New Program Proposal

Date Submitted: 03/15/19 1:43 pm

Viewing: Design + Innovation

Last edit: 03/25/19 9:17 am

Changes proposed by: mkwasny

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

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Jake Blanchard - EGR</td>
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</table>
Proposal Abstract/Summary:

Design thinking is an iterative process in which we seek to understand the user of the design, challenge assumptions, and redefine problems in an attempt to identify alternative strategies and solutions that might not be instantly apparent with our initial level of understanding. Many organizations have seen the success of employing Design Thinking techniques when facing some of their biggest challenges, and career opportunities for cross-disciplinary students with skills in design thinking and other forms of creative design have dramatically increased over students with traditionally focused degrees.

The Masters of Science in Design + Innovation will prepare students to solve “wicked problems” by providing them with a robust set of design thinking strategies and tools from multiple perspectives (social science, business, engineering, art, user experience, social impact, etc.) as well as the opportunities to practice these techniques with hands-on, real-world projects.

In this Master’s program, students will:
- Be exposed to the lessons and perspectives of design thinking from five (5) of UW-Madison’s Schools and Colleges: Engineering, Human Ecology, Business, Information School, and Art
- Work within interdisciplinary teams to complete real-world projects in conjunction with industry partners
- Explore their own unique career path within the fields of Product Design, UI/UX design, Communication Design, and Design Strategy

This program is 30 credits, offered in-person as a full-time, one-year accelerated program, with three semesters of coursework beginning in the summer (planned May, 2020) and finishing the following spring.

Basic Information

Type of Program: Degree/Major

Upload the Approved Notice of Intent and UW System Approval Memo.

- NOI_MSDesignPlusInnovation for UW System.pdf
- A2P 19Feb MSN Design Plus Innovation MS.pdf

Upload completed draft of the full Board of Regents Authorization Proposal for this program.

Who is the audience?
Graduate or professional

Home Department: College of Engineering (ENGINEERG)

School/College: College of Engineering

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

Describe procedures under which the coordinating/oversight committee will operate, including how the committee chair is appointed, to whom the chair reports, how participating faculty and staff are identified, provisions for transitions in the committee, and processes for interaction with the home department.

The Master of Science in Design Plus (+) Innovation is a collaborative effort among five schools-colleges at the University of Wisconsin-Madison. Due to the inter-divisional and multidisciplinary nature of the program, the governance structure has been designed to seek balanced representation and influences from across campus and industry, as detailed below:

The program will be led by two Co-Directors:
The Academic Co-Director will oversee the academic operations of the program, including admissions, student experience, review of students’ progress, and review of the program. The Academic Co-Director will be hired/nominated by majority vote of the Steering Committee, subject to the approval of the Executive Associate Dean or equivalent of the appropriate participating school or college, for periods of up to three years at a time, renewable. While this position will report to the Executive Associate Dean or equivalent of one of the four remaining schools or colleges outside of the College of Engineering, the inter-divisional nature of the program requires an individual who can balance the needs of all five schools-colleges without deep ties to any school/college in particular. To this end, this individual may be more likely to come from outside the university (i.e. from industry). Michelle Kwasny, previously from IDEO, has served in this role to date and will serve as the initial Academic Co-Director.

The Program Co-Director will oversee the administrative operations of the program, including the budget, admissions process, and marketing. The Administrative Co-Director will be nominated by the Executive Associate Dean of the College of Engineering, subject to approval of the Steering Committee, for periods of up to three years at a time, renewable. This position will report to the Executive Associate Dean of the College of Engineering. Lee DeBaillie has led the administrative development of the proposed program and will serve as the initial Program Co-Director.

The Co-Directors will be supported by a Graduate Coordinator who will serve as students’ first resource for admissions, course selection, degree pathways, and time to completion. We plan...
Resource for admissions, course selection, degree pathways, and time to completion. We plan
to hire a Graduate Coordinator at half-time to begin in the Fall of 2020, with plans to increase
the position to full-time in the following year to support growing student enrollment.

The program will be overseen by a Steering Committee made up of seven (7) representatives
total: the two Co-Directors of the program and one faculty or staff representative from each of
the five participating schools/colleges, as appointed by the dean of that school/college. The
Steering Committee will be charged with ongoing oversight of and strategic planning for the
program, including but not limited to program curriculum, admissions decisions, budget and
financial decisions, etc. The Steering Committee will work with the existing Education and
Curriculum Committee in the College of Engineering in the development of new courses and
improvements to existing courses that are part of the Program Curriculum.

The Steering Committee will be advised by an Advisory Committee on how to keep the program
high quality, up to date, and relevant within the marketplace and the academic community. The
Advisory Committee will be made up of no more than ten (10) representatives spanning
complementary areas of expertise, including but not limited to other departments/schools at
UW-Madison, other UW schools, industry leaders, alumni, employers, and other external
thought leaders. This group will be nominated and approved by the Steering Committee for
periods of up to three years at a time, renewable. This group will convene at least once per
year, in-person or remotely, to provide input on the direction of and plan for the program.

Is this in the Graduate School?    Yes

Award:             Master of Science

SIS Code:

SIS Description:

Transcript Title:     Design + Innovation

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.

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
<th>Email</th>
<th>Phone</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Blanchard, James P</td>
<td><a href="mailto:jpblanch@wisc.edu">jpblanch@wisc.edu</a></td>
<td>608/265-2001</td>
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### List the departments that have a vested interest in this proposal.

<table>
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<th>Departments</th>
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<tr>
<td>College of Engineering (ENGINEERG)</td>
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<td>School of Human Ecology (HUM ECOL)</td>
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<td>School of Business (BUSINESS)</td>
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<td>Information School (I SCHOOL)</td>
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<td>Art (ART)</td>
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<tr>
<td>College of Letters &amp; Science (L&amp;S)</td>
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**Are all program reviews in the home academic unit up to date?** | Yes |
**Are all assessment plans in the home academic unit up to date?** | Yes |
**Are all assessment reports in the home academic unit up to date?** | Yes |

**Mode of Delivery:**
- Face-to-Face (majority face-to-face courses)

**Will this program be part of a consortial or collaborative arrangement with another college or university?** | No |
**Will instruction take place at a location geographically separate from UW-Madison?** | No |
Will this program have outside accreditation? Yes

Guide Accreditation tab

**Accreditation**

*National Association of Schools of Art and Design*

Accreditation status: Planned 2025-2026

Will graduates of this program seek licensure or certification after graduation? No

First term of student enrollment: Summer 2020 (1206)

When will the application for the first term of enrollment open? Summer 2019 (1196)

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>
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<tr>
<td>Summer</td>
<td>02/01</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.

With the aim of admitting our first cohort of students in May 2020, we will immediately begin marketing for the degree in consultation with the Division of Continuing Studies, as soon as permitted by Academic Planning. We will work to hire our support staff, including our graduate coordinator, and form our advisory committee. While our planning committee, comprised of members from each of the five schools and colleges participating in the degree, has been meeting on an ongoing basis since Summer 2018, we will confirm and appoint our formal Steering Committee. In Fall of 2019, we will begin planning our student welcome and orientation so we are ready to go for Summer 2020. Come early 2020, we imagine the focus of our efforts will be to ensure that a high-quality, cross-disciplinary group of students gets admitted/enrolled in the program. We will prepare training materials for faculty and staff to advise new MS students and train them in Spring 2020. Lastly, while much legwork has been put in already to ensure all those participating in programming or curriculum are well informed, given the cross-university nature of this program, we will continue to keep everyone involved informed of the latest program details and milestones.
Rationale and Justifications

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

Design and innovation are more important than ever in our workforce, as evidenced by the growing number of jobs that pair a master’s degree with design thinking skills. Problem solving happens at the intersection of disciplines, and to be prepared for the modern job market candidates will need these interdisciplinary problem-solving skills.

Given the demand for master’s training in design and the need for interdisciplinary skills, 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 engineering innovation, prototyping and manufacturing expertise in the College of Engineering (CoE), the corporate and entrepreneurial activities in the Wisconsin School of Business (WSB), the user experience and data analytics capabilities in the Information School (iSchool), and the graphic design and interactive media experience in the Art Department within the School of Education (SoE), in order to offer a new interdisciplinary Master of Science in Design + Innovation. This program uses design thinking as a core methodology that prioritizes non-linear, collaborative process for systemic transformation of services, products and processes. Throughout the program, students will 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 equipped 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. Such a range of outcomes requires training in multiple sectors, which UW-Madison and the partnering campus units are uniquely prepared to offer.
What is its relation to the institution’s mission? (Consider the mission broadly as a major research university with missions in teaching, research, service, and the Wisconsin Idea.) How does it contribute to the mission of the sponsoring unit(s)?

