Due to the COVID-19 crisis, this meeting will take place via Webex. To access the meeting:
Online: https://uwmadison.webex.com/uwmadison/j.php?MTID=m965b040f7ca11d0cbdaadf8ad5197734
By phone: 1-415-655-0001
Meeting number (access code) 628 408 735

AGENDA

Automatic Consent
1. (1:30 pm) Automatic consent approvals
   a. Minutes from March 13th, 2020
   b. Approval of one-year extension of active Graduate Faculty status for Geoscience Emeritus Professor John Valley. (Parmesh Ramanathan)

Approvals
2. (1:35) Request to approve new Degree Master of Science in Information effective Fall 2021. (Kristin Eschenfelder)
3. (1:45) Request to approve new Named Option “Online Program” in the Master of Science in Information effective Fall 2021. (Kristin Eschenfelder)
4. (1:50) Request to approve new Named Option “Campus Program” in the Master of Science in Information effective Fall 2021. (Kristin Eschenfelder)
5. (1:55) Request to change Master of Arts in Physics from admitting to non-admitting effective Fall 2020 (TBD).
6. (2:00) Request to change Master of Science in Health Services Research in Pharmacy from admitting to non-admitting effective Fall 2020. (Michelle Chui)
7. (2:05) Request to approve new Named Option “Entry Level” in the Doctor of Occupational Therapy effective Summer 2021. (Sharon Gartland)
8. (2:15) Request to approve new Named Option “Post-Professional” in the Doctor of Occupational Therapy effective Summer 2021. (Sharon Gartland)
9. (2:25) Request to approve new Named Option “Professional” in the Master of Science in Civil and Environmental Engineering effective Fall 2021. (Christy Remucal)

10. (2:35) Request to suspend admissions effective Fall 2021 and discontinue effective Fall 2022 the following Named Options in the Master of Science in Civil and Environmental Engineering (Christy Remucal):
   a. Construction Engineering and Management
   b. Environmental Science and Engineering
   c. Geological/Geotechnical Engineering
   d. Structural Engineering
   e. Transportation Engineering
   f. Water Resources Engineering

11. (2:40) Request to suspend admissions effective Fall 2020 and discontinue effective Fall 2021 the Capstone Certificate in Foundations of Professional Development. (Andrea Strzelec)


13. (3:05) Request to change the academic homes of the following programs to the Department of Animal and Dairy Sciences due to the merger of the Department of Animal Sciences and the Department of Dairy Science effective Fall 2020 (Kent Weigel):
   a. MS in Dairy Science
   b. PhD in Dairy Science
   c. Doctoral Minor in Dairy Science
   d. MS in Animal Sciences
   e. PhD in Animal Sciences
   f. Doctoral Minor in Animal Sciences

Program Review

14. (3:10) Communication Sciences and Disorders MS, PhD and Audiology AuD (Christa Olson)
Dean William Karpus called the meeting to order.

Automatic Consent

1. The following items were approved as a matter of automatic consent:
   a. Minutes of February 14, 2020

Approvals:

2. Dean Karpus introduced Assistant Faculty Associate Andrea Strzelec who presented a request to approve a new Master of Engineering (ME) Named Option “Engineering: Polymer Engineering” effective Fall 2020. This is replacing the Mechanical Engineering Polymer Science program which is being transitioned to the College of Engineering.

   Motion: Moved and seconded to approve a new Master of Engineering (ME) Named Option “Engineering: Polymer Engineering” effective Fall 2020. The motion passed unanimously.

3. Dean Karpus introduced Assistant Faculty Associate Andrea Strzelec who presented a request to suspend admissions to Master of Engineering (ME) Named Option “Mechanical Engineering: Polymer Science” effective Fall 2020. This program is transitioning out of Mechanical Engineering and into the College of Engineering.

   Motion: Amend the motion to include discontinuation of the program effective Fall 2021. The motion passed unanimously.

   Motion: Moved and seconded to suspend admissions to Master of Engineering (ME) Named Option “Mechanical Engineering: Polymer Science” effective Fall 2020 and to discontinue the program effective Fall 2021. The motion passed unanimously.

4. Dean Karpus introduced Assistant Faculty Associate Andrea Strzelec who presented a request to suspend admissions to Master of Engineering (ME) in Mechanical Engineering
effective Fall 2020. After discontinuing the program’s named options, there are no programs remaining within the Master of Engineering in Mechanical Engineering.

**Motion:** Amend the motion to include discontinuation of the program effective Fall 2021. The motion passed unanimously.

**Motion:** Moved and seconded to suspend admissions to Master of Engineering (ME) in Mechanical Engineering effective Fall 2020 and discontinue the program effective Fall 2021. The motion passed unanimously.

5. Dean Karpus introduced Assistant Faculty Associate Andrea Strzelec who presented a request to approve a Capstone Certificate in Polymer Processing & Manufacturing in the College of Engineering effective Fall 2020. The capstone certificate is an enhancement to further strengthen the existing program.

**Motion:** Moved and seconded to approve Capstone Certificate in Polymer Processing & Manufacturing in the College of Engineering effective Fall 2020. The motion passed unanimously.

6. Dean Karpus introduced Associate Dean Enno Siemsen and Associate Professor Daniel Bauer, who presented a request to approve a New Degree Master of Science in Business: Analytics effective Summer 2021. This exists as a named option and will eventually transition to a stand-alone degree. Siemsen responded to GFEC questions regarding the recruitment of diverse populations. The diversity strategy will include marketing and recruitment of more domestic students.

**Motion:** Moved and seconded to approve a new degree Master of Science in Business: Analytics effective Summer 2021. The motion passed unanimously.

**Program Review**

7. GFEC member Professor Christa Olson presented the Institutional 10-Year Program Review of the Communication Sciences and Disorders Capstone Certificate. Olson noted the strengths of the program include the high quality of the program, face-to-face academic experience and a high percentage of participants are admitted to graduate school.

The review committee recommendations include promoting the certificate to compete with the increased offerings from other universities, sharing information about work-study jobs available, and doing more to differentiate the capstone from the undergraduate program. Olson responded to questions regarding the level of coursework and funding.

**Motion:** Moved and seconded to accept the Institutional 10-Year Review of the Communication Sciences and Disorders Capstone Certificate. The motion passed unanimously.

8. GFEC member Professor Steph Tai presented the Institutional 10-Year Program Review of the MS Agroecology. Tai noted the strengths of the program include attraction and retention of high quality students that attain successful careers in the field, a supportive environment for interdisciplinary research and practice, a growing interest and increased demand in the field, and UW-Madison offers one of the few programs in the US. The program also excels in professional development.
The review committee recommendations include initiatives to expand diversity, assessing the impact of reliance on GRE scores, identifying potential funding sources for students in the Public Practice Track, and finding devoted space for the program.

**Motion: Moved and seconded to accept the Institutional 10-Year Review of the MS Agroecology** The motion passed unanimously.

9. GFEC member Professor Steffen Lempp presented the Institutional 10-Year Program Review of the Comparative Biomedical Sciences MS and PhD. Lempp noted the strengths of the program include strong leadership, high level of program flexibility, average time to PhD in under 5 years,

The review committee recommendations include consistent administration of handbook guidelines, standardizing a process for students to rotate labs, creating a specific strategy to address minority representation, and increasing cohesiveness within the program.

**Motion: Moved and seconded to accept the Institutional 10-Year Review of the Comparative Biomedical Sciences MS and PhD. The motion passed unanimously.**

10. GFEC member Professor Steffen Lempp presented the Institutional 10-Year Program Review of the Biometry MS. Lempp noted the strengths of the program include the added value provided by the CALS Statistical Consulting Facility to research expertise.

The review committee recommendations include expanding the size of the program through advertising and an increase in the number of faculty, efforts to expand diversity, expanding the program to non-biology statistical consulting, and expanding the Statistical Consulting Facility to serve even more clients on a fee basis.

**Motion: Moved and seconded to accept the Institutional 10-Year Review of the Biometry MS. The motion passed unanimously.**

**Adjournment:**

Meeting adjourned by Dean William Karpus.
April 1, 2020

Dear Dean Karpus,

I respectfully request a one-year extension of graduate faculty status for Emeritus Professor John Valley for the purpose of completing his Ph.D. advising of Rachelle Turnier, a Department of Geoscience graduate student. Emeritus Professor Valley, who retired July 2, 2019, has been Turnier's adviser since she came to UW in 2015. Turnier completed her M.S. degree on schedule in 2017 and plans to complete her Ph.D. in the summer of 2021. She is in good academic standing, published her M.S. in a high-impact journal, and received a departmental teaching award. Ms Turnier has asked Professor Valley to remain her primary adviser of record. He agreed to do so. His background in the mineralogy and geochemistry of sapphires, the topic of Turnier’s Ph.D., will be important for the completion of her thesis, for publishing subsequent papers and in providing advice for her career.

At our March 11, 2020 faculty meeting, our departmental Executive Committee voted unanimously to approve Emeritus Professor Valley’s request to continue as Rachelle’s primary thesis adviser. We now request your approval.

With regards,

Charles DeMets
Department Chair and
Alfred Wegener Professor of Geophysics
Program Change Request

New Program Proposal

Date Submitted: 03/09/20 3:48 pm

Viewing: Information

Sub Plans: Sub Plan Key 1107, Sub Plan Key 1108

Last edit: 03/23/20 12:29 pm

Changes proposed by: wiessinger

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

Name

Elaine M Klein - L&S

Proposal Abstract/Summary:

Request to create a new master's level graduate program, "MS-Information," with two named options ("campus option" and "online option") to be administratively housed in the Information School (iSchool) within the division called the School of Computer, Data & Information Sciences (CDIS) within the College of Letters & Science. This program provide master's level education for adult students seeking entry into a data/information management and some applied computing professions without a baccalaureate degree in the related fields. The program reflects the mission of CDIS to extend access to computing and data-related knowledge to a broader array of students at UW-Madison and to the citizens of state. The MS Information will complement the iSchool's current program array, which includes capstone certificate programs for adult learners in this area, and a long-standing American Library Association accredited Master's program in Library and Information Studies.

3/23/20 - Parent plan integration point reformating done by the Graduate School

Basic Information

Type of Program: Degree/Major

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

A2P 19Feb MSN Information MS.pdf
NOI MSInformation for UW System.pdf
02 13 2020 RFA.docx
0213 budget narrative ms info.docx
0213 ms info regents budget.xlsx

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

02 13 2020 RFA.docx
Home Department: Information School (I SCHOOL)
School/College: College of Letters and Science

The program will be governed by the home department/academic unit as specified. Will an additional coordinating or oversight committee be established for the program?  
No

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

SIS Code:
SIS Description: Information
Transcript Title: Information

Named Options:  
Parent Plan 1107: No Title Found
Parent Plan 1108: No Title Found

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

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

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

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
<th>Email</th>
<th>Phone</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Kim, Kyung-Sun</td>
<td><a href="mailto:kyunsgunkim@wisc.edu">kyunsgunkim@wisc.edu</a></td>
<td>608/263-2900</td>
<td></td>
</tr>
<tr>
<td>Primary Dean’s Office Contact</td>
<td>Eschenfelder, Kristin</td>
<td><a href="mailto:eschenfelder@wisc.edu">eschenfelder@wisc.edu</a></td>
<td>608/263-2105</td>
<td></td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Wiessinger, Nicole</td>
<td><a href="mailto:wiessinger@wisc.edu">wiessinger@wisc.edu</a></td>
<td>608/263-2963</td>
<td>Associate Director</td>
</tr>
<tr>
<td>Primary Dean’s Office Contact</td>
<td>Klein, Elaine</td>
<td><a href="mailto:emklein@wisc.edu">emklein@wisc.edu</a></td>
<td>608/265-8484</td>
<td>Associate Dean for Academic Planning</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>Computer Sciences (COMP SCI)</td>
</tr>
<tr>
<td>Statistics (STATISTICS)</td>
</tr>
<tr>
<td>College of Engineering (ENGINEERG)</td>
</tr>
<tr>
<td>School of Business (BUSINESS)</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:  Set at the named option level (parent plans only)
Will this program be part of a consorital or collaborative arrangement with another college or university?  No
Will instruction take place at a location geographically separate from UW-Madison?  No
Will this program have outside accreditation?  No
Will graduates of this program seek licensure or certification after graduation?  No
First term of student enrollment:  Fall 2021 (1222)
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>
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</thead>
<tbody>
<tr>
<td>Fall</td>
<td>03/01</td>
</tr>
</tbody>
</table>

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

2025

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

2027

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

Shortly after BOR approval, L&S will convene an implementation meeting involving iSchool faculty and staff, colleagues from key UW-Madison administrative and service units, the Division of Continuing Studies, and from the Graduate School, to discuss the program proposal and implementation questions.

With the aim of admitting the first cohort of students in Fall 2021:

CDIS and iSchool will immediately begin working with the Division of Continuing Studies to market the degree program as soon as permitted.

Personnel: the iSchool will hire personnel to teach in and administer the program in the 2020/21 academic year.

Orientation Planning: Planning for welcoming and orienting the fall 2021 cohort will begin in summer/fall 2020.

Advising Planning: Training materials to prepare faculty and staff to advise new MS students will be prepared in winter 2020/2021. Faculty and staff will be trained during the fall 2020 and spring 2021 plenary meetings.

Rationale and Justifications

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

In fall 2018, the University of Wisconsin—Madison and the College of Letters & Science began work on bringing Computer Sciences, Statistics, and the iSchool closer together administratively in order to “bring computing and key related disciplines closer... to encourage collaboration and expand teaching and research activities,” and in September 2019 the School of Computer, Data and Information Sciences (CDIS) was formed as a division within Letters & Science to coordinate the activities of the departments of Computer Sciences, Statistics and the Information School.

One goal of CDIS is to extend access to computing and data related educational opportunities across the UW-Madison campus and to the citizens of Wisconsin more broadly. Many aspects of today’s society demand more data/information literate citizenry and workforce. Technical skills are needed. But the UW-Madison also needs graduates who combine technical skills with the critical thinking, design and communication skills needed to ensure that new data driven computational systems, which society increasingly depends on, reflect and support values such as privacy, fairness, justice and transparency. The MS-Information will give students the opportunity to obtain both sets of knowledge: the technical skills needed to understand systems, and the critical thinking, design and communications skills to govern and critique them. The MS Information is aimed at adult career changers, specifically those seeking an entryway into a data/information/applied computing professions without a prior computing-related bachelors degree.

What is its relation to the institution’s mission? (Consider the mission broadly as a major research university with missions in teaching, research, service, and the Wisconsin Idea.) How does it contribute to the mission of the sponsoring unit(s)?

The proposed revenue generating program fits well within state calls to develop an information technology and data savvy workforce as well as the important society goal of increasing data and information literacy. It fits with current campus strategic plans to develop additional revenue generating professional master’s degrees.

The proposed program is complementary to the Information School’s long standing Masters of Arts degree in Library and Information Studies, extending the iSchool’s information and data management education and career preparation into new areas. The MS degree will share some
The proposed MS in Information is designed to work in conjunction with the existing iSchool housed capstone certificate in User Experience Design (10 credits) and the capstone certificate in Analytics for Decision Making (9 credits). Admitted students who previously earned credits in the capstone certificates can transfer their credits into the MS in Information within 5 years of completion of the original credits after paying applicable tuition differentials (the Analytics certificate is priced at a lower tier). Students admitted into the MS in Information will be eligible to share coursework with students in the capstone certificates.

The MS Information is also coordinated with the MS Design + Innovation degree and will share coursework in the area of User Experience Design/Interaction Design. This cooperative relationship allows students the choice of a more general information/data management degree (MS Information) or a more focused design degree (MS D+I).

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

The admissions team at the iSchool reports a high level of interest in this degree from prospective students. The iSchool team reports they already have future applicants on stand-by waiting for the proposed program to move forward. Further the MS-information will help the iSchool grow its international student population, and its pipeline from campus undergraduate degrees, which is currently low compared to iSchool peers.

The iSchool admissions coordinator reports that international applicants regularly turn down offers of admission to the iSchool because of the lack of a information/data management degree (MS Information), which is seen as more attractive than the MA library and information studies. The iSchool admissions coordinator, and the Digital Studies undergraduate advisor, also report a high level of interest among undergraduates in a potential MS Information degree.

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

Division of Continuing Studies at UW-Madison facilitated a Burning Glass Insight Job Posting Analysis for the MS Information in June of 2018 and reports a high number of relevant job postings with the highest demand on the west and east coasts, but with good demand in the Midwest including Michigan, Minnesota, Illinois, Ohio and also Wisconsin.

Bureau of Labor Statistics show an expected salary increase for people using a graduate degree to move into the information technology and analytics fields from prior careers (our target audience). Academic field statistics reported to the Associate for Library Science Education (ALISE) show that peer programs at state universities have strong enrollments showing healthy student demand reflecting the employment forecasts.

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

User Experience Design/Interaction Design: While Human Computer Interaction and User Experience Design are not categories in the Bureau of Labor Statistics Occupational Handbook, similar job titles that require a mix of IT skills with strong understandings of human behavior, organizational factors and design, have above average projected job growth (e.g., Web Designer 27% growth, Systems Analysts 21% growth). The 2018 Burning Glass report suggest 18.8% job growth for software developers (related to UX) and 20.9% growth for computer systems analysts. A 2017 Educational Advisory Board consulting report obtained via Division of Continuing Studies suggests students with this concentration can obtain employment with titles like "User Interface Designer” “Interaction Designer” “Computer Systems Analyst” and those students taking more courses in partnership with Computer Science could obtain jobs as “Software Developers.” The User Experience Professionals Association (UXPA) 2016 jobs survey found average national salaries of $98,000 with average starting salaries of just over $60,000.

Data Analytics for Information Professionals: An Educational Advisory Board consulting report
obtained via Continuing Studies found that occupations related to analytics and data analysis are expected to grow faster than the average of all occupations in the United States. For example, market research analysis positions are expected to increase by 32% by 2022. Bureau of Labor Statistics reports that Management Analyst positions will rise by 9%. Division of Continuing Studies interviews with employers emphasized the need for employees with applied research skills such as "using statistics in a business setting" and "understanding if data are credible" and data communications skills such as information visualization and how to "persuade and influence" using data. Indeed.com reports the average salary for a data analyst nationally as $69,653.

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

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

Human and Organizational Factors in Data and Information Security and Privacy (future area of growth): Educational Advisory Board consulting reports show high demand for master’s level job postings in information and data security both regionally and nationally. The iSchool plans to collaborate with the Business School to create shared curricula in this area. The new curricula would not contain the advanced technical coursework needed to qualify as a “Cybersecurity” MS, but it would produce information professionals who are literate about computer security issues and have expertise in the human factors, data/information governance and policy/legal aspects of information/data security and these skills are in high demand. Technology companies, higher educational institutions, government agencies, NGOs are currently dealing with policy and ethical issues related to collection and use of information and data beyond merely securing data they already have. The 2018 Burning Glass report suggests a 20.9% growth in positions of “information security analysts.” This program will produce students who can address these broader concerns.

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

The required courses of the MS include foundational information science, data ethics, statistics, data flow analysis, communications, cultural competencies and data and project management knowledge. Concentration areas of the new MS program represent emerging, and rapidly growing, areas of the data and information professions. Further, they provide a pathway for students motivated by public good and community concerns to gain important data and technology skills. The MS will begin with two concentration areas:

Area 1: User Experience/Interaction Design (linked to UX capstone certificate)
Area 2: Data Analytics and Data Management for Information Professionals (linked to Analytics
capstone certificate)
Other concentration areas, such as Human and Organizational Factors in Data and Information Security and Privacy, and additional specialized coursework in information science will be added as faculty are hired with program revenues.

Planned growth areas:
- Human and Organizational Factors in Data and Information Security and Privacy
- Specialized information science courses

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 iSchool faculty and staff strongly supported an emphasis on preparation of students for a diverse and multicultural society and voted to include "cultural literacies" as a program level learning outcome. All students will be supported in achieving learning outcome 5. "Demonstrate professional communications, teamwork, and awareness of culture competencies" through the classroom portion of the required internship course. Diversity and inclusion issues will also be addressed by distribution of content across many other program courses and encouragement of the use of classroom materials such as readings developed by diverse voices.

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

The proposed program is complementary to several existing programs on the UW-Madison campus, and it will share coursework with some of them: (a) the professional masters in Computer Sciences, and (b) the MS-Statistics Data Science Option (c) the MS Design + Innovation from Engineering and (d) the MS Business Analytics. It builds on the iSchool's existing capstone certificates in Digital User Experience Design and Analytics for Decision Making.

The MS Information will complement the Computer Sciences Professional Masters (PMP) and it will share courses with CS to promote curricular efficiencies. The MS information is different in that it would include more coursework in the areas of management, policy/ethics, human dimensions of computer systems. The MS Information requires a lower level of technical proficiency prior to admission. The technical coursework for the MS in Information would include more entry-level technology courses than the CS PMP. The program draws a different set of students. The CS PMP is more purely technical in nature and prepares students for jobs that require a high level of knowledge of computer hardware, programming and computational theories (e.g., programmer, software developer). The MS Information mixes more introductory and applied technology courses with preparation in ethics and human aspects of computing. The MS in Information will draw on CS coursework in basic programming and HCI as electives. No CS coursework is required for the proposed degree.

Statistics – MS Statistics Data Science Option: The proposed MS Information differs from the MS Statistics Data Science option in that the Statistics MS has a more advanced statistical and computational material. The MS Statistics Data Science has numerous math and statistics prerequisites, while the proposed degree has none. The MS Statistics Data Science will produce data scientists while the proposed degree aims to produce data savvy information professionals. The MS Information approaches data management from a more managerial, policy and social impacts prospective. The MS Information degree would focus on issues related to planning data management at an organizational level, data organization and access issues, auditing and evaluation of data practices, and data policy and ethics issues and would cover only introductory statistical and data mining concepts to support creating data-savvy managers. Statistics has already approved the three Information School courses that would compromise the statistical component of courses possible in the MS Information. The two programs will share a course in Data Science Ethics.

Engineering/Design Innovation: The iSchool is part of the steering committee for the MS Design + Innovation and will share coursework in the areas of user experience/interaction design and information visualization. This cooperative relationship between the MS D+I and MS Information allows efficient sharing of courses while also giving students the choice between a more general information/data management degree (MS Information) and a design degree (MS D+I). The MS Information will differ from the MS Design+Innovation degrees in that it will offer
an online option, offer part time options for working adults, include distinct concentrations (e.g., information and data, management/data governance, analytics for decision making, information science), include information/data ethics and values concepts not covered by the MS Design Innovation, and prepare students for careers in managing data and information rather than careers in design. The MS Design + Innovation is more focused on careers in design: design engineers, design entrepreneurs, business model and supply chain designers.

Business School MS Business Analytics (proposed): The iSchool and the Business School and the are planning to share curriculum between the MS Information and a proposed MS Business:Business Analytics. The iSchool and School of Business plan to share future coursework in the Analytics and Data Risk and Surveillance areas. This cooperative relationship between the proposed MS Business Analytics and MS Information allows efficient sharing of courses while also giving students the choices about pathways. The MS Information will differ from planned Business School degrees in that: (a) it will offer an online degree option, (b) it will include concentrations in the areas not covered by School of Business such as user experience/interaction design, information science, and data governance and information management (c) aims at an audience of adult career changers rather than the MS Business Analytics audience of UW-Madison undergraduate students from business and other quantitative non-business fields (e.g., statistics, economics, computer science), who wish to stay in Madison to pursue 5th year master’s degree.

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>Eschenfelder, Kristin</td>
<td>Information School (I SCHOOL)</td>
<td>Associate Director, School of Computer, Data &amp; Information Sciences</td>
</tr>
<tr>
<td>Kim, Kyung-Sun</td>
<td>Information School (I SCHOOL)</td>
<td>Professor, Director</td>
</tr>
<tr>
<td>Smith, Catherine</td>
<td>Information School (I SCHOOL)</td>
<td>Professor</td>
</tr>
<tr>
<td>Rubel, Alan</td>
<td>Information School (I SCHOOL)</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Salo, Dorothea</td>
<td>Information School (I SCHOOL)</td>
<td>Faculty Associate</td>
</tr>
<tr>
<td>Hendricks Cobb, Tanya</td>
<td>Information School (I SCHOOL)</td>
<td>Student Services Coordinator</td>
</tr>
<tr>
<td>Greiber, Jenny</td>
<td>Information School (I SCHOOL)</td>
<td>Certificates Coordinator</td>
</tr>
<tr>
<td>Wiessinger, Nicole</td>
<td>Information School (I SCHOOL)</td>
<td>Associate Director</td>
</tr>
</tbody>
</table>

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

The Information School has an existing departmental space that includes faculty and administrative offices, meeting rooms, computer labs, usability labs, and social spaces. The Information School is well supported with IT through the HC White IT Cooperative. The Information School has a strategic partnerships with other units on campus that will augment the program including: (a) partnerships with Computer Science and Statistics through the School of Computer, Data & Information Science collaborations (b) strong relationships with UW-Madison offices that will facilitate student internships including the Cybersecurity Office, User Experience office in the Division of Information Technology, and campus data management offices (c) an strong existing internship program that regularly places students in information agencies in the state and region. The School of Computer, Data & Information Sciences is currently fundraising for a new building, and the MS Information would ultimately be housed in the those new facilities.

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>Hendricks Cobb, Tanya</td>
<td>Information School (I SCHOOL)</td>
<td>Student services coordinator</td>
</tr>
</tbody>
</table>

Describe how student services and advising will be supported.

The Information School has a strong existing student services infrastructure with 2 total 100%
Confirm that the program advisor(s) or coordinator(s) have been consulted and reviewed this proposal. Yes

Select the Graduate Research Scholars Community for this program.

Letters & Sciences Community of Graduate Research Scholars

Resources, Budget, and Finance

Is this a revenue program? Yes

What is the tuition structure for this program?

Market-based tuition - separate proposal to be submitted

Select a tuition increment:

$1,100/credit

What is the rationale for selecting this tuition increment?

Market analysis of peer programs. Students' expected salaries upon completion of the program. Coverage of program costs.

Upload the proposal for market based tuition:

MS_info
Marketbasedprogramtuitionrequestform.docx

Provide a summary business plan.

See attached 10 year budget plan for detailed information. The below is based on year 4 of the plan (2024).

- total credits produced: 1730
- tuition per credit: $1100
- gross tuition revenue: 1,903,000
- tuition revenue - discounts (scholarships): $1,712,700
- campus share: $171,270
- college share: $393,921
- instructional costs: $472,036
- support costs: $269,065
- program development costs: $28,393
- marketing costs: $123,500

- department revenue: $230,692 (mostly reinvested in more faculty and staff hiring)

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

As a non pooled program, all program costs will be covered by program revenue. The 10 year budget plans shows that all program costs will be covered by enrollment by the 4th year of the program if student recruitment targets are met.

What is the marketing plan?

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

The Information School will develop a marketing plan in consultation with the Division of Continuing Studies. This plan will include the following elements:

* website on regular iSchool webpage
* website on the Advance Your Career Adult Learners page
* social media based advertising (Google, LinkedIn)
* outreach to likely candidate universities in India, China
* spreading the word to alumni through newsletters, departmental social media
* attendance at relevant professional conferences with information packets

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

Describe resource and fiscal considerations - A. Provide an overview of plans for funding the program including program administration, instructional/curricular delivery, academic and career advising, technology needs, marketing (if relevant), financial aid and scholarships (if relevant), capacity for student learning outcomes assessment and program review.

As a non pooled program, program revenue will cover all new program costs including administration, teaching academic staff, new faculty lines, student services and scholarships. The school has capacity to manage the additional outcomes assessment and program review with current resources. The iSchool is recruiting for 3 positions in 2019-2020. The Information School has received 3.5 years of faculty bridge support from the College of Letters & Science and campus totaling $540,000 coming in the form of 131 dollars. Additionally the iSchool will pay for the following expected costs from existing program revenue: online course development, short term staff costs, DCS marketing after year 2, S&E costs, and an initial pool of scholarship money for recruitment prior to generation of new program revenue.

Describe resource and fiscal considerations - B. Are the faculty, instructional staff and key personnel existing or new faculty and staff? If they already serve existing programs, how are they able to add this workload? If new faculty and staff will be added, how will they be funded?

The College of L&S and campus have committed start up funds of $540,000 over three years to support the MS Information. The program will hire one faculty and one faculty associate in 2021 with these funds to provide sufficient new teaching capacity to begin the program. The program will also add student support personnel (program coordinator/advisor and internship coordinator) in 2020 and 2021 using existing MA program revenues and new MS Information program revenues. The iSchool has a sizable 131 surplus it can draw on to support these hires before new program revenue begins.

Describe resource and fiscal considerations - C. What impacts will the program have on staffing needs beyond the immediate program? How are those needs being met?

The proposed program will increase workload for the iSchool professional administrative staff. New program revenue will be used to help hire a new University Services Associate who will serve multiple programs in the iSchool.

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

Full time students will be eligible for financial aid. Non pooled program students are not eligible for tuition remission. Scholarships will be available, decisions are made after admissions based on a combination of academic potential, financial need and the desire to build a well-rounded cohort.

UW System Administration and the Board of Regents require submission of budget information in a specific format. These forms will be completed in collaboration with APIR after school/college approval and before submission to UWSA for Board consideration. These forms are uploaded here by APIR.

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

All needs are described above.

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.

Full time students will be eligible for financial aid. The Information School will seed the financial aid money to the new MS Information from available 131 revenues. Non pooled program students are not eligible for tuition remission. Scholarships will be available, decisions are made after admissions based on a combination of academic potential, financial need and the desire to build a well-rounded cohort.

Curriculum and Requirements

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
Guide Admissions/How to Get In tab

Students apply to the Master of Science in Information through one of the named options:
Campus Program [REGISTRAR INSERT LINK]
Online Program [REGISTRAR INSERT LINK]

Describe plans for recruiting students to this program.
Recruitment will be coordinated with the above described marketing plan.

Early stage: Recruitment will be led by the Information School student services team. Interested students are invited to make an appointment to talk with student services staff or visit the school. If possible, they are encouraged to attend a class during their visit. The program will hold annual web conference based recruiting information sessions in the fall to increase the geographical range of recruiting. iSchool student services also connects interested students to current student and alumni volunteers who are willing to discuss their experiences at the program and their career progression.

Middle: The student records manager tracks all partially completed applications and sends email reminders to applicants to complete their applications before key deadlines. The iSchool recently revamped its application process to speed up production of acceptance notices. Negotiation with accepted students for scholarship money begins at this time. Faculty volunteer to send encouraging emails to accepted students in their specialization areas. All admitted students are invited to subscribe to a new students blog that provides ongoing information for incoming students.

Post acceptance: In the period after acceptance but before starting the program, all admitted students are added to an incoming students blog. Student services regularly posts information about the program, the city of Madison, relevant part-time jobs for students, financial aid and other material on this blog. The Director and student services coordinator hold an online advising session mid-summer before students enroll for fall courses to answer questions.

Orientation: the iSchool holds orientations for both its online programs (early August) and its campus programs (late August) to prepare students for academic success by introducing them to department and campus resources as well as connecting them to relevant social and support groups. The online MS Information students will have a separate online orientation combining synchronous and asynchronous elements to ensure they are familiar with online educational tools and available campus resources such as the library and the Writing Center.

What is the recruiting and admissions strategy for underrepresented students?
In addition to general outreach and recruitment efforts listed above, the iSchool will participate in the GEM network that enables qualified students from underrepresented communities to pursue STEM graduate education. The iSchool student services staff will participate in events that draw together underrepresented student populations, such as Association for Women in Computing, the ACM Women in Computing group and state and regional professional associations such as Midwest UX and DAMA International for Data management/governance. The iSchool will partner with the Center for Academic Excellence in L&S to increase student awareness of the MS Information. The iSchool recently hosted an information table at the International Colloquium on Black Males in Education in Milwaukee in order to increase awareness of the future MS Information and the array of CDIS educational programs.

On campus the iSchool will attend the SOAR Resource Fair to increase awareness among students and collaborate with CS to send cohorts of students to the Grace Hopper Annual Conference of Women in Computing.

The program will target scholarships to recruit underrepresented students.

Projected Annual Enrollment:

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>32</td>
</tr>
<tr>
<td>Year 2</td>
<td>50</td>
</tr>
<tr>
<td>Year 3</td>
<td>64</td>
</tr>
<tr>
<td>Year 4</td>
<td>72</td>
</tr>
</tbody>
</table>
Maximum enrollment that can be supported with existing instructional and student services resources:

25

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

Lower than anticipated enrollments - given lower than anticipated enrollments after expected build years, the MS Information would (a) conduct user research in order to understand why students are not seeking or accepting admissions into the program. It would make adjustments to make the program more attractive (b) seek to expand recruitment areas internationally in order to draw new audiences.

Higher than anticipated enrollments - Higher than planned enrollments would only be accepted if they are sufficient to hire additional instructional and students services staff.

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

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>University General Education Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirements</td>
</tr>
<tr>
<td>Minimum Credit Requirement</td>
</tr>
<tr>
<td>Minimum Residence Credit</td>
</tr>
<tr>
<td>Minimum Graduate Coursework</td>
</tr>
<tr>
<td>Overall Graduate GPA Requirement</td>
</tr>
<tr>
<td>Other Grade Requirements</td>
</tr>
<tr>
<td>Assessments and Examinations</td>
</tr>
<tr>
<td>Language Requirements</td>
</tr>
</tbody>
</table>

Required courses

Select a Named Option for courses required.

