Graduate Faculty Executive Committee  
1:30 p.m. – 3:30 p.m., Room 52 Bascom Hall  
December 13, 2019

AGENDA

Automatic Consent  
1. (1:30 pm) Automatic consent approvals  
   a. Minutes from November 8, 2019  
   b. Approval of two-year extension of active Graduate Faculty status for English Professor Susan Stanford Friedman (Parmesh Ramanathan)

Approvals  
2. (1:35 pm) Request to approve New Degree MS in Athletic Training effective summer 2021 (Andrew Winterstein & Carolyn Kelley)  
3. (1:50 pm) Request to approve Notice of Intent to plan new degree EdS in School Psychology (Jim Wollack & Katie Eklund)  
4. (2:05 pm) Request to approve Notice of Intent to plan new degree MS in Financial Economics (Ananth Seshadri)  
5. (2:20 pm) Request to approve two new Named Options in MS in Pharmaceutical Sciences effective Fall 2020 (Eric Buxton & Charles Lauhon):  
   a) “Applied Drug Development”- new accelerated, distance-delivered degree program  
   b) “Research”- for the existing, non-admitting MS in Pharmaceutical Sciences  
6. (2:35 pm) Request to discontinue the following programs (Parmesh Ramanathan):  
   • ME in Engineering Named Option Technical Japanese effective Fall 2021  
   • Graduate Certificate in Transportation Management and Policy effective Fall 2020  
   • Doctoral Minor in Air Resources Management effective Fall 2020

Program Review  
7. (2:40 pm) Environmental Conservation (MS) (Steph Tai)

Program Review Response  
8. (3:00 pm) Response from MS Pharmacy (Parmesh Ramanathan)  
9. (3:10 pm) Response from MS Pharmaceutical Sciences (Parmesh Ramanathan)  
10. (3:20 pm) Response from MA/MS/PhD/Doctoral Minor in Anthropology (Parmesh Ramanathan)
Dean William Karpus called the meeting to order.

Automatic Consent

1. The minutes of October 4, 2019 were approved as a matter of automatic consent.

Approvals:

2. Dean Karpus introduced Associate Dean Jim Keck and Associate Dean Beth Burnside who presented a request to approve a new degree, MS in Clinical and Health Informatics, effective Fall 2020. The interdisciplinary program is designed to serve working professionals in the healthcare industry. It will be the first Master’s program in Wisconsin accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). Market research shows an intense need for the program by the healthcare industry. The program will be self-funded and enrollment restricted to 25 students in the first year to ensure quality in programming. Burnside responded to GFEC questions regarding a diversified recruitment plan, how needs are currently addressed, flexibility of course scheduling, admission criteria, a program handbook, criteria for assigning advisors, and the ability to meet growth goals.

Motion: Moved and seconded to approve a new degree, MS in Clinical and Health Informatics, effective Fall 2020. The motion passed unanimously.

3. Dean Karpus introduced Professor Paul Wilson and Research and Education Coordinator Scott Williams who presented a request to approve a new Doctoral Minor in Energy Analysis and Policy (EAP), effective Fall 2020.

Motion: Moved and seconded to approve a new Doctoral Minor in Energy Analysis and Policy, effective Fall 2020. The motion passed unanimously.
4. Dean Karpus introduced Professor Aili Tripp who presented a request to approve a Notice of Intent to plan a new degree, PhD in Gender and Women’s Studies. The goal is to build on and transition from a Master’s program to a PhD program in order to be competitive with peer institutions.

Motion: Moved and seconded to approve a notice of intent to plan a new degree, PhD in Gender and Women's Studies. The motion passed unanimously.

5. Dean Karpus introduced Professor Russ Coff who presented a request to approve the following changes to the MAB in Business: Arts Administration.


   b. Substantial redirection of the degree with a >50% curricular change.

The existing MA has been dormant. The goal is to revive the program to establish opportunity for students in the arts to benefit from a business education. Russ responded to questions from GFEC regarding curricular changes and the history of the existing degree.

Motion: Moved and seconded to approve a request to rename the degree MAB in Business: Arts Administration to MAB in Business: Arts and Creative Enterprise Leadership. The motion passed unanimously.

Motion: Moved and seconded to approve substantial redirection of the degree with a >50% curricular change. The motion passed unanimously.

6. Dean Karpus introduced Associate Dean Parmesh Ramanathan who presented a request to discontinue the Doctoral Minor in Freshwater and Marine Science effective Fall 2020. The minor is not being used.

Motion: Moved and seconded to approve a request to discontinue the Doctoral Minor in Freshwater and Marine Science effective Fall 2020. The motion passed unanimously.

Discussion & Approval

1. Dean Karpus introduced Emily Reynolds who presented a request to restructure the following Graduate Programs with Named Options effective fall 2020.

<table>
<thead>
<tr>
<th>Name of Degree</th>
<th>Name of New Option</th>
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<tbody>
<tr>
<td>Biomedical Engineering MS</td>
<td>Research</td>
</tr>
<tr>
<td>Business: Accounting, M.Acc</td>
<td>Accounting, Assurance, Advisory</td>
</tr>
<tr>
<td>Cartography and Geographical Info. Sys. MS</td>
<td>Thesis</td>
</tr>
<tr>
<td>Civil and Environmental Engineering MS</td>
<td>Research</td>
</tr>
<tr>
<td>Computer Sciences MS</td>
<td>Computer Sciences</td>
</tr>
<tr>
<td>Curriculum and Instruction MS</td>
<td>Research</td>
</tr>
<tr>
<td>Economics MS</td>
<td>Economics</td>
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<tr>
<td>Program</td>
<td>Type</td>
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<td>----------------------------------------------</td>
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<tr>
<td>Educational Psychology MS</td>
<td>Research</td>
</tr>
<tr>
<td>Engineering Mechanics MS</td>
<td>Research</td>
</tr>
<tr>
<td>French Studies MFS</td>
<td>Full-Time Academic</td>
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<tr>
<td>Human Ecology MS</td>
<td>Human Ecology</td>
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<tr>
<td>Industrial Engineering MS</td>
<td>Research</td>
</tr>
<tr>
<td>Manufacturing Systems Engineering MS</td>
<td>Manufacturing Systems Engineering</td>
</tr>
<tr>
<td>Materials Science and Engineering MS</td>
<td>Research</td>
</tr>
<tr>
<td>Mathematics MA</td>
<td>Foundations for Research</td>
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<tr>
<td>Physics MS</td>
<td>Research</td>
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<tr>
<td>Population Health MS</td>
<td>Population Health</td>
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<tr>
<td>Population Health PhD</td>
<td>Population Health</td>
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<tr>
<td>Social Work MSW</td>
<td>Full Time MSW</td>
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<tr>
<td>Statistics MS</td>
<td>Statistics</td>
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<tr>
<td>Statistics PhD</td>
<td>Statistics</td>
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</table>

The revised structure of these programs will make them consistent with other UW-Madison admission structures and creates the ability to effectively track data for the programs. Guide pages will be developed for all new named options. All curriculum and learning outcomes will remain the same.

**Motion:** Moved and seconded to approve the above named options effective Fall 2020. The motion passed unanimously.

**Program Reviews**

7. GFEC member Professor Leslie Smith III presented the Institutional 10-Year Program Review of the Creative Writing MFA in the College of Letters & Science. Smith noted strengths of the program include diversity, a 100% graduation rate, the ability to support students throughout the two-year program, rank within the top-ten Creative Writing programs, *Life after the MFA program* seminar, and a robust publication rate of Alumni.

The review committee recommendations include the assembly of a student handbook, development of student assessment rubrics, exploration of a third year of teaching with Composition Rhetoric, discontinuation of the Doctoral Minor, integration into the governmental bodies of the department, and address overload work situation of current staff taking on extra managerial tasks in the department.

**Motion:** Moved and seconded to accept the Institutional 10-Year Review of the Creative Writing MFA in the College of Letters & Science. The motion passed with one abstention.

8. GFEC member Professor Shannon Stahl presented the Institutional 10-Year Program Review of the Electrical Engineering MS/PhD/Doctoral Minor. Professor Stahl noted strengths of the program include the restructured departmental administration incorporating an associate chair of graduate and online studies, diversity of faculty hiring initiatives, high job placement and career advancement, recent clarification and transparency of student
handbook, five-year funding commitments, proactive identification of students that are not meeting expectations in progressing toward their degree.

Stahl discussed review committee concerns, including insufficient staff for graduate programs, potential effects of the five-year funding guarantee policy, inequity in the TA workload, insufficient TA support for classes, need for a long-term plan for providing mental health and wellness resources, and diversity.

Committee recommendations include creating a new graduate-focused staff position, monitoring the impact of the five-year funding guarantee policy, assess the TA workload and appointment percentage, increase the number of TA positions, and expand mental health and wellness support.

**Motion:** Moved and seconded to accept the Institutional 10-Year Review of the Electrical Engineering MS, PhD, Doctoral Minor in Electrical Engineering. The motion passed with two abstentions.

**Adjournment:**

Meeting adjourned by Dean William Karpus.
November 3, 2019

Dean William J. Karplus
Graduate School
217 Bascom Hall
500 Lincoln Drive

RE: Petition for Extension of Susan Stanford Friedman’s Graduate Faculty Status

Dear Dean Karpus and GFEC:

I write to request an extension of Professor Susan Stanford Friedman’s Graduate Faculty Status. She retired in December 2018 and was granted emerita status in Spring 2019. Our request is that Professor Friedman be allowed a two-year extension beyond this December to continue to serve as an active UW-Madison Graduate Faculty member on the committees of seven students for whom she is a central interlocutor. I have listed the relevant students at the end of this letter.

Professor Friedman requests this extension because she is working closely with the students in question and would like to continue to do so. She is a world-renowned expert in fields relevant to these students’ work, including modernist studies; feminist and gender studies; contemporary literature and art studies; archipelagic and oceanic studies; migration studies; religious studies; and narrative studies. No other faculty member could bring to these students’ committees Friedman’s sheer critical firepower in these areas of study. Moreover, having placed 29 grad students in tenured or tenure track positions, she is uniquely well positioned to advise graduate students on their work and in their applications for grants and employment.

On the Grad Office side, this is a preferable solution because if Professor Friedman cannot count as the third UW-Faculty member for these students, we would need to request that newly hired faculty who have never worked with or even met the students in question step into her role. Moreover, the most appropriate faculty to step into Professor Friedman’s place are young women of color that the Department is attempting to shield from heavy service loads in their first years as assistant professors as we are keen on retaining these exceptional young professors. In short, in this case,

Department of English
7187 H. C. White Hall  University of Wisconsin–Madison  600 North Park Street  Madison, Wisconsin 53706-1474
608-263-3800  Fax: 608-263-3709  Email: english@wisc.edu  http://www.wisc.edu/english
Professor Friedman’s preference and the English Department’s needs entirely align. I have attached Professor Friedman’s most recent c.v. and would be happy to submit any additional materials you need.

Thank you for your consideration.

Sincerely,

[Signature]

Monique Allewaert
Associate Professor of English
Director of Graduate Studies

Enclosure: Susan Stanford Friedman CV

Graduate Students with whom Prof. Friedman is working:

Peter Ribic, director (needs only defend in spring 2020)
Kate Merz, director (likely to defend in fall 2019 or spring 2020)
Ana Lincoln, co-director with Mary Layoun (dissertation halfway completed)
Vanessa Lauber, co-director with M. Allewaert (1 chapter completed; LOA completing Harvard JD)
Mari Lewis, committee member, Proposal conference 2019 (first chapter in process)
Ivan Babanovski, committee member, Proposal conference 2019 (1 chapter completed)
Sara Thomas, committee member, Proposal conference 2019 (1.5 chapters completed)
November 2019

Susan Stanford Friedman
Academic Biography

Address: Department of English
1102 Harrison Street
7103 Helen C. White Hall
600 N. Park Street
University of Wisconsin-Madison
Madison, WI 53706

Phone: mobile: 608-772-1937
Email: ssfriedm@wisc.edu

EDUCATION:
B.A., Double major: Greek and English, Swarthmore College, 1965

HONORS AND AWARDS
Hilldale Professor of the Humanities, UW-Madison, 2014--...
Wayne C. Booth Award for Lifetime Achievement in Narrative Studies, International Society for the Study of Narrative, 2009
Best New Journal Award for Contemporary Women's Writing, Council of Editors of Learned Journals (CELJ), 2009
Favorite Instructor Award. UW-Madison Housing. Spring, 2007.
Phi Beta Kappa, Award for Teaching, 2001.
Perkins Prize for Best Book in Narrative Studies, Society for the Study of Narrative Literature, 1999
Hilldale Award, UW-Madison, 1996-1997 (Career award)
Teaching Award, UW English Department Graduate Student Association, 1994
Wisconsin Alumni Research Foundation (WARF) Named Professorship, University of Wisconsin-Madison, 1992-- (Research award)
Named One of UW-Madison Fifty Best Teachers, Wisconsin Student Association, 1990
President, Society for the Study of Narrative Literature, 1992 (2nd and 1st Vice-President, 1989-91)
Distinguished Teaching Award, University of Wisconsin-Madison, 1987-1988
Vilas Associate in the Arts and Humanities, University of Wisconsin 1984-86
Outstanding Academic Books Award, Choice, 1981
Florence Howe Award, Best Essay in Feminist Criticism, 1978, Women's Caucus of the Modern Language Association

FELLOWSHIPS AND GRANTS
Research Leave, 2017-2018 (granted by College of Letters and Science)
Sabbatical, 2011-2012
Faculty Development Award, Spring, 2009

Phone: home: 608-258-8080
Fax: 608-263-3709
Faculty Development Seminar, Humanities Center and Institute for Research in the Humanities, Spring, 2008
Sabbatical, 2004-05
Feminist Scholars’ Fellowship, Women’s Studies Research Center, Spring 2001
Senior Fellowship, Institute for Research in the Humanities, University of Wisconsin-Madison, 1994-1999 (Research award; 50% research appointment for 5 years)
ACLS Fellowship, 1989-1990
ACLS Travel Grant, June 1988
University of Wisconsin Faculty Development Grant, Fall 1987
Fellowship, Institute for Research in the Humanities, University of Wisconsin, Madison, Fall 1986
American Psychoanalytic Association Fellowship, 1983-1984
NEH Fellowship for Independent Study, 1981-1982
University of Wisconsin Graduate School Research-Service Award, Summer 1980
University of Wisconsin Women's Studies Research Center Awards, PAs, Summer and Fall 1980
Project Assistant: Summer and Fall 1983, Fall 1984; 2008-2012
ACLS Grant-in-Aid, Summer 1978
Joshua Lippincott Fellowship for Graduate Study, from Swarthmore College, 1965-1966
Midwest Fellowship, Swarthmore College, 1961-1963

EMPLOYMENT RECORD
2019--Hilddale and Virginia Woolf Professor Emerita.
2007--2017 Director, Institute for Research in the Humanitites, UW-Madison
2014--Hilddale Professor of the Humanities, UW-Madison
2007 Professor Contrata, University of Macerata, Macerata, Italy. Intensive seminar, May
2004--2014 Sally Mead Hands Bascom Professor of English, UW-Madison
2001-2004 Chair, English Department, UW-Madison
2000 Senior Advisor to Dean of International Institute, UW-Madison
1999--2009 Coordinator, Cultural Studies in Global Context, Sesquicentennial Hires, UW-Madison
1996--2002 Coordinator, Border and Transcultural Studies Research Circle, UW-Madison
1992--Virginia Woolf Professor of English and Women's Studies, WARF Professorship, UW-Madison
1985-1992.1 Professor, UW-Madison, English Department and Women's Studies Program (2008: Gender and Women’s Studies Department)
1981-1985 Associate Professor, UW-Madison, English Department and Women's Studies Program
1975-1981 Associate Chair, Women's Studies Program, UW-Madison
1976-1981 Assistant Professor, UW-Madison, English Department and Women's Studies Program
1975-1976 Visiting Assistant Professor, UW-Madison, English Department and Women's Studies Program
1975 Staff Associate, Chancellor's Committee on Women's Studies, University of Wisconsin-Madison, Spring-Summer
1973-1976 Assistant Professor, New School of Liberal Arts, Brooklyn College, CUNY (on leave, 1974-1976)
PUBLICATIONS

Monographs:

Editions

Edited Volumes

Chapbook

Co-Authored Book

Journals and Special Issues
- **New Literary History**. Co-editor with Rita Felski, Special issue on Comparison. 40.3 (Summer
Book in Progress:

Sisters of Scheherazade: Religion, Diaspora, and Muslim Women’s Writing. Estimated 5 chapters: 1: Muslim Feminisms in Diaspora; 2: Diasporic Memory, Legacies of Empire, and Religion (Adhaf Soueif; Erlif Shafak); 3: Fundamentalism, Secularism, and Refiguring the East/West Divide (Marjane Satrapi; Mohja Kahf); 4: The Qur’an, Vocation, and Sexuality (Randa Jarrar; Leila Aboulela); 5: Marriage, Rebellion, and Religious Practice (Fawzia Afzal-Khan; Samina Ali). Chapter 2 drafted; portions of Chapters 1, 3, and 4 drafted. Prospectus reviewed favorably for Literature Now series, Columbia University Press. Book was subject of Master Class, Central European University (1-week course, January 2015); Lectures for Ewha University, Korea (2015); Nazerbayev University, Kazakhstan (2017); University of Munich (2017); Institute for World Literature (July 2017); Northern Border University, Saudi Arabia (2018); Podcast (2018); and numerous conferences.

Articles: Published and Forthcoming:


“Both/And: Critique and Discovery in the Humanities.” Forum on Rita Felski’s The Limits of Critique. PMLA 132.2 (March 2017). 344-51 (invited).


“Toward a Transnational Narrative Theory: Implied Stories, Traveling Tropes,


“Academic Feminism and Interdisciplinarity.” Feminist Studies 27.2 (Summer 2001): 504-09.


"(Inter)Disciplinarity and the Question of the Ph.D. Degree in Women's Studies." Feminist
"Uncommon Readings: Seeking the Geopolitical Virginia Woolf." The South Carolina Review. Special Issue on Virginia Woolf International. 29.1 (Fall 1996): 24-44.


Book Chapters: Published and Forthcoming:


Articles and Book Chapters in Progress


Invited. Conference paper to be revised by May, 2020, for summer 2020 issue.

Books, Articles, and Book Chapters in Translation: 19 (Chinese, Czech, Danish, German, Hungarian, Icelandic, Italian, Japanese, Portuguese, Serbian, Spanish)

“Why Not Compare?” Forthcoming in Danish


"(Inter)Disciplinarity and the Question of the Ph.D. Degree in Women's Studies." (1998). Trans. into Chinese for Reader in Faculty Development Workshop, summer, 2001, Fudan University, Shanghai, China; published in anthology on women’s and gender studies, ed. by Zhong Xueping, Fudan University Press.


Articles Reprinted or Excerpted: 21


Book Reviews:
Hedylus, by H.D. Sagetrieb 4 (Fall/Winter 1985): 325-34.

Editing:
Notes:

KEYNOTE AND PLENARY ADDRESSES, ENDOWED LECTURES
Symposium on Modern Fictions and the New Millennium, in celebration of 50th anniversary of Modern Fiction Studies. Purdue University, October, 2004. Keynote.


**CONFERENCE PAPERS AND LECTURES**

(Literary and Cultural Studies: Theory and Criticism)


San Diego State University, 1976, "Creating a Woman's Mythology: Matriarchal Values and the Androgynous Ideal in H.D.'s Neo-Epic Poetry." (paper)

Wisconsin Women in the Arts Conference, Cable, Wis., 1977, Convener of panel on Women Heroes in Literature.


Midwest Modern Language Association, 1976, Chair, American Literature II Section. Topic: Androgyny.

The Women in James Joyce's Literature: A Symposium, Madison, Wis., 1977. (panelist)


Wisconsin Psychoanalytic Study Group, 1983, "The H.D.-Bryher Correspondence on Freud." (3 Hour Seminar)

University of Iowa, 1983, "Names and Narratives in H.D.'s Prose." (talk)

UW Department of Psychiatry, Grand Rounds, 1984, "Freud: The Master, the Artist, and the Man in H.D.'s Letters about Analysis." (lecture)
University of Wisconsin System Conference on Women's Studies, Madison, 1984, "Women's Childbirth Metaphors for Creativity" (paper; convener of panel)
Conference on "Writing Women's Lives," Wingspread, WI, October 1984, Moderator for panel, "Theoretical Considerations in the Writing of Women's Lives."
Chicago Institute for Psychoanalysis, Chicago, IL, 1984, "Freud as Man, Master, and Artist in the H.D.-Bryher Letters." (lecture)
Chicago Center for Psychosocial Studies, Chicago, IL, 1984, "'A Luscious Vers Libre Relationship': H.D. and Freud." (lecture, workshop)
Symposium on Narrative Poetics, "Lyric Subversion of Narrative in Women's Writing." Ohio State University, April 1986. (invited paper)
International Symposium on Joyce, "Portrait of the Artist as a Young Woman: H.D.'s Rescriptions of Joyce, Lawrence and Pound." Copenhagen, Denmark, June 1986. (invited paper)
Claremont Colleges, California, "The Return of the Repressed Text" (invited paper) and "Women's Creativity: Theory and Practice" (lecture), February 1988.
International Conference on Narrative Literature, "The Return of the Repressed Text," Columbus, OH, April, 1988. (invited paper and convener of panel)

Purdue University, Symposium on Women and Narrative, "The Return of the Repressed in Women's Writing." (paper) October 1988.

Modern Language Association, "The 'Common Student: Woolf's Scenes of Reading as Invitations to Her 'Common Readers.'" December 1989. (invited paper)


International Conference on Narrative. "Reading the Political In Narrative: The Case of Modernist Studies." Salt Lake City, UT. April 1995. (paper)


International Conference on Narrative. "Narrative Poetics and Scenes of Intercultural Encounter." April, 1996. (paper)


International Conference on Narrative. "Borders versus Borderlands: Narrative Patterns in the Contact Zone." Gainesville, FL. April, 1997. (refereed paper)


University of Wisconsin-Whitewater. "Locational Feminism." April 1999. (invited)


Chinese University of Hong Kong. “Locational Feminism: Gender, Cultural Geographies, and Geopolitical Literacy.” Hong Kong. June 1999. (invited paper)
Hong Kong University of Science and Technology. “Locational Feminism: Gender, Cultural Geographies, and Geopolitical Literacy.” Hong Kong. July 1999. (invited paper)
University of Coimbra, "Gender and the Cultural Geographies of the 'New Modernist Studies'" and "'Border Talk,' Hybridity, and Performativity: Cultural Theory and Identity in the Spaces between Difference." Coimbra, Portugal. May 2000. (invited)
University of Lisbon, "Gender and the Cultural Geographies of the `New Modernist Studies.'" Lisbon, Portugal. May 2000. (invited)
University of Macao, Departments of Sociology and English. “Gender, Geopolitics, and Transnationalism.” July 23, 2001. (paper, seminar)
8th International Conference on Communication and Cultural (Ex)Change, “Internationalizing Cultural Studies: Domestic Spaces and Transnational Feminism in Virginia Woolf and Arundhati Roy.” Hong Kong Baptist University, Hong Kong, July 24-28, 2001. (submitted)
Symposium on Hong Kong and Shanghai: Competing Cities in Transition? “Shanghai and Hong Kong: Are They ‘Westernized’ Cities?” Beloit College. November, 2004 (invited)
University of Delhi. “Virginia Woolf: Provincial or Cosmopolitan?” New Delhi, India.
March, 2005. (invited)
Panjab University. Valedictory Lecture: Refresher Course for College Teachers. “Revisiting
the Classics: Then and Now.” Chandigargh, India. March, 2005 (invited)
International Conference on Narrative. “Borders, Bodies, and Migration: Narrating Violation
(submitted paper)
Modernist Studies Association Conference. “One Hand Clapping: Colonialism, Postcolonialism, and the
(invited paper)
English Department, University of Hyderabad, India. “Bodies in Motion: A Poetics of Home
and Displacement”; “Transnational Feminist Criticism and American Studies.”
January, 2006. (invited)
American Comparative Literature Association. “Comparativity: Cultural Collage and Indigenization.”
March, 2006. (submitted paper)
SUNY-Binghamton. “The ‘New Migration’ and Literature.” April, 2006. (invited)
Conference on Migration and Post-Colonial Studies. Leeds University. “The ‘New Migration’
and Literature.” June, 2006. (invited)
Modernist Studies Association. Organized panel on Religion, Modernity and Colonial Archives
Conference on Cosmopolitan Cultures, Cosmopolitan Histories. “Cosmopoetics and Women’s
Narrative Conference. Organized panel on Cosmopoetics and Women’s National Narratives in
Times of War and Violence: Iraq, Iran, and the Dominican Republic. Paper: “The
Family of Nations, and Nations as Families in Marjane Satrapi’s Persepolis.” March,
2007. (submitted)
Modernist Studies Association. Organized Panel on Cosmopolitanism, Cosmopoetics, and
Modernism. “Cosmofeminism, Women, and War: From Woolf’s Three Guineas to
Marjane Satrapi’s Persepolis.” November, 2007. (submitted)
Modernist Studies Association. Open Forum on Transnational Modernisms: Sites and
Woolf’s Three Guineas to Marjane Satrapi’s Persepolis.” November, 2007 (invited)
Modern Language Association, “Narrating ‘Women’s Rights as Human Rights’ in Feminist
Theory and Migration Narratives.” December, 2007. (invited)
December, 2007. (invited)
Contemporary Women’s Writing Network Conference on Migration. “Human Rights, Feminist
Theory, and the Migration Narratives of Monica Ali and Kiran Desai.” Leicester, UK.
July, 2008. (Invited)
(submitted)


Conference on 1913: The Year of French Modernism. Princeton University, April, 2013. (invited)


Virginia Woolf Society. “Before and After A Room of One’s Own: Shakespeare’s Sister in India.” Chicago, June 2014 (submitted)


University of Granada, University of Seville, Spain. Lectures Religion, Secularism, Diasporic Muslim Women’s Writing. Ma. 2015.


Modernist Studies Association. “’Cut to Pieces’: Recycling as Remix of Woolf’s A Room of One’s Own.” Boston. November 2015. (submitted)
CONFERENCE PAPERS AND LECTURES
(Academic Feminism and Women's Studies)
UW System Women's Studies Conference, Madison, May 1976: "Interdisciplinary Women's Studies Courses at the Introductory Level" (talk)
Ideas and Issues Committee, UW Memorial Union, Madison, February 1977: "The Black Movement and the Feminist Movement: Forming Coalitions for Effective Action"
Working Conference on Androgyne and Sex Role Transcendence, Ann Arbor, May 1978, "The Androgyne Debate" (paper, opening session)
Great Lakes Women's Studies Association Convention, Chicago, January 1978: "Governance and Structure of Women's Studies Programs" (talk)
Old Dominion University, Norfolk, March 1980: "Futuristics and the Androgynous Vision," "Feminist Theory," and "Feminist Perspective: Its Relevance for Course Development" (3 lectures)
National Women's Studies Association Convention, Bloomington, May 1980: "Curriculum
Development in Women's Studies" (talk)
University of Missouri-Columbia, November 1980: "Curriculum Development in Women's Studies" (talk)
Institute on Comparable Worth, Madison, May 1981, "The Value of Women's Work" (talk)
University of Iowa, Iowa City, November 1983: "Women's Studies Curriculum Development and Governance" (talk)
University of Bologna, Italy. "Theory and Practice of Women's Studies." June 1988. (invited lecture)
Tamkang University, National Chiao-Tung University, and National Cheng Kung University in Taiwan; Chinese University of Hong Kong and Hong Kong University of Science and Technology in Hong Kong. Lectures on academic feminism and women’s studies programs in the US with faculty and students of women’s and gender studies programs. June-July 1999.
National Cheng Kung University. Tainan, Taiwan. “Academic Feminism and
Beloit College, Women and Gender Studies Program. “Feminism and Interdisciplinarity.”
Simposio Internacional: Género y Políticas Públicas: Ampliando las fronteras del
UW-System Women’s Studies Conference. Roundtable Participant: Big Tent Women’s Studies? Thinking about the Reach and Range of Academic Feminism. Moderator:
Plenary Session, Research/Teaching Activism and Teaching Is Activism. April, 2005.
Workshop on Gender and Women’s Studies: Past and Present. Gender Studies Institute, University of Seville; University of Granada, Spain. May 2015.

TEACHING: ENGLISH DEPARTMENT
English 208: Introduction to Modern Literature II
English 250: Women and Literature
English 272: Course for Majors (Faulkner and Wright; Lawrence and H.D.)
English 500/463: Major Modern British Writer (Woolf)
English 515/571: Women in British and American Literature, 1914 to Present. (Women's Poetry; Women's Kunstlerroman; Woolf and H.D.; Woolf, H.D., Morrison; Woolf and Morrison)
English 574: Feminist Theory and Women’s Writing: Gender, Nation, Migration
English 574: Feminist, Islamic Cultures, and Diaspora
English 727: Seminar in Problems in Literary Criticism (Psychoanalysis and Literary Criticism)
English 737: Feminist Literary Theory; Feminist Theory: Global, Local, Transnational
English 808: Planetary Modernisms
English 823: Seminar on Migration, Diaspora, Borders: Cultural Theory and Aesthetic Practice
English 866: Intensive Course in Modern Literature (Women's Poetry: Theory and Practice)
English 868: Postcolonial and World Literatures in English
English 873: Seminar on Woolf, Joyce, and Cultural Studies
English 873: Transnational Modernisms
English 874: Seminar in The New Modernist Studies
English 975: Seminar on Narrative and Modernity, 1890-1930
English 939: Seminar in Feminist Literary Theory
Summer Forum 500 (1990): "The 'Classics' through New Lenses."
Undergraduate Theses Directed: Lisa Marcus; Malin Walther; Ruth Hartman; Sophia Estante; Alex Sherman.
Dissertations Directed and in progress:


Thomas Foster, "Homelessness at Home: Oppositional Practices and Modern Women's Writing." 1990. Associate Professor of English; Director, Cultural Studies Program, Indiana University.

Pamela Smiley. "In the Name of the Father: The Effects of Orthodoxy on Roman Catholic Women Authors." 1991. Professor: Carthage College


Jody Cardinal. “‘Can you decline history’: Gender and Gertrude Stein’s
Jong-Im Lee. “National Allegory and the Nomadic Subject in Ulysses, Midnight’s Children, and DICTEE.” 2011. Lecturer, University of Nebraska.
Yoon-Young Choi. “Homeless at Home”: Diasporic Consciousness in American Literature, 1852-1936.” 2012. Assistant Professor, Dongduk Women’s University, Universities, Korea.
Duaa Salemeh. “City of Wor(l)ds: Alexandria’s Colonial Cosmopolitanism and Narratives of Identity and Alterity.” 2012. Assistant Professor, University in Jordon.
Associate Director, Center for Humanities, UW-Madison.
Sarah Groeneveld, “Representing Animals: Species and Subjects in Contemporary Transnational Literature.” 2014. Assistant Professor, Ausberg College.
Alainya Kavaloski, “Fragmentary Returns: Re-Visioning Contemporary Homelands in the United States and Israel.” 2015. Assistant Professor, SUNY-Canton.
Kate Merz. “Imperial India on Trial: Crime, Punishment, and Colonialism, 1880-1940.”
Vanessa Lauber. “Mainstreaming Queer in First-Person Narrative.”

