>
<td>Community, Opportunity, and Justice</td>
<td>3</td>
</tr>
<tr>
<td>POP HLTH/PUBLHLTH 780</td>
<td>Public Health: Principles and Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

Total credits required: 9

Guide Graduate Policies tab

Program Learning Outcomes and Assessment

List the program learning outcomes.

<table>
<thead>
<tr>
<th>Outcomes – enter one learning outcome per box. Use the green + to create additional boxes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Apply theory and effective practices in the conduct of community-based research and evaluation.</td>
</tr>
<tr>
<td>2 Utilize theories of translational and transformative learning and community change in performing engaged scholarship.</td>
</tr>
<tr>
<td>3 Develop mutually beneficial and equitable partnerships with community organizations and members.</td>
</tr>
<tr>
<td>4 Design and evaluate community-based programs for education and outreach using collaborative and participatory approaches.</td>
</tr>
<tr>
<td>5 Demonstrate application of community-engaged scholarship through a presentation, report or other artifact involving a public/community audience.</td>
</tr>
<tr>
<td>6 Cultivate a leadership style and communication skills that engage community partners in scholarship.</td>
</tr>
</tbody>
</table>

Summarize the assessment plan.

Annually, the full CES minor committee will meet to review the collected assessment information. At this meeting, the committee will review the following information:

- Number of students pursuing the minor
- Progress of enrolled students in their coursework
Approved Assessment Plan: Minor Learning Goals and Assessment.docx

Commitments

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

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

Approvals

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

Enter any notes about approval here:
Entered by: Annee McDaniel
Date entered: 11/16/18

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:
Approved by SoHE GPC April 24, 2018
Approved by SoHE APC April 23, 2018
Entered by and date: Annee McDaniel 11/16/18

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:

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

Enter any notes about approval here:

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD%20SCH%20Dept.%20Approver
For Administrative Use

Admin Notes:
SIS effective date:
Career:
SIS Program Code:
SIS Short Description:
Other plan codes associated with this program:
Field of Study:
Plan Group:
CIP Code:

<table>
<thead>
<tr>
<th>Reviewer</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nicole Wiessinger (wiessinger)</td>
<td>Rollback: Hi Eric, I am rolling this back so the WISCIENCE courses can be fixed so there are no longer red boxes around the courses. The subject code INTEGSCI might be the subject code you are referring to? Feel free to email with questions. Best, Nicole</td>
</tr>
<tr>
<td>Annette K Mcdaniel (amcdaniel)</td>
<td>Rollback: Fix Wiscience course appearance</td>
</tr>
<tr>
<td>Eric Mackay (emackay2)</td>
<td>WISCIENCE Courses have not been formally proposed yet, so they were removed from the elective list. This still leaves plenty of course options to complete the Minor.</td>
</tr>
<tr>
<td>Melissa Rose Schultz (mrschultz3)</td>
<td>Rollback: There should be approval information entered in the form at the approval steps. See this KB for step-by-step instructions: <a href="https://kb.wisc.edu/lumen/page.php?id=85079">https://kb.wisc.edu/lumen/page.php?id=85079</a></td>
</tr>
<tr>
<td>Eric Mackay (emackay2)</td>
<td>Unable to add Dept. and School Approval Dates.</td>
</tr>
</tbody>
</table>
Doctoral Minor in Community-Engaged Scholarship Learning Outcomes and Assessment

**Doctoral Minor Name:** Community-Engaged Scholarship  
**Faculty Director Name, Contact Information, Title:** Cynthia Jasper, Chair of Civil Society and Community Studies, crjasper@wisc.edu  
**Primary Program Contact Name, Contact Information, Title:** Eric Mackay, Graduate Program Coordinator, emackay2@wisc.edu  
**Date this assessment plan was adopted by the program faculty:** Spring 2018

**Student Learning Goals**

1. Apply theory and effective practices in the conduct of community-based research and evaluation.  
2. Utilize theories of translational and transformative learning and community change in performing engaged scholarship.  
3. Develop mutually beneficial and equitable partnerships with community organizations and members.  
5. Demonstrate application of community-engaged scholarship through a presentation, report or other artifact involving a public/community audience.  
6. Cultivate a leadership style and communication skills that engage community partners in scholarship.

**Curriculum Map**

<table>
<thead>
<tr>
<th>Curriculum Map (Where)</th>
<th>Degree Program Courses or Experiences</th>
<th>Learning Goal #1</th>
<th>Learning Goal #2</th>
<th>Learning Goal #3</th>
<th>Learning Goal #4</th>
<th>Learning Goal #5</th>
<th>Learning Goal #6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program proposal</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling Psychology 601 – Best practices in community-engaged scholarship</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Civil Society and Community Studies 570/811 – Community-based research and evaluation</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Civil Society and Community Studies 813 – Transformative evaluation in practice</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Public Affairs 871 – Public Program Evaluation</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community and Environmental Sociology 573 – Organization and social change</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Leadership and Policy Analysis 770 – School-community engagement</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Population Health 780 – Public health: Principles and practice</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civil Society and Community Studies 999 - Capstone</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Add or remove rows or columns as needed to capture all requirements and learning goals.*

**Assessment Planning (How)**

For each learning goal, indicate how you plan to assess whether or not students are meeting the expectation, as well as when each learning goal will be assessed. Keep in mind that each academic degree program is expected to engage in at least one assessment activity per year and assessment activities, in total, must include one direct assessment method.

<table>
<thead>
<tr>
<th>Assessment Planning (How)</th>
<th>Apply theory and effective practices in the conduct of community-based research and evaluation.</th>
<th>Utilize theories of translational and transformative learning and community change in performing engaged scholarship.</th>
<th>Develop mutually beneficial and equitable partnerships with community organizations and members.</th>
<th>Design and evaluate community-based programs for education and outreach using collaborative and participatory approaches.</th>
<th>Demonstrate application of community-engaged scholarship through a presentation, report or other artifact involving a public/community audience.</th>
<th>Cultivate a leadership style and communication skills that engage community partners in scholarship.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Method for assessing learning (at least one direct method required)</td>
<td>- Upon presentation of program proposal, faculty advisor will evaluate proposal using rubric developed by minor committee - Successful completion of required courses - Capstone assessment</td>
<td>- Successful completion of required courses and elective(s) focusing on building relationships - Capstone assessment - Community partner assessment</td>
<td>-Successful completion of CPCS 570/811 - successful completion of CPCS 813, PA 871, C&amp;ES 573, or Pop Health 780 - Capstone assessment</td>
<td>-Completion of public presentation - Faculty advisor will note students who have presented their CES work at conferences or other presentations - Capstone assessment</td>
<td>- completion of required course - Capstone assessment - Assessment by community partner(s) - Faculty advisor will note students who have presented their</td>
<td></td>
</tr>
<tr>
<td><strong>CES work at conferences or other presentations</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timetable for assessment activity (at least one activity each year; all goals reviewed in a 3-year cycle)</td>
<td>Annually</td>
<td>Annually</td>
<td>Year 2</td>
<td>Year 2</td>
<td>Year 2</td>
<td>Annually</td>
</tr>
</tbody>
</table>

*For examples of direct and indirect methods of assessment, see: [http://provost.wisc.edu/assessment/doing-assessment.htm](http://provost.wisc.edu/assessment/doing-assessment.htm).

**Assessment Review and Reporting**

1. **Who is responsible for assessment?** Cynthia Jasper, Elizabeth Tryon, and Lori Bakken make up the assessment team.

2. **What is the plan for review of the assessment information?** Annually, the full CES minor committee will meet to review the collected assessment information. At this meeting, the committee will review the following information:
   - Number of students pursuing the minor
   - Progress of enrolled students in their coursework
   - Feedback from advisors
   - Feedback from students

3. **What is the plan for production of annual summary report?** After reviewing the assessment summary and comments from the annual meeting, the committee will decide which (if any) items are actionable and provide a report of those plans, along with the initial assessment summary, to the Provost within two months.
4. **How will recommendations be implemented?** Any actionable items will be discussed during the committee meetings held quarterly. Proposals will be developed and go through the appropriate governance steps at that time. If approved, any curricular/programmatic/co-curricular changes will be implemented the following Fall semester or thereafter. The department of Civil Society and Community Studies will monitor all new implementations annually, with a more comprehensive report being compiled during the appropriate student learning outcome assessment year (within the 3-year timeline).
Program Change Request

New Program Proposal

Date Submitted: 11/14/18 4:42 pm

Viewing: French Studies Summer Institute

Parent Plan: MAJ: French Studies MFS

Last edit: 11/29/18 5:03 pm

Changes proposed by: mdeitz

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

Name
Elaine M Klein - L&S

Proposal Abstract/Summary:

French & Italian seeks formally to create a "Summer Institute" pathway in the existing Professional French Master's Program. The program will serve French teachers, using a part-time, Summer, hybrid (online and face-to-face) model leading to the MFS degree. Because the program relies on the courses and requirements from the existing parent MFS, a series of relatively minor modifications in course focus and timing will allow FRIT to better serve larger numbers of teachers interested in this degree.

Summer Institute students would complete the same 30 credits required for the MFS degree. However, because of students' unique calendar and needs as working teachers, two modifications will serve this audience better: (1) because the Summer internship period for this audience will necessarily be shorter, individual internship and tutorial credit will include portfolio projects focused on the teachers' created classroom projects; and (2) students would be required to complete French 821, a second language acquisition course designed for teachers of French.