Named Options

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

Total credits required:

30

Guide Graduate Policies tab
Students should refer to one of the named options for policy information:
Campus Program [REGISTRAR INSERT LINK]
Online Program [REGISTRAR INSERT LINK]

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 maximum period for completion of the M.S. (under special circumstances) is seven calendar years.
   Contact the department for more information.

   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.

Program Learning Outcomes and Assessment

List the program learning outcomes.

<table>
<thead>
<tr>
<th>Outcomes – enter one learning outcome per box. Use the green + to create additional boxes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>

Summarize the assessment plan.

   Assessment plan for both named options: campus and online
   a. How the program will continuously assess (using both direct and indirect assessment measures) the extent to which the learning outcomes are accomplished. The program will use both indirect and direct measures. The indirect measures will include an annual survey of upcoming graduates to assess the degree to which they perceive they have acquired knowledge and competencies represented in the PLOs. One direct measure will be a report from internship supervisors assessing the students skills and competencies. Another direct measure will be a rotating review of required course assignments that demonstrate obtainment of PLOs. The review will be done by the iSchool assessment committee.

   b. Describe the processes that will be in place to make use of assessment evidence to improve the quality of the program.
   Each year the program director will produce a program assessment report. The faculty will discuss the report at the annual faculty retreat and suggest program changes and delegate issues to relevant iSchool committees such as the curriculum committee or the online education and student support committee.

   For programs with named options, the assessment plan for the parent program should apply to and encompass all the named options. For named options the summary should highlight how the named option(s) is included in the overall assessment plan for the major.

Approved Assessment Plan: [0225 MS Information Assessment Plan.docx]

Related Programs

Provide information in related programs offered by other UW System institutions and explain the extent to which the proposed program is distinct and how it overlaps or duplicates those programs.

Several related programs exist in the UW System. Given the importance of data information technology to economic and social development of the state, a diversity of educational programs with different options and which attract different audiences support state goals of developing a data and technology savvy citizenry and workforce.
• The UW-Milwaukee MS Information Science and Technology (36 credits): The Milwaukee MS is currently offered "primarily online." 1. The Madison degree will be primarily campus based and will recruit a sizable international student cohort. 2. The Madison degree has a unique affiliation with two existing capstone certificates in User Experience Design and Analytics for Decision Making. This relationship gives students the flexibility of beginning their graduate work with an online certificate and then rolling the credits into the MS degree. 3. The UW-Madison proposed degree differs in that it requires a for-credit field experience while other degree options do not.
• UW Data Science (UW-System Collaborative Degree 30 credits) – The MS Information has a different mission and will attract a different population of students. Its goal is to create data savvy information managers, while the Data Science MS aims to create data scientists. Compared to the UW System Data Science MS, the MS Information will provide more entry level, applied knowledge framed within the context of practical organizational decision making and information management. It will not have the mathematics and computer programming prerequisites required by the Data Science program.
• UW Master of Science in Information Technology Management (various campuses 37 credits) The proposed degree differs in three ways: 1. The UW System MS in IT Management is only available online, and draws from faculty from across the UW System. 2. The UW System MS has a business IT focus with required classes in finance, enterprise applications and business analysis. In contrast, the UW-Madison MS Information has more of an IT in civil society and information/data management focus. 3. The Madison MS Information has a required internship while the UW System has a capstone project.
• MS Information and Communications Technologies (Stout 30 credits) The proposed iSchool MS in Information differs in five ways from the UW-Stout program: 1. The UW-Stout program is also 100% online. 2. The proposed iSchool program has a unique affiliation with two existing capstone certificates in User Experience Design and Analytics for Decision Making. This relationship gives students the flexibility of beginning their graduate work with an online certificate and then rolling the credits into the MS degree.

## Commitments

Courses in the curriculum are numbered 300 or higher.

<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>Debaillie, Lee</td>
<td>11/04/2019</td>
<td>College of Engineering (ENGINEERG)</td>
<td>request to add relevant ISYE courses to elective options (done)</td>
<td>Engineering</td>
</tr>
<tr>
<td>Zhu, Jun</td>
<td>10/06/2019</td>
<td>Statistics (STATISTICS)</td>
<td>courses in each program may be used as electives for the other program, adding value, breadth, and opportunities to the educational experiences of students in both programs</td>
<td>Statistics</td>
</tr>
<tr>
<td>Arpaci-Dusseau, Remzi</td>
<td></td>
<td>Computer Sciences (COMP SCI)</td>
<td>Align intro python course numbering (underway)</td>
<td>Computer Sciences</td>
</tr>
<tr>
<td>Matsumura, Ella Mae</td>
<td></td>
<td>School of Business (BUSINESS)</td>
<td>use analytics courses from both programs as electives in the other</td>
<td>Business</td>
</tr>
</tbody>
</table>

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

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
**Approvals**

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

Enter any notes about approval here:
The MS-Inforamtion was approved unanimously by the iSchool Executive Committee on December 11, 2019.

Entered by: Elaine M. Klein, on behalf of the iSchool  
Entered by date: 2/14/2020

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 L&S Curriculum Committee reviewed the suite of proposals needed to offer this program on January 28, 2020, and approved a motion to recommend support by the L&S Academic Planning Council. The APC reviewed the proposal on February 4, 2020, and unanimously approved the proposal to create the MS-Inforamtion, as well as the named options designating the on-campus and online programs of study.

Entered by and date: Elaine M. Klein, Assoc Dean for Academic Planning  
Entered by date: 2/14/2020

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

Enter any notes about the approval here:

Entered by:  
Entered by date:

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

Enter any notes about approval here:

Entered by:  
Entered by date:

---

**For Administrative Use**

Admin Notes:

Guide URL: /graduate/inforamtion/inforamtion-ms/

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:
<table>
<thead>
<tr>
<th>reviewer</th>
<th>comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regina Lowery (lowery3) (02/19/20 2:37 pm)</td>
<td>Learning outcomes: Format accepted.</td>
</tr>
<tr>
<td>Regina Lowery (lowery3) (02/19/20 2:44 pm)</td>
<td>Assessment plan: Include a curriculum map in the assessment plan. A template of a curriculum map can be found in the template assessment plan documents located at the bottom of this page: <a href="https://assessment.provost.wisc.edu/academic-program-assessment-plans-guidelines-and-templates/">https://assessment.provost.wisc.edu/academic-program-assessment-plans-guidelines-and-templates/</a>. Curriculum mapping often takes the form of a grid. The program’s courses and requirements comprise the rows. The learning outcomes comprise the columns. The box for a curricular element that contributes to given learning outcomes will be marked with a checkmark or some other notation.</td>
</tr>
<tr>
<td>Kristin Eschenfelder (eschenfelder) (02/21/20 3:47 pm)</td>
<td>Hello, I have receive a letter of support from the Business School. Who should I send it to in order to have it attached to the proposal? thank you!</td>
</tr>
<tr>
<td>Karen Mittelstadt (mittelstadt) (02/25/20 8:54 am)</td>
<td>Rollback: APIR Rollback. Per 2/25/2020 email from Mittelstadt to Eschenfelder/Wiessinger, revisions needed to make credit count consistent and to complete the assessment plan (add curriculum map).</td>
</tr>
<tr>
<td>Elaine Klein (emklein) (02/25/20 4:02 pm)</td>
<td>Rollback: Rollback to edit per APIR email</td>
</tr>
<tr>
<td>Alan Rubel (arubel) (02/26/20 11:32 am)</td>
<td>Rollback: Because it must be done.</td>
</tr>
<tr>
<td>Regina Lowery (lowery3) (03/17/20 10:07 am)</td>
<td>Assessment plan: Format accepted.</td>
</tr>
</tbody>
</table>
Program Change Request

New Program Proposal

Date Submitted: 03/09/20 3:51 pm

Viewing: Online Program

Parent Plan: MAJ:

Last edit: 03/23/20 2:53 pm

Changes proposed by: wiessinger

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

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elaine M Klein - L&amp;S</td>
</tr>
</tbody>
</table>

Proposal Abstract/Summary:

This is a request to create the online named option associated with the request to create a new master's level graduate program, "MS-Information," with two named options ("campus delivered option" and "online option") to be administratively housed in the Information School (iSchool) within the division called the School of Computer, Data & Information Sciences (CDIS) within the College of Letters and Science. This program provide master’s level training for adult students seeking entry into a data/information management and some applied computing professions without a baccalaureate degree in the related fields. The program reflects the mission of CDIS to extend access to computing and data related knowledge to a broader array of students at UW-Madison and to the citizens of state.

The MS Information will complement the iSchool's current program array, which includes capstone certificate programs for adult learners in this area, and a long-standing American Library Association accredited Master's program in Library and Information Studies.

3/23/20 - Grievance policy added and admissions information edited by the Grad School

Basic Information

Type of Program: Named Option

Parent Program: MAJ

Parent Audience: Graduate or professional

Parent Home: Information School (I SCHOOL)

Department: College of Letters and Science

The program will be governed by the home department/academic unit as specified. Will an additional coordinating or oversight committee be established?
Do not hallucinate.

Parent is in the Graduate School: Yes

SIS Code: 

SIS Description: Online Program

Transcript Title: Online Program

Named Options: Sub Plan 1107: No Title Found
               Sub Plan 1108: 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>Kim, Kyung-Sun</td>
<td><a href="mailto:kyungsunkim@wisc.edu">kyungsunkim@wisc.edu</a></td>
<td>608/263-2900</td>
<td></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Eschenfelder, Kristin</td>
<td><a href="mailto:eschenfelder@wisc.edu">eschenfelder@wisc.edu</a></td>
<td>608/263-2105</td>
<td></td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Wiessinger, Nicole</td>
<td><a href="mailto:wiessinger@wisc.edu">wiessinger@wisc.edu</a></td>
<td>608/263-2963</td>
<td></td>
</tr>
<tr>
<td>Primary Dean's Office Contact</td>
<td>Klein, Elaine</td>
<td><a href="mailto:emklein@wisc.edu">emklein@wisc.edu</a></td>
<td>608/265-8484</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>Computer Sciences (COMP SCI)</td>
</tr>
<tr>
<td>Statistics (STATISTICS)</td>
</tr>
<tr>
<td>College of Engineering (ENGINEERG)</td>
</tr>
<tr>
<td>School of Business (BUSINESS)</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

First term of student enrollment: Fall 2021 (1222)
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>03/01</td>
</tr>
</tbody>
</table>

Year of three year check-in to GFEC (3 years after first student enrollment):
2025

Year of first program review (5 years after first student enrollment):
2027

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

With the aim of admitting our first cohort of students in Fall 2021:
We will immediately begin marketing for the degree program in consultation with Division of Continuing Studies as soon as permitted by Academic Planning.
Personnel: We will hire personnel to teach in and administer the program in the 2020/21 academic year.
Orientation Planning: Planning for welcoming and orienting the fall 2021 cohort will begin in summer/fall 2020.
Advising Planning: Training materials to prepare faculty and staff to advise new MS students will be prepared in winter 2020/2021. Faculty and staff will be trained during the fall and spring 2021 plenary meetings.

Rationale and Justifications

How does the named option relate to the major and to other named options in the major, if relevant?
The Online named option will be the preferred option for students who are looking to enter the program in a part-time capacity and that prefer to take all of their coursework in an online format. While this option provides the same curricular avenues for students to meet all stated learning goals for the major, there are additional courses students in Campus Delivered named option will have the opportunity to take if so desired, as they are currently not offered in an online format.

Why is the program being proposed? What is its purpose?
In fall 2018, the University of Wisconsin—Madison began work on bringing Computer Sciences, Statistics, and the iSchool closer together administratively in order to “bring computing and key related disciplines closer... to encourage collaboration and expand teaching and research activities,” and in September 2019 the School of Computer, Data and Information Sciences (CDIS) was formed which includes the departments of Computer Sciences, Statistics and the Information School. One goal of the CDIS is to extend access to computing and data related educational opportunities across the UW-Madison campus and to the citizens of Wisconsin more broadly. Many aspects of today’s society demand more data/information literate citizenry and workforce. Technical skills are needed, but we also need to ensure critical thinking skills to ensure that new computer-based systems, which we increasingly depend on, reflect societal values like privacy, fairness, transparency. The MS Information degree will give students the opportunity to obtain the technical skills needed to understand the computer-based systems underlying contemporary life, and the critical thinking skills needed to assess, critique and when necessary insist on change to those systems. The MS Information degree is aimed at adult career changers, specifically those seeking an entryway into a data/information/computing professions without a prior computing-related bachelors degree.

Do current students need or want the program? Provide evidence.
The admissions team at the iSchool reports a high level of interest in this degree from prospective students. We already have future applicants on stand-by waiting for the proposed program to move forward. Further the MS degree will help the iSchool grow its international student population, which is currently low compared to iSchool peers. The admissions coordinator reports that international applicants regularly turn down offers of admission to the iSchool because of the lack of an MS degree, which is seen as more attractive. The iSchool plans to increase its international student population to be comparable to peer...
What is the market, workforce, and industry need for this program? Provide evidence.

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

Bureau of Labor Statistics show an expected salary increase for people using a graduate degree to move into the information technology and analytics fields from prior careers (our target audience). Academic field statistics reported to the Associate for Library Science Education (ALISE) show that peer programs at state universities have strong enrollments showing healthy student demand reflecting the employment forecasts.

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

User Experience Design/Interaction Design: While Human Computer Interaction and User Experience Design are not categories in the Bureau of Labor Statistics Occupational Handbook, similar job titles that require a mix of IT skills with strong understandings of human behavior, organizational factors and design, have above average projected job growth (e.g., Web Designer 27% growth, Systems Analysts 21% growth). The 2018 Burning Glass report suggest 18.8% job growth for software developers (related to UX) and 20.9% growth for computer systems analysts. A 2017 Educational Advisory Board consulting report obtained via Division of Continuing Studies suggests students with this concentration can obtain employment with titles like “User Interface Designer,” “Interaction Designer,” “Computer Systems Analyst” and those students taking more courses in partnership with Computer Science could obtain jobs as “Software Developers.” The User Experience Professionals Association (UXPA) 2016 jobs survey found average national salaries of $98,000 with average starting salaries of just over $60,000.

Data Analytics for Information Professionals: An Educational Advisory Board consulting report obtained via Continuing Studies found that occupations related to analytics and data analysis are expected to grow faster than the average of all occupations in the United States. For example, market research analysis positions are expected to increase by 32% by 2022. Bureau of Labor Statistics reports that Management Analyst positions will rise by 9%. DCS interviews with employers emphasized the need for employees with applied research skills such as “using statistics in a business setting” and “understanding if data are credible” and data communications skills such as information visualization and how to “persuade and influence” using data. Indeed.com reports the average salary for a data analyst nationally as $69,653.

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

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

Human and Organizational Factors in Data and Information Security and Privacy (future area of growth): Educational Advisory Board consulting reports show high demand for master’s level job postings in information and data security both regionally and nationally. The proposed collaboration with the Business School would not contain the advanced technical coursework needed to qualify as a “Cybersecurity” MS, but it would produce information professionals who are literate about computer security issues and have expertise in the human factors, data/information governance and policy/legal aspects of information/data security and these skills are in high demand. Technology companies, higher educational institutions, government agencies, NGOs are currently dealing with policy and ethical issues related to collection and use of information and data beyond merely securing data they already have. The 2018 Burning Glass report suggests a 20.9% growth in positions of “information security analysts.” We anticipate producing students who can address these broader concerns.

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

The proposed program is complementary to several existing programs on the UW-Madison campus. It will share coursework with some of them: (a) the professional masters in Computer Sciences, and (b) the MS-Statistics Data Science Option (c) the MS Design + Innovation from Engineering and (d) the MS Business Analytics.

The MS Information will complement the Computer Sciences Professional Masters (PMP) and it will share courses with CS to promote curricular efficiencies. The MS Information is different in that it would include more coursework in the areas of management, policy/ethics, human dimensions of computer systems. The MS Information requires a lower level of technical proficiency prior to admission, take a greater concentration of technical courses, and take more advanced technical courses. The technical coursework for the MS in Information would include more entry-level technology courses than the CS PMP; for example, the iSchool would count entry-level programming courses toward the MS Information degree, while the CS PMP would not. The program draws a different set of students. The CS PMP is more purely technical in nature and prepares students for jobs that require a high level of knowledge of computer hardware, programming and computational theories (e.g., programmer, software developer). The MS Information mixes more introductory and applied technology courses with preparation in ethics and human aspects of computing.

The MS in Information will draw on CS coursework in basic programming, HCI and basic computer security. No CS coursework is required for the MS Information degree.

Statistics – MS Statistics Data Science Option: The proposed MS Information differs from the MS Statistics Data Science option in that the Statistics MS has a much stronger statistical and computational perspective. The MS Statistics Data Science has numerous math and statistics prerequisites, while the MS Information has none. The MS Statistics Data Science will produce data scientists while the MS Information aims to produce data savvy information professionals. The MS Information approaches data management from a much more managerial, policy and social impacts perspective. The MS Information degree would focus on issues related to planning data management at an organizational level, data organization and access issues, auditing and evaluation of data practices, and data policy and ethics issues and would cover only introductory statistical and data mining concepts to support creating data-savvy managers.

Statistics has already approved the three Information School courses that would compromise the statistical component of courses possible in the MS Information. The two programs will share a course in Data Science Ethics.

Engineering/Design Innovation: The iSchool is part of the steering committee for the proposed MS Design + Innovation and will share coursework in the areas of user experience/interaction design and information visualization. This cooperative relationship between the MS D+I and MS Information allows efficient sharing of courses while also giving students the choice of a more general information/data management degree. The MS Information will differ from planned MS Design Innovation degrees in that it will offer an online option, offer part time options for working adults, include concentrations not covered by the MS Design Innovation (information and data, management/data governance, analytics for decision making), include
The MS Design Innovation is more focused on careers in design: design engineers, design entrepreneurs, business model and supply chain designers.

Business School MS Business Analytics (proposed): The iSchool and the Business School and the are planning to share curriculum between the MS Information and a proposed MS Business:Business Analytics. The iSchool and School of Business plan to share coursework in the Analytics and Data Risk and Surveillance areas. This cooperative relationship between the proposed MS Business Analytics and MS Information allows efficient sharing of courses while also giving students the choices about pathways to obtain knowledge in the applied analytics and risk/data security areas. The MS Information will differ from planned Business School degrees in that: (a) it will offer an online degree option, (b) it will include concentrations in the areas not covered by School of Business such as user experience/interaction design, civic technologies, and data governance and information management (e) aims at an audience of adult career changers rather than the MS Business Analytics audience of UW-Madison undergraduate students from business and other quantitative non-business fields (e.g., statistics, economics, computer science), who wish to stay in Madison to pursue 5th year master's degree.

### 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>Eschenfelder, Kristin</td>
<td>Information School (I SCHOOL)</td>
<td>Associate Director, School of Computer, Data &amp; Information Sciences</td>
</tr>
<tr>
<td>Kim, Kyung-Sun</td>
<td>Information School (I SCHOOL)</td>
<td>Professor, Director</td>
</tr>
<tr>
<td>Smith, Catherine</td>
<td>Information School (I SCHOOL)</td>
<td>Professor</td>
</tr>
<tr>
<td>Rubel, Alan</td>
<td>Information School (I SCHOOL)</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Salo, Dorothea</td>
<td>Information School (I SCHOOL)</td>
<td>Faculty Associate</td>
</tr>
<tr>
<td>Greiber, Jenny</td>
<td>Information School (I SCHOOL)</td>
<td>Certificates Coordinator</td>
</tr>
<tr>
<td>Wiessinger, Nicole</td>
<td>Information School (I SCHOOL)</td>
<td>Associate Director</td>
</tr>
<tr>
<td>Hendricks Cobb, Tanya</td>
<td>Information School (I SCHOOL)</td>
<td>Student Services Coordinator</td>
</tr>
</tbody>
</table>

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

The Information School has a strong existing student services infrastructure with 2 total 100% FTE positions supporting the MA Library and Information Studies program and the capstone certificate programs in User Experience and Analytics for Decision Making. The budget proposal...
for the MS information includes a plan to add 1 FTE in the student services area in 2020 to support the new program (2020 MS Program Coordinator /Advisor - 100% in MS). At that point, the three student-oriented staff members will coordinate their efforts to ensure student support and advising across the iSchool's graduate programs. In addition, the budget proposal includes a plan to hire an internship coordinator/advisor in 2021 which will serve multiple iSchool programs and further strengthen services to students while coordinating efforts with L&S Success Works (2021 GraAcaAdvisr/internship coordinator -33% for MS, 33% MA, 33% future undergrad).

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

---

**Resources, Budget, and Finance**

Is this a revenue program? Yes

What is the tuition structure for this program?

Market-based tuition - separate proposal to be submitted

Select a tuition increment:

$1,100/credit

What is the rationale for selecting this tuition increment?

Market analysis of peer programs. Students' expected salaries upon completion of the program. Coverage of program costs.

Will segregated fees be charged? No

If segregated fees will not be charged, please explain.

It is an online program.

Upload the proposal for market based tuition:

Provide a summary business plan.

See attached 10 year budget plan for detailed information. The below is based on year 4 of the plan (2023).

- total credits produced: 1730
- tuition per credit: $1100
- gross tuition revenue: 1,903,000
- tuition revenue - discounts (scholarships): $1,712,700
- campus share: $171,270
- college share: $393,921
- instructional costs: $484,885
- support costs: $254,065
- program development costs: $23,477
- marketing costs: $123,500

- department revenue: $85,604

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

As a non pooled program, all program costs will be covered by program revenue. The 10 year budget plans shows that all program costs will be covered by enrollment by the 4th year of the program if student recruitment targets are met.

What is the marketing plan?

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

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

Parent Plan Admissions/How To Get In Requirements

Students apply to the Master of Science in Information through one of the named options:
Campus Program [REGISTRAR INSERT LINK]
Online Program [REGISTRAR INSERT LINK]
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 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>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Deadline</td>
<td>March 1</td>
</tr>
<tr>
<td>Spring Deadline</td>
<td>The program does not admit in the spring.</td>
</tr>
<tr>
<td>Summer Deadline</td>
<td>This program does not admit in the summer.</td>
</tr>
<tr>
<td>GRE (Graduate Record Examinations)</td>
<td>Not 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>3</td>
</tr>
</tbody>
</table>

The MS Information admits students to its on campus and online master's programs once a year for a start in the fall semester. Fall admissions deadlines are as follows:
The deadline for full consideration for iSchool MS Information scholarships is February 15.
The deadline for full consideration for admission is March 1.
Applications submitted after March 1 are considered on a space available basis.
The UW Madison Graduate School requires a bachelor's degree from a regionally accredited U.S. institution, or a comparable degree from an international institution. A minimum undergraduate grade-point average (GPA) of 3.00 (on a 4.00 scale) in the last 60 earned credit hours is required.
Application evaluation criteria include academic abilities, professional promise, leadership and community engagement. An undergraduate program that includes breadth in liberal arts and sciences is required. Any major is acceptable. Prior work experience related to information and computing professions is useful, but is not required. The GRE is not required.
International students: TOEFL or equivalent scores are required if English is not the native language, or if the undergraduate instruction was not in English. The
Describe plans for recruiting students to this program.

Recruitment will be coordinated with the above described marketing plan.

Early stage: Recruitment will be led by the Information School student services team. Interested students are invited to make an appointment to talk with student services staff or visit the school. If possible, they are encouraged to attend a class during their visit. The program will hold annual web conference based recruiting information sessions in the fall to increase the geographical range of recruiting. iSchool student services also connects interested students to current student and alumni volunteers who are willing to discuss their experiences at the program and their career progression.

Middle: The student records manager tracks all partially completed applications and sends email reminders to applicants to complete their applications before key deadlines. The iSchool recently revamped its application process to speed up production of acceptance notices. Negotiation with accepted students for scholarship money begins at this time. Faculty volunteer to send encouraging emails to accepted students in their specialization areas. All admitted students are invited to subscribe to a new students blog that provides ongoing information for incoming students.

Post acceptance: In the period after acceptance but before starting the program, all admitted students are added to an incoming students blog. Student services regularly posts information about the program, the city of Madison, relevant part-time jobs for students, financial aid and other material on this blog. The Director and student services coordinator hold an online advising session mid-summer before students enroll for fall courses to answer questions.

Orientation: the iSchool holds orientations for both its online programs (early August) and its campus programs (late August) to prepare students for academic success by introducing them to department and campus resources as well as connecting them to relevant social and support groups. The online MS Information students will have a separate online orientation combining synchronous and asynchronous elements to ensure they are familiar with online educational tools and available campus resources such as the library and the Writing Center.

Projected Annual Enrollment:

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>12</td>
</tr>
<tr>
<td>Year 2</td>
<td>15</td>
</tr>
<tr>
<td>Year 3</td>
<td>19</td>
</tr>
<tr>
<td>Year 4</td>
<td>22</td>
</tr>
</tbody>
</table>

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

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

Parent Requirements

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

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>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>30 credits</td>
</tr>
<tr>
<td>Minimum Residence Credit</td>
<td>16 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework</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>Within the student's total program, one grade of BC or C is allowable in either a required or elective course if it is balanced by a grade of A or AB earned either prior to or concurrently with the unsatisfactory grade. Students receiving a BC or C move into probationary status. A second grade of BC or C or any grade of D or F will normally result in the student being dropped from the program. In addition, a student's graduate-program cumulative grade point average must be maintained at 3.00 or above.</td>
</tr>
<tr>
<td>Assessments and Examinations</td>
<td>No formal examination is required.</td>
</tr>
<tr>
<td>Language Requirements</td>
<td>None.</td>
</tr>
</tbody>
</table>

**Required courses**

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

**Named Options**

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

| 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**

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

**Assessments and Examinations**

No formal examination is required.

**Language Requirements**

None.

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
Assessments and Examinations  No formal examination is required.
Language Requirements  None.

Required COURSES

Core Required Courses (take all)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIS 615</td>
<td>Systems Analysis and Project Management for Information Professionals</td>
<td>3</td>
</tr>
<tr>
<td>LIS 751</td>
<td>Database Design for Information Professionals</td>
<td>3</td>
</tr>
<tr>
<td>LIS/COM ARTS 705</td>
<td>Introductory Analytics for Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>LIS/CURRIC 620</td>
<td>Field Project</td>
<td>3</td>
</tr>
<tr>
<td>LIS 732</td>
<td>Strategic Information Services</td>
<td>3</td>
</tr>
</tbody>
</table>

Breadth Requirement in Ethics

All students must complete at least three credits in ethics from the list below.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIS 461</td>
<td>Data and Algorithms: Ethics and Policy (recommended)</td>
</tr>
<tr>
<td>LIS 661</td>
<td>Information Ethics and Policy</td>
</tr>
</tbody>
</table>

Concentrations

At least 9 credits must be taken from among the following approved courses organized by concentration area. Students may mix and match approved courses from across the two different areas.

Concentration Area: User Experience/Interaction Design 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIS/COMP SCI 611</td>
<td>User Experience Design 1</td>
</tr>
<tr>
<td>LIS/COMP SCI 612</td>
<td>User Experience Design 2</td>
</tr>
<tr>
<td>LIS/COMP SCI 613</td>
<td>User Experience Design 3</td>
</tr>
<tr>
<td>LIS/COMP SCI 614</td>
<td>User Experience Design Capstone</td>
</tr>
</tbody>
</table>

Concentration Area: Analytics and Data Management 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIS 706</td>
<td>Data Mining Planning and Management</td>
</tr>
<tr>
<td>LIS 707</td>
<td>Data Visualization and Communication for Decision Making</td>
</tr>
<tr>
<td>LIS 711</td>
<td>Data Management for Information Professionals</td>
</tr>
</tbody>
</table>

Electives

Up to 3 credits of electives may be taken from the below approved online course list.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIS 500</td>
<td>Code and Power</td>
</tr>
<tr>
<td>LIS/NURSING/OCC THER 517</td>
<td>Digital Health: Information and Technologies Supporting Consumers and Patients</td>
</tr>
<tr>
<td>LIS 616</td>
<td>Digital Records Management and Information Governance</td>
</tr>
<tr>
<td>LIS 632</td>
<td>Metadata Standards and XML</td>
</tr>
<tr>
<td>LIS/LEGAL ST 645</td>
<td>Intellectual Freedom</td>
</tr>
<tr>
<td>LIS 646</td>
<td>Introduction to Info Architecture and Interaction Design for the Web</td>
</tr>
<tr>
<td>LIS 658</td>
<td>Publishing, Knowledge Institutions and Society: E-Revolutions?</td>
</tr>
</tbody>
</table>

Total Credits 30

1 These tracks are internal to the program and represent different pathways a student can follow to earn this degree. Track names do not appear in the Graduate School admissions application, and they will not appear on the transcript.

Contingent on advisor approval, up to 6 credits of coursework from outside the MS Information approved course list can be taken from other UW-Madison departments while the student is matriculated in the MS Information program.

MA Library and Information Studies Transfers

The program would accept up to 10 credits (1 semester) from students who begin the MA program but then seek to change to the MS Information program. Courses from outside the MS Information approved course list are subject to approval by the advisor and must not exceed the 9 elective credits allowed within the program.

Students switching between the MS Information degree and the MA Library and Information Studies degree must switch by the end of their first semester (for part time students = 10 credits). Students moving from a lower cost program to the MS program will be required to pay the difference in tuition in order to have the courses count toward the MS degree. In the case of a move from a higher to a lower cost program, the difference in tuition will not be refunded.

Total credits required: 30

Parent Plan Graduate Policies

Students should refer to one of the named options for policy information:

Campus Program [REGISTRAR INSERT LINK]
Online Program [REGISTRAR INSERT LINK]
Guide Graduate Policies tab
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

**PRIOR COURSEWORK**

**Graduate Work from Other Institutions**
The program will not accept credits taken outside of UW-Madison to be used toward the degree.

**UW–Madison Undergraduate**
The program will allow up to 3 credits of approved MS Information or computer science coursework taken as an undergraduate to be counted toward the degree. The coursework must be from the approved MS curriculum, or approved by an Information School advisor.

**UW-Madison University Special**
The program will accept up to 10 credits from the iSchool capstone certificate in Digital User Experience Design (UX) or Analytics for Decision Making Capstone Certificate programs, if those credits were earned within 5 years of admission to the MS degree. All credits must be part of the UX or Analytics certificates. In cases where students move from a lower cost program to the MS program, students will be required to pay the difference in tuition in order to have the lower cost earned credits count toward the MS degree.

The program will allow a maximum of 3 LIS credits from the approved MS Information course list, to be completed as a non-matriculated special student before entry into the program. Special students entering the MS Information must pay the tuition differential on the 3 credits in order for the course to count toward their MS Information degree requirements.

**PROBATION**

Registration is not a guarantee of enrollment under conditions of unsatisfactory progress. Students who fall into unsatisfactory progress will have an academic hold placed on their record; they should discuss clearing the hold with their adviser.

Good standing: progressing according to standards.

Probation: not progressing according to standards but permitted to enroll; potential loss of scholarships.

Unsatisfactory progress: not progressing according to standards; not permitted to enroll, dismissal, leave of absence.

A student may be placed on probation or suspended from the Graduate School for low grades or for failing to resolve incompletes in a timely fashion. In special cases the Graduate School permits students who do not meet these minimum standards to continue on probation upon recommendation and support of their advisor. See iSchool Student Handbook.

**ADVISOR / COMMITTEE**

All continuing students are required to meet with the staff advisor prior to registering for each semester in order to remove registration holds and ensure timely progress towards degree completion. Students may switch advisors at any time by completing a change of advisor form.

**CREDITS PER TERM ALLOWED**

15 credits (however, 12 credits are highly encouraged)

**Time Constraints**

The maximum period for completion of the M.S. (under special circumstances) is seven calendar years. Contact the department for more information. 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.

**Grievances and Appeals**

Approved Shared Content from /shared/graduate-school-grievance-policy/

Grievance policy - shared content

Approved Shared Content from /shared/letters-science-grievance-policy/

Students should contact the department chair or program director with questions about grievances.
Program Learning Outcomes and Assessment

Parent Program Learning Outcomes

- Integrate concepts from information/data management, digital technologies and human behavioral and cultural practices to help solve organizational, community or social challenges
- Use legal or ethical principles to critique data and information management practices
- Apply principles of information science to organizational data and information management endeavors
- Use quantitative analysis methodologies and tools to inform decision making
- Demonstrate professional communications, teamwork, and awareness of culture competencies

Assessment plan for both named options: campus and online

a. How the program will continuously assess (using both direct and indirect assessment measures) the extent to which the learning outcomes are accomplished. The program will use both indirect and direct measures. The indirect measures will include an annual survey of upcoming graduates to assess the degree to which they perceive they have acquired knowledge and competencies represented in the PLOs. One direct measure will be a report from internship supervisors assessing the students’ skills and competencies. Another direct measure will be a rotating review of required course assignments that demonstrate attainment of PLOs. The review will be done by the iSchool assessment committee.

b. Describe the processes that will be in place to make use of assessment evidence to improve the quality of the program.

Each year the program director will produce a program assessment report. The faculty will discuss the report at the annual faculty retreat and suggest program changes and delegate issues to relevant iSchool committees such as the curriculum committee or the online education and student support committee.

For programs with named options, the assessment plan for the parent program should apply to and encompass all the named options. For named options the summary should highlight how the named option(s) is included in the overall assessment plan for the major.