The proposed revenue generating program fits well within State of Wisconsin calls to develop an innovation and tech savvy workforce, as well as the important educational goal of getting students to be career-ready through completing a well-rounded degree program.

The Master of Science in Design + Innovation is directly aligned with campus strategic plans to develop additional revenue-generating professional master’s degrees. It will also support the summer enrollment goal, given that each cohort starts their core coursework in the Summer.

The University of Wisconsin-Madison further states that one of its goals is building innovative professional master-level degrees and other lifelong learning experiences in its Strategic Plan. We foresee extending the Wisconsin Idea, as our curriculum emphasizes applied learning and includes live consulting projects with businesses in Wisconsin and beyond; this directly enable participants to have meaningful lifelong learning experiences.

The MS Design + Innovation also embodies the spirit of collaboration, with five (5) schools and colleges coming together to offer and support the degree. The program 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 engineering innovation, prototyping and manufacturing expertise in the College of Engineering (CoE), the corporate and entrepreneurial activities in the Wisconsin School of Business (WSB), the user experience and data analytics capabilities in the Information School (iSchool), and the digital design efforts and “wicked problem” solving efforts in the Art Department within the School of Education. Specifically, this program has coordinated with the MS Information in the iSchool within letters and science and will share coursework in the area of User Experience Design / Interaction design. This cooperative relationship allows students to choose courses in general information and data management as part of their electives for the degree.
Do current students need or want the program? Provide evidence.

Design thinking courses to be used in the MS-Design + Innovation program have been piloted with undergraduates to great success, enrolling 21 students in the summer, 39 students spanning Engineering and Human Ecology as part of a Freshman Interest Group offering, and 35 students as a stand-alone course within the School of Human Ecology. Many students who have experienced design thinking in these courses indicate they are interested in pursuing a more formal graduate experience that would go beyond a single course.

The degree planning committee has also been contacted by several prospective students and are now on stand-by waiting for the proposed program to move forward. In addition, many current UW-Madison undergraduate students have been in touch with the planning committee to learn more about the degree and timeline. We do not have data on whether these particular students would be willing to pay for the program, the cost for our program ($49,597) is comparable in price, if not less expensive, than other comparable programs even in our region (i.e. MIT’s Integrated Design and Marketing program is $77,000, Northwestern’s MS in Engineering Design Innovation is $69,652 and their MS in Product Design and Development Management (mpd2) is $63,264, and the University of Michigan’s MS in Design Science is $48,686).

In addition, prospective industry partners (e.g. American Family, Cuna Mutual, TASC, Kohler, etc.) are excited about the new degree offer, and have already proposed ways of engaging with students; these include hosting site visits, sponsoring employee fellowships through the program, providing content for the Capstone course, and everything in between. Because we know that students desire real-world challenges and interactions with employers, we believe industry participation will encourage students desire for the program.

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

According to the World Economic Forum, creativity, critical thinking, and complex problem solving will be the top three skills needed in the workforce in 2020. 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 require 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. In a February 2018 online survey conducted by Forrester, strategic decision makers in IT, executive management and operations in 60 US-based organizations showed that broad adoption of design thinking is on the rise, with 78% of all respondents identified that design thinking’s
adoption has increased over the past two years.

Looking beyond Wisconsin, multiple employers are expressing interest in these trends and opportunities. Because of this, 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.

Search for terms related to design and innovation are also strong. In a naming study conducted by DCS in June, 2018, revealed that the word “design” has a high average search volume, with over 90,000 monthly searches in the U.S. alone, and a high click-through rate among international, national, and regional audiences. Using Google’s forecasting tools for design master’s degree search terms, the anticipated number of times ads would be seen is 2.09 million over 2 months based on current user analytics worldwide, with over 500,000 in the US, and 38,000 in the Midwest. Lastly, the program’s competitors are seeing average monthly searches on their sites in high volume: University of Illinois – Design Center: 40,500 average monthly searches, University of Minnesota, College of Design: 33,100 average monthly searches, and Berkeley’s Design Innovation program: 49,500 average monthly searches.

Nationally and in Wisconsin, design-related occupations show up in the top tier of job openings for design skills; listed specialties include 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 in 2018, 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.

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

This program is at the forefront of emerging knowledge and new directions in the design professions and disciplines. More and more organizations are recognizing the benefit of human-centered design skills within their organization, as well as the need to hire students with an interdisciplinary approach and background. This program allows students to bring their depth of expertise and cross-pollinate their ideas with others, adding breadth to their resume.

The program also emphasizes several emerging and very valuable skill sets:
- Product Design
- User Interface Design / User Experience Design
- Communication and Visual Design
- Design Strategy

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)?

The MS-Design + Innovation teaches students the practice of human-centered design and innovation. One core tenet of this practice is, “empathizing with and embracing diverse viewpoints, testing new ideas with others, and observing and learning from unfamiliar contexts.” As the first step of the design thinking process, Empathize, students learn to seek out perspectives of those they are designing for, but also teaches them deep observation skills to uncover latent needs and unsaid desires. Beyond the process and practice of design thinking is the goal of a radically innovative solution. “You cannot have groundbreaking innovation... without diversity and a collective experience of inclusion within your team or organization.”

There is a growing body of evidence that supports this, showing diversity and inclusion is a key to more revenue growth, better problem-solving, and greater creativity. The plan for advancing inclusive excellence within the MS-Design + Innovation program at UW-Madison is as follows:

Equity in student recruitment, retention, and completion. Working in concert with DCS, the degree will be marketed via career fairs and conferences broadly, but also focus on events that draw together underrepresented student populations, such as the National Society of Black Engineers, SACNAS, Women in Engineering, Society of Hispanic Professional Engineers, American Indian Science and Engineering Society, Association for Women in Computing, Chinese Institute of Engineers USA, Society of Mexican American Engineers and Scientists. The program will showcase diverse imagery in its marketing materials, as well as the diversity of the program steering committee and participating instructors at relevant recruiting events for the program.

The expected applicant pool will present a wide variety of interest areas and backgrounds spanning the areas of the five participating units and beyond, both right out of undergraduate studies to working professionals. The admissions committee will use each student’s current
area of interest/study, as well as their desired specialization area and future career path, to balance the student cohort with a diversity of skillsets and mindsets.

The first step in getting advising or support as a student will be within the College of Engineering. College of Engineering support services staff attend professional development training on diversity and inclusion each year to support a wide variety of student needs and goals. However, the needs of our diverse student cohort will be wide, and we will need specialists from each unit to support in the advising and student support services along the way. Students will be assigned a graduate advisor from one of the five participating schools and colleges based on their background and intended specialization, and can rely on the program’s steering committee and their instructors, both spanning all five participating schools and colleges, for more tailored support with academic or career goals. The program also has plans to hire a full-time career services support staff member by year two of implementation.

Diversity in student learning. Once in the program, all students, regardless of background, are required to take four core courses that each teach different perspectives, theories, and practices of design and innovation. The required Capstone course will give students the opportunity to work on diverse project teams on real-world problems, guided by instructors across all five participating units. Co-curricular activities will also offer students a modern diversity of opinion from a wide diversity of practitioners outside of classroom instruction.

Equity in hiring of faculty and staff. With no immediate plans to hire, we will rely on the diversity and inclusion training and hiring efforts within each of the five participating units, as well as campus-wide Faculty Diversity Initiatives offered by the Office of the Provost that assist departments to recruit and retain a demographically representative faculty. Our future career services support staff, and any additional hiring for the program, will be done so through the lens of diversity and inclusion, beginning with advertising the opening widely and where it would garner interest from a diverse applicant pool.

Connection to institutional strategic initiatives. There is recognition from the planning committee that one barrier to this program may be program expense. Therefore, by the third year of the program a portion of net revenues (targeted at 8%, or the equivalent of four full scholarships) will be used to support scholarships for students from under-resourced populations to support our recruiting goals around diversity.
What gap in the program array is it intended to fill?