Basic Information

Type of Program: Named Option
Parent Program: MAJ: French Studies MFS
Parent Audience: Graduate or professional
Parent Home Department: FRIT
School/College: College of Letters and Science

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?
Parent is in the Graduate School: Yes

SIS Code:

SIS Description:

Transcript Title: French Studies Summer Institute

Named Options: Sub Plan 1024: No Title Found

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

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

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Bousquet, Gilles</td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Deitz, Merritt S</td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Debaisieux, Martine M</td>
</tr>
</tbody>
</table>

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

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

Parent has outside accreditation: No

Graduates of parent program seek licensure or certification after graduation: No

First term of student enrollment: Summer 2019 (1196)

When will the application for the first term of enrollment open? Spring 2019 (1194)

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

<table>
<thead>
<tr>
<th>Start Term</th>
<th>Application Deadline MM/DD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Year of three year check-in to GFEC (3 years after first student enrollment):
2022

Year of first program review (5 years after first student enrollment):
2024

If this proposal is approved, describe the implementation plan and timeline.
Because this is a sub-program of an existing non-pooled tuition program, FRIT has the infrastructure in the Professional French Master’s Program (PFMP), with faculty, staff, courses, and procedures in place to move forward with implementation quickly. PFMP staff and faculty are ready to recruit, admit, and advise students. Recruiting will build on existing PFMP channels (regular mailings of program newsletters to roughly 600 recipients in school and university foreign language programs, presentations at professional associations like the American Council on the Teaching of Foreign Languages, advertising in teacher-focused newsletters like American Association of Teachers of French and the French Review) and will also allow for proactive new direct marketing to teachers through email, social media, cultural-and-education attaché colleagues at French consulates and Quebec trade offices, and email to teacher groups. Applications are reviewed by the PFMP Admissions and Scholarships Committee (composed of the program Director and its two Faculty Co-Directors) and admitted students are informed on a rolling basis, up through April 20 of every year (for students beginning in the summer or fall) and up to November 1 for students beginning in the spring. They will begin the program in the eight-week summer session and will be advised by Ritt Deitz, Director, Professional French Masters Program. As part of administering the existing MFS, FRIT understands procedures for working with L&S and the Graduate School to administer this program.

Rationale and Justifications

How does the named option relate to the major and to other named options in the major, if relevant?
The named option is proposed as a pathway through requirements followed by our full-time academic cohort: two full-time semesters on campus, followed by a semester (or two) of professional internship and professional portfolio completion and oral presentation. The standard MFS is intentionally broad-based, with graduates who undertake work in several different disciplines following graduation. The proposed Summer Institute will focus the program for a specific professional community—working teachers of French at the K-12 level—who earn a master’s degree in French by working through degree requirements together as a cohort. The requirements and learning outcomes for the MFS and this named option are identical; the distinction between them is driven by the need to adjust the timing and focus of courses to serve this audience.

Why is the program being proposed? What is its purpose?
In 2015, changes in policy and practice led to a redesign of the MFS. This revision had an impact on the audience served by the program, reducing the number of teachers who had previously sought the program out. FRIT has a vital interest in the community of language instruction beyond the boundaries of the University, so the department has worked to recapture that audience. Today, with new courses that include the ability to offer sections in the Summer and online, the program again has the capacity to serve working French teachers - and to recruit that audience more intentionally than had previously been possible. The group of French teachers who have been advising the program (mostly from WI and IL) has encouraged the program to re-open a part-time version of the MFS degree. Finally, the department hopes that this change will have the additional effect of increasing enrollment in a relatively small program that has the capacity to grow, to serve the teachers who have expressed a strong interest in the program, and to serve the discipline of French language instruction.

Do current students need or want the program? Provide evidence.
This proposal arises from an interest in recapturing an audience that was lost when the program was required to undertake a redesign; prior student participation demonstrates an interest in it. Further, recent market research identified 27 programs that compete for French teachers looking for the basic elements provided by the MFS. These programs are all either
master’s degree programs for teachers of French or post-baccalaureate certificate programs serving that cohort. The programs range in price and style (i.e. face-to-face versus online or hybrid, required immersion abroad, etc.) (See attached spreadsheet of research, completed in October 2018.) Program faculty and staff are familiar with this cohort of secondary colleagues and interact with them within the field of French Studies at conferences and in editorial settings, and have fielded many inquiries about the program.

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

The American Association of Teachers of French, one of the main professional associations most used by working K-12 French teachers in the United States, has roughly 10,000 members, the vast majority of whom work in the this country at the primary and secondary level. Many more working French teachers in the United States are not members of the AATF. It is noteworthy that the existing MFS program has brought students from France, Mexico, China, India, Burkina Faso, and a handful of other countries, signifying interest in our program abroad.

These are not French teachers, but rising interest and enrollment in French programs in China alone suggest that the roughly 500,000 French teachers working in the world (per the French Cultural Services website at the U.S. French embassy) explain in part the existence of at least two dozen other competing master’s programs in the U.S. for this cohort. Teacher training and development programs aimed at French teachers worldwide are present in most French university schools of education and private language schools, drawing French teachers worldwide there every year in numbers sufficient to indicate a market. We are asking that Wisconsin be able to compete with proven peer institutions like Virginia, Indiana, and others, who have been drawing this market for years.

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

The current program is a full-time academic year program that is rendered unavailable to working teachers, who typically are in class from early in the morning to late afternoon every weekday during the school year. This new option will serve these students by allowing them to engage in face-to-face courses and interactions during three summer terms (including their required internship the final summer) and with on-line courses available to them during the school year. These changes in timing, pace, and delivery allow us to serve a group of students who cannot be served by the standard program.

**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.

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deitz, Merritt S</td>
<td>French and Italian (FRIT)</td>
</tr>
<tr>
<td>Bousquet, Gilles</td>
<td>French and Italian (FRIT)</td>
</tr>
<tr>
<td>Debaisieux, Martine M</td>
<td>French and Italian (FRIT)</td>
</tr>
<tr>
<td>Allen, Heather Willis</td>
<td>French and Italian (FRIT)</td>
</tr>
<tr>
<td>Tochon, Francois V</td>
<td>French and Italian (FRIT)</td>
</tr>
</tbody>
</table>

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

Existing department resources, campus classrooms, libraries, and all other resources available to students via their segregated fees, will be available, as they have been in the past, to support program activities. The existing MFS program is a non-pooled (131) program, and its budget will include both new costs and new revenues associated with this named option.

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

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deitz, Merritt S</td>
<td>French and Italian (FRIT)</td>
</tr>
</tbody>
</table>

Describe how student services and advising will be supported.

The PFMP Director will continue to advise all individual students academically on this track, using the existing PFMP advising formulae required by the professional nature of this program (for example, academic research on and practice of professional networking techniques as part of curriculum in French 618, Career Strategies) and of course following the principles embodied in our existing Learning Goals and program assessment plan. The PFMP Assistant Director will
Confirm that the program advisor(s) or coordinator(s) have been consulted and reviewed this proposal. Yes

Resources, Budget, and Finance

Is this a revenue program? Yes

What is the tuition structure for this program? Market-based tuition - separate proposal to be submitted

Select a tuition increment: $800/credit

What is the rationale for selecting this tuition increment? The MFS is an existing non-pooled tuition program. (That program will be submitting a request to raise the tuition level to this amount, from a lower level that had been grandfathered in under a previously existing arrangement.) This level is among the approved tiers available to non-pooled tuition programs offered in L&S. Though it is a higher rate than what was formerly used, it should still be within reach of the audience for the program.

Upload the proposal for market based tuition:

Provide a summary business plan.

The existing MFS is a non-pooled revenue program administered within FRIT as the Professional French Master’s Program (PFMP). The non-pooled status of the MFS was approved when it was created, and tuition was set a lower rate than is currently used. The PFMP, with L&S support, proposes to raise that tuition to a higher level, consistent with current practice. This named-option/program will exist within that revenue context, using the same tuition structure as the parent program, with all students enrolled in the MFS paying the same tuition.

Within that context, the PFMP proposes to recruit 5 new students per summer, achieving a steady state enrollment level of 10 Summer Institute students within the MFS. This is projected to generate roughly 46,000 in surplus by the end of FY20, including the costs forecasted for new instruction.

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

The parent program is already actively engaged in marketing and outreach to recruit students to the program. This research includes studying competing costs, assessment of alumni working in the fields, qualitative research on topics presented by colleagues in French Studies who also advise undergraduates in French, and regular monitoring and intervention in actual application, admission, and enrollment trends. The PFMP will continue to study these features of the market and program, with a renewed focus on the specific community of K-12 French teachers, active in Wisconsin, neighboring states, across the US, and internationally. Faculty will continue to network on behalf of the program via targeted newsletter mailings, conference presentations, and general professional activity with an involvement by our "secondary colleagues" (French teachers at the K-12 level).

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

As noted above, this program is proposed as a pathway within an existing program. Though the proposal aspires to generate new revenue within the program, the department and PFMP do not anticipate that it will require substantial new resources.

Are new Library resources needed to support this program?

No

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

Students will not be funded, other than by occasional small incentive scholarships drawn, on a case-by-case basis, from revenues generated by the program as well as a limited number of small private scholarship funds. Students are informed that the program does not fund students, but that some scholarship assistance is available. Decisions about awarding these scholarships are made by the PFMP Admissions and Scholarship Committee (composed of the PFMP Director and its two Faculty Co-Directors).

Curriculum and Requirements

Spring 2019 application deadline: November 1, 2018

Fall 2019 Application Deadlines

Early acceptance deadline: January 15, 2019
Regular application deadline: April 20, 2019
Graduate School Application
French and Italian Department Application

Deadlines
Questions
Step 1: Graduate School Application
The following materials go to the Graduate School (Office of Graduate Admissions, 225 Bascom, 500 Lincoln Drive, Madison, WI 53706-1380):
Graduate School Application (online)
On the online application, you will need to list 3 people who will write letters of recommendation for you. (Remember to check the "email request" box when listing recom and style of expression in the French language. These may be professors, instructors, supervisors, or anyone who is familiar with your work and may give us a sense of your be sure to contact each recommender at least a month prior to when the letter of recommendation is needed to let them know that they will be contacted directly by the (department mdelitz@wisc.edu or ramer2@wisc.edu).
$75 Application Fee (waived for current and former TAPIF participants)
For international students whose native language is not English: MELAB or TOEFL scores
Step 2: French Department Application Procedure
Submit the following items to the Department of French and Italian (ATTN: Graduate Admissions Coordinator, 618 Van Hise Hall, 1220 Linden Drive, UW–Madison, Madison GRE Scores
(not required for certificate program) institution code 1846 for UW–Madison
Writing sample in French
(a graded undergraduate term paper or equivalent)
Complete official transcripts of all postsecondary study (TWO copies)
Any letters of recommendation that recommenders prefer to send as a hard copy. (A signed nonconfidential recommendation form must accompany each letter that come Résumé (CV)
Completed Study Track Application Addendum
Statement of purpose (1 page, in French).
What is your chosen concentration area. and how do you expect it. and the PFMP in egener. to oosition you for a more sasfying profesional life? Include any relevant exx
https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD%20SCH%20Dept. %20Approver#
What is your chosen concentration area, and how do you expect it, and the PFMP in general, to position you for a more satisfying professional life? Include any relevant dictionaries and other resources, we trust that this statement will be written without assistance.