Commitments

MS Information program students are not permitted to accept appointments that would result in a tuition waiver (TA, RA, PA). Also, students in this program cannot enroll in other graduate programs, nor take courses outside the prescribed curriculum without permission of the advisor.

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 maximum period for completion of the M.S. (under special circumstances) is seven calendar years.

Contact the department for more information.

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.
Program Change Request

New Program Proposal

Date Submitted: 03/09/20 3:49 pm

Viewing: Campus Program

Parent Plan: MAJ

Last edit: 03/23/20 2:07 pm

Changes proposed by: wiessinger

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

Name
Elaine M Klein - L&S

Proposal Abstract/Summary:

This is the request for Campus Program named option associated with the request to create a new master's level graduate program, "MS-Information," with two named options ("campus option" and "online option") to be administratively housed in the Information School (iSchool) within the division called the School of Computer, Data & Information Sciences (CDIS) within the College of Letters and Sciences. This program provide master's level training for adult students seeking entry into a data/information management and some applied computing professions without a baccalaureate degree in the related fields. The program reflects the mission of CDIS to extend access to computing and data related knowledge to a broader array of students at UW-Madison and to the citizens of state. The MS Information will complement the iSchool's current program array, which includes capstone certificate programs for adult learners in this area, and a long-standing American Library Association accredited Master's program in Library and Information Studies.

3/23/20 - Grievance policy added and admissions information edited by Grad School

Approval Path

1. 02/14/20 9:24 am Alan Rubel (arubel): Approved for I SCHOOL Dept. Approver
2. 02/14/20 9:24 am Elaine Klein (emklein): Approved for L&S College Admin Reviewer
3. 02/14/20 9:24 am Katie Bourassa: Approved for L&S college Approver
4. 02/25/20 8:56 am Karen Mittelstadt (mittelstadt): Rollback to L&S College Approver for APIR Admin
5. 02/25/20 4:02 pm Elaine Klein (emklein): Rollback to I SCHOOL Dept. Approver for L&S College Approver
No

SIS Code:

SIS Description:

Transcript Title: Campus Program

Named Options:
- Sub Plan 1107: No Title Found
- Sub Plan 1108: 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>Kim, Kyung-Sun</td>
<td><a href="mailto:kyunngsunkim@wisc.edu">kyunngsunkim@wisc.edu</a></td>
<td>608/263-2900</td>
<td></td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Eschenfelder, Kristin</td>
<td><a href="mailto:eschenfelder@wisc.edu">eschenfelder@wisc.edu</a></td>
<td>608/263-2105</td>
<td>Director</td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Wiessinger, Nicole</td>
<td><a href="mailto:wiessinger@wisc.edu">wiessinger@wisc.edu</a></td>
<td>608/263-2963</td>
<td>Associate Director</td>
</tr>
<tr>
<td>Primary Dean's Office Contact</td>
<td>Klein, Elaine</td>
<td><a href="mailto:emklein@wisc.edu">emklein@wisc.edu</a></td>
<td>608/265-8484</td>
<td>Associate Dean for Academic Planning</td>
</tr>
</tbody>
</table>

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

- Computer Sciences (COMP SCI)
- Statistics (STATISTICS)
- College of Engineering (ENGINEERG)
- School of Business (BUSINESS)

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 2021 (1222)
When will the application for the first term of enrollment open? 08/20/2017
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>03/01</td>
</tr>
</tbody>
</table>

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

2025

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

2027

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

With the aim of admitting our first cohort of students in Fall 2021:

We will immediately begin marketing for the degree program in consultation with Division of Continuing Studies as soon as permitted by Academic Planning.

Personnel: We will hire personnel to teach in and administer the program in the 2020/21 academic year.

Orientation Planning: Planning for welcoming and orienting the fall 2021 cohort will begin in summer/fall 2020.

Advising Planning: Training materials to prepare faculty and staff to advise new MS students will be prepared in winter 2020/2021. Faculty and staff will be trained during the fall and spring 2021 plenary meetings.

Rationale and Justifications

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

The Campus Program named option will be the preferred option for students who are looking to enter the program in a full-time capacity and that prefer to take the majority of their coursework face-to-face. While this option provides the same curricular avenues for students to meet all stated learning goals for the major, there are additional courses students in this option will have the opportunity to take if so desired, as they are currently not offered in an online format.

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

In fall 2018, the University of Wisconsin—Madison began work on bringing Computer Sciences, Statistics, and the iSchool closer together administratively in order to "bring computing and key related disciplines closer... to encourage collaboration and expand teaching and research activities," and in September 2019 the School of Computer, Data and Information Sciences (CDIS) was formed which includes the departments of Computer Sciences, Statistics and the Information School. One goal of the CDIS is to extend access to computing and data related educational opportunities across the UW-Madison campus and to the citizens of Wisconsin more broadly. Many aspects of today's society demand more data/information literate citizenry and workforce. Technical skills are needed, but we also need to ensure critical thinking skills to ensure that new computer-based systems, which we increasingly depend on, reflect societal values like privacy, fairness, transparency. The MS Information degree will give students the opportunity to obtain the technical skills needed to understand the computer-based systems underlying contemporary life, and the critical thinking skills needed to assess, critique and when necessary insist on change to those systems. The MS Information degree is aimed at adult career changers, specifically those seeking an entryway into a data/information/computing professions without a prior computing-related bachelors degree.

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

The admissions team at the iSchool reports a high level of interest in this degree from prospective students. We already have future applicants on stand-by waiting for the proposed program to move forward. Further the MS degree will help the iSchool grow its international student population, which is currently low compared to iSchool peers.

The admissions coordinator reports that international applicants regularly turn down offers of admission to the iSchool because of the lack of an MS degree, which is seen as more attractive. The iSchool plans to increase its international student population to be comparable to peer programs.
Division of Continuing Studies at UW-Madison facilitated a Burning Glass Insight Job Posting Analysis for the MS Information in June of 2018 and overall reports that the MS Information had a high number of relevant job postings with the highest demand on the west and east coasts, but with good demand in the Midwest including Michigan, Minnesota, Illinois, Ohio and also Wisconsin.

Bureau of Labor Statistics show an expected salary increase for people using a graduate degree to move into the information technology and analytics fields from prior careers (our target audience). Academic field statistics reported to the Associate for Library Science Education (ALISE) show that peer programs at state universities have strong enrollments showing healthy student demand reflecting the employment forecasts.

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

User Experience Design/Interaction Design: While Human Computer Interaction and User Experience Design are not categories in the Bureau of Labor Statistics Occupational Handbook, similar job titles that require a mix of IT skills with strong understandings of human behavior, organizational factors and design, have above average projected job growth (e.g., Web Designer 27% growth, Systems Analysts 21% growth). The 2018 Burning Glass report suggest 18.8% job growth for software developers (related to UX) and 20.9% growth for computer systems analysts. A 2017 Educational Advisory Board consulting report obtained via Division of Continuing Studies suggests students with this concentration can obtain employment with titles like “User Interface Designer” “Interaction Designer” “Computer Systems Analyst” and those students taking more courses in partnership with Computer Science could obtain jobs as “Software Developers.” The User Experience Professionals Association (UXPA) 2016 jobs survey found average national salaries of $98,000 with average starting salaries of just over $60,000.

Data Management & Analytics for Information Professionals: An Educational Advisory Board consulting report obtained via Continuing Studies found that occupations related to analytics and data analysis are expected to grow faster than the average of all occupations in the United States. For example, market research analysis positions are expected to increase by 32% by 2022. Bureau of Labor Statistics reports that Management Analyst positions will rise by 9%. DCS interviews with employers emphasized the need for employees with applied research skills such as “using statistics in a business setting” and “understanding if data are credible” and data communications skills such as information visualization and how to “persuade and influence” using data. Indeed.com reports the average salary for a data analyst nationally as $69,653. This concentration also aims to create specialists in managing large amounts of data, and processing and manipulating that data to make organizational decisions and generate new products and services. Other terms associated with this concentration include knowledge management and information/data security and data governance. This is a new employment area that is not well represented by traditional employment categories, but organizations of all types increasingly rely on effective storage and retrieval of data and information to make decisions. BLS does not list data management or governance as a tracked job, but Glassdoor lists related job titles such as “chief data officer, data management, enterprise data architect, data modeler, database marketing, business analyst, data analyst, data architect” working primarily in health care, insurance, and the financial industries. Indeed.com reports an average salary for data analysts of $69,000. Data architects, a position requiring more database skills that the MS Information would provide, earn an average of $122,000.

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

Human and Organizational Factors in Data and Information Security and Privacy (future area of growth): Educational Advisory Board consulting reports show high demand for master’s level job postings in information and data security both regionally and nationally. The proposed collaboration with the Business School would not contain the advanced technical coursework needed to qualify as a “Cybersecurity” MS, but it would produce information professionals who are literate about computer security issues and have expertise in the human factors, data/information governance and policy/legal aspects of information/data security and these skills are in high demand. Technology companies, higher educational institutions, government agencies, NGOs are currently dealing with policy and ethical issues related to collection and use of information and data beyond merely securing data they already have. The 2018 Burning Glass report suggests a 20.9% growth in positions of “information security analysts.” We anticipate producing students who can address these broader concerns.

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

The proposed program is complementary to several existing programs on the UW-Madison campus. It will share coursework with some of them: (a) the professional masters in Computer Sciences, and (b) the MS-Statistics Data Science Option (c) the MS Design + Innovation from Engineering and (d) the MS Business Analytics.

The MS Information will complement the Computer Sciences Professional Masters (PMP) and it will share courses with CS to promote curricular efficiencies. The MS information is different in that it would include more coursework in the areas of management, policy/ethics, human dimensions of computer systems. The MS Information requires a lower level of technical proficiency prior to admission, take a greater concentration of technical courses, and take more advanced technical courses. The technical coursework for the MS in Information would include more entry-level technology courses than the CS PMP; for example, the iSchool would count entry-level programming courses toward the MS Information degree, while the CS PMP would not. The program draws a different set of students. The CS PMP is more purely technical in nature and prepares students for jobs that require a high level of knowledge of computer hardware, programming and computational theories (e.g., programmer, software developer). The MS Information mixes more introductory and applied technology courses with preparation in ethics and human aspects of computing.

The MS in Information will draw on CS coursework in basic programming, HCI and basic computer security. No CS coursework is required for the MS Information degree.

Statistics – MS Statistics Data Science Option: The proposed MS Information differs from the MS Statistics Data Science option in that the Statistics MS has a much stronger statistical and computational perspective. The MS Statistics Data Science has numerous math and statistics prerequisites, while the MS Information has none. The MS Statistics Data Science will produce data scientists while the MS Information aims to produce data savvy information professionals. The MS Information approaches data management from a much more managerial, policy and social impacts perspective. The MS Information degree would focus on issues related to planning data management at an organizational level, data organization and access issues, auditing and evaluation of data practices, and data policy and ethics issues and would cover only introductory statistical and data mining concepts to support creating data-savvy managers. Statistics has already approved the three Information School courses that would comprise the statistical component of courses possible in the MS Information. The two programs will share a course in Data Science Ethics.

Engineering/Design Innovation: The iSchool is part of the steering committee for the proposed MS Design + Innovation and will share coursework in the areas of user experience/interaction design and information visualization. This cooperative relationship between the MS D+I and MS Information allows efficient sharing of courses while also giving students the choice of a more general information/data management degree. The MS Information will differ from planned MS Design Innovation degrees in that it will offer an online option, offer part time options for working adults, include concentrations not covered by the MS Design Innovation (information and data, management/data governance, analytics for decision making), include
information/data ethics and values concepts not covered by the MS Design Innovation, and prepare students for careers in managing data and information rather than careers in design. The MS Design Innovation is more focused on careers in design: design engineers, design entrepreneurs, business model and supply chain designers.

Business School MS Business Analytics (proposed): The iSchool and the Business School and the are planning to share curriculum between the MS Information and a proposed MS Business:Business Analytics. The iSchool and School of Business plan to share coursework in the Analytics and Data Risk and Surveillance areas. This cooperative relationship between the proposed MS Business Analytics and MS Information allows efficient sharing of courses while also giving students the choices about pathways to obtain knowledge in the applied analytics and risk/data security areas. The MS Information will differ from planned Business School degrees in that: (a) it will offer an online degree option, (b) it will include concentrations in the areas not covered by School of Business such as user experience/interaction design, civic technologies, and data governance and information management (e) aims at an audience of adult career changers rather than the MS Business Analytics audience of UW-Madison undergraduate students from business and other quantitative non-business fields (e.g., statistics, economics, computer science), who wish to stay in Madison to pursue 5th year master’s degree.

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>Eschenfelder, Kristin</td>
<td>Information School (I SCHOOL)</td>
<td>Associate Director, School of Computer, Data &amp; Information Sciences</td>
</tr>
<tr>
<td>Kim, Kyung-Sun</td>
<td>Information School (I SCHOOL)</td>
<td>Professor, Director</td>
</tr>
<tr>
<td>Smith, Catherine</td>
<td>Information School (I SCHOOL)</td>
<td>Professor</td>
</tr>
<tr>
<td>Rubel, Alan</td>
<td>Information School (I SCHOOL)</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Salo, Dorothea</td>
<td>Information School (I SCHOOL)</td>
<td>Faculty Associate</td>
</tr>
<tr>
<td>Hendricks Cobb, Tanya</td>
<td>Information School (I SCHOOL)</td>
<td>Student Services Coordinator</td>
</tr>
<tr>
<td>Greiber, Jenny</td>
<td>Information School (I SCHOOL)</td>
<td>Certificates Coordinator</td>
</tr>
<tr>
<td>Wiessinger, Nicole</td>
<td>Information School (I SCHOOL)</td>
<td>Associate Director</td>
</tr>
</tbody>
</table>

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

The Information School has an existing departmental space that includes faculty and administrative offices, meeting rooms, computer labs, usability labs, and social spaces. The Information School is well supported with IT through the HC White IT Cooperative. The Information School has a strategic partnerships with other units on campus that will augment the program including: (a) partnerships with Computer Science and Statistics through the School of Computer, Data & Information Science collaborations (b) strong relationships with UW-Madison offices that will facilitate student internships including the Cybersecurity Office, User Experience office in the Division of Information Technology, and campus data management offices (c) an strong existing internship program that regularly places students in information agencies in the state and region.

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>Hendricks Cobb, Tanya</td>
<td>Information School (I SCHOOL)</td>
<td>Student Services Coordinator</td>
</tr>
</tbody>
</table>

Describe how student services and advising will be supported.

The Information School has a strong existing student services infrastructure with 2 total 100% FTE positions supporting the MA Library and Information Studies program and the capstone certificate programs in User Experience and Analytics for Decision Making. The budget proposal for the MS Information includes a plan to add 1 FTE in the student services area in 2020 to...
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?**
Market-based tuition - separate proposal to be submitted

**Select a tuition increment:**
$1,100/credit

**What is the rationale for selecting this tuition increment?**
Market analysis of peer programs. Students’ expected salaries upon completion of the program. Coverage of program costs.

**Upload the proposal for market based tuition:**

**Provide a summary business plan.**
See attached 10 year budget plan for detailed information. The below is based on year 4 of the plan (2023).

- total credits produced: 1730
- tuition per credit: $1100
- gross tuition revenue: 1,903,000
- tuition revenue - discounts (scholarships): $1,712,700
- campus share: $171,270
- college share: $393,921
- instructional costs: $484,885
- support costs: $254,065
- program development costs: $23,477
- marketing costs: $123,500
- department revenue: $85,604

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

As a non pooled program, all program costs will be covered by program revenue. The 10 year budget plans show that all program costs will be covered by enrollment by the 4th year of the program if student recruitment targets are met.

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

Specific digital marketing efforts employed will likely include paid search (Google AdWords), paid social (Instagram, Snapchat) and digital display web banners. Email marketing will also be utilized by targeting specific undergrad majors and alumni as well as targeted paid lists such as GRE. Dedicated landing page(s) will be built using lead conversion best practices. The Information School will develop a marketing plan in consultation with the Division of Continuing Studies. This plan will include the following elements:

- website on regular iSchool webpage
- *website on the Advance Your Career Adult Learners page
- *social media based advertising (Google, LinkedIn)
- *outreach to likely candidate universities in India, China
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.

Full time students will be eligible for financial aid. The Information School will seed the financial aid money to the new MS Information from available 131 revenues. Non pooled program students are not eligible for tuition remission. Scholarships will be available, decisions are made after admissions based on a combination of academic potential, financial need and the desire to build a well-rounded cohort.

**Curriculum and Requirements**

Parent Plan Admissions/How To Get In Requirements

Students apply to the Master of Science in Information through one of the named options:

- Campus Program [REGISTRAR INSERT LINK]
- Online Program [REGISTRAR INSERT LINK]

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 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.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Deadline</td>
<td>March 1</td>
</tr>
<tr>
<td>Spring Deadline</td>
<td>The program does not admit in the spring.</td>
</tr>
<tr>
<td>Summer Deadline</td>
<td>This program does not admit in the summer.</td>
</tr>
<tr>
<td>GRE (Graduate Record Examinations)</td>
<td>Not 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>3</td>
</tr>
</tbody>
</table>

The MS Information admits students to its on campus and online master's programs once a year for a start in the fall semester. Fall admissions deadlines are as follows:

- The deadline for full consideration for iSchool MS Information scholarships is February 15.
- The deadline for full consideration for admission is March 1.

Applications submitted after March 1 are considered on a space available basis.

The UW Madison Graduate School requires a bachelor’s degree from a regionally accredited U.S. institution, or a comparable degree from an international institution.

A minimum undergraduate grade-point average (GPA) of 3.00 (on a 4.00 scale) in the last 60 earned credit hours is required.

Application evaluation criteria include academic abilities, professional promise, leadership and community engagement. An undergraduate program that includes breadth in liberal arts and sciences is required. Any major is acceptable. Prior work experience related to information and computing professions is useful, but is not required. The GRE is not required.

International students: TOEFL or equivalent scores are required if English is not the native language, or if the undergraduate instruction was not in English. The Information School follows UW Graduate School rules regarding English proficiency exams. See the [Graduate School website](https://grad.wisc.edu) for updated information.

Describe plans for recruiting students to this program.

Recruitment will be coordinated with the above described marketing plan.

Early stage: Recruitment will be led by the Information School student services team. Interested students are invited to make an appointment to talk with student services staff or visit the school. If possible, they...
are encouraged to attend a class during their visit. The program will hold annual web conference based recruiting information sessions in the fall to increase the geographical range of recruiting. iSchool student services also connects interested students to current student and alumni volunteers who are willing to discuss their experiences at the program and their career progression.

Middle: The student records manager tracks all partially completed applications and sends email reminders to applicants to complete their applications before key deadlines. The iSchool recently revamped its application process to speed up production of acceptance notices. Negotiation with accepted students for scholarship money begins at this time. Faculty volunteer to send encouraging emails to accepted students in their specialization areas. All admitted students are invited to subscribe to a new students blog that provides ongoing information for incoming students.

Post acceptance: In the period after acceptance but before starting the program, all admitted students are added to an incoming students blog. Student services regularly posts information about the program, the city of Madison, relevant part-time jobs for students, financial aid and other material on this blog. The Director and student services coordinator hold an online advising session mid-summer before students enroll for fall courses to answer questions.

Orientation: the iSchool holds orientations for both its online programs (early August) and its campus programs (late August) to prepare students for academic success by introducing them to department and campus resources as well as connecting them to relevant social and support groups. The online MS Information students will have a separate online orientation combining synchronous and asynchronous elements to ensure they are familiar with online educational tools and available campus resources such as the library and the Writing Center.

Projected Annual Enrollment:

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>20</td>
</tr>
<tr>
<td>Year 2</td>
<td>35</td>
</tr>
<tr>
<td>Year 3</td>
<td>45</td>
</tr>
<tr>
<td>Year 4</td>
<td>50</td>
</tr>
</tbody>
</table>

Maximum enrollment that can be supported with existing instructional and student services resources: 25

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

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>
</tbody>
</table>
Minimum Residence Credit 16 credits

Minimum Graduate Coursework
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 (https://registrar.wisc.edu/course-guide/).

Overall Graduate GPA 3.00 GPA required.

Other Grade Requirements
Within the student's total program, one grade of BC or C is allowable in either a required or elective course if it is balanced by a grade of A or AB earned either prior to or concurrently with the unsatisfactory grade. Students receiving a BC or C move into probationary status. A second grade of BC or C or any grade of D or F will normally result in the student being dropped from the program. In addition, a student's graduate-program cumulative grade point average must be maintained at 3.00 or above.

Assessments and Examinations
No formal examination is required.

Language Requirements
None.

Required courses
Select a Named Option for courses required.

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

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>
<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>
<td>No</td>
</tr>
</tbody>
</table>

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>
</tbody>
</table>

Minimum Graduate Coursework
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 (https://registrar.wisc.edu/course-guide/).

Overall Graduate GPA 3.00 GPA required.

Other Grade Requirements
Within the student's total program, one grade of BC or C is allowable in either a required or elective course if it is balanced by a grade of A or AB earned either prior to or concurrently with the unsatisfactory grade. Students receiving a BC or C move into probationary status. A second grade of BC or C or any grade of D or F will normally result in the student being dropped from the program. In addition, a student's graduate-program cumulative grade point average must be maintained at 3.00 or above.

Assessments and Examinations
No formal examination is required.

Language Requirements
None.

Required COURSES

Course List
## Core Required Courses (take all)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIS 615</td>
<td>Systems Analysis and Project Management for Information Professionals</td>
<td>3</td>
</tr>
<tr>
<td>LIS 751</td>
<td>Database Design for Information Professionals</td>
<td>3</td>
</tr>
<tr>
<td>LIS/COM ARTS 705</td>
<td>Introductory Analytics for Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>LIS/CURRIC 620</td>
<td>Field Project</td>
<td>3</td>
</tr>
<tr>
<td>LIS 732</td>
<td>Strategic Information Services</td>
<td>3</td>
</tr>
</tbody>
</table>

### Breadth Requirement in Ethics

All students must complete at least three credits in ethics from the list below.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIS 461</td>
<td>Data and Algorithms: Ethics and Policy (recommended)</td>
<td>3</td>
</tr>
<tr>
<td>LIS 661</td>
<td>Information Ethics and Policy</td>
<td></td>
</tr>
</tbody>
</table>

### Concentrations

At least 9 credits must be taken from among the following approved courses organized by concentration area. Students may mix and match approved courses from across the two different areas.

#### Concentration Area: User Experience/Interaction Design 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIS/COMP SCI 611</td>
<td>User Experience Design 1</td>
<td></td>
</tr>
<tr>
<td>LIS/COMP SCI 612</td>
<td>User Experience Design 2</td>
<td></td>
</tr>
<tr>
<td>LIS/COMP SCI 613</td>
<td>User Experience Design 3</td>
<td></td>
</tr>
<tr>
<td>LIS/COMP SCI 614</td>
<td>User Experience Design Capstone</td>
<td></td>
</tr>
</tbody>
</table>

#### Concentration Area: Analytics and Data Management 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIS 706</td>
<td>Data Mining Planning and Management</td>
<td></td>
</tr>
<tr>
<td>LIS 707</td>
<td>Data Visualization and Communication for Decision Making</td>
<td></td>
</tr>
<tr>
<td>LIS 711</td>
<td>Data Management for Information Professionals</td>
<td></td>
</tr>
</tbody>
</table>

### Electives

Up to 3 credits of electives may be taken from the below approved list.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP SCI 319</td>
<td>Data Programming I for Research</td>
<td>0-3</td>
</tr>
<tr>
<td>COMP SCI 570</td>
<td>Introduction to Human-Computer Interaction</td>
<td></td>
</tr>
<tr>
<td>LIS 444</td>
<td>Africa + The Internet: An Introduction to Digital Life on the Continent</td>
<td></td>
</tr>
<tr>
<td>LIS/LEGAL ST 460</td>
<td>Surveillance, Privacy, and Police Powers</td>
<td></td>
</tr>
<tr>
<td>LIS 500</td>
<td>Code and Power</td>
<td></td>
</tr>
<tr>
<td>LIS 510</td>
<td>Information Security and Privacy</td>
<td></td>
</tr>
<tr>
<td>LIS/NURSING/OCC THER 517</td>
<td>Digital Health: Information and Technologies Supporting Consumers and Patients</td>
<td></td>
</tr>
<tr>
<td>LIS 616</td>
<td>Digital Records Management and Information Governance</td>
<td></td>
</tr>
<tr>
<td>LIS 632</td>
<td>Metadata Standards and XML</td>
<td></td>
</tr>
<tr>
<td>LIS 645</td>
<td>Intellectual Freedom</td>
<td></td>
</tr>
<tr>
<td>LIS 646</td>
<td>Introduction to Info Architecture and Interaction Design for the Web</td>
<td></td>
</tr>
<tr>
<td>LIS 658</td>
<td>Publishing, Knowledge Institutions and Society: E-Revolutions?</td>
<td></td>
</tr>
<tr>
<td>LIS/LEGAL ST 663</td>
<td>Introduction to Cyberlaw</td>
<td></td>
</tr>
<tr>
<td>ISY E/PSYCH 349</td>
<td>Introduction to Human Factors</td>
<td></td>
</tr>
<tr>
<td>ISY E 552</td>
<td>Human Factors Engineering Design and Evaluation</td>
<td></td>
</tr>
<tr>
<td>DS 341</td>
<td>Design Thinking for Transformation</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits:** 30

1. These tracks are internal to the program and represent different pathways a student can follow to earn this degree. Track names do not appear in the Graduate School admissions application, and they will not appear on the transcript.

Contingent on advisor approval, up to 3 credits of coursework from outside the MS Information approved course list can be taken from other UW-Madison departments while the student is matriculated in the MS Information program.

**MA Library and Information Studies Transfers**

The program would accept up to 10 credits (1 semester) from students who begin the MA program but then seek to change to the MS Information program. Courses from outside the MS Information approved course list are subject to approval by the advisor and must not exceed the 9 elective credits allowed within the program. Students switching between the MS Information degree and the MA Library and Information Studies degree must switch by the end of their first semester (for part time students = 10 credits). **Students moving from a lower cost program to the MS program will be required to pay the difference in tuition in order to have the courses count toward the MS degree.** In the case of a move from a higher to a lower cost program, the difference in tuition will not be refunded.

**Total credits required:** 30

**Parent Plan Graduate Policies**

Students should refer to one of the named options for policy information:

- Campus Program [REGISTRAR INSERT LINK]
- Online Program [REGISTRAR INSERT LINK]
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

**PRIOR COURSEWORK**

Graduate Work from Other Institutions
The program will not accept credits taken outside of UW-Madison to be used toward the degree.

**UW–Madison Undergraduate**
The program will allow up to 3 credits of approved MS Information or computer science coursework taken as an undergraduate to be counted toward the degree. The coursework must be from the approved MS curriculum, or approved by an Information School advisor.

**UW-Madison University Special**
The program will accept up to 10 credits from the iSchool capstone certificate in Digital User Experience Design (UX) or Analytics for Decision Making Capstone Certificate programs, if those credits were earned within 5 years of admission to the MS degree. All credits must be part of the UX or Analytics certificates.

In cases where students move from a lower cost program to the MS program, students will be required to pay the difference in tuition in order to have the lower cost earned credits count toward the MS degree.

The program will allow a maximum of 3 LIS credits from the approved MS Information course list, to be completed as a non-matriculated special student before entry into the program. Special students entering the MS Information must pay the tuition differential on the 3 credits in order for the course to count toward their MS Information degree requirements.

**PROBATION**

Registration is not a guarantee of enrollment under conditions of unsatisfactory progress. Students who fall into unsatisfactory progress will have an academic hold placed on their record; they should discuss clearing the hold with their adviser.

Good standing: progressing according to standards.

Probation: not progressing according to standards but permitted to enroll; potential loss of scholarships.

Unsatisfactory progress: not progressing according to standards; not permitted to enroll, dismissal, leave of absence.

A student may be placed on probation or suspended from the Graduate School for low grades or for failing to resolve incompletes in a timely fashion. In special cases the Graduate School permits students who do not meet these minimum standards to continue on probation upon recommendation and support of their advisor. See iSchool Student Handbook.

**ADVISOR / COMMITTEE**

All continuing students are required to meet with the staff advisor prior to registering for each semester in order to remove registration holds and ensure timely progress towards degree completion. Students may switch advisors at any time by completing a change of advisor form.

**CREDITS PER TERM ALLOWED**

15 credits (however, 12 credits are highly encouraged)

**Time Constraints**

The maximum period for completion of the M.S. (under special circumstances) is seven calendar years. Contact the department for more information.

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.

**Grievances and Appeals**

Approved Shared Content from /shared/graduate-school-grievance-policy/

Grievance policy - shared content

Approved Shared Content from /shared/letters-science-grievance-policy/

Students should contact the department chair or program director with questions about grievances.
Program Learning Outcomes and Assessment

Parent Program Learning Outcomes
- Integrate concepts from information/data management, digital technologies and human behavioral and cultural practices to help solve organizational, community or social challenges
- Use legal or ethical principles to critique data and information management practices
- Apply principles of information science to organizational data and information management endeavors
- Use quantitative analysis methodologies and tools to inform decision making
- Demonstrate professional communications, teamwork, and awareness of culture competencies

Students should contact the department chair or program director with questions about grievances.

Other

MS Information program students are not permitted to accept appointments that would result in a tuition waiver (TA, RA, PA). Also, students in this program cannot enroll in other graduate programs, nor take courses outside the prescribed curriculum without permission of the advisor.

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 maximum period for completion of the M.S. (under special circumstances) is seven calendar years.

Contact the department for more information.

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.

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Assessment plan for both named options: campus and online

a. How the program will continuously assess (using both direct and indirect assessment measures) the extent to which the learning outcomes are accomplished. The program will use both indirect and direct measures. The indirect measures will include an annual survey of upcoming graduates to assess the degree to which they perceive they have acquired knowledge and competencies represented in the PLOs. One direct measure will be a report from internship supervisors assessing the students' skills and competencies. Another direct measure will be a rotating review of required course assignments that demonstrate obtainment of PLOs. The review will be done by the iSchool assessment committee.

b. Describe the processes that will be in place to make use of assessment evidence to improve the quality of the program.

Each year the program director will produce a program assessment report. The faculty will discuss the report at the annual faculty retreat and suggest program changes and delegate issues to relevant iSchool committees such as the curriculum committee or the online education and student support committee.

Summarize the assessment plan.

Assessment plan for both named options: campus and online

a. How the program will continuously assess (using both direct and indirect assessment measures) the extent to which the learning outcomes are accomplished. The program will use both indirect and direct measures. The indirect measures will include an annual survey of upcoming graduates to assess the degree to which they perceive they have acquired knowledge and competencies represented in the PLOs. One direct measure will be a report from internship supervisors assessing the students' skills and competencies. Another direct measure will be a rotating review of required course assignments that demonstrate obtainment of PLOs. The review will be done by the iSchool assessment committee.

b. Describe the processes that will be in place to make use of assessment evidence to improve the quality of the program.

Each year the program director will produce a program assessment report. The faculty will discuss the report at the annual faculty retreat and suggest program changes and delegate issues to relevant iSchool committees such as the curriculum committee or the online education and student support committee.
Program Change Request

Date Submitted: 03/05/20 1:15 pm

Viewing: MA 783L&S : Physics

Last approved: 04/29/19 1:17 pm
Last edit: 03/25/20 1:07 pm
Changes proposed by: zander1

Catalog Pages Using this Program
Physics, M.A.

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

Name
Elaine M Klein - L&S

Proposal Abstract/Summary:
Program is functioning as a non-admitting program, requesting expedited approval to update the system with reality. 2019-20 had updates to the MS restructuring and now those are complete so we would like the MA accurately reflected in the system as non-admitting. 3/25/2020 - grievance policy added by Graduate School

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: Active
Type of Program: Degree/Major
Who is the audience?
Graduate or professional
Home Department: PHYSICS
School/College: College of Letters and Science

In Workflow
1. PHYSICS Dept. Approver
2. L&S College Admin Reviewer
3. L&S College Approver
4. APIR Admin
5. GFEC Approver
6. UAPC Approver
7. Registrar

Approval Path
1. 02/25/20 1:56 pm Michelle Holland (zander1): Approved for PHYSICS Dept. Approver
2. 02/25/20 2:53 pm Elaine Klein (emklein): Rollback to PHYSICS Dept. Approver for L&S College Admin Reviewer
3. 02/25/20 3:10 pm Michelle Holland (zander1): Approved for PHYSICS Dept. Approver
4. 02/26/20 1:29 pm Elaine Klein (emklein): Approved for L&S College Admin Reviewer
5. 03/03/20 3:20 pm Elaine Klein (emklein): Approved for L&S College Approver
The program will be governed by the home department/academic unit as specified. Will an additional coordinating or oversight committee be established for the program?

No

Is this in the Graduate School? Yes

Award: Master of Arts

SIS Code: MA 783L&S

SIS Description: Physics MA

Transcript Title: Physics

Named Options:

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

Is this a non-admitting master’s degree? Yes 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>Dasu, Sridhara</td>
<td><a href="mailto:srdasu@wisc.edu">srdasu@wisc.edu</a></td>
<td>608/262-3678</td>
<td></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Schmidt, Jeffrey</td>
<td><a href="mailto:jrschmi2@wisc.edu">jrschmi2@wisc.edu</a></td>
<td>608/890-2004</td>
<td></td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Holland, Michelle</td>
<td><a href="mailto:zander1@wisc.edu">zander1@wisc.edu</a></td>
<td>608/262-9678</td>
<td></td>
</tr>
<tr>
<td>Primary Dean’s Office Contact</td>
<td>Cornelius, Kimbrin</td>
<td><a href="mailto:kicornelius@wisc.edu">kicornelius@wisc.edu</a></td>
<td>608/890-3827</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>Physics (PHYSICS)</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 No
UW-Madison?