TEACHING: GENDER AND WOMEN’S STUDIES
Women's Studies 101: Meanings of Woman in Western Culture
Women’s Studies 310: Androgyny; Virginia Woolf’s Feminist Theory and Fiction
Women's Studies 410: Women in the Arts
Gender and Women’s Studies 574: Feminism, Islamic Cultures, and Women’s Diasporic Writing
Women's Studies 640: Advanced Seminar in Women's Studies
Gender and Women’s Studies 737: Feminist Theory
Women’s Studies 900: Research Methods; Introduction to Graduate Women’s Studies

SERVICE TO THE PROFESSION
Executive Committee, American Literature II Section, Midwest Modern Language Association, 1974-1976. Chair, 1975
Delegate, Modern Language Association, 1977-1979
Executive Committee, Division of Late 19th-Early 20th Century American Literature, Modern Language Association, 1983-1986. Chair, 1986
Executive Committee, Division of Twentieth-Century American Literature, 1991-1994, Chair, 1994
Advisory Council, PMLA, 1990-1994
Board of Consultants, *Contemporary Literature*, 1981—
International Advisory Board, *Anglistica: An Interdisciplinary Journal* (Italy), 2008--.
Advisory Board, The H.D. Society, 1994—
Advisory Board, Society for the Study of American Women Writers, 2006--
Advisory Board, Institute for Research on Women, Rutgers University, 1997--.
Reader for journals: *PMLA; Contemporary Literature; Signs: A Journal of Women and Culture; Feminist Studies; National Women's Studies Association Quarterly; Women and Literature; Comparatist; Lit; Style; American Quarterly; Twentieth-Century Literature*
Reader for presses: Cambridge UP, Yale UP; U of Wisconsin P; Prentice Hall; Princeton UP; Cornell UP; Columbia UP; Norton; Rutgers UP; U of Massachusetts P; Indiana UP; Oxford UP; Beacon Press; U of Tennessee P; U of California-Berkeley P; Basil Blackwell; Duke UP; U of North Carolina P; U of Texas P; SUNY P; U of Michigan P
Promotion Review: Yale U (4); U Cal-Berkeley (2); Stanford U; Princeton U; U of Pennsylvania; U of Michigan (2); U of Virginia; U of Toronto; USC; SUNY-Buffalo (2); U of Texas-Austin; CUNY-Graduate School; U of New Orleans; U of Richmond; Wayne State U; U of Maryland; Loyola U of Chicago; Wesleyan U; U of Delaware; U of Massachusetts; Hebrew U; DuQuesne U; U of Dallas; U of Southern California; Macalester College; U of California, Irvine (2); Duke University; Bryn Mawr College; Brooklyn College, CUNY; Hofstra University; Vanderbilt; Rutgers.
Modern Language Association, Committee on Academic Freedom, 1985-1988
Twentieth-Century Literature Andrew J. Kappel Prize Judge, 2004.
Council of Editors of Learned Journals (CELJ); Judge for annual prize. 2010.
English Department External Reviews: Emory University (2006); University of Michigan (2006, Committee chair); SUNY-Albany (2008).
Humanities Center External Reviews: University of Miami (2013).
EDGES: Development of Interuniversity Ph.D. Degree in Gender Studies, External
GEMMA: EU-supported MA Degree Program in Women’s and Gender Studies in 7 European Universities. Advisory Board. 2017--. Evaluator for EU-supported initiative of 7 European universities. (2014-15).
GRACE: Gender and Cultures of Equality in Europe. Advisory Board, for EU-supported Ph.D. Degree in Gender Studies in 7 European universities. 2015--2018.
Advisory Board. Wiley-Blackwell Anthology of World Literature. 2016--.
CONFERENCE COORDINATION

International Conference on Narrative Literature, University of Wisconsin-Madison, April 1989.


Modernist Studies Association Conference, Madison, WI, October 31-November 3, 2002.


SERVICE TO THE UNIVERSITY OF WISCONSIN-MADISON

Extension Telephone Network, 1977, Authors and Books Series. Panelist: "Wisconsin Women Biographers"

UW Oral Archives Project, 1979, "Continuing Conversations with Humanists"


Faculty Mentor Program for Minority Students, 1980-1981.

Faculty Senate, Alternate, 1980-1981.

SOAR, Faculty Speaker, Summer 1980.

Ad Hoc Committee on Sexual Harassment, January-June, 1981.

University Roundtable, speaker, 1981.

Principal Investigator, Research Grant submitted by UW Center faculty, Summer 1985; Summer 1988.


Research Committee, 1984-85, 1985-86.


Interim Multi-Cultural Center Board, Spring, 1989.

Faculty Mentor for Women Faculty, 1991—1995; 2008--; 20188--.

Women Faculty Mentoring Program: panel presentations: 3


Interim Multicultural Center, UW-Madison. Panelist for "Terrific Tuesday" on topic of "Are We Guests in Someone Else's House?: Students of Color at UW-Madison." Sept.
Coordinator, Cultural Studies in Global Context Cluster, 1998--.
Executive Committee, Global Studies Program, 1999-2001
Executive Committee, Humanities Center, 2000.
Minority and Dual Career hires, October, 2003.
Worldwide University Network (WUN): 2006--. Gender Network (UW; Leeds; Manchester; Utrecht); Postcolonial and Migration Network (UW; U of Illinois; Leeds; Bristol; Sydney); Planning Committee: Conference on Diaspora and Cosmopolitanism, June 2008.
Human Rights Initiative: Steering Committee, 2007—
Global Studies Program: Steering Committee, 2007—
Visual Culture Center: Advisory Board, 2007—
What is the Human?: Steering Committee, Center for the Humanities, 2007—
Arts and Humanities Strategic Planning Committee, 2007—
Arts and Humanities Strategic Planning Subcommittee, 2008--
Year of the Humanities Planning Committee, 2008—2010
Mellon Committee (grant writing): 2008-2010; 2010-2011
Mellon Post-doctoral Fellowship Committee: 2009-2010; 2010-2011
Project Bamboo (digital humanities) Steering Committee, 2008—
Search Committee, Provost, Spring 2009

SERVICE TO THE ENGLISH DEPARTMENT
Chair, 2001-2004
Board of Visitors, 2004-2009
Literary Studies Steering Committee, 2005-6; 2007
Honors Committee, 2005-6
Ph.D. Admissions Committee, 2005-6
Development Committee, 2006-7, 2007-08, 2008-09, 2009-2010
Modernisms/Modernities Research Group, Faculty Advisor, 2006--
Vollrath Fellowship in African American Literature Committee, 2006
TA-Faculty Committee, 1978-79.
Teaching Committee, 1979-80, 1980-81.
Graduate Student-Faculty Committee, 1979-80.


Tenure Committee, Cherene Sharrard, 2001-


Tenure Committee, Rebecca Walkowitz, 2005-6

Tenure Committee, Sara Geyer, 2006—2007-8; chair, 2006-7

Tenure Committee, Nirvana Tanoukhi, 2012-16; chair 2012-13

Tenure Committee, Kate Vieira, 2012—2015.

Mentor, Einihi Edora (English Department), 2018--.


Prizes Committee, 1987-1988; PhD: 2005-06; Undergrad: 2007-08

Ad Hoc Committee on Chair Selection, 1994-1995.

Sub-Committee of Council of Full Professors for Promotion, Spring 1995.


Area 12: Critical Theory, 1986--.

Setting and Reading prelims for Areas 6, 8, 11, and 12 under various examination systems, 1976--


Reader, dissertation committees in English: 54 completed; 15 in process.

Guest lectures in English 514, 515, 727.


Lectures: Arranged for University Lecturers: 1984-85 (1); 1985-86 (1); 1986-87 (1); 2007 (1); 2008 (1).

**SERVICE TO THE GENDER AND WOMEN'S STUDIES PROGRAM**

Associate Chair, 1975-1981.

Chair, Curriculum Committee, 1976-1981.


MA Committee: Chair, 1999-2000.

MA Implementation Committee: 2005-06

Search Committees: Women and Development (1984); Foreign Languages (1984-1985); U.S. Women of Color (1991-92); Chicano Studies (1997); Asian American Studies (1998-99); Director, WS Research Center (2006-7); Lecturers for W.S. 101, 102, 103, 411,
and 412.
Research Committee, Spring 1987.
Outreach Committee, 1990-91.
Multiculturalism Committee, 1994-1996.
Restructuring Committee for new governance, 1990-91.
Feminist Scholar Selection Committee, 2006-7
Research Center Search Committee for Director, 2006-7
Tenure Review Committee, Judith Houck, 2005-06
Tenure Review Committee, Ellen Samuels, 2008-09 (chair), 2010, 2012-13
Evjue-Bascom Chair Selection Committee, 1995-1996 (chair); 2006-07.
International Gender Studies Circle, member, colloquium speaker (1996, 1997), 1996--
Faculty Advisor, Women's Studies Certificate students (1978-1979); Individual majors
(1975-1979); graduate students (1975-1981).
Program Coordinator for international visitors in conjunction with International
Communications Agency (ICA): (a) two-week program for Japanese fellow; (b)
two-day visit for Women's Delegation from China; (c) Seminar on Women and Politics
for Senator Gemma Hussey, Ireland; (d) Seminar on Women's Studies for delegation
from Nicaragua.
Subcommittee on Curriculum Development (designed Certificate; began plans for
Beverly Youtz Scholarship Committee (Chair), 1979-80; 1980-81.
Reader, 12 Dissertation Committees (outside English): South Asian Studies; Anthropology;
Communication Arts; Political Science; German; Scandinavian Studies; Theatre (2);
French (3); Marketing.
Examiner, MFA and MA Committees, Art Department: 12.
Guest Lectures (outside English): Women's Studies 430 (twice); Afro-American Studies 651
(2); Theatre and Drama 480, 611; Spanish and Portuguese grad seminar.
University Lectures arranged: 1984-85 (1); 1985-86 (1); 1986-87 (1); 1990 (1); 2007 (1).

SERVICE TO THE UNIVERSITY AND WISCONSIN COMMUNITIES
Edgewood College, Human Issues Program, October 1975: "Why Women's Studies"
YWCA on Square, Brown Bag Lunch Series, February 1976: "Why Study Women"
YWCA Series on Life, Liberty, and the Pursuit of Happiness: A Selection of Women's
Concerns, February 1976: "The Personhood of Women: Minds and Bodies"
UW Elizabeth Waters Dormitory, February 1976: "The Socialization of Women"
PEO Adult Sorority, March 1976: "Why Study Women" Madison West Senior High School,
Women's Awareness Week, April 1976: "What is Wrong with the Way It Is--Why
Women's Liberation"
UW Tri Delta Sorority, Awards for Scholarship, April 1976: "Scholarship in Women"
YWCA, Series on Life, Liberty, and the Pursuit of Happiness: A Selection of Women's
Concerns, April 1976: "Women and Other Powerless Groups."
Department of Public Administration, Forum on Women of Color, June 1979: Panel
Participant Phi Eta Sigma Initiation Ceremony for Freshman Honor Society, October 1979: Faculty Address
No More Assaults Month Conference, October 1979: Keynote Address: "Rape: All-American Macho and the Revolt of Women"
Women and Leadership Symposia, June 2012; April 2013.

MEDIA EXPERIENCE: RADIO, TELEVISION, INTERNET
WIBA Radio, Madison, December 1975: Interview on Feminism
WHA TV, Madison, April 1976: Interview with Hélène Cixous
WORT Radio, Madison, April 1976: Interview on Women's Studies
Wisconsin Public Radio, Madison, June 1979: Interview on Rape
WTMT Radio and WTMS Radio, August 1979, Milwaukee: Interviews on A Woman's Guide to Therapy
WTMJ TV, August 1979, Milwaukee: Interview on A Woman's Guide to Therapy
WHA TV, Spring 1980, Madison: Interview on Pornography
Wisconsin Public Radio, Fall 1983, Interview on Sexism and Language
Wisconsin Public Radio, Summer 1984, Interview on H.D. and Freud
WORT Radio, March 2000, Madison: Interview on the History of the Women’s Studies Program.
Public Radio International (PRI), The World (UK), radio interview on “Freud’s Couch,” carried on BBC, NPR, and a number of other outlets. 
http://www.theworld.org/2013/05/sigmund-freud-couch/

SLIDE COLLECTION:
Some 600 slides, mostly taken by myself, including: Representations of woman by male painters
Women Artists--including needlework, painting, sculpture, graphics, ceramics, photography
Representations of woman in advertisements

PROFESSIONAL MEMBERSHIPS
Modern Language Association
National Humanities Alliance
International Society for the Study of Narrative
Modernist Studies Association
Contemporary Women’s Writing Association
The International Virginia Woolf Society
Society for the Study of American Women Writers
The H.D. Society
Program Change Request

New Program Proposal

Date Submitted: 10/30/19 1:14 pm
Viewing: Athletic Training
Last edit: 12/03/19 2:59 pm
Changes proposed by: apwinter

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

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carolyn Kelley - EDU</td>
</tr>
</tbody>
</table>

Proposal Abstract/Summary:
The University of Wisconsin-Madison proposes to establish a Master of Science in Athletic Training (MSAT). The new MSAT replaces the existing BS in Athletic Training and responds to student interest, changing national accreditation standards, and anticipated growth in the demand for athletic trainers. The MSAT seeks to be a leader in athletic training education by developing health care providers who exhibit the highest levels of clinical scholarship, are dedicated to patient advocacy and social responsibility in health care, practice patient-centered culturally competent care, and address the burden of injury through a public health lens. The curricular model for the 24-month, 58-credit program is informed by current campus offerings in the health sciences, Commission on Accreditation of Athletic Training Education (CAAATE) Standards, alignment with the 2013-2019 Campus Strategic Framework, analysis of future trends in athletic training, and adherence to the core competencies for health sciences outlined by the Institute of Medicine.

Basic Information

Type of Program: Degree/Major
Upload the Approved Notice of Intent and UW System ApprovalMemo.
Upload completed draft of the full Board of Regents Authorization Proposal for this program.

Who is the audience?
Graduate or professional

Home Department: Kinesiology (KINESIO)
School/College: School of Education
The program will be governed by the home department/academic unit as specified. Will an additional coordinating or oversight committee be established for the program?
No

Is this the Graduate School? Yes
Award: Master of Science

SS Code:
SS Description:
Transcript Title: Athletic Training

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>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Contact</td>
<td>Winterstein, Andrew P</td>
<td><a href="mailto:apwinter@wisc.edu">apwinter@wisc.edu</a></td>
<td>608/265-2508</td>
</tr>
<tr>
<td>Department Chair</td>
<td>Diffie, Gary M</td>
<td><a href="mailto:gmdiffie@wisc.edu">gmdiffie@wisc.edu</a></td>
<td>608/262-7732</td>
</tr>
</tbody>
</table>
List the departments that have a vested interest in this proposal.

<table>
<thead>
<tr>
<th>Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Med &amp; Pub Hlth ACAF (SPH ACAF)</td>
</tr>
<tr>
<td>School of Nursing (NURSING)</td>
</tr>
</tbody>
</table>

Are all program reviews in the home academic unit up to date? Yes
Are all assessment plans in the home academic unit up to date? Yes
Are all assessment reports in the home academic unit up to date? Yes
Mode of Delivery: Face-to-Face (majority face-to-face courses)
Will this program be part of a consortial or collaborative arrangement with another college or university? No
Will instruction take place at a location geographically separate from UW Madison? No
Will this program have outside accreditation? Yes
Guide Accreditation tab

**ACREDITATION**

Commission on Accreditation of Athletic Training Education

Accreditation status: Active—In good standing, degree will be updated from BS to MS.
Next accreditation review: 2023–2026.

Will graduates of this program seek licensure or certification after graduation? Yes
Guide Certification/Licensure tab

First term of student enrollment: Summer 2021 (1216)
When will the application for the first term of enrollment open? Summer 2020 (1206)

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

<table>
<thead>
<tr>
<th>Start Term</th>
<th>Application Deadline MM/DD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>03/01</td>
</tr>
</tbody>
</table>

Year of three year check-in to GFC (3 years after first student enrollment): 2024
Year of first program review (5 years after first student enrollment): 2026

If this proposal is approved, describe the implementation plan and timeline.
The last term students can declare the BS in Athletic Training is fall 2019 and all enrolled students will be able to complete the program. Students will be eligible to apply for the new MSAT program in summer 2020 for a summer 2021 matriculation into the program. The current athletic training program director and program faculty will move resources from the BS program to offering the MSAT program.

**Rationale and Justifications**

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

Over a thirty year span the Athletic Training program has evolved from an internship certificate program to the current baccalaureate degree offering. The program was first accredited in the 1999-2000 academic year and was the second such program established in Wisconsin. The Athletic Training program has maintained its accreditation by the Commission on Accreditation of Athletic Training Education (CAATE). The CAATE, in conjunction with the Board of Certification and National Athletic Trainers Association has deemed that all professional preparation programs in athletic training must be delivered at the Master’s degree level. Programs will no longer be able to enroll students into BS programs by fall of 2022. This decision to elevate to the Master’s degree comes after extensive national discussion about the appropriate degree level for professional preparation of athletic trainers. Reasons for recommending graduate level education include: (1) the need for a more sophisticated learner to fully assimilate the increasing demands of athletic training practice; (2) the opportunity to create curricula without the competing demands of baccalaureate education; and (3) the need to align educationally with our peer professions. Alignment with the other health science professional programs on campus would facilitate interprofessional education, a core competency recommended by the Institute of Medicine. The gain in curricular flexibility would allow full-time immersive clinical experiences and expansion of the curriculum to create patient-centered health care practitioners and leaders capable of effecting change in the practice of athletic training.

What is its relationship 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 specific school or department?

The proposed Master’s degree in Athletic Training will provide rigorous and comprehensive preparation for students seeking a health care career in athletic training. Athletic trainers (ATs) are multi-skilled healthcare professionals who collaborate with physicians to provide non-athletic care, emergency care, vocational rehabilitation, prevention, and intervention.
As a health sciences program with a focus on active patient populations, the goals and desired outcomes of the MSAT are well aligned with the current graduate offerings in the Department of Kinesiology. The Department currently awards four graduate level degrees: the MS in Kinesiology, the PhD in Kinesiology, the MS in Occupational Therapy (MSOT), and the Doctorate in Occupational Therapy. The presence of a robust health science program like the MSOT provides the MSAT program with a logical interprofessional partner within the department. Students in the MS and PhD in Kinesiology degree programs can choose one of the following core concentration: 1) Biomechanics, 2) Exercise Physiology, 3) Exercise Psychology, 4) Motor Control and Behavior, 5) Occupational Science, and 6) Physical Activity Epidemiology. In addition, a “non-thesis” MS in Kinesiology track is offered for students with career or professional interests in Kinesiology outside of research. Current enrollments (Fall 2018) are 37 students in the MS and PhD in Kinesiology programs and 75 students in the MSOT program. The proposed MSAT will be a separate degree program that will complement current offerings without diverting resources from the existing programs.

The University of Wisconsin – Madison has a rich history in preparing professionals in athletic training and has long operated at a level of excellence consistent with the campus mission. The goal of establishing the MSAT degree was outlined in the authorization and planning documents that established the current baccalaureate (BSAT) degree and this Notice of Intent is the next step in the planned evolution of this program. Offering the MSAT in Athletic Training is consistent with the campus commitment to a broad range of health science offerings. The Athletic Training program is already a well-respected member of this health sciences community and fully contributes to the research, instructional, and outreach mission of the campus. The elevation of the program to a master’s degree will enhance the programs ability to collaborate as an interprofessional partner with existing graduate programs. The goals of the proposed Master of Science in Athletic Training (provided above) are aligned with the mission of the University of Wisconsin-Madison and the 2013-2018 Campus Strategic Framework (https://chancellor.wisc.edu/strategicplan2). Specifically, the proposed innovative partnerships with other programs (e.g. MPH), our ability to leverage our interprofessional and interdisciplinary environment to serve the Wisconsin idea, and our ability to maximize our role in the generation and dissemination of new knowledge to meet the healthcare needs of society.

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

The UW Madison has been a leader in Athletic Training Education over the past thirty years. The program has enjoyed robust student interest in all phases of its history. The program has prepared hundreds of students for careers in athletic training. The program has enjoyed robust enrollment in both professional and introductory courses. Since the inception of the baccalaureate degree offering in athletic training (2013) the program has graduated 121 students with the BSAT degree.

The anticipated workforce and industry growth in healthcare in general and athletic training specifically (noted below) combined with our historic popularity are indicators of student interest. In addition, the UW-Madison Center for Pre-Health Advising reports that one third of all incoming students on the UW-Madison campus report an interest in health science fields. The MSAT program will assume its place among the other health science programs on campus and work to reach the substantial number of students who express this interest.

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

Athletic trainers are needed to meet the healthcare needs of the citizens of Wisconsin and beyond. The Bureau of Labor Statistics predicts that employment of athletic trainers is projected to grow 23 percent from 2016 to 2026, much faster than the average for all occupations. Demand for athletic trainers is expected to increase as people become more aware of the long term effects of sports-related injuries, and as a growing middle-aged and older population remains active. Increasing physical activity among the general population is frequently cited as a key mechanism to improve health and reduce the cost of care. Athletic trainers are well positioned to implement a public health perspective to the burden of sports injury. This public health and health advocacy approach to care is cornerstone of the new degree proposal.

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

Increased licensure requirements and regulation has led to a greater acceptance of athletic trainers as qualified healthcare providers in a range of clinical settings beyond traditional professional, university, and secondary school environments. As a result, third-party reimbursement is expected to continue to grow for athletic training services. Athletic trainers will benefit from this expansion because they provide a cost-effective way to increase the number of health professionals in office-based and clinical settings. Lastly, there continues to be a need for qualified health care professionals at the secondary school setting. The health disparities in access to athletic training services in these settings are well documented. Innovative programs are needed to address these gaps in care; a program at UW-Madison with identified collaborators in the public health realm and access to the broadest range of interprofessional collaborators of any system institution is uniquely positioned to create leaders and care providers to address these societal needs.

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 MSAT provides students with the knowledge and clinical skills to practice patient-centered, culturally competent care in a variety of settings. Distinct to athletic training access and care are often found in secondary school settings that serve diverse and underrepresented populations. The MSAT will provide innovative programming to help address these gaps in care through interprofessional collaboration and a public health focus on policy and practice. The program is intended to prepare the next generation of health care providers to address the health needs of all populations.
programs contributes to preparing students to provide research, service, education and social responsibility in health care. With a program commitment to discussions and dialogue about group-based disparities and promoting skills for culturally competent care, the MSAT program will contribute positively to the campus climate in an era of increasingly diverse student population.

The emphasis on knowledge and skills about barriers that influence access to care and facilitating culturally competent care for diverse groups aligns with standard 3.8.4 of the Higher Learning Commission (UW's accrediting body), which states that the institution "recognizes the human and cultural diversity of the world in which students live and work."

The MSAT takes an "across the curriculum" approach to issues of culturally competent care. Required courses with that contain content specifically dedicated to culturally competent care and understanding group based disparities to healthcare include: KINES 572 Foundational Skills in Athletic Training, KINES 630 Foundations of Professional Practice in Athletic Training, KINES 652 Evaluation and Therapeutic Interventions I, KINES 654 Clinical Medicine in Athletic Training I; and KINES 651 Public Health, Policy, and Practice, and KINES 658 Seminar in Athletic Training.

The curriculum is designed to advance students’ understanding of inequities and barriers experienced by different groups, and to prepare them to confidently and competently provide patient-centered care to diverse patient populations to enhance well-being.

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

The MSAT is currently not offered at UW-Madison and creation of the program responds to the call for athletic trainers to be prepared at the master’s level as identified by the Commission on Accreditation of Athletic Training Education (CAATE) and the Board of Certification and National Athletic Trainers' Association. Since programs will no longer be able to enrol students into baccalaureate training programs by fall of 2022, this degree responds to evolving professional standards in a timely manner.

### Faculty and Staff Resources

List the core program faculty and staff with title and departmental affiliation(s) who are primarily involved and will participate in the delivery and oversight.

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
<th>Department</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winterstein, Andrew P</td>
<td>Kinesiology (KINESIO)</td>
<td>Distinguished Clinical Professor</td>
</tr>
<tr>
<td>Bell, David R</td>
<td>Kinesiology (KINESIO)</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Clark, Sharon V</td>
<td>Kinesiology (KINESIO)</td>
<td>Faculty Associate</td>
</tr>
<tr>
<td>Stamm, Julie Marie</td>
<td>Kinesiology (KINESIO)</td>
<td>Assoc. Clinical Professor</td>
</tr>
<tr>
<td>Oeffe, Gary M</td>
<td>Kinesiology (KINESIO)</td>
<td>Professor and Chair</td>
</tr>
<tr>
<td>Mason, Andrea</td>
<td>Kinesiology (KINESIO)</td>
<td>Professor and Graduate Studies Committee Chair</td>
</tr>
<tr>
<td>Casimbas Beltram, Liu</td>
<td>Kinesiology (KINESIO)</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Can, Kathleen E</td>
<td>School of Med &amp; Pub Hlth ACAF (SMPH ACAF)</td>
<td>AT Medical Director Assoc Prof (CHS)</td>
</tr>
</tbody>
</table>

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

The MSAT program will utilize the faculty space, teaching labs, classrooms, equipment and support systems provided by the Department of Kinesiology that were previously used by the BSAT Program.

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

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
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<td>Kinesiology (KINESIO)</td>
<td>Distinguished Clinical Professor</td>
</tr>
</tbody>
</table>

Describe how student services and advising will be supported.

The program director and program faculty will engage students in advising. The 24-month program provides a clear curriculum plan for students to complete the 58 credits.

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

Select the Graduate Research Scholars Community for this program.

School of Education Graduate Research Scholars

### Resources, Budget, and Finance

Is this a revenue program? No

What is the tuition structure for this program?

Standard-resident/Minnesota nonresident graduate tuition

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, market financial aid and scholarships (if relevant), capacity for student learning outcomes assessment and program review.

The instructional and administrative resources to launch this new degree program will come from the existing resources of the current baccalaureate program. The BSAT currently has 3.0 FTE dedicated to faculty and instructional staff for teaching, advising, and program administration. The program utilizes existing Department of Kinesiology resources from the departmental administration and business offices for program assistant support, tech support, human resources, and financial oversight. Approximately 10% of the load from these offices is dedicated to AT Program issues. All of these resources currently dedicated to the BSAT program will transition to support the new MSAT offerings. Pre-athletic training students currently receive advising through the School of Education Academic Services office.
Curriculum and Requirements

Guide Admissions/How to Get In tab

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

Last Approved: Oct 16, 2019 6:46pm

Please consult the table below for key admissions information about this degree program from the Graduate School. Applicants must meet the minimum requirements of the Graduate School as well as the program(s). Once you have researched program(s) you are interested in, apply online.

Graduate Admissions Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Deadline</td>
<td>This program does not admit in the fall.</td>
</tr>
<tr>
<td>Spring Deadline</td>
<td>This program does not admit in the spring.</td>
</tr>
<tr>
<td>Summer Deadline</td>
<td>Rolling Admissions: Early decision: 12/1; Final deadline: 4/1</td>
</tr>
<tr>
<td>GRE (Graduate Record Exams)</td>
<td>Not required.</td>
</tr>
<tr>
<td>English Proficiency Test</td>
<td>Every applicant whose native language is not English whose undergraduate instruction was not in English must provide an English proficiency test score. Graduate School requirements: <a href="https://grad.wisc.edu/app/requirements/english-proficiency">https://grad.wisc.edu/app/requirements/english-proficiency</a></td>
</tr>
<tr>
<td>Other Test(s) (e.g., GMAT, MCAT)</td>
<td>n/a</td>
</tr>
<tr>
<td>Letters of Recommendation Required</td>
<td>3</td>
</tr>
</tbody>
</table>

Master of Science in Athletic Training (MSAT)

Applicants for all graduate programs must complete a UW-Madison Graduate School application: [https://grad.wisc.edu/app/](https://grad.wisc.edu/app/)

Applicants for the professional program in athletic training must complete the Athletic Training Central Application Service (ATCAS) application: [https://atcas.iasonics.com/applicant/](https://atcas.iasonics.com/applicant/)

Admission Criteria and Prerequisite Courses

Admission to the MSAT (professional program in athletic training) requires:

- Bachelor's degree (or equivalent) from a regionally accredited school of higher education by the start of the program
- Transcripts from each college, university, or technical college attended showing work completed and in progress
- Observation of two Certified Athletic Trainers in different clinical practice settings. Refer to the MSAT Program website for forms and guidelines for required observation experiences. (Upon approval insert web link here)
- Minimum of three letters of recommendation
- Personal statement responding to prompts provided on the graduate application

A grade of "C" or better in the following prerequisite courses or their equivalent:

**Required Prerequisite Courses / UW-Madison or comparable coursework**

**UW-Madison Course(s) / Comparable / Description**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ZOOL 101</td>
<td>Animal Biology</td>
<td>3</td>
</tr>
<tr>
<td>or ZOOL 102</td>
<td>Animal Biology Laboratory</td>
<td></td>
</tr>
<tr>
<td>CHEM 103</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 101</td>
<td>General Physics</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 210</td>
<td>Basic Statistics for Psychology</td>
<td></td>
</tr>
<tr>
<td>or STAT 311</td>
<td>Introduction to Statistical Methods</td>
<td>3</td>
</tr>
<tr>
<td>or STAT 312</td>
<td>Introductory Applied Statistics for the Life Sciences</td>
<td></td>
</tr>
<tr>
<td>or PSYCH 208</td>
<td>Introduction to Psychology</td>
<td>3.4</td>
</tr>
<tr>
<td>ANATOMY 335</td>
<td>Phlebology I</td>
<td>5</td>
</tr>
</tbody>
</table>

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept Approver
Describe plans for recruiting students to this program.

The MSAT will work with the national application system for athletic training graduate programs. The Department of Kinesiology will also work with the School of Education's communication team to market the MSAT as a new program.

What is the recruiting and admissions strategy for underrepresented students?
The MSAT will work with Student Diversity Programs in Education Academic Services and Communications within the School to recruit students from underrepresented backgrounds. In addition, the MSAT program director will engage with pre-health advising and POSSE on campus to make more students aware of the athletic training profession.

Projected Annual Enrollment:

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>11</td>
</tr>
<tr>
<td>Year 2</td>
<td>21</td>
</tr>
<tr>
<td>Year 3</td>
<td>23</td>
</tr>
<tr>
<td>Year 4</td>
<td>25</td>
</tr>
<tr>
<td>Year 5</td>
<td>28</td>
</tr>
</tbody>
</table>

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

30

Describe plans for supporting enrollments that are much higher or much lower than the anticipated enrollment.
The MSAT program will confer with the School of Education Dean's Office in the event there is a large pool of highly qualified applicants and there is opportunity for program growth. In the event of a small pool of applicants, the School of Education's Communications group will work more closely with the MSAT program to further strengthen marketing. Engaging with the Graduate School's three-year review will also provide an opportunity to address enrollment.

Those who are not familiar with using the html editor fields may upload a document with information about the curriculum for use by those who will format and edit the content that will appear in the Guide.