An oral interview in French, either in person or by telephone. (In certain cases, the oral interview will be waived.)

DEADLINES

**Spring 2019 admission** deadline: November 1, 2018.
Fall 2019 admission deadline: January 15, 2019 if applying to live at the French House or for early decision; April 20, 2019 for all others.

QUESTIONS?
Contact Ritt Deitz, Director: (608) 262-4090 or mdeitz@wisc.edu.

**Approved Shared Content from /shared/graduate-school-admissions/**

**Graduate School Admissions**

Graduate admissions is a two-step process between academic degree programs and the Graduate School. Applicants must meet requirements of both the program(s) a

Guide Admissions/How to Get In tab

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Writing sample in French
(a graded undergraduate term paper or equivalent)
Complete official transcripts of all postsecondary study (TWO copies)
Any letters of recommendation that recommenders prefer to send as a hard copy. (A signed nonconfidential recommendation form must accompany each letter that come: Résumé (CV)
Completed Study Track Application Addendum
Statement of purpose (1 page, in French).
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**Graduate School Admissions**

Graduate admissions is a two-step process between academic degree programs and the Graduate School. Applicants must meet requirements of both the program(s) a online.
Describe plans for recruiting students to this program.

Department faculty and staff are presenting or have presented the PFMP this year at the Association of Departments of Foreign Languages Summer Seminar, the annual meeting of the American Council on the Teaching of Foreign Languages, the Modern Language Association, Augustana College, and a local high school in the context of National French Week. Once this named option is approved, we will target prospective students through direct email to interested teachers who have already contacted the PFMP Director (just over two dozen, all actively interested in whatever program we can create), bulk mail readers of our program newsletter (roughly 400, mostly in higher education but also high school teachers), social media (Facebook, Twitter, both currently in use by the PFMP, in which the named option will be housed), our website, the French Consulate, the Quebec Delegation in Chicago, the Alliance Française network, the Milwaukee French Immersion School network, the Wisconsin Association for Language Teachers, and the Wisconsin Department of Public Instruction—all of whom we are already working on projects with as a department. Individual interested prospective students receive individual responses from the PFMP Director and are recruiting directly, invited to visit campus, speak with program students and alumni.

Projected Annual Enrollment:

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>5</td>
</tr>
<tr>
<td>Year 2</td>
<td>10</td>
</tr>
<tr>
<td>Year 3</td>
<td>10</td>
</tr>
</tbody>
</table>

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

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.

Parent Requirements

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

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

<table>
<thead>
<tr>
<th>Mode of Instruction</th>
</tr>
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<tbody>
<tr>
<td>Face to Face</td>
</tr>
<tr>
<td>Evening/Weekend</td>
</tr>
<tr>
<td>Online</td>
</tr>
<tr>
<td>Hyb</td>
</tr>
</tbody>
</table>

Mode of Instruction Definitions

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

Evening/Weekend: These programs are offered in an evening and/or weekend format to accommodate working schedules. Enjoy the advantages of on-campus courses schedule of a specific program, contact the program.

Online: These programs are offered primarily online. Many available online programs can be completed almost entirely online with all online programs offering at least that is often designed to accommodate working schedules. Take advantage of the convenience of online learning while participating in a rich, interactive learning environment.

Hybrid: These programs have innovative curricula that combine on-campus and online formats. Most hybrid programs are completed on-campus with a partial or complete components of both formats.

Accelerated: These on-campus programs are offered in an accelerated format that allows you to complete your program in a condensed time-frame. Enjoy the advantages of an accelerated nature of a specific program, contact the program.

CURRICULAR REQUIREMENTS

University General Education Requirements
Minimum Credit Requirement: 30 credits
Minimum Residence Credit Requirement: 16 credits
Minimum Graduate Coursework Requirement: Two-thirds of the degree coursework (20 of 30 total credits) must be completed in graduate-level coursework; consult the Course Guide (https://registrar.wisc.edu/course-guide/).
Overall Graduate GPA Requirement: 3.00 GPA required.
Other Grade Requirements: B or better in FRENCH 615.
Assessments and Examinations: Internship, oral examination, and professional portfolio.
Language Requirements: No additional language requirements.

### Required COURSES

Course Requirements: Before enrolling in their professional internship, students must complete the following 24 credits of French-language, UW-Madison coursework:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRENCH 615</td>
<td>Grammaire avancee</td>
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<tr>
<td>FRENCH 616</td>
<td>Social Responsibility in Contemporary French-Language Professional Writing</td>
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<td>FRENCH 617</td>
<td>Contemporary Skill Set Literature in French</td>
</tr>
<tr>
<td>FRENCH 618</td>
<td>Career Strategies for the French-Speaking World</td>
</tr>
<tr>
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<td>Communication orale en situations professionnelles</td>
</tr>
<tr>
<td>FRENCH 642</td>
<td>Culture et sociétés dans le monde francophone</td>
</tr>
<tr>
<td>FRENCH 793</td>
<td>Professional French Masters Program Internship 1</td>
</tr>
<tr>
<td>FRENCH 799</td>
<td>Independent Study (Individual Special Purposes Tutorial)</td>
</tr>
<tr>
<td>FRENCH 799</td>
<td>Independent Study (Individual Internship Issues) 2</td>
</tr>
<tr>
<td>FRENCH 901</td>
<td>Seminar-Materials and Methods of Research</td>
</tr>
</tbody>
</table>

**Total Credits**

1. Must take 1 credit each semester for two semesters.
2. Must take 2 credits during third semester, 3 credits during fourth semester.

### Summer Institute Track

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</tr>
</thead>
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</tr>
<tr>
<td>FRENCH/ITALIAN 821</td>
<td>Issues in Methods of Teaching French and Italian (SLA Concepts)</td>
</tr>
<tr>
<td>FRENCH 901</td>
<td>Seminar-Materials and Methods of Research (Curricular Design and Assessment)</td>
</tr>
</tbody>
</table>

**Total Credits**

Guide Requirements tab

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

**Minimum Graduate School Requirements**

Review the Graduate School minimum academic progress and degree requirements, in addition to the program requirements listed below.

**Major Requirements**

---

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</table>

Required COURSES

Summer Institute Track

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</table>

Total Credits

Total credits required: 30

Parent Plan Graduate Policies

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

Graduate School Policies

The Graduate School’s Academic Policies and Procedures provide essential information regarding general university policies. Program authority to set degree policies by the academic degree program can be found below.

Major-Specific Policies

Graduate Program Handbook

A Graduate Program Handbook containing all of the program’s policies and requirements is forthcoming from the program.

Prior Coursework

Graduate Work from Other Institutions

Full-time academic track: Students may not count coursework from other institutions.

Summer Institute track: With program approval, MFS students in the Summer Institute are allowed to waive up to 10 credits of their required PFMP credits, to the extent that program requirements and are taken after the student has been PFMP coursework.
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, University Special students enrolled in the capstone certificate “French Studies” may count up to 12 credits of coursework taken while admission to a master’s degree is not allowed to satisfy requirements.

Probation

The Graduate School regularly reviews the record of any student who earned grades of BC, C, D, F, or Incomplete in a graduate course (300 or above), or grade of U in being suspended from the Graduate School.

- Good standing: progressing according to standards; any funding guarantee remains in place.
- Probation: not progressing according to standards but permitted to enroll; loss of funding guarantee; specific plan with dates and deadlines in place in regard to removal of unsatisfactory progress: not progressing according to standards; not permitted to enroll, dismissal, leave of absence or change of advisor or program.

ADVISOR / COMMITTEE

Students will work closely with the PFMP executive director.

CREDITS PER TERM ALLOWED

13 credits

Time Constraints

Students who have allowed a session to “lapse” without enrolling during that session, and without approval to take a leave of absence, must reapply to the program. Leaves of absence are viable for one semester only.

Other

PFMP and certificate students may not be simultaneously enrolled in other graduate programs, nor are they eligible for project assistantships, teaching assistantships, or automatically eligible for PFMP internship travel funding in the form of a credit toward airline travel, and for selected private scholarships of roughly $1,000 each.

Guide Graduate Policies tab

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

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Unsatisfactory progress (not progressing according to standards; not permitted to enroll, dismissal, leave of absence or change of advisor or program).

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PFMP and certificate students may not be simultaneously enrolled in other graduate programs, nor are they eligible for project assistantships, teaching assistantships, automatically eligible for PFMP internship travel funding in the form of a credit toward airline travel, and for selected private scholarships of roughly $1,000 each. Discuss expected progress to degree and time to degree. For undergraduate programs discuss considerations for supporting students to complete the degree in four acad

**Program Learning Outcomes and Assessment**

<table>
<thead>
<tr>
<th>Parent Program Learning Outcomes</th>
<th>Speak, read, listen and write in French at a level sufficient to work successfully among native French speakers in the student’s concentration area.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Identify, select and retrieve primary and secondary sources in research projects, using techniques expected by professionals working in the student’s concentration area.</td>
</tr>
<tr>
<td></td>
<td>Demonstrate a thorough understanding of the relationship between practices and perspectives in the cultures of the world’s major French-speaking regions.</td>
</tr>
<tr>
<td></td>
<td>Articulate, critique, and elaborate the major professional approaches and best practices in the student’s concentration area.</td>
</tr>
<tr>
<td></td>
<td>Demonstrate understanding of the student’s concentration area in its historical and cultural context.</td>
</tr>
<tr>
<td></td>
<td>Successfully apply major professional approaches and best practices to professional projects in a French-speaking organizational setting outside the United States, in the student’s concentration area.</td>
</tr>
<tr>
<td></td>
<td>Use the most appropriate methodologies for success when beginning or returning to work in the student’s concentration area.</td>
</tr>
</tbody>
</table>
FR821 Project Blurb
Second Language Acquisition Concepts
(3-credit course given in the English language)

Department of French & Italian
Fall 2020

Professor: François Victor Tochon, PhD
Email: fvtochon@wisc.edu
Office: 742 Van Hise Bldg
Office Hours: upon appointment

Online course with asynchronous components on Canvas, a discussion list to discuss
the readings and videos on Piazza, and synchronous meetings on www.zoom.us
Online Course Meeting Days/Time: Wed 7:00pm to 8:30pm

Credit hours: 135 hours of work including 22.5 hours of interactions, 32.5 hours of
team work on projects (=13 team meetings of 2.5 hours), 30 hours of streaming
videos, and 60 hours of weekly readings (4 hours per week for 15 weeks).