Will this program have outside accreditation? No

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

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

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

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

### Rationale and Justifications

What is the rationale for this change?
- update system to reality

What evidence do you have that these changes will have the desired impact?
- decrease confusion from prospective students who see this on the application but in fact it operates as non-admitting.

### Faculty and Staff Resources

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.

Letters & Sciences Community of Graduate Research Scholars

### Resources, Budget, and Finance

Is this a revenue program? No

What is the tuition structure for this program?

Given considerations associated with the proposed change, describe the academic unit's fiscal capacity to support the instructional and curricular requirements, academic and career advising, student support services, technology needs, and relevant assessment of student learning and program review requirements. Is there sufficient capacity in the curricular and academic support services to meet the additional workload? For research graduate programs, include information on how the program will be administered and how student funding will be handled. For undergraduate programs, include information on academic advising, career advising, student support services.

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.

### 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

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.

Admission is competitive. All applicants are reviewed and evaluated on the basis of previous academic record, three letters of recommendation, statement of purpose for graduate studies, resume, and Graduate Record Exam (GRE) general and subject scores. The physics subject GRE exam is required. For applicants whose native
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.

Language is not English, the department requires a minimum score of 580 (paper-based), 237 (computer-based), or 92 (internet-based) on the Test of English as a Foreign Language (TOEFL) exam, or 7 on the International English Language Testing System (IELTS) exam. All eligible applicants with complete files are considered for teaching or research assistantships and fellowships. To be considered for admission, students must submit all application materials (including test scores) via the Graduate School electronic application site by December 15.

**Graduate Admissions Requirements**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Deadline</td>
<td>December 15</td>
</tr>
<tr>
<td>Spring Deadline</td>
<td>This program does not admit in the spring.</td>
</tr>
<tr>
<td>Summer Deadline</td>
<td>This program does not admit in the summer.</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>3</td>
</tr>
</tbody>
</table>

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.

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.

**Mode of Instruction**

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

**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.

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**

**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.
### CURRICULAR REQUIREMENTS

<table>
<thead>
<tr>
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<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>30 credits</td>
</tr>
<tr>
<td>Minimum Residence Credit</td>
<td>30 credits</td>
</tr>
</tbody>
</table>
| Minimum Graduate Coursework   | Half of degree coursework (15 credits out of
| Requirement                   | 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 (https://registrar.wisc.edu/cours-
|                               | e-guide/). No 300-level courses will be counted
|                               | toward the 30 credit minimum.               |
| Overall Graduate GPA Requirement | 3.00 GPA required.                       |
| Other Grade Requirements      | The Graduate School requires an average
|                               | grade of B or better in all coursework
|                               | (300 or above, not including research
|                               | credits) taken as a graduate student unless
|                               | conditions for probationary status require
|                               | higher grades. Grades of Incomplete are
|                               | considered to be unsatisfactory if they are
|                               | not removed during the next enrolled semester.|
| Assessments and Examinations  | All master of arts degree candidates must
|                               | pass the qualifying examination at the
|                               | master's level.                            |
| Language Requirements         | Contact the program for information on any
|                               | language requirements.                     |

### Required COURSES

All graduate degree candidates are required to take five core courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYSICS 711</td>
<td>Theoretical Physics-Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>PHYSICS 715</td>
<td>Statistical Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>PHYSICS 721</td>
<td>Theoretical Physics-Electrodynamics</td>
<td>3</td>
</tr>
<tr>
<td>PHYSICS 731</td>
<td>Quantum Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>PHYSICS 732</td>
<td>Quantum Mechanics</td>
<td>3</td>
</tr>
</tbody>
</table>

The remaining 15 credits may be earned through a combination of coursework, directed study, and research, to be determined by the advisor in consultation with the student.

Guide Graduate Policies tab

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

### Major-Specific Policies

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

#### Prior Coursework

Graduate Work from Other Institutions

Prior coursework from other institutions may count toward any graduate degree in physics as allowed by the Graduate School policy on prior coursework.

**UW–Madison Undergraduate**

Up to 7 credits in courses numbered 500 or above may be used to satisfy minimum degree requirements.

**UW–Madison University Special**

With program approval and payment of difference in tuition (between Special and graduate tuition), students are allowed to count no more than 15 credits of coursework numbered 500 or above taken as a UW–Madison University Special student. Coursework earned five or more years prior to admission to a master’s degree...
List the program learning outcomes.

<table>
<thead>
<tr>
<th>Outcomes – enter one learning outcome per box. Use the green + to create additional boxes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mastery of the core physical concepts (classical mechanics, electricity and magnetism, quantum mechanics, and statistical mechanics).</td>
</tr>
<tr>
<td>2. Articulates, critiques, or elaborates the theories, research methods, and approaches to inquiry or schools of practice in physics.</td>
</tr>
<tr>
<td>3. Evaluates or synthesizes information pertaining to questions or challenges in physics.</td>
</tr>
<tr>
<td>4. Gains rudimentary awareness of physics research execution.</td>
</tr>
<tr>
<td>5. Communicates clearly in ways appropriate to the field of physics.</td>
</tr>
</tbody>
</table>

Summarize the assessment plan.

Assessment plan had been updated more than a year ago but not submitted to GUIDE.

Approved Assessment Plan: Physics_MAMS_Y1-3Plan_CurricMap.docx

Related Programs

Commitments

Courses in the curriculum are numbered 300 or higher.

Yes

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

Yes
Supporting Information

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

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

Additional Information:

Approvals

Department Approval - This proposal has been approved by the faculty at the department/academic unit level. The program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and 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: Department Chair confirms intent of MA to remain as non-admitting. Email exchange with Emily Reynolds and Elaine Klein are supportive of making the record conform with reality that this program functions as a non-admitting program and admissions data agrees with this.

Entered by: Date entered: 

School/College Approval - This proposal has been approved at the school/college level and it is submitted with the Dean’s support. The Dean and program faculty confirm that the unit has the capacity 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.


Entered by and date: 

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: Elaine M. Klein, Assoc Dean for Academic Planning

Entered by: Date entered: 3/3/2020

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

Date Submitted: 03/03/20 2:49 pm

Viewing: MS 912PHM : Health Services Research in Pharmacy

Last approved: 05/01/19 2:15 pm
Last edit: 03/23/20 11:17 am

Changes proposed by: janetski

Catalog Pages Using this Program

Health Services Research in Pharmacy, M.S.

Proposal Abstract/Summary:
This program will become a non-admitting master’s degree program to be more in align with the other school research-based programs. Seminar umbrella course has been converted into distinct courses and updated in the curriculum. Program learning outcomes are also updated.
3/23/2020 - Grievance policy added

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.

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

Name
Mel de Villiers - PHM

Basic Information

Program State: Active
Type of Program: Degree/Major
Who is the audience?
Graduate or professional
Home Department: PHARMACY
School/College: 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. 03/04/20 9:29 am
Melgardt De Villiers (devilliers): Approved for PHARMACY Dept. Approver
2. 03/04/20 9:33 am
Melgardt De Villiers (devilliers): Approved for PHM School Admin Reviewer
3. 03/04/20 9:37 am
Melgardt De Villiers (devilliers): Approved for PHM School Approver
4. 03/10/20 2:47 pm
Karen Mittelstadt (mittelstadt): Rollback to PHM School Approver for APIR Admin
5. 03/16/20 9:55 am
Beth Janetski (janetski): Approved for PHM School
The program will be governed by the home department/academic unit as specified. Will an additional coordinating or oversight committee be established for the program?

No

Is this in the Graduate School? Yes

Award: Master of Science

SIS Code: MS 912PHM

SIS Description: Health Service Rsrch in Phm MS

Transcript Title: Health Services Research in Pharmacy

Named Options:

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

Is this a non-admitting master’s degree? Yes

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>Faculty Director</td>
<td>Chui, Michelle</td>
<td><a href="mailto:machui@wisc.edu">machui@wisc.edu</a></td>
<td>608/262-0452</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

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

Will this program have outside accreditation? No

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

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

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

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

Proposed changes are intended to be implemented for Fall 2020. The graduate program is currently conducting our 10 year program review. The background and rationale for the degree name change is described in the self-study document and the site visit with the external review committee took place on September 21, 2018. No structural changes need to be made to the name change was discussed with the program to make these changes external review committee and there are no students currently enrolled in was broad agreement that the MS name change made sense and was consistent with the focus and content of our program.

Rationale and Justifications

What is the rationale for this change?

This change will bring the HSRP program into alignment with other research-based graduate programs in the School of Pharmacy. Students will apply to and be admitted directly into the PhD program. Students may work with their advisor to determine if pursuing a MS degree on the way to the PhD is appropriate. Program learning outcomes are being updated to be more
Confirm that the program advisor(s) or coordinator(s) have been consulted and reviewed this proposal.

Select the Graduate Research Scholars Community for this program.

Science and Medicine Graduate Research Scholars Program

Resources, Budget, and Finance

Is this a revenue program? Yes

What is the tuition structure for this program?

Standard resident/MN/nonresident graduate tuition

Given considerations associated with the proposed change, describe the academic unit's fiscal capacity to support the instructional and curricular requirements, academic and career advising, student support services, technology needs, and relevant assessment of student learning and program review requirements. Is there sufficient capacity in the curricular and academic support services to meet the additional workload? For research graduate programs, include information on how the program will be administered and how student funding will be handled. For undergraduate programs, include information on academic advising, career advising, student support services.

There are no changes impacting fiscal capacity or needs of this program.

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

There are no changes impacting fiscal capacity or needs of this program.

Curriculum and Requirements

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

Less than 30% of the curriculum will change

Guide Admissions/How to Get In tab

Those with pharmacy-type work experience or a degree in a related field are invited to inquire about the compatibility of their background for admissions purposes. This master's degree is offered helpful, but not required, for leading applicants to the PhD. HSRP M.S. graduate program. Academic backgrounds in public health, sociology, industrial/systems engineering, or economics are well suited for graduate study in HSRP. If you seek to apply your knowledge and skills to pharmacy or medication-related research at the highest levels, contact us. You can earn the M.S. Academic backgrounds in public health, sociology, industrial/systems engineering, or economics are well suited for graduate study in HSRP. If you seek to apply your knowledge and skills to pharmacy or medication-related research at the highest levels, contact us. You can earn the M.S.

Students may not apply directly to the Master of Science degree program. Academic backgrounds in public health, sociology, industrial/systems engineering, or economics are well suited for graduate study in HSRP. If you seek to apply your knowledge and skills to pharmacy or medication-related research at the highest levels, contact us. You can earn the M.S.

*Required for applicants who will receive (or have received) degrees at international (non-U.S.) institutions. GRE is not required for applicants who will receive (or have received) degrees from U.S. accredited universities or colleges.

Graduate Admissions Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Deadline</td>
<td>January 3</td>
</tr>
<tr>
<td>Spring Deadline</td>
<td>This program does not admit in the spring.</td>
</tr>
<tr>
<td>Summer Deadline</td>
<td>This program does not admit in the summer.</td>
</tr>
<tr>
<td>GRE (Graduate Record Examinations)</td>
<td>May be required in certain cases; consult program.</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>3</td>
</tr>
</tbody>
</table>
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.

Please see admissions on the program website for a link to the application and a description of the required supplementary materials. Applications are only considered at the yearly January deadline, for matriculation in the following fall semester. Applications are not reviewed at any other time during the year. If one does not hold a research-based masters degree at the time of application, but is interested in the Ph.D. degree, that Ph.D. intent should be in the application (and if admitted, such students would typically pursue an M.S. in HSRP on the way to the Ph.D.)

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

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 Mode of Instruction Definitions

CURRICULAR REQUIREMENTS Required COURSES Completion of a set of core courses is required. 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>Mode</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

At least 9 credits in core courses, 9 credits in methods of Instruction Definitions

CURRICULAR REQUIREMENTS

University General Education Requirements

- Minimum Credit Requirement: 32 credits
- Minimum Residence Credit: 16 credits

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
Minimum Graduate Coursework: At least half of degree coursework (at least 16 credits out of 32 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 (https://registrar.wisc.edu/course-guide/).

Overall Graduate GPA: 3.00 GPA required for graduate-level courses (numbered 300 and above, excluding research) to receive a degree.

Other Grade Requirements: Candidates may 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, seminars, and research credits.

Assessments and Examinations: A formal master’s thesis based on original research is required and must be defended orally. For specific details, see https://pharmacy.wisc.edu/handbook-sas/ms-degree-requirements/ms-thesis-and-examinations/.

Language Requirements: Only candidates with an emphasis in the history of pharmacy are required to attain competence in foreign language. Contact the School’s Graduate Programs Coordinator for more information.

Required Courses

At least 9 credits in core courses, 9 credits in methods of research and analysis, and 11 credits in specialty/advanced courses are required.

Core Seminar Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>S&amp;A PHM 701</td>
<td>Grant Writing for Health Services Research</td>
<td>4</td>
</tr>
<tr>
<td>S&amp;A PHM 702</td>
<td>Mixed Methods for Health Sciences: Purpose, Design and Approach</td>
<td></td>
</tr>
<tr>
<td>S&amp;A PHM 703</td>
<td>Community Engagement in Health Services Research</td>
<td></td>
</tr>
<tr>
<td>S&amp;A PHM 704</td>
<td>Dissemination, Implementation and Sustainment of Change in Health Services Research</td>
<td></td>
</tr>
</tbody>
</table>

Core Principles

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>S&amp;A PHM 715</td>
<td>Social Behavioral Theories in Pharmacy, Drug Use, and Health Behavior</td>
<td></td>
</tr>
</tbody>
</table>

Methods of Research and Analysis

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Additional Research methods (3 credits minimum)</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Analytic techniques (6 credits minimum)</td>
<td></td>
</tr>
</tbody>
</table>

Specialty and Advanced Coursework

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>S&amp;A PHM 911</td>
<td>Research Seminar in Social &amp; Administrative Pharmacy</td>
<td>4</td>
</tr>
<tr>
<td>S&amp;A PHM 715</td>
<td>Social Behavioral Theories in Pharmacy, Drug Use, and Health Behavior</td>
<td>9</td>
</tr>
<tr>
<td>Methods of Research and Analysis</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Speciality/Advanced Courses 2</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>Select in consultation with major professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select in consultation with major professor 1</td>
<td></td>
<td>11</td>
</tr>
</tbody>
</table>

1A minimum of 6 credits must be taken outside of the School of Pharmacy for the Speciality/Advanced requirement. The Speciality/Advanced credits may include no
Total credits required: 32

Approved Shared Policies 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 no more than 16 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). Such courses should be presented to program faculty prior to one's first graduate semester and require the review/approval of at least two program faculty members. 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 700 or above (earned as a UW–Madison undergraduate or professor student) toward the M.S. Such courses should be presented to program faculty prior to one's first graduate semester and require the review/approval of at least two program faculty members.

UW–Madison University Special
With program approval, students are allowed to count no more than 7 credits of coursework numbered 700 or above taken as a UW–Madison Special student. Such courses should be presented to program faculty prior to one’s first graduate semester and require the review/approval of at least two program faculty members. 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 program faculty member as an M.S. advisor through the duration of their studies. Students should select a permanent major professor before the end of the second semester enrolled in the program. Program graduate faculty monitor the progress of M.S. students annually.

Requirements for the composition of the HSRP M.S. thesis committee are presented at Guide Requirements tab. this link.

Credits Per Term Allowed

15 credits

Time Constraints
The HSRP M.S. is designed to be completed in two years. Master’s degree students who have been absent for five or more consecutive years lose all credits that were earned before their absence. Further, that coursework may not count toward Graduate School credit requirements.

## Grievances and Appeals

<table>
<thead>
<tr>
<th>Approved Shared Content from /shared/graduate-school-grievance-policy/</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grievance policy - shared content</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approved Shared Content from /shared/school-of-pharmacy-grievance-policy/</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grievance policy inserted here</td>
</tr>
</tbody>
</table>

## Other

Program faculty believe in supporting graduate students and a range of funding mechanisms are possible; graduate students are often provided with tuition remission and funding support either as teaching assistants, project assistants or fellows. In addition, new students are provided with new laptop computers for their learning and research endeavors, access to state-of-the-art statistical software and support, and travel grants to present their research at national meetings.

## Program Learning Outcomes and Assessment

List the program learning outcomes.

<table>
<thead>
<tr>
<th>Outcomes – enter one learning outcome per box. Use the green + to create additional boxes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Demonstrate critical knowledge and in-depth understanding of principles in the core area of the program and the student's area of expertise.</td>
</tr>
<tr>
<td>2  Identify important research questions, formulate testable hypotheses, and design experiments to test those hypotheses.</td>
</tr>
<tr>
<td>2  Conduct original research that contributes to the student's field of study.</td>
</tr>
<tr>
<td>4  Communicate, both orally and in writing, scientific knowledge and research results effectively to a range of audiences.</td>
</tr>
<tr>
<td>5  Demonstrate ability to teach SAS concepts and principles to a range of audiences.</td>
</tr>
<tr>
<td>6  Apply ethical principles in conducting scientific research.</td>
</tr>
<tr>
<td>1  Demonstrate an advanced critical knowledge and in-depth application of economic, policy, and/or social behavioral analyses to the study of the interrelationships between pharmacy,</td>
</tr>
</tbody>
</table>

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
Program Change Request

New Program Proposal

Date Submitted: 01/23/20 2:38 pm

Viewing: Entry Level

Parent Plan: MAI: Occupational Therapy OTD

Last edit: 03/26/20 11:17 am

Changes proposed by: sgartland

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>Marty Gustafson - DCS</td>
</tr>
<tr>
<td>Carolyn Kelley - EDU</td>
</tr>
</tbody>
</table>

Proposal Abstract/Summary:

Two named options for the OTD are being proposed to stay competitive with peer institutions who are shifting to offer the Entry-Level OTD as well as in response to the Accreditation Council of Occupational Therapy Education’s (ACOTE) encouragement that entry-level education move to the Doctor of Occupational Therapy (OTD) degree. We currently have post-professional students enrolled in a three-year part-time, online curriculum and we train entry-level professionals through our MS-OT Program. The new curricula for two named options within the OTD degree will serve the curricular needs of two levels of Doctor of Occupational Therapy students, entry-level and post-professional. We anticipate the first class of entry-level professional doctoral students will matriculate into the program in summer 2021. The new curriculum for entry-level OTD education will incorporate elements of the current MS curriculum (required for admission to the post-professional OTD) and the current OTD curriculum. Curricular content will be expanded and revised as needed to meet the ACOTE accreditation standards and all Graduate School requirements for a doctoral degree. This named option is for the entry-level OTD option.

3/10/2020 - Grievance policy added

Basic Information

<table>
<thead>
<tr>
<th>Type of Program:</th>
<th>Named Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Program:</td>
<td>MAI: Occupational Therapy OTD</td>
</tr>
<tr>
<td>Parent Audience:</td>
<td>Graduate or professional</td>
</tr>
<tr>
<td>Parent Home:</td>
<td>KINESIO</td>
</tr>
<tr>
<td>Department:</td>
<td>School of Education</td>
</tr>
</tbody>
</table>

In Workflow

1. KINESIO Dept. Approver
2. EDU School Admin Reviewer
3. EDU School Approver
4. APIR Admin
5. GFEC Approver
6. UAPC Approver
7. Registrar

Approval Path

1. 12/11/19 9:34 am Lisa Cappabianca (lcappabianca): Approved for KINESIO Dept. Approver
2. 01/14/20 1:42 pm Elizabeth Jach (ejach): Rollback to KINESIO Dept. Approver for EDU School Admin Reviewer
3. 01/23/20 1:45 pm Elizabeth Jach (ejach): Rollback to Initiator
4. 01/23/20 2:48 pm Lisa Cappabianca (lcappabianca): Approved for EDU School Admin Reviewer
5. 02/27/20 10:19 am Elizabeth Jach (ejach): Approved for EDU School Admin Reviewer
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: Entry Level

Named Options:
Sub Plan 1060: No Title Found
Sub Plan 1124: 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>Diffee, Gary</td>
<td><a href="mailto:gmdiffee@wisc.edu">gmdiffee@wisc.edu</a></td>
<td>608/262-7732</td>
<td>Professor</td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Gartland, Sharon</td>
<td><a href="mailto:sgartland@wisc.edu">sgartland@wisc.edu</a></td>
<td>608/890-3299</td>
<td>Clinical Professor</td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Farrar Edwards, Dorothy</td>
<td><a href="mailto:dfedwards@wisc.edu">dfedwards@wisc.edu</a></td>
<td>608/262-7421</td>
<td>Professor</td>
</tr>
<tr>
<td>Primary Dean’s Office Contact</td>
<td>Kelley, Carolyn</td>
<td><a href="mailto:ckelley@wisc.edu">ckelley@wisc.edu</a></td>
<td>608/263-5733</td>
<td>Senior Associate Dean</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>Communication Sci &amp; Disorders (COM SCI DIS)</td>
</tr>
<tr>
<td>School of Med &amp; Pub Hlth ACAF (SMPH ACAF)</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
Parent has outside accreditation: Yes

Parent Guide Accreditation tab

ACCREDITATION

Accreditation Council for Occupational Therapy Education
Accreditation status: Accreditation for the OTD is pending.

Graduates of parent program seek licensure or certification after graduation. Yes

Parent Guide Certification/Licensure tab
CERTIFICATION/LICENSE

National Board for Certification in Occupational Therapy
To look up NBCOT pass rates for MSOT Program.  [https://www.nbcot.org/en/Educators/Home#SchoolPerformance](https://www.nbcot.org/en/Educators/Home#SchoolPerformance)

<table>
<thead>
<tr>
<th>Year of Exam</th>
<th>UW-Madison Graduates: First Attempt</th>
<th>National: First Attempt</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>100%</td>
<td>71%</td>
</tr>
<tr>
<td>2017</td>
<td>100%</td>
<td>74%</td>
</tr>
<tr>
<td>2016</td>
<td>100%</td>
<td>72%</td>
</tr>
</tbody>
</table>

Note: The table shows pass rates on the national certification exam. Licenses are awarded at the state level. Students in the post-professional named option are required to already be licensed, and students in the entry-level named option will become eligible for the licensure exam.

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>January 15</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.

- April 2019 Letter of Intent submitted to ACOTE accrediting body
- December 2019 Submission of New Program Proposal to begin campus governance approval process for two named options in the OTD
- December 2019 Submit candidacy application to ACOTE
- January 2020 Implementation of new entry-level professional named option
- Spring 2020 ACOTE approval of Candidacy application
- Spring 2020 Campus governance approval of Dual Named Options for OTD
- Spring 2020 Marketing of new named options
- Summer 2020 Begin admissions process for entry-level OTD
- Summer 2021 Entry-level named option OTD class of 2024 matriculates

Rationale and Justifications

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

Occupational therapy professional education programs nationwide are rapidly transitioning to a doctoral degree as the portal of entry into professional practice. Recognition of knowledge advancement and a push for evidence-based approaches to OT practice in the health, education and community settings, is driving the need for higher levels of education. The Doctor of Occupational Therapy degree was first established in December 2015, and was initially proposed to enable certified occupational therapists with masters degrees the option to pursue advanced education in inter-professional leadership, advocacy, evidence-based practice and specialized areas of knowledge. In designing the "post-professional" OTD degree, the faculty anticipated the transition of the entry-level masters degree to doctoral level and designed the curriculum to enable the addition of a second named option for professional education leading to certification as an occupational therapist which would incorporate elements of the current masters degree and the post-professional OTD degree. The post-professional OTD named option (proposed separately) will be undergoing a three year check-in and five year review to determine ongoing viability. Although it has underperformed in enrollment numbers initially due to a number of market factors, it will be retained for the immediate future and continue to enroll masters trained therapists who want the opportunity to earn the advanced OTD degree. The PP-OTD proposal includes changes to the length of time to completion (3 years down to 2 years) as well as reducing the per credit cost. It is hoped...
these adjustments will attract a more robust applicant pool. After the year review is finished, if necessary, the Post-Professional OTD will be shut down.

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

The purpose of this new program proposal (EL-OTD) is to enhance student learning experience in occupational therapy at UW-Madison. The Entry Level OTD program is being proposed in response to the recommendation from the Accreditation Council of Occupational Therapy to transition all entry-level professional programs to the doctoral degree. The OTD degree at UW-Madison was established in December 2015 to meet the needs of practicing therapists seeking advanced education. The purpose of the new named option will be to add distinct curricular elements for entry-level professional students who desire to become occupational therapists, which are mandated by the new accreditation standards as of 2018. The learning outcomes for the OTD degree will remain unchanged but the core courses for the entry-level students will include the fundamentals of occupational therapy as well as many of the advanced course content in leadership, research, advocacy and innovation currently in the post-professional curriculum. Offering entry level at the Clinical Doctorate rather then the Masters level will make our program on par with peer institutions such as Ohio State University, Boston University, Washington University, etc. and will prepare students from our highly ranked program to be ready to lead in a variety of contexts such as clinical, academic, and community settings. It also puts us on par with Physical Therapy and other similar allied health professions which have a clinical doctorate as their entry point to the profession. We are in need of more doctorally trained OT’s (PhD and OTD) who are able to fill academic positions with the skills sets provided by an EL-OTD which includes content in leadership, administration, advocacy, research, and teaching. All EL-OTD students must complete a capstone project which is an independent project which builds on traditional clinical field work training. This prepares them in advanced skills such as program development, quality improvement monitoring, clinical research skills, grant writing, etc. It is hoped that our program will continue to successfully recruit under-represented minority students into our entry level cohort and our increased focus in the curriculum on leadership content, mentorship and training will position these graduates to function as change-agents within our field.

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

We have had a robust pool of qualified applicants (between 200-400) for our 25 entry-level MSOT program slots for the past 10 years. Our most recent application cycle in 2018 had 352 qualified applicants. We have had no difficulty filling our program spots, but we have lost some of the best candidates because they choose to go to programs that offer the Entry Level - Doctor of Occupational Therapy. Peer institutions which are research heavy occupational therapy programs such as Ohio State University, Washington University, New York University, Columbia, University of Southern California, Boston University, all offer the entry level OTD currently. Many other programs are in candidacy for this transition to EL-OTD as we are. ACOTE (the professional accrediting body for occupational therapy) reports that as of 2019, the majority of accredited and developing OT programs in the United States are OTD programs(156) with 46 currently in transition to the doctorate level for a total count of 202. As a top ranked Occupational Therapy program, students look to us to provide the best and most rigorous training available so that they can go on to be leaders in the field.

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

Occupational Therapy continues to be one of the fastest growing professions according to the Bureau of Labor Statistics. The job outlook for 2018-2028 is 18% which is much faster than average.

A recent study comparing entry level MSOT graduates of the same institution found that entry-level OTD students are:

1. Significantly more likely to be educators
2. Significantly more likely to use evidence-based practice 3. Significantly more likely to hold a leadership position in volunteer organizations 4. Significantly more likely to own their own business 5. Significantly more likely to be active in AOTA Special Interest Sections and coauthor an official document, statement, or position paper 6. Significantly more likely to engage in scholarly research 7. More likely to be a minority [Please note there is a misprint in the article for the percentages. The raw numbers indicate that the percentage of respondents in the OTD group who identified as a minority (14 of 62 = 23%) was more than double than the number in the MSOT group (16 of 146 = 11%).] 8. Significantly more likely to be involved in professional activities or receive professional recognitions (grants, awards, publications, presentations) 9.
While there was no statistical difference in salary due to high variance, the highest salaries were paid to OTD graduates. Retrieved from: https://encompass.eku.edu/cgi/viewcontent.cgi?article=1091&context=jote&clid=IwAR02VTdEcpgELH6CuB6AicxQfsA1BFpPJiXkLQWwbhzKNSbSLSPFZ36g0

What gap in the program array is it intended to fill?
Entry-Level OTD students will receive the additional training to function as leaders in volunteer organizations, as heads of therapy departments, as educators, and as innovators as well as to enter into translational research collaboration. The push within the profession is to move to a single point of entry because dual points of entry without differential licensure or differential credentialing limits our scope of practice to the common training requirements which are at the master’s level. We are unable to advocate for OTs role in the current and future healthcare marketplace by promoting our doctoral level standards as long as master’s level standards exist.

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>Gartland, Sharon</td>
<td>Kinesiology (KINESIO)</td>
<td>Clinical Professor</td>
</tr>
<tr>
<td>Farrar Edwards, Dorothy</td>
<td>Kinesiology (KINESIO)</td>
<td>Professor</td>
</tr>
<tr>
<td>Ausderau, Karla</td>
<td>Kinesiology (KINESIO)</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Larson, Elizabeth</td>
<td>Kinesiology (KINESIO)</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Fields, Beth</td>
<td>Kinesiology (KINESIO)</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Pickett, Kristen</td>
<td>Kinesiology (KINESIO)</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Travers, Brittany</td>
<td>Kinesiology (KINESIO)</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Brown, Joshua</td>
<td>Kinesiology (KINESIO)</td>
<td>Clinical Assistant Professor</td>
</tr>
<tr>
<td>Rebne, Alexia</td>
<td>Kinesiology (KINESIO)</td>
<td>Admissions Coordinator</td>
</tr>
<tr>
<td>Zurawski, Sarah</td>
<td>Kinesiology (KINESIO)</td>
<td>Lecturer</td>
</tr>
<tr>
<td>Pultorak, Sarah</td>
<td>Kinesiology (KINESIO)</td>
<td>Lecturer</td>
</tr>
</tbody>
</table>

The OTD 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 MSOT program.

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

<table>
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<th>Name (Last, First)</th>
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<td>Travers, Brittany</td>
<td>Kinesiology (KINESIO)</td>
<td>Assistant 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 36-month program provides a clear curriculum plan for students to complete the 97 credits.

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

Is this a revenue program? Yes

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

Select a tuition increment:
$1,000/credit

What is the rationale for selecting this tuition increment?
We are working toward the balance between creating an option that is affordable and will enable students from diverse backgrounds to enroll while maintaining a viable Program budget to ensure quality of education.

Upload the proposal for market based tuition:
Occupational Therapy Dr
Marketbasedprogramtuitionrequestform
021920.docx

Provide a summary business plan.
The Entry-level OTD Program named Option will have a tuition rate of $1000/credit for a total of 97 credits per student. We project a long-term (steady-state) enrollment of 32 per cohort, ramping up over the first year or two. Revenue projections of $2.1 million a year once those enrollment targets are met. The costs for this program are primarily for 1. instructional staff (includes faculty and academic staff) 2. Field work coordinator (full time) 3. Hiring of Capstone Coordinator 4. administrative support of marketing, advising and instructing, including fieldwork and capstone experience, 5. three teaching assistantships 6. teaching materials and lab supplies. All teaching for this new named option will be funded through 131 funds. Research Faculty will be paid for their EL-OTD teaching through 131 funds but will otherwise be funded as previously through 101 funds. All surplus revenue will initially be used to support student scholarships.

We have selected $1000/credit based on market analysis of peer institutions and expected program costs and revenue. We desire to continue to provide value to Wisconsin residents and regional students and to attract diverse applicant pool, so we have also budgeted for automatic scholarships for in-state applicants as well as limited discretionary scholarships.

The Kinesiology Department Chair Gary Diffee, Administrator Greg Dierks, along with Jeannine Nicolai-Heckmann will manage funds and support budget planning and projections is conjunction with the Occupational Therapy Program Director Sharon Gartland. We will monitor admission and retention, and align future projections of student enrollment based on those.

[Note Added by APIR 03.26.20: The School of Education is in discussion with the Madison Budget Office and the office of the Vice Chancellor of Financial Affairs about the budget impacts of the MS-OT transition as a 101 program to the OTD Entry Level program as a 131 program.]

Provide an overview of plans for funding the program including but not limited to program administration, instructional/curricular delivery, technology needs and program assessment.
The program will be funded by tuition dollars. See attached budget spread sheet.

What is the marketing plan?
We have a successful marketing and recruiting plan already for our existing entry level MSOT program. Our entry level OTD will draw from similar locations. We have traditionally had over 325 applicants for our 25 available slots so we are anticipating similar numbers for our new program. We have a number of materials (brochures, website, table materials, posters) that will be updated to highlight the new named option. Our Admissions Coordinator Alexia Rebane has worked closely with undergraduate advisors as well as the Pre-OT club to market the OT Program and attend a number of career fairs within and outside of the University. We also offer an undergraduate on-line and face to face course (Occ Ther 100) which is Introduction to Occupational Therapy for 1 credit. This course regular has 25-30 students enrolled each semester. Additionally, our Admissions Coordinator annually visits other Wisconsin schools such as UW-Whitewater, UW-LaCrosse, UW-Eau-Claire to encourage interest in our program. We have a DiversOT club which involves intentional outreach to students from under-represented groups to consider Occupational Therapy as a career. A diverse applicant pool is also a priority focus for our admissions coordinator. We have worked with
Curriculum and Requirements

Our Alumni and our community partners to recruit students and will continue to do so in the future. Our marketing plan will include a Google ad words purchase that will cause UW-Madison's program in Occupational therapy to come up when someone searches for OTD.

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 - we have anticipated the resources needed within the provided budget.

Are new Library resources needed to support this program?