The program will provide new career paths for students. For example, students who have spent their undergraduate studies narrowly focused on one area (e.g. systems engineering) will find that the breadth of the program opens them up to a wider array of career pathways (e.g. product design or user experience design), or to careers with companies that have a broader outlook. Students who are a few years out from their undergraduate studies in focused areas will find that adding an interdisciplinary credential in Design + Innovation will allow them to change careers and focus in on an innovation-related role or position. Students who had been focused on creative studies (e.g. designers, artists, etc.) will find that exposure to a diversity of student backgrounds (e.g. engineers, business students, etc.) will help them market their skills within the larger employment marketplace; they will be valuable not only because of their primary specialty, but also because of their ability to create concrete marketable outcomes.

The proposed MS Design + Innovation program pulls together the unique approaches to innovation that currently exist within each of the five schools and colleges participating, in order to teach these approaches to students in a hands-on, interdisciplinary way. Students will take coursework from all five schools and colleges, and faculty involved will collaborate to teach the project-based Capstone course, leading to the cross-pollination of ideas and hopefully new collaborations.

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.

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<th>Name (Last, First)</th>
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<tbody>
<tr>
<td>Blanchard, James P</td>
<td>College of Engineering (ENGINEERG)</td>
<td>Executive Associate Dean, Thomas and Suzanne Werner Professor, Engineering Physics</td>
</tr>
<tr>
<td>Radwin, Robert G</td>
<td>Industrial and Systems Engr (IND SY EGR)</td>
<td>Duane H. and Dorothy M. Bluemke Professor</td>
</tr>
<tr>
<td>Rodgers, Lennon P</td>
<td>College of Engineering (ENGINEERG)</td>
<td>Director of Grainger Engineering Design Innovation Lab</td>
</tr>
<tr>
<td>Williamson, Karl Joseph</td>
<td>College of Engineering (ENGINEERG)</td>
<td>Shop Manager</td>
</tr>
<tr>
<td>Debaillie, Lee</td>
<td>College of Engineering (ENGINEERG)</td>
<td>Program Director</td>
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</tbody>
</table>
Name (Last, First) | Department | Title
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Surdyk, John | Management and Human Resources (M H R) | Director of the Initiative for Studies in Transformational Entrepreneurship (INSITE) and Faculty Director of the Entrepreneurial Residential Learning Community
Nelson, Mark | Design Studies (DESIGN ST) | Professor, MArch
Sager, Lesley H | Design Studies (DESIGN ST) | Faculty Associate, NCIDQ
Kwasny, Michelle | School of Human Ecology (HUM ECOL) | Academic Director
Eschenfelder, Kristin R | Information School (I SCHOOL) | Professor And Director
Hitchcock, John | Art (ART) | Professor, Associate Dean for the Arts
Mitchell, Meghan Marie | Art (ART) | Associate Professor
Luzzio, Christopher C | Mechanical Engineering (MECH EGR) | Associate Professor, Mechanical Engineering
Miller, Dennis A | Art (ART) | Professor, Graphic Design

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

In addition to current resources in all five schools/colleges—classrooms, libraries, computer labs, etc.—the MS in Design + Innovation will 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 and staff 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.

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

Name (Last, First) | Department | Title
--- | --- | ---
Debaillie, Lee | College of Engineering (ENGINEERG) | Program Co-Director
Hladilek, Sara A | College of Engineering (ENGINEERG) | Graduate Coordinator
Kwasny, Michelle | School of Human Ecology (HUM ECOL) | Academic Co-Director
Describe how student services and advising will be supported.

The program co-directors and the faculty/staff members of the steering committee will be the primary responsible members of the advising team for the Masters of Science in Design + Innovation. This team will lead curriculum development and academic guidance - course planning. This team will also be responsible for the student professional development and partner on employer relations.

The Division of Continuing Studies Integrated Marketing & Communications team (IMC), the College of Engineering Graduate Student Services Office, and the MS Design + Innovation steering committee will work in concert on recruitment and admissions procedures. Once a student is admitted, the College of Engineering Program Office will work closely to support the MS Design + Innovation students. This team will lead admissions operations, as well as academic guidance, including policies and procedures, and also student services in general, including career and leadership development, employer relations, data reporting and rankings management.

Additional support for students electing to study coursework that aligns with one of the four schools/colleges outside of Engineering will be provided by career services within each school/college. The MS Design + Innovation program seeks to hire a Career Services Support staff member starting in Summer 2020 to help students navigate the intersections of their disciplines and their future career goals.

Programmatic services, including connections to web and Guide information and the Registrar’s Office, will be the responsibility of the College of Engineering Graduate Student Services office, in alignment with the work they currently perform related to existing CoE revenue programs. Communication with the CoE Dean’s Office will be the responsibility of the MS Design + Innovation Co-Directors.

Professional development opportunities will be primarily provided through MS Design + Innovation cohort co-curricular events, as well as a cross-section of the events offered in the supporting five schools/colleges.

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.

Graduate Engineering Research Scholars

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:
  $1,600/credit

What is the rationale for selecting this tuition increment?

  The Division of Continuing Studies performed a competitive pricing study comparing tuition at eight similar degree programs across five peer institutions. The proposed program, at $1,600/credit plus segregated fees, supports the estimated program expenses and costs less than six of the eight peer programs.

Upload the proposal for market based tuition:  
  D+I Market-based Tuition Proposal v3.docx
Provide a summary business plan.

Internal studies have shown a strong market demand for design and innovation skills. Many of these skills do not lie within a single academic discipline. The interdisciplinary Design + Innovation Master of Science degree (“program”) is being proposed to meet this demand.

The program will integrate the design and innovation efforts of the School of Human Ecology, the Wisconsin School of Business, the College of Engineering, the Information School and the Art Department in the School of Education. The program will maintain this partnership of complementary disciplines and utilize a fixed $-per-credit compensation model for instruction. The program will maintain continuous engagement with industry to monitor evolving trends and ensure the relevance of graduate skills.

At least eight interdisciplinary design and innovation MS programs exist at other peer institutions. The Design + Innovation program offers a competitive tuition price, an intensive program-long capstone experience and greater integration of disciplines compared to competing peer programs.

The Division of Continuing Studies will provide marketing and recruiting services for the program. Key student profiles will include product developers, coders and engineers, entrepreneurs, business strategists and social innovators. After the start-up phase, an estimated 50 students will enroll annually. A final capacity of 100 students per year is possible when fully leveraging program revenue to provide additional instructors, teaching assistants and support staff.

The program be financially self-supporting through tuition revenue by academic year three. Tuition revenue will support course instruction, new course development, capstone course materials, program scholarships, marketing, program development, an academic director, a program director, a graduate coordinator, and career services and administrative staff.

The College of Engineering will administer the program side-by-side with other graduate revenue programs. Program oversight will be provided by a steering committee representing the partnering schools and colleges. A program director and an academic director will provide day-to-day decision-making and serve on the steering committee. An industry advisory board will provide advice and insight into market needs and trends.

Program aspirations include a steady stream of curious, intelligent and passionate students; dynamic and creative instruction combining direct experience and theory; a student experience of both structure and creativity, direct industry relevance and a solid and continuous financial foundation.
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 program will be self-funded through tuition revenue within three years of implementation. Enrollment will begin with 15 students and increase to 50 three years after launch. The program will request non-standard market-based tuition based on a competitive analysis of similar programs at peer institutions.

Tuition revenue will be gathered centrally at the College of Engineering where it will be redistributed to the program partners and used directly for program administrative support.

With respect to instruction, Memorandums of Agreement (MOA) are in place with all program partners to assess instructional activity at $600/credit hour per student. The terms of these MOA's are re-assessed every 1-3 years. Therefore, all program partners are compensated by the program for instruction based on total credit hours of each course.

With respect to excess program revenue, the steering committee will direct allocation among the program partners, and/or invest back into the program, and/or hold in a contingency fund for future needs. Potential partner uses for the revenue include faculty salaries, TA support, equipment purchases and laboratory upkeep.

Program administration will be housed in the College of Engineering. Tuition revenue will directly support relevant staff including the program director, the academic director, graduate student services coordinator, career services staff and administrative support. Other direct expenses are capstone laboratory costs, new course development, marketing and recruitment.

The Division of Continuing Studies will support program assessment through targeted student surveys at key times in the program. The surveys will identify program deficiencies, which feed planning session decision-making on program improvement.
What is the marketing plan?

Marketing efforts will be led by the Division of Continuing Studies Integrated Marketing & Communications (IMC) team in collaboration with program directors. IMC will develop a comprehensive learner-centric marketing strategy to build awareness of the program and generate leads.