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

Last Approved: Oct 25, 2018 11:29am

Minimum Graduate School Requirements

Review the Graduate School minimum academic progress and degree requirements in addition to the program requirements listed below.

major requirements

Curricular Requirements

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>58 credits</td>
</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>29 credits</td>
</tr>
<tr>
<td>Overall Graduate GPA Requirement</td>
<td>3.00 GPA required.</td>
</tr>
<tr>
<td>Other Grade Requirements</td>
<td>No other grade requirements</td>
</tr>
<tr>
<td>Assessments and Examinations</td>
<td>No formal examination required</td>
</tr>
</tbody>
</table>

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept Approver
## Required courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINES 570</td>
<td>Anatomical Foundations in Athletic Training</td>
<td>3</td>
</tr>
<tr>
<td>KINES 571</td>
<td>Emergency Procedures for Athletic Trainers</td>
<td>2</td>
</tr>
<tr>
<td>KINES 572</td>
<td>Foundational Skills in Athletic Training</td>
<td>1</td>
</tr>
<tr>
<td>KINES 620</td>
<td>Clinical Practicum in Athletic Training</td>
<td>2</td>
</tr>
</tbody>
</table>

**Fall I (15 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINES 621</td>
<td>Clinical Practicum in Athletic Training II</td>
<td>3</td>
</tr>
<tr>
<td>KINES 650</td>
<td>Foundations of Professional Practice in Athletic Training</td>
<td>1</td>
</tr>
<tr>
<td>KINES 651</td>
<td>Public Health, Policy, and Practice</td>
<td>3</td>
</tr>
<tr>
<td>KINES 652</td>
<td>Evaluation and Therapeutic Interventions I</td>
<td>4</td>
</tr>
<tr>
<td>KINES 654</td>
<td>Clinical Medicine in Athletic Training I</td>
<td>3</td>
</tr>
<tr>
<td>KINES 670</td>
<td>Enhancing Performance and Wellness</td>
<td>1</td>
</tr>
</tbody>
</table>

**Spring I (15 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINES 622</td>
<td>Clinical Field Experience in Athletic Training I</td>
<td>3</td>
</tr>
<tr>
<td>KINES 650</td>
<td>Foundations of Professional Practice in Athletic Training</td>
<td>1</td>
</tr>
<tr>
<td>KINES 653</td>
<td>Evaluation and Therapeutic Interventions II</td>
<td>4</td>
</tr>
<tr>
<td>KINES 655</td>
<td>Clinical Medicine in Athletic Training II</td>
<td>3</td>
</tr>
<tr>
<td>KINES 656</td>
<td>Scientific Inquiry in Athletic Training</td>
<td>3</td>
</tr>
<tr>
<td>KINES 671</td>
<td>Diagnostic Imaging in Athletic Training</td>
<td>1</td>
</tr>
</tbody>
</table>

**Summer II (4 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINES 623</td>
<td>Clinical Field Experience in Athletic Training II</td>
<td>3</td>
</tr>
<tr>
<td>KINES 672</td>
<td>Principles of Pharmacology for Athletic Trainers</td>
<td>1</td>
</tr>
</tbody>
</table>

**Fall II (8 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINES 624</td>
<td>Athletic Training Preceptorship I</td>
<td>7</td>
</tr>
<tr>
<td>KINES 657</td>
<td>Role Transition and Professional Practice in Athletic Training</td>
<td>5</td>
</tr>
<tr>
<td>KINES 673</td>
<td>Healthcare Informatics and Quality Improvement in Athletic Training</td>
<td></td>
</tr>
</tbody>
</table>

**Spring II (8 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINES 635</td>
<td>Athletic Training Preceptorship II</td>
<td>7</td>
</tr>
<tr>
<td>KINES 674</td>
<td>Practice Based Research in Athletic Training</td>
<td>5</td>
</tr>
</tbody>
</table>

**Total Credits:** 88

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

Last Approved: Oct 25, 2018 11:30am

**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 faculty. Policies set by the academic degree program can be found below.

**MSAT SPECIFIC POLICIES**

**MSAT GRADUATE PROGRAM HANDBOOK**

The MSAT Graduate Program Handbook is the repository for all of the program’s policies and requirements.

**PRIOR COURSEWORK**

Graduate Work from Other Institutions

With program approval, students are allowed to count no more than 15 credits of graduate course work from other institutions. Course work earned five or more years prior to admission to a master’s degree is not allowed! requirements.

UW-Madison Undergraduate

No credits from a UW-Madison undergraduate degree are allowed to count toward the MSAT degree.

UW-Madison University Special

With program approval and payment of the difference in tuition (between special and graduate tuition), students are allowed to count no more than 15 credits of course work numbered 300 or above taken in UW-Madison student status. Course work earned five or more years prior to admission to a master’s degree is not allowed to satisfy requirements.

**PROBATION**

The Graduate School regularly reviews the record of any student who earned grades of C, C-, D, or F, or Incomplete in a graduate course (300 or above), or grade of U in research credits. This review could result in academic probation or 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 regards to removal of probationary status).

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept Approver
Unsatisfactory progress (not progressing according to standards; not permitted to enroll, dismissal, leave of absence or change of advisor or program). An overall GPA below 3.0 will place the student on academic probation. If a 3.0 GPA is not regained in the subsequent semester the student may be dismissed from the program or allowed to continue provisionally for 1 semester appeal to the Graduate School.

ADVISOR / COMMITTEE

The MSAT assigns an advisor to each student. MSAT students must complete one mandatory group advising meeting each semester. In addition, students must meet individually once per semester with an advisor to ensure satisfactory progress. MSAT students must complete one mandatory group advising meeting each semester. In addition, students must meet individually with an advisor each semester.

CREDITS PER TERM ALLOWED

15 credits
Discuss expected progress to degree and time to degree. For undergraduate programs discuss considerations for students to complete the degree in four academic years. The MSAT is a 24 month 58 credit program with a planned curricular sequence that cannot be altered. The final two semesters of the program include two immersive clinical field placements that can only be completed after satisfactorily completing the foundational coursework and field placements. To ensure satisfactory progress, MSAT students must complete one mandatory group advising meeting each semester. In addition, students must meet individually with an advisor each semester.

Program Learning Outcomes and Assessment

List the program learning outcomes.

| Outcomes |  
|---|---|
| 1 | Understand the role of the athletic trainer within the broader healthcare system. |
| 2 | Demonstrate appropriate oral and written communication skills. |
| 3 | Develop and apply strategies to prevent the incidence and/or severity of injury and illnesses. |
| 4 | Demonstrate the clinical skills needed to appropriately diagnose patients for treatment and referral. |
| 5 | Apply clinical and decision-making skills to respond to acute injury and illness, including emergencies. |
| 6 | Assess patient status and develop treatment and rehabilitation that are consistent with contemporary disability models. |
| 7 | Demonstrate clinical scholarship in the form of evidence appraisal and application to influence athletic training practice. |
| 8 | Maintain the highest standards of clinical practice by examining the quality of patient care through the use of patient outcomes. |
| 9 | Apply research methods to develop and evaluate clinical questions applicable to practice-based research environments while demonstrating an understanding of ethical research practice. |

Summarize the assessment plan.
The MSAT program assessment plan is designed to provide the program with the information needed to maintain culture of continuous improvement in all aspects of the MSAT. The assessment measures, data analysis and subsequent action plans are designed to assess the quality of instruction, student learning, and overall program effectiveness. The program is guided by the program assessment guidelines for graduate programs provided by the Provost's office.

The program relies on a variety of direct and indirect assessment methods to gather the necessary data described above. These tools include: program completion data, alumni surveys, program exit interviews, BOC board exam pass rate, board exam results analysis by domain, placement data, course evaluations, preceptor evaluations and clinical site evaluations. The program is also subject to outside accreditation by the Commission on Accreditation of Athletic Training Education (CAATE) and is required as part of the CAATE Standards to maintain a comprehensive assessment program. The program is in good standing and subject to a scheduled self-study and site visit review in the 2023-2026 academic year.

Approved Assessment Plan: Assessment MSAT Final.pdf

Related Programs

Provide information related to 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. Analysis: MSAT at UW-Madison was the second program in the state of Wisconsin to secure national accreditation (2000). Since that time five additional programs have been accredited in the UW System. In addition, UW-Milwaukee, LaCrosse, Oshkosh, Stevens Point, Eau Claire, and Milwaukee currenty offer programs in athletic training. All are in the various stages of program planning for MS degree transition with UW-Stevens Point and UW-Milwaukee already matriculating students. UW Green Bay has indicated an intent to plan but unlike the other campuses mentioned, they have not been educating students in AT since the early 90s. The presence of multiple AT programs with distinct identities and approaches within the UW System provides students with broad pedagogical and geographical choices for athletic training education in Wisconsin.

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.
Supporting Information

List name and department of those who are in support of this proposal:

<table>
<thead>
<tr>
<th>Name (last, first)</th>
<th>Date of contact/support letter received</th>
<th>School, College, or Department</th>
<th>Comment by contact person</th>
</tr>
</thead>
</table>

If those supporting the proposal provided a letter or email of support upload here. A letter is NOT required. Upload any other explanatory information about support from other UW-Madison units.

Additional Information: [Steinke_P Support.pdf](https://next-guide.wisc.edu/courseleaf/approve?role=GRAD SCH Dept Approver)


Support Letter ATgardlandfinal.pdf

Approvals

Department Approval - This proposal has been approved by the faculty of 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 of 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 of the program.

Enter any notes about approval here:

The program was approved at the 10/11/19 meeting of the Kinesiology Department.

Entered by: Elizabeth Iach Date entered: 11/13/19

School/College Approval - This proposal has been approved at the school/college level and it is submitted with the Dean’s support. The Dean and program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.

Enter any notes about approval here:

The program was approved at the 11/1/19 Programs Committee meeting and the 11/13/19 Academic Planning Council meeting.

Entered by: Elizabeth Iach Date entered: 11/13/19

GFOC 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:

iGFOC 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
Karen E Mittelstadt (mittelstadt) (10/21/19 5:57 pm): The School of Nursing fully endorses the creation of the Master of Science in Athletic Training program.

Andrea D Peehling (adpoehll) (10/23/19 12:39 pm): From Elizabeth Petty. As the Senior Associate Dean of Academic Affairs at the University of Wisconsin School of Medicine and Public Health (UWSMPH) who provides direct oversight to our health professional and related master degree program at our school, I am supportive of the proposal for a new program, MS in Athletic Training, which is being developed by the Department of Kinesiology in the School of Education at the University of Wisconsin - Madison. This is an important and growing field in health care - the projected job market increase is high. The elevation to a master degree program is consistent with national directives in the field as supported by the Commission on Accreditation of Athletic Training Education. The UW-Madison has had a strong and vibrant undergraduate degree program for athletic trainers and given the national trend it is logical to elevate the degree at UW-Madison so that graduates in the field remain competitive in the job market and, ideally, become future leaders in the field. I must admit I worry a little bit about degree creep across all of our professional degree programs in an era where college debt is high and workforce demand is high, but given the national momentum in the field toward a master terminal degree it is prudent for UW-Madison to move in this direction. One outcome that I hope can be realized with the MS degree is that there will be ongoing efforts to increase interprofessional education opportunities with graduate and professional level health degree programs at SMPH, such as with students in our DPT, MD, MS, and MPH programs. Advancing to a MS program will help ensure the interprofessional learners have more equivalent levels of higher education prior to entering their degree program, which may facilitate more productive learning opportunities with students in different programs.

Regina Ann Lowery (lowery3) (11/19/19 8:58 am): Learning outcomes: Outcome 49 on this form should match #9 on the assessment plan verb to m, format accepted after correction.

Regina Ann Lowery (lowery3) (11/19/19 8:59 am): Assessment plan: Accepted after correction to outcome #9.

Regina Ann Lowery (lowery3) (11/20/19 3:05 pm): Learning outcomes: Format accepted.

Regina Ann Lowery (lowery3) (11/20/19 3:06 pm): Assessment plan: Accepted.
January 23, 2019

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

FROM: Carleen Vande Zande, Associate Vice President

RE: Approval to Plan an M.S. in Athletic Training

In an email dated December 21, 2018, your office invited all of the UW System institutions and the Office of Academic Programs and Educational Innovation to comment on your proposal to plan an M.S. in Athletic Training. On January 18, 2019, your office forwarded a compilation of the responses to our office and to the Provosts at all UW institutions. The responses indicated there were no objections to the program.

As part of our review, we note that four institutions offer a similar degree or program. UW-Green Bay, UW-La Crosse, UW-Milwaukee, and UW-Stevens Point each offer a master’s degree program in Athletic Training. In addition, UW-Oshkosh was authorized to offer a M.S. in Athletic Training, but has not implemented the program. Because 50% or fewer of the institutions offer the proposed program, it does not fall under the definition of “unnecessary duplication” as defined by SYS 102. I am pleased to grant your request for approval to plan this program that will be offered via face-to-face delivery.

After you have reviewed the Request for Authorization to implement document, the Cost and Revenue Projections spreadsheet, and the Cost and Revenue Projections narrative, please submit them along with your Letter of Commitment to apei@uwsa.edu. Templates are located at https://www.wisconsin.edu/program-planning/. Request for Authorization documents need to be sent at least eight weeks in advance of the Board of Regents meeting at which you would like the program to be considered for approval.

This approval to plan will expire three years after the date of this memo if the Board of Regents has not authorized this program prior to that date.

Please contact Diane Treis Rusk at dtreisrusk@uwsa.edu or 608.261.1115 if you would like assistance with the development of the authorization documents.

c: Rebecca Blank, Chancellor, UW-Madison
    Provosts and Vice Chancellors for Academic Affairs
    Jocelyn Milner, Vice Provost, UW-Madison
    UW Institution Program Planning Liaisons
    UWSA Program Planning, Review, and Array Management Team
Notice of Intent
Master of Science- Athletic Training
University of Wisconsin-Madison

Proposed Degree:   Master of Science in Athletic Training (MSAT)
Department:   Department of Kinesiology
School/college School of Education
Mode of Delivery Face to Face, on-campus program
Program Contacts:  Gary Diffee – Professor and Chair Dept. of Kinesiology
Andrew P. Winterstein – Clinical Professor Dept. of Kinesiology
Institutional Contact:  Jocelyn Milner, Vice Provost for Academic Affairs
( Jocelyn.milner@wisc.edu  )

Program Description / Learning Outcomes

As required by accreditation for the athletic training profession, we are proposing an MS-Athletic Training to replace the existing BS-Athletic Training program at UW-Madison.

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

Upon completion of the Athletic Training MSAT students will:

1. Understand the role of the athletic trainer within the broader health care system.
2. Demonstrate appropriate oral and written communication skills.
3. Develop and apply strategies to prevent the incidence and/or severity of injury and illnesses.
4. Demonstrate the clinical skills needed to appropriately diagnose patients for treatment and referral.
5. Apply clinical and decision-making skills to respond to acute injury and illness; including emergencies.
6. Assess patient status and develop treatment and rehabilitation that are consistent with contemporary disablement models.
7. Demonstrate clinical scholarship in the form of evidence appraisal and application to influence athletic training practice.
8. Maintain the highest standards of clinical practice by examining the quality of patient care through the use of patient outcomes.
9. Apply research methods to develop and evaluate clinical questions applicable to
practice-based research environments while demonstrating an understanding of ethical research practice.

The proposed MSAT program is a 24-month (55-60 credit) campus-based health science program that includes the opportunity for capstone clinical preceptorships in local environments and locations around the country. The curriculum is front loaded in year one (Summer, Fall, Spring) with a heavy didactic schedule and limited clinical experiences. The second year (Summer, Fall, Spring) stresses immersive clinical field placements supported by innovative modular on-line courses.

The curriculum is built upon a foundation of competency-based training and practice. The AT accreditation process ensures that programs provide educational experiences for athletic trainers to acquire and demonstrate competencies in the areas of prevention, emergency care, clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions.

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

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

**Resources | Resource Allocation**

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

**Overview | Alignment with Mission**

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

The University of Wisconsin – Madison has a rich history in preparing professionals in athletic training and has long operated at a level of excellence consistent with the campus mission.

Offering the MSAT in Athletic Training is consistent with the campus commitment to a broad range of health science offerings. UW-Madison is Wisconsin’s only comprehensive teaching and research university that houses a School of Medicine and Public Health, Pharmacy, Nursing, and a full complement of health profession programs. The UW-Madison is distinctive in Wisconsin as the only university where MD training, a range of health profession programs, and a comprehensive research mission are fully combined. The Athletic Training program is already a well-respected member of this health sciences community and fully contributes to the research, instructional, and outreach mission of the campus. The elevation of the program to a master’s degree will enhance the program’s ability to collaborate as an interprofessional partner with existing graduate programs. The goals of the proposed Master of Science in Athletic Training (provided above) are aligned with the mission of the University of Wisconsin-Madison and the 2015-2019 Campus Strategic Framework. ([https://chancellor.wisc.edu/strategicplan2/](https://chancellor.wisc.edu/strategicplan2/))

Program Need
Over a thirty-year span the Athletic Training program has evolved from an internship certificate program to its current baccalaureate degree offering. The program was accredited in the 1999-2000 academic year and was the second such program established in Wisconsin. The Athletic Training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The CAATE in conjunction with the Board of Certification and National Athletic Trainers Association deemed that all professional preparation programs in athletic training must be delivered at the Master’s degree level. Programs will no longer be able to enroll students into BS programs by fall of 2022.

Reasons for recommending graduate-level education include (1) the need for a more sophisticated learner to fully assimilate the increasing demands of athletic training practice; (2) the opportunity to create curricula without the competing demands of baccalaureate education; and (3) the need to align educationally with our peer professions.

Alignment with the other health science professional programs on campus would facilitate interprofessional education, a core competency recommended by the Institute of Medicine. Elevation of the program to the MS level would allow us to deliver an innovative curriculum without the scheduling constraints of important but competing institutional and prerequisite academic requirements. The gain in curricular flexibility would allow full-time immersive clinical experiences and expansion of the curriculum to create health care practitioners capable of effecting change in the practice of athletic training.

In addition to the administrative pedagogical needs outlined above athletic trainers are needed to meet the healthcare needs of the citizens of Wisconsin and beyond. The Bureau of Labor Statistics predict that employment of athletic trainers is projected to grow 23 percent from 2016 to 2026, much faster than the average for all occupations. Demand for athletic trainers is
expected to increase as people become more aware of the long-term effects of sports-related injuries, and as a growing middle-aged and older population remains active. Increasing physical activity among the general population is frequently cited as a key mechanism to improve health and reduce the cost of care; demand for athletic trainers will grow as these programs are implemented as injury is a common impediment to continued physical activity. Athletic trainers are well positioned to implement a public health perspective to the burden of sports injury. This public health and health advocacy approach to care are cornerstones of the new degree proposal. Increased licensure requirements and regulation has led to a greater acceptance of athletic trainers as qualified healthcare providers in a range of clinical settings beyond traditional professional, university, and secondary school environments. As a result, third-party reimbursement is expected to continue to grow for athletic training services. Athletic trainers will benefit from this expansion because they provide a cost-effective way to increase the number of health professionals in an office based and clinical settings. Lastly, there continues to be a need for qualified health care professionals at the secondary school setting. The health disparities in access to athletic training services in these settings are well documented.

Innovative programs are needed to address these gaps in care; a program at UW-Madison with identified collaborators in the public health realm and access to the broadest range of interprofessional collaborators of any system institution is uniquely positioned to create leaders and care providers to address these societal needs.

Athletic Training at UW-Madison was the second program in the State of Wisconsin to secure national accreditation (2000). Since that time five additional programs have been accredited in the UW-System. In addition to UW-Madison, LaCrosse, Oshkosh, Stevens Point, Eau Claire, and Milwaukee currently offer programs in athletic training. All are in the various stages of program planning for MS degree transition with UW-Steven’s Point and UW-Milwaukee already matriculating students. UW Green Bay has indicated an intent to plan but unlike the other campuses mentioned, they have not been educating students in AT since the early 90’s. The presence of multiple AT programs with distinct identities and approaches within the UW System provides students with broad pedagogical and geographical choices for athletic training education in Wisconsin.

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

Program Faculty and Staff
The MSAT degree will draw on current faculty and staff providing instruction and leadership in the current program. The program is exploring using courses from the current Kinesiology graduate offerings as well as from outside the department (e.g. School of Medicine and Public Health).
September 29, 2019

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

Dear Dr. Diffee:

I am pleased to offer this letter in support of the Department of Kinesiology’s New Program Proposal for a Master of Science Degree in Athletic Training (MSAT). The elevation of athletic training to Master’s degree-level distinction is an appropriate step in the evolution of this health sciences program. The UW-Madison campus has a strong history of providing students with a broad range of health science offerings. The Athletic Training Program is well-established and valued as a member of the campus health sciences community. Most health sciences programs are now at the graduate level and elevating the Athletic Training program to a master’s level will facilitate even more effective inter-professional collaboration.

As the Director of the Doctor of Physical Therapy Program, I extend my support for this Program Proposal.

Sincerely,

Lisa Steinkamp, PT, PhD, MBA
October 3, 2019

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

Dear Dr. Diffee:

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

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

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

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

Sincerely,

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

I am pleased to offer this letter in support of the Department of Kinesiology’s New Program Proposal for a Master of Science Degree in Athletic Training (MSAT). The elevation of athletic training to Masters degree-level distinction is an appropriate step in the evolution of this health sciences program. The UW-Madison campus has a strong history of providing students with a broad range of health science offerings. The Athletic Training Program is well established and valued as a member of the campus health sciences community.

I have observed first-hand the thoughtfulness and preparation put into this decision to transition from a Bachelors to a Masters of Science in Athletic Training. As with our own shift in 2005 for the Occupational Therapy Program, this shift will enable the students to be more thoroughly trained in evidence-based practice as well as prepare them to be leaders in their profession. UW- Madison, as a flagship State University, is exactly the right place to host this caliber of rigorous training. We look forward to more opportunities to collaborate in training and research with this esteemed program as a MSAT.

As the Program Director of the Occupational Therapy Program here at UW-Madison, and as a colleague to the faculty and staff of the Athletic Training Program, I extend my strong
support for this Notice of Intent to Plan for a Master of Science in Athletic Training. Wisconsin will be well served by this change.

Sincerely,

Sharon Gartland OTD, OTR
Program Director and Clinical Professor, Occupational Therapy Program
UW-Madison, Dept of Kinesiology
1300 Medical Sciences Center, 2190
Madison WI 53706
REQUEST FOR AUTHORIZATION TO IMPLEMENT A
MASTER OF SCIENCE in ATHLETIC TRAINING (MSAT)
AT UNIVERSITY OF WISCONSIN (UW)-Madison
PREPARED BY UW-Madison

ABSTRACT

The University of Wisconsin-Madison proposes to establish a Master of Science in Athletic Training (MSAT). The new MSAT replaces the existing BS in Athletic Training and responds to student interest, changing national accreditation standards, and anticipated growth in the demand for athletic trainers. The MSAT seeks to be a leader in athletic training education by developing health care providers who exhibit the highest levels of clinical scholarship, are dedicated to patient advocacy and social responsibility in health care, practice patient-centered culturally competent care, and address the burden of injury through a public health lens. The curricular model for the 24-month, 58-credit program has been informed by current campus offerings in the health sciences, Commission on Accreditation of Athletic Training Education (CAATE) Standards, analysis of future trends in athletic training, and adherence to the core competencies for health sciences outlined by the Institute of Medicine.

PROGRAM IDENTIFICATION

Institution Name
University of Wisconsin-Madison

Title of Proposed Program
Master of Science in Athletic Training (MSAT)

Degree/Major Designations
Master of Science in Athletic Training

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

Projected Enrollments and Graduates by Year Five
Table 1 represents enrollment and graduation projections for students entering the program over the next five years. By the end of Year 5, it is expected that 64 students will have enrolled in the program and 44 students will have graduated from the program. The student retention rate is projected to be approximately 90%, which is based on the UW-Madison Graduate School’s average completion rate for master’s degrees (based on 2007-2015 entrance cohorts).
Table 1: Five-Year Degree Program Enrollment Projections

<table>
<thead>
<tr>
<th>Students/Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Students</td>
<td>11</td>
<td>11</td>
<td>13</td>
<td>13</td>
<td>16</td>
</tr>
<tr>
<td>Continuing Students</td>
<td>0</td>
<td>10</td>
<td>10</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>11</td>
<td>21</td>
<td>23</td>
<td>25</td>
<td>28</td>
</tr>
<tr>
<td>Graduating Students</td>
<td>0</td>
<td>10</td>
<td>10</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>

Tuition Structure
For students enrolled in the MSAT program, standard graduate tuition and fee rates will apply. For the current academic year, residential tuition and segregated fees total $6089.74 per semester for a full-time graduate student enrolled in (8+ credits) per semester or $761.21 per credit. Of this amount, $5363.76 is attributable to tuition and $725.98 is attributable to segregated fees. Nonresident tuition and segregated fees total $12,753.18 per semester for a full-time student enrolled in (8+ credits) per semester or $1,594.14 per credit. Of this amount, $12,027.20 is attributable to tuition and $725.98 is attributable to segregated fees. For the summer of year 1, students enrolled in 8 credits will pay $3,352.35 in tuition and $320.52 in required segregated fees. For the summer of year 2 of the program (4 credits) students will pay $2,681.88 in tuition and $320.52 in required segregated fees. The program does not accommodate part-time students. There are no program specific fees charged to students.

Department or Functional Equivalent
Department of Kinesiology

College, School, or Functional Equivalent
School of Education

Proposed Date of Implementation
Summer 2021

DESCRIPTION OF PROGRAM

Overview of the Program
The MSAT program is a 24 month (58 credit) campus-based health science program that includes capstone clinical preceptorships in local environments and locations around the country. The curriculum is front loaded in year one (Summer, Fall, Spring) with a heavy didactic schedule and limited clinical experiences. The second year (Summer, Fall, Spring) stresses immersive clinical field placements supported by innovative courses that include both face-to-face and online formats. The curriculum is built upon a foundation of competency-based training and clinical practice embedded in traditional for-credit coursework. The AT accreditation process ensures that programs provide educational experiences for athletic trainers to acquire and demonstrate competence in the areas of prevention, emergency care, clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions.
The MSAT curriculum integrates these competencies throughout the students’ training to provide a strong evidence-guided, patient-centered approach to care. The program stresses the development of clinical scholarship that includes scientific inquiry, critical thinking, cultural competence and integrative learning. Principles of lifelong learning, professional leadership, advocacy, professionalism and ethical reasoning, guide the development of future leaders in athletic training who can meet the needs of patients and the athletic training profession.

The program will collaborate with other health science degree programs (e.g. Master of Public Health- MPH) and graduate certificate programs (e.g. Health Advocacy) to enhance the AT offerings through interprofessional learning/service activities. The ability to draw upon the advocacy and public health resources at UW-Madison are a point of distinction for the MSAT program. The MSAT has been designed with consideration of, and collaboration with, campus stakeholders, current Commission on Accreditation of Athletic Training Education (CAATE) Standards, alignment with the 2015-2019 Campus Strategic Framework, and adherence to the core competencies for health sciences outlined by the Institute of Medicine1.

**Student Learning Outcomes and Program Objectives**

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

Upon completion of the Athletic Training MSAT students will:

1) Understand the role of the athletic trainer within the broader health care system.

2) Demonstrate appropriate oral and written communication skills.

3) Develop and apply strategies to prevent the incidence and/or severity of injury and illnesses.

4) Demonstrate the clinical skills needed to appropriately diagnose patients for treatment and referral.

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

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

7) Demonstrate clinical scholarship in the form of evidence appraisal and application to influence athletic training practice.
8) Maintain the highest standards of clinical practice by examining the quality of patient care through the use of patient outcomes.

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

Program Requirements and Curriculum

The MSAT program will engage students in a 24-month, 56-credit curriculum. Students will apply by completing a UW-Madison Graduate School application and the Athletic Training Central Application Service (ATCAS) available via the Commission on Accreditation of Athletic Training Education (CAATE). Admission requirements will include: a bachelor’s degree (or equivalent) from a regionally accredit institution of higher education by the start of the program, transcripts, Graduate Record Exam (GRE) scores, observation of two Certified Athletic Trainers in different clinical practice settings, three letters of recommendation, a personal statement, and a C or better in prerequisite courses (or their equivalent). Well-prepared applicants will have an undergraduate background that includes foundational biology, chemistry, physics, statistics, psychology, nutrition, physiology, and anatomy. Curriculum requirements are outlined in Table 2 below. All of the courses included in the MSAT program are already approved and being offered or will be offered specifically for the MSAT program.

Table 2: Master of Science in Athletic Training Program Curriculum

Academic program or major course requirements:

<table>
<thead>
<tr>
<th>Summer I</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>KINES 570</td>
<td>Anatomical Foundations in Athletic Training</td>
<td>3 credits</td>
</tr>
<tr>
<td>KINES 571</td>
<td>Emergency Procedures Athletic Trainers</td>
<td>2 credits</td>
</tr>
<tr>
<td>KINES 572</td>
<td>Foundational Skills in Athletic Training</td>
<td>1 credit</td>
</tr>
<tr>
<td>KINES 620</td>
<td>Clinical Field Experience in AT I</td>
<td>2 credits</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Fall I</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>KINES 650</td>
<td>Foundations of Professional Practice in Athletic Training</td>
<td>1 credit</td>
</tr>
<tr>
<td>KINES 651</td>
<td>Public Health, Policy, and Practice</td>
<td>3 credits</td>
</tr>
<tr>
<td>KINES 652</td>
<td>Evaluation and Therapeutic Interventions I</td>
<td>4 credits</td>
</tr>
<tr>
<td>KINES 654</td>
<td>Clinical Medicine in Athletic Training I</td>
<td>3 credits</td>
</tr>
<tr>
<td>KINES 621</td>
<td>Clinical Field Experience in AT II</td>
<td>3 credits</td>
</tr>
<tr>
<td>KINES 670</td>
<td>Enhancing Performance and Wellness (online format)</td>
<td>1 credit</td>
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<table>
<thead>
<tr>
<th>Spring I</th>
<th></th>
<th></th>
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<tbody>
<tr>
<td>KINES 658</td>
<td>Seminar in Athletic Training</td>
<td>1 credit</td>
</tr>
<tr>
<td>KINES 653</td>
<td>Evaluation and Therapeutic Interventions II</td>
<td>4 credits</td>
</tr>
<tr>
<td>KINES 655</td>
<td>Clinical Medicine in Athletic Training II</td>
<td>3 credits</td>
</tr>
<tr>
<td>KINES 656</td>
<td>Scientific Inquiry in Athletic Training</td>
<td>3 credits</td>
</tr>
<tr>
<td>KINES 671</td>
<td>Diagnostic Imaging in Athletic Training (online format)</td>
<td>1 credit</td>
</tr>
<tr>
<td>KINES 622</td>
<td>Clinical Field Experience in AT III</td>
<td>3 credits</td>
</tr>
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</table>
### Summer II

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINES 623</td>
<td>Clinical Field Experience in AT IV</td>
<td>3</td>
</tr>
<tr>
<td>KINES 672</td>
<td>Pharmacology for the Athletic Trainers (online format)</td>
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</table>

### Fall II

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>KINES 624</td>
<td>Clinical Field Experience in AT V (Immersive)</td>
<td>6</td>
</tr>
<tr>
<td>KINES 673</td>
<td>Informatics and Quality Improvement (online format)</td>
<td>1</td>
</tr>
<tr>
<td>KINES 657</td>
<td>Professional Practice: Role Transition in Athletic Training</td>
<td>1</td>
</tr>
</tbody>
</table>

### Spring II

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINES 625</td>
<td>Clinical Field Experience in AT VI (Immersive)</td>
<td>7</td>
</tr>
<tr>
<td>KINES 674</td>
<td>Practice Based Research in Athletic Training (online format)</td>
<td>1</td>
</tr>
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</table>

**Total Credits**: 58 credits

### Assessment of Outcomes and Objectives

The MSAT comprehensive program assessment plan is designed to provide the program with the information needed to maintain culture of continuous improvement in all aspects of the MSAT. The assessment measures, data analysis, and subsequent action plans aid the program in assessing the quality of instruction, student learning, and overall program effectiveness.

The program relies on a variety of direct and indirect assessment methods to gather the needed data described above. These tools include: program completion data, alumni surveys, program exit interviews, BOC board exam pass rate, board exam results analysis by domain, placement data, course evaluations, preceptor evaluations and clinical site evaluations.

The program is also subjected to outside accreditation by the Commission on Accreditation of Athletic Training Programs (CAATE) and is required as part of the CAATE Standards to maintain a comprehensive assessment program. The program is in good standing and subject to a scheduled self-study and site visit review in the 2025/26 academic year.