Course Description
This course is an introduction to the scientific research of how people learn a second
language. Although the course is designed to be accessible to students from a wide
variety of backgrounds, some knowledge of the linguistic structure of English will be
assumed. Second language acquisition, or SLA, is a theoretical and experimental field
of study that looks at the phenomenon of language development -- in this case the
acquisition of a second language. The term "second" includes "foreign" and "third",
"fourth" (etc.) The goal of SLA research is to expand understanding of the complex
processes and mechanisms that drive language acquisition. Because language is quite
complex, SLA has become a broadly-based field that now involves:

- studying the complex pragmatic interactions between learners, and between
learners and native speakers;
- examining how non-native language ability develops, stabilizes, and
undergoes attrition (forgetting, loss);
- carrying out an analysis and interpretation of all aspects of learner language
with the help of current linguistic theory;
- developing theories that are specific to the field of SLA that aim to account for
the many facets of non-native language and behavior;
- testing hypotheses to explain second language knowledge and behavior.

The goal of SLA is to understand how learners learn and it is not the same as research
into language teaching. However, applied linguists whose particular interest is in
facilitating the language learning process should find ways of interpreting relevant
SLA research in ways that will benefit the language teacher. SLA, in this light,
should become an essential point of reference for those involved in educational
activities as well as researchers looking at how to facilitate the learning process.

Student Learning Outcomes
Upon completion of this course, students are expected to:
• develop an expert and personally relevant understanding of fundamentals of second
language learning;
• become familiar with theories, methods, and findings in the field of SLA;
• develop your ability to read SLA research reports meaningfully;
• support you through the process of conducting and reporting on a research project that explores an SLA topic of your choice.

**Required Readings**


**Course Materials**

Article-length readings, videos and slideshows available on Canvas

**Course Expectations**

1. Your course grade will be a combination of criterion-referenced and individual-referenced assessment. I will be looking at your semester-long progress regarding research skills, adept academic writing, and development of discipline-specific knowledge (the individual-referenced part of the assessment), and evaluate the extent to which you have reached the learning objectives stated in this syllabus (the criterion-referenced part of the assessment). I will not compare the quality of your performance to that of other students in the class.

2. Show clear evidence of your intellectual commitment (i.e., engaged curiosity) and academic effort (i.e., hard work) during the semester, and evidence of professional growth. If you are an MA student, this may mean a changed perspective on your teaching, based on what SLA tells us our students can and cannot do when learning an L2. If you are a doctoral student, this may mean growth in your capacity to contribute original and useful research on the learning and teaching of second languages.

3. I encourage you to talk to me regularly (either email or face-to-face) for feedback on your progress in the course and to gain a sense for how what you are doing in this course relates to other courses and to your long-term goals as a teacher and/or a researcher.

**Statement of Inclusivity**

Pivotal to our educational mission is the need to embrace and value the diversity of the UW community. Acknowledging the uniqueness of each individual, in this course and on campus we seek to cultivate an environment that encourages freedom of expression. Because the University is a community where inquiry is nurtured and theories are tested, every individual has the right to feel safe to express ideas that differ from those held by other members of the community. However, all persons who aspire to be part of our campus community must accept the responsibility to demonstrate civility and respect for the dignity of others. Recognizing that the proper balance between freedom of expression and respect for others is not always apparent or easy to achieve, we must continually challenge ourselves and each other in an atmosphere of mutual concern, good will and respect. Therefore, expressions or actions that disparage an individual's or group's ethnicity, gender, religion, sexual orientation, marital status, age or disability are contrary to the mission of UW.
FRE 901: Curricular Design and Assessment

Professor: Heather Willis Allen
Contact Information: 608-520-4733, hwallen@wisc.edu
Office Hours: By appointment

COURSE DESCRIPTION & GOALS

This course will provide an overview of current best practices in curricular and assessment design for in-service K-12 French teachers. The goals of the course are to equip participants with up-to-date knowledge related to curricular and assessment design for teaching French as a foreign language and to provide meaningful opportunities to create instructional and assessment materials in a collaborative manner. The approach to curriculum and assessment emphasized in this course is multidimensional and focuses on the World-Readiness Standards for Learning Languages framework.

STUDENT LEARNING OUTCOMES

Course participants will ...

1. Demonstrate understanding of key concepts related to curricular design and assessment for K-12 French as a foreign language

2. Gain experience in designing and refining instructional and assessment tools in French

3. Identify, select, and retrieve reference materials on a key concept explored in the course and carry out a related research project

4. Reflect on their own beliefs and practices about instruction and assessment for K-12 French as a foreign language

5. Contribute actively as a member of the online community participating in this course, including sharing ideas and insights, providing constructive feedback to peers, and maximizing personal opportunities to learn and grow as a teacher

COURSE MATERIALS

Digital course packet of articles and book chapters. PROVIDED VIA COURSE CANVAS SITE
COURSE REQUIREMENTS

1. Reflective Blogging (25%): You will use blog to engage in the activities described in below. Instructions on setting up your Wordpress blog can be found on our course’s Canvas site.

Online survey (1 total): You will complete a brief online survey during the first week of the course that pertains to your teaching background and current instructional and assessment practices. The purpose of the survey is to help your professor understand you, your teaching context, and your teaching practices and challenges better.

Reading reactions (7 total): You will be read and reflect on course readings on your blog during weeks when new material is on the course calendar. Reading reactions should be a minimum of 250 words. Each post should include the following: a summary that demonstrates that you have read and understood the readings and a reaction to the readings. You may also include questions that you would like the professor to respond to as she reads your blog. Note: when making reference to specific reading passages or ideas contained in a particular reading, cite relevant information by the author’s last name and page number (e.g. Shrum & Glisan, p. 20).

Teaching reflections (5 total): You will complete written reflections pertaining to your classroom experiences related to curriculum design and assessment. Each will be a minimum of 250 words in length. These will be guided by a general question or series of questions posted for each reflection on the Canvas Site. You are welcome to post your own questions, ideas, or even problems and frustrations related to your experiences of applying what you are learning in this seminar to classroom practice.

2. Portfolio (50%): You will develop four instructional and assessment-related tools during the semester. The goal of this course component is to develop new materials for use in a French course of your choice. For each portfolio component, you will complete a series of workshop-style activities to help brainstorm and plan the content of the portfolio with help from your professor. Evaluation criteria for each portfolio component will be provided on the course Canvas site. You will be asked to complete a one-paragraph reflective statement when you turn in each portfolio component focusing on challenges experienced as you developed it and specific questions for the professor. Portfolio materials will be uploaded to the course Canvas site.