Specific digital marketing efforts employed will likely include paid search (Google AdWords), paid social (Instagram, Snapchat) and digital display web banners. Email marketing will also be utilized by targeting specific undergrad majors and alumni as well as targeted paid lists such as GRE. Dedicated landing page(s) will be built using lead conversion best practices.

In the marketing planning phase (April – July 2019), the IMC marketing team will develop and implement a marketing plan, identify target audiences and key messages, develop landing page content, and build a marketing campaign with supporting creative materials. With a targeted campaign launch of July 2019, the marketing campaign will run for six months prior to the February 2020 application deadline. The IMC marketing team will continue to monitor performance and optimize the campaign for improved results.
Describe resource and fiscal considerations - A. Provide an overview of plans for funding the program including program administration, instructional/curricular delivery, academic and career advising, technology needs, marketing (if relevant), financial aid and scholarships (if relevant), capacity for student learning outcomes assessment and program review.

The program will be self-funded through tuition revenue within three years of implementation. Enrollment is targeted to begin with 15 students and increase to 50 students three years after launch. The program will request non-standard market-based tuition based on a competitive analysis of similar programs at peer institutions.

Tuition revenue will be gathered centrally at the College of Engineering where it will be redistributed to the program partners and used directly for program administrative support.

With respect to instruction, Memorandums of Agreement (MOA) are in place with all program partners to assess instructional activity at $600/credit hour per student. The terms of these MOA's are re-assessed every 1-3 years. Therefore, all program partners are compensated by the program for instruction based on course credit hours times the number of students in each course.

With respect to excess program revenue, the steering committee will direct allocation among the program partners, and/or invest back into the program, and/or hold in a contingency fund for future needs. Potential partner uses for the revenue include faculty salaries, TA support, scholarships, equipment purchases and laboratory upkeep.

Program administration will be housed in the College of Engineering. Tuition revenue will directly support relevant staff including the program director, the academic director, a graduate student services coordinator, a career advisor and administrative support. Other direct expenses are capstone laboratory costs, new course development, student scholarships, and marketing and recruitment. The graduate coordinator will provided significant first-contact student advising services.

Student learning outcomes assessment will link directly to activities in the capstone courses. This data will be gathered and documented as part of program administration activities.

The Division of Continuing Studies will support program assessment through targeted student surveys delivered at key times in the program cycle. The surveys will identify program deficiencies, which are then addressed in planning sessions for program improvement. The surveys will also identify what is working well, so that these aspects are recognized and preserved and not inadvertently removed.
Describe resource and fiscal considerations - B. Are the faculty, instructional staff and key personnel existing or new faculty and staff? If they already serve existing programs, how are they able to add this workload? If new faculty and staff will be added, how will they be funded?

For program start-up (1-2) years, most faculty and staff are existing. Much of the early curriculum will make use of existing courses across all the program partners. Several new program courses were planned for development, with instructor time already available. Adding students to these existing courses is manageable as there are many courses over many schools and colleges, and enrollment is low in the early years. Instructional compensation ($600/credit) will assist with creating any new sections that may be required. Some administrative staff will be unloading work from other areas or are seeing decreased activity in existing work loads. Michelle Kwasny, Academic Director and recent hire, will take on much of the program development, capstone course development, and initial capstone course delivery, with some assistance from all program faculty.

For early program years (3-4), academic capacity will be added through increased instructional appointments and the hiring of teaching assistants. A career services staff member will be hired directly as part of administrative staff growth. All of these actions are funded through tuition revenue.

For longer-term program operation (5+ years) with sustained high enrollment (50+ students/year), the hiring of additional dedicated instructional staff and dedicated support staff will be undertaken. Exact needs will be determined based on student demand for academic topics or program services. Program tuition revenue will be used to fund the hires either through increased instructional revenue or as a direct program personnel expense.

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?

The program is designed to have very little impact on staffing needs outside of program activities. Over time, up to an additional 100 students will attend the university, adding a small load to centralized services.

Describe resource and fiscal considerations - D. For graduate programs, describe plans for funding students including but not limited to funding sources and how funding decisions will be made.

Students in this program will be primarily self-funded. While students are not allowed tuition remission, program plans include scholarships supported by tuition revenue to meet recruitment goals. The program steering committee will determine qualifications and administer the awards.

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. Confirm that the dean is committed to providing the resources.

No.

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.

The students in this program will be primarily self-funded. While students will not be allowed traditional assistantships with tuition remission, program plans include the equivalent of four full-time annual scholarships supported by tuition revenue. The program steering committee will determine scholarship qualifications and conduct selection of awards.

**Curriculum and Requirements**

Guide Admissions/How to Get In tab

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**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) and the Graduate School. Once you have researched the graduate program(s) you are interested in, apply online.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Deadline</strong></td>
<td>This program does not admit in the fall.</td>
</tr>
<tr>
<td><strong>Spring Deadline</strong></td>
<td>This program does not admit in the spring.</td>
</tr>
<tr>
<td><strong>Summer Deadline</strong></td>
<td>February 1*</td>
</tr>
<tr>
<td>GRE (Graduate Record)</td>
<td>Not required.</td>
</tr>
<tr>
<td><strong>Examinations</strong></td>
<td></td>
</tr>
<tr>
<td>English Proficiency Test</td>
<td>Every applicant whose native language is not English or whose undergraduate instruction was not in English must provide an English proficiency test score and meet the Graduate School minimum requirements.</td>
</tr>
</tbody>
</table>

https://next-guide.wisc.edu/programadmin/
and meet the Graduate School minimum requirements
(https://grad.wisc.edu/apply/requirements/#english-proficiency).

Other Test(s) (e.g., GMAT, MCAT)  n/a
Letters of Recommendation  2

Required

*Rolling admission will begin after October 1, with a final application deadline of February 1. Applications will be accepted until a cohort of up to 25 students per specialization have committed to attend or the final application deadline of February 1 has been reached (whichever happens first).

Application Process

Applications are accepted for the summer term only. Applications will open approximately one calendar year prior to the start of the term. Rolling admission will begin after October 1, with a final application deadline of February 1. Applications will be accepted until a cohort of up to 25 students per specialization have committed to attend or the final application deadline of February 1 has been reached (whichever happens first).

Minimum Eligibility Requirements (GPA, test scores, etc.)

ALL applicants must meet the general Graduate School Requirements for Admission.

GPA: A minimum 3.0/4.0 GPA on the last 60 undergraduate credits is required.

Degree: A bachelor degree (or equivalent), in any relevant subject area, is required before the start of the program. The degree is not required to be complete at the time of application.

English Proficiency Scores (TOEFL/IELTS) – required for those whose native language is not English, or whose undergraduate instruction was not in English. See Graduate School Requirements for Admission for more information and exemption policies.

Required Application Materials

All application materials must be submitted online through the Graduate School’s application portal. Do NOT send any paper copies of documents by mail (email or paper mail) unless specifically requested to do so by the Graduate Admissions Team. Applications must be complete to be reviewed by the Graduate Admissions Team.

Online application: https://grad.wisc.edu/apply/

Resume or Curriculum Vitae (CV)

Statement of Purpose:

Statement length: Maximum of one page.

Statement MUST respond to the following question: “Why are you interested in the Master of Science in Design + Innovation program?”

Unofficial transcripts: All applicants must upload a copy of their transcript from their undergraduate institution and other previous higher education institutions, including other graduate studies. An official transcript is not part of the online application process unless specifically requested in writing by the Admissions Team.

Two (2) letters of recommendation: Enter the recommender email contact information into the online application. Recommenders will receive an email with instructions for the survey and recommendation letter upload process.

We do not accept recommendation letters via email, paper format, or online portfolios.

English Proficiency Scores (TOEFL/IELTS) – required for those whose native language is not English, or whose undergraduate instruction was not in English. See Graduate School Requirements for Admission for more information and exemption policies. Scores are accepted if they are within two years of the start of the admissions term for which applicants are applying. TOEFL scores should be electronically sent directly from Educational Testing Service (ETS) to institution code 1846 (no department code is needed). IELTS scores should be electronically sent
directly from IELTS to **UW-Madison, Graduate Studies.**

**Application Fee**

Describe plans for recruiting students to this program.