### Diversity

The MSAT provides students with the knowledge and clinical skills to practice patient-centered, culturally competent care in a variety of healthcare settings. The program is committed to preparing health care providers who are dedicated to patient advocacy and social responsibility in health care. Greater dialog is needed across the health sciences to address gaps in access to care and to advance students understanding of inequities and barriers experienced by underrepresented groups.

**Equity in student recruitment, retention, and completion.**

The MSAT will be promoted through the Center for Pre-Health Advising and at orientation and registration events to educate undergraduate and incoming students with an interest in the health sciences about career options. The MSAT program will utilize available campus resources through the Division of Diversity, Equity & Educational Achievement (DDEEA) and the School of Education Student Diversity Programs (SDP) office to raise
awareness of the MSAT to specific underserved groups (e.g., racial or ethnic minorities; low-income and/or rural populations). Program faculty and staff will partner through the School of Education’s new collaboration with the Madison Metropolitan School District using the LEAP Forward program. LEAP Forward brings high school students from underrepresented groups to campus for a summer event to learn about opportunities for university study in the health sciences. The Athletic Training Program has a record of success with current campus programs (POSSE, PEOPLE) and will continue to strengthen these ties to enhance the MSAT. The Athletic Training Program has an established advising structure with a strong history of student retention and timely degree completion that will continue in the new MSAT.

**Equity in hiring of faculty and staff**

The Athletic Training Program is committed to the campus diversity initiative that stresses our compelling university interest in the promotion of diversity as inextricably linked, and that allows it to serve the public good. The program is committed to using the resources provided by the Office of the Provost’s Faculty Diversity Initiatives to recruit and retain a demographically representative faculty.

**Diversity in the curriculum**

The MSAT takes an “across the curriculum” approach to issues of culturally competent care. Required courses with that contain content specifically dedicated to culturally competent care and understanding group based disparities to healthcare include: KINES 572 Foundational Skills in Athletic Training; KINES 650 Foundations of Professional Practice in Athletic Training; KINES 652 Evaluation and Therapeutic Interventions I; KINES 654 Clinical Medicine in Athletic Training I; and KINES 651 Public Health, Policy, and Practice. The curriculum is designed to advance students’ understanding of inequities and barriers experienced by different groups, and to prepare them to confidently and competently provide patient-centered care to diverse patient populations to enhance well-being.

**Projected Time to Degree**

The MSAT is designed to be completed in 24 months of full-time study. Courses will be offered on a predictable schedule, with enrollment priority given to MSAT students. As outlined in Table 2 above, students will need to meet basic prerequisite course requirements. However, a student who has a deficiency in Exercise Physiology or General Nutrition may be eligible to make up the deficiency during the MSAT program.

**Program Review**

Internal program reviews will be initiated by the program director annually. As for all new UW-Madison programs, the program will undergo a three-year check-in conducted by the Graduate School and formal program review conducted by the dean’s office five years after implementation. Subsequently the program will be subject to the UW-Madison requirement for program review at least once within the subsequent ten years. The program will also take the lead in addressing recommendations arising from these periodic formal reviews, and will act as liaisons to the participating department chairs as needed to implement changes to program policies and practices.
Accreditation

The program is subjected to outside accreditation by the Commission on Accreditation of Athletic Training Programs (CAATE) and is required as part of the CAATE Standards to maintain a comprehensive assessment program. The program is in good standing and subject to a scheduled self-study and site visit review in the 2025/26 academic year.

JUSTIFICATION

Rationale and Relation to Mission

The proposed MSAT will provide rigorous and comprehensive preparation for students seeking a health care career in athletic training. Athletic trainers (ATs) are multi-skilled health care professionals who collaborate with physicians to provide preventative services, emergency care, clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical condition. ATs practice in a range of clinical practice settings. UW–Madison has a rich history in preparing professionals in athletic training and has long operated at a level of excellence consistent with the campus mission. Offering the MSAT is consistent with the campus commitment to a broad range of health science offerings. The Athletic Training program is already a well-respected member of this health sciences community and fully contributes to the research, instructional, and outreach missions of the campus. The transition from the BSAT to the MSAT degree will allow for greater collaboration as an interprofessional partner with existing health sciences programs. The goals of the proposed MSAT leverages the interprofessional and interdisciplinary environment to serve the Wisconsin Idea, and our ability to maximize our role in the generation and dissemination of new knowledge to meet the healthcare needs of society.

The MSAT is a health sciences program with a focus on the healthcare needs of active patient populations, the goals and desired outcomes of the MSAT are well aligned with the current graduate offerings in the Department of Kinesiology and the health focused programs in the School of Education. The Department currently awards four graduate level degrees: MS in Kinesiology, the PhD in Kinesiology, the MS in Occupational Therapy (MSOT), and the Doctorate in Occupational Therapy. The presence of a robust health science program like the MSOT provides the MSAT program with a logical interprofessional partner within the department.

Institutional Program Array

The proposed MSAT responds to the call for athletic trainers to be prepared at the master’s level as identified by the Commission on Accreditation of Athletic Training Education (CAATE) and the Board of Certification and National Athletic Trainers Association. Students will no longer enroll in BS-AT programs by fall of 2022ii. The transition to the MSAT is necessary for UW-Madison to continue an educational program for athletic trainers. The MSAT will complement health-related training programs at UW-Madison in the Department of Kinesiology (MS in Kinesiology, MS in Occupational Therapy) and in the School of Medicine and Public Health by expanding the range of graduate-level health science offerings at UW-Madison and increasing opportunities for interprofessional education.
UW-Madison’s AT program has a 3-year aggregate first time pass rate of 98% and an overall pass rate of 100% for the Athletic Training Board of Certification (BOC) exam and an exceptional record of student placement. The BOC pass rate places the program in the top 10% of all programs for this time span. In addition, our ability to draw upon the advocacy and public health resources at UW-Madison will create a point of distinction for the MSAT program that will allow our graduates to address societal needs.

Other Programs in the University of Wisconsin System

Athletic Training at UW-Madison was the second program in the State of Wisconsin to secure national accreditation (2000). Since that time five additional programs have been accredited in the UW-System. In addition to UW-Madison, UW-LaCrosse, UW-Oshkosh, UW-Stevens Point, UW-Eau Claire, and UW-Milwaukee currently offer programs in athletic training. All are in the various stages of program planning for the BS-to-MS degree transition. UW-Stevens’s Point and UW-Milwaukee are already matriculating students. The presence of multiple AT programs within the UW System provides students with broad pedagogical and geographical choices for athletic training education in Wisconsin.

UW-Madison’s MSAT will be the only such program at a UW situated in a comprehensive medical teaching and research university that houses a School of Medicine and Public Health, Pharmacy, Nursing, and other allied health profession programs.

Need as Suggested by Current Student Demand

Historical enrollment in the BS in Athletic Training has mostly ranged from 47 to 51 over the past five years. A decline in enrollment for fall 2018 (36 students) can be attributed to the expectation for students to need to be trained at the master’s degree level. Since the MSAT program will replace the baccalaureate training program at UW-Madison, there will likely be sustained demand and minimal impact on the demand for related majors.

Need as Suggested by Market Demand

The need for a graduate program in athletic training is evident within the post-graduation plans of undergraduate degree completers in athletic training. Recent data from the First Destination Survey suggests that more than half of undergraduate degree completers in athletic training over the past three years planned to attend graduate school (27 out of 33 survey completers), and the remaining survey completers found full-time or part-time work in settings such as personal training, healthcare, higher education, and full-time service.

The Bureau of Labor Statistics predicts that employment of athletic trainers is projected to grow 23 percent from 2016 to 2026, much faster than the average for all occupations. Demand for athletic trainers is expected to increase as people become more aware of the long-term effects of sports-related injuries, and as a growing middle-aged and older population remains active. Increasing physical activity among the general population is frequently cited as a key mechanism to improve health and reduce the cost of care. Athletic trainers are well positioned to implement a public health perspective to the burden of sports injury. This public health and health advocacy approach to care are cornerstones of the new degree proposal. Increased licensure requirements and regulation has led to a greater acceptance of athletic trainers as qualified healthcare providers.
in a range of clinical settings beyond traditional professional, university, and secondary school environments. As a result, third-party reimbursement is expected to continue to grow for athletic training services. Athletic trainers will benefit from this expansion because they provide a cost-effective way to increase the number of health professionals in office-based and clinical settings. Lastly, there continues to be a need for qualified health care professionals at the secondary school setting. The health disparities in access to athletic training services in these settings are well documented. Innovative programs are needed to address these gaps in care; a program at UW-Madison with identified collaborators in the public health realm and access to the broadest range of interprofessional collaborators of any system institution is uniquely positioned to create leaders and care providers to address these societal needs.


School/College: School of Education / Department of Kinesiology
Graduate Degree/Major Program Name: Master of Science in Athletic Training
Graduate Degree Level (M.S., M.A., Ph.D., DMA, etc.): MSAT
Faculty Director Contact/Title: Andrew P. Winterstein PhD, ATC
Primary Contact Information: andrew.winterstein@wisc.edu 608-265-2503

Student Learning Outcomes (What)

1. Understand the role of the athletic trainer within the broader health care system.
2. Demonstrate appropriate oral and written communication skills.
3. Develop and apply strategies to prevent the incidence and/or severity of injury and illnesses.
4. Demonstrate the clinical skills needed to appropriately diagnose patients for treatment and referral.
5. Apply clinical and decision-making skills to respond to acute injury and illness; including emergencies.
6. Assess patient status and develop treatment and rehabilitation that are consistent with contemporary disablement models.
7. Demonstrate clinical scholarship in the form of evidence appraisal and application to influence athletic training practice.
8. Maintain the highest standards of clinical practice by examining the quality of patient care through the use of patient outcomes.
9. Apply research methods to develop and evaluate clinical questions applicable to practice-based research environments while demonstrating an understanding of ethical research practice.

Plan for Assessing Each Student Learning Outcome (How)

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<tr>
<th>Assessment Planning (How)</th>
<th>Learning Outcome #1</th>
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<td>Timetable for assessment activity (at least one activity each year; all outcomes reviewed in a 3-year cycle)</td>
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### Assessment Planning (How)

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1. **Who is responsible for assessment?** The Athletic Training Program Director (Andrew P. Winterstein) is responsible for carrying out the assessment plan.

2. **What is the plan for review of the assessment information?** Assessment data is compiled on the agreed upon schedule and reviewed by the Athletic Training Program Committee and a report provided to the Graduate Studies Committee for their review. It is noteworthy that the program is subject to annual review by the Commission for Accreditation on Athletic Training Education (CAATE) and assessment data is compiled and provided in our annual reports.

3. **What is the plan for production of an annual summary report?** The AT Program Director is responsible for producing the annual summary report and sharing the information with the Athletic Training Program Committee and Dept. of Kinesiology Graduate Studies Committee.

4. **How will recommendations be implemented?** Recommendations are reviewed by Athletic Training Program Committee and appropriate action plans developed and timetables determined for implementation and further review. Any recommendations that require course or program changes will be proposed and vetted thorough the appropriate governance structures.

*Please see the Program Curriculum Map on Page 3*
## Graduate Degree Program Curriculum Mapping Worksheet (Where)

Enter program-level learning outcomes and check (X) which course or experience contributes to which learning outcome.

<table>
<thead>
<tr>
<th>Degree Program Required Courses or Experiences</th>
<th>Learning Outcome #1</th>
<th>Learning Outcome #2</th>
<th>Learning Outcome #3</th>
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<td>KINES 650 Found. Prof. Prac.</td>
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Student Learning Outcomes

1. Understand the role of the athletic trainer within the broader health care system.
2. Demonstrate appropriate oral and written communication skills.
3. Develop and apply strategies to prevent the incidence and/or severity of injury and illnesses.
4. Demonstrate the clinical skills needed to appropriately diagnose patients for treatment and referral.
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7. Demonstrate clinical scholarship in the form of evidence appraisal and application to influence athletic training practice.
8. Maintain the highest standards of clinical practice by examining the quality of patient care through the use of patient outcomes.
9. Apply research methods to develop and evaluate clinical questions applicable to practice-based research environments while demonstrating an understanding of ethical research practice.
MASTER OF SCIENCE in ATHLETIC TRAINING (MSAT)
AT UNIVERSITY OF WISCONSIN (UW)-Madison
COST AND REVENUE PROJECTIONS NARRATIVE

Introduction
The proposed MSAT is a 24-month, 58-credit program that includes a series of didactic courses with immersive clinical experiences. This health sciences professional preparation program is currently offered as a baccalaureate degree; the new MSAT will replace the existing BSAT program. The BSAT has suspended admissions and the final undergraduate cohort of students will graduate in May 2021.

Section I – Enrollment
As a new graduate program, the MSAT anticipates initial enrollments of 11 graduate students per year in the first two years of the program with enrollment growth to 16 new students in year five. Resources that previously supported the BSAT will be reallocated to support the MSAT program. All anticipated enrollments are classified as new and continuing graduate students and FTE in the Regent format budget. The program requires all students to enroll full-time so the FTE enrollments are the same as headcount enrollments. Enrollment retention and persistence rates are estimated to be 90 to 95% from year to year and this is accounted for in the enrollment projection. By the end of Year 5 (2026-26), program enrollment is projected to stabilize at an enrollment of approximately 30 graduate students.

Section II – Credit Hours
In Year 1 of the program students will take 38 credits total for Summer (8 credits), Fall (15 credits), Spring enrollment (15 credits). By the fifth year of operation, the 16 Year 1 students will generate 608 student credit hours. Year 2 students take a total of 20 credits over Summer (4 credits), Fall (8 credits), Spring (8 credits). By the fifth year of operation, the 12 Year 2 students will generate 240 student credit hours. In the fifth year, the total student credit hours are projected to be 848 student credit hours. This number of student credit hours is similar to that currently generated by the BSAT, but the shift will be from undergraduate to graduate level.

Section III – Faculty and Staff Appointments
The MSAT curriculum includes 21 courses of core content and clinical courses. A number of courses (less than half of the curriculum) are taught in an online format. By the second year of the program, all of these courses will be offered over the Fall, Spring and Summer terms. There are a number of individuals who contribute to program instruction, advising, and administration. A full-time faculty member contributes 0.5FTE to program instruction. The program director (Instructional Academic Staff) contributes 0.75FTE to instruction, 0.15FTE to advising and student support, and 0.10FTE to administration. An additional instructor contributes 0.8FTE to instruction, 0.10FTE to advising and student support, and 0.10FTE to administration. An additional instructional academic staff member contributing 1.0FTE to instruction (clinical faculty) will be added in 2022. An additional 0.25FTE of advising support and 0.30FTE of administrative support are provided from department and School of Education pooled resources.
Section IV – Program Revenues

The MSAT will be funded as a traditional program through pooled tuition and state funds (“101 program”). The MSAT will have similar enrollment numbers as the BSAT but they will be at the graduate level.

For the purposes of this tuition revenue estimate we assume that all students will be paying at the full-time rate for Wisconsin resident graduate students over the summer, fall and spring terms of the two years. Current standard graduate tuition rates are: for fall/spring, $5363.76; for the Year 1 summer (8 credits), $3,352.35; for the Year 2 summer (4 credits), $2,681.88. For the purposes of this estimate we assume that one student a year starting in the second year will have a tuition waiver due to circumstances such as veteran status or graduate assistantship. Graduate assistantships are expected to be rare based on the full-time structure of the program. By the fifth year of operation the program will generate an estimated $372,781 in tuition.

The GPR currently allocated to the BSAT program will be reallocated to the MSAT program.

Section V – Program Expenses

Expenses – Salary and Fringe: The MSAT will use the faculty and staff currently allocated to the BSAT totaling 3.05 FTE. Salary costs are based on estimates from incumbents and a 2% inflation adjustment is applied to salaries annually. A fringe benefits rate of 33.3% is applied to all salaries. And additional instructor is added in the second year of the program. By the fifth year of operation salary and fringe costs are $451,685. The program utilizes existing Department of Kinesiology resources from the departmental administration, business office, graduate office, for program assistant support, tech support, human resources, and financial oversight, in addition to the specific staff allocations noted above. This reallocation is estimated to contribute about $1200 per student per year.

To accommodate increases in instructional load, 1.0 FTE clinical instructional staff will be added in the second year of operation. This position will be funded by the revenue from summer tuition, which under UW-Madison policy has a substantial portion of summer tuition revenues allocated directly to the department that generates the tuition.

Other Expenses: No additional new expenses are needed for the new degree program. Promotion and marketing for the new major will be incorporated into the general promotional materials (i.e., website; brochures) prepared by the School of Education for all graduate programs. Resources for supplies, services, accreditation fees, and institutional organizational memberships currently expended for the BSAT will be allocated the MSAT. This reallocation is estimated at a rate of $20,000 in the first year and $1000 per student in subsequent years.

Section VI – Net Revenue

The MSAT program will be revenue neutral. The BOR cost and revenue projection show a negative net revenue in early years and positive net revenue by the fourth year of the program. MSAT students are funded from the 101 instructional/tuition pool and use a range of student services across campus.
New Proposal

Date Submitted: 09/25/19 8:51 pm

Viewing: EdS - School Psychology

Last edit: 11/19/19 9:36 am

Changes proposed by: eklund3

Request Type: Notice of Intent (new degree/major)
Home Department: Educational Psychology (ED PSYCH)
School/College: School of Education
Title: EdS - School Psychology
Request Details: The purpose of this notice is to describe the intent to offer an Educational Specialist Degree (EdS) in School Psychology in the Department of Educational Psychology at the University of Wisconsin-Madison. This degree program is needed to meet licensure requirements at the Wisconsin Department of Public Education.

The School of Education Dean fully supports this proposal, and the NOI was approved by:
- the Educational Psychology Department at the 9/16/19 meeting,
- the SoE Programs Committee at the 10/4/19 meeting, and
- the SoE Academic Planning Council at the 10/16/19 meeting.

Attached letters of support are from the departments of:
- Rehabilitation Psychology and Special Education,
- Counseling Psychology, and
- Psychology.

Upload Form:
- NOI School Psychology EdS Fall 2019.pdf
- NOI School Psychology EdS Fall 2019.docx

Supporting Documents:
- CP EdS support letter.pdf
- RPSE Letter of support.pdf
- Psychology support letter EdS.pdf

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
Notice of Intent for an Educational Specialist (EdS) Degree in School Psychology

Proposed Degree
Educational Specialist Degree in School Psychology

Home Department/School
Department of Educational Psychology
School of Education

Mode of Delivery
Face-to-face

Primary Faculty Contact
Katie Eklund, Assistant Professor of Educational Psychology

Program Description and Learning Outcomes
The purpose of this notice is to describe the intent to offer an Educational Specialist Degree (EdS) in School Psychology in the Department of Educational Psychology at the University of Wisconsin-Madison. The EdS degree will prepare graduate students to become practitioners in the field of school psychology, enabling them to help children and adolescents succeed academically, socially, behaviorally, and emotionally within educational settings. As practitioners, they will be eligible for licensure by respective state departments of education.

The UW-Madison Department of Educational Psychology has a long history of preparing school psychologists through its PhD Program. In Fall 2019, the school psychology program expanded to also offer a master’s plus program (M.S. in Educational Psychology, Named Option in School Psychology) to better serve this practitioner population of students. The existing PhD program in school psychology emphasizes preparation of psychologists for academic and scholarly careers. The new M.S. degree is designed to prepare practitioners to work in public school settings. However, within the last six months, the state modified its licensure requirements to address the shortage of educators within the state, including school psychologists. The new licensure laws enable students to become paid practicing school psychologists on an emergency license after completing a two-year master’s degree. Then, in their first year on the job, they participate in a full-time mentored internship in school psychology and receive an EdS for the coursework leading to their master’s degree, one year of internship, and a capstone project. Once they have completed their field work and received the EdS degree, they are then granted a school psychology license.

In order to meet changing requirements in state licensure, the University of Wisconsin-Madison is seeking to create an Education Specialist Degree in School Psychology as a practitioner-oriented, face-to-face program that can be completed in 3 years (74 credits). Students will have the option of completing a master’s degree after two years of coursework, and continuing on to receive the EdS degree after successfully completing the mentored internship and capstone project.
Upon completion of the program, students will:

1. Acquire a strong foundation in current and past theories, research findings, and methodologies and understand implications of these for practice within school psychology.
2. Apply knowledge and skills related to addressing issues of diversity and equity for individuals within specific contexts and in all professional activities.
3. Demonstrate professional skills and characteristics needed for effective practice as school psychologists, including communication, interpersonal, and technology skills; and responsibility, adaptability, initiative, and dependability.
4. Interpret and communicate assessment results in accordance with research-based and professional standards to inform case conceptualization, classification, diagnosis, and intervention.
5. Use data-driven methods to select, implement, and evaluate prevention and intervention for academic, behavior, social-emotional, mental health, and physical problems specific to treatment goals and assessment findings.
6. Apply knowledge to act in accordance with ethical, legal, and professional guidelines in all professional activities.

Alignment with Mission

An EdS degree in school psychology is closely aligned with the UW–Madison’s Strategic Framework, the School of Education’s mission, and the Department of Educational Psychology’s mission. Specifically, the UW–Madison’s Strategic Framework (https://chancellor.wisc.edu/strategicplan2/) highlights the Wisconsin Idea, partnering with schools in Wisconsin, and applying practices to important state concerns. The EdS degree would not only increase the number of school psychology graduates within the state to positively contribute to the shortage of practitioners, but it will also expand the network of school partners across Wisconsin. In addition, the EdS degree program is consistent with the School of Education’s Strategic Initiatives. In particular, by expanding the program to focus on training practitioners, the program will increase overall reach and broaden impact in schools and districts in Wisconsin and across the country, which is particularly important in a climate wherein schools struggle to provide coordinated and effective services (Monk, 2007). The Department of Educational Psychology’s mission identifies a focus on prevention and intervention. Untreated behavior and mental health concerns have serious implications for public health and schools (Dishion & Owen, 2002), pose a risk to school safety (U.S. Department of Education, 2014), undermine academic achievement (Masten et al., 2008), and can lead to violence, mental health concerns, criminal activity, and many other deleterious outcomes in adulthood (Valdez, Lambert, & Ialongo, 2011). Graduates with the EdS in School Psychology will be equipped to design and deliver effective prevention and intervention programs by partnering with families and school staff to prevent problems, address behavioral and academic concerns, and set a positive trajectory.

Program Need

There is a significant shortage and corresponding demand for school psychology practitioners in Wisconsin and across the United States. The U.S. Bureau of Labor Statistics (2014) estimated
the demand for school psychologists will result in a growth rate of 20% (classified as much faster than average) through 2024, equating to 30,500 new jobs. Castillo, Curtis, and Tan (2014) estimated the shortage of school psychologists to continue through 2025; and Curtis, Castillo, and Gelley (2012) predicted a national shortage of approximately 15,000 school psychologists by 2020. Dixon (2016) surveyed superintendents and pupil service directors in Wisconsin and found that approximately 23% of superintendents and 31% of pupil services directors reported school psychologist position vacancies. Even with the existence of EdS-equivalent training programs operating at full capacity at six UW–System universities (i.e., UW–Eau Claire, UW–La Crosse, UW–Milwaukee, UW–River Falls, UW–Stout, UW–Whitewater), Dixon reported 61 school districts in Wisconsin were still searching for school psychologists in August 2016 after all recent graduates were placed. Despite the need for school psychologists, the growth in institutions nationwide offering school psychology training is expected to remain modest (Fagan, 2014), with data indicating that only two institutions started offering new school psychology training programs from 2006 to 2013 (Rossen & von der Embse, 2014). These data suggest a shortage of school psychologists in Wisconsin and across the U.S. that is expected to grow over the next decade with insufficient training options to meet this demand. Given that U.S. News & World Report (2019) identified school psychology as the 2nd best social services job and 45th best job overall, there clearly is a strong demand for EdS level school psychologists, and the proposed EdS program is designed to meet these market needs.

Other Offerings
As every other School Psychology Program in the state currently awards an EdS degree, UW–Madison is in need of a similar degree to reflect not only contemporary practice across accredited universities, but also changing state licensure requirements. The addition of the EdS degree will allow graduates to be licensed within the state of Wisconsin, and to begin to address the shortages schools are experiencing within Wisconsin and across the country. Without the EdS degree, graduates would not be eligible for Wisconsin state licensure nor corresponding paid internship opportunities.

Resources
The Department of Educational Psychology will implement and support the EdS program (with cohort sizes of approximately 15 students per year) through existing personnel and course offerings during the first two years of the program. Required courses and practica currently exist within the PhD program; however, the sequence of existing course and practica offerings will be altered to accommodate EdS level training. Similarly, existing faculty and staff will provide the appropriate supervision and mentoring. The current program is co-led by two directors (Drs. Eklund and Garbacz) in order to effectively serve the EdS and PhD programs. Typically, program administration includes institutional support (e.g., course release, summer support). As a proposed academic program with non-pooled tuition (Fund 131), paid tuition will allow for the department to offset the required costs associated with intensive clinical-training programs, such as the school psychology program. Once the program reaches full capacity, the department

1 Faculty contacted six school psychology program directors at peer institutions to ascertain institutional support provided for program administration. All program directors reported their institution provides support for program administration (e.g., course releases, summer salary, a graduate assistant).
intends to use paid tuition revenue to fund one additional clinical faculty member to assist with the supervision of practicum and internship responsibilities that come with adding an additional 45 students when the program reaches full capacity at the beginning of the third year of the EdS program. This will allow us to sustain the educational and training needs that are required as part of the program.

Accreditation
The National Association of School Psychologist (NASP) is the applicable accrediting agency for non-doctoral school psychology training programs. NASP provides a National Certification for School Psychologists (NCSP), which is the standard by which most states provide a credential/license for school psychologists to work in public education. The NCSP requires a minimum of three years of full-time graduate study beyond the bachelor’s degree. The proposed EdS program is a 74-credit hour degree that would be completed in 3 years. This includes 2 years of full-time study on campus to complete coursework and corresponding practica, plus a full-time internship that is completed in the third year of the program. Students enrolled in the UW–Madison EdS program will complete a capstone portfolio project as a culminating project.

Program Faculty
The following program faculty are central to the planning process and will participate in the program when it is implemented.

Faculty
- Craig A. Albers*, PhD, Associate Professor
- Jennifer Asmus*, PhD, Professor
- Katie Eklund*, PhD, Assistant Professor, Program Co-Director
- S. Andrew Garbacz*, PhD, Associate Professor, Program Co-Director
- Stephen Kilgus*, PhD, Associate Professor
- Kristy K. Kelly*, PhD, Clinical Assistant Professor

Affiliate Faculty
- Joan Ershler, PhD, Former Program Director, Waisman Early Childhood Program
- Megan Farley, PhD, Psychologist/Clinical Adjunct Assistant Professor, Waisman Center
- Lindsay McCary, PhD, Psychologist/Clinical Adjunct Assistant Professor, Waisman Center
- Stephen Quintana, PhD, Professor

Academic Staff Lecturer
- Caroline Racine Gilles, PhD, Associate Faculty

*Faculty that will serve as major academic advisors, overseeing student’s comprehensive portfolio project.

The EdS degree program is being added to the School Psychology program area, which already includes a PhD degree program. All courses slated for the EdS degree program will be in the Department of Educational Psychology. There are no apparent implications for other units on the UW–Madison campus.
References


To: James Wollack, PhD, Chair, Department of Educational Psychology

From: Stephen Quintana, Ph.D., Chair, Department of Counseling Psychology

RE: Proposal for EdS degree in School Psychology

I write in full support for the proposed EdS degree in School Psychology. I am well aware of the critical certification and licensure requirements that require an EdS degree. Current and future students will greatly benefit from having the opportunity to enroll in your department’s proposed degree program. The proposed degree program provides a critical service to Wisconsin in training students to be professionals in schools in an area where demand far exceeds current supply of eligible professionals. The program will contribute important training that will strengthen Wisconsin’s and the nation’s workforce and allow these professionals to serve elementary and secondary education students. Finally, I support the appropriateness and robustness of the training that merits the EdS degree.

In short, I agree that approval of the EdS degree is critical to the success of the program as well as current and future students, provides access to training in Wisconsin in a high-demand area, and will make an important contribution to the education of students in elementary and secondary education.
November 8, 2019

Dear Jim:

I am writing to provide support for the proposed EdS in School Psychology. Faculty in the Department of Rehabilitation Psychology and Special Education reviewed the Notice of Intent and are unanimously in support of this new program. We see this as an exciting opportunity for future School Psychology students. Please don’t hesitate to let me know if there are ways RPSE might further support your effort.

Best wishes,

Melinda Leko, PhD
Associate Professor and Department Chair
Department of Rehabilitation Psychology and Special Education
University of Wisconsin-Madison
1000 Bascom Mall
Madison, WI 53706
leko@wisc.edu
October 24, 2019

James Wollack, Chair
Department of Educational Psychology
UW-Madison

Dear Jim:

Thank you for informing me about the Educational Psychology Department’s interest in expanding its current M.S. program in School Psychology to include the opportunity for students to continue their education for another year to complete a mentored internship and capstone project for purposes of earning an EdS degree and to be licensed as a school psychologist in Wisconsin. The Department of Psychology has had an opportunity to review the Notice of Intent that you prepared for the EdS in School Psychology program and is fully supportive of your department moving forward with this exciting initiative.

Sincerely,

Craig Berridge, Ph.D.
Chair, Department of Psychology
University of Wisconsin-Madison
Patricia Goldman-Rakic Professor of Psychology
Mark and Ilene Laufman Family Professor
Lumen Structures Proposal System

New Proposal

Date Submitted: 11/22/19 4:43 pm

Viewing: MS-Financial Economics

Last edit: 11/26/19 10:12 am

Changes proposed by: emklein

Request Type: Notice of Intent (new degree/major)

Home Department: Economics (ECONOMICS)

School/College: College of Letters and Science

Title: MS-Financial Economics

Request Details: The Departments of Economics and of Finance propose to share responsibility for a new MS-Financial Economics, under the oversight of an interdepartmental program committee housed in Economics.

The program will provide advanced training in economics and finance to students interested in careers and further graduate study involving quantitative analysis in various areas of financial economics. Students will acquire the skills for employment in the financial services sector in positions requiring advanced analytical skills and in-depth familiarity with the structure and functioning of financial markets and institutions. Graduates will be prepared for research positions as well as for doctoral study in financial economics. The proposed program integrates teaching and training in subject areas traditionally offered by the Wisconsin School of Business Finance Department and the College of Letters & Science Economics Department.

Proposal approved by Wisconsin School of Business, April 12, 2019
 Proposal approved by Letters & Science, April 16, 2019
 L&S/WSB Revenue sharing agreement approved (dates of signatures, August 30 and September 3, 2019)

Request for comment circulated to other schools/colleges by WSB Dean Sambamurthy; October 2019; many schools/colleges did not respond.

Assoc. Dean Elaine Klein reached out, in particular, to CALS. Assoc. Dean Karen Wasserman indicated that CALS Department of Agricultural & Applied Economics would offer a letter of support and comment on behalf of the college.
The AAE comment is supportive, but also expresses concern anticipating "potential duplication" of course-level content for an Economics course (still under development) suggested as part of the limited list of courses required for and limited to students in the proposed MS-Financial Economics program. Economics will take steps to reduce overlap and ensure the courses are distinct as appropriate to the distinct audiences they serve. In addition, the departments may also address concerns by limiting cross-enrollment of students between the AAE and Econ/Finance programs.

These matters will be taken into consideration in the next phase of program development when the detailed course list is prepared, and the Request for Authorization is circulated again for comment.