3. Research Project (25%): You will select a key concept from the topics covered weekly in this course as the subject of a written review of literature and discussion in which you analyze the topic selected. You will be guided through the process of selecting a topic, conducting a review of literature, compiling an annotated bibliography, and writing a review of literature and discussion text; one third of the grade associated with the project will be based on task completion related to the steps outlined above and two thirds of the grade will be based on the written research report. Evaluation criteria for this project will be provided on the course Canvas site.
## FLL 901 Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignments and Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1:</td>
<td><strong>Introduction to the course</strong></td>
</tr>
<tr>
<td>Jan. 21-24</td>
<td>Read: course syllabus, purchase course materials, familiarize yourself with Canvas site</td>
</tr>
<tr>
<td></td>
<td>(1/21) Complete online survey: My instructional and assessment practices (1/21)</td>
</tr>
<tr>
<td>Week 2:</td>
<td><strong>Curricular planning using backward design</strong></td>
</tr>
<tr>
<td>Jan. 27-31</td>
<td>Read: Shrum &amp; Glisan Ch. 3, online reading 1 (1/31)</td>
</tr>
<tr>
<td></td>
<td>Complete: reading reaction 1 (1/31)</td>
</tr>
<tr>
<td>Week 3:</td>
<td><strong>Planning instruction and assessment</strong></td>
</tr>
<tr>
<td>Feb. 3-7</td>
<td>Read: Hall Ch. 5 (2/7)</td>
</tr>
<tr>
<td></td>
<td>Complete: reading reaction 2, teaching reflection 1 (2/7)</td>
</tr>
<tr>
<td>Week 4:</td>
<td><strong>Understanding ACTFL World-Readiness Standards and goal areas and proficiency versus performance</strong></td>
</tr>
<tr>
<td>Feb. 10-14</td>
<td>Read: online readings 2 and 3 (2/14)</td>
</tr>
<tr>
<td></td>
<td>Complete: reading reaction 3 (2/14)</td>
</tr>
<tr>
<td>Week 5:</td>
<td><strong>Instructional and assessment techniques for interpretive communication</strong></td>
</tr>
<tr>
<td>Feb. 17-21</td>
<td>Read: Shrum &amp; Glisan Ch. 6 (2/21)</td>
</tr>
<tr>
<td></td>
<td>Complete: reading reaction 4 (2/21)</td>
</tr>
<tr>
<td>Week 6:</td>
<td><strong>Instructional and assessment techniques for interpretive communication</strong></td>
</tr>
<tr>
<td>Feb. 24-28</td>
<td>Complete: Portfolio 1 workshop activities (2/28)</td>
</tr>
<tr>
<td></td>
<td>Complete: <strong>Portfolio 1—Formative assessment of reading</strong> (2/28)</td>
</tr>
<tr>
<td>Week 7:</td>
<td><strong>Instructional and assessment techniques for oral and written presentational communication</strong></td>
</tr>
<tr>
<td>March 2-6</td>
<td>Read: Shrum &amp; Glisan Ch. 9 (3/6)</td>
</tr>
<tr>
<td></td>
<td>Complete: reading reaction 5, teaching reflection 2 (3/6)</td>
</tr>
<tr>
<td>Week 8:</td>
<td><strong>Instructional and assessment techniques for oral and written presentational communication</strong></td>
</tr>
<tr>
<td>March 9-13</td>
<td>Complete: Portfolio 2 workshop activities (3/13)</td>
</tr>
<tr>
<td></td>
<td>Complete: <strong>Portfolio 2—Task sheet and rubric for written presentational communication</strong> (3/13)</td>
</tr>
<tr>
<td>Week 9:</td>
<td>UW-MADISON SPRING BREAK</td>
</tr>
<tr>
<td>March 16-20</td>
<td>Complete: Select research project topic, email one paragraph summary to professor (3/20)</td>
</tr>
<tr>
<td>Week 10:</td>
<td><strong>Instructional and assessment techniques for oral and written interpersonal communication</strong></td>
</tr>
<tr>
<td>March 23-27</td>
<td>Read: Shrum &amp; Glisan Ch. 8 (3/27)</td>
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<tr>
<td></td>
<td>Complete: reading reaction 6, teaching reflection 3 (3/27)</td>
</tr>
<tr>
<td>Week 11:</td>
<td><strong>Instructional and assessment techniques for oral and written interpersonal communication</strong></td>
</tr>
<tr>
<td>March 30-April 3</td>
<td>Read: Portfolio 3 workshop activities (4/3)</td>
</tr>
<tr>
<td></td>
<td>Complete: <strong>Portfolio 3—Task sheet for oral interpersonal activity or assessment</strong> (4/3)</td>
</tr>
<tr>
<td>Week 12:</td>
<td><strong>Designing an integrated performance assessment</strong></td>
</tr>
<tr>
<td>April 6-10</td>
<td>Read: Shrum &amp; Glisan Ch. 11, online reading 4 (4/10)</td>
</tr>
<tr>
<td></td>
<td>Complete: reading reaction 7 (4/10)</td>
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<tr>
<td></td>
<td>Complete: annotated bibliography for research project (4/10)</td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
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<tr>
<td>Week 13</td>
<td>April 13-17</td>
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<tr>
<td>Week 14</td>
<td>April 20-24</td>
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<tr>
<td>Week 15</td>
<td>April 27-May 1</td>
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<tr>
<td>May 8</td>
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<td></td>
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</tr>
<tr>
<td>Name of School</td>
<td>Master’s</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>University of Maine</td>
<td>Master of Arts in Teaching French</td>
</tr>
<tr>
<td>University of Maine</td>
<td>Summer Institute for Teachers of French (Professional Development)</td>
</tr>
<tr>
<td>Southern Oregon University</td>
<td>Summer Language Institute – Master of Arts in French Language Teaching</td>
</tr>
<tr>
<td>Indiana University Bloomington</td>
<td>Masters in French Instruction</td>
</tr>
<tr>
<td>University of Minnesota</td>
<td>Post-Baccalaureate Certificate in French Studies</td>
</tr>
<tr>
<td>Middlebury Language Schools</td>
<td>MA in Applied Languages: French Specialization-Language Teaching (required abroad component)</td>
</tr>
<tr>
<td>Name of School</td>
<td>Master’s</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Middlebury Language Schools</td>
<td>MA in French Specialization-Pedagogy and Linguistics (optional abroad component)</td>
</tr>
<tr>
<td>The University of Southern Mississippi</td>
<td>Master of Arts in the Teaching of Languages (MATL)</td>
</tr>
<tr>
<td>Boston University</td>
<td>Master of Arts in Teaching in Modern Foreign Language Education</td>
</tr>
<tr>
<td>University of Virginia</td>
<td>Master of Teaching Foreign Language Emphasis-French</td>
</tr>
<tr>
<td>The University of Arizona</td>
<td>M.A Program in French Secondary Teaching Certification</td>
</tr>
<tr>
<td>University of Buffalo</td>
<td>Certificate of Advanced Study (CAS) Initial, French</td>
</tr>
<tr>
<td>University of Buffalo</td>
<td>Master of Education (EdM) Professional, French</td>
</tr>
<tr>
<td>University of Buffalo</td>
<td>Master of Education (EdM) Initial/Prof, French *Combo of CAS and EdM above)</td>
</tr>
<tr>
<td>Name of School</td>
<td>Master’s</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>UNC Greensboro</td>
<td>Master of Education (M.Ed) in Teaching Education with a concentration in French Education (already hold licensure)</td>
</tr>
<tr>
<td>UNC Greensboro</td>
<td>Master of Arts in Teaching (MAT) with a concentration in French Education (Need licensure)</td>
</tr>
<tr>
<td>Northern Illinois University</td>
<td>World Languages and Cultures - French and Francophone Certificate of Graduate Study</td>
</tr>
<tr>
<td>UNC Charlotte</td>
<td>Masters of Arts in Teaching - Foreign Language Education French Language</td>
</tr>
<tr>
<td>UNC Charlotte</td>
<td>Graduate Certificate in Foreign Language Education French Language</td>
</tr>
<tr>
<td>NYU, Steinhardt</td>
<td>Master of Arts in Foreign Language Education, Non-Certification French Language</td>
</tr>
<tr>
<td>NYU</td>
<td>Certificate of Achievement in French Studies</td>
</tr>
<tr>
<td>University of Illinois at Urbana-Champaign</td>
<td>M.A in French Concentration-French Language Learning</td>
</tr>
<tr>
<td>Middle Tennessee State University</td>
<td>Foreign Language Master of Teaching (M.A.T), non-licensure French Language</td>
</tr>
</tbody>
</table>

Worth Noting: Other programs offer simple professional development that would appeal to teachers who don’t necessarily need the credit. Below are a few examples (there are MANY like this in the US, abroad and online only).

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Certificate / Other</th>
<th>Tuition Flat Rate For All</th>
<th>Tuition In-State</th>
<th>Tuition Out of State</th>
<th># of credits Required</th>
<th>Type of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>France Langue</td>
<td>Teacher Training Course, &quot;French as a Foreign Language&quot; (Professional Development)</td>
<td>720 euros to 740 euros</td>
<td></td>
<td></td>
<td></td>
<td>Professional Development 2 wks -Certificate of Completion -Face to Face in France</td>
</tr>
<tr>
<td>Institut de Touraine</td>
<td>Teacher Training Course for French Teachers (Professional Development)</td>
<td>1 to 4 wks</td>
<td></td>
<td></td>
<td></td>
<td>Professional Development -Certificate of Completion -Face to Face in France</td>
</tr>
<tr>
<td>Alliance Francaise</td>
<td>Professional Development for French Teachers</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Professional Development -Face to Face</td>
</tr>
</tbody>
</table>
Program Change Request

Date Submitted: 10/22/18 12:51 pm

Viewing: UNCS354 : Capstone Certificate in International Politics and Practice

Last approved: 09/18/18 8:03 pm

Last edit: 10/25/18 12:57 pm

Changes proposed by: emklein

Catalog Pages Using this Program

International Politics and Practice, Capstone Certificate

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

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elaine M Klein - L&amp;S</td>
</tr>
</tbody>
</table>

Proposal Abstract/Summary:

Request to discontinue low award program. Admission to this program was suspended effective Spring 2018, and there are currently no students enrolled in it.

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

Fall 2019 (1202)

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

No

Basic Information

Program State: Discontinued Suspend Admissions

Type of Program: Capstone Certificate (Special only)

Who is the audience?

Special

Home Department: POLI SCI

School/College: College of Letters and Science

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
### Suspension and Discontinuation

**What is the last term that a student could declare this program?**
Fall 2017 (1182)

**What is the last term that students may be enrolled in or complete the program?**
Fall 2019 (1202)

**What is the timeline and advance communication plan?**

*After a period of low enrollment, admission to this program was suspended effective Spring 2018. The department faculty have*

**Explain the precipitating circumstances or rationale for the proposal.**

*As noted in the attached documentation, student interest in this program has been lower than anticipated. Combined with the departure of key faculty, as well as the department’s responsibility to administer other programs that are more robustly enrolled, the faculty have decided to discontinue this program.*

**What is the potential impact on enrolled students?**

*No students are currently enrolled in the program.*

**What is the potential impact on faculty and staff?**

*Although the department will continue to offer courses that are relevant to this area of study, the discontinuation of this program will reduce the administrative burden on faculty and staff to ensure that required courses are scheduled and offered, that students are advised, that the program is assessed, and that it is regularly reviewed.*

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

*Faculty in the Department of Political Science are aware of this action. The departmental curriculum committee discussed this on September 10, 2018, and the executive committee approved this action on October 24, 2018.*

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

*There are no students currently enrolled in this program and taking courses. In Spring 2018, the department contacted admitted students who were admitted to the program, but who have stopped out (that is, they have taken at least one course toward completing the program, but were not currently enrolled in Spring 2018 courses, or registered for Summer or Fall 2018 courses). The department notified them that admissions have been paused and the program is slated for discontinuation. Eight of these “stopped out” students were encouraged to take courses to complete the program; however, since the department will not continue to offer courses for this program in the Summer terms, students who wish to complete the program may need course substitutions or directed study. The department is willing to work with these students on a case by case basis to accommodate student needs.*

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

*The department chair will e-mail campus stakeholders and alumni to inform them of the discontinuation of the program. Since this program has been a small program since its inception, there are relatively few graduates.*

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

*Courses that can be used to meet program requirements are offered; course substitutions would be available to any returning student who may require exceptions to complete the program.*

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

*There are no students currently enrolled in the program.*

**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 offered?**

*Admission to the program was suspended in Spring 2018; there are no students in the pipeline.*

**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?**

*There are no alternative programs into which students who have not completed the program may be admitted.*
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.

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Zumbrunnen, John G</td>
</tr>
<tr>
<td></td>
<td>zumbru</td>
</tr>
<tr>
<td>Primary Dean’s Office Contact</td>
<td>Klein, Elaine M</td>
</tr>
<tr>
<td></td>
<td>emklein</td>
</tr>
</tbody>
</table>

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

- 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: Distance Education (100% online)

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
- Will this program have outside accreditation? No
- Will graduates of this program seek licensure or certification after graduation? No

**Faculty and Staff Resources**

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

**Curriculum and Requirements**

If you are proposing a change to the curriculum, what percentage of the curriculum is changing? No change

Are international students permitted to enroll in this program? No

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

Must have a minimum GPA of 3.000

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI SCI 700</td>
<td>Introduction to International Politics</td>
</tr>
<tr>
<td>POLI SCI 701</td>
<td>American Foreign Policy</td>
</tr>
<tr>
<td>POLI SCI 702</td>
<td>International Political Economy</td>
</tr>
<tr>
<td>POLI SCI 703</td>
<td>International Organizations and Law</td>
</tr>
</tbody>
</table>
Total Credits

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Acquire foundational knowledge of domestic and international policies that affect both national economic policymaking and developments in the world economy.</td>
</tr>
<tr>
<td>2</td>
<td>Identify the role of international financial institutions, trade and development, financial crisis, and the relationship between globalization and inequality.</td>
</tr>
<tr>
<td>3</td>
<td>Recognize and distinguish patterns of global governance and their impact over time.</td>
</tr>
<tr>
<td>4</td>
<td>Develop an understanding of the relationship between national and international security.</td>
</tr>
<tr>
<td>5</td>
<td>Apply important connections to real-world experiences.</td>
</tr>
</tbody>
</table>

Summarize the assessment plan.