Working in concert with the Division of Continuing Studies, we plan to:
- Travel to college and career fairs across the United States (Host institution invites many colleges to host informational booths)
- Create pop-up events and lunch and learns at targeted universities and businesses (UW-Madison is only visiting institution, often a more intimate event with a presentation)
- Host a series of events on UW-Madison campus targeting UW-Madison undergraduate students (examples might include: tips for your application, difference between masters and PhD, panel of students or admissions committee)
- Work with MS Design + Innovation program staff to host booths at targeted conferences and career fairs to reach working professionals
- Call all leads within 24 hours of RFI form submission including video conferencing as requested
- One to one email and texting with prospective students to answer questions and connect to program staff as appropriate
- Develop automated campaigns to move prospective from interested to started the application and started the application to completed the application
- Develop automated yield campaigns and strategies to get accepted students to enroll
- Coordinate many of the above marketing activities in conjunction with partner departments (e.g., partners take program brochures to conferences they attend and vice versa)
What is the recruiting and admissions strategy for underrepresented students?

In addition to general outreach and recruitment efforts listed above, we plan to participate in events that draw together underrepresented student populations, such as National Society of Black Engineers, SACNAS, Women in Engineering, Society of Hispanic Professional Engineers, American Indian Science and Engineering Society, Association for Women in Computing, Chinese Institute of Engineers USA, Society of Mexican American Engineers and Scientists (NOTE: these are examples, not exhaustive list). The program will showcase diverse imagery in its marketing materials, as well as the diversity of the program steering committee and participating instructors at relevant recruiting events for the program.

The expected applicant pool will present a wide variety of interest areas and backgrounds spanning the areas of the five participating units and beyond, both right out of undergraduate studies to working professionals. The admissions committee will use each student’s current area of interest/study, as well as their desired specialization area and future career path, to balance the student cohort with a diversity of skillsets and mindsets.

While recruiting underrepresented students to a professional masters program has proven difficult, we hope that our plans to offer scholarships starting in year 2-3 will give those who may not have had the opportunity to pay full tuition for the program a chance to come.

Projected Annual Enrollment:

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Enrollment</th>
</tr>
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<tbody>
<tr>
<td>Year 1</td>
<td>15</td>
</tr>
<tr>
<td>Year 2</td>
<td>25</td>
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<tr>
<td>Year 3</td>
<td>50</td>
</tr>
<tr>
<td>Year 4</td>
<td>75</td>
</tr>
<tr>
<td>Year 5</td>
<td>100</td>
</tr>
</tbody>
</table>

Maximum enrollment that can be supported with existing instructional and student services resources: 100
Describe plans for supporting enrollments that are much higher or much lower than the anticipated enrollment.

In the event of low enrollment, efforts to expand administrative resources will be curtailed and instructional expenses will decrease, as they are linked to student enrollment through the $/credit instructional compensation. Marketing, recruitment and enrollment data will be evaluated to assess shortcomings and identify overlooked opportunities. Marketing and recruiting techniques will be re-evaluated and re-engaged in the marketplace to increase enrollment in the next cycle.

Higher-than-expected enrollment is less likely, as student enrollment numbers can be controlled through the admissions process. However, if this were to occur, expanding instructional resources will be a first priority. New course sections will be created for required courses and any high-demand elective courses. High enrollment will produce high tuition revenue, and this would be applied to increasing existing instructor appointments, and/or hiring additional teaching assistants, and/or tapping private sector instructional expertise, and/or one-time faculty overload requests. Staff capacity can be rapidly increased through use of student hourly workers, overload requests and overtime depending on employee labor classification. If the high enrollment levels continue, additional instructional and administrative staff will need to be hired.

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

<table>
<thead>
<tr>
<th>Approved Shared Content from /shared/graduate-minimum-degree-requirements-and-satisfactory-progress/</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Graduate School Requirements</td>
</tr>
<tr>
<td>Review the Graduate School minimum academic progress and degree requirements, in addition to the program requirements listed below.</td>
</tr>
</tbody>
</table>

Major requirements

<table>
<thead>
<tr>
<th>Mode of Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face to Face</td>
</tr>
<tr>
<td>Evening/Weekend</td>
</tr>
<tr>
<td>Online</td>
</tr>
<tr>
<td>Hybrid</td>
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<td>Accelerated</td>
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https://next-guide.wisc.edu/programadmin/
### Curricular Requirements

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>30 credits</td>
</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>16 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework Requirement</td>
<td>At least half of degree coursework (15 out of 30 total credits) must be in graduate-level coursework; courses with the Graduate Level Coursework attribute are identified and searchable in the university's Course Guide (<a href="http://my.wisc.edu/CourseGuideRedirect/BrowseByTitle">http://my.wisc.edu/CourseGuideRedirect/BrowseByTitle</a>).</td>
</tr>
<tr>
<td>Overall Graduate GPA Requirement</td>
<td>3.00 GPA required</td>
</tr>
<tr>
<td>Other Grade Requirements</td>
<td>Students must earn a C or above in all coursework.</td>
</tr>
<tr>
<td>Assessments and Examinations Requirements</td>
<td>Students may not have any more than two incompletes on their record at any one time.</td>
</tr>
<tr>
<td>Language Requirements</td>
<td>No language requirements.</td>
</tr>
</tbody>
</table>
# required courses

## Course List

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Courses - required of all students (18 credits)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DS 641</td>
<td>Design Thinking for Transformation</td>
<td>3</td>
</tr>
<tr>
<td>INTEREGR 477</td>
<td>Course INTEREGR 477 Not Found</td>
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<tr>
<td>OTM 760</td>
<td>Managing by Design</td>
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<tr>
<td>INTER-HE 940</td>
<td>Collaborative Capstone I</td>
<td>3</td>
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<tr>
<td>INTEREGR 941</td>
<td>Collaborative Capstone II</td>
<td>3</td>
</tr>
<tr>
<td>One of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L I S 707</td>
<td>Data Visualization and Communication for Decision Making</td>
<td></td>
</tr>
<tr>
<td>DS 541</td>
<td>Visual Thinking for Problem Solving</td>
<td></td>
</tr>
<tr>
<td><strong>Specializations 1</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
<tr>
<td>Students select one specialization in addition to the Core Courses. Students may select courses across the specialization lists with approval of their faculty advisor. 12 credits minimum required.</td>
<td></td>
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<tr>
<td><strong>Product Design</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I SY E/PSYCH 349</td>
<td>Introduction to Human Factors</td>
<td></td>
</tr>
<tr>
<td>I SY E/PSYCH 549</td>
<td>Human Factors Engineering</td>
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</tr>
<tr>
<td>M E/E C E 439</td>
<td>Introduction to Robotics</td>
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</tr>
<tr>
<td>M E 449</td>
<td>Redesign and Prototype Fabrication</td>
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</tr>
<tr>
<td>M E 549</td>
<td>Product Design</td>
<td></td>
</tr>
<tr>
<td>I SY E/COMP SCI/DS 518</td>
<td>Wearable Technology</td>
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</tr>
<tr>
<td>I SY E 552</td>
<td>Human Factors Engineering Design and Evaluation</td>
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</tr>
<tr>
<td>M H R 734</td>
<td>Venture Creation</td>
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</tr>
<tr>
<td>M H R 741</td>
<td>Technology Entrepreneurship</td>
<td></td>
</tr>
<tr>
<td>MARKETING 737</td>
<td>Creating Breakthrough New Products</td>
<td></td>
</tr>
<tr>
<td>ART 346</td>
<td>Basic Graphic Design</td>
<td></td>
</tr>
<tr>
<td>ART 409</td>
<td>Digital Fabrication Studio</td>
<td></td>
</tr>
<tr>
<td>ART 428</td>
<td>Digital Imaging Studio</td>
<td></td>
</tr>
<tr>
<td>ART 429</td>
<td>3D Digital Studio I</td>
<td></td>
</tr>
<tr>
<td>DS 527</td>
<td>Global Artisans</td>
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<tr>
<td>CNSR SCI 657</td>
<td>Consumer Behavior</td>
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<tr>
<td><strong>UI/UX Design</strong></td>
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<tr>
<td>L I S/COMP SCI 611</td>
<td>User Experience Design 1</td>
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<td>L I S/COMP SCI 612</td>
<td>User Experience Design 2</td>
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<tr>
<td>L I S/COMP SCI 613</td>
<td>User Experience Design 3</td>
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<tr>
<td>L I S 646</td>
<td>Introduction to Info Architecture and Interaction Design for the Web</td>
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<tr>
<td>L I S 661</td>
<td>Information Ethics and Policy</td>
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<tr>
<td>DS/COMP SCI 579</td>
<td>Virtual Reality</td>
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</tbody>
</table>