Upload Form:
- NOI_MSFinancial Economics-formatted for UWS.pdf
- WSB and L&S Request for Comment on MS-FE NOI.pdf
- MSFE letter of support-CALS-AAE.pdf

Supporting Documents:
NOTICE OF INTENT
University of Wisconsin – Madison
Master of Science – Financial Economics

Degree/Plan Name: Master of Science in Financial Economics
Academic Home: College of Letters & Science, Department of Economics

Administrative home for Interdepartmental Program Committee, on behalf of the Department of Economics (College of Letters and Science) and the Department of Finance (Wisconsin School of Business)

Delivery: Face-to-Face
Program Contacts: Ananth Seshadri (Economics), aseshadr@ssc.wisc.edu; David Brown (Finance), david.p.brown@wisc.edu
UW-Madison Contact: Jocelyn Milner, Vice Provost for Academic Affairs (Jocelyn.milner@wisc.edu)

Program Overview and Curriculum:

The proposed Master of Science in Financial Economics (MSFE) degree will provide advanced training in economics and finance to students interested in careers and further graduate study involving quantitative analysis in various areas of financial economics. Graduate students will acquire the skills for employment in the financial services sector in positions requiring advanced analytical skills and in-depth familiarity with the structure and functioning of financial markets and institutions. The proposed MSFE will also prepare graduates for research positions and for doctoral study in financial economics. The proposed MSFE program will integrate subject areas traditionally taught and trained in the Wisconsin School of Business Finance Department and the College of Letters & Science Economics Department. The partnership between these departments will ensure that students gain a rigorous understanding of theoretical finance and the economic framework upon which that theory is based. Additionally, the course of study undertaken by students enrolled in the program will require high-level quantitative and analytical skills with a focus on the application of these tools to the analysis of issues in finance. The proposed program will provide its graduates with the necessary analytical and quantitative skills to meet the challenges faced in a rapidly changing marketplace. In addition to classroom training in financial economics, we will work to provide opportunities for practical experience such as summer internships. The MSFE program will provide a combination of practical and classroom experience that will allow students to enter the workplace and provide an immediate contribution.
MSFE program level learning outcomes include:

1. Demonstrate understanding of core principles of financial economics and theories in financial econometrics, financial markets, valuation of securities, and corporate financial structure;
2. Apply financial econometric methods to process historical economic and financial data, build and estimate models of that data, and use the results to make financial decisions;
3. Recognize and apply principles of ethical and professional conduct; and
4. Evaluate current events and historical information that provide a basis for evaluating and understanding economic and market conditions, leading to wise financial decisions.

This 30-credit program can be completed in three or four semesters. The proposed curriculum is split evenly across the Wisconsin School of Business and the Department of Economics with students required to take 5 courses in Economics and 5 courses in Finance. Similar to the MS-Economics, Graduate Foundations program, with approval from the MSFE faculty committee, prior coursework taken from other institutions or coursework taken as a UW-Madison undergraduate or special student may be counted towards minimum degree requirements. Prior coursework will be evaluated by the MSFE faculty committee on a case-by-case basis.

Strategic Alignment and Fit with UW-Madison and UW System Program Array

The proposed program fits well within current campus strategic plans to develop additional professional master’s degrees to serve. The proposed program will help develop a workforce for the state of Wisconsin in the areas of banking, investment banking, financial analysis, corporate finance, and private consulting in finance-related firms. The UW-Madison academic strategic plan is located here: https://chancellor.wisc.edu/strategicplan2/ed_experience.html

Master of Science in Economics, Graduate Foundations
The proposed program is complementary to the Department of Economics Master of Science in Economics, Graduate Foundations (MS-Econ, GF) program. The proposed MSFE will share two core courses (6 credits) with the MS-Econ, GF program and could potentially overlap on one elective course (3 credits) but 21 credits are unique to the proposed MSFE. In addition, the MSFE will differ from the existing MS-Econ, GF in requirements and learning outcomes. The new degree will aim to produce professionals who work in banking, investment banking, financial analysis, and related areas which differs from the MS-Econ, GF program, which focuses on doctoral degree preparation and positions in economic consulting and related industries.

Master of Science in Finance
The Wisconsin School of Business Master’s program offers a MS in Finance. In contrast, the existing MS Program in Finance is designed for all Wisconsin Bachelor of Business Administration (BBA) majors and UW–Madison undergraduate economics students, offering an efficient path to an M.S. degree with one additional year of study beyond BBA requirements.

The set of courses taken by current MS Finance students are generally less quantitative than will be the new MSFE courses, with greater focus on financial analysis via accounting statements,
company and security analysis and valuation, and corporate policy. In addition to this coursework (which tends to focus on training students to manage investment portfolios), the MS Finance is also distinct from the MSFE in that it serves recent graduates (akin to a 4+1 BS/MS) rather than a non-traditional student population.

Master of Science Agricultural and Applied Economics Professional Option (MSPO)
The MSPO program is a full-time, 15 month, accelerated professional master’s program designed to meet the growing private sector demand for quantitatively-skilled analysts and managers. Students from this program are prepared to enter the professional workforce in jobs such as economic consulting, business, agribusiness, non-profit organizations focused on development and governmental sectors (https://aae.wisc.edu/grad/mspo/).

The proposed MSFE differs significantly from the MSPO due to the financial economics curriculum and training provided in the MSFE program. As outlined in the program learning outcomes, the MSFE trains students in financial economics and theories in financial econometrics, financial markets, valuation of securities, and corporate financial structure. The outcomes for MSFE students are positions in the financial services sector, demonstrating the targeted scope for the proposed program.

UW-System Master’s Degree programs
Currently, there are no other Master’s in Financial Economics programs in the UW System. There are two related programs in the UW System. These program are UW Whitewater MS Finance, and UW Milwaukee MS in Management-Financial Analysis. The proposed MS in Financial Economics is different from a traditional MS in Finance in that it is designed for students who are seeking the greater depth and rigor that is increasingly required by advanced academic programs, as well as in the private sector. Students who want to prepare themselves for candidacy for a Ph.D. program in finance at a top business school or would like to improve your skills in quantitative financial analysis to enter, or move to the next level, in their careers in finance would benefit from a Master's in Financial Economics. In contrast, the existing MS Program in Finance at UW Madison, for example, is designed for all Wisconsin Bachelor of Business Administration (BBA) majors and UW–Madison undergraduate economics students, offering an efficient path to an M.S. degree with one additional year of study beyond BBA requirements. The MS programs offered by the Whitewater and Milwaukee campuses are focused on valuation and financial management, while the proposed program will focus on rigorous quantitative skills.

Demand and Need
There continues to be strong demand for training in Financial Economics. According to the Bureau of Labor Statistics (BLS), employment of economists is projected to grow 6 percent from 2016 to 2026. The BLS also projects that job prospects should be best for those with a master’s degree or Ph.D., strong analytical skills, and experience using statistical analysis software. Employment of financial analysts is projected to grow 11 percent from 2016 to 2026. A growing range of financial products and the need for in-depth knowledge of geographic regions are expected to lead to strong employment growth.
There are very few top tier institutions that compete in this space. According to TFE Times, the top five programs in financial economics are:

1. Columbia University, Financial Economics
2. West Texas A&M University, Finance and Economics
4. University of California, Santa Cruz, Applied Economics and Finance
5. Bowling Green University, Financial Economics

Our main competition in this arena would be Columbia Business School, which has an excellent program. Perhaps the best way to get a sense of available demand is to look at admissions statistics. Columbia had 618 applications for their MSFE program last year, admitted 43 students and had 24 acceptances. For our proposed program, we estimate that once the program is set up, we would receive around 200-250 applications and end up with a class size of around 40.

Columbia’s program is a good point of comparison since students in their MSFE program also take advanced courses and our curriculum is similar to theirs.

Resources:

The proposed program will be supported through program tuition revenue and is anticipated to be self-sustaining. We plan to charge $2500 per credit hour. The revenue from the program would be split between the departments based on credit hours. It is expected that the split would be roughly equal due to the academic structure of the program. Electives will be offered by both Economics and Finance and tuition split according to student enrollment.

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<tr>
<th>Planning Phase</th>
<th>Launched and Grow</th>
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<tbody>
<tr>
<td>Enrollment</td>
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<td>Credits taught</td>
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The proposed program would have a faculty program director who would also chair the admissions committee and a program staff member. The program would also hold events for students which would be funded through the tuition revenue.

Different colleges have different mechanisms and these would be managed internally according to each unit’s governance processes. These include staffing existing and new courses, assignment of TA support to courses, and compensating faculty who assist with the program.

Governance Structure:

1. An interdepartmental program committee comprised of Finance and Economics faculty will serve as the governing body to set curricula and procedures for the program.
2. The program will be administratively housed in the Department of Economics, which will provide support for the program and the committee.
3. This administrative arrangement will be subject to regular review as an aspect of program evaluation (generally conducted on a 3, 5, and 10 year cycle).

**Required Approvals:** The Notice of Intent has been approved by the executive committees of the Departments of Finance and of Economics; by the College of Letters and Science Academic Planning Council and by the Wisconsin School of Business Academic Planning Council. It will be submitted to the Graduate Faculty Executive Committee, University Academic Planning Council, and the Board of Regents. Specialized accreditation by the AACSB will not be sought for this program.
Dear Colleagues,

I’m pleased to let you know that the Wisconsin School of Business and the College of Letters & Science are embarking on a unique partnership between our units. Our Academic Planning Councils have approved a request submitted by the Departments of Finance and of Economics, which are seeking to create a new master’s program focused on Financial Economics. The two departments will share courses offered for this tightly focused program, uniting strengths in both. The program will be overseen by a program committee with members from WSOB and L&S, and administrative support will be provided by the Department of Economics and L&S. As envisioned, the program will focus on delivering the skills students will need to conduct advanced quantitative analysis in the financial services sector; graduates will be prepared for research positions as well as for doctoral study in financial economics.

Interim Dean Wilcots and I wanted to call this new initiative to your attention and offer you and your colleagues an opportunity to weigh in. I do hope we can count on your support.

The Notice of Intent is attached for your consideration; please send comments, if you have any to offer, to our colleagues Associate Deans Greg Downey (greg.downey@wisc.edu) and Elaine M. Klein (elaine.klein@wisc.edu), and Senior Associate Dean Ella Mae Matsumura (ellamae.matsumura@wisc.edu). It would be most helpful to hear from you by October 28, if possible.

With all best wishes,

Vallabh “Samba” Sambamurthy
Albert O. Nicholas Dean, Wisconsin School of Business

Eric M. Wilcots
Interim Dean, College of Letters & Science
Dear Professor Brown,

On behalf of the Department of Agricultural and Applied Economics (AAE), I am writing to support the proposed new terminal master's program, Master of Science in Financial Economics (MSFE) offered jointly through the Finance and Economics departments.

We see little overlap between the new Master’s program and our two current terminal Masters’ program. We, however, remain concerned about potential duplication in the Machine Learning course proposed as an elective in MSFE and our course AAE 722: Machine Learning in Applied Economic Analysis.

If we can be of further assistance in the approval process for the proposed MSFE program, please do not hesitate to contact me.

Sincerely,

Jeremy D. Foltz
Professor and Chair
Program Change Request

New Program Proposal

Date Submitted: 11/22/19 3:23 pm

Viewing: Research

Parent Plan: MAJ: Pharmaceutical Sciences MS

Last edit: 11/22/19 5:00 pm

Changes proposed by: clauhon

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

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<th>Name</th>
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<tr>
<td>Mel de Villiers - PHM</td>
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</table>

Proposal Abstract/Summary:

MS Pharmaceutical Sciences-Research will be the named option for the existing MS Pharmaceutical Sciences degree offering. Shifting this to a named option is necessary to distinguish it from the proposed new named option MS Pharmaceutical Sciences-Applied Drug Development. The Research named option will remain as a non-admitting master's degree for the Pharmaceutical Sciences PhD program. The MS Pharmaceutical Sciences-Research degree is awarded to students depending on student needs and host faculty preferences on the way to the PhD degree.

PharmSci APPROVED: 10/1/19
SOP APC APPROVED: 11/15/19

Basic Information

Type of Program: Named Option
Parent Program: MAJ: Pharmaceutical Sciences MS
Parent Audience: Graduate or professional
Parent Home: PHARMACY
Department: School of Pharmacy

In Workflow
1. PHARMACY Dept. Approver
2. PHM School Admin Reviewer
3. PHM School Approver
4. APIR Admin
5. GFEC Approver
6. UAPC Approver
7. Registrar

Approval Path
1. 11/22/19 3:31 pm
   Charles T Lauhon (clauhon): Approved for PHARMACY Dept. Approver
2. 11/22/19 4:56 pm
   Melgardt M De Villiers (devilliers): Approved for PHM School Admin Reviewer
3. 11/22/19 5:01 pm
   Melgardt M De Villiers (devilliers): Approved for PHM School Approver
4. 11/26/19 11:54 am
   Melissa Rose Schultz (mrsclutz3): Approved for APIR
School/College:
The program will be governed by the home department/academic unit as specified. Will an additional coordinating or oversight committee be established for the program?

No

Parent is in the Graduate School:

Yes

SIS Code:

SIS Description:

Transcript Title: Research

Named Options: Sub Plan 1068: No Title Found
Sub Plan 1118: No Title Found

Does the parent program offer this as an additional major as well?

No

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

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
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<th>Phone</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Director</td>
<td>Lauhon, Charles T</td>
<td><a href="mailto:clauhon@wisc.edu">clauhon@wisc.edu</a></td>
<td>608/262-3083</td>
<td>Assistant Dean for Graduate Studies</td>
</tr>
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List the departments that have a vested interest in this proposal.

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<th>Departments</th>
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<tr>
<td>School of Pharmacy (PHARMACY)</td>
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</table>

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

Yes

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

Yes

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

Yes

Mode of Delivery:

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

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

No

Will instruction take place at a location geographically separate from UW-Madison?

No

Parent has outside accreditation:

No

Graduates of parent program seek licensure or certification after graduation.

No

First term of student enrollment:

Fall 2020 (1212)

When will the application for the first term of enrollment open?

Spring 2020 (1204)

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

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

2024

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

2026
If this proposal is approved, describe the implementation plan and timeline.

As this program currently exists as the MS Pharmaceutical Sciences, no implementation is needed. This only changes this degree into a named option of the same degree program.

### Rationale and Justifications

How does the named option relate to the major and to other named options in the major, if relevant?

The MS Pharmaceutical Sciences-Applied Drug Development is proposed to launch fall 2020. The Applied Drug Development named option is intended to be a terminal master’s degree.

The proposed Research named option will remain a non-admitting master's degree per the current degree offering. The Applied Drug Development named option is designed as a terminal master’s degree for working professionals. The Research named option is designed to be a non-admitting master's on the way to the PhD Pharmaceutical Sciences.

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

The MS Pharmaceutical Sciences-Research named option currently exists as the MS Pharmaceutical Sciences degree. It is used per student need and corresponding host faculty preference and may be earned by students enrolled in the PhD Pharmaceutical Sciences. The program educates students in one of the three research cores: Drug Discovery, Drug Action, or Drug Delivery. Students receiving this named option are trained to contribute to one of these research areas in either industry or academic settings.

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

As a non-admitting program, the MS Pharmaceutical Science degree has graduated eight students since AY 2014. Likewise, the PhD in Pharmaceutical Sciences has been awarded to 45 students in the same time period. Between 12 and 20 students are admitted to the PhD Pharmaceutical Sciences program every year. A portion of these students will earn a master’s degree during their time as a student.

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

This program currently serves students in the Pharmaceutical Sciences PhD program. The MS Research degree can be appropriate for the student who begins graduate school intent on the PhD degree but who then reformulates career goals. Of the nine MS graduates since May 2012, two elected to pursue medical degrees, and three exited to pursue PhD programs better aligned with their career interests. MS graduates see either jobs in academia or industry upon completion of their degree program. Employers of other MS graduates in this cohort include African Medical College (Ethiopia), Arrowhead Pharmaceuticals, GE Healthcare, and Pharmaceutical Product Development (PPD).

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

The Research named option is designed to be a non-admitting master's for students enrolled in the PhD Pharmaceutical Sciences program.

### Faculty and Staff Resources

List the core program faculty and staff with title and departmental affiliation(s) who are primarily involved and will participate in the delivery and oversight.

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
<th>Department</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bashirullah, Arash</td>
<td>School of Pharmacy (PHARMACY)</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Bugni, Timothy S</td>
<td>School of Pharmacy (PHARMACY)</td>
<td>Professor</td>
</tr>
<tr>
<td>Burnette, Ronald R</td>
<td>School of Pharmacy (PHARMACY)</td>
<td>Professor</td>
</tr>
<tr>
<td>Collier, Lara S</td>
<td>School of Pharmacy (PHARMACY)</td>
<td>Associate Professor</td>
</tr>
</tbody>
</table>
What resources are available to support faculty, staff, labs, equipment, etc.? Because these students enroll initially as PhD students, the same resources for the PhD program are available for the master’s degree research named option students. This includes all staff, labs, and equipment.

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

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
<th>Department</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lauhon, Charles T</td>
<td>School of Pharmacy (PHARMACY)</td>
<td>Assistant Dean of Graduate Studies</td>
</tr>
</tbody>
</table>

Describe how student services and advising will be supported.

No new students will be added as this is placing existing MS Pharmaceutical Sciences students into this named option. Students are advised by an assigned faculty advisor.

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

Resources, Budget, and Finance

Is this a revenue program? No

What is the tuition structure for this program?

Standard resident/MN/nonresident graduate tuition

Does the program or change require substantial new resources other than those just described? Describe the needs. Confirm that the dean is committed to providing the resources.

No new students will be added as this is placing existing MS Pharmaceutical Sciences students into this named option resulting in no additional resources needed for this program.

Are new Library resources needed to support this program? No
Describe plans for funding students including but not limited to funding sources and how funding decisions are made. Students are admitted into the PhD Pharmaceutical Sciences program per available funding for this program. No additional funding is needed to support graduate students.

Curriculum and Requirements

Parent Plan Admissions/How To Get In Requirements

Students apply to the Master of Science in Pharmaceutical Sciences through one of these paths:
M.S. Named Option in Applied Drug Development [REGISTRAR'S OFFICE: PLEASE ADD LINK]
Ph.D. in Pharmaceutical Sciences

Guide Admissions/How to Get In tab

This master's program is offered for work leading to the Ph.D. Students may not apply directly for the master’s, and should instead see the admissions information for the Ph.D.

This program also offers a M.S. named option in Applied Drug Development [[[REGISTRAR'S OFFICE ADD THE LINK ONCE IT HAS BEEN BUILT]]].

Describe plans for recruiting students to this program.

Students in this program are recruited into the PhD Pharmaceutical Sciences program. After enrolling in the PhD program, students may elect into this named option based upon needs and discussion with a faculty advisor.

Projected Annual Enrollment:

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

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

20

Those who are not familiar with using the html editor fields may upload a document with information about the curriculum for use by those who will format and edit the content that will appear in the Guide.

Parent Requirements

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

Last Approved: Oct 25, 2018 11:29am

Minimum Graduate School Requirements

Review the Graduate School minimum academic progress and degree requirements, in addition to the program requirements listed below.

Major Requirements

**MODE OF INSTRUCTION**

<table>
<thead>
<tr>
<th>Mode of Instruction</th>
<th>Face to Face</th>
<th>Evening/Weekend</th>
<th>Online</th>
<th>Hybrid</th>
<th>Accelerated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>
Mode of Instruction Definitions

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

Last Approved: Oct 25, 2018 11:30am

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

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

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

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

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>Half of degree coursework (15 credits out of 30 total credits) must be completed graduate-level coursework; courses with the Graduate Level Coursework attribute are identified and searchable in the university’s Course Guide [<a href="https://Registrarwisc.edu/course-guide/">https://Registrarwisc.edu/course-guide/</a>].</td>
</tr>
<tr>
<td>Overall Graduate GPA Requirement</td>
<td>3.00 GPA required.</td>
</tr>
<tr>
<td>Other Grade Requirements</td>
<td>See one of the Named Options in the program for policy information.</td>
</tr>
<tr>
<td>Assessments and Examinations</td>
<td>See one of the Named Options in the program for policy information.</td>
</tr>
<tr>
<td>Language Requirements</td>
<td>No language requirements.</td>
</tr>
</tbody>
</table>

Required COURSES

Select a Named Option for courses required.

Named Options (Sub-Majors)

A named option is a formally documented sub-major within an academic major program. Named options appear on the transcript with degree conferral. Students pursuing the M.S. in Pharmaceutical Sciences must select one of the following named options:

*[REGISTRAR'S OFFICE: ADD TILES HERE :) - Emily in the Grad School]*

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

Last Approved: Oct 25, 2018 11:29am

Minimum Graduate School Requirements

Review the Graduate School minimum academic progress and degree requirements, in addition to the program requirements listed below.

Named Option Requirements

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
MODE OF INSTRUCTION

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</table>

Mode of Instruction Definitions

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CURRICULAR REQUIREMENTS

University General Education Requirements

<table>
<thead>
<tr>
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</tr>
</thead>
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<tr>
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<td>Minimum Graduate Coursework Requirement</td>
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</tr>
<tr>
<td>Overall Graduate GPA Requirement</td>
<td>3.00 GPA required</td>
</tr>
</tbody>
</table>

Other Grade Requirements: Candidates will be dropped from the program if they receive more than 7 credits of grades at the BC level or lower. This applies to formal courses and research credits.

Assessments and Examinations: The program expects the M.S. candidate to engage in a research project of a scope appropriate to the time devoted to earning the degree. The results of the research must be described in an M.S. thesis. The thesis must be both presented and defended before the student’s M.S. thesis committee.

Language Requirements: No language requirements.

Required COURSES

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHM SCI 780</td>
<td>Principles of Pharmaceutical Sciences</td>
<td>3</td>
</tr>
<tr>
<td>PHM SCI 768</td>
<td>Pharmacokinetics</td>
<td></td>
</tr>
<tr>
<td>PHM SCI 786</td>
<td>Natural Product Synthesis, Biosynthesis and Drug Discovery</td>
<td></td>
</tr>
<tr>
<td>BIOCHEM/PHMCOL-M/</td>
<td>Cellular Signal Transduction Mechanisms</td>
<td></td>
</tr>
<tr>
<td>ZOOLOGY 630</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Select at least two of the following core courses:

Research ethics/responsible conduct of research course

Students should seek written approval from the School of Pharmacy’s Graduate Studies Office prior to taking an ethics/responsible conduct of research course.
conduct of research course other than PHARMACY 800, to make sure the course fulfills the degree requirement.

Three additional credits from the Drug Action, Drug Delivery, or Drug Discovery electives.

Courses with the graduate attribute in the following subject listings can count toward this requirement: ANATOMY, ANAT & PHYS, BIOCHEM, BSE, BIOLOGY, BME, BMOLCHEM, BMI, BOTANY, CRB, CBE, CHEM, COMP BIO, COMP SCI, ECE, EP, FAM MED, FOOD SCI, GENETICS, H ONCOL, ISY E, MS & E, MATH, MD GENET, M M&I, MED PHYS, MED SC-M, MED SC-V, MEDICINE, MICROBIO, M&ENVTOX, MOL BIOL, NEUROL, NEURODPT, NTP, NURSING, NUTR, SCI, ONCOLOGY, PATH-BIO, PATH, PHM SCI, PHMCOL-M, PHYSICS, PL PATH, PSYCH, RADIOL, SOIL SCI, SURGERY, SURG SCI, ZOOLOGY. A list of popular elective courses at this level taken by recent Pharmaceutical Sciences graduate students is maintained at https://pharmacy.wisc.edu/programs/pharmsci/curriculum/electives/.

Seminar & Research

PHM SCI 931  
Pharmaceutical Sciences Seminar (required every fall term during enrollment as a graduate student in the program) 1

PHM SCI 932  
Pharmaceutical Sciences Seminar (required every spring during enrollment as a graduate student in the program) 1

PHM SCI 990  
Research 2

1 Seminar is required every fall and spring semester during enrollment as a graduate student in the program.

2 Research credits are typically taken every semester in the program, beginning in the second semester. Credits will vary.

To enhance a required core curriculum, an individualized course of study is planned with a faculty advisor. Faculty advisors have the option to require additional courses beyond the minimum requirements listed above.

Total credits required:

30

Parent Plan Graduate Policies

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

Last Approved: Oct 25, 2018 11:30am

Graduate School Policies

The Graduate School's Academic Policies and Procedures provide essential information regarding general university policies. Program authority to set degree policies beyond the minimum required by the Graduate School lies with the degree program faculty. Policies set by the academic degree program can be found below.

Major-Specific Policies

Graduate Program Handbook

The Graduate Program Handbook is the repository for all of the program’s policies and requirements.

Prior Coursework

Graduate Work from Other Institutions

See Named Options for policy information.

UW–Madison Undergraduate

See Named Options for policy information.

UW–Madison University Special

See Named Options for policy information.

Probation

See Named Options for policy information.

ADVISOR / COMMITTEE

See Named Options for policy information.
CREDITS PER TERM ALLOWED

See Named Options for policy information.

Time Constraints

See Named Options for policy information.

Other

See Named Options for policy information.

Guide Graduate Policies tab

Approved Shared Content from /shared/graduate-school-policies/
Last Approved: Oct 25, 2018 11:30am

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.

Named Option-Specific Policies

Graduate Program Handbook

The Graduate Program Handbook is the repository for all of the program's policies and requirements.

Prior Coursework

Graduate Work from Other Institutions

With program approval, students are allowed to count no more than 9 credits of graduate coursework from other institutions (the student must have graduate student status on the other institution’s transcript at the time the courses were taken). Coursework should be presented to the SoP graduate dean in the first semester of enrollment for consideration. Coursework earned five or more years prior to admission to a master’s degree is not allowed to satisfy requirements.

UW–Madison Undergraduate

With program approval, students are allowed to count no more than 7 credits of UW–Madison courses numbered 500 or above (earned as a UW–Madison undergraduate) toward the M.S. degree. Coursework should be presented to the SoP graduate dean in the first semester of enrollment for consideration. 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, students are allowed to count no more than 9 credits of coursework numbered 500 or above taken as a UW–Madison special student. coursework should be presented to the SoP graduate dean in the first semester of enrollment for consideration. Coursework earned five or more years prior to admission to a master's degree is not allowed to satisfy requirements.

Probation

The Graduate School regularly reviews the record of any student who earned grades of BC, C, D, F, or Incomplete in a graduate course (300 or above), or grade of U in 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).
ADVISOR / COMMITTEE

Students are required to maintain a pharmaceutical sciences faculty member as an M.S. advisor through the duration of their studies. Typically a permanent advisor is found by the end of one’s first semester.

An M.S. thesis committee in the Pharmaceutical Sciences Division (PSD) consists of at least three graduate faculty members of the PSD (one of whom is the student’s thesis advisor).

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; that coursework may not count toward Graduate School credit requirements.

Other

First-year students are typically offered fellowships and School of Pharmacy teaching assistantships in their initial two semesters. Funding as research assistants is assumed by the student’s principal investigator/thesis advisor in the first summer. Subsequently (year 2 and beyond), students are funded by RA-ships, TA-ships and via other extramural funding (fellowship) support.

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.

Given that these students enroll initially as PhD students, time to degree may vary widely depending on the nature and progress of research and student goals. One to 2.5 years is a common range.

Program Learning Outcomes and Assessment

Parent Program Learning Outcomes

- Demonstrate critical knowledge and in-depth understanding of principles in pharmaceutical sciences and in the student's area of expertise.
- Identify important research questions, formulate testable hypotheses, and design experiments to test those hypotheses.
- Conduct research that contributes to the student's field of study.
- Communicate scientific knowledge and research results effectively to a range of audiences.
- Apply ethical principles in conducting scientific research.

Summarize the assessment plan.

- The Associate Dean for Graduate Education, with support from the SOP Assessment Office, is responsible for collecting and analyzing annual assessment data and presenting the subsequent report to the Pharmaceutical Sciences Division faculty. Data will be collected annually on all learning outcomes but analyzed and reported every other year to ensure a large enough sample. Recommendations and implementation are the responsibility of the assistant dean for graduate studies with assistance from the graduate program coordinator.

Commitments

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

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

Courses have enrollment capacity.
- Yes
Students may complete only 1 named option within a plan code.
   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
Program Change Request

New Program Proposal

Date Submitted: 11/22/19 3:26 pm

Viewing: : Applied Drug Development

Parent Plan: MAJ: Pharmaceutical Sciences MS

Last edit: 11/26/19 11:53 am

Changes proposed by: clauhon

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

Name

Mel de Villiers - PHM

Proposal Abstract/Summary:

Applied Drug Development will be a new named option under the Master of Science in Pharmaceutical Sciences degree. As proposed, the named option will be a 30 credit, accelerated, distance-delivered degree program in which students will be able to complete the course of study in three terms (two semesters + one summer term).

The Applied Drug Development named option will appeal to recent graduates as well as working professionals. The accelerated degree will provide the opportunity to complete the degree in 1 calendar year. This provides a "fifth year" option for students wishing to prepare for employment in the pharmaceutical and/or bio-pharmaceutical industry. It is anticipated that a significant number of students may be working full-time while completing this program. The named option is structured to accommodate a student's needs in that students may register as part-time students to complete the program in a longer time frame.

PharmSci APPROVED: 10/1/19
SOP APC APPROVED: 11/15/19

Basic Information

Type of Program: Named Option
Parent Program: MAJ: Pharmaceutical Sciences MS
Parent Audience: Graduate or professional
Parent Home Department: PHARMACY
Parent School/College: School of Pharmacy

The program will be governed by the home department/academic unit as specified. Will an additional coordinating or oversight committee be established for the program?

No

Parent is in the Graduate School: Yes

SIS Code:

SIS Description:

Transcript Title: Applied Drug Development

Named Options: Sub Plan 1068: No Title Found
Sub Plan 1118: No Title Found

Does the parent program offer this as an additional major as well?

No

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

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
<th>Email</th>
<th>Phone</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Buxton, Eric C</td>
<td><a href="mailto:ebuxton@wisc.edu">ebuxton@wisc.edu</a></td>
<td>608/265-2259</td>
<td>Chair, Division of Pharmacy Professional Development</td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Buxton, Eric C</td>
<td><a href="mailto:ebuxton@wisc.edu">ebuxton@wisc.edu</a></td>
<td>608/265-2259</td>
<td>Chair, Division of Pharmacy Professional Development</td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Buxton, Eric C</td>
<td><a href="mailto:ebuxton@wisc.edu">ebuxton@wisc.edu</a></td>
<td>608/265-2259</td>
<td>Chair, Division of Pharmacy Professional Development</td>
</tr>
<tr>
<td>Primary Dean's Office Contact</td>
<td>De Villiers, Melgardt M</td>
<td><a href="mailto:devilliers@wisc.edu">devilliers@wisc.edu</a></td>
<td>608/890-0732</td>
<td>Vice Dean for Academic Affairs</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Pharmacy (PHARMACY)</td>
</tr>
</tbody>
</table>

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

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

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

Mode of Delivery: Distance Education (>50% - 99%)

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

The laboratory course will initially be offered as an instructor led, face-to-face course on campus. Future goals include offering the lab course in a condensed schedule during intersession and summer terms to better accommodate working professionals. In the future, we also plan to develop lab simulation courseware that will provide students the option to complete laboratory learning experiences at a distance.
Will this program be part of a consortial or collaborative arrangement with another college or university? No

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

Parent has outside accreditation: No

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

First term of student enrollment: Fall 2020 (1212)

When will the application for the first term of enrollment open? Spring 2020 (1204)

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

<table>
<thead>
<tr>
<th>Start Term</th>
<th>Application Deadline MM/DD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>07/31</td>
</tr>
<tr>
<td>Spring</td>
<td>10/31</td>
</tr>
</tbody>
</table>

Year of three year check-in to GFEC (3 years after first student enrollment): 2024

Year of first program review (5 years after first student enrollment): 2026

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

The implementation plan includes the following key milestones and timeline:

- Final program approval - December 2019
- Finalize course schedule - December 2019
- Recruit and hire academic advisor - December 2019
- Launch marketing campaign - January 2020
- Begin accepting applications for fall 2020 - January 2020
- Complete production of distance-delivered courses for fall 2020 - June 2020
- Close applications for Fall 2020 - July 2020
- Admit first class - September 2020
- Complete production of distance-delivered courses for spring 2021 - October 2020
- Recruit and employ second academic advisor - September 2020
- Complete production of distance-delivered courses for summer 2021 - March 2021
- Complete year-one self-assessment - July 2021

Rationale and Justifications

How does the named option relate to the major and to other named options in the major, if relevant?