No

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

Students will be expected to pay their own tuition. 10% of the budget is allotted to scholarships or waivers for under-represented students or exceptionally strong students. There will also be some teaching assistant options available for students (3 have been budgeted). We intend to increase scholarship funds to support OTD/PhD dual degree students with any revenue that is generated beyond expenses (first priority). We will also work with alumni and other donors to explore more funding options for students, with a particular emphasis on under-represented minority students.

For applicants applying for Fall 2020:

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.

<table>
<thead>
<tr>
<th>Graduate Admissions Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirements</td>
</tr>
<tr>
<td>Fall Deadline</td>
</tr>
<tr>
<td>Spring Deadline</td>
</tr>
<tr>
<td>Summer Deadline</td>
</tr>
<tr>
<td>GRE (Graduate Record Examinations)</td>
</tr>
<tr>
<td>English Proficiency Test</td>
</tr>
<tr>
<td>Other Test(s) (e.g., GMAT, MCAT)</td>
</tr>
<tr>
<td>Letters of Recommendation Required</td>
</tr>
</tbody>
</table>

Applicants for all graduate programs must complete a UW–Madison Graduate School application.

OTD (Post-professional)

An official copy of a current state license to practice OT in the U.S. will be required for admission.

A minimum equivalency of 30 UW–Madison credit hours taken as a graduate student beyond the Bachelor’s degree is also required. It is expected that most applicants will meet this requirement through having obtained a master’s degree in occupational therapy or related field. Individuals with a bachelor’s degree in OT may apply but will be required to complete graduate credits to meet any deficiencies (as outlined on our website).

In addition, applicants must submit:

- Personal statement responding to prompts provided on the graduate application page;
- Current resume or CV;
- Official transcripts per the instructions on the application page; and
- Letters of recommendation (two required, one additional optional) from professors, co-workers, supervisors, and/or other professionals who can speak to the applicant’s capacity to be an adult learner, potential for leadership, and capabilities to succeed as a graduate student.

Further information about the admissions process can be found here.

For applicants applying for Summer 2021:
Students apply to the Occupational Therapy Doctorate through one of the named options:

- Post-Professional [REGISTRAR PLEASE ADD LINK ONCE IT EXISTS]
- Entry-Level [REGISTRAR PLEASE ADD LINK ONCE IT EXISTS]

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](https://grad.wisc.edu/apply/requirements/#english-proficiency).

### Graduate Admissions Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Deadline</td>
<td>The program does not admit in the fall.</td>
</tr>
<tr>
<td>Spring Deadline</td>
<td>The program does not admit in the spring.</td>
</tr>
<tr>
<td>Summer Deadline</td>
<td>January 15</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>3</td>
</tr>
</tbody>
</table>

Admission to the entry-level professional program in occupational therapy 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
- Documentation of paid or volunteer experience in at least two different settings serving persons across the lifespan with physical, behavioral or mental health disabilities
- Direct observation of Registered Occupational Therapists, or Certified Occupational Therapy Assistants, providing services is highly recommended
- Personal statement responding to prompts provided on the graduate application
- At least a "C" or better in the following prerequisite courses or their equivalent:
  - Lifespan Development (6 credits)
  - Abnormal Psychology (3 credits)
  - Statistics (3 credits)
  - Human Physiology (3-5 credits WITH LAB)
  - Human Anatomy (3-5 credits)
  - Human Anatomy Lab (1-3 credits)

**Describe plans for recruiting students to this program.**

Our current entry-level professional program has consistently had over 325 applications for 26 placements for the past 5 years and we anticipate that this trend will continue based on labor projections. Students are recruited through our program website, advising sessions, marketing strategies and outreach to prospective students.

### Projected Annual Enrollment:

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>24</td>
</tr>
<tr>
<td>Year 2</td>
<td>52</td>
</tr>
<tr>
<td>Year 3</td>
<td>84</td>
</tr>
<tr>
<td>Year 4</td>
<td>92</td>
</tr>
</tbody>
</table>

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

32

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.

[EL-OTD curriculum Final.docx](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.

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>No</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Mode of Instruction Definitions

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

CURRICULAR REQUIREMENTS

University General Education Requirements

- Minimum Credit Requirement: 64 credits (34 beyond the M.S.)
- Minimum Residence Credit Requirement: 32 credits
- Minimum Graduate Coursework Requirement: Half of degree coursework (32 credits out of 64 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 (http://my.wisc.edu/CourseGuideRedirect/BrowseByTitle).
- Overall Graduate GPA Requirement: 3.00 GPA required.
- Other Grade Requirements: The Graduate School requires students maintain a graduate grade point average (GPA) of 3.00 (on a 4.00 scale) for courses numbered 300 and above (excluding research) to receive a degree. Conditions for probationary status may require higher grades. Grades of incomplete are considered to be unsatisfactory if they are not removed during the next enrolled semester.
- Assessments and Examinations: Curricular requirements (all didactic courses) must be passed, in conformity with GPA and grad requirements, above. Capstone project proposal and final product must be reviewed and approved by a committee of graduate faculty per Graduate School policy.
- Language Requirements: No language requirements.
- Doctoral Minor/Breadth Requirements: Breadth is provided via interdisciplinary training (minor requirement waived).

Required COURSES

The OTD has a prescribed curriculum of 64 credits total, 34 beyond the masters' degree.

Course List

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Summer 1
EPD Professional Literacy Courses (minimum of 2)
KINES 699 Independent Study 1-4
or OCC THER 890 Inter-Professional Development for Leadership
Fall 1
OCC THER 811 Applied Leadership and Management in OT 3
KINES 785 Human Occupation and Health 2-3
Spring 1
OCC THER 812 Current Trends Shaping Occupational Therapy Practice 3
OCC THER 881 Capstone Project 1 3
Summer 2
OCC THER 813 Advanced Practice in Interprofessional Contexts 3
EPD Professional Literacy Courses (minimum of 2)
KINES 699 Independent Study 1-4
or OCC THER 890 Inter-Professional Development for Leadership
Fall 2
OCC THER 871 Application of Occupational Therapy Evidence in the Practice Environment 2
OCC THER 881 Capstone Project 1 3
EPD Professional Literacy Courses (minimum of 2)
KINES 699 Independent Study 1-4
or OCC THER 890 Inter-Professional Development for Leadership
Spring 2
OCC THER 872 Using Information to Optimize Practice 3
OCC THER 881 Capstone Project 1 3
Summer 3
EPD Professional Literacy Courses (minimum of 2)
KINES 699 Independent Study 1-4
or OCC THER 890 Inter-Professional Development for Leadership
Course on Communicating OT to Inter-Professional Audiences 3
Fall 3
OCC THER 881 Capstone Project 1 3
Course on Advanced Outcome Measurement in Occupational Therapy 3
Spring 3
Course on Capstone Project V - Project Completion, Presentation and Dissemination 3
EPD Professional Literacy Courses (minimum of 2)
KINES 699 Independent Study 1-4
or OCC THER 890 Inter-Professional Development for Leadership
Total Credits 42-58

EP D Professional Literacy Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EP D/ACCT I S/GEN BUS . 781</td>
<td>Financial and Business Acumen</td>
<td>1</td>
</tr>
<tr>
<td>EP D/GEN BUS/M H R . 783</td>
<td>Leading Teams</td>
<td>1</td>
</tr>
<tr>
<td>EP D/ACCT I S/GEN BUS . 781</td>
<td>Financial and Business Acumen</td>
<td>1</td>
</tr>
<tr>
<td>EP D 706</td>
<td>Change Management</td>
<td>1</td>
</tr>
<tr>
<td>EP D 713</td>
<td>Key Legal Concepts for Professionals</td>
<td>1</td>
</tr>
<tr>
<td>EP D/L I S . 703</td>
<td>Managing Digital Information</td>
<td>1</td>
</tr>
</tbody>
</table>

Major Requirements (Starting summer 2021)

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>See Named Options for policy information</td>
</tr>
<tr>
<td>Minimum Residence Credit</td>
<td>32 credits</td>
</tr>
<tr>
<td>Requirement</td>
<td></td>
</tr>
<tr>
<td>Minimum Graduate Coursework</td>
<td>Half of degree coursework must be completed graduate-level coursework; courses with the Graduate Level Coursework attribute are identified and searchable in the university's Course Guide (<a href="http://my.wisc.edu/CourseGuideRedirect/BrowseByTitle">http://my.wisc.edu/CourseGuideRedirect/BrowseByTitle</a>)</td>
</tr>
<tr>
<td>Overall Graduate GPA</td>
<td>3.00 GPA required.</td>
</tr>
<tr>
<td>Requirement</td>
<td></td>
</tr>
</tbody>
</table>
Other Grade Requirements

The Graduate School requires students maintain a graduate grade point average (GPA) of 3.00 (on a 4.00 scale) for courses numbered 300 and above (excluding research) to receive a degree. Conditions for probationary status may require higher grades. Grades of incomplete are considered to be unsatisfactory if they are not removed during the next enrolled semester.

Assessments and Examinations

Capstone project proposal and final product must be reviewed and approved by a dissertation committee of graduate faculty per Graduate School policy.

Language Requirements

No language requirements.

Doctoral Minor/Breadth Requirements

Breadth is provided via interdisciplinary training (minor requirement waived).

### Required COURSES

Select a **Named Option** for courses required.

### Named Options

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

**Guide Requirements tab**

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

**Minimum Graduate School Requirements**

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

### 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>
<th>Hybrid</th>
<th>Accelerated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

**Mode of Instruction Definitions**

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

**CURRICULAR REQUIREMENTS**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>97 credits</td>
</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>32 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework Requirement</td>
<td>Half of degree coursework (49 credits out of 97 total credits) must be completed graduate-level coursework; courses with the &quot;Graduate Level Coursework&quot; attribute are identified and searchable in the university's Course Guide (<a href="http://my.wisc.edu/CourseGuideRedirect/BrowseByTitle">http://my.wisc.edu/CourseGuideRedirect/BrowseByTitle</a>).</td>
</tr>
<tr>
<td>Overall Graduate GPA Requirement</td>
<td>3.00 GPA required.</td>
</tr>
<tr>
<td>Other Grade Requirements</td>
<td>The Graduate School requires students maintain a graduate grade point average (GPA) of 3.00 (on a 4.00 scale) for courses numbered 300 and above (excluding research) to receive a degree. Conditions for probationary status may require higher grades. Grades of incomplete are considered to be unsatisfactory if they are not removed during the next enrolled semester.</td>
</tr>
</tbody>
</table>

JHU and above (excluding research) to receive a degree. Conditions for probationary status may require higher grades. Grades of Incomplete are considered to be unsatisfactory if they are not removed during the next enrolled semester.

Assessments and Examinations
Capstone project proposal and final product must be reviewed and approved by a dissertation committee of graduate faculty per Graduate School policy.

Language Requirements
No language requirements.

Doctoral Minor/Breadth
Breadth is provided via interdisciplinary training (minor requirement waived).

### Required Courses

The Entry Level OTD has a prescribed curriculum of 97 credits total.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANATOMY 622</td>
<td>Human Anatomy-Physical Therapy, Occupational Therapy</td>
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<tr>
<td>OCC THER 650</td>
<td>Enabling Occupations: Introduction</td>
<td>6</td>
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<tr>
<td>OCC THER 731</td>
<td>Living Well: Wellness Promotion for Graduate Students</td>
<td>2</td>
</tr>
<tr>
<td>Fall 1 (15 credits)</td>
<td></td>
<td></td>
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<tr>
<td>OCC THER 640</td>
<td>Applied Neuroanatomy for Allied Health Professionals</td>
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<tr>
<td>OCC THER 651</td>
<td>Clinical Conditions I</td>
<td>3</td>
</tr>
<tr>
<td>OCC THER 710</td>
<td>Professional and Leadership Skills 1: Foundations</td>
<td>2</td>
</tr>
<tr>
<td>OCC THER 722</td>
<td>Enabling Occupations 1: Adult Focus</td>
<td>4</td>
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<tr>
<td>OCC THER 770</td>
<td>Evidence Based Practice Lab Practicum</td>
<td>2</td>
</tr>
<tr>
<td>OCC THER 771</td>
<td>Evidence Based Practice 1: Basics</td>
<td>3</td>
</tr>
<tr>
<td>Spring 1 (14 credits)</td>
<td></td>
<td></td>
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<tr>
<td>OCC THER 711</td>
<td>Professional and Leadership Skills 2: Effective Interprofessional Relationships</td>
<td>2</td>
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<tr>
<td>OCC THER 723</td>
<td>Enabling Occupations 2: Adult Focus</td>
<td>4</td>
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<tr>
<td>OCC THER 726</td>
<td>Level 1 Fieldwork A: Adult Physical Disabilities</td>
<td>1</td>
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<tr>
<td>OCC THER 732</td>
<td>Living Well: Designing Occupation-based Wellness Promotion</td>
<td>2</td>
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<tr>
<td>OCC THER 770</td>
<td>Evidence Based Practice Lab Practicum</td>
<td>2</td>
</tr>
<tr>
<td>OCC THER 772</td>
<td>Evidence Based Practice 2: Research Design, Methods, and Analysis</td>
<td>3</td>
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<tr>
<td>Summer 2 (10 credits)</td>
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<td></td>
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<tr>
<td>OCC THER 652</td>
<td>Clinical Conditions II</td>
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<tr>
<td>OCC THER 724</td>
<td>Enabling Occupations 3: Mental Health Across the Life Span</td>
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<tr>
<td>OCC THER 727</td>
<td>Level 1 Fieldwork B: Community-Based Mental Health</td>
<td>1</td>
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<tr>
<td>OCC THER 733</td>
<td>Promoting Health and Wellness for Populations</td>
<td>2</td>
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<tr>
<td>OCC THER 814</td>
<td>Communicating OT to Interprofessional Audiences</td>
<td>3</td>
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<tr>
<td>Fall 2 (15 credits)</td>
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<tr>
<td>OCC THER 725</td>
<td>Enabling Occupations 4: Pediatrics</td>
<td>5</td>
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<tr>
<td>OCC THER 728</td>
<td>Level 1 Fieldwork C: Pediatrics</td>
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<tr>
<td>OCC THER 770</td>
<td>Evidence Based Practice Lab Practicum</td>
<td>2</td>
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<tr>
<td>OCC THER 773</td>
<td>Evidence Based Practice 3: Research Translation</td>
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<tr>
<td>OCC THER 811</td>
<td>Applied Leadership and Management in OT</td>
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<tr>
<td>OCC THER 821</td>
<td>Case Synthesis 1</td>
<td>1</td>
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<td>Spring 2 (7 credits + 2 optional elective credits)</td>
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<tr>
<td>OCC THER 662</td>
<td>Level II Fieldwork A</td>
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<tr>
<td>OCC THER 880</td>
<td>Introduction to Capstone</td>
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<tr>
<td>Summer 3 (9 credits)</td>
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<tr>
<td>OCC THER 664</td>
<td>Level II Fieldwork B</td>
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<tr>
<td>OCC THER 812</td>
<td>Current Trends Shaping Occupational Therapy Practice</td>
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<tr>
<td>Fall 3 (9 credits)</td>
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<tr>
<td>OCC THER 712</td>
<td>Professional and Leadership Skills 3: Management</td>
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<tr>
<td>KINES 785</td>
<td>Human Occupation and Health</td>
<td>2</td>
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<tr>
<td>OCC THER 822</td>
<td>Case Synthesis 2</td>
<td>2</td>
</tr>
<tr>
<td>OCC THER 881</td>
<td>Capstone Project 1</td>
<td>3</td>
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<tr>
<td>Spring 3 (9 credits)</td>
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<td></td>
</tr>
<tr>
<td>OCC THER 882</td>
<td>Capstone Project II</td>
<td>3</td>
</tr>
<tr>
<td>OCC THER 883</td>
<td>Doctoral Experienal Component</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Credits: 97
The Graduate School's Academic Policies and Procedures provide essential information regarding general university policies. Program authority to set degree policies beyond the minimum required by the Graduate School lies with the degree program faculty. Policies set by the academic degree program can be found below.

## Major-Specific Policies

### Prior Coursework

**Graduate Work from Other Institutions**
With program approval, students are allowed to count up to 30 credits of graduate coursework from other institutions. Coursework should be less than five years old to be considered, additional justification and/or documentation are needed for work taken between five and ten years. Work more than ten years old will not be considered.

**UW–Madison Undergraduate**
No undergraduate coursework will be allowed to count toward OTD requirements.

**UW–Madison University Special**
With program approval and payment of the difference in tuition (between University Special and Graduate tuition), students are allowed to count no more than 9 credits of coursework numbered 300 or above taken as a UW–Madison University Special student. These credits are considered part of the total allowable credits available for a student to transfer. Coursework should be less than five years old to be considered; additional justification and/or documentation is needed for work taken between five and ten years. Work more than ten years old will not be considered.

### 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. See Probation on the Graduate School website.

### Advisor / Committee

Every graduate student is required to have an advisor to meet UW information management needs, and accordingly, and of its own volition, the department assigns an advisor to each student. The advisor is a graduate or clinical faculty member.

To ensure that students are making satisfactory progress toward a degree, the Graduate School expects them to meet with their advisor on a regular basis. The OTD Program Coordinator will advise students in the early stages of their studies until a permanent advisor is assigned. The advisor may also serve on the student’s capstone project committee.

### Credits Per Term Allowed

15 credits

### Time Constraints

Doctoral 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.

### Grievances and Appeals

Approved Shared Content from /shared/graduate-school-grievance-policy/

Grievance policy - shared content

Approved Shared Content from /shared/education-grievance-policy/

Update grievance policy here

### Other

Prerequisites: State license to practice OT; master’s degree or equivalent.

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
Major-Specific Policies, Starting Summer 2021

Students should refer to one of the named options for policy information:
- Post-Professional [REGISTRAR PLEASE ADD LINK ONCE IT EXISTS]
- Entry-Level [REGISTRAR PLEASE ADD LINK ONCE IT EXISTS]

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

Prior Coursework

Graduate Work from Other Institutions
With program approval, students are allowed to count up to 30 credits of graduate coursework from other institutions. Coursework should be less than five years old to be considered, additional justification and/or documentation are needed for work taken between five and ten years. Work more than ten years old will not be considered.

UW–Madison Undergraduate
No undergraduate coursework will be allowed to count toward OTD requirements.

UW–Madison University Special
With program approval and payment of the difference in tuition (between University Special and Graduate tuition), students are allowed to count no more than 9 credits of coursework numbered 300 or above taken as a UW–Madison University Special student. These credits are considered part of the total allowable credits available for a student to transfer. Coursework should be less than five years old to be considered; additional justification and/or documentation is needed for work taken between five and ten years. Work more than ten years old will not be considered.

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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. See Probation on the Graduate School website.

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CREDITS PER TERM ALLOWED

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Time Constraints

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Grievances and Appeals

Approved Shared Content from /shared/graduate-school-grievance-policy/
Grievance policy - shared content

Approved Shared Content from /shared/education-grievance-policy/
Program Learning Outcomes and Assessment

Parent Program Learning Outcomes

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

Summarize the assessment plan.

Learning Outcomes will be assessed through both direct and indirect assessment methods. A primary outcome will be the completion and presenting of a culminating Capstone Project. Other assessments include course evaluations, graded assignments, annual student focus groups, exit survey, 1 year and 5 year alumni survey and employer survey.

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>Litovsky, Ruth</td>
<td>11/7/2019</td>
<td>Communication Sci &amp; Disorders (COM SCI DIS)</td>
<td></td>
<td>Speech Language Pathology</td>
</tr>
<tr>
<td>Steinkamp, Lisa</td>
<td>11/11/2019</td>
<td>School of Med &amp; Pub Hlth ACAF (SMPH ACAF)</td>
<td></td>
<td>Physical Therapy</td>
</tr>
<tr>
<td>Winterstein, Andrew</td>
<td>11/19/2019</td>
<td>Kinesiology (KINESIO)</td>
<td></td>
<td>Athletic Training</td>
</tr>
</tbody>
</table>
If those supporting the proposal provided a letter or email of support upload here. A letter is NOT required. Upload any other explanatory information about support from other UW-Madison units.

Additional Information:

OT_Support_Litovsky_CSD-Chair-signed2.pdf
Support_Letter_OTD_Winterstein.pdf
Support Letter-OTD-Steinkamp.pdf
Entry level-OTD Draft 131 Budget - FINAL draft Jan 28 2020.xlsx
SystemAdmin_OccupationalTherapyOTD_RedirectResponse20200303.pdf

Approvals

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

Enter any notes about approval here:
Entered by: Elizabeth Jach Date entered: 1/10/20

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:
Entered by and date: Elizabeth Jach 2/27/20

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

Enter any notes about the approval here:
Entered by: Date entered:

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

Enter any notes about approval here:
Entered by: Date entered:

For Administrative Use

Admin Notes:

Guide URL:

Effective date:

SIS Short
Description:

Other plan codes associated with this program:

Educational Innovation
Program:

Distance Education
<table>
<thead>
<tr>
<th>Reviewer</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elizabeth Jach (ejach) (01/14/20 1:42 pm)</td>
<td>Rollback: See 1/14/20 email</td>
</tr>
<tr>
<td>Elizabeth Jach (ejach) (01/23/20 1:45 pm)</td>
<td>Rollback: Per phone call with Sharon 1/23/20</td>
</tr>
<tr>
<td>Sharon Gartland (sgartland) (01/23/20 2:38 pm)</td>
<td>Need to add the most recent version of budget to this proposal, as well as in the parent plan proposal and PP-OTD</td>
</tr>
<tr>
<td>Regina Lowery (lowery3) (02/17/20 11:36 am)</td>
<td>Learning outcomes: Format accepted on parent plan.</td>
</tr>
<tr>
<td>Regina Lowery (lowery3) (02/17/20 11:36 am)</td>
<td>Assessment plan: Parent plan accepted.</td>
</tr>
<tr>
<td>Karen Mielstadt (mielstadt) (03/03/20 11:13 am)</td>
<td>Rollback: APIR Rollback: For consideration, not a required change. You currently have this named option titled as &quot;Occupational Therapy: Entry Level.&quot; On reference in Guide and notably on a transcript, it will thus appear as &quot;Occupational Therapy OTD, Occupational Therapy: Entry Level.&quot; So the Occupational Therapy will appear twice and be duplicative. Best practice is not to repeat the parent plan name in the named option title. If you are comfortable with this approach, the named option could be titled &quot;Entry Level&quot; as the Occupational Therapy text will come with the degree. For comparison, the new MS in Information has &quot;Information&quot; as its degree title and named options of &quot;Online Program&quot; and &quot;Campus Program.&quot; For your consideration. If you'd like to leave it as-is, please just resubmit to workflow; no other changes required to proposal. Thank you.</td>
</tr>
</tbody>
</table>
Program Change Request

New Program Proposal

Date Submitted: 01/23/20 3:38 pm

Viewing: Post-Professional

Parent Plan: MAJ: Occupational Therapy OTD

Last edit: 03/10/20 10:09 pm

Changes proposed by: sgartland

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

Name
Carolyn Kelley - EDU
Elizabeth Jach - EDU

Proposal Abstract/Summary:

Two named options for the OTD are being proposed to enhance student learning experience as well as stay competitive with peer institutions who are shifting to offer the Entry-Level OTD in response to the Accreditation Council of Occupational Therapy Education’s (ACOTE) encouragement that entry-level education move to the Doctor of Occupational Therapy (OTD) degree. This named option is for the post-professional OTD option (requirements had been listed in the OTD academic plan, and are being moved to this named option). It has existed since 2015.

3/10/2020 - Grievance policy added

Basic Information

Type of Program: Named Option
Parent Program: MAJ: Occupational Therapy OTD
Parent Audience: Graduate or professional
Parent Home: KINESIO
Department:
Parent 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: Post-Professional
Named Options: Sub Plan 1060: No Title Found
Sub Plan 1124: 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>Diffee, Gary</td>
<td><a href="mailto:gmdiffee@wisc.edu">gmdiffee@wisc.edu</a></td>
<td>608/262-7732</td>
<td></td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Gartland, Sharon</td>
<td><a href="mailto:sgartland@wisc.edu">sgartland@wisc.edu</a></td>
<td>608/890-3299</td>
<td></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Farrar Edwards, Dorothy</td>
<td><a href="mailto:dfedwards@wisc.edu">dfedwards@wisc.edu</a></td>
<td>608/262-7421</td>
<td></td>
</tr>
<tr>
<td>Primary Dean’s Office Contact</td>
<td>Kelley, Carolyn</td>
<td><a href="mailto:ckelley@wisc.edu">ckelley@wisc.edu</a></td>
<td>608/263-5733</td>
<td></td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Sci &amp; Disorders (COM SCI DIS)</td>
</tr>
<tr>
<td>School of Med &amp; Pub Hlth ACAF (SMPH ACAF)</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.
No lab courses are required

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: Yes
Parent Guide Accreditation tab

**ACCREDITATION**

**Accreditation Council for Occupational Therapy Education**
Accreditation status: Accreditation for the OTD is pending.
Graduates of parent program seek licensure or certification after graduation. Yes
Parent Guide Certification/Licensure tab

**CERTIFICATION/LICENSURE**

**National Board for Certification in Occupational Therapy**
To look up NBCOT pass rates for MSOT Program: [https://www.nbcot.org/en/Educators/Home#SchoolPerformance](https://www.nbcot.org/en/Educators/Home#SchoolPerformance)
First term of student enrollment: Summer 2021 (1216)

When will the application for the first term of enrollment open? Spring 2021 (1214)

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>04/15</td>
</tr>
<tr>
<td>Fall</td>
<td>07/15</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.

- December 2019 Submission of New Program Proposal to begin campus governance approval process for two named options in the OTD
- Spring 2020 Continue with enrolled PP-OTD students
- Spring 2020 Campus governance approval of Dual Named Options for OTD
- Spring 2020 Marketing of new named options
- Summer 2020 - Three year check-in for GFEC on existing PP-OTD program
- Summer/Fall 2020 Post-professional named option OTD class of 2022 matriculates
- Summer/Fall 2021 Post-professional named option OTD class of 2023 matriculates
- Fall 2021 - Five year review of PP-OTD program to determine viability

**Rationale and Justifications**

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

Coursework in the Post Professional OTD academic plan is being moved into this named option to account for the creation of an entry-level named option. This Post-Professional Occupational Therapy Doctorate is for occupational therapists to get advanced clinical doctorate training in a fully online part-time program (34 credits). All students in this named option already have a Masters degree as well as are trained and credentialed in Occupational Therapy. This degree overlaps significantly with the EL-OTD program courses (18 credits).

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

The program is being proposed in response to the recommendation from the Accreditation Council of Occupational Therapy to transition all entry-level professional programs to the doctoral degree. Due to the creation of the entry-level named option and the Graduate School’s requirement for graduate programs to not admit into the academic plan level if there is a named option for the degree, this post-professional named option is being created.

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

The increase in entry level OTD programs (100+) in the country means that new therapists entering the workforce will have a higher degree than experienced therapists who have an entry level MSOT or BSOT. This is a reason many current OT clinicians are pursuing their post-professional OTD. The clinical doctorate makes occupational therapists eligible for more interprofessional leadership roles and qualifies them to teach in existing academic programs for Occupational Therapy. Many of our recent MSOT graduates have expressed interest in pursuing on-line Post-Professional OTD to compete with peers successfully in the job market and qualify for leadership positions. There is a lot of competition for PP-OTD students as there has been a rapid proliferation of on-line post-professional OT doctorates over the last 5 years, resulting in fewer applicants than hoped for our program. We are rectifying some of the factors
What is the market, workforce, and industry need for this program? Provide evidence.

Market demands for occupational therapy practitioners and health service managers is growing rapidly. The Bureau of Labor Statistics projects a 23% increase in available positions for health service managers over the next decade. Moving the profession forward requires skills in leadership, advocacy, inter-professional practice and research translation. Occupational therapy needs practitioners who will:
- Be innovative entrepreneurs
- Train emerging professionals in the classroom and at clinical sites,
- Apply evidence in support of practice interventions,
- Fill gaps in health care leadership and management,
- Respond to policy initiatives
- Design innovative programs

What gap in the program array is it intended to fill?
This is an update to the current OTD parent plan: creating a named option for the post-professional named option.

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>Gartland, Sharon</td>
<td>Kinesiology (KINESIO)</td>
<td>Program Director/Clinical Professor</td>
</tr>
<tr>
<td>Ausderau, Karla</td>
<td>Kinesiology (KINESIO)</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Larson, Elizabeth</td>
<td>Kinesiology (KINESIO)</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Brown, Joshua</td>
<td>Kinesiology (KINESIO)</td>
<td>Clinical Assistant Professor</td>
</tr>
<tr>
<td>Pickett, Kristen</td>
<td>Kinesiology (KINESIO)</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Fields, Beth</td>
<td>Kinesiology (KINESIO)</td>
<td>Assistant Professor</td>
</tr>
</tbody>
</table>

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

The Post-Professional OTD program is primarily online and will utilize the faculty and academic staff support in place for the entry level program. All resources such as IT support, Canvas support, teaching training etc. is available for this program along with instructional specialists to assist with online course development. Any space, teaching labs, classrooms, equipment, and support systems needed for this program will be provided by the Department of Kinesiology that were previously used by the MSOT program.

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

<table>
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<tr>
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</tr>
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<tr>
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<td>Kinesiology (KINESIO)</td>
<td>Program Director, 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.

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

Resources, Budget, and Finance

Is this a revenue program? Yes

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

Select a tuition increment:
$1,000/credit

What is the rationale for selecting this tuition increment?
We were previously at $1150 and want to drop it to $1000 per credit (with a scholarship available to in-state students so they would pay $800 per credit) to match the tuition increment for the Entry Level OTD as well as to stay competitive with other programs.

Will segregated fees be charged?
No

If segregated fees will not be charged, please explain.
This is a fully online program.

Provide a summary business plan.
The Post-Professional OTD Program named Option will have a tuition rate of $1000/credit. We project a long-term (steady-state enrollment of 5-10, ramping up over the first year or two after tuition changes and decreased time to degree (previously 3 years part-time reduce to 2 years part-time). This program has not yet produced revenue, which is the impetus for making tuition adjustments and other curricular changes based on student and applicant feedback. If this program is not on track at the conclusion of the five-year review process, the department will assess potential closure of the program.

Costs of running the program should decrease slightly due to offering some online course concurrently for EI-OTD and PP-OTD students. All teaching for this new named option will be funded through 131 funds. Research Faculty will be paid for their PP-OTD teaching through 131 funds but will otherwise be funded as previously through 101 funds. All surplus revenue will initially be used to support student scholarships.

We have selected $1000/credit based on market analysis of peer institutions and expected program costs and revenue. We desire to continue to provide value to Wisconsin residents and regional students and make the program affordable to under-represented minority students.

The Kinesiology Department Chair Gary Diffe, Administrator Greg Dierks, along with Jeannine Nicolai-Heckmann will manage funds and support budget planning and projections in conjunction with the Occupational Therapy Program Director Sharon Gartland. We will monitor admission and retention, and align future projections of student enrollment based on those.

Provide an overview of plans for funding the program including but not limited to program administration, instructional/curricular delivery, technology needs and program assessment.
The program will be funded by tuition dollars.

What is the marketing plan?
We have currently been supported by DCS in Marketing through Google ad words, as well as in attending AOTA conference every year to recruit post-professional students. We are also planning to do a personal outreach to recent graduates to encourage their enrollment in this program.

Does the program or change require substantial new resources other than those just described? Describe the needs. Confirm that the dean is committed to providing the resources.
The program does not require substantial new resources other than those currently in place.

Are new Library resources needed to support this program?
No

Describe plans for funding students including but not limited to funding sources and how funding decisions are made.
Students will pay their own tuition.

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**Curriculum and Requirements**

Parent Plan Admissions/How To Get In Requirements

**For applicants applying for Fall 2020:**
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)](https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver)**. Once you have researched the graduate program(s) you are interested in, [apply online](https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver).

### Graduate Admissions Requirements

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Deadline</strong></td>
<td>July 15</td>
</tr>
<tr>
<td><strong>Spring Deadline</strong></td>
<td>The program does not admit in the spring.</td>
</tr>
<tr>
<td><strong>Summer Deadline</strong></td>
<td>November 16 for international applicants; March 31 for domestic applicants</td>
</tr>
<tr>
<td><strong>GRE (Graduate Record Examinations)</strong></td>
<td>Not required.</td>
</tr>
<tr>
<td><strong>English Proficiency Test</strong></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><strong>Other Test(s) (e.g., GMAT, MCAT)</strong></td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Letters of Recommendation Required</strong></td>
<td>2</td>
</tr>
</tbody>
</table>

Applicants for all graduate programs must complete a UW–Madison Graduate School [application](https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver).

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**OTD (Post-professional)**

An official copy of a current state license to practice OT in the U.S. will be required for admission.

A minimum equivalency of 30 UW–Madison credit hours taken as a graduate student beyond the Bachelor’s degree is also required. It is expected that most applicants will meet this requirement through having obtained a master’s degree in occupational therapy or related field. Individuals with a bachelor’s degree in OT may apply but will be required to complete graduate credits to meet any deficiencies (as outlined on our [website](https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver)).

In addition, applicants must submit:

- Personal statement responding to prompts provided on the graduate application page;
- Current resume or CV;
- Official transcripts per the instructions on the application page; and
- Letters of recommendation (two required, one additional optional) from professors, co-workers, supervisors, and/or other professionals who can speak to the applicant’s capacity to be an adult learner, potential for leadership, and capabilities to succeed as a graduate student.

Further information about the admissions process can be found [here](https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver).