Approved Assessment Plan:

**Commitments**

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

Yes

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

Yes

Courses have enrollment capacity.

Yes

Courses in the curriculum are numbered 300 or higher.

Yes

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

Yes

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

Yes

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

Yes

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 governance for inclusion in the curriculum the following academic year.

Yes

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

Yes

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 program for students who already have completed the same or similar coursework at UW-Madison or another institution.

Yes

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

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.

Yes

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 stu...

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.

Yes

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

Yes

Students enrolled in Capstone certificate programs are NOT eligible for teaching assistant (TA), research assistant (RA), project assistant (PA) nor graduate fellowship support of admission letter, program website, program handbook, and program orientation.

Yes

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.

Yes

### Supporting Information

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

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
<th>Date of contact/support letter received</th>
<th>School, College, or Department</th>
<th>Approved by Executive Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zumbrunnen, John G</td>
<td>10/25/2018</td>
<td>Political Science (POLI SCI)</td>
<td>Approved by Executive Commi</td>
</tr>
</tbody>
</table>

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:

- Transmittal to Provost - IPPCC - Program Discontinuation Notice.pdf
- Transmittal JKS to Mangelsdorf - Suspend Admissions IPPCC.pdf
- GFEC Approval IPP Capstone AdmissionSuspension wjk111517.pdf
- Actions 2017 November IPP suspendCapstone.pdf

### 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, personnel) and facilities (space, computational, laboratory) needed to offer the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and conduct research.

Enter any notes about approval here:

Entered by:  
Date entered:

**School/College Approval** - This proposal has been approved at the school/college level and it is submitted with the Dean’s support. The Dean and program faculty confirm that the unit has the capacity to offer the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and conduct research.

Enter any notes about approval here:

Entered by and date:

Date entered:

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

Enter any notes about the approval here:

Entered by:  
Date entered:

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

Enter any notes about approval

Entered by and date:  
Date entered:  

- Approved by Executive Committee
For Administrative Use

Admin Notes:
SIS effective date:
Career: Special Student
SIS Program Code: UNCS
SIS Short Description: Int Pol Pr
Other plan codes associated with this program:
Degree: CRT
Field of Study: Social Science
Program Length: 1
National Student Clearing House Classification:
Plan Group: 354
Award Category: Capstone
Enrollment Category: 800
CIP Code: 45.1001 - Political Science and Government, General.
UWSTEM:
HEALTH:
Educational Innovation Program:
Distance Education Program:
Non Traditional Program:
Special Plan Type: The entire plan is a Non-pooled plan
CDR certificate category: Postbaccalaureate certificate
Reviewer Comments
Date: November 20, 2017

To: John Karl Scholz, Dean, Letters and Science

From: Sarah C. Mangelsdorf, Provost and Vice Chancellor for Academic Affairs

RE: November 2017 Academic Program Change

Suspend admissions to the Capstone Certificate in International Politics and Practice

I am writing with formal notice that the University Academic Planning Council has approved the proposal to suspend admissions to the Capstone Certificate in International Politics and Practice (UNCS354), Department of Political Science, College of Letters and Science.

This action is effective Spring 2018. The program must submit a plan to the Office of the Provost to reopen or discontinue the named option by October 1, 2018.

Supporting materials are posted here: https://apir.wisc.edu/academic-planning/uapc-meeting-information/november-16-2017/.

Please contact Jocelyn Milner (jocelyn.milner@wisc.edu) if you have any questions.

Copies:
John Zumbrunnen, Political Science
Greg Downey, Letters and Science
Elaine Klein, Letters and Science
Katy Duren, Continuing Studies
Steve Hahn, Vice Provost for Enrollment Management
Scott Owczarek, Registrar
Beth Warner, Office of the Registrar
Phil Hull, Office of the Registrar
Jeff Armstrong, Office of the Registrar
Melissa Schultz, Office of the Registrar
Derek Kindle, Office of Student Financial Aid
Carla Perez, Bursar
William Karpus, Graduate School
Marty Gustafson, Graduate School
Angie Bollinger, Facilities Planning and Management
Brent Lloyd, Space Management

Elizabeth Fredricks, Space Management
John Lucas, University Communications
Tricia Nolan, University Marketing
Toni Good, University Communications
Steve Smith, Office of the Secretary of the Faculty
Tim Norris, Madison Budget Office
Ann Bourque, Madison Budget Office
Clare Huhn, Academic Planning and Institutional Research
Sarah Kuba, Academic Planning and Institutional Research
Sara Lazenby, Academic Planning and Institutional Research
Jocelyn Milner, Academic Planning and Institutional Research
Michelle Young, Academic Planning and Institutional Research

Office of the Provost and Vice Chancellor for Academic Affairs
150 Bascom Hall University of Wisconsin-Madison 500 Lincoln Drive Madison, Wisconsin 53706
608/262-1304 Fax: 608/265-3324 E-mail: provost@provost.wisc.edu www.provost.wisc.edu
15 November 2017

John Zumbrunnen, Ph.D.
Professor and Chair
Department of Political Science
University of Wisconsin-Madison

Sent Electronically

Dear Professor Zumbrunnen,

The Graduate Faculty Executive Committee (GFEC) approved your department’s request to suspend admissions to the Capstone Certificate in International Politics and Practice effective Spring 2018 at its November 10, 2017 meeting.

The suspension of admission to the Capstone will last for up to three years, at which time the program should be discontinued through governance or unsuspended. We appreciate the program’s commitment to supporting all current students through capstone completion while you undergo this planning process.

With GFEC’s approval, your request to suspend admission now moves to the University Academic Planning Council (UAPC) where it will be a matter of automatic consent.

Sincerely,

William J. Karpus
Dean of the Graduate School
Professor of Pathology and Laboratory Medicine

c: John Karl Scholz, College of Letters and Science
    Cal Bergman, College of Letters and Science
    Greg Downey, College of Letters and Science
Elaine Klein, College of Letters and Science
Jon Pevehouse, Department of Political Science
Debra McFarlane, Department of Political Science
Jocelyn Milner, Office of the Provost
Sarah Kuba, Office of the Provost
Katherine Duren, Division of Continuing Studies
Parmesh Ramanathan, Graduate School
Marty Gustafson, Graduate School
Emily Reynolds, Graduate School
6 October 2017

TO: John Zumbrunnen, Professor and Chair, Political Science

FROM: John Karl Scholz, Dean

RE: Request to Suspend Admissions: International Politics and Practice Capstone Certificate

CC: Cal Bergman, Associate Dean for Student Academic Affairs, L&S  
Greg Downey, Associate Dean for Social Science, L&S  
Katy Duren, Associate Dean for Academic Affairs, Division of Continuing Studies  
Marty Gustafson, Assistant Dean, Graduate School  
Elaine Klein, Assistant Dean for Academic Planning, L&S  
Sarah Kuba, Academic Planner, Academic Planning and Institutional Research  
Jocelyn Milner, Vice Provost and Director, Academic Planning and Institutional Research  
James Montgomery, Associate Dean for Fiscal Initiatives, L&S  
Nancy Westphal-Johnson, Associate Dean for Academic Administration

On October 3, 2017, the L&S Academic Planning Council considered the attached request to suspend admission to the International Politics and Practice Capstone Certificate. Council members greatly appreciated your efforts to steward this program wisely, and readily agreed that best service to students would be found in suspending admissions to the program while you and your colleagues reconsider the form and format of the program.

We understand that there may be as many as 11 students enrolled in the program, and that the department will continue to offer courses to help these students complete it. Please be in touch with Associate Deans Greg Downey and Elaine Klein if you need advice or assistance in proceeding with “teaching out” this iteration of the program. They will also be happy to talk with you about how the program might be reformulated.

The L&S APC approved this request unanimously, and agreed that it would be best to have an update on your progress by the end of April, 2018.
10/3/2018

TO: Sarah Mangelsdorf, Provost
FROM: John Karl Scholz, Dean
RE: Scheduled Discontinuation of the International Policy and Practice Capstone Certificate (UNCS354)

CC: Greg Downey, Associate Dean for the Social Sciences, L&S
Marty Gustafson, Division of Continuing Studies
Elaine Klein, Associate Dean for Academic Planning
Jocelyn Milner, Vice Provost and Director, APIR
James Montgomery, Associate Dean for Fiscal Initiatives, L&S
Jennifer Noyes, Associate Dean for Operations and Staff
Parmesh Ramanathan, Associate Dean, Graduate School
Emily Reynolds, Graduate School
Nicole Wiessinger, Academic Planner, Academic Planning and Institutional Research
Eric Wilcots, Deputy Dean, L&S
John Zumbrunnen, Professor and Chair, Political Science

In September 2017, the L&S Academic Planning Council approved a request to suspend admission to the International Policy and Practice Capstone Certificate (UNCS354). At the time of the suspension, there were 11 students enrolled in the program, and the department had made a commitment to offer courses that will (among other things) serve these students in this program. Per the attached notice, the University APC approved that request, with the instruction that the department should submit a plan to reopen or discontinue the program to L&S by the end of April, 2018, with the expectation that L&S would act on that request and forward it to the UAPC by October 1, 2018. Without such a proposal, the program would be scheduled for discontinuation.

I would like formally to inform you that L&S has not received a plan from the program seeking permission to restructure and reopen admissions. Program discontinuation seems both appropriate and in line with UAPC policy governing certificate program suspension and discontinuation. We will confer with the department about students in progress, and recommend that the program be discontinued after all students have completed the program.
Dear Dean Karpus,

I am writing to provide more information about the proposed discontinuation of the International Politics and Practice Capstone Certificate (IPPCC) program, which is on the agenda for the December 14 meeting of GFEC. I note that I will be attending that meeting along with Dr. Eunsook Jung, the IPPCC program coordinator (copied here).

The executive committee of the department of Political Science voted unanimously on 10-24-18 to propose the discontinuation of the program. This decision was informed by discussions (which began prior to and continued after I became chair in June 2017) with faculty involved with the program, the program director, the program coordinator and the College of Letters and Science. It followed an admissions pause implemented during the 2017-2018 academic year, a change also discussed with faculty and approved unanimously by the executive committee. As department chair, I pursued the possibility of changes to the program with the program’s faculty director; no ideas for changes that might yield greater student interest were identified.