The PhD in Pharmaceutical Science-Applied Drug Development program prepares individuals primarily for research and development roles in the pharmaceutical and bio-pharmaceutical industries. The current Pharmaceutical Sciences MS degree is an early exit option for students who elect to not complete their PhD program. The current MS degree is non-admitting and students are admitted directly to the PhD program.

The proposed named option is intended to provide students with the knowledge, skills, and abilities to work in a variety of roles within the biotech and pharmaceutical industries. Graduates of the named option program will contribute in research and development laboratories as well as manufacturing, quality, and systems roles within pharmaceutical industry organizations. The program fills a gap between research scientists and the entry level...
workforce.

Pharmaceutical Science faculty have expressed interest in making courses offered within the named option to Pharmaceutical Science PhD candidates - as many of the topics would benefit PhD level scientists who plan on working in industry as well. The named option provides SOP greater capabilities in the area of applied drug development - enhancing our teaching in the areas of process, quality, regulatory affairs, and pharmaceutics.

We plan to open some of the courses to PhD and Master’s level students in the current Pharmaceutical Sciences program and provide them an expanded number of course options and learning opportunities in areas that have long been in demand, but to date have not been available. Examples include courses in quality, regulatory affairs, and project management.

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

The named option provides constituents with applicable skills that enhance their competitiveness for employment in the pharmaceutical and bio-pharmaceutical industries. Currently, The Division of Pharmacy Professional Development (DPPD) provides non-credit professional development and continuing education courses to working professionals in the pharmaceutical and bio-pharmaceutical industries. And though valuable, the nature of these programs appeals to a limited number of participants and a limited segment of the overall market. The addition of a professional master’s degree provides the opportunity to vertically integrate our offerings while meeting a broader audience.

The mission of the SOP and DPPD is to advance knowledge and professional practice in pharmacy and the pharmaceutical sciences. This named option creates a higher level of professional practice across the life-cycle of drug development, manufacture, and ongoing safety management. The program will provide students with career opportunities by meeting a demand for knowledgeable and skilled workers in these rapidly expanding industries. The named option will produce industry-ready professionals to fill professional and technical jobs in the state, regional, national, and international economy.

Within the Dane County economy alone, there are unfilled, well-paying positions that require the knowledge, skills, and abilities that this named option is designed to provide. The industry partners that worked with DPPD in designing the program described the unfilled positions at their companies as well as anticipated job growth due to planned expansion. Through this program we will provide students with career opportunities while supporting the growing pharmaceutical and bio-pharmaceutical industry in Wisconsin and beyond.

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

The named option is designed to provide students with knowledge, skills, and abilities that prepare and make them more competitive for jobs in the pharmaceutical and bio-pharmaceutical industry.

Currently, graduates with bachelor’s degrees in Biology, Chemistry, Biochemistry, Chemical Engineering, Industrial Engineering, and related life-sciences are hired into entry level positions by companies in the industry. Career development options are limited and professional development consists of on-the-job training and limited extra-curricular continuing education. The named option will provide students an advanced level of preparation; preparing them for employment above entry level.

For working professionals, the named option provides an opportunity to advance their careers at an accelerated pace. Senior managers from multiple organizations have told us that they see the program as a vehicle to develop their high-potential employees, and would support their employees with tuition reimbursement benefits.

Evidence of student demand is also seen in our non-credit program offerings. We are seeing
consistent increases in our pharmaceutical sciences programs (~30%) over the past 5 years. This is especially true for courses that address drug development topics.

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

Market and competitive assessments performed by DPPD have identified a significant and unmet need for industry professionals at the master’s level. As designed, the named option creates a new class of professionals that fulfill a variety of roles in the previously ignored space between entry-level bachelor degree holders and PhD scientists. The named option provides students with knowledge, skills, and abilities that prepare and make them more competitive for mid-level jobs in the biopharmaceutical industry. Employment for chemical and biological scientist/technician positions in the pharmaceutical and bio-pharmaceutical industry is projected to grow at 11% and 7% respectively by 2028. Median salaries for these positions ranges from $70,000 to $85,000 (source: US Bureau of Labor Statistics).

The current industry practice is to employ graduates with chemistry, biology, biochemistry, and chemical engineering bachelor degrees and provide on-the-job training. This approach is expensive, time consuming, and severely constrains job opportunities for the employee. The named option will provide the ability for a program graduate to enter the workforce at a higher level and to be more competitive in their career progression.

The rapid growth rate for employment in the pharmaceutical and bio-pharmaceutical industries is particularly noticeable in the Dane County area. Catalent, Inc. has recently announced that they will be increasing the workforce of their local manufacturing operation from 350 to 700 employees over the next 2 years. Similarly, Covance, Inc. has announced plans for significant expansion of their Madison, WI operations, essentially doubling their local employment. Organizations in related industries, e.g. Exact Sciences, have also announced plans to significantly increase employment. The jobs being created are those targeted by the named option. Similar growth is being reported regionally, nationally, and internationally, providing graduates with substantial opportunities for career growth and mobility.

The named option will enhance employment opportunities by preparing graduates for careers in the pharmaceutical and bio-pharmaceutical industry. The unemployment rates for recent undergraduates in biology and life sciences is 7.4% compared to the 2.4% unemployment rate for recent graduate degree holders (source: Georgetown University Center on Education and the Workforce - Analysis of US Census Bureau, American Community Survey Micro Data. 2009-2012). The knowledge and skills provided to graduates will make them highly desirable candidates for careers in industry.

The Division of Continuing Studies performed a market assessment identifying industry demand and employment for master’s level professionals in the pharmaceutical and bio-pharmaceutical industries. The DCS assessment found little demand for master’s prepared individuals, though a high demand at the bachelor’s level. This can be explained by understanding that the study relied on current employment trends and that there is a small, but increasing number of master’s degree programs. In addition, employers generally list minimal requirements for a position, rather than the desired level of preparation. In our face-to-face meetings with director and executive-level professionals in industry, we heard about the need for a program like the named option, and their willingness to support our efforts in the design, development, and delivery of the program.

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

At present there is no program in the UW-Madison array that specifically addresses the needs of professionals in the pharmaceutical industry. This program provides a continuum from undergraduate preparation in biology, chemistry, biochemistry, and / or chemical engineering and provides students with knowledge and skills that are directly applicable to all phases of drug development.
Faculty and Staff Resources

List the core program faculty and staff with title and departmental affiliation(s) who are primarily involved and will participate in the delivery and oversight.

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
<th>Department</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buxton, Eric C</td>
<td>School of Pharmacy (PHARMACY)</td>
<td>Division Chair / Clinical Associate Professor</td>
</tr>
<tr>
<td>Lauhon, Charles T</td>
<td>School of Pharmacy (PHARMACY)</td>
<td>Associate Dean of Graduate Education</td>
</tr>
<tr>
<td>Audhya, Anjon W</td>
<td>Biomolecular Chemistry (BMOLCHEM)</td>
<td>Professor</td>
</tr>
<tr>
<td>Ge, Ying</td>
<td>Cell and Regenerative Biology (CELL R BIO)</td>
<td>Professor</td>
</tr>
<tr>
<td>Dickmann, Leslie J</td>
<td>School of Pharmacy (PHARMACY)</td>
<td>Faculty Associate</td>
</tr>
<tr>
<td>Scarlett, Cameron O</td>
<td>School of Pharmacy (PHARMACY)</td>
<td>Director, Mass Spec Lab</td>
</tr>
<tr>
<td>Johnson, Jeffrey A</td>
<td>School of Pharmacy (PHARMACY)</td>
<td>Professor</td>
</tr>
<tr>
<td>Kwon, Glen S</td>
<td>School of Pharmacy (PHARMACY)</td>
<td>Professor</td>
</tr>
</tbody>
</table>

What resources are available to support faculty, staff, labs, equipment, etc.? Faculty and staff support will be provided through existing resources in the School of Pharmacy, including office space, administrative support, human resources, etc. IT support will be provided through existing School of Pharmacy systems and structures. Laboratory courses will use existing facilities in the School of Pharmacy and School of Medicine and Public Health. We have secured commitments from both schools to schedule lab courses during schedule openings.

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

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
<th>Department</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lauhon, Charles T</td>
<td>School of Pharmacy (PHARMACY)</td>
<td>Associate Dean for Graduate Education</td>
</tr>
</tbody>
</table>

Describe how student services and advising will be supported. The program business plan includes funding for a student services and advising professional beginning 8 months prior to the first semester of classes. This position will be dedicated to this degree program. In addition, the project plan includes the addition of up to three student services and advising professionals as enrollments dictate. All positions will be supported through 131 funds.

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

Resources, Budget, and Finance

Is this a revenue program? Yes

What is the tuition structure for this program? Online/Distance per-credit tuition

Select a tuition increment:

$1,500/credit

What is the rationale for selecting this tuition increment? This tuition price point positions our degree cost ($45,000) competitively, and slightly above the median of current competitors. Given that our target market includes recent graduates, we determined that the
Provide a summary business plan.

The Applied Drug Development named option is designed to be an online, professional master’s degree that can be completed in 1 year (two semesters + summer session). The degree program target audience includes recent graduates who possess bachelor's degrees in biology, chemistry, biochemistry, chemical engineering and related STEM fields. The program is designed to provide students with the core competencies needed to be successful in all aspects of drug development. The program is scheduled to begin with the fall semester of 2020.

Enrollment - The business plan includes the enrollment of 30 full-time students in year one, and scaling up to 80 full-time students in 2023 and beyond. In addition we plan to admit 20 part-time (50%) students in 2021 and scale the number of part-time students to 100 by 2025.

Finance - The program will operate as a Fund 131 program. A market-based tuition of $1,500/credit (resident and non-resident) will produce a positive operating margin in the first year, and provide an initial investment pay-back in 1.92 years.

Development - Funding for program development will be shared by the Division of Continuing Studies (DCS) and the Division of Pharmacy Professional Development (DPPD). DCS will provide development year funding for a program director and 50% student services professional. In addition, DCS will provide instructional design and marketing support to the program. DPPD will fund administrative support, division chair, faculty associate (20%), and expenses related to market assessment and industrial advisory board.

Investing the Margin - in addition to fully funding the named option, the business plan includes funding for School of Pharmacy (SOP) faculty lines, conversion of SOP courses to digital delivery, new course development, and the development of a new professional master’s degree program.

PLEASE NOTE - COPIES OF THE DETAILED BUDGET SPREADSHEET AND ONLINE TUITION REQUEST ARE ATTACHED TO THIS PROPOSAL IN "SUPPORTING INFORMATION" SECTION

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

Program funding will be supported by the Division of Continuing Studies (DCS) and the Division of Pharmacy Professional Development (DPPD). DCS will provide funding for year one development to include a program director, 50% student services professional, instructional design support for course development, and program marketing. DPPD will provide administrative and support for market research and program/course development. Beginning in year two, DPPD will assume all operating expenses with the exception of instructional design for online courses and program marketing which will remain with DCS.

The business plan includes investments in educational technology needs for the program as well as the SOP. The business plan identifies the use of existing campus educational technology infrastructure and DCS program services for instructional design and program marketing. The plan includes funding for instructional support for faculty as well as allocations for faculty professional development in online and distance education. Program assessment and governance will be provided through existing SOP and campus structures.

What is the marketing plan?

The marketing plan includes "upstream" (market research) and "downstream" (go to market) elements. Upstream - the upstream marketing efforts are largely completed and include obtaining industry "voice of customer" (VOC), a competitive assessment, a market assessment, target demographics/psychographics, determination of price-point, and the creation of an industrial advisory board. Downstream - Downstream marketing efforts will be designed to achieve enrollment targets. These efforts will be led by DCS. The downstream marketing campaign will build on the market intelligence from upstream efforts. Marketing messaging will focus on job and financial opportunities, short time to completion, and SOP reputation. Downstream marketing communications will employ customer touches in
a variety of digital media and social networking platforms. Marketing automation will be employed to assure frequent and strategic customer "touche"s designed to lead prospective students through the program pipeline.

In addition to digital and media communications, the program director and student services professional will contact prospective students. These efforts will enhance relationships between the student, program staff and faculty.

The program director will be responsible for maintaining the industrial advisory board and industry contacts as a source of potential student referrals as well as a vehicle for student job placement.

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.

There are no additional / substantial new resources required

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 business plan includes some financial support for students in the form of scholarships and discounts. Our expectation is that the majority of students will be self-funded, funded through employer benefit plans, or a combination of both.

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**Curriculum and Requirements**

Parent Plan Admissions/How To Get In Requirements

Students apply to the Master of Science in Pharmaceutical Sciences through one of these paths:

M.S. Named Option in Applied Drug Development [REGISTRAR’S OFFICE: PLEASE ADD LINK]

Ph.D. in Pharmaceutical Sciences

Guide Admissions/How to Get In tab

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

Last Approved: Oct 16, 2019 6:46pm

Please consult the table below for key information about this degree program’s admissions requirements. The program may have more detailed admissions requirements, which can be found below the table or on the program’s website. Graduate admissions is a two-step process between academic programs and the Graduate School. **Applicants must meet the minimum requirements of the Graduate School as well as the program(s).** Once you have researched the graduate program(s) you are interested in, apply online.

**Graduate Admissions Requirements**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirements</td>
<td>Detail</td>
</tr>
<tr>
<td>Fall Deadline</td>
<td>July 31</td>
</tr>
<tr>
<td>Spring Deadline</td>
<td>October 31</td>
</tr>
<tr>
<td>Summer Deadline</td>
<td>The program does not admit for the summer term.</td>
</tr>
<tr>
<td>GRE (Graduate Record Examinations)</td>
<td>Required.</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 (<a href="https://grad.wisc.edu/apply/requirements/#english-proficiency">https://grad.wisc.edu/apply/requirements/#english-proficiency</a>).</td>
</tr>
<tr>
<td>Other Test(s) (e.g., GMAT, MCAT)</td>
<td>n/a</td>
</tr>
<tr>
<td>Letters of Recommendation Required</td>
<td>2</td>
</tr>
</tbody>
</table>

Accepted students commonly have strong scientific backgrounds and a desire to work in the biopharmaceutical industry. Students with undergraduate degrees in the physical or biological sciences, engineering, pharmacy, and related fields are encouraged to apply. Please see admissions on the program website for the application deadline and required supplemental materials. Related links describe frequently-asked admissions questions, selection criteria, and typical pharmaceutical career paths for various undergraduate majors.

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 present at informational booths)
- Create pop-up events and lunch and learns at targeted universities and businesses (where UW-Madison is the 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 Applied Drug Development 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)

Projected Annual Enrollment:

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>30 FT</td>
</tr>
<tr>
<td>Year 2</td>
<td>50 FT</td>
</tr>
<tr>
<td>Year 3</td>
<td>70 FT</td>
</tr>
<tr>
<td>Year 4</td>
<td>80 FT</td>
</tr>
<tr>
<td>Year 2</td>
<td>20 PT</td>
</tr>
<tr>
<td>Year 3</td>
<td>50 PT</td>
</tr>
<tr>
<td>Year 4</td>
<td>70 PT</td>
</tr>
<tr>
<td>Year 5</td>
<td>90 PT</td>
</tr>
</tbody>
</table>

Maximum enrollment that can be supported with existing instructional and student services resources: 200

Those who are not familiar with using the html editor fields may upload a document with information about the curriculum for use by those who will format and edit the content that will appear in the Guide.

Parent Requirements

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

Last Approved: Oct 25, 2018 11:29am

Minimum Graduate School Requirements

Review the Graduate School minimum academic progress and degree requirements, in addition to the program requirements listed below.

Major Requirements
MODE OF INSTRUCTION

<table>
<thead>
<tr>
<th>Face to Face</th>
<th>Evening/Weekend</th>
<th>Online</th>
<th>Hybrid</th>
<th>Accelerated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Mode of Instruction Definitions

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

Last Approved: Oct 25, 2018 11:30am

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

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

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

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

CURRICULAR REQUIREMENTS

University General Education 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>Half of degree coursework (15 credits out of 30 total credits) must be completed graduate-level coursework; courses with the Graduate Level Coursework attribute are identified and searchable in the university’s Course Guide [<a href="https://Registrar.wisc.edu/course-guide/">https://Registrar.wisc.edu/course-guide/</a>]</td>
</tr>
<tr>
<td>Overall Graduate GPA Requirement</td>
<td>3.00 GPA required</td>
</tr>
<tr>
<td>Other Grade Requirements</td>
<td>See one of the Named Options in the program for policy information</td>
</tr>
<tr>
<td>Assessments and Examinations</td>
<td>See one of the Named Options in the program for policy information</td>
</tr>
<tr>
<td>Language Requirements</td>
<td>No language requirements</td>
</tr>
</tbody>
</table>

Required COURSES

Select a [Named Option] for courses required.

Named Options (Sub-Majors)

A named option is a formally documented sub-major within an academic major program. Named options appear on the transcript with degree conferral. [Students pursuing the M.S. in Pharmaceutical Sciences must select one of the following named options: [REGISTRAR'S OFFICE: ADD TILES HERE :) - Emily in the Grad School]

Guide Requirements tab

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

Last Approved: Oct 25, 2018 11:30am

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
Minimum Graduate School Requirements

Review the Graduate School minimum academic progress and degree requirements, in addition to the program requirements listed below.

Named Option Requirements

**MODE OF INSTRUCTION**

<table>
<thead>
<tr>
<th>Mode of Instruction</th>
<th>Face to Face</th>
<th>Evening/Weekend</th>
<th>Online</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Mode of Instruction Definitions

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**CURRICULAR REQUIREMENTS**

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<tr>
<td>Requirements</td>
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<td>Half of degree coursework (15 credits out of 30 total credits) must be completed graduate-level coursework; courses with the Graduate Level Coursework attribute are identified and searchable in the university’s Course Guide <a href="https://RegistrarWisc.edu/course-guide/">https://RegistrarWisc.edu/course-guide/</a>.</td>
</tr>
<tr>
<td>Overall Graduate GPA</td>
<td>3.00 GPA required.</td>
</tr>
<tr>
<td>Other Grade Requirements</td>
<td>Candidates will be dropped from the program if they receive more than 7 credits of grades at the BC level or lower. This applies to formal courses and research credits.</td>
</tr>
<tr>
<td>Assessments and Examinations</td>
<td>The program expects the M.S. candidate to complete a capstone project under guidance of an approved mentor.</td>
</tr>
<tr>
<td>Language Requirements</td>
<td>No language requirements.</td>
</tr>
</tbody>
</table>

**Required COURSES**

**PHM SCI 750** The Drug Development Process

**PHM SCI 751** Introduction to Regulatory Practice

**PHM SCI 759** Current Trends in Drug Discovery and Development

**PHM SCI 752** GxP (Good Practice): Working in a Regulated Environment

**BM I/STAT 541** Introduction to Biostatistics

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
PHM SCI/M&ENVTOX/MEDICINE/ONCOLOGY/PHMCOI-M/POP HLTH 625 Toxicology I
or
PHM SCI 768 Pharmacokinetics
PHMCOI-M 781 Molecular and Cellular Principles in Pharmacology
PHM SCI 755 Laboratory and Instrumentation Methods
PHM SCI 753 Pharmaceutical Economics and Project Management
PHM SCI 760 Capstone for Applied Drug Development

Total credits required: 30

Parent Plan Graduate Policies

Approved Shared Content from /shared/graduate-school-policies/
Last Approved: Oct 25, 2018 11:30am

Graduate School Policies

The Graduate School’s Academic Policies and Procedures provide essential information regarding general university policies. Program authority to set degree policies beyond the minimum required by the Graduate School lies with the degree program faculty. Policies set by the academic degree program can be found below.

Major-Specific Policies

Graduate Program Handbook

The Graduate Program Handbook is the repository for all of the program’s policies and requirements.

Prior Coursework

Graduate Work from Other Institutions
See Named Options for policy information.

UW–Madison Undergraduate
See Named Options for policy information.

UW–Madison University Special
See Named Options for policy information.

Probation

See Named Options for policy information.

ADVISOR / COMMITTEE

See Named Options for policy information.

CREDITS PER TERM ALLOWED

See Named Options for policy information.

Time Constraints

See Named Options for policy information.

Other

See Named Options for policy information.

Guide Graduate Policies tab
Approved Shared Content from /shared/graduate-school-policies/

Last Approved: Oct 25, 2018 11:30am

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.

Named Option-Specific Policies

Graduate Program Handbook

The Graduate Program Handbook is the repository for all of the program’s policies and requirements.

Prior Coursework

Graduate Work from Other Institutions

No graduate work from other institutions is accepted.

UW–Madison Undergraduate

With program approval, students are allowed to count no more than 7 credits of UW–Madison courses numbered 500 or above (earned as a UW–Madison undergraduate) toward the M.S. degree. Coursework should be presented to the SoP graduate dean in the first semester of enrollment for consideration. 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, students are allowed to count no more than 9 credits of coursework numbered 500 or above taken as a UW–Madison special student. coursework should be presented to the SoP graduate dean in the first semester of enrollment for consideration. Coursework earned five or more years prior to admission to a master’s degree is not allowed to satisfy requirements.

Probation

The Graduate School regularly reviews the record of any student who earned grades of BC, C, D, F, or Incomplete in a graduate course (300 or above), or grade of U in 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).
- Probation (not progressing according to standards but permitted to enroll; 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).

ADVISOR / COMMITTEE

Students will be assigned an advisor within the program; students will have an approved mentor for their capstone project.

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; that coursework may not count toward Graduate School credit requirements.

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 curriculum design and schedule of classes supports a student’s ability to complete the degree in an accelerated (1 year) time frame. We expect that full-time students will complete the program in two semesters and a summer term. Part-time students will likely complete the degree program in two to three years.

### Program Learning Outcomes and Assessment

#### Parent Program Learning Outcomes

- Demonstrate critical knowledge and in-depth understanding of principles in pharmaceutical sciences and in the student’s area of expertise.
- Identify important research questions, formulate testable hypotheses, and design experiments to test those hypotheses.
- Conduct research that contributes to the student’s field of study.
- Communicate scientific knowledge and research results effectively to a range of audiences.
- Apply ethical principles in conducting scientific research.

Summarize the assessment plan.

The Associate Dean for Graduate Education, with support from the SOP Assessment Office, is responsible for collecting and analyzing annual assessment data and presenting the subsequent report to the Pharmaceutical Sciences Division faculty. Data will be collected annually on all learning outcomes but analyzed and reported every other year to ensure a large enough sample. Recommendations and implementation are the responsibility of the assistant dean for graduate studies with assistance from the graduate program coordinator.

### Commitments

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

- Yes

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

- Yes

Courses have enrollment capacity.

- Yes

Students may complete only 1 named option within a plan code.

- 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.

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
<th>Date of contact/support letter received</th>
<th>School, College, or Department</th>
<th>Comment by contact person</th>
<th>On behalf of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mount, Kenneth J</td>
<td>10/16/2019</td>
<td>School of Med &amp; Pub Hlth ACAF (SMPH ACAF)</td>
<td>supports course usage (see attached)</td>
<td></td>
</tr>
<tr>
<td>Keck, James L</td>
<td>10/21/2019</td>
<td>School of Med &amp; Pub</td>
<td>looks forward to contributing (see attached)</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Date</td>
<td>School or Department</td>
<td>Comment</td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>---------</td>
<td>-----------------------------------------------</td>
<td>---------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Swanson, Steven M</td>
<td>5/18/2019</td>
<td>School of Pharmacy (PHARMACY)</td>
<td>supports program development (see attached)</td>
<td></td>
</tr>
<tr>
<td>Husk, Bryan T</td>
<td>10/21/2019</td>
<td>School of Med &amp; Pub Hlth ACAF (SMPH ACAF)</td>
<td>We offer our enthusiastic support for this degree program.</td>
<td></td>
</tr>
<tr>
<td>Newton, Michael A</td>
<td>10/31/2019</td>
<td>Biostatistics and Medical Info (B MI)</td>
<td>Letter of support for program</td>
<td></td>
</tr>
</tbody>
</table>
Program Change Request

Date Submitted: 09/25/19 3:08 pm

Viewing: TJ : Technical Japanese

Parent Plan: MAE: Engineering ME

Last approved: 05/08/19 8:41 am

Last edit: 10/28/19 5:02 pm

Changes proposed by: jldavis1


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

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sara Hagen - EGR</td>
</tr>
</tbody>
</table>

Proposal Abstract/Summary:

Discontinue program, effective Fall 2021

If approved, what term should the proposed change be effective?

Spring 2021 (1214)

Select yes if this proposal is only to add, remove, or rearrange curricular requirements, and will change less than 50% of the curriculum.

No

Basic Information

Program State: Discontinued

Type of Program: Named Option

Parent Program: MAE: Engineering ME
The program will be governed by the home department/academic unit as specified. Will an additional coordinating or oversight committee be established for the program?

No

Parent is in the Graduate School: Yes

SIS Code: TJ

SIS Description: Technical Japanese

Transcript Title: Technical Japanese

Named Options:
- APP CEDA: Engineering Data Analytics
- ENGINE: Engineering Systems
- MSE: Manufacturing Systems Engr
- PROF PRAC: Engineering Management
- SUST: Sustainable Systems Engr
- T: Technical Japanese

Sub Plan 1100: No Title Found

Does the parent program offer this as an additional major as well?

No

---

**Suspension and Discontinuation**

What is the last term that a student could declare this program? Summer 2017 (1176)

What is the last term that students may be enrolled in or complete the program? Summer 2021 (1216)

What is the timeline and advance communication plan?

Students currently enrolled in the option have been advised that the courses will be offered through May 2020. Admissions were suspended in Fall 2017, which was approved by UAPC in May 2017.

Explain the precipitating circumstances or rationale for the proposal.

The faculty member teaching the courses for this program will retire, and the courses will be discontinued.

What is the potential impact on enrolled students?

Enrolled students will be advised in advance, so there will be no impact on enrolled students.

What is the potential impact on faculty and staff?

Staff in the College of Engineering will oversee any students remaining in the program, including provision of advising services.

Explain and provide evidence of efforts made to confer with and to notify faculty and staff.

The Dept. of Asian Languages and Cultures has been advised that this named option will be discontinued in 2021.

Explain and provide evidence of efforts made to confer with and to notify current students.

Current students have already been notified that no courses for this program will be offered after spring 2020. Current students who currently have grades of incomplete from previous semesters have been notified that they must complete those courses by summer 2020.
Teach-out plan - How will program quality be maintained during the suspended period or the teach-out period for discontinued programs?

All required courses will be taught until May 2020.

Teach-out plan: A) For currently enrolled students, how will required courses, curricular elements, advising and other student services be provided?

All required courses will be taught until May 2020. Advising and other student services will be maintained by the College of Engineering.

Teach-out plan: B) For prospective students in the admissions pipeline, how are any commitments being met or needs to notify them that their program of interest will not be available?

Students will be notified via the Guide and the program website that the named option will be discontinued and that they should refer to the Guide from their admission term.

Teach-out plan: C) For stopped out students, what provisions are made for their re-entry? What program(s) will they be re-entered into?

Any stopped out students will be advised by the dean’s office that the named option has been discontinued, and the dean’s office will consult with students about current offerings and options.

Teach-out plan: D) Provide any other information relevant to teach-out planning.

None

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

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
<th>Email</th>
<th>Phone</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Contact</td>
<td>Davis, James L</td>
<td><a href="mailto:jldavis1@wisc.edu">jldavis1@wisc.edu</a></td>
<td>608/262-4810</td>
<td>Professor and Director, Technical Japanese Program</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian Languages and Cultures (ASiAN L C)</td>
</tr>
</tbody>
</table>

Are all program reviews in the home academic unit up to date? Yes
Are all assessment plans in the home academic unit up to date? Yes
Are all assessment reports in the home academic unit up to date? Yes
Mode of Delivery: Distance Education (100% online)

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

N/A

Will this program be part of a consortial or collaborative arrangement with another college or university? No
Will instruction take place at a location geographically separate from UW-Madison? No
Parent has outside accreditation: No
Graduates of parent program seek licensure or certification after graduation. No

How does the named option relate to the major and to other named options in the major, if relevant?

N/A
Faculty and Staff Resources

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

Curriculum and Requirements

If you are proposing a change to the curriculum, what percentage of the curriculum is changing? No change
Parent Plan Admissions/How To Get In Requirements

The Graduate School sets minimum requirements for admissions. Academic program admission requirements are often more rigorous than those set by the Graduate School. Please check the program’s website for details.

Students apply to the master of engineering through one of the named options:

- Master of Engineering–Named Option: Engine Systems
- Master of Engineering–Named Option: Engineering Data Analytics
- Master of Engineering–Named Option: Engineering Management
- Master of Engineering–Named Option: Manufacturing Systems Engineering
- Master of Engineering–Named Option: Polymer Engineering [REGISTRAR Please add link when available]
- Master of Engineering–Named Option: Sustainable Systems Engineering
- Master of Engineering–Named Option: Technical Japanese

Guide Admissions/How to Get in tab

Those who are not familiar with using the html editor fields may upload a document with information about the curriculum for use by those who will format and edit the content that will appear in the Guide.

Parent Requirements

Approved Shared Content from /shared/graduate-minimum-degree-requirements-and-satisfactory-progress/
Last Approved: Oct 25, 2018 11:29am

Minimum Graduate School Requirements

Review the Graduate School minimum academic progress and degree requirements, in addition to the program requirements listed below.

Major Requirements

Note: The major is currently non-admitting. Students are admitted through one of the named options (sub-majors) below.

Mode of Instruction

<table>
<thead>
<tr>
<th>Mode of Instruction</th>
<th>Face to Face</th>
<th>Evening/Weekend</th>
<th>Online</th>
<th>Hybrid</th>
<th>Accelerated</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Mode of Instruction Definitions
Approved Shared Content from /shared/graduate-school-mode-instruction-definitions/

Last Approved: Oct 25, 2018 11:30am

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

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

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

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

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**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 Requirement</td>
<td>See one of the M.Eng. named options (linked below) for specific requirement information.</td>
</tr>
<tr>
<td>Coursework Requirement</td>
<td>Overall Graduate GPA 3.00 GPA required.</td>
</tr>
<tr>
<td>Other Grade Requirements</td>
<td>Must retake any courses for which a grade below C is recorded.</td>
</tr>
<tr>
<td>Assessments and Examinations</td>
<td>No formal examination required.</td>
</tr>
<tr>
<td>Language Requirements</td>
<td>No language requirements.</td>
</tr>
</tbody>
</table>

---

**Required Courses**

Select a named option for courses required.

**Named Options (Sub-Majors)**

A named option is a formally documented sub-major within an academic major program. Named options appear on the transcript with degree conferral. Students pursuing the master of engineering must select one of the following named options:

- **Engineering: Engine Systems, M.Eng.**
- **Engineering: Engineering Data Analytics, M.Eng.**
- **Engineering: Engineering Management, M.Eng.**
- **Engineering: Manufacturing Systems Engineering, M.Eng.**

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https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept Approver
Engineering: Sustainable Systems Engineering, M.Eng.