### For applicants applying for Summer 2021:

Students apply to the Occupational Therapy Doctorate through one of the named options:

- Post-Professional [REGISTRAR PLEASE ADD LINK ONCE IT EXISTS]
- Entry-Level [REGISTRAR PLEASE ADD LINK ONCE IT EXISTS]

Guide Admissions/How to Get In tab
Personal letters of recommendation (two required, optional for a third)

Describe plans for recruiting students to this program. Currently DCS has provided dollars for a Google ad campaign as well as a follow-up system of emails to all interested parties. This has resulted in numerous inquiries but few enrollments. We are focusing on our own MSOT alumni for our recruitment efforts for the future through personal outreach and invitation by faculty. We are also planning to work on partnerships with other Wisconsin schools offering only entry-level MSOT programs at this time.

Projected Annual Enrollment:

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>5</td>
</tr>
<tr>
<td>Year 2</td>
<td>10</td>
</tr>
<tr>
<td>Year 3</td>
<td>12</td>
</tr>
</tbody>
</table>

Maximum enrollment that can be supported with existing instructional and student services resources: 15

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>No</td>
<td>No</td>
<td>Yes</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 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.

CURRICULAR REQUIREMENTS

University General Education Requirements

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
Minimum Credit Requirement: 64 credits (34 beyond the M.S.)

Minimum Residence Credit: 32 credits

Minimum Graduate Coursework Requirement: Half of degree coursework (32 credits out of 64 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 (http://my.wisc.edu/CourseGuideRedirect/BrowseByTitle).

Overall Graduate GPA Requirement: 3.00 GPA required.

Other Grade Requirements: The Graduate School requires students maintain a graduate grade point average (GPA) of 3.00 (on a 4.00 scale) for courses numbered 300 and above (excluding research) to receive a degree. Conditions for probationary status may require higher grades. Grades of Incomplete are considered to be unsatisfactory if they are not removed during the next enrolled semester.

Assessments and Examinations: Curricular requirements (all didactic courses) must be passed, in conformity with GPA and grad requirements, above. Capstone project proposal and final product must be reviewed and approved by a committee of graduate faculty per Graduate School policy.

Language Requirements: No language requirements.

Doctoral Minor/Breadth Requirements: Breadth is provided via interdisciplinary training (minor requirement waived).

---

### Required COURSES

The OTD has a prescribed curriculum of 64 credits total, 34 beyond the masters' degree.

<table>
<thead>
<tr>
<th>Course List</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Code</strong></td>
</tr>
<tr>
<td><strong>Summer 1</strong></td>
</tr>
<tr>
<td>KINES 699</td>
</tr>
<tr>
<td>or OCC THER 890</td>
</tr>
<tr>
<td><strong>Fall 1</strong></td>
</tr>
<tr>
<td>KINES 785</td>
</tr>
<tr>
<td><strong>Spring 1</strong></td>
</tr>
<tr>
<td>OCC THER 881</td>
</tr>
<tr>
<td><strong>Summer 2</strong></td>
</tr>
<tr>
<td>EPD Professional Literacy Courses (minimum of 2)</td>
</tr>
<tr>
<td>or OCC THER 890</td>
</tr>
<tr>
<td><strong>Fall 2</strong></td>
</tr>
<tr>
<td>OCC THER 881</td>
</tr>
<tr>
<td>EPD Professional Literacy Courses (minimum of 2)</td>
</tr>
<tr>
<td>or OCC THER 890</td>
</tr>
<tr>
<td><strong>Spring 2</strong></td>
</tr>
<tr>
<td>OCC THER 881</td>
</tr>
<tr>
<td><strong>Summer 3</strong></td>
</tr>
<tr>
<td>KINES 699</td>
</tr>
<tr>
<td>or OCC THER 890</td>
</tr>
<tr>
<td>Course on Communicating OT to Inter-Professional Audiences</td>
</tr>
<tr>
<td><strong>Fall 3</strong></td>
</tr>
<tr>
<td>Course on Advanced Outcome Measurement in Occupational Therapy</td>
</tr>
<tr>
<td>Spring 3</td>
</tr>
<tr>
<td>EPD Professional Literacy Courses (minimum of 2)</td>
</tr>
<tr>
<td>or OCC THER 890</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
</tr>
</tbody>
</table>
E P D Professional Literacy Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>E P D/ACCT I S/GEN BUS 781</td>
<td>Financial and Business Acumen</td>
<td>1</td>
</tr>
<tr>
<td>E P D/GEN BUS/M H R 783</td>
<td>Leading Teams</td>
<td>1</td>
</tr>
<tr>
<td>E P D/ACCT I S/GEN BUS 781</td>
<td>Financial and Business Acumen</td>
<td>1</td>
</tr>
<tr>
<td>E P D 706</td>
<td>Change Management</td>
<td>1</td>
</tr>
<tr>
<td>E P D 713</td>
<td>Key Legal Concepts for Professionals</td>
<td>1</td>
</tr>
<tr>
<td>E P D/L I S 703</td>
<td>Managing Digital Information</td>
<td>1</td>
</tr>
</tbody>
</table>

Major Requirements (Starting summer 2021)

**CURRICULAR REQUIREMENTS**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>See Named Options for policy information</td>
</tr>
<tr>
<td>Minimum Residence Credit</td>
<td>32 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework</td>
<td>Half of degree coursework must be completed graduate-level coursework; courses with the Graduate Level Coursework attribute are identified and searchable in the university's Course Guide (<a href="http://my.wisc.edu/CourseGuideRedirect/BrowseByTitle">http://my.wisc.edu/CourseGuideRedirect/BrowseByTitle</a>).</td>
</tr>
<tr>
<td>Overall Graduate GPA Requirement</td>
<td>3.00 GPA required.</td>
</tr>
<tr>
<td>Other Grade Requirements</td>
<td>The Graduate School requires students maintain a graduate grade point average (GPA) of 3.00 (on a 4.00 scale) for courses numbered 300 and above (excluding research) to receive a degree. Conditions for probationary status may require higher grades. Grades of incomplete are considered to be unsatisfactory if they are not removed during the next enrolled semester.</td>
</tr>
<tr>
<td>Assessments and Examinations</td>
<td>Capstone project proposal and final product must be reviewed and approved by a dissertation committee of graduate faculty per Graduate School policy.</td>
</tr>
<tr>
<td>Language Requirements</td>
<td>No language requirements.</td>
</tr>
<tr>
<td>Doctoral Minor/Breadth</td>
<td>Breadth is provided via interdisciplinary training (minor requirement waived).</td>
</tr>
</tbody>
</table>

**Required COURSES**

Select a Named Option for courses required.

**Named Options**

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

Guidelines: 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>Face to Face</th>
<th>Evening/Weekend</th>
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<th>Accelerated</th>
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<tbody>
<tr>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

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

Last Approved: Oct 25, 2018 11:30am

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
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curricular requirements

Graduate Requirements

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
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</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
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</tr>
<tr>
<td>Minimum Graduate Coursework Requirement</td>
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</tr>
</tbody>
</table>

required courses

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<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCC THER 811</td>
<td>Applied Leadership and Management in OT</td>
<td>3</td>
</tr>
<tr>
<td>OCC THER 871</td>
<td>Application of Occupational Therapy Evidence in the Practice Environment</td>
<td>2</td>
</tr>
<tr>
<td>Elective course 1</td>
<td></td>
<td>1-3</td>
</tr>
<tr>
<td>Spring 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCC THER 872</td>
<td>Using Information to Optimize Practice</td>
<td>3</td>
</tr>
<tr>
<td>KINES 785</td>
<td>Human Occupation and Health</td>
<td>2</td>
</tr>
<tr>
<td>OCC THER 880</td>
<td>Introduction to Capstone</td>
<td>1</td>
</tr>
<tr>
<td>Elective course 1</td>
<td></td>
<td>1-3</td>
</tr>
<tr>
<td>Summer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCC THER 812</td>
<td>Current Trends Shaping Occupational Therapy Practice</td>
<td>3</td>
</tr>
<tr>
<td>OCC THER 873</td>
<td>Advanced Outcome Measurement in Occupational Therapy</td>
<td>3</td>
</tr>
<tr>
<td>OCC THER 814</td>
<td>Communicating OT to Interprofessional Audiences</td>
<td>3</td>
</tr>
<tr>
<td>Fall 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCC THER 881</td>
<td>Capstone Project 1</td>
<td>3</td>
</tr>
<tr>
<td>OCC THER 813</td>
<td>Advanced Practice in Interprofessional Contexts</td>
<td>3</td>
</tr>
<tr>
<td>Elective course 1</td>
<td></td>
<td>1-3</td>
</tr>
<tr>
<td>Spring 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCC THER 882</td>
<td>Capstone Project II</td>
<td>3</td>
</tr>
<tr>
<td>Elective course 1</td>
<td></td>
<td>2-3</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>34-41</td>
</tr>
</tbody>
</table>

1 Five total elective credits must be taken. Options include OCC THER 890 Inter-Professional Development for Leadership, KINES 699 Independent Study, or E P D courses, including: E P D 700 Connected Learning Essentials, E P D 701 Writing for Professionals, E P D 702 Professional Presentations, E P D/L I S 703 Managing Digital Information, E P D 704 Organizational Communication and Problem Solving, or E P D 713 Key Legal Concepts for Professionals.

Total credits required:
Program Change Request

New Program Proposal

Date Submitted: 01/15/20 12:37 pm

Viewing: Professional

Parent Plan: MAJ: Civil & Environmental Engr MS

Last edit: 03/30/20 3:32 pm

Changes proposed by: remucal

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:

The Department of Civil and Environmental Engineering currently has six individual named option M.S. programs in the areas of Construction Engineering and Management, Environmental Science and Engineering, Geological/Geotechnical Engineering, Structural Engineering, Transportation Engineering, and Water Resources. We are proposing to restructure the six coursework-only M.S. programs into a single named option M.S., which will be called "Professional." Students in the proposed program will be able to select one of six paths that are analogous to the six individual degrees listed above. The curriculum largely follows the current named option M.S. programs, but is streamlined across the six department areas.

3/20/20 - Grievance policy added

Basic Information

<table>
<thead>
<tr>
<th>Type of Program:</th>
<th>Named Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Program:</td>
<td>MAJ: Civil &amp; Environmental Engr MS</td>
</tr>
<tr>
<td>Parent Audience:</td>
<td>Graduate or professional</td>
</tr>
<tr>
<td>Parent Home:</td>
<td>Civil and Environmental Engr (CIV EN EGR)</td>
</tr>
<tr>
<td>Department:</td>
<td>College of Engineering</td>
</tr>
<tr>
<td>School/College:</td>
<td></td>
</tr>
</tbody>
</table>

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
- [x] Yes

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
School:
SIS Code:
SIS Description:
Transcript Title: Professional
Named Options:
- CEM: Construction Engr & Mgmt
- ESE: Environmental Science and Engr
- GGE: Geological/Geotechnical Engr
- STE: Structural Engineering
- TE: Transportation Engineering
- WRE: Water Resources Engineering
- 175MSRSRC: Research
- Sub Plan 1134: 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>Likos, William</td>
<td><a href="mailto:likos@wisc.edu">likos@wisc.edu</a></td>
<td>608/890-2662</td>
<td></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Remucal, Christina</td>
<td><a href="mailto:remucal@wisc.edu">remucal@wisc.edu</a></td>
<td>608/262-1820</td>
<td></td>
</tr>
<tr>
<td>Primary Dean’s Office Contact</td>
<td>Hagen, Sara</td>
<td><a href="mailto:skhagen@wisc.edu">skhagen@wisc.edu</a></td>
<td>608/263-8860</td>
<td></td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Remucal, Christina</td>
<td><a href="mailto:remucal@wisc.edu">remucal@wisc.edu</a></td>
<td>608/262-1820</td>
<td></td>
</tr>
</tbody>
</table>

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

- Are all program reviews in the home academic unit up to date? Yes
- Are all assessment plans in the home academic unit up to date? Yes
- Are all assessment reports in the home academic unit up to date? Yes
- Mode of Delivery: Face-to-Face (majority face-to-face courses)
- Will this program be part of a consortial or collaborative arrangement with another college or university? No
- Will instruction take place at a location geographically separate from UW-Madison? No
- Parent has outside accreditation: No
- Graduates of parent program seek licensure or certification after graduation: No
- First term of student enrollment: Fall 2021 (1222)
- When will the application for the first term of enrollment open? Fall 2020 (1212)

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>12/15</td>
</tr>
<tr>
<td>Spring</td>
<td>10/01</td>
</tr>
</tbody>
</table>

Year of three year check-in to GFEC (3 years after first student enrollment): 2025

Year of first program review (5 years after first student enrollment): 2027

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

We will open admissions for the restructured named option MS program in summer/fall 2020.
We will open admissions for the restricted named option M.S. program in summer/fall 2020 so that the first students can enroll in Fall 2021. In Fall 2022, we will discontinue the current six named option M.S. programs in Civil and Environmental Engineering (Construction Engineering and Management, Environmental Science and Engineering, Geological/Geotechnical Engineering, Structural Engineering, Transportation Engineering, and Water Resources). Admissions and advising for students in the coursework-only M.S. program will remain the same as for the current six M.S. named options.

### Rationale and Justifications

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

Students in the Professional M.S. program will be able to choose from one of six paths: Construction Engineering and Management, Environmental Science and Engineering, Geological/Geotechnical Engineering, Structural Engineering, Transportation Engineering, and Water Resources. These are the major sub-disciplines of Civil and Environmental Engineering. Hence, the professional M.S. program is complementary to our research-focused M.S. degree, but has a more practical focus (given the accelerated timetable and lack of a thesis). We are proposing to consolidate the six current individual named options for two main reasons. (1) Having one M.S named “Research” and one M.S named “Professional” will make it more clear to applicants which program they are selecting. There has been a lot of confusion among prospective students over the past couple years, with applicants applying for one-year programs when they intended to apply for a research-based programs. (2) Along the same lines, it will make it more clear to employers which degree graduated students have completed. We have gotten feedback from industry, including our Visiting Committee, that they would prefer having a clear distinction.

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

The purpose of the named option is to provide a Master of Science – Civil and Environmental Engineering program which is course-based and accelerated (students should finish in one calendar year). The named option contributes significantly to the mission of the Department of Civil and Environmental Engineering by increasing the number of master-level graduate students and enhancing the reputation of the Department and UW internationally.

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

The proposed M.S. degree is simply a restructured version of our current six named option M.S. degrees (i.e., one in each track area). In the first two years of offering a one-year, coursework-only degree, we recruited 21 students across the six focus areas. We had 70 applications for the Fall 2020 semester. This enrollment is expected to grow in coming years.

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

Employers in the Civil and Environmental Engineering fields increasingly require a master’s degree. This coursework-only degree is designed to be a terminal degree of students who want to work in industry. It allows them to gain more experience in their desired area of focus on an accelerated, one-year timeline.

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

We are condensing our current six named option M.S. degrees into a single “professional” M.S. degree. Therefore, the proposal is to restructure our current options and it is not designed to fill a new gap. Restructuring the program will make the type of program (i.e., an accelerated professional program vs. a traditional research program) more clear to both applicants and future employers.

### 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>Remucal, Christina</td>
<td>Civil and Environmental Engr (CIV EN EGR)</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Ahn, Sue</td>
<td>Civil and Environmental Engr (CIV EN EGR)</td>
<td>Professor</td>
</tr>
<tr>
<td>Sone, Hiroki</td>
<td>Civil and Environmental Engr (CIV EN EGR)</td>
<td>Assistant Professor</td>
</tr>
</tbody>
</table>
What resources are available to support faculty, staff, labs, equipment, etc.?

No labs or equipment are required for the program. Revenue generated by the program will help support key staff (e.g., a program associate & communication specialist) and key faculty members in each of the six departmental areas. See the budget spreadsheet for more details.

Describe how student services and advising will be supported.
We will use the same model of advising currently followed in our six named option M.S. degrees. The Department of Civil and Environmental Engineering has 34 faculty and 27 adjunct professors. They will provide advising, along with assistance from an academic staff in the department as needed. Advisors will be matched by the key faculty associated with the program based on each student’s specific area of interest. Advisors will approve course lists and, if applicable, supervise independent study.

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? Market-based tuition - separate proposal to be submitted
- Select a tuition increment: $1,200/credit
- What is the rationale for selecting this tuition increment? The proposed tuition rate of $1,200 per credit plus seg fees places the College of Engineering in the middle of our peer institutions. See market based tuition proposal for details.
- Upload the proposal for market based tuition: [Market-Based Tuition Proposal CEE 3-17-2020.docx](Market-Based_TuitionProposal_CEE_3-17-2020.docx)
- Provide a summary business plan.
  - See spreadsheet.
- Provide an overview of plans for funding the program including but not limited to program administration, instructional/curricular delivery, technology needs and program assessment.
  - See spreadsheet
- What is the marketing plan?
  - A portion of the revenue generated by this program (14%; see spreadsheet) is allocated to the College of Engineering. This revenue will support all major marketing efforts for the program, which is administered by the Division of Continuing Studies. In addition, we will work with our Communication Specialist in the department to put together customized promotional materials as needed.
- 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 substantial new resources are 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.
  - N/A

**Curriculum and Requirements**

Parent Plan Admissions/How To Get In Requirements

Students apply to the Master of Science in Civil and Environmental Engineering through one of the named options:

- [Research](Research)
- [Construction Engineering and Management](Construction_Engineering_and_Management)
- [Environmental Science and Engineering](Environmental_Science_and_Engineering)
- [Geological/Geotechnical Engineering](Geological_Geotechnical_Engineering)
- [Structural Engineering](Structural_Engineering)
- [Transportation Engineering](Transportation_Engineering)
- [Water Resources Engineering](Water_Resources_Engineering)
Graduate Admissions Requirements

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Deadline</td>
<td>December 15</td>
</tr>
<tr>
<td>Spring Deadline</td>
<td>October 1</td>
</tr>
<tr>
<td>Summer Deadline</td>
<td>This program does not admit in the summer.</td>
</tr>
<tr>
<td>GRE (Graduate Record Examinations)</td>
<td>Not 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>
</tbody>
</table>

Other Test(s) (e.g. GMAT, MCAT) | N/A |
Letters of Recommendation Required | 3 |

Applicants must first meet all of the requirements of the Graduate School. Please visit this website for details.

Applicants must also meet department specific requirements as outlined below:

- Have a bachelor’s degree in civil and environmental engineering from an ABET-accredited engineering program or from a recognized international institution
- Submit a 1,000 word or fewer statement of purpose; include your technical areas of interest, coursework emphasis, research experience, professional goals, faculty members you are interested in working with, and any other items relevant to your qualifications for graduate school
- Submit three letters of recommendation
- Non-native English speakers must have a Test of English as a Foreign Language (TOEFL) with a score of 580 (written) or 92 (Internet version)

Other Test(s) (e.g. GMAT, MCAT) | N/A |

Describe plans for recruiting students to this program.

We aim to recruit a diverse group of domestic and international students. We will advertise to prospective applicants using the marketing provided by DCS. We are also currently focusing on targeting UW-Madison undergraduate students.

Projected Annual Enrollment:

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>15</td>
</tr>
<tr>
<td>Year 2</td>
<td>20</td>
</tr>
<tr>
<td>Year 3</td>
<td>25</td>
</tr>
<tr>
<td>Year 4</td>
<td>30</td>
</tr>
<tr>
<td>Year 5</td>
<td>35</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.
Major Requirements

**CURRICULAR REQUIREMENTS**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>30 credits</td>
</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>16 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework Requirement</td>
<td>At least 50% of credits applied toward the graduate degree credit requirement must be completed in graduate-level coursework; courses with the Graduate Level Coursework attribute are identified and searchable in the university's Course Guide.</td>
</tr>
<tr>
<td>Overall Graduate GPA Requirement</td>
<td>3.00 GPA required.</td>
</tr>
<tr>
<td>Other Grade Requirements</td>
<td>The Graduate School requires an average grade of B or better in all coursework (300 or above, not including research credits) taken as a graduate student unless conditions for probationary status require higher grades. Grades of Incomplete are considered to be unsatisfactory if they are not removed during the next enrolled semester.</td>
</tr>
</tbody>
</table>

Assessments and Examinations: n/a

Language Requirements: n/a

**Required Courses**

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

**Named Options**

A named option is a formally documented sub-major within an academic major program. Named options appear on the transcript with degree conferral. Students pursuing the Master of Science in Civil and Environmental Engineering must select one of the following named options:

- **Civil and Environmental Engineering: Construction Engineering and Management, M.S.**
- **Civil and Environmental Engineering: Environmental Science and Engineering, M.S.**
- **Civil and Environmental Engineering: Geological/Geotechnical Engineering, M.S.**
- **Civil and Environmental Engineering: Structural Engineering, M.S.**
- **Civil and Environmental Engineering: Transportation Engineering, M.S.**
- **Civil and Environmental Engineering: Water Resources Engineering, M.S.**

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>
<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>
<td>Yes</td>
</tr>
</tbody>
</table>

**Curricular Requirements**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
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<td>Minimum Credit Requirement</td>
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</tr>
<tr>
<td>Overall Graduate GPA Requirement</td>
<td>3.00 GPA required.</td>
</tr>
<tr>
<td>Other Grade Requirements</td>
<td>The Graduate School requires an average grade of B or better in all coursework (300 or above, not including research credits) taken as a graduate student unless conditions for probationary status require higher grades. Grades ofIncomplete are considered to be unsatisfactory if they are not removed during the next enrolled semester.</td>
</tr>
<tr>
<td>Assessments and Examinations</td>
<td>There are no degree-specific assessments and examinations outside of those given in individual courses.</td>
</tr>
<tr>
<td>Language Requirements</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**Required Courses**

This is a face to face, accelerated program:

Complete the program in one academic year (fall, spring, summer)

Courses may begin in the fall or spring semester

**Core Courses**

At least 15 of the 30 credit hours must be taken within one curriculum path. Please see curriculum paths below

21 of the 30 credit hours must be taken in CIV ENGR or G L E.

15 of the 30 credit hours must be at the graduate level (50% attribute).

**Professional Development**

May enroll in up to 5 credits of CIV ENGR 999 Advanced Independent Study or G L E 999 Independent Work.

**Elective Courses**

Up to 2 credit hours of seminar. Please see seminar options listed below.

Additional electives beyond CIV ENGR 999, G L E 999, and/or seminar(s) may be taken based on your career interests and advisor approval.

**CURRICULUM PATHS:**

**Construction Engineering and Management**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIV ENGR 392</td>
<td>Building Information Modeling (BIM)</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR/G L E 430</td>
<td>Introduction to Slope Stability and Earth Retention</td>
<td>1</td>
</tr>
<tr>
<td>CIV ENGR/G L E 432</td>
<td>Introduction to Shallow and Deep Foundation Systems</td>
<td>1</td>
</tr>
<tr>
<td>CIV ENGR/G L E 434</td>
<td>Introduction to Underground Openings Engineering</td>
<td>1</td>
</tr>
<tr>
<td>CIV ENGR 445</td>
<td>Steel Structures I</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 447</td>
<td>Concrete Structures I</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 451</td>
<td>Architectural Design</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR/BSE 491</td>
<td>Legal Aspects of Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 492</td>
<td>Integrated Project Estimating and Scheduling</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 494</td>
<td>Civil and Environmental Engineering Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 496</td>
<td>Electrical Systems for Construction</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 497</td>
<td>Mechanical Systems for Construction</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 498</td>
<td>Construction Project Management</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR/G L E 532</td>
<td>Foundations</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 545</td>
<td>Steel Structures II</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 547</td>
<td>Concrete Structures II</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 575</td>
<td>Advanced Highway Materials and Construction</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 576</td>
<td>Advanced Pavement Design</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 649</td>
<td>Special Topics in Structural Engineering</td>
<td>1-3</td>
</tr>
<tr>
<td>CIV ENGR 669</td>
<td>Special Topics in Construction Engineering and Management</td>
<td>1-4</td>
</tr>
</tbody>
</table>

1These tracks are internal to the program and represent different pathways a student can follow to earn this degree. Track names do not appear in the Graduate
School admissions application, and they will not appear on the transcript.

### Environmental Science and Engineering

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIV ENGR 410</td>
<td>Hydraulic Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 411</td>
<td>Open Channel Hydraulics</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 412</td>
<td>Groundwater Hydraulics</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 414</td>
<td>Hydrologic Design</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 415</td>
<td>Hydrology</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 416</td>
<td>Water Resources Systems Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR/G L E 421</td>
<td>Environmental Sustainability Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 423</td>
<td>Air Pollution Effects, Measurement and Control</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 426</td>
<td>Design of Wastewater Treatment Plants</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 427</td>
<td>Solid and Hazardous Wastes Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 428</td>
<td>Water Treatment Plant Design</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 429</td>
<td>Environmental Systems Optimization</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 494</td>
<td>Civil and Environmental Engineering Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 500</td>
<td>Water Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 501</td>
<td>Water Analysis-Intermediate</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR/G L E 511</td>
<td>Mixing and Transport in the Environment</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 514</td>
<td>Coastal Engineering</td>
<td>2-3</td>
</tr>
<tr>
<td>CIV ENGR 515</td>
<td>Hydroclimatology for Water Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 522</td>
<td>Hazardous Waste Management</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR/G L E 530</td>
<td>Seepage and Slopes</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 609</td>
<td>Special Topics in Water Chemistry</td>
<td>1-3</td>
</tr>
<tr>
<td>CIV ENGR/G L E 612</td>
<td>Ecohydrology</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 618</td>
<td>Special Topics in Hydraulics and Fluid Mechanics</td>
<td>1-3</td>
</tr>
<tr>
<td>CIV ENGR 619</td>
<td>Special Topics in Hydrology</td>
<td>1-3</td>
</tr>
<tr>
<td>CIV ENGR 629</td>
<td>Special Topics in Environmental Engineering</td>
<td>1-3</td>
</tr>
<tr>
<td>CIV ENGR/G &amp; ENVTOX/SOIL SCI 631</td>
<td>Toxicants in the Environment: Sources, Distribution, Fate, &amp; Effects</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 700</td>
<td>Chemistry of Natural Waters</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR/ATM OCN 701</td>
<td>The Chemistry of Air Pollution</td>
<td>2</td>
</tr>
<tr>
<td>CIV ENGR 703</td>
<td>Environmental Geochemistry</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 704</td>
<td>Environmental Chemical Kinetics</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 716</td>
<td>Statistical Modelling of Hydrologic Systems</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 721</td>
<td>Biological Principles of Environmental Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 722</td>
<td>Chemical Principles of Environmental Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 723</td>
<td>Energy Principles of Environmental Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR/G L E 732</td>
<td>Unsaturated Soil Geoengineering</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 820</td>
<td>Hydraulics and Applied Fluid Mechanics for Environmental Engineers</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 821</td>
<td>Environmental Engineering: Biological Treatment Processes</td>
<td>3-4</td>
</tr>
<tr>
<td>CIV ENGR 822</td>
<td>Environmental Engineering: Physical/Chemical Treatment Process</td>
<td>3-4</td>
</tr>
<tr>
<td>CIV ENGR 823</td>
<td>Environmental Engineering Design Project</td>
<td>3</td>
</tr>
</tbody>
</table>

1These tracks are internal to the program and represent different pathways a student can follow to earn this degree. Track names do not appear in the Graduate School admissions application, and they will not appear on the transcript.

### Geological/Geotechnical Engineering

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>G L E 401</td>
<td>Special Topics in Geological Engineering</td>
<td>1-3</td>
</tr>
<tr>
<td>CIV ENGR 411</td>
<td>Open Channel Hydraulics</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 414</td>
<td>Hydrologic Design</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 427</td>
<td>Solid and Hazardous Wastes Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR/G L E 430</td>
<td>Introduction to Slope Stability and Earth Retention</td>
<td>1</td>
</tr>
<tr>
<td>CIV ENGR/G L E 432</td>
<td>Introduction to Shallow and Deep Foundation Systems</td>
<td>1</td>
</tr>
<tr>
<td>CIV ENGR/G L E 434</td>
<td>Introduction to Underground Openings Engineering</td>
<td>1</td>
</tr>
<tr>
<td>G L E/GEOSCI/M S &amp; E 474</td>
<td>Rock Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 514</td>
<td>Coastal Engineering</td>
<td>2-3</td>
</tr>
<tr>
<td>CIV ENGR/G L E 530</td>
<td>Seepage and Slopes</td>
<td>3</td>
</tr>
<tr>
<td>G L E/CIV ENGR 532</td>
<td>Foundations</td>
<td>3</td>
</tr>
<tr>
<td>G L E/GEOSCI 537</td>
<td>Quantitative Methods for Geoscience</td>
<td>3</td>
</tr>
</tbody>
</table>

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIV ENGR 575</td>
<td>Advanced Highway Materials and Construction</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 576</td>
<td>Advanced Pavement Design</td>
<td>3</td>
</tr>
<tr>
<td>GL/GEO 594</td>
<td>Introduction to Applied Geophysics</td>
<td>3</td>
</tr>
<tr>
<td>GL/GEO 595</td>
<td>Field Methods in Applied and Engineering Geophysics</td>
<td>1</td>
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<tr>
<td>GL/GEO 627</td>
<td>Hydrogeology</td>
<td>3-4</td>
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<tr>
<td>GL/GEO 629</td>
<td>Contaminant Hydrogeology</td>
<td>3</td>
</tr>
<tr>
<td>GL/CIV 635</td>
<td>Remediation Geotechnics</td>
<td>3</td>
</tr>
<tr>
<td>GEO 720</td>
<td>Glaciology</td>
<td>3</td>
</tr>
<tr>
<td>GL/GEO 724</td>
<td>Groundwater Flow Modeling</td>
<td>3</td>
</tr>
</tbody>
</table>
Program Change Request

Date Submitted: 02/25/20 4:22 pm

Viewing: CEM: Construction Engineering and Management

Parent Plan: MA: Civil & Environmental Engr MS

Last approved: 05/01/19 2:12 pm

Last edit: 03/26/20 11:54 am

Changes proposed by: kbourassa

Catalog Pages Using this Program

Civil and Environmental Engineering; Construction Engineering and Management, M.S.

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:

The Department of Civil and Environmental Engineering currently has six individual named option M.S. programs in the areas of Construction Engineering and Management, Environmental Science and Engineering, Geological/Geotechnical Engineering, Structural Engineering, Transportation Engineering, and Water Resources. We are proposing to restructure the six coursework-only M.S. programs into a single named option M.S., which will be called "Professional." This proposal is contingent on the approval of the new Named option for M.S. in Civil and Environmental Engineering: Professional.

Delete CIV ENGR 592 - discontinued course
3/20/20 - grievance policy added

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.

Yes
**Basic Information**

Program State: **Suspend, will be discontinued Active**

Type of Program: Named Option

Parent Program: MAJ: Civil & Environmental Engr MS

Parent Audience: Graduate or professional

Parent Home Department: Civil and Environmental Engr (CIV EN EGR)

Parent School/College: College of Engineering

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

No

Parent is in the Graduate School: Yes

SIS Code: CEM

SIS Description: Construction Engr & Mgmt

Transcript Title: Construction Engineering and Management

Named Options:
- CEM: Construction Engr & Mgmt
- ESE: Environmental Science and Engr
- GGE: Geological/Geotechnical Engr
- STE: Structural Engineering
- TE: Transportation Engineering
- WRE: Water Resources Engineering

**Sub Plan 1083: No Title Found**

**Sub Plan 1134: 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 2021 (1216)**

What is the last term that students may be enrolled in or complete the program? **Summer 2022 (1226)**

What is the timeline and advance communication plan?

The last cohort of students in this program will enroll in Fall 2020. At the same time, we will begin accepting admissions for the restructured program, with the first enrollment in Fall 2021.

Explain the precipitating circumstances or rationale for the proposal.

The Department of Civil and Environmental Engineering is concurrently proposing to create a new Professional Named Option M.S. program that will replace the six Named Option M.S. programs. Each of the current six programs will be a path that students can choose within the new Professional M.S.

What is the potential impact on enrolled students?

The potential impact on enrolled students is expected to be minimal. This program is designed to be completed within one-year, which means that students currently in the program (or that enroll in Fall 2020) will graduate before the program is discontinued.

What is the potential impact on faculty and staff?

The impact on faculty and staff will also be minimal. The major difference between the
The impact on faculty and staff will also be minimal. The major difference between the current program and restructured program is the name on the degree. Administering and advising students will be largely similar, so most faculty will not notice a change due to the proposed restructuring.

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

The restructured M.S. program was discussed at Operations Committee meetings and at full departmental faculty meetings multiple times throughout the fall 2019 semester. Most notably, the full department voted to proceed with new program proposal and discontinuation of the current six named options at our November faculty meeting.

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

This one-year program will be replaced by a restructured M.S. program with a very similar curriculum. Students that follow the one-year timeline will not be impacted by the change. We will work with students admitted in Fall 2020 who do not graduate within one year individually. Students in this situation will be contacted by email to set up a meeting with Cheryl Loschko (our graduate student coordinator) and their faculty advisor to develop an individual plan for completing their degree.

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

We presented the restructured M.S. degree plans to the department’s visiting committee during their visit to campus in fall 2019.

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

The course offerings will not be altered. The same courses are also available to Ph.D. students, traditional (research) M.S. students, and students in the proposed, restructured professional M.S. program.

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

Required courses, curricular elements, and advising will be very similar in the restructured program compared to this current named option. The courses and advising will still be provided both to students finishing this program and to students who enroll in the restructured 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?