https://next-guide.wisc.edu/programadmin/
<table>
<thead>
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<td></td>
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<td></td>
</tr>
<tr>
<td>I SYE/PSYCH 549</td>
<td>Human Factors Engineering</td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>ART 428</td>
<td>Digital Imaging Studio</td>
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<tr>
<td>ART 438</td>
<td>History of Graphic Design and Typography</td>
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<td>ART 528</td>
<td>Digital Interactive Studio</td>
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<td>3D Digital Studio II</td>
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<tr>
<td><strong>Communication Design</strong></td>
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<tr>
<td>ART 318</td>
<td>Introduction to Video, Performance &amp; Installation Art</td>
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<td>ART 346</td>
<td>Basic Graphic Design</td>
<td></td>
</tr>
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<td>ART 529</td>
<td>3D Digital Studio II</td>
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<td>DS/COMP SCI 579</td>
<td>Virtual Reality</td>
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<td>DS/LAND ARC 639</td>
<td>Culture and Built Environment</td>
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<td>DS 541</td>
<td>Visual Thinking for Problem Solving 2</td>
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<tr>
<td>LIS 707</td>
<td>Data Visualization and Communication for Decision Making 3</td>
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<tr>
<td><strong>Design Strategy</strong></td>
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<tr>
<td>CSCS 335</td>
<td>Communicating with Key Audiences</td>
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<td>CNSR SCI 555</td>
<td>Consumer Strategy &amp; Evaluation</td>
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<td>CNSR SCI 561</td>
<td>Retail Channel Strategy &amp; Omni-Channel Retailing</td>
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<td>CNSR SCI 562</td>
<td>The Global Consumer</td>
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<td>CNSR SCI 567</td>
<td>Product Development Strategies in Retailing</td>
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<td>CNSR SCI 657</td>
<td>Consumer Behavior</td>
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<td>HDFS 872</td>
<td>Bridging the Gap Between Research and Action</td>
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<td>DS 527</td>
<td>Global Artisans</td>
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<td>DS/LAND ARC 639</td>
<td>Culture and Built Environment</td>
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<tr>
<td>MEE 549</td>
<td>Product Design</td>
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<tr>
<td>MHR 715</td>
<td>Strategic Management of Innovation</td>
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<tr>
<td>MHR 723</td>
<td>Business Strategy</td>
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<td>MHR 734</td>
<td>Venture Creation</td>
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<td></td>
</tr>
</tbody>
</table>

https://next-guide.wisc.edu/programadmin/
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

PRIOR COURSEWORK

Graduate Work from Other Institutions
Students will not be permitted to use credits from previously earned graduate coursework.

UW–Madison Undergraduate
With advisor approval, up to 6 credits numbered 300 or above may be counted toward the degree specialization areas (not the core degree requirements). These credits may be counted toward the minimum graduate coursework (50%) requirement if they are in courses numbered 700 or above. No credits may be counted toward the minimum graduate residence credit requirement. Coursework earned five or more years prior to admission to a master’s degree is not allowed to satisfy requirements.

UW–Madison University Special
With program approval, and payment of the difference in tuition, students are allowed to count up to 15 credits of coursework numbered 300 or above taken as a UW–Madison Special student toward the minimum graduate residence credit requirement and the minimum graduate degree credit requirement. These credits may be counted toward the minimum graduate coursework (50%) requirement.
requirement if they are in courses numbered 700 or above. Coursework earned five or more years prior to admission is not allowed to satisfy requirements.

PROBATION

The Graduate School regularly reviews the record of any student who earned grades of BC, C, D, F, or Incomplete in a graduate course (300 or above), or grade of U in research credits. This review could result in academic probation with a hold on future enrollment or in being suspended from the Graduate School.

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 probationary status).
Unsatisfactory progress (not progressing according to standards; not permitted to enroll, dismissal, leave of absence or change of advisor or program).

A semester GPA below 3.0 will result in the student being placed on academic probation. If a semester GPA of 3.0 is not attained during the subsequent semester of full time enrollment (or 12 credits of enrollment if enrolled part-time), this will be deemed unsatisfactory progress and the student may be dismissed from the program or allowed to continue for one additional semester based on advisor appeal to the Graduate School.

ADVISOR

All students will be assigned a faculty advisor who assists them in planning a course sequence that meets degrees requirements and who will discuss career objectives with the students.

CREDITS PER TERM ALLOWED

15 credits

TIME CONSTRAINTS

Master’s degree students who have been absent for five or more consecutive years lose all credits that they have earned before their absence. Individual programs may count the coursework students completed prior to their absence for meeting program requirements; that coursework may not count toward Graduate School credit requirements.

OTHER

Students enrolled in this program are not permitted to accept teaching assistantships, project assistantships, research assistantships or other appointments that would result in a tuition waiver. Students in this program cannot enroll in other graduate programs nor take courses outside the prescribed curriculum.

Discuss expected progress to degree and time to degree. For undergraduate programs discuss considerations for supporting students to complete the degree in four academic years.

The Master of Science in Design + Innovation is a 12-month accelerated program. Students may request to extend the program electives to with advisor approval.
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</td>
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<tr>
<td>2</td>
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<td>5</td>
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<tr>
<td>6</td>
</tr>
<tr>
<td>7</td>
</tr>
</tbody>
</table>
Summarize the assessment plan.

Direct evidence is provided primarily by student work product and process in the Capstone courses, and is supported by post-degree student outcomes, including attainment of career objectives. The M.S. Design + Innovation Capstone courses (INTER-HE 940: Collaborative Capstone I and INTER EGR 941: Collaborative Capstone II) will be the primary source for direct assessment of student learning outcomes. Instructors for the course will come from the five participating schools and colleges and will serve as guides for student teams throughout the course, and each of them will be prepared with guidelines and rubrics for assessing students across all seven learning outcomes throughout the year. In addition, each semester’s Capstone will conclude with final presentations that will showcase student work and be judged by a panel of evaluators drawn from our Capstone instructors, sponsoring industry partners, the MS Design + Innovation steering committee, other instructors for the program, our program Advisory Board, and other relevant partners in Madison and beyond.

The Division of Continuing Studies (DCS) distributes pre and post-program degree surveys on behalf of all non-pooled, 131 programs to support program level indirect assessment requirements. These surveys meet the university indirect assessment requirements as they 1) identify which learning outcomes were assessed, 2) outline what data was collected and how, and 3) summarize key findings and recommendations. DCS compiles the survey information into various reports that programs can use for longitudinal review.

Student evaluations of teachers and classes are an important additional source of program assessment data, which can inform program and course design, instructional strategies, and program improvement.

During the implementation phase, the program will also carefully monitor student access to courses to ensure growth of course capacity to fully meet student demand, and student engagement and success to inform program, course and instructional design.

Approved Assessment Plan:  MS Design + Innovation Assessment Plan.docx

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.

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 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.

**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.

- [Education D+I MOU and Letter.pdf](#)
- [NOI_iSchool_SupportLetter1.pdf](#)
- [NOI SoHE Support Lettershim 9-24-18.pdf](#)
- [WSB support for Masters in Design_Innovation 9-28-18.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 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:

- Pending approval by CoE APC.

Entered by: James Blanchard
Date entered: 3/18/2019

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 CoE APC on March 22, 2019

Entered by and date:
Sara Hagen
03/22/2019

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

Enter any notes about the approval here:

Entered by:
Date entered:

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

Enter any notes about approval here:

Entered by:
Date entered:

For Administrative Use

Admin Notes:

Guide URL:

Effective date:

Career:

SIS Program Code:
SIS Short
Description:

Other plan codes associated with this program:

Diploma Text:
Diploma Text 2:

Degree:

Field of Study:

Program Length:

National Student Clearing House Classification:

Plan Group:

Educational Level:

Award Category:

Enrollment Category:

CIP Code:

STEMOPT:

UWSTEM:

HEALTH:

Educational Innovation Program:

Distance Education Program:

Non Traditional Program:

Special Plan Type:

Added to UW System Crosswalk:
Reviewer
Comments

Maureen A N Bischof (mabischof) (03/22/19 5:06 pm): Program learning outcomes and assessment plan reviewed and accepted.
UNIVERSITY OF WISCONSIN-MADISON  
COST AND REVENUE PROJECTIONS NARRATIVE  
MASTER OF SCIENCE DESIGN + INNOVATION

Introduction
The proposed MS-Design + Innovation program is a 12-month master’s program (summer, fall, spring term enrollment) comprised of 30 credits. It is a joint interdisciplinary venture among five schools and colleges at UW-Madison. The curriculum is face-to-face and emphasizes human-centered team-based design interaction in a series of capstone, core and elective courses.