Guide Requirements tab

Approved Shared Content from /shared/graduate-minimum-degree-requirements-and-satisfactory-progress/
Last Approved: Oct 25, 2018 11:29am

Minimum Graduate School Requirements

Review the Graduate School minimum academic progress and degree requirements, in addition to the program requirements listed below.

Named Option Requirements

MODE OF INSTRUCTION

<table>
<thead>
<tr>
<th>Mode of Instruction</th>
<th>Face to Face</th>
<th>Evening/Weekend</th>
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</thead>
<tbody>
<tr>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
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</table>

Mode of Instruction Definitions

Approved Shared Content from /shared/graduate-school-mode-instruction-definitions/
Last Approved: Oct 25, 2018 11:30am

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CURRICULAR REQUIREMENTS

University General Education Requirements

<table>
<thead>
<tr>
<th>Requirements</th>
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</thead>
<tbody>
<tr>
<td>Minimum Credit</td>
<td>30 credits</td>
</tr>
<tr>
<td>Requirement</td>
<td></td>
</tr>
<tr>
<td>Minimum Residence Credit</td>
<td>16 credits</td>
</tr>
<tr>
<td>Requirement</td>
<td></td>
</tr>
<tr>
<td>Minimum Graduate Coursework Requirement</td>
<td>More than half of degree coursework (at least 18 credits 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="https://RegistrarWisc.edu/course-guide/">https://RegistrarWisc.edu/course-guide/</a>).</td>
</tr>
<tr>
<td>Overall Graduate GPA</td>
<td>3.00 GPA required</td>
</tr>
<tr>
<td>Requirement</td>
<td></td>
</tr>
<tr>
<td>Other Grade Requirements</td>
<td>Must retake any courses for which a grade below C is recorded.</td>
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</table>
Assessments and Examinations
Language Requirements

Required COURSES

<table>
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<tr>
<th>Code</th>
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<tr>
<td>EPD 330</td>
<td>Basic Technical Japanese I (3 credits) is no longer offered</td>
<td></td>
</tr>
<tr>
<td>EPD 332</td>
<td>Basic Technical Japanese II 1</td>
<td>3</td>
</tr>
<tr>
<td>EPD 374</td>
<td>Intermediate Technical Japanese I</td>
<td>3</td>
</tr>
<tr>
<td>EPD 375</td>
<td>Intermediate Technical Japanese II</td>
<td>3</td>
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<tr>
<td>EPD 601</td>
<td>Japanese for Business and Industry</td>
<td>3-4</td>
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<tr>
<td>EPD 602</td>
<td>Japanese for Politics and Government</td>
<td>3-4</td>
</tr>
<tr>
<td>EPD 603</td>
<td>Advanced Technical Japanese Seminar</td>
<td>3-4</td>
</tr>
<tr>
<td>EPD 604</td>
<td>Research in Japanese Technical Literature</td>
<td>2-6</td>
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</tbody>
</table>

1 Two courses may be waived with previous experience as determined by the program director.

Total credits required:

Parent Plan Graduate Policies

Approved Shared Content from /shared/graduate-school-policies/
Last Approved: Oct 25, 2018 11:30am

Graduate School Policies

The Graduate School’s Academic Policies and Procedures provide essential information regarding general university policies. Program authority to set degree policies beyond the minimum required by the Graduate School lies with the degree program faculty. Policies set by the academic degree program can be found below.

Major-Specific Policies

Graduate Program Handbook

The Graduate Program Handbook is the repository for all of the program’s policies and requirements.

Prior Coursework

Graduate Work from Other Institutions

With program approval, students are allowed to count graduate coursework from other institutions toward the minimum graduate degree credit requirement and the minimum graduate coursework (50%) requirement. No credits from other institutions can 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 Undergraduate

Up to 7 credits numbered 300 or above can be counted toward the minimum graduate degree credit requirement. Up to 7 credits of courses numbered 600 or above can be counted toward the minimum graduate coursework (50%) requirement. No credits can 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, students are allowed to count up to 9 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, and up to 15 credits of courses numbered 700 or above taken as a UW–Madison Special student toward the minimum graduate coursework (50%) requirement. Coursework earned five or more years prior to admission to a master’s degree is not allowed to satisfy
requirements.

**Probation**

The status of a student can be one of three options:
- 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).

**ADVISOR / COMMITTEE**

All students have both a plan advisor and academic advisor (typically the program director or academic director for each program); programs without a fixed curriculum are required to meet with their advisor to outline an approved plan of study by the end of their first academic term.

**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 these programs are not permitted to accept teaching assistantships, project assistantships, research assistantships, or other appointments that would result in a tuition waiver. Students in these programs cannot enroll in other graduate programs nor take courses outside the prescribed curriculum. If you intend to combine study in this program with other academic programs at UW–Madison, please contact Shainah Greene, graduate programs coordinator (shainah.greene@wisc.edu).

Guide Graduate Policies tab

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

Last Approved: Oct 25, 2018 11:30am

**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.

**Named Option-Specific Policies**

**Graduate Program Handbook**

The Graduate Program Handbook is the repository for all of the program's policies and requirements.

**Prior Coursework**

**Graduate Work from Other Institutions**

With program approval, students are allowed to count graduate coursework from other institutions toward the minimum graduate degree credit requirement and the minimum graduate coursework (50%) requirement. No credits from other institutions can 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.

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept Approver
UW–Madison Undergraduate

Up to 7 credits numbered 300 or above can be counted toward the minimum graduate degree credit requirement. Up to 7 credits of courses numbered 600 or above can be counted toward the minimum graduate coursework (50%) requirement. No credits can be counted toward the minimum graduate residence credit requirement. Coursework earned five or more years prior to admission to a
Program Change Request

Date Submitted: 11/20/19 3:18 pm

Viewing: **GCRT730 : Certificate in Transportation Management and Policy at the Graduate Level**

Last approved: 09/26/18 1:21 pm
Last edit: 11/20/19 3:22 pm
Changes proposed by: temohan

Catalog Pages Using this Program

- Transportation Management and Policy, Graduate/Professional Certificate

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

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tara Mohan - IES</td>
</tr>
</tbody>
</table>

Proposal Abstract/Summary:

Discontinue certificate; no students have been enrolled in this program since Spring 2017.

If approved, what term should the proposed change be effective?

- Fall 2020 (1212)

Select yes if this proposal is only to add, remove, or rearrange curricular requirements, and will change less than 50% of the curriculum.

- No

**Basic Information**

Program State: Discontinued

Type of Program: Certificate

Who is the Graduate or professional
Who is the intended audience?

Home Department: ENVIR ST
School/College: Gaylord Nelson Institute for Environmental Studies

The program will be governed by the home department/academic unit as specified. Will an additional coordinating or oversight committee be established for the program?

No

Is this in the Graduate School? Yes

SIS Code: GCRT730
SIS Description: Trans Mgmt and Policy GCrt
Transcript Title: Certificate in Transportation Management and Policy at the Graduate Level

Suspension and Discontinuation

What is the last term that a student could declare this program? Fall 2019 (1202)
What is the last term that students may be enrolled in or complete the program? Fall 2019 (1202)

What is the timeline and advance communication plan?

Fall 2019: Review by Nelson Institute Governance committee, followed by Graduate School and campus-level review.
After approval: Update faculty and staff on the program’s status; suggest possible alternative programs to communicate to any interested students.

Explain the precipitating circumstances or rationale for the proposal.

When extramural funding, which had been heavily supporting the certificate, was lost several years ago, resources for the certificate diminished significantly. Additionally, the long-time chair of the certificate was unable to continue as chair, and there are no faculty (core or affiliate) in the Nelson Institute able to provide the needed leadership. A serious attempt was made to move the certificate to a new administrative home but was ultimately unsuccessful.

What is the potential impact on enrolled students?

There are no students currently enrolled in this certificate, and we are not aware of any students intending to pursue it. If there are students intending to enroll in the certificate, we would encourage them to perhaps consider the Energy Analysis & Policy certificate instead or suggest other programs suitable to their specific interests.

What is the potential impact on faculty and staff?

We don’t expect any impact on faculty or staff. No staffing changes are being made due to discontinuing this certificate.

Explain and provide evidence of efforts made to confer with and to notify faculty and staff.

The Nelson Institute’s Governance Faculty discussed discontinuing the certificate at their meetings on 3/25/19 and 9/23/19. Nelson Institute faculty have had multiple conversations with other key faculty, particularly in the Department of Planning and Landscape Architecture, regarding the status of the certificate. Additional faculty and staff will be conferred with and notified via the approval process.

Explain and provide evidence of efforts made to confer with and to notify current students.

There are no students currently enrolled in the program.

Explain and provide evidence of efforts made to confer with and to notify alumni and other stakeholders.

While we have not conferred with alumni directly, discussion has occurred within the Nelson Institute about possibly engaging certificate alumni through the Energy Analysis & Policy
The most recent graduate of the certificate completed the program in Summer 2016.

Teach-out plan - How will program quality be maintained during the suspended period or the teach-out period for discontinued programs?

N/A, there are no students currently enrolled in the program.

Teach-out plan: A) For currently enrolled students, how will required courses, curricular elements, advising and other student services be provided?

N/A, there are no students currently enrolled in the program.

Teach-out plan: B) For prospective students in the admissions pipeline, how are any commitments being met or needs to notify them that their program of interest will not be available?

Faculty and staff will encourage any prospective students signaling an interest in this certificate to perhaps consider the Energy Analysis & Policy certificate instead or suggest other programs suitable to their specific interests.

Teach-out plan: C) For stopped out students, what provisions are made for their re-entry? What program(s) will they be re-entered into?

There is only one stopped out student that we've identified (i.e. the student was enrolled in the certificate and hasn't completed their degree). They were last enrolled in Fall 2014. No provisions have been made for their re-entry.

Teach-out plan: D) Provide any other information relevant to teach-out planning.

N/A

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

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
<th>Email</th>
<th>Phone</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Zedler, Paul H</td>
<td><a href="mailto:phzedler@wisc.edu">phzedler@wisc.edu</a></td>
<td>608/265-8018</td>
<td></td>
</tr>
<tr>
<td>Primary Dean's Office Contact</td>
<td>Zedler, Paul H</td>
<td><a href="mailto:phzedler@wisc.edu">phzedler@wisc.edu</a></td>
<td>608/265-8018</td>
<td></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Robbins, Paul F</td>
<td><a href="mailto:pfrobbins@wisc.edu">pfrobbins@wisc.edu</a></td>
<td>608/265-5296</td>
<td></td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Mohan, Tara E</td>
<td><a href="mailto:temohan@wisc.edu">temohan@wisc.edu</a></td>
<td>608/263-3185</td>
<td></td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Miller, James E</td>
<td><a href="mailto:jemiller@wisc.edu">jemiller@wisc.edu</a></td>
<td>608/263-4373</td>
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</table>

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

<table>
<thead>
<tr>
<th>Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning &amp; Landscape Architect (PLAN&amp;LA)</td>
</tr>
<tr>
<td>Civil and Environmental Engr (CIV EN EGR)</td>
</tr>
</tbody>
</table>

Are all program reviews in the home academic unit up to date? Yes
Are all assessment plans in the home academic unit up to date? Yes
Are all assessment reports in the home academic unit up to date? Yes
Mode of Delivery: Face-to-Face (majority face-to-face courses)
Will this program be part of a consortial or collaborative arrangement with another college or university? No
Will instruction take place at a location geographically separate from UW-Madison? No
Will this program have outside accreditation? No
Will graduates of this program seek licensure or certification after graduation? No
Faculty and Staff Resources

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

Curriculum and Requirements

If you are proposing a change to the curriculum, what percentage of the curriculum is changing? No change

Guide Admissions/How to Get In tab

TMP welcomes applications from students in any graduate degree program at UW–Madison. The certificate is geared particularly toward those with academic backgrounds in business, economics, engineering, environmental studies, land management, public affairs, and/or urban planning. By entering TMP early in their graduate studies and planning carefully, students often can select courses that satisfy both their degree program and TMP requirements. Students entering the program are expected to have completed at least one college-level course in statistics. Students may be admitted with a deficiency in statistics, but will be expected to complete at least one statistics course in addition to other requirements.

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

Each TMP student must complete at least 17 credits including courses in transportation systems engineering, policy, the environment, and economics; a colloquium as well as a practicum in transportation management and policy; and an internship. TMP is not available as a stand-alone graduate degree. Master’s and doctoral students who complete the requirements receive a certificate in TMP to supplement their graduate degree, or doctoral students can instead count the program as a distributed minor. Doctoral students should not claim TMP as both a certificate and a distributed minor (note: “Distributed” will still appear on the transcript). They should choose one or the other.

Total credits required:

Guide Graduate Policies tab

Program Learning Outcomes and Assessment

List the program learning outcomes.

Summarize the assessment plan.

Approved Assessment Plan:

Commitments

All required courses are approved through the school/college level. Yes
Courses are offered on a regular basis to allow timely completion.
  Yes

Courses have enrollment capacity.
  Yes

Courses in the curriculum are numbered 300 or higher.
  Yes

Courses in which a student elects the pass/fail option will not count toward completion of requirements.
  Yes

Special topics courses are only used if all topics count for the certificate.
  Yes

All requirements must be met; exceptions that amount to waiving requirements are not permitted.
  Yes

Course substitutions to the curriculum should be kept to a minimum; if substitutions are being made on a regular basis, the curriculum should be re-examined. When course substitutions are made, the substituted course should be formally added to the curriculum through governance for inclusion in the curriculum the following academic year.
  Yes

Substitutions are not permitted for any course unless the substitution would be provided for every student with the same substitution request.
  Yes

At least half of the credits must be earned in residence (UW-Madison on campus, study abroad, or distance courses); exceptions to the minimum residency requirement are not permitted.
  Yes

Students must earn a minimum 3.00 GPA on required certificate coursework. Completed courses listed within the certificate curriculum, whether or not they meet a specific requirement, are included in the calculation of the GPA.
  Yes

The program faculty/staff will ensure the program website, Advance Your Career materials if applicable, and other presentations are consistent with the Guide information for this program.
  Yes

Supporting Information

List name and department of those who are in support of this proposal.

If those supporting the proposal provided a letter or email of support upload here. A letter is NOT required. Upload any other explanatory information about support from other UW-Madison units.

Additional Information:

Approvals

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

Enter any notes about approval here:

Discontinuation was approved by the Nelson Institute Governance Faculty on September 23, 2019.

Entered by: Tara Mohan Date entered: 11/20/19

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
Discontinuation was approved by the Nelson Institute Governance Faculty on September 23, 2019.

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

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

For Administrative Use

Admin Notes:

Guide URL:

Effective date:

Career: Graduate

SIS Program Code: GCRT

SIS Short Description: TransMgmt

Other plan codes associated with this program:

Degree: CRT

Field of Study: Social Science

Program Length: 1

National Student Clearing House Classification:

Plan Group: 730

Award Category: Graduate/Professional Certificate

Enrollment Category: Graduate Certificate

CIP Code: 52.0209 - Transportation/Mobility Management

UWSTEM:

HEALTH
<table>
<thead>
<tr>
<th>Category</th>
<th>CDR certificate</th>
<th>Postbaccalaureate certificate</th>
</tr>
</thead>
</table>

Reviewer Comments
Program Change Request

Date Submitted: 11/08/19 9:25 am

Viewing: GMIN104 : Air Resources Management

Last approved: 09/25/18 7:55 pm
Last edit: 11/08/19 9:31 am
Change proposed by: temohan

Catalog Pages Using this Program

Air Resources Management, Doctoral Minor

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

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tara Mohan - IES</td>
</tr>
</tbody>
</table>

Proposal Abstract/Summary:
Discontinue minor; no students have been enrolled in this program since Fall 2012.

If approved, what term should the proposed change be effective?
Fall 2020 (1212)

Select yes if this proposal is only to add, remove, or rearrange curricular requirements, and will change less than 50% of the curriculum.
No

Basic Information

Program State: Discontinued Active
Type of Program: Minor (PhD and BSE only)
Who is the audience? Graduate or professional
The program will be governed by the home department/academic unit as specified. Will an additional coordinating or oversight committee be established for the program?

No

Is this in the Graduate School?

Yes

SIS Code: GMIN104

SIS Description: Air Resources Management MIN

Transcript Title: Air Resources Management

### Suspension and Discontinuation

What is the last term that a student could declare this program?  
**Fall 2019 (1202)**

What is the last term that students may be enrolled in or complete the program?  
**Fall 2019 (1202)**

What is the timeline and advance communication plan?

June/July 2019: Sought input from key faculty; no objections were raised.

Fall 2019: Proposal review by Nelson Institute Governance committee, followed by Graduate School and campus-level review.

After approval: Update faculty on the program's status; reiterate possible alternative programs to communicate to interested students.

Explain the precipitating circumstances or rationale for the proposal.

Two of the three required courses on the curriculum are being deactivated per the Obsolete Course Policy, and only three students have ever completed this minor. The administrative time needed to keep the curriculum and requirements up-to-date doesn't seem worth the effort if there isn't student demand for the program. Interested students will be steered towards the Energy Analysis & Policy (EAP) program: there are a handful of courses that are listed on both the Air Resources Management curriculum and EAP curriculum, and EAP has more active faculty/staff involvement, student community, etc. We believe steering students in this direction will lead to a better student experience and be more efficient administratively.

What is the potential impact on enrolled students?

There are no students currently enrolled in this minor, and we are not aware of any students intending to pursue this minor. It seems unlikely there are any students intending to enroll in the program since two of the required courses haven't been offered in 8+ years, but if there are, they would be encouraged to consider a distributed minor or the Energy Analysis & Policy certificate/minor (minor proposal forthcoming/in-progress) instead.

What is the potential impact on faculty and staff?

Discontinuing the program will ease administrative burdens on faculty and staff. Faculty and staff will need to educate students/prospective students on alternatives (e.g. Energy Analysis & Policy certificate/proposed minor or a distributed minor).

Explain and provide evidence of efforts made to confer with and to notify faculty and staff.

Faculty who have been involved in the program's governance and would be likely advisors for any students pursuing the program have been consulted; no one objected to discontinuation.

Additional faculty and staff will be conferred with via the approval process.

Explain and provide evidence of efforts made to confer with and to notify current students.

There are no students currently enrolled in the program. All three students who have been enrolled in the program have graduated (i.e. there are no students who would seek to return
to the program).

Explain and provide evidence of efforts made to confer with and to notify alumni and other stakeholders.

There are only three alumni of the program, with the most recent graduating back in Spring 2013. As such, we have no indication that discontinuing the program would be of significant interest to program alumni or other potential stakeholders.

Teach-out plan - How will program quality be maintained during the suspended period or the teach-out period for discontinued programs?

N/A, there are no students currently enrolled in the program.

Teach-out plan: A) For currently enrolled students, how will required courses, curricular elements, advising and other student services be provided?

N/A, there are no students currently enrolled in the program.

Teach-out plan: B) For prospective students in the admissions pipeline, how are any commitments being met or needs to notify them that their program of interest will not be available?

Faculty and staff will encourage any prospective students signaling an interest in this minor to consider the Energy Analysis & Policy program or a distributed minor instead.

Teach-out plan: C) For stopped out students, what provisions are made for their re-entry? What program(s) will they be re-entered into?

N/A, there are no stopped out students (all students who have been enrolled in the program have graduated).

Teach-out plan: D) Provide any other information relevant to teach-out planning.

N/A

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

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
<th>Email</th>
<th>Phone</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Zedler, Paul H</td>
<td><a href="mailto:phzedler@wisc.edu">phzedler@wisc.edu</a></td>
<td>608/265-8018</td>
<td></td>
</tr>
<tr>
<td>Primary Dean's Office Contact</td>
<td>Zedler, Paul H</td>
<td><a href="mailto:phzedler@wisc.edu">phzedler@wisc.edu</a></td>
<td>608/265-8018</td>
<td></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Robbins, Paul F</td>
<td><a href="mailto:pfrobbins@wisc.edu">pfrobbins@wisc.edu</a></td>
<td>608/265-5296</td>
<td></td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Mohan, Tara E</td>
<td><a href="mailto:temohan@wisc.edu">temohan@wisc.edu</a></td>
<td>608/263-3185</td>
<td></td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Miller, James E</td>
<td><a href="mailto:jemiller@wisc.edu">jemiller@wisc.edu</a></td>
<td>608/263-4373</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atmospheric &amp; Oceanic Sciences (ATM OCN S)</td>
</tr>
<tr>
<td>Civil and Environmental Engr (CIV EN EGR)</td>
</tr>
</tbody>
</table>

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

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

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

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

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

**Faculty and Staff Resources**

**Curriculum and Requirements**
Curriculum and Requirements

If you are proposing a change to the curriculum, what percentage of the curriculum is changing?  

No change

Guide Admissions/How to Get In tab

ARM welcomes students in any doctoral degree program at UW–Madison. Students pursuing ARM are expected to have completed at least one college-level course in physics; chemistry; biology or environmental science; economics; social science in the area of government, law, institutions, or organizations; and calculus or another mathematics course beyond college algebra. Prerequisites may be waived upon recommendation of the ARM faculty.

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

Course List

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENVIR ST 539</td>
<td>Course ENVIR ST 539 Not Found</td>
<td></td>
</tr>
<tr>
<td>CIV ENGR 423</td>
<td>Air Pollution Effects, Measurement and Control</td>
<td>3</td>
</tr>
<tr>
<td>ENVIR ST 761</td>
<td>Course ENVIR ST 761 Not Found</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>The following are approved elective courses. Students may propose other courses for the elective requirements that do not appear on this list. Courses must be approved by their advisor and the ARM chair:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills and Methods Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENVIR ST/A A E/POP HLTH/PUB AFFR 881</td>
<td>Benefit-Cost Analysis</td>
<td></td>
</tr>
<tr>
<td>ENVIR ST/A A E/ECON 343</td>
<td>Environmental Economics</td>
<td></td>
</tr>
<tr>
<td>ENVIR ST 400</td>
<td>Special Topics in the Environment: Biological Aspects of Envir St ([Topic: Air Pollution Impacts on Vegetation])</td>
<td></td>
</tr>
<tr>
<td>ENVR ST/A A E/ECON/URB R PL 671</td>
<td>Energy Economics</td>
<td></td>
</tr>
<tr>
<td>ENVR ST/LAND ARC/SOIL SCI 695</td>
<td>Applications of Geographic Information Systems in Natural Resources</td>
<td></td>
</tr>
<tr>
<td>ENVR ST/CIV ENGR/GEOG 377</td>
<td>An Introduction to Geographic Information Systems</td>
<td></td>
</tr>
<tr>
<td>LAW 848</td>
<td>Introduction to Environmental Law</td>
<td></td>
</tr>
<tr>
<td>STAT/F&amp;W ECOL/HORT 571</td>
<td>Statistical Methods for Bioscience I</td>
<td></td>
</tr>
<tr>
<td>Advanced Electives</td>
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<tr>
<td>ATM OCN 310</td>
<td>Dynamics of the Atmosphere and Ocean I</td>
<td></td>
</tr>
<tr>
<td>ATM OCN 330</td>
<td>Physics of the Atmosphere and Ocean I</td>
<td></td>
</tr>
<tr>
<td>ATM OCN/ENVIR ST 535</td>
<td>Atmospheric Dispersion and Air Pollution</td>
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<tr>
<td>ATM OCN 638</td>
<td>Atmospheric Chemistry</td>
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<tr>
<td>ATM OCN/BOTANY/ENVIR ST/F&amp;W ECOL/GEOG/</td>
<td>Earth System Science Seminar</td>
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</tr>
<tr>
<td>GEOSCI/ZOOLOGY 980</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CBE 426</td>
<td>Mass Transfer Operations</td>
<td></td>
</tr>
<tr>
<td>CIV ENGR 427</td>
<td>Solid and Hazardous Wastes Engineering</td>
<td></td>
</tr>
<tr>
<td>CIV ENGR 609</td>
<td>Special Topics in Water Chemistry</td>
<td></td>
</tr>
<tr>
<td>CIV ENGR 629</td>
<td>Special Topics in Environmental Engineering</td>
<td></td>
</tr>
<tr>
<td>ENVIR ST/ECON/POLI SCI/URB R PL 449</td>
<td>Government and Natural Resources</td>
<td></td>
</tr>
<tr>
<td>ENVIR ST 400</td>
<td>Special Topics in the Environment: Biological Aspects of Envir St ([Topic: Risk and the Environment])</td>
<td></td>
</tr>
<tr>
<td>ENVIR ST/PL PATH 368</td>
<td>Environmental Law, Toxic Substances, and Conservation</td>
<td></td>
</tr>
<tr>
<td>NE/E&amp;C/E SOC/A SY E/SOC 708</td>
<td>Societal Risk Management of Technological Hazards</td>
<td></td>
</tr>
</tbody>
</table>
Total credits required:

Guide Graduate Policies tab

Program Learning Outcomes and Assessment

List the program learning outcomes.

Summarize the assessment plan.

Approved Assessment Plan:

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

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.

Discontinuation was approved by the Nelson Institute Governance Faculty on September 23, 2019.

Entered by: Tara Mohan

Date entered: 11/8/19

School/College Approval - This proposal has been approved at the school/college level and it is submitted with the Dean’s support. The Dean and program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.

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Entered by and date: Tara Mohan

Date entered: 11/8/19

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

Enter any notes about the approval here:
UAPC Approval - This proposal has been approved by the University Academic Planning Council and the Provost.

Enter any notes about approval here:

For Administrative Use

Admin Notes:

Guide URL:

Effective date:

Career: Graduate

SIS Program Code:

SIS Short Description: AirResMgmt

Other plan codes associated with this program:

Field of Study: Physical Science

Plan Group:

CIP Code: 03.0103 - Environmental Studies.

Reviewer Comments

Key: 3.70
18 April 2019

To: Sarah Mangelsdorf, Provost

From: Paul Robbins, Dean, Nelson Institute

Subject: Completion of the 5/10 year review of the Environmental Conservation Professional Master’s Program

I am pleased to report that review of the Environmental Conservation MS program (EC) has been completed. Attached please find the review of the program authored by Professors Karen Strier, Erika Marin-Spiotta, and Stephanie Tai, and the response to the review from the staff of the EC program.

First, I take the opportunity to thank the reviewers, Professors Strier, Marin-Spiotta, and Tai, for taking on this important task in addition to their many other obligations. They provided a thoughtful and very useful report.

Overall, the review was positive. The reviewers indicated that they believed that EC is a valuable program and strongly endorsed its continuation. They also identified areas where improvement might be called for, and as the response of the EC team indicates, these were seriously considered and efforts will be made to address them. Some will require continued effort over time, such as the cultivation of broader support among faculty across campus.

We draw attention to one point made in the review which has implications for all programs of this type. It concerns the desirability of growing the EC program well beyond its present size. The review team expressed reservations about doing this. They stated: “The program’s efforts to recruit incoming classes of 25 students seems appropriate, not only for sound fiscal reasons, but also because of the heavy advising commitment and challenges of matching student interests for the final projects (conducted during the last 2-3 months of the program) with those of EC partners in the conservation community.”

I am of the opinion, conversely, that we do not know what a larger cohort might mean for program strength, since new students also means increased staff resources and expanded networks. It so happens that the incoming class for summer 2019 is the largest to date at approximately 32. We at Nelson intend to use this as an opportunity to “stress test” the program and determine what kind of growth we can sustain. I am reasonably confident that we have a larger audience out there for UW-Madison training, than we are meeting at present. We will need to see what we can deliver at scale.
The success of the EC program to date is because of the staff, Nathan Schulfer, Meghan Kautzer, Sarah Graves, and Shelly Strom. I commend them for their dedicated work in managing this program with efficiency and sensitivity.

Copies: Jocelyn Milner, APIR
Paul Zedler, Nelson Institute
Lynn West, Nelson Institute
Stephanie Tai, Law School
Nathan Schulfer, Nelson Institute
Bill Karpus, Graduate School

Nicole Wiessinger, APIR
Tara Mohan, Nelson Institute
Karen Stribor, Anthropology
Erika Marin-Spiotta, Geography
Parmesh Ramanathan, Graduate School
Review Committee Report for Environmental Conservation MS Program

Date submitted: 20 March 2019

Review Committee Members: Karen Strier (Chair), Erika Marin-Spiotta, and Steph Tai (GFEC representative)

SUMMARY

The Environmental Conservation (EC) MS Program is a 32-credit, 15-month professional Master’s degree program designed “to train conservation leaders in practical in a blended, on- and off-campus program.” The program has been operating for 5 years, having been reconfigured from the former Conservation Biology and Sustainable Development (CBSD) Master’s degree. According to the Self-Study the EC program has trained 98 students in its first four cohorts, with 97 of them graduating, and there are 24 students in its current (fifth cohort) on target to graduate in 2019.

Based on our review of the program’s Self-Study, supporting material, and interviews with students, staff, and faculty, we applaud the EC program for its particular successes in: i) recruitment levels that permit it to bring income to support other activities at the Nelson Institute in addition to remaining financially self-sustaining; ii) establishing a strong group of project partners where students get first-hand experience in their chosen areas of environmental conservation activities for their final projects; and iii) their high post-graduate placement levels. These achievements are impressive for a budding program, and we were particularly impressed with the commitment and dedication of the full-time staff who have made these possible.

Our recommendations for strengthening the EC program include: i) developing a strategic governance plan; ii) clarifying advisor roles and project placement processes and bringing academic advisors into the process at an earlier stage; iii) increasing faculty involvement and overall integration of the EC program on campus; and iv) performing a curriculum review.

Our review begins with a summary of our process, including the activities of the review committee and materials reviewed, followed by our perception of the EC program’s strengths and weaknesses. We close with some specific recommendations for the future. Following review guidelines, we do not reiterate data provided or points made in the Self-Study unless necessary to contextualize our comments.

ACTIVITIES OF THE REVIEW COMMITTEE AND MATERIALS REVIEWED

Process: We received the Environmental Conservation (EC) MS Program’s Self-Study and our charge from Paul Robbins, Director of the Nelson Institute, on 16 January 2019, with a request for our report by 25 March 2019. We worked with Paul Zedler, Interim Chair of EC, and
especially Tara Mohan, Curricular Administration Specialist at the Nelson Institute, to set up meeting times. The committee met on 20 February 2019 to discuss additional materials to request beyond that provided, and to identify which members of the program to contact for interviews. Interim Chair Paul Zedler was unable to attend due to weather-related travel delays. We held interviews on 13 March 2019, as described below. Committee chair Karen Strier drafted the first version of this Review, with additions and revisions from GFEC representative Steph Tai and committee member Erika Marin-Spiotta. All committee members then reviewed and endorsed our final report.

Materials reviewed: In addition to the Self-Study, the committee reviewed:

1) The Current EC course and curriculum requirements (via existing website links);
2) Course syllabi for required courses in the program and a list of elective courses taken by students;
3) Supplemental material on academic advising in the program;
4) Additional student diversity demographics (Note that data on the Female/male student ratio [3/4 are women], and domestic/international ratio [90 of 121 students were US] were included in the Self-Study; the additional documentation showed a majority of domestic students are white, with 0-2 Hispanic/Latino, 0-1 Asian, 0-1 Hawaiian/Pacific Islanders, 0 Black/African American of annual cohorts of 14-20 domestic students).

Interviews conducted: On 13 March 2019, we met with the following individuals/representatives:

1) Current EC student representatives (two attended)
2) Advisors (two attended)
3) Instructors (two attended, one of whom was also present as an advisor)
4) Nathan Schulfer, Director of International & Professional Programs
5) Janet Silbernagel, Past EC Program Chair
6) Paul Zedler, Interim EC Program Chair (via conference call)

**STRENGTHS OF THE EC PROGRAM**

**Sustainable size:** The EC program has been successful in sustaining sufficient enrollments to cover all of its costs while also bringing additional income to support other activities at the Nelson Institute. Students from the program who enroll in other UW courses also bring funds to those departments. These financial agreements currently exist for only two departments at present, Geography and Forestry and Wildlife Ecology, where faculty who teach courses with EC student enrollments are also among those who serve as much needed EC faculty advisors.