According to our proposed timeline, there will not be any students applying for admission to this program after the Fall 2019 application window.

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?

Students will be re-entered into M.S. in Civil and Environmental Engineering: Professional.

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

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

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
<th>Email</th>
<th>Phone</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Likos, William</td>
<td><a href="mailto:likos@wisc.edu">likos@wisc.edu</a></td>
<td>608/890-2662</td>
<td></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Remuca, Christina</td>
<td><a href="mailto:remuca@wisc.edu">remuca@wisc.edu</a></td>
<td>608/262-1820</td>
<td></td>
</tr>
<tr>
<td>Primary Dean's Office Contact</td>
<td>Hagen, Sara</td>
<td><a href="mailto:skhagen@wisc.edu">skhagen@wisc.edu</a></td>
<td>608/263-8860</td>
<td></td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Remuca, Christina</td>
<td><a href="mailto:remuca@wisc.edu">remuca@wisc.edu</a></td>
<td>608/262-1820</td>
<td></td>
</tr>
</tbody>
</table>

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

- Are all program reviews in the home academic unit up to date? Yes
- Are all assessment plans in the home academic unit up to date? Yes
- Are all assessment reports in the home academic unit up to date? Yes
Mode of Delivery: Face-to-Face (majority face-to-face courses)

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

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

Parent has outside accreditation: No

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

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

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

Parent Plan Admissions/How To Get In Requirements

Students apply to the Master of Science in Civil and Environmental Engineering through one of the named options:

Research
Construction Engineering and Management
Environmental Science and Engineering
Geological/Geotechnical Engineering
Structural Engineering
Transportation Engineering
Water Resources Engineering

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 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.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Deadline</td>
<td>December 15</td>
</tr>
<tr>
<td>Spring Deadline</td>
<td>This program does not admit in the spring.</td>
</tr>
<tr>
<td>Summer Deadline</td>
<td>This program does not admit in the summer.</td>
</tr>
<tr>
<td>GRE (Graduate Record Examinations)</td>
<td>Not 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>Letter of Recommendation Required</td>
<td>n/a</td>
</tr>
</tbody>
</table>
Applicants must first meet all of the requirements of the Graduate School. Please visit this website for details.
Applicants must also meet department specific requirements as outlined below:
Have a bachelor’s degree in civil and environmental engineering from an ABET-accredited engineering program or from a recognized international institution
Submit a 1,000 word or fewer statement of purpose; include your technical areas of interest, coursework emphasis, research experience, professional goals, faculty members you are interested in working with, and any other items relevant to your qualifications for graduate school
Submit three letters of recommendation
Non-native English speakers must have a Test of English as a Foreign Language (TOEFL) with a score of 580 (written) or 92 (Internet version)
Please do not mail paper copies of application materials. Upload the required application materials to the electronic Graduate School application, including a PDF copy of the most current transcripts. Applicants who are recommended for admission by the CEE Admissions Committee, will receive an e-mail with further instructions from the CEE Graduate Admissions Office, requesting official transcripts or other required application material.
Applicants should monitor the application status by visiting the “Graduate Application Status” window within your MyUW portal (information on this is received after submitting an application). You may need to activate a NetID to gain access to the MyUW portal.
Graduate Application Status will remain “pending” until recommendations are determined. All applicants will receive an e-mail from the CEE Graduate Admissions Team with more details once the admission committees have made decisions.

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**

**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</td>
<td>16 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework Requirement</td>
<td>At least 50% of credits applied toward the graduate degree credit requirement must be completed in graduate-level coursework; courses with the Graduate Level Coursework attribute are identified and searchable in the university's Course Guide.</td>
</tr>
<tr>
<td>Overall Graduate GPA Requirement</td>
<td>3.00 GPA required.</td>
</tr>
<tr>
<td>Other Grade Requirements</td>
<td>The Graduate School requires an average grade of B or better in all coursework (300 or above, not including research credits) taken as a graduate student unless conditions for probationary status require higher grades. Grades of Incomplete are considered to be unsatisfactory if they are not removed during the next enrolled semester.</td>
</tr>
</tbody>
</table>

| Assessments and Examinations | n/a                                                                 |
| Language Requirements        | n/a                                                                 |

**Required Courses**

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
Named Options

A named option is a formally documented sub-major within an academic major program. Named options appear on the transcript with degree conferral. Students pursuing the Master of Science in Civil and Environmental Engineering must select one of the following named options:

- Civil and Environmental Engineering: Construction Engineering and Management, M.S.
- Civil and Environmental Engineering: Environmental Science and Engineering, M.S.
- Civil and Environmental Engineering: Geological/Geotechnical Engineering, M.S.
- Civil and Environmental Engineering: Structural Engineering, M.S.
- Civil and Environmental Engineering: Transportation Engineering, M.S.
- Civil and Environmental Engineering: Water Resources Engineering, M.S.

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>
<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>
<td>Yes</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.

### CURRICULAR REQUIREMENTS

<table>
<thead>
<tr>
<th></th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
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<tr>
<td>Minimum Residence Credit Requirement</td>
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</tr>
<tr>
<td>Assessments and Examinations</td>
<td>Contact the program for information on required assessments and examinations.</td>
</tr>
<tr>
<td>Language Requirements</td>
<td>Contact the program for information on any language requirements.</td>
</tr>
</tbody>
</table>

### REQUIRED COURSES

This is a face-to-face, accelerated program:

30 credit degree program

Complete the program in one academic year (fall, spring, summer)

Courses begin in fall semester only

Take 15 credits from the approved list of Construction Engineering and Management courses (see below)

6 credits from a second discipline within the approved list of Civil and Environmental Engineering (CEE) specialization courses, based on your career interests

3 credits from a third discipline within the approved list of CEE specialization courses, based on your career interests

5 credits of independent study

1 credit in a graduate student seminar

**Typical Curriculum in this Program**

*(Student and advisor will select specific courses)*

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIV ENGR/BSE 491</td>
<td>Legal Aspects of Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 497</td>
<td>Mechanical Systems for Construction</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 498</td>
<td>Construction Project Management</td>
<td>3</td>
</tr>
<tr>
<td>CIV-ENGR-592</td>
<td>Course CIV-ENGR-592 Not Found</td>
<td></td>
</tr>
<tr>
<td>CIV ENGR 669</td>
<td>Special Topics in Construction Engineering and Management (Topic: Field Engineering Workshop-Civ Engr. section)</td>
<td>1-4</td>
</tr>
<tr>
<td>CIV ENGR 669</td>
<td>Special Topics in Construction Engineering and Management (Topic: Field Engineering Workshop-Electrical Engr. section)</td>
<td>1-4</td>
</tr>
<tr>
<td>CIV ENGR 669</td>
<td>Special Topics in Construction Engineering and Management (Topic: Field Engineering Workshop-Mechanical Engr. section)</td>
<td>1-4</td>
</tr>
</tbody>
</table>

**Spring Semester (12 credits)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIV ENGR 492</td>
<td>Integrated Project Estimating and Scheduling</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 496</td>
<td>Electrical Systems for Construction</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 498</td>
<td>Construction Project Management</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 669</td>
<td>Special Topics in Construction Engineering and Management (Advanced Construction Systems)</td>
<td>1-4</td>
</tr>
<tr>
<td>CIV ENGR 669</td>
<td>Special Topics in Construction Engineering and Management (Topic: Graduate Student Seminar)</td>
<td>1-4</td>
</tr>
</tbody>
</table>

**Summer Session (6 credits)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIV ENGR 498</td>
<td>Construction Project Management</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 669</td>
<td>Special Topics in Construction Engineering and Management (Topic: Independent Study)</td>
<td>1-4</td>
</tr>
</tbody>
</table>

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
Total credits required: 30

Parent Plan Graduate Policies

Students should refer to one of the named options for policy information:

Research
Construction Engineering and Management
Environmental Science and Engineering
Geological/Geotechnical Engineering
Structural Engineering
Transportation Engineering
Water Resources Engineering

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](https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver) 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 credits of graduate coursework from other institutions. Approved credits will be allowed to count toward the minimum graduate degree credit requirement and the minimum graduate coursework requirement, but will not count 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

With program approval, no more than 7 credits of coursework numbered 300 or higher from a UW–Madison undergraduate degree are allowed to count only toward the minimum graduate degree 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 15 credits of coursework numbered 300 or above taken as a UW–Madison special student toward the Minimum Graduate Residence Credit Requirement, and the Minimum Graduate Degree Credit Requirement; those courses numbered 700 or above may be applied 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.
Program Change Request

Date Submitted: 02/25/20 4:24 pm

**Viewing:** ESE : Environmental Science and Engineering

Parent Plan: MAJ: Civil & Environmental Engr MS

Last approved: 05/01/19 2:13 pm

Last edit: 03/26/20 11:55 am

Changes proposed by: kbourassa

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**Catalog Pages Using this Program**

- Civil and Environmental Engineering: Environmental Science and Engineering, M.S.

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**Proposal Abstract/Summary:**

The Department of Civil and Environmental Engineering currently has six individual named option M.S. programs in the areas of Construction Engineering and Management, Environmental Science and Engineering, Geological/Geotechnical Engineering, Structural Engineering, Transportation Engineering, and Water Resources. We are proposing to restructure the six coursework-only M.S. programs into a single named option M.S., which will be called “Professional.” This proposal is contingent on the approval of the new Named option for M.S. in Civil and Environmental Engineering: Professional.

Replace CIV ENGR 502 (discontinued) with CIV ENGR 631

3/20/20 - grievance policy added

---

**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
**Suspension and Discontinuation**

What is the last term that a student could declare this program?  
**Summer 2021 (1216)**

What is the last term that students may be enrolled in or complete the program?  
**Summer 2022 (1226)**

What is the timeline and advance communication plan?  
The last cohort of students in this program will enroll in Fall 2020. At the same time, we will begin accepting admissions for the restructured program, with the first enrollment in Fall 2021.

Explain the precipitating circumstances or rationale for the proposal.  
The Department of Civil and Environmental Engineering is concurrently proposing to create a new Professional Named Option M.S. program that will replace the six Named Option M.S. programs. Each of the current six programs will be a path that students can choose within the new Professional M.S.

What is the potential impact on enrolled students?  
The potential impact on enrolled students is expected to be minimal. This program is designed to be completed within one-year, which means that students currently in the program (or that enroll in Fall 2020) will graduate before the program is discontinued.

What is the potential impact on faculty and staff?  
The impact on faculty and staff will also be minimal. The major difference between the current program and restructured program is the name on the degree. Administering and
advising students will be largely similar, so most faculty will not notice a change due to the proposed restructuring.

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

The restructured M.S. program was discussed at Operations Committee meetings and at full departmental faculty meetings multiple times throughout the fall 2019 semester. Most notably, the full department voted to proceed with new program proposal and discontinuation of the current six named options at our November faculty meeting.

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

This one-year program will be replaced by a restructured M.S. program with a very similar curriculum. Students that follow the one-year timeline will not be impacted by the change. We will work with students admitted in Fall 2020 who do not graduate within one year individually. Students in this situation will be contacted by email to set up a meeting with Cheryl Loschko (our graduate student coordinator) and their faculty advisor to develop an individual plan for completing their degree.

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

We presented the restructured M.S. degree plans to the department’s visiting committee during their visit to campus in fall 2019.

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

The course offerings will not be altered. The same courses are also available to Ph.D. students, traditional (research) M.S students, and students in the proposed, restructured professional M.S. program.

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

Required courses, curricular elements, and advising will be very similar in the restructured program compared to this current named option. The courses and advising will still be provided both to students finishing this program and to students who enroll in the restructured 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?

According to our proposed timeline, there will not be any students applying for admission to this program after the Fall 2019 application window.

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?

Students will be re-entered into M.S. in Civil and Environmental Engineering: Professional.

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

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

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
<th>Email</th>
<th>Phone</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Likos, William</td>
<td><a href="mailto:likos@wisc.edu">likos@wisc.edu</a></td>
<td>608/890-2662</td>
<td></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Remucal, Christina</td>
<td><a href="mailto:remucal@wisc.edu">remucal@wisc.edu</a></td>
<td>608/262-1820</td>
<td></td>
</tr>
<tr>
<td>Primary Dean’s Office Contact</td>
<td>Hagen, Sara</td>
<td><a href="mailto:skhagen@wisc.edu">skhagen@wisc.edu</a></td>
<td>608/263-8860</td>
<td></td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Remucal, Christina</td>
<td><a href="mailto:remucal@wisc.edu">remucal@wisc.edu</a></td>
<td>608/262-1820</td>
<td></td>
</tr>
</tbody>
</table>

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

- Are all program reviews in the home academic unit up to date? Yes
- Are all assessment plans in the home academic unit up to date? Yes
- Are all assessment reports in the home academic unit up to date? Yes
- Mode of Delivery: Face-to-Face (majority face-to-face courses)
Will this program be part of a consortial or collaborative arrangement with another college or university? No

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

Parent has outside accreditation: No

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

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

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

Students apply to the Master of Science in Civil and Environmental Engineering through one of the named options:

Research
Construction Engineering and Management
Environmental Science and Engineering
Geological/Geotechnical Engineering
Structural Engineering
Transportation Engineering
Water Resources Engineering

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 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.

<table>
<thead>
<tr>
<th>Graduate Admissions Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirements</td>
</tr>
<tr>
<td>Fall Deadline</td>
</tr>
<tr>
<td>Spring Deadline</td>
</tr>
<tr>
<td>Summer Deadline</td>
</tr>
<tr>
<td>GRE (Graduate Record Examinations)</td>
</tr>
<tr>
<td>English Proficiency Test</td>
</tr>
<tr>
<td>Other Test(s) (e.g., GMAT, MCAT)</td>
</tr>
<tr>
<td>Letters of Recommendation Required</td>
</tr>
</tbody>
</table>

Applicants must first meet all of the requirements of the Graduate School. Please visit this website for details.
Applicants must also meet department specific requirements as outlined below:
Have a bachelor's degree in civil and environmental engineering from an ABET-accredited engineering program or from a recognized international institution
Submit a 1,000 word or fewer statement of purpose; include your technical areas of interest, coursework emphasis, research experience, professional goals, faculty members you are interested in working with, and any other items relevant to your qualifications for graduate school
Submit three letters of recommendation
Non-native English speakers must have a Test of English as a Foreign Language (TOEFL) with a score of 580 (written) or 92 (Internet version)
Please do not mail paper copies of application materials. Upload the required application materials to the electronic Graduate School application, including a PDF copy of the most current transcripts. Applicants who are recommended for admission by the CEE Admissions Committee, will receive an e-mail with further instructions from the CEE Graduate Admissions Office, requesting official transcripts or other required application material.
Applicants should monitor the application status by visiting the “Graduate Application Status” window within your MyUW portal (information on this is received after submitting an application). You may need to activate a NetID to gain access to the MyUW portal.
Graduate Application Status will remain "pending" until recommendations are determined. All applicants will receive an e-mail from the CEE Graduate Admissions Team with more details once the admission committees have made decisions.

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

CURRICULAR REQUIREMENTS

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>30 credits</td>
</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>16 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework Requirement</td>
<td>At least 50% of credits applied toward the graduate degree credit requirement must be completed in graduate-level coursework; courses with the Graduate Level Coursework attribute are identified and searchable in the university's Course Guide.</td>
</tr>
<tr>
<td>Overall Graduate GPA Requirement</td>
<td>3.00 GPA required.</td>
</tr>
<tr>
<td>Other Grade Requirements</td>
<td>The Graduate School requires an average grade of B or better in all coursework (300 or above, not including research credits) taken as a graduate student unless conditions for probationary status require higher grades. Grades of Incomplete are considered to be unsatisfactory if they are not removed during the next enrolled semester.</td>
</tr>
</tbody>
</table>

Assessments and Examinations

| Language Requirements | n/a |

Required Courses

Select a Named Option for courses required.

https://next-guide.wisc.edu/courseleaf/
Named Options

A named option is a formally documented sub-major within an academic major program. Named options appear on the transcript with degree conferral. Students pursuing the Master of Science in Civil and Environmental Engineering must select one of the following named options:

- **Civil and Environmental Engineering: Construction Engineering and Management, M.S.**
- **Civil and Environmental Engineering: Environmental Science and Engineering, M.S.**
- **Civil and Environmental Engineering: Geological/Geotechnical Engineering, M.S.**
- **Civil and Environmental Engineering: Structural Engineering, M.S.**
- **Civil and Environmental Engineering: Transportation Engineering, M.S.**
- **Civil and Environmental Engineering: Water Resources Engineering, M.S.**

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>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>Yes</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.

## CURRICULAR REQUIREMENTS

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
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</tr>
<tr>
<td>Assessments and Examinations</td>
<td>Contact the program for information on required assessments and examinations.</td>
</tr>
<tr>
<td>Language Requirements</td>
<td>Contact the program for information on any language requirements.</td>
</tr>
</tbody>
</table>

## Required Courses

This is a face to face, accelerated program:

- 30 credit degree program
- Complete the program in one academic year (fall, spring, summer)
- Courses begin in fall semester only
- Take 18 credits from the approved list of specialized courses
- Up to 6 credits of advanced study, 1-2 credits in a graduate student seminar, and up to 6 credits from a second discipline based on your career interests and faculty advisement

### Typical Curriculum in this Program

Students typically take 12 credits in the fall semester, 12 credits in the spring semester, and 6 credits in the summer semester.

## Course Options

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CIV ENGR 410</strong></td>
<td>Hydraulic Engineering</td>
<td>3</td>
</tr>
<tr>
<td><strong>CIV ENGR 411</strong></td>
<td>Open Channel Hydraulics</td>
<td>3</td>
</tr>
<tr>
<td><strong>CIV ENGR 412</strong></td>
<td>Groundwater Hydraulics</td>
<td>3</td>
</tr>
<tr>
<td><strong>CIV ENGR 414</strong></td>
<td>Hydrologic Design</td>
<td>3</td>
</tr>
<tr>
<td><strong>CIV ENGR 415</strong></td>
<td>Hydrology</td>
<td>3</td>
</tr>
<tr>
<td><strong>CIV ENGR 416</strong></td>
<td>Water Resources Systems Analysis</td>
<td>3</td>
</tr>
<tr>
<td><strong>CIV ENGR/G L E 421</strong></td>
<td>Environmental Sustainability Engineering</td>
<td>3</td>
</tr>
<tr>
<td><strong>CIV ENGR 423</strong></td>
<td>Air Pollution Effects, Measurement and Control</td>
<td>3</td>
</tr>
<tr>
<td><strong>CIV ENGR 426</strong></td>
<td>Design of Wastewater Treatment Plants</td>
<td>3</td>
</tr>
<tr>
<td><strong>CIV ENGR 427</strong></td>
<td>Solid and Hazardous Wastes Engineering</td>
<td>3</td>
</tr>
<tr>
<td><strong>CIV ENGR 428</strong></td>
<td>Water Treatment Plant Design</td>
<td>3</td>
</tr>
<tr>
<td><strong>CIV ENGR 429</strong></td>
<td>Environmental Systems Optimization</td>
<td>3</td>
</tr>
<tr>
<td><strong>CIV ENGR 500</strong></td>
<td>Water Chemistry</td>
<td>3</td>
</tr>
<tr>
<td><strong>CIV ENGR 501</strong></td>
<td>Water Analysis-Intermediate</td>
<td>3</td>
</tr>
<tr>
<td><strong>CIV ENGR 502</strong></td>
<td>Course-CIV ENGR 502 Not Found</td>
<td>3</td>
</tr>
<tr>
<td><strong>CIV ENGR 514</strong></td>
<td>Coastal Engineering</td>
<td>2-3</td>
</tr>
<tr>
<td><strong>CIV ENGR 515</strong></td>
<td>Hydrodynamics for Water Resources Management</td>
<td>3</td>
</tr>
<tr>
<td><strong>CIV ENGR 522</strong></td>
<td>Hazardous Waste Management</td>
<td>3</td>
</tr>
<tr>
<td><strong>CIV ENGR 618</strong></td>
<td>Special Topics in Hydraulics and Fluid Mechanics</td>
<td>1-3</td>
</tr>
</tbody>
</table>

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept Approver
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. Named Option-Specific Policies
Program Change Request

Date Submitted: 02/25/20 4:26 pm

**Viewing: GGE : Geological/Geotechnical Engineering**

Parent Plan: [MA: Civil & Environmental Engr MS](#)

Last approved: 05/01/19 2:14 pm

Last edit: 03/26/20 11:58 am

Changes proposed by: kbourassa

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Catalog Pages Using this Program

**Civil and Environmental Engineering: Geological/Geotechnical Engineering, M.S.**

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

Proposal Abstract/Summary:

The Department of Civil and Environmental Engineering currently has six individual named option M.S. programs in the areas of Construction Engineering and Management, Environmental Science and Engineering, Geological/Geotechnical Engineering, Structural Engineering, Transportation Engineering, and Water Resources. We are proposing to restructure the six coursework-only M.S. programs into a single named option M.S., which will be called “Professional.” This proposal is contingent on the approval of the new Named option for M.S. in Civil and Environmental Engineering: Professional.

3/20/20 - grievance policy added

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

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Basic Information

Program Status: [Signant will be discontinued Action](#)

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: GGE

SIS Description: Geological/Geotechnical Engr

Transcript Title: Geological/Geotechnical Engineering

Named Options: CEM: Construction Engr & Mgmt
ESE: Environmental Science and Engr
GGE: Geological/Geotechnical Engr
STE: Structural Engineering
TE: Transportation Engineering
WRE: Water Resources Engineering

Sub Plan 1083: No Title Found
Sub Plan 1134: 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 2021 (1216)

What is the last term that students may be enrolled in or complete the program? Summer 2022 (1226)

What is the timeline and advance communication plan?

The last cohort of students in this program will enroll in Fall 2020. At the same time, we will begin accepting admissions for the restructured program, with the first enrollment in Fall 2021.

Explain the precipitating circumstances or rationale for the proposal.

The Department of Civil and Environmental Engineering is concurrently proposing to create a new Professional Named Option M.S. program that will replace the six Named Option M.S. programs. Each of the current six programs will be a path that students can choose within the new Professional M.S.

What is the potential impact on enrolled students?

The potential impact on enrolled students is expected to be minimal. This program is designed to be completed within one-year, which means that students currently in the program (or that enroll in Fall 2020) will graduate before the program is discontinued.

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The impact on faculty and staff will also be minimal. The major difference between the current program and restructured program is the name on the degree. Administering and advising students will be largely similar, so most faculty will not notice a change due to the
proposed restructuring.

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The restructured M.S. program was discussed at Operations Committee meetings and at full departmental faculty meetings multiple times throughout the fall 2019 semester. Most notably, the full department voted to proceed with new program proposal and discontinuation of the current six named options at our November faculty meeting.

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This one-year program will be replaced by a restructured M.S. program with a very similar curriculum. Students that follow the one-year timeline will not be impacted by the change. We will work with students admitted in Fall 2020 who do not graduate within one year individually. Students in this situation will be contacted by email to set up a meeting with Cheryl Loschko (our graduate student coordinator) and their faculty advisor to develop an individual plan for completing their degree.

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We presented the restructured M.S. degree plans to the department’s visiting committee during their visit to campus in fall 2019.

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According to our proposed timeline, there will not be any students applying for admission to this program after the Fall 2019 application window.

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?

Students will be re-entered into M.S. in Civil and Environmental Engineering: Professional.

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<th>Email</th>
<th>Phone</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
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List the departments that have a vested interest in this proposal.

| Are all program reviews in the home academic unit up to date? | Yes |
| Are all assessment plans in the home academic unit up to date? | Yes |
| Are all assessment reports in the home academic unit up to date? | Yes |

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

Will this program be part of a consortial or collaborative Yes

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
arrangement with another college or university?
Will instruction take place at a location geographically separate from UW-Madison?
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Graduates of parent program seek licensure or certification after graduation.

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

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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?

Parent Plan Admissions/How To Get In Requirements

Students apply to the Master of Science in Civil and Environmental Engineering through one of the named options:
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Construction Engineering and Management
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Structural Engineering
Transportation Engineering
Water Resources Engineering

Guide Admissions/How to Get In tab

Approved Shared Content from /shared/graduate-school-admissions/
Last Approved: Oct 16, 2019 6:46pm

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<tr>
<td>Other Test(s) (e.g., GMAT, MCAT)</td>
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<td>Letters of Recommendation Required</td>
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https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
3/30/2020

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Submit a 1,000 word or fewer statement of purpose; include your technical areas of interest, coursework emphasis, research experience, professional goals, faculty members you are interested in working with, and any other items relevant to your qualifications for graduate school.

Submit three letters of recommendation.

Non-native English speakers must have a Test of English as a Foreign Language (TOEFL) with a score of 580 (written) or 92 (Internet version).

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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

CURRICULAR REQUIREMENTS

University General Education Requirements

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<td>Minimum Graduate Coursework Requirement</td>
<td>At least 50% of credits applied toward the graduate degree credit requirement must be completed in graduate-level coursework; courses with the Graduate Level Coursework attribute are identified and searchable in the university's Course Guide.</td>
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<td>Language Requirements</td>
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Required Courses

Select a Named Option for courses required.

Named Options

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
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 Science in Civil and Environmental Engineering must select one of the following named options:

**Civil and Environmental Engineering: Construction Engineering and Management, M.S.**

**Civil and Environmental Engineering: Environmental Science and Engineering, M.S.**

**Civil and Environmental Engineering: Geological/Geotechnical Engineering, M.S.**

**Civil and Environmental Engineering: Structural Engineering, M.S.**

**Civil and Environmental Engineering: Transportation Engineering, M.S.**

**Civil and Environmental Engineering: Water Resources Engineering, M.S.**

Guide Requirements tab

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**Named Option Requirements**

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<th>Online</th>
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<th>Accelerated</th>
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<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
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**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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Required COURSES

Typical Curriculum in this program

Students typically take 12 credits in the fall semester, 12 credits in the spring semester, and 6 credits in the summer semester.

15 credits from the approved list of Geological/Geotechnical Engineering Specialization courses. Student and advisor will select specific courses:

Course List

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>G E 401</td>
<td>Special Topics in Geological Engineering</td>
<td>1-3</td>
</tr>
<tr>
<td>G E/GEOSCI/M S &amp; E 474</td>
<td>Rock Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR/G E 530</td>
<td>Seepage and Slopes</td>
<td>3</td>
</tr>
<tr>
<td>G E/GEOSCI 594</td>
<td>Introduction to Applied Geophysics</td>
<td>3</td>
</tr>
<tr>
<td>G E/GEOSCI 595</td>
<td>Field Methods in Applied and Engineering Geophysics</td>
<td>1</td>
</tr>
<tr>
<td>CIV ENGR/G E 635</td>
<td>Remediation Geotechnics</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR/G E 730</td>
<td>Engineering Properties of Soils</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR/G E 732</td>
<td>Unsaturated Soil Geoengineering</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR/G E 733</td>
<td>Physicochemical Basis of Soil Behavior</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR/G E 735</td>
<td>Soil Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>G E 757</td>
<td>Advanced Rock Mechanics</td>
<td>3</td>
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</tbody>
</table>

6 credits from a second discipline within the approved list of Civil and Environmental Engineering specialization courses, based on your career interests.

3 credits from a third discipline within the approved list of CEE specialization courses, based on your career interests.

5 credits of G E 699 Independent Study and 1 credit of G E 900 Seminar

Total credits required:

30

Parent Plan Graduate Policies

Students should refer to one of the named options for policy information:

Research

Construction Engineering and Management

Environmental Science and Engineering

Geological/Geotechnical Engineering

Structural Engineering

Transportation Engineering

Water Resources Engineering

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. Named Option-Specific Policies

Prior Coursework

Graduate Work from Other Institutions

With program approval, students are allowed to count credits of graduate coursework from other institutions. Approved credits will be allowed to count toward the minimum graduate degree credit requirement and the minimum graduate coursework requirement, but will not count 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

With program approval, no more than 7 credits of coursework numbered 300 or higher from a UW–Madison undergraduate degree are allowed to count only toward the minimum graduate degree 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 15 credits of coursework numbered 300 or above taken as a UW–Madison special student toward the Minimum Graduate Residence Credit Requirement, and the Minimum Graduate Degree Credit Requirement; those courses numbered 700 or above may be applied 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 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.

ADVISOR / COMMITTEE

Every graduate student is required to have an advisor. To ensure that students are making satisfactory progress toward a degree, the Graduate School expects them to meet with their advisor on a regular basis.

In many cases, an advisor is assigned to incoming students. Students can be suspended from the Graduate School if they do not have an advisor. An advisor is a faculty member, or sometimes a committee, from the major department responsible for providing advice regarding graduate studies. A committee often accomplishes advising for the students in the early stages of their studies.

CREDITS PER TERM ALLOWED

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
Program Change Request

Date Submitted: 02/25/20 4:26 pm

**Viewing: STE : Structural Engineering**

Parent Plan: MAI: Civil & Environmental Eng MS

Last approved: 05/07/19 2:40 pm

Last edit: 03/26/20 12:00 pm

Changes proposed by: kbourassa

Catalog Pages Using this Program

Civil and Environmental Engineering: Structural Engineering, M.S.

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

<table>
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<td>Sara Hagen - EGR</td>
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In Workflow

1. CIV EN EGR Dept. Approver
2. EGR College Admin Reviewer
3. EGR College Approver
4. APIR Admin
5. GFEC Approver
6. UAPC Approver
7. Registrar

Approval Path

1. 02/26/20 11:59 am
   William Likos (likos):
   Approved for CIV EN EGR Dept. Approver

2. 03/09/20 4:48 pm
   Sara Hagen (shagen):
   Approved for EGR College Admin Reviewer

3. 03/24/20 10:42 am
   Sara Hagen (shagen):
   Approved for EGR College Approver

4. 03/26/20 11:47 am
   Karen Mittelstadt (mittelstadt):
   Approved for EGR College Approver

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
Proposal Abstract/Summary:

The Department of Civil and Environmental Engineering currently has six individual named option M.S. programs in the areas of Construction Engineering and Management, Environmental Science and Engineering, Geological/Geotechnical Engineering, Structural Engineering, Transportation Engineering, and Water Resources. We are proposing to restructure the six coursework-only M.S. programs into a single named option M.S., which will be called “Professional.” This proposal is contingent on the approval of the new Named option for M.S. in Civil and Environmental Engineering: Professional.

3/20/20 - Grievance policy added

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:** Suspend, will be discontinued Active

**Type of Program:** Named Option

**Parent Program:** MAJ: Civil & Environmental Engr MS

**Parent Audience:** Graduate or professional

**Parent Home Department:** Civil and Environmental Engr (CIV EN EGR)

**Parent School/College:** College of Engineering
PAGE REVIEW

Head Changes | View Changes By: All Changes

established for the program?

No

Parent is in the Graduate School?

Yes

SIS Code: STE

SIS Description: Structural Engineering

Transcript Title: Structural Engineering

Named Options: CEM: Construction Engr & Mgmt

ESE: Environmental Science and Engr

GGE: Geological/Geotechnical Engr

STE: Structural Engineering

TE: Transportation Engineering

WRE: Water Resources Engineering

Sub Plan 1083: No Title Found

Sub Plan 1134: 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 2021 (1216)

What is the last term that students may be enrolled in or complete the program?

Summer 2022 (1226)

What is the timeline and advance communication plan?

The last cohort of students in this program will enroll in Fall 2020. At the same time, we will begin accepting admissions for the restructured program, with the first enrollment in Fall 2021.

Explain the precipitating circumstances or rationale for the proposal.

The Department of Civil and Environmental Engineering is concurrently proposing to create a new Professional Named Option M.S. program that will replace the six Named Option M.S. programs. Each of the current six programs will be a path that students can choose within the new Professional M.S.

What is the potential impact on enrolled students?

The potential impact on enrolled students is expected to be minimal. This program is designed to be completed within one-year, which means that students currently in the program (or that enroll in Fall 2020) will graduate before the program is discontinued.

What is the potential impact on faculty and staff?

The impact on faculty and staff will also be minimal. The major difference between the current program and restructured program is the name on the degree. Administering and advising students will be largely similar, so most faculty will not notice a change due to the proposed restructuring.

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

The restructured M.S. program was discussed at Operations Committee meetings and at full departmental faculty meetings multiple times throughout the fall 2019 semester. Most notably, the full department voted to proceed with new program proposal and discontinuation of the current six named options at our November faculty meeting.
This one-year program will be replaced by a restructured M.S. program with a very similar curriculum. Students that follow the one-year timeline will not be impacted by the change. We will work with students admitted in Fall 2020 who do not graduate within one year individually. Students in this situation will be contacted by email to set up a meeting with Cheryl Loschko (our graduate student coordinator) and their faculty advisor to develop an individual plan for completing their degree.

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

We presented the restructured M.S. degree plans to the department’s visiting committee during their visit to campus in fall 2019.

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

The course offerings will not be altered. The same courses are also available to Ph.D. students, traditional (research) M.S students, and students in the proposed, restructured professional M.S. program.

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

Required courses, curricular elements, and advising will be very similar in the restructured program compared to this current named option. The courses and advising will still be provided both to students finishing this program and to students who enroll in the restructured 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?

According to our proposed timeline, there will not be any students applying for admission to this program after the Fall 2019 application window.

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?

Students will be re-entered into M.S. in Civil and Environmental Engineering: Professional.

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

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

<table>
<thead>
<tr>
<th>Role Type</th>
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UW-Madison?
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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?