The College of Engineering will serve as the program’s administrative home and will manage the program budget and tuition revenue. Engineering program administrative costs will be paid directly by tuition revenue. Instruction compensation will be distributed to all program partners based on an instructional agreement. A steering committee composed of the partnering schools and colleges will oversee the program and will oversee the reinvestment plan of the investment margin.

Section I – Enrollment
All enrollments are considered new students and each is a full-time equivalent because the curriculum is designed as a one-year full-time program. The curriculum is 12-months in duration, so there are no continuing students. Retention is estimated at 95%, similar to other accelerated master’s programs recently implemented at the College of Engineering. The interdisciplinary aspect of the program allows for recruitment from a variety of academic and employment backgrounds. First-year enrollment is projected at 15 students and enrollment is projected to increase to 100 students at program year five.

Section II – Credit Hours
The program requires a total of 30 credits - 18 from core courses and 12 from a list of approved electives. All program courses are existing courses except for five new courses that have been approved and developed or in the development stage. The curriculum requires that each student enroll in 6 credits in the summer, 12 credits in the fall and 12 credits in the spring. The number of new student credit hours generated annually is a product of headcount by 30 required credits.

Section III – Faculty and Staff Appointments
The MS-Design + Innovation program will rely on existing faculty and will also add faculty and instructional staff as needed as the program grows. The distributed nature of the curriculum over five schools and colleges will allow for student enrollments to also be distributed, making use of existing capacity and allowing for instructional capacity to be added where needed. As student interest and the discipline evolves, there will be flexibility to focus instructional resources.

Faculty and instructional FTE allocations are based on an assumption of an instructional load per instructional FTE of 480 student credit hours annually, calculated as: three sections of 20 students in three credit classes in fall and spring and two sections of 20 students in a three
credit class in summer. The number of instructional FTE is the ratio of the total student credit hours divided by the student credit hours per instructional FTE.

Instructional support will also include teaching assistants, which will be budgeted at 0.7 FTE in year 1 of the program and grow to 7.0 FTE by year 5.

Staff support will be as follows:

- An academic program director, who will allocate 50% of time to the academic director role. The remaining time is accounted for as an instructor.
- A program director, who will contribute 25% time to the program. The reminder of this person’s time is allocated to similar duties in other College of Engineering master’s programs.
- Graduate coordinator appointed at 50% time in year 1, 75% time in year 2, and 100% thereafter.
- Industry liaison (career services support) appointed at 50% in year 1, 75% in year 2 and 100% thereafter.
- Administrative support staff, appointed at 50% in year 1, and 75% thereafter.

Salaries are projected to increase at a rate of 2% annually.

Section IV – Program Revenues

Program revenue will be generated from tuition. The program is proposing a market-based per credit tuition of $1,600/credit. Segregated fees will be charged but are not counted as program revenue. Program revenue is calculated by multiplying new student headcount enrollment by 30 credits/year by $1,600/credit.

Section V – Program Expenses

In addition to faculty/instructional staff and other staff support, program expenses include a 10% campus assessment on gross revenue, new course development and course renewal/maintenance, laboratory support costs, program events, industry liaison expenses, marketing, and an 8% set aside for scholarships. Criteria for scholarship award is in development and will likely include financial need, applicant diversity and/or Wisconsin residency.

Section VI – Net Revenue

By year 5 the program is projected to generate more than $1M in net revenue. This net revenue is a pool of funds for reinvestment by the five partnering schools/colleges. The reinvestment pool will be directed to additional scholarships for students, a program contingency fund, refurbishment and expansion of the design lab spaces and design lab equipment, and to fund faculty salaries and research assistants.
### University of Wisconsin - Madison

**Cost and Revenue Projections For MS Design plus Innovation**

<table>
<thead>
<tr>
<th>Items</th>
<th>2020-21</th>
<th>2021-22</th>
<th>2022-23</th>
<th>2023-24</th>
<th>2024-25</th>
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<td>Year 1</td>
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<td>I</td>
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<td>Enrollment (New Student) Headcount</td>
<td>15</td>
<td>25</td>
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<td>Enrollment (Continuing Student) Headcount</td>
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<td>0</td>
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<tr>
<td>II</td>
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<td>Total New Credit Hours</td>
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<td>750</td>
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<td>III</td>
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<tr>
<td>FTE of Faculty/Instructional Staff</td>
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<td>FTE of Teaching Assistants</td>
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<td>FTE of Program Director</td>
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<td>FTE of Graduate Coordinator</td>
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<td>0.75</td>
<td>1.0</td>
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<tr>
<td>FTE of Industry Liaison/Career Services</td>
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<td>0.75</td>
<td>1.0</td>
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<td>1.0</td>
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<tr>
<td>FTE of Administrative Support Staff</td>
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<td>0.75</td>
<td>0.75</td>
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<td>0.75</td>
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<tr>
<td>IV</td>
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<tr>
<td>Revenues</td>
<td></td>
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<tr>
<td>From Tuition</td>
<td>$720,000</td>
<td>$1,200,000</td>
<td>$2,400,000</td>
<td>$3,600,000</td>
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<td>Program Revenue - Other</td>
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<td>Total New Revenue</td>
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<td>$3,600,000</td>
<td>$4,800,000</td>
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<tr>
<td>Expenses</td>
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<tr>
<td>Salaries plus Fringes</td>
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<tr>
<td>Faculty/Instructional Staff</td>
<td>$140,000</td>
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<td>$700,000</td>
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<td>Program Director</td>
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<td>Industry Liaison/Career Services</td>
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<td>$61,200</td>
<td>$83,232</td>
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<td>Administrative support staff</td>
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<td>$30,600</td>
<td>$31,212</td>
<td>$31,836</td>
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<td>Fringe benefits on all salaries -est 38.7%</td>
<td>$150,543</td>
<td>$224,263</td>
<td>$362,431</td>
<td>$492,436</td>
<td>$620,552</td>
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<td>Subtotal Salaries and Fringes</td>
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<td>$803,753</td>
<td>$1,298,945</td>
<td>$1,764,880</td>
<td>$2,224,045</td>
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<tr>
<td>Other Expenses</td>
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<tr>
<td>Laboratory Support Costs</td>
<td>$13,750</td>
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<td>$62,500</td>
<td>$62,500</td>
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<td>Program Events</td>
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<td>$50,000</td>
<td>$50,000</td>
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<td>Industry liaisons expenses</td>
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<td>$25,000</td>
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<td>New Course Development and Maintenance</td>
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<td>Scholarships</td>
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<td>Total Expenses</td>
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<td>Net Revenue</td>
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<td>$247</td>
<td>$257,055</td>
<td>$650,620</td>
<td>$1,050,955</td>
</tr>
</tbody>
</table>

Submit budget narrative in MS Word Format

Provost's Signature: ___________________________ Date: ___________________________
Assessment Plan

MASTERS OF SCIENCE IN DESIGN + INNOVATION

IDENTIFYING INFORMATION

<table>
<thead>
<tr>
<th>School / College:</th>
<th>College of Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Degree Program Name:</td>
<td>Design + Innovation</td>
</tr>
<tr>
<td>Graduate Degree Level:</td>
<td>M.S.</td>
</tr>
<tr>
<td>Faculty Director Contact&gt;Title:</td>
<td>Michelle Kwasny, Academic Director of MS in Design + Innovation</td>
</tr>
<tr>
<td>Primary Contact Information:</td>
<td><a href="mailto:mkwasny@wisc.edu">mkwasny@wisc.edu</a></td>
</tr>
</tbody>
</table>

STUDENT LEARNING OUTCOMES

In this program, students will:

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.
PLAN FOR ASSESSING EACH STUDENT OUTCOME
For each of the degree major/program student learning outcomes, indicate how the program plans to assess whether or not students are meeting the expectation, as well as when each learning outcome 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. While programs do not need to assess each learning outcome every year, all learning outcomes must be assessed within a period of three years.