The program’s efforts to recruit incoming classes of 25 students seems appropriate, not only for sound fiscal reasons, but also because of the heavy advising commitment and challenges of matching student interests for the final projects (conducted during the last 2-3 months of the program) with those of EC partners in the conservation community. EC staff maintain strong relationships with major conservation organizations, such as Conservation International, The
Nature Conservancy, and Rainforest Alliance, but competition for obtaining placements for EC students is increasing with the growing demand from other institutions seeking summer internships for both graduate and undergraduate students. A larger EC entering class would run the risk of straining the already heavy workload of the existing staff and undermining the EC program’s current success with placing students with their project partners.

Placements and success with project partners: A distinguishing feature of the EC program highly valued by current students is its successful placement of students with conservation organizations that serve as hosts for the student’s final projects. These placements have been developed over time and with established personal networks among EC staff and instructors. The program has now been operating long enough to have generated EC alumni, who are further extending the network of potential placements for EC students through not only their own placement, but their larger professional networks.

High post-graduate placement levels: The EC program has also been extremely successful in securing post-graduate employment for its students. Their first three graduate cohorts show nearly 100% employment within 6 months of graduation (with a majority of students obtaining employment within two months of graduation), despite a generally weak market in the government sector over the last two years. Of the graduates, approximately 33% entered the non-profit sector, 33% government, 9% education, and 9% private sector; 4% elected to enter other graduate programs and the remaining 9% were listed as "other."

Dedicated staff: The success of the EC program is heavily dependent on two key staff, Meghan Kautzer and Nathan Schulfer, who help students with their Individual Development Plan and to finalize their MS projects and liaison with faculty advisors, as well as to negotiate the students’ projects with the project partners. Although there is a Program Committee and a faculty Chair (currently, Interim chair Paul Zedler), most of the operational activities of the program revolve around these two key staff, together with EC course instructors, and two PhD academic staff (Rob Beattie and Alberto Vargas) who advise a large number of EC students. A number of other faculty serve as individual advisors to particular students.

Suggestions for Strengthening the EC program

Governance: The EC program’s Self-Study includes among its future directives a need to “continue to expand the size and diversity of the EC program committee.” We would agree with this self-assessment and extend it to include a strategic governance plan that also includes a plan for the Program Chair succession, terms for members of the Program Committee and recruitment of new members, and periodic meetings of the Program committee for programmatic development, as well as clear expectations for the roles and duties of these positions. Currently, the EC program committee consists of a total of 10 individuals: the Program chair, seven faculty/staff, and two student representatives. Continuation on the program committee is voluntary and new members are only recruited when there are openings. However, we were told that the Program Committee exists in case issues arise but
otherwise does not have regularly scheduled meetings. There is also no clear process of Chair succession, which makes the program potentially vulnerable to leadership gaps. We suggest that regular meetings, even if only once or twice a year, would provide useful opportunities for engagement and community-building. Appointment terms, at least for faculty, could be finite (but renewable), and future chairs could be identified in advance. Recruitment of additional faculty might also help to increase the faculty advisor pool and strengthen connections between the EC program and the rest of the campus. Other more established interdisciplinary professional programs on campus (such as LaFollette) might provide good models for governance and for expanding faculty participation.

**Project Placement and Advising:** The individualized nature of the EC program and its success with placing students with conservation project partners were identified by students as being among its major attractions that distinguish it from other professional conservation master’s programs elsewhere. Both of these attributes of the program require extensive interaction between students and the staff, who work to identify the best partners and projects for each student’s interests. This can be a long process, depending on the clarity of the student’s interests and the fit between them and the needs of the partner organizations where they will conduct their final projects during the last summer of the degree term. Ideally, these arrangements can be made during the fall semester, but in some cases finalizing where the students will go does not occur until mid-spring. Although it may not be possible to predict when arrangements can be finalized, greater communication about timelines and about the tremendous efforts of staff to work on these arrangements might help minimize the stress to both students and staff. Students might be reassured to learn via regular feedback that their project placements are being diligently pursued on their behalf. Clearer communication about funding opportunities available to support student placement would also alleviate some of the stress involved with the process, as traditional graduate student awards are often not available to professional Master’s students enrolled in a short program. Timelines about when students should become actively involved in communicating with their partners and what staff are doing at what stages of their program might be made more explicit for each student, perhaps in a dynamic way where students can easily check on the progress of their partner placement without having to consult with the staff. This would allow students to better accommodate other timelines, such as those for travel grant applications or other forms of financial support. In addition, where students have their own contacts and experience working with conservation partners, students could be more engaged in the placement process, relieving workload for the staff and building necessary skills in students.

The current policy is to wait until project placements are established before recruiting academic advisors. This has been a deliberate policy to protect faculty time commitments, as described in the Self Study. However, offering faculty the opportunity to become involved earlier in the process is likely to be beneficial to all involved and may alleviate some of the concerns about faculty engagement and student placements. Not only would it permit faculty to become more invested in the students' outcome, but it might also be a way to tap into faculty connections and expertise in particular areas. Having faculty advisors engaged at the time students are beginning to write their practice grant proposals (i.e., start of spring semester) might be
beneficial both to students and to faculty if they have particular guidance to offer or even other faculty connections on campus to recommend. Faculty input earlier in the project placement process might also help EC students to learn about potential funding opportunities both on and off campus. Finally, early participation of faculty in the program before placements and projects are decided may be an incentive for engaging new faculty, who would be able to contribute input along the way and become more invested in student success.

Integrating the EC program across campus: The Self Study reports that 26 faculty, staff, and outside partners have served as academic advisors for 97 EC students, but that many of these individuals have few advisees and the program relies heavily on two PhD academic staff (Rob Beattie and Alberto Vargas) for many students. We suggest that the EC program continue to work toward increasing the number of faculty and academic staff who can serve as academic advisors for EC students in order to relieve workload and also enhance the professional networks and experiences of students enrolled in the program. In addition, given the success of the EC program in attracting international students from the Global South, greater integration with other academic programs on campus, and especially through broadening the participation of faculty advisors, would be an enriching experience for all involved.

One of the faculty advisors we interviewed described both the benefits and challenges of having EC advisees together with academic, research-oriented PhD students. In this case, there were some additional incentives, in the form of dollars per credit paid to the faculty member’s department for EC students enrolled in those classes, that were then applied to support PhD students to help mentor the EC student. There may be other faculty on campus who would welcome both the diverse backgrounds and perspectives of EC students, and the influx of funds to their departments and their research groups that follow EC students into their elective courses around campus. Thus, it may be possible to expand the number of faculty involved in the EC program by communicating to a larger community the kinds of opportunities that teaching and working with EC students might provide.

Curriculum: The EC program has developed an effective 15-month masters’ degree that begins in the summer, continues across the next academic year, and completes at the end of the second summer. It includes a combination of in-class and on-line learning and culminates in the final project conducted at a partner institution. Overall, we were impressed with the breadth of topics covered. This was seen as a selling point for the students we interviewed, since many of them wanted to use this program to fill in gaps in their earlier educational backgrounds. However, as might be expected in any program that attracts students with diverse backgrounds, it is difficult to find a one-size-fits-all level of instruction. This seems to be particularly the case for the first summer introductory course (Conservation of Biodiversity, ES 951), which should be a critical foundation course for the rest of the program. We suggest that some attention be paid to this course, particularly to ensuring that it is current and provides all students coming into the program with contemporary perspectives on the field. This might be enhanced with the inclusion of an additional, possibly optional module, that would provide the foundational background for students coming from other backgrounds and therefore in need of
additional preparation. Engagement with a diverse set of faculty conducting conservation-related research in the introductory course could also be considered.

We also note that the grant writing course, which students take during the spring semester, could be amended to encourage students to make contact early on with potential experts or PIs and researchers with experience at the sites in which they propose to work. Encouraging students to do this early in the grant writing process might facilitate new networks as well as minimize the risk of students proposing projects that might not be feasible for a number of reasons. Grant writing is an important skill and this seems like a great opportunity from which students could get even more if they can also use it as way to connect to established researchers in the areas in which they hope to work.

**Miscellaneous:** One of the areas for ongoing attention identified in the Self Study was to “continue recruiting international students and diversifying domestic students.” We could not agree more, and we encourage the EC program to consult with other professional programs at UW, as well as with other EC-type programs on other campuses, about possible strategies for doing this. Greater engagement with topics of climate change and environmental justice and placements with urban conservation agencies, in additional to the more traditional conservation NGOs, such as CI, TNC and Rainforest Alliance, would be one way to broaden the appeal of the program to a more diverse community of U.S. students.

A second consideration pertained to the size of the EC program. There is strong agreement that it is currently holding at an optimal and functional size. We suggest that external pressures to expand the program should be evaluated carefully, especially in light of the challenges of finding project partnerships for a larger number of students in what seems to be an increasingly saturated partnership environment.

**Recommendations**

We commend the EC program for its success in recruiting, training, and placing students during its five years to date. We also applaud the great commitment of program staff, instructors, and advisors, upon whom the ongoing success of the program depends. We encourage the EC program to pursue the directives as outlined in the Self Study, and we propose the following additional initiatives:

- Develop a strategic governance plan that includes a plan for the Program Chair succession, terms for members of the Program Committee and recruitment of new members, and periodic meetings of the Program committee for programmatic development and overall review.

- Strengthen advising communication, including defining and conveying staff versus faculty advisor roles and when possible bringing faculty advisors into the process at an earlier stage, and provide students with ways to check on the timeline of their placement plans and what point at which they should become directly involved.
• Develop a plan for increasing faculty involvement and overall integration of the EC program [including courses and faculty] with others on campus, perhaps through recruitment events and incentives such as information about payment per credit.

• Review the curriculum with particular attention to the summer introductory course and the grant writing course.
Environmental Conservation program responses to 5/10-year Faculty Committee recommendations:

1. During summer 2019 EC staff will develop a plan for Program Chair succession, and for term lengths for committee members. This plan will be shared with the EC Program Committee during the fall 2019 meeting for review and approval. During the spring 2019 committee meeting we also discussed ways in which we can recruit new members to our program committee, including updates to our academic advising guidelines, and through increased outreach to faculty members across campus. We will also work on increasing and diversifying our committee membership during summer 2019.

2. Our team is now working on new communication documents, timelines, and guidelines that will better define advising roles for faculty, staff, and students. We will also work to bring faculty into the advising process earlier, while developing a better system for students to track the progress of their project. This system will also offer more ways for students to effectively engage in the development of their MS project.

3. Building on point #1, we will work and implement new ideas for recruiting members to our program committee, including updates to our academic advising guidelines, and through increased outreach to faculty members across campus. We believe these efforts will increase and diversify our committee membership.

4. We will continue to do annual evaluation of the EC program, as per campus rules, which includes review and assessment of all courses in the EC curriculum.
September 23, 2019

William J. Karpus
Dean of the Graduate School
Professor of Pathology and Laboratory Medicine
University of Wisconsin – Madison
Sent Electronically

Dear Dean Karpus and the Graduate Faculty Executive Committee,

Upon submission of the MS Pharmacy ten-year program review, the recommendation of GFEC was for the program to address the following recommendations in writing by October 1, 2019: 1) recruiting and enrollment of a more diverse student group, 2) encouraging students to seek electives based on personal and professional goals, 3) broadening advising beyond the operations of pharmacy and healthcare, 4) tying electives to the Master’s project, 5) expanding interaction with students in other degree programs, 6) and diversifying the leadership team with hires from outside the organization.

We agree with these six recommendations. Please see below for our responses and action plans for each recommendation.

1. **Recruiting and enrollment of a more diverse student group**
   Program leadership met with David Mott, Division Chair for Health Services Research in Pharmacy (HSRP) and Associate Dean for Advancement, who was a member of our program’s review committee, to further understand this recommendation and discuss an action plan. The recommendation stems from two areas – the University’s desire to increase enrollment of diverse students and strengthening program preceptor competency around issues related to diversity.

   a. **Increasing enrollment of diverse students:**
      Program leadership met with Lisa Imhoff, the School of Pharmacy’s Assistant Dean for Diversity and Inclusion Initiatives, on August 8, 2019 to discuss the recommendation from GFEC and strategize on how to accomplish this. Based on this meeting, the program will:
      1) include programs available through UW-Madison for underrepresented minorities in our marketing materials: (i.e.: Native American Center for Health Professions – NACHP, etc.);
      2) participate in career fairs in Schools of Pharmacy with a higher percentage of underrepresented minorities and/or participate in ASHP state-affiliate meetings in states with higher proportions of diverse pharmacy students, with a focus on marketing our program to students of diverse backgrounds;
      3) convene a focus group in winter 2019/2020 of the six most recent graduates of diversity from our program to gain their counsel on strategies we could employ to make the MS Pharmacy program more appealing to those with diverse backgrounds. Then subsequently we will evaluate those recommendations for implementation.

   b. **Increasing program preceptor competency around diversity:**
      Assistant Dean Imhoff also recommended completing training for our program’s leadership to reduce implicit bias. On September 3, 2019 our program coordinator and nine current graduate students attended “Recognizing and Reducing Implicit Bias” training at Union South. These ten individuals will be leading our program recruitment and interviewing process for our next class which will start in June of 2020. Then starting in 2020, this
training will be required for all individuals involved in recruitment and interviewing of graduate candidates, provided the program remains available through the University. Additionally, effective this fall, UW Health’s Cultural Awareness computer-based training module will be required training for individuals participating in the recruitment and interview process for our graduate program.

Lastly, we are very proud that since 2012, 17% of our graduates have been underrepresented minorities and we look forward to building upon this diversity in the future.

2. **Encouraging students to seek electives based on personal and professional goals**

The stated mission of our program is to train and cultivate the next generation of top health system pharmacy executives on a national level, and the jobs our graduates accept straight out of the program are consistent with accomplishing this objective. We agree that offering diverse, contemporary courses is imperative. Over the past three years the program has made several improvements to our required and elective coursework, including OTM 421: Fundamentals of Supply Chain Management, OTM 722: Logistics Management, MHR 728: Bargaining Negotiations and Dispute Settlement for Managers, ACCT IS 710: Managerial Accounting, and ISYE 859: Special Topics in Human Factors Engineering. This broadening of elective coursework was a direct result of suggestions offered by our current graduate students based on their professional goals. On an annual basis going forward, we will seek council of our graduate students on ways we can continue to broaden elective selections. Additionally, every six months, the program will advise students to enroll in elective courses that are reflective of their individual personal and professional goals and will emphasize that taking courses as a cluster or group may not be in the student’s best interest.

3. **Broadening advising beyond the operations of pharmacy and healthcare**

Effective immediately, the program will begin to partner with faculty in the Health Services Research in Pharmacy division of the UW School of Pharmacy to assist in the advising of graduate student MS projects. Emphasis will focus on research methods and statistical analysis to increase research rigor and likelihood of publication. Additionally, the Chair of this Division has accepted an invitation to participate on our residency program and graduate student Advisory Committee going forward.

4. **Tying electives to the Master’s project**

We believe that the currently recommended elective coursework ties very closely to most of our graduate student Master’s projects, but agree that this should continue in the future. For example, one of our current graduate student’s MS project is to implement robotic technology to produce sterile medications for patients at UW Health. He is taking ISYE520: Quality Assurance Systems as an elective course. This coursework has provided this student with an understanding of how to consistently provide products that meet patient needs and regulatory requirements, thus directly correlating with his Master’s project. The program will continue to emphasize to our graduate students the value of taking elective courses that are synergistic with their Master’s project. The program leadership has met with current second year students to discuss this and will meet with first year students in November, 2019 as they begin to select their Master’s projects.

5. **Expanding interaction with students in other degree programs**

The coursework taken for the MS-Pharmacy degree currently enables extensive interactions with MBA, MPH, and PhD students across the UW campus. They also occasionally interface with graduate students from the School of Pharmacy in the divisions of HSRP, Pharmacy Practice, and
Pharmaceutical Sciences. As coursework changes, we will continue to ensure opportunities are available for the students to interact with students from these various degree programs.

6. **Diversifying the leadership team with hires from outside the organization**

The UW Health Pharmacy Department strives to hire the best possible candidates into vacant leadership positions. The department always conducts external searches when vacant leadership positions exist. In recent years, often the top candidate for our vacant leadership positions has been one of our past graduate students, and they have returned to UW Health. Additionally, retaining top internally-developed talent has been a high priority of our senior leaders at UW Health in recent years. We agree that improved leadership team diversity is valuable, and, as we have vacant pharmacy leadership positions in the future, we will continue to ensure that positions are posted and recruited for via national searches. Our most recent vacant manager position in the department was filled by an individual who transitioned to UW Health from the University of Kansas.

Sincerely,

Steve Rough, MS, RPh., FASHP
Senior Director of Pharmacy
UW Health
Clinical Associate Professor
UW School of Pharmacy
15 May 2019

Steve Rough, M.S., R.Ph., FASHP
Senior Director of Pharmacy
Clinical Associate Professor
School of Pharmacy
University of Wisconsin–Madison
Sent Electronically

Dear Professor Rough,

When the School of Pharmacy assembled a review committee to conduct the ten-year program review of the MS in Pharmacy, Professor Gail Robertson was asked to serve as the Graduate Faculty Executive Committee (GFEC) representative. Professor Robertson led a discussion of the review at the GFEC meeting on May 10, 2019. In this letter, I summarize the committee’s discussion.

The GFEC learned of the strengths of this program, which include a national reputation for producing top tier candidates for pharmacy leadership positions, strong relationships with the health center, strong interdisciplinary curriculum, competitive tuition support, students equipped to enter into leadership roles, a strong preceptor and advisor development program, and continuous feedback structure to improve the program.

In addition to these many strengths, the GFEC discussed some of the challenges facing the program. The committee provides the following recommendations: recruiting and enrollment of a more diverse student group, encouraging students to seek electives based on personal and professional goals, broadening advising beyond the operations of pharmacy and healthcare, tying electives to the Master’s project, expanding interaction with students in other degree programs, and diversifying the leadership team with hires from outside the organization.
The GFEC recommends the program engage in efforts to address the recommendations of the review committee and provide a written response by October 1, 2019, which will be discussed at a subsequent GFEC meeting. Thank you for your commitment to graduate education.

Sincerely,

William J. Karpus
Dean of the Graduate School
Professor of Pathology and Laboratory Medicine

Cc: Steven Swanson, School of Pharmacy
Kenneth Niemeyer, School of Pharmacy
Charles Lauhon, School of Pharmacy
Jocelyn Milner, Office of the Provost
Nicole Wiessinger, Office of the Provost
Parmesh Ramanathan, Graduate School
Emily Reynolds, Graduate School
To: Steven M. Swanson, Dean, School of Pharmacy  
Cc: Ron Burnette, Chair, Pharmaceutical Sciences Division  
Melgardt de Villiers, Assoc. Dean for Academic Affairs, School of Pharmacy

From: Charles T. Lauhon, Asst. Dean for Graduate Education, School of Pharmacy

Re: Pharmaceutical Sciences Graduate Program Review – Program Response to GFEC Recommendations

September 15, 2019

Dear Dean Swanson,

This document serves as the written response from the Pharmaceutical Sciences Division to the recommendations by the GFEC as part of our Ten-Year Graduate Program Review. We are pleased that the committee found many aspects of the program to be characteristic of a highly effective graduate program. With any program, there is always room for improvement and the committee has made some excellent observations about areas in which we can do better. Below is a summary of our current thoughts and actions that address their concerns. I want to thank Professor Robertson and the committee for their insight in helping us assess and improve our program.

1) Create a succession plan for program leadership
Because the program is tied closely to a single academic unit and enjoys strong faculty governance, we believe a formal succession plan (e.g., one that employs an Asst Director, for example), is not necessary at this time. That said, there exist mechanisms for faculty involvement in major decisions that affect the program. These include the admissions (and recruiting) committee, which is chaired by a faculty member that is not the program director, and the new PharmSci Graduate Committee, which may evolve into a steering committee of sorts for the program. We feel confident that the next director would logically come from either of these groups and be able to hit the ground running as the Director.

2) Engage students in decision making
As a result of valid concerns about student input in governance, we have created a new PharmSci Graduate Committee that includes both faculty as well as students to increase student involvement in decision making. The committee consists of three faculty members and four students that include representatives of each core of the Division. Items brought to the faculty by this committee will be more strongly vetted and should lead to greater transparency in our governance process. We are currently working on the charges for the committee, which will include policy interpretation and program improvement, as well as climate issues. The committee will meet approximately 1-2 times per semester.
3) **Develop website improvements aimed at enhancing recruitment and ease of access of information**
Program leadership has reached out to the new School of Pharmacy Communications and Marketing Division and their leadership to be part of the recently launched School website and marketing improvement initiative. These improvements are in the early stages and we are in the queue.

4) **Update the student handbook**
We are constantly updating the handbook, as it is an online “living document”. Our current targeted improvements are in preliminary exam resources, with a new rubric in development, fellowship information from our new hires in research administration, and climate and mental health resources. One of the charges for the new PharmSci Graduate Committee will be to review the handbook with the students to identify new areas for improvement.

5) **Enhance teacher training to support teaching assistants**
We currently require all TAs to undergo training that is offered by the School of Letters and Science, as well as a TA equity workshop offered by the Graduate School. We also publicize and promote the Delta programs offerings for interested students. An additional possible source of ‘in-house’ training is a current teaching certificate program run by Prof. Beth Martin, who is a member of the UW Teaching Academy and our Asst. Dean for Learning and Assessment. We are discussing with her possible workshops that our TAs could use to improve their skills.

6) **Seek out recognition opportunities for international students**
We currently offer five TA Awards and seven Travel Awards, the majority of which have been awarded to international students over the last ten years, so we believe we do a good job of this internally. In addition, we award every incoming student at least one semester fellowship in their first year. There are a few national awards targeting international students that we are promoting to our students. We will also use the PharmSci Grad Committee to consider other possible awards for this student population. One idea is an award for service to the Division/School.

7) **Create a more uniform preliminary exam format**
Faculty have discussed this issue often over the years and we revisited it briefly this year. The format is currently identical for all students, except for the nature of the proposal topic. Our program is very diverse and harbors the cultures of both the biological and physical sciences. In physical sciences, for example, preliminary exam proposals usually focus on a topic unrelated to the student’s research because it better prepares them for developing new ideas required to secure their first academic appointment. This is not the case in biomedical sciences, in which postdoctoral appointments are longer and the expectation is that they bring their research with them to their first faculty position. Our current policy is to embrace both cultures and allow the PI to decide what is the best option for training their students. This can be perceived by the student as unfair, but in fact it reflects the attentiveness of the faculty to the optimal training of students based on the requirements of the field. Perhaps more communication is necessary to increase student understanding in this area.
8) **Implement individual development plans (IDPs) for all students**
We have promoted IDPs for years and will make them required as of this year. We are currently seeking advice on how to enforce this policy.

We thank the committee for their thoughtful input and hope our response inspires confidence that we are thoughtfully addressing their concerns and will strive to use these initiatives to further strengthen our graduate program.

Respectfully Submitted,

[Signature]

Charles T. Lauhon, PhD  
Assoc. Professor  
Director of Pharmaceutical Sciences Graduate Program
22 April 2019

Ronald R. Burnette, PharmD, PhD
Professor and Chair
Pharmaceutical Sciences Division
Associate Dean for Faculty Affairs
School of Pharmacy
University of Wisconsin–Madison
Sent Electronically

Dear Professor Burnette,

When the School of Pharmacy assembled a review committee to conduct the ten-year program review of the MS/PhD/Doctoral Minor in Pharmaceutical Sciences, Professor Gail Robertson was asked to serve as the Graduate Faculty Executive Committee (GFEC) representative. Professor Robertson led a discussion of the review at the GFEC meeting on April 12, 2019. In this letter, I summarize the committee’s discussion.

The GFEC learned of the strengths of this program, which include responsiveness to prior review recommendations, students who are competitive for receiving national fellowships, well-trained students pursuing diverse careers, strong student activities chapters aligned with American Association of Pharmaceutical Sciences; a strong recruitment strategy that includes a research day; effective student and alumni tracking; student/alumni retreats; the incorporation of a new leadership position with focus on diversity; and strong support, including funding, from the Dean.

In addition to these many strengths, the GFEC discussed some of the challenges facing the program. The committee provides the following recommendations:

- Create a succession plan for program leadership
- Engage students in decision making
- Develop website improvements aimed at enhancing recruitment and ease of access to information
- Update the student handbook
- Enhance teacher training to support teaching assistants
- Seek out recognition opportunities for international students
- Create a more uniform preliminary examination format
- Implement individual development plans (IDPs) for all students
The GFEC recommends the department engage in efforts to address the recommendations of the review committee and provide a written response by **October 1, 2019**, which will be discussed at a subsequent GFEC meeting. Thank you for your commitment to graduate education.

Sincerely,

William J. Karpus
Dean of the Graduate School
Professor of Pathology and Laboratory Medicine

Cc: Steven Swanson, School of Pharmacy
    Charles Lauhon, School of Pharmacy
    Kenneth Niemeyer, School of Pharmacy
    Jocelyn Milner, Office of the Provost
    Nicole Wiessinger, Office of the Provost
    Parmesh Ramanathan, Graduate School
    Emily Reynolds, Graduate School
September 30, 2019

William J. Karpus, PhD
Dean of the Graduate School
University of Wisconsin-Madison

Sent Electronically

Dear Dean Karpus,

Thank you very much for providing the summary of the Graduate Faculty Executive Committee’s (GFEC) discussion of the ten-year program review of the MA/MS/PhD/Doctoral Minor in Anthropology. We are pleased to learn of GFEC’s assessment of our department’s strengths, and appreciate the recommendations for addressing some of the challenges facing our program.

The faculty members have discussed these recommendations. In this letter, I provide responses to each of those recommendations.

- “Seek more funding to increase the fraction of graduate students with financial support”
  - Response: We aim to fund as many of our students in residence as possible, and generally fund a sizable portion with teaching assistantships, project assistantships, and lectureships. For instance, in the spring semester of AY 2018-19 we had a total enrollment of 56 graduate students, of which 23 (41%) had support from our department. Of the remaining 33 students, 12 had secured funding from other departments. Our students are interdisciplinary and are quite successful in securing teaching positions in other departments that have downsized and ended up not having enough of their own graduate students to TA for their courses and meet their curricular needs. Among the students in our program who did not have university support, some were away conducting their dissertation fieldwork and some were working in other capacities with access to financial support.
  - Many of our graduate students need skills in foreign languages in order to accomplish their field research; our students are very successful at obtaining FLAS funding, which provides them with a stipend and tuition remission.
  - We have used increases to our departmental budget to expand our support of graduate students in the form of TAships beyond our baseline allocation.
  - We regularly partner with the FIG program in the fall semester to offer FIG-only discussion sections that are supported by funding from the FIG program, offering opportunities for teaching assistants.
  - As a response to the successful Day of the Badger in spring 2019, we have a modest increase in our resources that can be used to support graduate student travel for professional conferences and research.
A number of our faculty also secure support from external sources such as NSF, which they use to support students in their research and fieldwork.

- “Implement measures to improve communication with, and among, graduate students”
  - Response: The director of graduate studies (DGS), along with the graduate coordinator, will formally meet with AnthroCircle graduate student representative(s) once per semester. In addition, the DGS will also hold meetings that invite all of the department’s graduate students to attend. Finally, a departmental “semester check-in form” was updated and revised in May 2019. The new form, which is designed to ensure regular and face-to-face communication between graduate students and faculty advisors, will be effective in Fall 2019.

- “Designate the director of graduate studies as the faculty liaison for AnthroCircle”
  - Response: The DGS will act as a faculty liaison for AnthroCircle’s graduate student members.

- “Continue to implement new assessment plans”
  - Response: In May 2016, the department embarked on a multi-year assessment plan for the graduate program. An annual assessment is carried out to evaluate the status of the program each spring. Each year, the Graduate Studies Committee examines data on enrollment, course progression, and degree completion. The committee creates a report with findings and suggested recommendations for changes/additions to the program. Recommendations are reviewed and approved at the final Faculty Meeting of each year.
    - Major learning goals are examined in each of the years. In the most recent academic year (2018-19), for instance, the committee assessed the following learning goal: “Formulates ideas, concepts, designs, and/or techniques beyond the current boundaries of knowledge in one of the three subfields above in the preliminary exam and dissertation.”
    - For academic year 2019-20, the learning goal to be assessed is: “Carry out original anthropological research and produce publishable work in the field including the writing of a dissertation; have a command of one or more foreign languages suited to their research when appropriate; actively compete for major intra- and extramural research grants; follow ethical principles of the discipline; and teach effectively as assistants to professors in the department.”

- “Increase TA appointments to 50% positions and improve TA training”
  - Response: By reallocating STS funds and tapping into an increase to our budget due to enrollment expansion, we have increased TA appointments to 50% for all courses with discussion sections, effective Fall 2019.

- “Include a funding guarantee for the first four or five years in the admission letter sent to all applicants admitted to the program”
  - Response: Our department has had several robust discussions about the benefits and challenges in offering 4- or 5-year guarantees in admission letters, and has concluded that the 3-year guarantee is most appropriate for our program.
The discipline of anthropology and our graduate program depend heavily on extended field research. Students who do not complete extensive original fieldwork will be disadvantaged in post-graduation market opportunities. The majority of our students need to conduct fieldwork for extensive periods of time (in some cases a year or more), and many begin to do so in their third or fourth year of the program. This, combined with the external variables involved in planning and carrying out such fieldwork (i.e., securing funds, permits, travel visas, etc.), makes it difficult for the department to predict when students will go into the field and would make it difficult for us to plan on when they would be able to utilize their 4th or 5th year of funding (assuming they would be allowed to take a break in their funding guarantee to go to the field).

Our department is reliant upon Teaching Assistantships to fund our graduate students. Our TA budget allows us to make a maximum of 17 guarantees and at any given time, all of these are in use. Offering 3-year guarantees provides us with the most flexibility for both graduate student academic needs and departmental pedagogy (in the form of Teaching Assistantships).

Many of our graduate students are successful at obtaining FLAS funding, which takes them out of the TA pool, freeing up TA positions for students who are not on guarantee or who have passed the 3-years of their guarantee. Thus, we in effect do provide many of our students with 4 or 5 years of funding, although we do not guarantee it.

Ultimately, we would very much like to be able to offer 4- or 5-year guarantees. However, we would need to know that such support can be offered with some degree of flexibility. It would be beneficial for both the student and the teaching mission of the department if certain years of guaranteed support could be “banked” and used at later points in a student’s tenure. If we knew that we could count on the Graduate School or the College to provide us with TA bridge funding in semesters or years where we have more students in residence on guarantee than TA lines in the budget, it would also be beneficial. Without such flexibility, it may lead to slower PhD completion rates for students with a 4+-year guarantee, since they might delay their fieldwork to make the most of their financial package.

Thank you, again, for providing us with these invaluable comments and recommendations. We look forward to hearing the results of GFEC discussions regarding our responses to its recommendations. We greatly appreciate your consideration and efforts.

Sincerely,

Nam C. Kim
Director of Graduate Studies

Sissel Schroeder
Department Chair
Cc: Karl Scholz, College of Letters & Science
    Eric Wilcots, College of Letters & Science
    Greg Downey, College of Letters & Science
    Susan Zaeske, College of Letters & Science
    Elaine Klein, College of Letters & Science
    Hanna Shilts, Department of Anthropology
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