Our move to discontinue the program was based on departure of a key faculty member involved with the program and, in particular, on declining student interest, which has made the program unsustainable from a budgetary point of view. I attach here a spreadsheet listing the 13 students currently admitted to the program and the courses they have taken over the last five years. The program only regularly offers courses in an online format in the summer. As indicated in the spreadsheet, while 13 students are currently admitted to the program, only two students have taken any program courses since 2016 and only one took courses in summer 2018. The program coordinator has repeatedly over the last year reached out to students encouraging them to enroll. Again, despite these efforts, the overall pattern is of declining interest in the program with one or perhaps two students seemingly remaining on track towards completion.

Should the program discontinuance be approved I as chair will contact all admitted students to inform them. Because we will no longer be able to offer the relevant online courses in the summer session, we will provide opportunities (during any semester) for students who wish to complete the program through independent study within the next 2 years. We note that the program was initially designed to allow full completion in two years and that the students who have most recently been active in the program have only two classes / 6 credits left to take. We thus expect that those students who wish to complete the program will be able to do so by Fall 2020.
Professors Jon Pevehouse and Mark Copelovitch of the Political Science faculty have the expertise to oversee students in this programmatic area, and they have agreed to supervise the independent study courses students will need.

Thank you, and I look forward to the GFEC discussion on 12/14.

John

John Zumbrunnen
Professor and Chair, Political Science
Faculty Affiliate, Integrated Liberal Studies
Faculty Director, Chadbourne Residential College
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</tbody>
</table>
Re: Requesting permissions

Jeremy Hutton

Tue 11/27/2018 7:47 AM

To: Parmesh RAMANATHAN <parmesh.ramanathan@wisc.edu>
Cc: Joshua Morrill <joshua.morrill@wisc.edu>

Thank you, Parmesh (if I may).

Jeremy

Jeremy M. Hutton
Professor of Classical Hebrew Language and Biblical Literature
University of Wisconsin-Madison
Department of Classical and Ancient Near Eastern Studies
960 Van Hise Hall
1220 Linden Dr.
Madison, WI 53706-1558

From: Parmesh RAMANATHAN
Sent: Tuesday, November 27, 2018 7:42 AM
To: Jeremy Hutton
Cc: Joshua Morrill
Subject: Re: Requesting permissions

Sorry if I did not get back to you. As per FPP, your request for Professor Troxel has to be approved by Graduate Faculty Executive Committee. I will make sure that it is on the agenda of its December meeting.

You will get a formal letter from the Dean of Graduate School in the third week of December after the GFEC meeting.

-- Parmesh

On Nov 26, 2018, at 8:41 PM, Jeremy Hutton <jmhutton@wisc.edu> wrote:

Dear Associate Dean Ramanathan,

I'm not sure I've ever heard back from the graduate school regarding whether the Hebrew Bible graduate option in CANES can recruit Professor Emeritus Ronald Troxel as an "internal" reader for a dissertation (despite having been retired for nearly three years by the time of the planned dissertation defense in spring, 2019).
As a reminder (and see the forwarded email chain below), the departure of Alice Mandell last year and the administration's decision not to allow us to hire—and to discontinue the HB option—means that we have a shortage of qualified internal faculty. I have not heard a response to this request; I am hoping that we can get official clearance to do this soon, since I have to begin the end-stage planning for one student in the HB program option who is hoping to finish in the spring.

Thanks for your continuing consideration of this request.

Best wishes,

Jeremy

Jeremy M. Hutton
Professor of Classical Hebrew Language and Biblical Literature
University of Wisconsin-Madison
Department of Classical and Ancient Near Eastern Studies
960 Van Hise Hall
1220 Linden Dr.
Madison, WI 53706-1558

From: Parmesh RAMANATHAN
Sent: Thursday, October 11, 2018 4:53 PM
To: Jeremy Hutton; Lisa Martin; FLORENCE C HSIA
Cc: William Aylward
Subject: Re: Requesting permissions

Professor Hutton,

These are doable. They may require Graduate Faculty Executive Committee approval. I will get back to you in a day or two on how to proceed.

-- Parmesh

Parmesh Ramanathan
Achievement Professor
Associate Dean for Graduate Education
Computer Engineering
Graduate School, University of Wisconsin—Madison
Wisconsin—Madison
Office: 217 Bascom Hall, +1 (608) 263-0557
Engineering Hall, +1 (608) 263-0557
500 Lincoln Drive, Madison, WI 53706
Drive, Madison, WI 53706-1691

Email: parmesh.ramanathan@wisc.edu
http://www.ece.wisc.edu/~parmesh
To: Lisa Martin <lisa.martin@wisc.edu>, Parameswaran Ramanathan <parmesh.ramanathan@wisc.edu>, FLORENCE C HSIA <florence.hsia@wisc.edu>
Cc: William Aylward <aylward@wisc.edu>
Subject: Re: Requesting permissions

I apologize for the incomplete message. Please allow me to finish from where I left off:

Obviously, the same lack of faculty personnel competent in evaluating Hebrew Bible students now contributes to the department's present inability to staff MA, PhD, and dissertation committees with qualified evaluators. In light of this, we are requesting permission to include Prof. Ronald Troxel (emeritus) as an evaluator of MA and PhD exams (August 2019, August 2020) and of a dissertation in summer 2019, along with Prof. Alice Mandell (who departed earlier this year) as a possible examiner in August, 2019.

Thanks, and best wishes,
Jeremy

Jeremy M. Hutton
Professor of Classical Hebrew Language and Biblical Literature
University of Wisconsin-Madison
Department of Classical and Ancient Near Eastern Studies
960 Van Hise Hall
1220 Linden Dr.
Madison, WI 53706-1558

From: Jeremy Hutton
Sent: Thursday, October 11, 2018 4:42 PM
To: Lisa Martin; Parmesh RAMANATHAN; FLORENCE C HSIA
Cc: William Aylward
Subject: Requesting permissions

Dear Deans Martin, Ramanathan, and Hsia,

I'm writing in my capacity as DGS of the Hebrew Bible named option in the CANES Department to request that we be allowed to recruit individuals from outside the department to serve on Exam and Dissertation committees as we finalize and begin to implement a teach-out plan.

Obviously, the same lack of faculty personnel competent in evaluating Hebrew Bible students now contributes to the department's present inability to

Jeremy M. Hutton
Professor of Classical Hebrew Language and Biblical Literature
University of Wisconsin-Madison
Department of Classical and Ancient Near Eastern Studies
960 Van Hise Hall
1220 Linden Dr.
Madison, WI 53706-1558
Every physical product, non-physical product, and service that exists today has a supply chain. As such, supply chain management (SCM) is increasingly recognized as a key enabler of business success, which can be seen in the growing trend of Fortune 500 CEOs coming from supply chain backgrounds: Tim Cook (Apple, 2011), Mary Barra (General Motors, 2014), Beth Ford (Land O’Lakes, 2018).

The University of Wisconsin-Madison is well-positioned to respond to this market need, given the existence of its Grainger Center for Supply Chain Management, and proposes to resume conferring its Master of Science Degree in Supply Chain Management (MS-SCM). With the resumption of this program, the Wisconsin School of Business can boast three distinct populations of students studying supply chain management: undergraduate (BBA Certificate in Supply Chain Management), pre-career graduate (MS-SCM), and early/mid-career graduate (MBA).

Supply chain management is by nature interdisciplinary, and the MS-SCM program will provide educational perspectives from operations, marketing, and analytics/information management. The combination of these perspectives will provide students with a competitive advantage in the growing supply chain job market.

The program will be comprised of 30 credits, taken over the course of one academic year (September to May).

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

Fall 2019 (1202)

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

No

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

Name
Sharon Kahn - BUS

Proposal Abstract/Summary:

Every physical product, non-physical product, and service that exists today has a supply chain. As such, supply chain management (SCM) is increasingly recognized as a key enabler of business success, which can be seen in the growing trend of Fortune 500 CEOs coming from supply chain backgrounds: Tim Cook (Apple, 2011), Mary Barra (General Motors, 2014), Beth Ford (Land O’Lakes, 2018).

The University of Wisconsin-Madison is well-positioned to respond to this market need, given the existence of its Grainger Center for Supply Chain Management, and proposes to resume conferring its Master of Science Degree in Supply Chain Management (MS-SCM). With the resumption of this program, the Wisconsin School of Business can boast three distinct populations of students studying supply chain management: undergraduate (BBA Certificate in Supply Chain Management), pre Career graduate (MS SCM), and early mid career graduate (MBA).

Supply chain management is by nature interdisciplinary, and the MS SCM program will provide educational perspectives from operations, marketing, and analytics information management. The combination of these perspectives will provide students with a competitive advantage in the growing supply chain job market.

The program will be comprised of 30 credits, taken over the course of one academic year (September to May).

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

Fall 2019 (1202)

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

No

Basic Information

Program State: Active
Type of Program: Degree/Major

Who is the audience? Graduate or professional

Home Department: Operations & Information Mgmt (O I M)

School/College: School of Business

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: MSB 134BUS

SIS Description: Bus: Supply Chain Mgmt MSB

Transcript Title: Business: Supply Chain Management

Named Options:

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

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

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

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</thead>
<tbody>
<tr>
<td>Primary Contact</td>
<td>Dean, Jacob J</td>
<td><a href="mailto:jjdean2@wisc.edu">jjdean2@wisc.edu</a></td>
<td>608/262-6007</td>
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<tr>
<td>Department Chair</td>
<td>Morris, James G</td>
<td><a href="mailto:jgmorris@wisc.edu">jgmorris@wisc.edu</a></td>
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<td>Faculty Director</td>
<td>Decroix, Gregory A</td>
<td><a href="mailto:decoix@wisc.edu">decoix@wisc.edu</a></td>
<td>608/265-6083</td>
<td>Professo</td>
</tr>
<tr>
<td>Primary Dean’s Office Contact</td>
<td>Kahn, Sharon M</td>
<td><a href="mailto:smkahn@wisc.edu">smkahn@wisc.edu</a></td>
<td>608/265-3579</td>
<td>Director</td>
</tr>
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<td></td>
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<td>Affairs</td>
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</table>

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

- Marketing (MARKETING)
- Operations & Information Mgmt (O I M)
- Industrial and Systems Engr (IND SY EGR)
- Consumer Science (CNSR SCI)

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

AACSB International—The Association to Advance Collegiate Schools of Business

Will graduates of this program seek licensure or certification after graduation? No

Year of three year check-in to GFEC (3 years after first student enrollment): 2022

Year of first program review (5 years after first student enrollment): 2024

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

The courses and administrative infrastructure which already exist for current supply chain management programs delivered by the Grainger Center would be used for the MS-SCM program, so a very significant proportion of what would have to be implemented for a new program would be avoided.