<table>
<thead>
<tr>
<th>Assessment Planning (How)</th>
<th>1. Demonstrate creative, independent problem solving skills and entrepreneurial thinking.</th>
<th>2. Apply design tools and strategies on interdisciplinary teams and projects.</th>
<th>3. Communicate effectively both visually and orally.</th>
<th>4. Implement an iterative design thinking process.</th>
<th>5. Demonstrate a hands-on, iterative process that includes making, creating and designing.</th>
<th>6. Gain depth in a field of study that can be applied in a social, global and design context.</th>
<th>7. Apply principles of ethical and professional conduct in a field experience.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Method for assessing learning (at least one direct method required)</td>
<td>Indirect: Pre-Degree survey will assess familiarity and prior experience with this learning outcome, and Post-Degree assessment will assess students’ self-reported level of preparation on each learning outcome. Indirect surveys will also review student expectations, learning goals, and their overall satisfaction of their learning within the program.</td>
<td>Direct: Rigorous evaluations of the Capstone projects at the end of the Fall and Spring semesters, as well as formative assessments from project team guides throughout the course will help assess students across all seven learning objectives. The projects are evaluated as individualized feedback as well as to the team. Team roles are clearly defined within each project. Design steps are also evaluated with rubrics to clearly articulate and guide each project step in a guided learning methodology. This will ensure that all learners have clear guidelines across project team guides and see what areas given the different topics for each Capstone course, the Fall and Spring semesters will vary slightly in evaluation criteria and rubric (see how objectives map to these Capstones below).</td>
<td>Due to the accelerated 12-month nature of this MS program, many of the learning outcomes will be assessed two times per year within the Capstone course – at the end of Fall semester and Spring</td>
<td></td>
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</table>
year; all outcomes reviewed in a 3-year cycle) semester respectively. Students will complete the indirect assessments (pre-degree and post-degree survey) when they begin and end the program (i.e. in June and the following May).

Who is responsible for assessment?
The MS Design + Innovation Co-Directors, Lee Debaille and Michelle Kwasny, will coordinate the implementation of the assessment plan annually. They will work with the Division of Continuing Studies to conduct the pre- and post-survey indirect assessments, as well as work with faculty and staff advisors to complete all direct assessments. Assessment data will be forwarded to the steering committee for evaluation and further dissemination.

What is the plan for review of the assessment information?
Annually, at the September meeting of the steering committee, assessment results (compiled by Lee Debaille and Michelle Kwasny) will be reviewed. The steering committee will produce an initial summary to be presented at the “All Faculty” department meeting held early in the Fall (usually scheduled in October) of each academic year.

What is the plan for production of an annual summary report?
After reviewing the assessment summary and comments from the “All Faculty” department meeting, the degree program’s executive 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 office by October 1st.

How will recommendations be implemented?
Any actionable items will be discussed during steering committee meetings held in the late Fall semester. 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 Summer semester or thereafter. The department 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).
GRADUATE DEGREE PROGRAM CURRICULUM MAPPING WORKSHEET (WHERE)

<table>
<thead>
<tr>
<th>Curriculum Map (Where)</th>
<th>MS Design + Innovation Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Degree Program Required Courses or Experiences</strong></td>
<td>1. Demonstrate creative, independent problem solving skills and entrepreneurial thinking.</td>
</tr>
<tr>
<td>DS 641: Design Thinking for Transformation</td>
<td>X</td>
</tr>
<tr>
<td>INTER ENG 477: Tools for Prototyping and Manufacturing</td>
<td>X</td>
</tr>
<tr>
<td>DS 541 - Visual Thinking for Problem Solving</td>
<td>X</td>
</tr>
<tr>
<td>LIS 707 - Data Visualization and Communication for Decision-Making</td>
<td>X</td>
</tr>
<tr>
<td>OTM 760 - Managing By Design</td>
<td>X</td>
</tr>
<tr>
<td>INTER HE 940 - Collaborative Capstone I</td>
<td>X</td>
</tr>
<tr>
<td>INTER ENG 941 - Collaborative Capstone II</td>
<td>X</td>
</tr>
</tbody>
</table>

*Add additional rows as needed to capture all requirements. Minimally, all of the courses/experiences required to complete the major degree program should be listed. Optionally, elective courses may be included in addition to the required courses.
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
MEMORANDUM OF UNDERSTANDING

Between

UW-Madison School of Education

And

UW-Madison College of Engineering

The purpose of this Memorandum of Understanding is to specify the revenue-sharing arrangement between the School of Education (Education) and the College of Engineering (Engineering) for the Design + Innovation Master’s Degree Program, which will be structured as a 131 Program Revenue degree. This agreement will be effective for the 2020 Summer Session and the 2020-21 Academic Year.

Engineering will serve as the home department for the Design + Innovation Program ("the Program"). As such, all tuition paid by students in the Program will be credited to Engineering, regardless of which school or college bears the cost of instruction. In the event that Education bears the cost of instruction for any courses in the Program, Engineering will transfer revenue for those courses to Education as follows:

- At the end of each fiscal year, Engineering will obtain enrollment information from the Student Information System (SIS) and revenue data from WISDM (or WISER) for Program courses for which Education bore the cost of instruction.
- Education will be provided an opportunity to review the data prior to agreement of the final revenue transfer amount.
- The revenue transfer amount will be equal to $600 per credit for the Program courses for which Education bore the cost of instruction.
- If the revenue transfer amount is not sufficient to cover the cost of instruction paid by Education, the loss shall be absorbed by Education.
- The revenue transfer for Academic Year 2020-21 shall include enrollments from the 2020 summer session.
- The revenue transfer will be made by August 31st following the end of the fiscal year.

The undersigned have read and agree with the terms of this Memorandum of Understanding.

By ___________________________ Date _____________________
Diana Hess, Dean
UW-Madison School of Education

By ___________________________ Date _____________________
James P. Blanchard, Executive Associate Dean
UW-Madison College of Engineering
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

Office of the Dean
Nancy Nicholas Hall 1300 Linden Drive Madison, WI 53706 608-262-4847 Fax: 608-265-4969 www.sohe.wisc.edu
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
MEMORANDUM

Date: April 5, 2019

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 Masters of Science degree in Design + Innovation proposal

As a partner with the College of Engineering in the creation of the new multi-disciplinary Masters of Science degree in Design + Innovation that comes under our Memorandum of Understanding signed last summer, the Wisconsin School of Business (WSB) continues to offer our support of this innovative program.

We believe the program is intentionally designed to transform students from a variety of backgrounds into design thinkers, strategists, and leaders able to deftly balance concerns at the intersection of design desirability, feasibility, and viability. These skills are actively sought by employers of our graduates and the students we serve across the university.

While the WSB is working through its regular governance processes that will yield more specific commitments, select courses at the WSB addressing aspects of innovation and entrepreneurship are appropriate for students in the program.

We look forward to the approval and launch of this exciting new degree.

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 Siemens, Associate Dean of Masters Programs, WSB
Ella Mae Matsumura, Senior Associate Dean of Academic Programs, WSB
John Surdyk, Director, INSITE
April 3, 2019

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

Dear Dean Blanchard,

The faculty of the School of Human Ecology (SoHE) and the Department of Design Studies (DS) offer our strong support for the program proposal for a new multi-disciplinary Masters of Science degree in Design + Innovation. The Executive Committee of SoHE has reviewed and approved our role as expressed in the NOI and DS faculty participated in the program design committee.

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.

We look forward to offering this exciting new program with you in the future.

Sincerely,

Soyeon Shim
Dean
April 3, 2019

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 proposal for new multi-disciplinary Masters of Science degree in Design + Innovation. The Executive Committee of iSchool reviewed and approved our role as expressed in the NOI, and iSchool faculty participated in the program development committee. 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
April 4, 2019

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

Dear James Blanchard,

The faculty of the School of Education and the Department of Art offer our strong support for the program proposal for a new multi-disciplinary Masters of Science degree in Design + Innovation.

Faculty Members from the School of Education Art Department have participated in the program design committee and approve our role as expressed in the NOI. We believe the Art Department courses in Graphic and Interactive Design and Digital Fabrication will be an asset for anyone in the program, and we are committed to making our courses available for MS-D+I students. The courses contributed by the Department of Art stand to diversify our student population and bring new perspectives and knowledge backgrounds into the department.

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 and we are eager to extend our abilities to provide these skills through interdisciplinary curriculum.

We look forward to offering this exciting new program with you in the future.

Sincerely,

John Hitchcock, Associate Dean for the Arts and Professor of Art
608-772-7955 • jhitchcock@wisc.edu