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD%20SCH%20Dept.%20Approver
program is already complete.

Work has already begun on a draft marketing plan which would be executed immediately upon program approval to communicate the MS-SCM program’s existence to prospective students.

Admissions to this and other WSB MS programs will be managed centrally by the MBA Program Office (likely to be re-named). Plans are in place to have an online application and admissions process ready immediately upon program approval.

Rationale and Justifications

What is the rationale for this change?
The proposed MS-SCM program represents a reactivation and redesign of the MS in Supply Chain Management that was part of the original donor agreement that established the Grainger Center for Supply Chain Management in 1991. The program would complement existing active programs by offering the market a middle choice between undergraduates and more experienced MBAs, with anticipated starting salaries in the $50-75,000 range. This broader portfolio of programs is consistent with the original intentions of The Grainger Foundation in establishing the Grainger Center, and is more consistent with current offerings at other universities with top SCM programs such as Michigan State. By increasing the scope of the Grainger Center’s offerings, the proposed program will not only help the Center serve more students, it also should help enhance the Center’s visibility, reputation and attractiveness to hiring companies – which would in turn benefit the Center’s existing programs.

What evidence do you have that these changes will have the desired impact?
There is industry consensus of a talent shortage in supply chain management, as detailed in this article (https://deloitte.wsj.com/cio/2015/06/25/supply-chain-talent-crisis-looms/), and many others. Careers in SCM are as rewarding professionally as they are financially, as described in this article (https://www.wsj.com/articles/paying-more-to-save-more-companies-boosting-salaries-for-supply-chain-executives-1526667098). In consultation with the Grainger Center’s Executive Advisory Board and recruiting companies, it is believed that there is employer demand for graduates with a comprehensive SCM graduate-level education added to undergraduate coursework and internship experience that is tangentially relevant to a career in SCM.

Faculty and Staff Resources

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

Select the Graduate Research Scholars Community for this program.
Business Graduate Research Scholars

Resources, Budget, and Finance

Is this a revenue program? No

What is the tuition structure for this program?
Profession-specific tuition, Regent-approved

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, stu 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 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.

Given that the MS-SCM will leverage existing infrastructure (detailed below), at enrollments up to approximately 20-30, no startup costs beyond some marketing costs are expected:
• All required courses are already being taught, and there is enrollment capacity in these courses.
• Staff, funding, APC, and community of the Grainger Center for Supply Chain Management already exist.
• Much of the effort required by staff is fixed in the sense that Applied Learning and other Grainger Center events planned for existing programs do not require significant incremental effort to support incremental enrollment (guest speakers, site visits, advisory board events, professional development events, and trips, for example, require a similar amount of planning effort for five students or 45 students). Incremental effort would be required for academic and career student advising as well as student support services. At moderate enrollment levels, this could be absorbed by current resources, with relative time spent on Full-time MBA vs. MS-SCM advising mirroring fluctuations over time in relative enrollments in the two programs.
• There are no new technology needs for this program.
• Program assessment will be conducted along with assessments of the existing BBA Certificate and MBA
Curriculum and Requirements

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

50% or more of the curriculum will change

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

Since this degree has not been conferred for many years, it currently does not have a required curriculum. As we begin to admit students to the MS-SCM program, we want a curriculum and target audience that aligns to market need as discussed in the Rationale section above.

There are no students currently enrolled in the MS-SCM program, therefore there is no impact.

The following will be required:

- This master's program is offered for admission work leading to the MS-SCM program: Ph.D.
- Undergraduate university degree, or expected completion of such a degree prior to starting the MS-SCM program
- Demonstrated knowledge of business fundamentals (or specific plan for acquiring prior to the start of the program); some possible ways of satisfying this include:
  - Undergraduate degree with business major or minor
  - Completion of Certificate in Business at UW-Madison
- Earning GPA $3.0 in intermediate college course work covering at least two core business disciplines (marketing, operations, finance, accounting, management); completion of GEN BUS 310 or satisfies this requirement, and can be taken online during the summer prior to the start of the program
- Undergraduate transcript, GPA $3.0
- One letter of recommendation, preferably addressing the applicant's professional skills
- Resume
- Response to essay question
- GMAT or GRE score
- An interview may be requested by the Program Office or Grainger Center staff.
- Additional international student requirements:
  - TOEFL score of at least 100
  - The TOEFL will not be required for international applicants whose four-year undergraduate degree and/or master's degree (minimum of eight semesters total) instruction was in English or who such a degree prior to matriculation in the MS-SCM 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.

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

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

<table>
<thead>
<tr>
<th>Mode of Instruction</th>
<th>Face to Face</th>
<th>Evening/Weekend</th>
<th>Online</th>
<th>Hybrid</th>
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</table>

Mode of Instruction Definitions

- **Evening/Weekend**: These programs are offered in an evening and/or weekend format to accommodate working schedules. Enjoy the advantages of on-campus courses and personal connections, ¼ your day job. For more information about the meeting schedule of a specific program, contact the program.
- **Online**: These programs are offered primarily online. Many available online programs can be completed almost entirely online with all online programs offering at least 50 percent or more of the program online. Some online programs have an on-campus component that is often designed to accommodate working schedules. Take advantage of the convenience of online learning while participating in an interactive learning environment. For more information about the online nature of a specific program, contact the program.
- **Hybrid**: These programs have innovative curricula that combine on-campus and online formats. Most hybrid programs are completed on-campus with a partial or completely online semester. For more information, contact the Program Office.
CURRICULAR REQUIREMENTS

University General Education Requirements

Required COURSES

Course List

Code | Title
--- | ---
MARKETNG/OTM 722 | Logistics Management
MARKETNG 724 | Strategic Global Sourcing
MARKETNG 725 | Marketing Channels
MARKETNG 726 | Seminar in Supply Chain Management
MARKETNG 727 | Enterprise Systems and Supply Chain Management
OTM 714 | Supply Chain Analytics
GEN BUS 704 | Data to Decisions

Electives

Due to the interdisciplinary nature of supply chain management, any course with the graduate course attribute offered by the School of Business (including departments: ACCT I S, ACT SCI, FINA BUS, INFO SYS, INTL BUS, M H R, MARKETNG, OTM, REAL EST, or R M I) can be used to complete the required elective credits. Courses outside of the School of Business will be considered on a case basis.

Total credits required: 30

Guide Graduate Policies tab

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

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

Graduate Program Handbook

A Graduate Program Handbook containing all of the program’s policies and requirements is forthcoming from the program.

Prior Coursework

Graduate Work from Other Institutions
With program approval, students are allowed to count no more than 9 credits of graduate coursework from other institutions. Coursework earned five or more years prior to admission 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 9 credits of coursework numbered taken as a UW–Madison University Special student. Coursework earned five or more years prior to the master’s degree is not allowed to satisfy requirements.

Probation

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

ADVISOR / COMMITTEE

Every graduate student is required to have an advisor. To ensure that students are making satisfactory progress toward a degree, the Graduate School expects them to meet with their advisor basis.

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD%20SCH%20Dept.%20Approver
An advisor generally serves as the thesis advisor. In many cases, an advisor is assigned to incoming students. Students can be suspended from the Graduate School if they do not have an advisor. A faculty member, or sometimes a committee, from the major department responsible for providing advice regarding graduate studies.

CREDITS PER TERM ALLOWED

15 credits

Time Constraints

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

Other

Students must be enrolled full-time.

Program Learning Outcomes and Assessment

List the program learning outcomes.

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

Summarize the assessment plan.

Learning goals and their primary and secondary direct assessments are provided in the attached file. Assessment mechanisms will occur in both the Fall and Spring terms.

Indirect assessments will include the following:
- Course evaluations
- End-of-term student surveys regarding the program as a whole
- Job placement
- Starting salaries

Student learning assessments will be reviewed annually by the Grainger Center's Academic Planning Committee. Assessment measures that are not meeting their targets will be evaluated with the appropriate faculty member(s). Possible outcomes of the evaluation would be a modification of the course curriculum, or a change in the assessment mechanism. Given the breadth of direct and indirect assessment mechanisms considered, this review will also serve as an evaluation of the program's overall quality and success, providing an opportunity to adjust and improve the program to continue meeting student and market needs.

Approved Assessment Plan: [MSCM Learning Goals.xlsx](#)
Commitments

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

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 are able 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:

Approved OIM dept - 9/7/18

Entered by: Sharon M Kahn  
  Date entered: 11/13/18

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.

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Approved - WSB APC 9/27/18
Approved - WSB Faculty 10/19/2018

Entered by and date:

Enter any notes about approval here:

Approved by and date:

Sharon M Kahn  
  Date entered: 11/13/18

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:

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

Enter any notes about approval here:

For Administrative Use

Admin Notes:

SIS effective date:

Career: Graduate
SIS Program Code: G134
SIS Short Description: SupplyChnM
Other plan codes associated with this program:

Diploma Text: Master of Science
Diploma Text 2: BUSINESS
Degree: 971

Courses in the curriculum are numbered 300 or higher.

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Reviewer Comments:

- Sharon M Kahn (smkahn) (11/13/18 10:03 am): Approved OIM dept - 9/7/18
- Sharon M Kahn (smkahn) (11/13/18 10:04 am): Approved - WSB Master's Curriculum Committee - 9/17/18
- Sharon M Kahn (smkahn) (11/13/18 10:04 am): Approved - WSB APC 9/17/18
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**Learning Goal 1:** Students will be able to apply knowledge in operations, finance, marketing and information systems to support decision making within and across the fundamental dimensions of supply chain management – planning, sourcing, making and delivering physical and non-physical products.

**Learning Goal 2:** Students will develop the ability to make supply chain decisions in real-world settings through significant exposure to leading supply chain practitioners.

**Learning Goal 3:** Students will be able to identify relevant sources of data, know how to access that data, and will be able to analyze it to support supply chain decision making.

**Learning Goal 4:** Students will be able to identify and assess the opportunities and risks associated with global sources of supply and global markets for goods.

**Learning Goal 5:** Students will be able to communicate their ideas and recommendations to individuals in all functional areas within an organization.