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

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Last Approved: Oct 16, 2019 6:46pm

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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>Detail</th>
</tr>
</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>
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<td>Minimum Graduate Coursework Requirement</td>
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</tr>
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</tbody>
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research credits) taken as a graduate student unless conditions for probationary status require higher grades. Grades of Incomplete are considered to be unsatisfactory if they are not removed during the next enrolled semester.

| Assessments and Examinations | n/a |
| Language Requirements       | n/a |

### Required Courses

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

#### Named Options

A named option is a formally documented sub-major within an academic major program. Named options appear on the transcript with degree conferral. Students pursuing the Master of Science in Civil and Environmental Engineering must select one of the following named options:

- Civil and Environmental Engineering: Construction Engineering and Management, M.S.
- Civil and Environmental Engineering: Environmental Science and Engineering, M.S.
- Civil and Environmental Engineering: Geological/Geotechnical Engineering, M.S.
- Civil and Environmental Engineering: Structural Engineering, M.S.
- Civil and Environmental Engineering: Transportation Engineering, M.S.
- Civil and Environmental Engineering: Water Resources Engineering, M.S.

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

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

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Other Grade Requirements

The Graduate School requires an average grade of B or better in all coursework (300 or above, not including research credits) taken as a graduate student unless conditions for probationary status require higher grades. Grades of Incomplete are considered to be unsatisfactory if they are not removed during the next enrolled semester.

Assessments and Examinations

Contact the program for information on required assessments and examinations.

Language Requirements

Contact the program for information on any language requirements.

**Required COURSES**

Typical curriculum in this program: 12 credits in the fall semester, 12 credits in the spring semester, and 6 credits in the summer semester. Complete a minimum of 27 credits from the approved list of Structural Engineering Courses.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIV ENGR 498</td>
<td>Construction Project Management</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR/G L E 532</td>
<td>Foundations</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 649</td>
<td>Special Topics in Structural Engineering</td>
<td>1-3</td>
</tr>
<tr>
<td>CIV ENGR 744</td>
<td>Structural Dynamics and Earthquake Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 749</td>
<td>Special Topics in Structural Engineering</td>
<td>1-4</td>
</tr>
</tbody>
</table>
Complete the following 3 courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIV ENGR 440</td>
<td>Structural Analysis II</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 545</td>
<td>Steel Structures II</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 547</td>
<td>Concrete Structures II</td>
<td>3</td>
</tr>
</tbody>
</table>

Take up to 3 credits of **CIV ENGR 999** Advanced Independent Study

Coursework plan must be coordinated and approved by your academic advisor

Total credits required:

30

Parent Plan Graduate Policies

Students should refer to one of the named options for policy information:

- Research
- Construction Engineering and Management
- Environmental Science and Engineering
- Geological/Geotechnical Engineering
- Structural Engineering
- Transportation Engineering
- Water Resources Engineering
Program Change Request

Date Submitted: 02/25/20 4:27 pm

Viewing: **TE : Transportation Engineering**

Parent Plan: [MA: Civil & Environmental Engr M.S](#)

Last approved: 05/08/19 8:40 am

Last edit: 03/26/20 12:01 pm

Changes proposed by: kbourassa

**Civil and Environmental Engineering; Transportation Engineering, M.S.**

Catalog Pages Using this Program

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

Proposal Abstract/Summary:

The Department of Civil and Environmental Engineering currently has six individual named option M.S. programs in the areas of Construction Engineering and Management, Environmental Science and Engineering, Geological/Geotechnical Engineering, Structural Engineering, Transportation Engineering, and Water Resources. We are proposing to restructure the six coursework-only M.S. programs into a single named option M.S., which will be called “Professional.” This proposal is contingent on the approval of the new Named option for M.S. in Civil and Environmental Engineering: Professional.

3/20/20 - grievance policy added

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

Approval Path

1. 02/26/20 11:59 am  
   William Likos (likos): Approved for CIV EN EGR Dept. Approver

2. 03/03/20 4:48 pm  
   Sara Hagen (shagen): 
   Approved for EGR College Admin Reviewer

3. 03/24/20 10:42 am  
   Sara Hagen (shagen): 
   Approved for EGR College Approver

4. 03/26/20 11:47 am  
   Karen Mittelstadt (mittelstadt): 
   Rollback to EGR College Approver for APIR Admin

5. 03/26/20 12:04 pm  
  
Program State: Suspend, will be discontinued Active
Type of Program: Named Option
Parent Program: MA: Civil & Environmental Engr MS
Parent Audience: Graduate or professional
Parent Home Department: Civil and Environmental Engr (CIV EN EGR)
School/College: College of Engineering

The program will be governed by the home department/academic unit as specified. Will an additional coordinating or oversight committee be established for the program? No
Parent is in the Graduate School: Yes

SIS Code: TE
SIS Description: Transportation Engineering
Transcript Title: Transportation Engineering
Named Options: CEM: Construction Engr & Mgmt
ESE: Environmental Science and Engr
GGE: Geological/Geotechnical Engr
STE: Structural Engineering
TE: Transportation Engineering
WRE: Water Resources Engineering
Sub Plan 1083: No Title Found
Sub Plan 1134: 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 2021 (1216)
What is the last term that students may be enrolled in or complete the program? Summer 2022 (1226)
What is the timeline and advance communication plan?

The last cohort of students in this program will enroll in Fall 2020. At the same time, we will begin accepting admissions for the restructured program, with the first enrollment in Fall 2021.

Explain the precipitating circumstances or rationale for the proposal.

The Department of Civil and Environmental Engineering is concurrently proposing to create a new Professional Named Option M.S. program that will replace the six Named Option M.S. programs. Each of the current six programs will be a path that students can choose within the new Professional M.S.

What is the potential impact on enrolled students?

The potential impact on enrolled students is expected to be minimal. This program is designed to be completed within one-year, which means that students currently in the program (or that enroll in Fall 2020) will graduate before the program is discontinued.

What is the potential impact on faculty and staff?

The impact on faculty and staff will also be minimal. The major difference between the current program and restructuring proposed is the name on the degree. Administration and...
current program and restructured program is the same on the degree. Administering and advising students will be largely similar, so most faculty will not notice a change due to the proposed restructuring.

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

The restructured M.S. program was discussed at Operations Committee meetings and at full departmental faculty meetings multiple times throughout the fall 2019 semester. Most notably, the full department voted to proceed with new program proposal and discontinuation of the current six named options at our November faculty meeting.

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

This one-year program will be replaced by a restructured M.S. program with a very similar curriculum. Students that follow the one-year timeline will not be impacted by the change. We will work with students admitted in Fall 2020 who do not graduate within one year individually. Students in this situation will be contacted by email to set up a meeting with Cheryl Loschko (our graduate student coordinator) and their faculty advisor to develop an individual plan for completing their degree.

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

We presented the restructured M.S. degree plans to the department’s visiting committee during their visit to campus in fall 2019.

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

The course offerings will not be altered. The same courses are also available to Ph.D. students, traditional (research) M.S students, and students in the proposed, restructured professional M.S. program.

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

Required courses, curricular elements, and advising will be very similar in the restructured program compared to this current named option. The courses and advising will still be provided both to students finishing this program and to students who enroll in the restructured 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?

According to our proposed timeline, there will not be any students applying for admission to this program after the Fall 2019 application window.

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?

Students will be re-entered into M.S. in Civil and Environmental Engineering: Professional.

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

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

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
<th>Email</th>
<th>Phone</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Likos, William</td>
<td><a href="mailto:likos@wisc.edu">likos@wisc.edu</a></td>
<td>608/890-2662</td>
<td></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Remucal, Christina</td>
<td><a href="mailto:remucal@wisc.edu">remucal@wisc.edu</a></td>
<td>608/262-1820</td>
<td></td>
</tr>
<tr>
<td>Primary Dean’s Office Contact</td>
<td>Hagen, Sara</td>
<td><a href="mailto:skhagen@wisc.edu">skhagen@wisc.edu</a></td>
<td>608/263-8860</td>
<td></td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Remucal, Christina</td>
<td><a href="mailto:remucal@wisc.edu">remucal@wisc.edu</a></td>
<td>608/262-1820</td>
<td></td>
</tr>
</tbody>
</table>

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

Are all program reviews in the home academic unit up to date? Yes
Are all assessment plans in the home academic unit up to date? Yes
Are all assessment reports in the home academic unit up to date? Yes
3/30/2020

Mode of Delivery: Race-to-face (majority race-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

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

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

Students apply to the Master of Science in Civil and Environmental Engineering through one of the named options:

Research
Construction Engineering and Management
Environmental Science and Engineering
Geological/Geotechnical Engineering
Structural Engineering
Transportation Engineering
Water Resources Engineering

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 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.

<table>
<thead>
<tr>
<th>Graduate Admissions Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirements</td>
</tr>
<tr>
<td>Fall Deadline</td>
</tr>
<tr>
<td>Spring Deadline</td>
</tr>
<tr>
<td>Summer Deadline</td>
</tr>
<tr>
<td>GRE (Graduate Record Examinations)</td>
</tr>
<tr>
<td>English Proficiency Test</td>
</tr>
<tr>
<td>Other Test[s] (e.g., GMAT, MCAT)</td>
</tr>
<tr>
<td>Letters of Recommendation Required</td>
</tr>
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Applications must first meet all the requirements of the Graduate School. Please visit this website for details. Application deadline is December 15 for the
Applications must first meet all of the requirements of the Graduate School. Please visit [this website](https://www.wisc.edu) for details. Application deadline is December 15 for the fall term.

Applicants must also meet department specific requirements as outlined below:

Have a bachelor’s degree in civil and environmental engineering from an ABET-accredited engineering program or from a recognized international institution.

Submit a 1,000 word or fewer statement of purpose; include your technical areas of interest, coursework emphasis, research experience, professional goals, faculty members you are interested in working with, and any other items relevant to your qualifications for graduate school.

Submit three letters of recommendation.

Non-native English speakers must have a Test of English as a Foreign Language (TOEFL) with a score of 580 (written) or 92 (Internet version).

Please do not mail paper copies of application materials. Upload the required application materials to the electronic Graduate School application, including a PDF copy of the most current transcripts. Applicants who are recommended for admission by the CEE Admissions Committee, will receive an e-mail with further instructions from the CEE Graduate Admissions Office, requesting official transcripts or other required application material.

Applicants should monitor the application status by visiting the “Graduate Application Status” window within your MyUW portal (information on this is received after submitting an application). You may need to activate a NetID to gain access to the MyUW portal.

Graduate Application Status will remain “pending” until recommendations are determined. All applicants will receive an e-mail from the CEE Graduate Admissions Team with more details once the admission committees have made decisions.

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/](https://example.com/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](https://example.com), in addition to the program requirements listed below.

### Major Requirements

#### CURRICULAR REQUIREMENTS

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| Assessments and Examinations | n/a |
| Language Requirements        | n/a |

### Required Courses

Select a [Named Option](https://example.com) for courses required.
# Named Options

A named option is a formally documented sub-major within an academic major program. Named options appear on the transcript with degree conferral. Students pursuing the Master of Science in Civil and Environmental Engineering must select one of the following named options:

## Civil and Environmental Engineering: Construction Engineering and Management, M.S.

## Civil and Environmental Engineering: Environmental Science and Engineering, M.S.

## Civil and Environmental Engineering: Geological/Geotechnical Engineering, M.S.

## Civil and Environmental Engineering: Structural Engineering, M.S.

## Civil and Environmental Engineering: Transportation Engineering, M.S.

## Civil and Environmental Engineering: Water Resources Engineering, M.S.

Guide Requirements tab

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Minimum Graduate School Requirements

Review the Graduate School minimum [academic progress and degree requirements](https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept Approver), in addition to the program requirements listed below.

## Named Option Requirements

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<th>Mode of Instruction</th>
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<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>
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**Mode of Instruction Definitions**

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- **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.
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Assessments and Examinations: Contact the program for information on required assessments and examinations.

Language Requirements: Contact the program for information on any language requirements.

Required COURSES

This is a face-to-face accelerated program:

Complete the program in one academic year (fall, spring, summer)

Take 15 credits from the approved list of Transportation Engineering Specialization courses

6 credits from a second discipline within the approved list of Civil and Environmental Engineering (CEE) specialization courses, based on your career interests

3 credits from a third discipline within the approved list of CEE specialization courses, based on your career interests

5 credits of independent study

1 credit in a graduate student seminar

Typical curriculum in this program: 12 credits fall semester, 12 credits spring semester, 6 credits summer semester. Courses are chosen with the assistance of a faculty advisor.

Course Options

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIV ENGR 570</td>
<td>Environmental Impact of Transportation Systems</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 571</td>
<td>Urban Transportation Planning</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 573</td>
<td>Geometric Design of Transport Facilities</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 574</td>
<td>Traffic Control</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 579</td>
<td>Seminar-Transportation Engineering</td>
<td>1</td>
</tr>
<tr>
<td>CIV ENGR 679</td>
<td>Special Topics in Transportation and City Planning (Advanced Topics in Transportation Safety; Traffic Flow Theory; Advanced Modality; Technology Integration; CAV)</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR/PUB AFFR 694</td>
<td>Management of Civil Infrastructure Systems</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 699</td>
<td>Independent Study</td>
<td>1-9</td>
</tr>
</tbody>
</table>

Course List

Total credits required: 30

Parent Plan Graduate Policies

Students should refer to one of the named options for policy information:

Research

Construction Engineering and Management

Environmental Science and Engineering

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
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. **Named Option-Specific Policies**

**Prior Coursework**

**Graduate Work from Other Institutions**

With program approval, students are allowed to count credits of graduate coursework from other institutions. Approved credits will be allowed to count toward the minimum graduate degree credit requirement and the minimum graduate coursework requirement, but will not count 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**

With program approval, no more than 7 credits of coursework numbered 300 or higher from a UW–Madison undergraduate degree are allowed to count only toward the minimum graduate degree 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 15 credits of coursework numbered 300 or above taken as a UW–Madison special student toward the Minimum Graduate Residence Credit Requirement, and the Minimum Graduate Degree Credit Requirement; those courses numbered 700 or above may be applied 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 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.

**ADVISOR / COMMITTEE**

Every graduate student is required to have an advisor. To ensure that students are making satisfactory progress toward a degree, the Graduate School expects them to meet with their advisor on a regular basis.
Program Change Request

Date Submitted: 02/25/20 4:28 pm

Viewing: **WRE : Water Resources Engineering**

Parent Plan: [MAJ: Civil & Environmental Engr MS](https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver)

Last approved: 05/08/19 8:42 am

Last edit: 03/26/20 12:03 pm

Changes proposed by: kbourassa

Catalog Pages Using this Program:

- [Civil and Environmental Engineering: Water Resources Engineering, M.S.](https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver)

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>

In Workflow

1. CIV EN EGR Dept. Approver
2. EGR College Admin Reviewer
3. EGR College Approver
4. APIR Admin
5. GFEC Approver
6. UAPC Approver
7. Registrar

Approval Path

1. 02/26/20 11:59 am
   - William Likos (likos):
     Approved for CIV EN EGR Dept. Approver

2. 03/09/20 4:48 pm
   - Sara Hagen (skhagen):
     Approved for EGR College Admin Reviewer

3. 03/24/20 10:42 am
   - Sara Hagen (skhagen):
     Approved for EGR College Approver

4. 03/26/20 11:47 am
   - Karen Mittelstadt (mittelstadt):
     Approved for CIV EN EGR Dept. Approver

Proposal Abstract/Summary:

The Department of Civil and Environmental Engineering currently has six individual named option M.S. programs in the areas of Construction Engineering and Management, Environmental Science and Engineering, Geological/Geotechnical Engineering, Structural Engineering, Transportation Engineering, and Water Resources. We are proposing to restructure the six coursework-only M.S. programs into a single named option M.S., which will be called "Professional." This proposal is contingent on the approval of the new Named option for M.S. in Civil and Environmental Engineering: Professional.

Replace CIV ENGR 502 (discontinued) with CIV ENGR 631

3/20/20 - grievance policy added

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: Suspend, will be discontinued Active

Type of Program: Named Option

Parent Program: MAJ: Civil & Environmental Engr MS

Parent Audience: Graduate or professional

Parent Home Department: Civil and Environmental Engr (CIV ENGR)

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

No

Parent is in the Graduate School:

Yes

SIS Code: WRE

SIS Description: Water Resources Engineering

Transcript Title: Water Resources Engineering

Named Options: CEM: Construction Engr & Mgmt
ESE: Environmental Science and Engr
GGE: Geological/Geotechnical Engr
STE: Structural Engineering
TE: Transportation Engineering
WRE: Water Resources Engineering

Sub Plan 1083: No Title Found
Sub Plan 1134: 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 2021 (1216)

What is the last term that students may be enrolled in or complete the program? Summer 2022 (1226)

What is the timeline and advance communication plan?

The last cohort of students in this program will enroll in Fall 2020. At the same time, we will begin accepting admissions for the restructured program, with the first enrollment in Fall 2021.

Explain the precipitating circumstances or rationale for the proposal.

The Department of Civil and Environmental Engineering is concurrently proposing to create a new Professional Named Option M.S. program that will replace the six Named Option M.S. programs. Each of the current six programs will be a path that students can choose within the new Professional M.S.

What is the potential impact on enrolled students?

The potential impact on enrolled students is expected to be minimal. This program is designed to be completed within one-year, which means that students currently in the program (or that enroll in Fall 2020) will graduate before the program is discontinued.

What is the potential impact on faculty and staff?

The impact on faculty and staff will also be minimal. The major difference between the current program and restructured program is the name on the degree. Administering and advising students will be largely similar, so most faculty will not notice a change due to the proposed restructuring.

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

The restructured M.S. program was discussed at Operations Committee meetings and at full departmental faculty meetings multiple times throughout the fall 2019 semester. Most notably, the full department voted to proceed with new program proposal and
Explain and provide evidence of efforts made to confer with and to notify current students.

This one-year program will be replaced by a restructured M.S. program with a very similar curriculum. Students that follow the one-year timeline will not be impacted by the change. We will work with students admitted in Fall 2020 who do not graduate within one year individually. Students in this situation will be contacted by email to set up a meeting with Cheryl Loschko (our graduate student coordinator) and their faculty advisor to develop an individual plan for completing their degree.

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

We presented the restructured M.S. degree plans to the department’s visiting committee during their visit to campus in fall 2019.

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

The course offerings will not be altered. The same courses are also available to Ph.D. students, traditional (research) M.S. students, and students in the proposed, restructured professional M.S. program.

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

Required courses, curricular elements, and advising will be very similar in the restructured program compared to this current named option. The courses and advising will still be provided both to students finishing this program and to students who enroll in the restructured 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?

According to our proposed timeline, there will not be any students applying for admission to this program after the Fall 2019 application window.

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?

Students will be re-entered into M.S. in Civil and Environmental Engineering: Professional.

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

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

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
<th>Email</th>
<th>Phone</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Likos, William</td>
<td><a href="mailto:likos@wisc.edu">likos@wisc.edu</a></td>
<td>608/890-2662</td>
<td></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Remucal, Christina</td>
<td><a href="mailto:remucal@wisc.edu">remucal@wisc.edu</a></td>
<td>608/262-1820</td>
<td></td>
</tr>
<tr>
<td>Primary Dean's Office Contact</td>
<td>Hagen, Sara</td>
<td><a href="mailto:skhagen@wisc.edu">skhagen@wisc.edu</a></td>
<td>608/263-8860</td>
<td></td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Remucal, Christina</td>
<td><a href="mailto:remucal@wisc.edu">remucal@wisc.edu</a></td>
<td>608/262-1820</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

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

Will this program be part of a consortial or collaborative? No

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

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?

Less than 30% of the curriculum will change

Parent Plan Admissions/How To Get In Requirements

Students apply to the Master of Science in Civil and Environmental Engineering through one of the named options:

Research

Construction Engineering and Management

Environmental Science and Engineering

Geological/Geotechnical Engineering

Structural Engineering

Transportation Engineering

Water Resources Engineering

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 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>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Deadline</td>
<td>December 15</td>
</tr>
<tr>
<td>Spring Deadline</td>
<td>This program does not admit in the spring.</td>
</tr>
<tr>
<td>Summer Deadline</td>
<td>This program does not admit in the summer.</td>
</tr>
<tr>
<td>GRE (Graduate Record Examinations)</td>
<td>Not 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</td>
</tr>
</tbody>
</table>
Other Test(s) (e.g., GMAT, MCAT)  n/a
Letters of Recommendation Required  3
Applicants must first meet all of the requirements of the Graduate School. Please visit this website for details. The application deadline is December 15 for the fall term.
Applicants must also meet department specific requirements as outlined below:
Have a bachelor's degree in civil and environmental engineering from an ABET-accredited engineering program or from a recognized international institution
Submit a 1,000 word or fewer statement of purpose; include your technical areas of interest, coursework emphasis, research experience, professional goals, faculty members you are interested in working with, and any other items relevant to your qualifications for graduate school
Submit three letters of recommendation
Non-native English speakers must have a Test of English as a Foreign Language (TOEFL) with a score of 580 (written) or 92 (Internet version)
Please do not mail paper copies of application materials. Upload the required application materials to the electronic Graduate School application, including a PDF copy of the most current transcripts. Applicants who are recommended for admission by the CEE Admissions Committee, will receive an e-mail with further instructions from the CEE Graduate Admissions Office, requesting official transcripts or other required application material.
Applicants should monitor the application status by visiting the “Graduate Application Status” window within your MyUW portal (information on this is received after submitting an application). You may need to activate a NetID to gain access to the MyUW portal.
Graduate Application Status will remain "Pending" until recommendations are determined. All applicants will receive an e-mail from the CEE Graduate Admissions Team with more details once the admission committees have made decisions.

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

CURRICULAR REQUIREMENTS

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>30 credits</td>
</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>16 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework Requirement</td>
<td>At least 50% of credits applied toward the graduate degree credit requirement must be completed in graduate-level coursework; courses with the Graduate Level Coursework attribute are identified and searchable in the university's Course Guide</td>
</tr>
</tbody>
</table>
Required Courses

Select a Named Option for courses required.

Named Options

A named option is a formally documented sub-major within an academic major program. Named options appear on the transcript with degree conferral. Students pursuing the Master of Science in Civil and Environmental Engineering must select one of the following named options:

**Civil and Environmental Engineering: Construction Engineering and Management, M.S.**

**Civil and Environmental Engineering: Environmental Science and Engineering, M.S.**

**Civil and Environmental Engineering: Geological/Geotechnical Engineering, M.S.**

**Civil and Environmental Engineering: Structural Engineering, M.S.**

**Civil and Environmental Engineering: Transportation Engineering, M.S.**

**Civil and Environmental Engineering: Water Resources Engineering, M.S.**

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

**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.

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**CURRICULAR REQUIREMENTS**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>University General Education Requirements</td>
<td></td>
</tr>
<tr>
<td>Minimum Credit Requirement</td>
<td>30 credits</td>
</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>16 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework Requirement</td>
<td>At least 50% of credits applied toward the graduate degree credit requirement must be completed in graduate-level coursework; courses with the Graduate Level Coursework attribute are identified and searchable in the university's Course Guide.</td>
</tr>
<tr>
<td>Overall Graduate GPA Requirement</td>
<td>3.00 GPA required.</td>
</tr>
<tr>
<td>Other Grade Requirements</td>
<td>The Graduate School requires an average grade of B or better in all coursework (300 or above, not including research credits) taken as a graduate student unless conditions for probationary status require higher grades. Grades of Incomplete are considered to be unsatisfactory if they are not removed during the next enrolled semester.</td>
</tr>
</tbody>
</table>

**Assessments and Examinations**

Contact the program for information on required assessments and examinations.

**Language Requirements**

Contact the program for information on any language requirements.

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**Required COURSES**

This is a face-to-face, accelerated program:

30 credit degree program

Complete the program in one academic year (fall, spring, summer)

Courses begin in fall semester only

Take 18 credits from the approved list of specialized courses; up to 6 credits of advanced independent study; 1-2 credits in a graduate student seminar; and up to 6 credits from a second discipline based on your career interests and faculty advisement

Typical curriculum in this program: 12 credits fall semester. 12 credits spring semester. 6 credits summer semester.
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CIV ENGR 410</td>
<td>Hydraulic Engineering</td>
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<tr>
<td>CIV ENGR 411</td>
<td>Open Channel Hydraulics</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 412</td>
<td>Groundwater Hydraulics</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 414</td>
<td>Hydrologic Design</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 415</td>
<td>Hydrology</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 416</td>
<td>Water Resources Systems Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR/G LE 421</td>
<td>Environmental Sustainability Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 423</td>
<td>Air Pollution Effects, Measurement and Control</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 426</td>
<td>Design of Wastewater Treatment Plants</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 427</td>
<td>Solid and Hazardous Wastes Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 428</td>
<td>Water Treatment Plant Design</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 429</td>
<td>Environmental Systems Optimization</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 500</td>
<td>Water Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 501</td>
<td>Water Analysis-Intermediate</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 502</td>
<td>[Course CIV ENGR 502 Not Found]</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 514</td>
<td>Coastal Engineering</td>
<td>2-3</td>
</tr>
<tr>
<td>CIV ENGR 515</td>
<td>Hydroclimatology for Water Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 522</td>
<td>Hazardous Waste Management</td>
<td>3</td>
</tr>
<tr>
<td>CIV ENGR 618</td>
<td>Special Topics in Hydraulics and Fluid Mechanics</td>
<td>1-3</td>
</tr>
<tr>
<td>CIV ENGR 619</td>
<td>Special Topics in Hydrology</td>
<td>1-3</td>
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</tbody>
</table>
Program Change Request

Date Submitted: 02/24/20 2:21 pm

Viewing: UNCS396 : Capstone Certificate in Foundations of Professional Development

Last approved: 04/26/19 12:34 pm
Last edit: 03/30/20 11:55 am

Changes proposed by: strzelec

Catalog Pages Using this Program

Foundations of Professional Development, Capstone Certificate

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

Name
Sara Hagen - EGR

Proposal Abstract/Summary:

Suspend and Discontinue the Capstone Certificate in Foundations of Professional Development.

This program is undersubscribed and has little potential for growth, in fitting with COE guidance on underperforming programs, we are discontinuing it.

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: Suspend, will be discontinued Active

Type of Program: Capstone Certificate (Special only)

Who is the audience?
Special

Home Department: College of Engineering (ENGINEERG)
School/College: College of Engineering
The program will be governed by the home department/academic unit as specified. Will an additional coordinating or oversight committee be established for the program?
No
Is this in the Graduate School? Yes
SIS Code: UNCS396
SIS Description: Fndtns of Prof Develop CAP
Transcript Title: Capstone Certificate in Foundations of Professional Development

Suspension and Discontinuation

What is the last term that a student could declare this program?
Summer 2020 (1206)

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?
There are currently 6 students in the program. All have been contacted and have developed individual plans to complete the program by Summer of 2021.

Explain the precipitating circumstances or rationale for the proposal.
The College of Engineering must respond to campus concerning plans to increase or eliminate low producing academic programs. The Capstone in Foundations of Professional Development was on the list.

No capstone awards have been made in the first three years of this program. Because the program is new it is technically not considered low producing, but seeing no awards in three years is a concern that we are addressing.

The question posed was: Can we show that the capstone program will grow in the next 5 years? If not, do we continue?

We have determined that the answer is no, and that the program should be discontinued.

What is the potential impact on enrolled students?
There are currently 6 students in the program. All have been contacted and have developed individual plans to complete the program by Summer of 2021.

What is the potential impact on faculty and staff?
The courses contained in this capstone are 1 credit EPD courses that are used as electives in other programs, and therefore there is no anticipated impact on faculty. Christine Nicometto is the Program Director for this program and has been informed (in Dec 2019) about the plans for this program and how she will be impacted by this change.

Explain and provide evidence of efforts made to confer with and to notify faculty and staff.
Dean Ed Borbely and HR have discussed the issue with the impacted staff.

Explain and provide evidence of efforts made to confer with and to notify current students.
Dean Ed Borbely personally reached out to all students impacted, and we have email evidence of their modified completion plans.

Explain and provide evidence of efforts made to confer with and to notify alumni and other stakeholders.
There are no alumni for this program, and since the courses will continue independent of the capstone, there are no impacted stakeholders.

Teach-out plan - How will program quality be maintained during the suspended period or the teach-out period for discontinued programs?
The courses will be taught to serve other parties (rather than capstone students), and quality will be maintained.

Teach-out plan: A) For currently enrolled students, how will required courses, curricular elements, advising and other student services be provided?
All of the current students have developed a plan of study for how they will complete the program and the College of Engineering is committed to offering the courses that they need to do so.
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?

There are no prospective students in the pipeline; in anticipation of the closure of the capstone, we stopped advertising this program and closed the application process.

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

There are no stopped out students.

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

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

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
<th>Email</th>
<th>Phone</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Borbely, Ed</td>
<td><a href="mailto:borbely@wisc.edu">borbely@wisc.edu</a></td>
<td>608/263-0982</td>
<td></td>
</tr>
<tr>
<td>Primary Dean’s Office Contact</td>
<td>Hagen, Sara</td>
<td><a href="mailto:skhagen@wisc.edu">skhagen@wisc.edu</a></td>
<td>608/263-8860</td>
<td></td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Strzelec, Andrea</td>
<td><a href="mailto:strzelec@wisc.edu">strzelec@wisc.edu</a></td>
<td></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>Information School (I SCHOOL)</td>
</tr>
<tr>
<td>College of Letters &amp; Science (L&amp;S)</td>
</tr>
<tr>
<td>School of Business (BUSINESS)</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? No
Please explain. Assessment report was late from EPD due to the passing of Wayne Pferdehirt, who had previously completed them. We are in the process of finalizing and completing them now.

Mode of Delivery: Distance Education (100% online)

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

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

Faculty and Staff Resources

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

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

ADMISSION Applicants must possess a baccalaureatedegree. Applications are accepted on a rolling schedule. Students may begin the program at the start of any term.
Are international students permitted to enroll in this program?  

No

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

Guide Requirements tab

Must have a minimum GPA of 2.00

Certificate requires 9 credits

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>E P D 700</td>
<td>Connected Learning Essentials</td>
<td>1</td>
</tr>
<tr>
<td>E P D 701</td>
<td>Writing for Professionals</td>
<td>1</td>
</tr>
<tr>
<td>E P D 702</td>
<td>Professional Presentations</td>
<td></td>
</tr>
<tr>
<td>E P D/GEN BUS/M H R 783</td>
<td>Leading Teams</td>
<td>1</td>
</tr>
<tr>
<td>E P D 706</td>
<td>Change Management</td>
<td>1</td>
</tr>
<tr>
<td>E P D/GEN BUS/OTM  784</td>
<td>Project Management Essentials</td>
<td></td>
</tr>
<tr>
<td>E P D 704</td>
<td>Organizational Communication and Problem Solving</td>
<td>1</td>
</tr>
<tr>
<td>E P D 712</td>
<td>Ethics for Professionals</td>
<td>1</td>
</tr>
<tr>
<td>E P D 713</td>
<td>Key Legal Concepts for Professionals</td>
<td></td>
</tr>
<tr>
<td>E P D 701</td>
<td>Writing for Professionals</td>
<td></td>
</tr>
<tr>
<td>E P D 702</td>
<td>Professional Presentations</td>
<td></td>
</tr>
<tr>
<td>E P D/L I S 703</td>
<td>Managing Digital Information</td>
<td></td>
</tr>
<tr>
<td>E P D 706</td>
<td>Change Management</td>
<td></td>
</tr>
</tbody>
</table>

Select three courses from this list that have NOT already been taken:

- E P D 701
- E P D 702
- E P D/L I S 703
- E P D 706
Total Credits

Total credits required: 9

Semesters to completion:

Guide Graduate Policies tab

Program Learning Outcomes and Assessment

List the program learning outcomes.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strategically manage complex information and projects in a digital environment.</td>
</tr>
<tr>
<td>2</td>
<td>Select and successfully apply effective communication strategies in the workplace.</td>
</tr>
<tr>
<td>3</td>
<td>Employ proven methods to effectively and ethically work across disciplinary and organizational boundaries.</td>
</tr>
<tr>
<td>4</td>
<td>Recognize and analyze trends within your discipline and workplace.</td>
</tr>
</tbody>
</table>

Summarize the assessment plan.

Approved Assessment Plan:

Commitments

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

Yes

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

Yes

Courses have enrollment capacity.

Yes

Courses in the curriculum are numbered 300 or higher.

Yes

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

Yes

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

Yes

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

Yes

Course substitutions to the curriculum should be kept to a minimum; if substitutions are being made on a regular basis, the curriculum should be re-examined. When course 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.
All of the Capstone certificate credits must be earned “in residence” (which includes on campus and distance-delivered courses) at UW-Madison while enrolled in the Capstone certificate program. Because a Capstone certificate is comprised of just a few courses, it is not appropriate for students who already have completed the same or similar coursework at UW-Madison or another institution.

Yes

Students must earn a minimum grade of C on all attempted Capstone certificate coursework.

Yes

The program faculty/staff will ensure the program is encoded into DARS and will work with the Registrar’s Office DARS liaison to keep approved revisions to the curriculum current.

Yes

All students will be declared into the appropriate plan code in SIS via either an admission process or e-declaration. If the student does not have the plan code on their student record in SIS the student is not considered to be in the program.

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

Degree-seeking students may not be concurrently enrolled in a Capstone certificate program.

Yes

Students enrolled in Capstone certificate programs are NOT eligible for teaching assistant (TA), research assistant (RA), project assistant (PA) nor graduate fellowship support. Programs must disclose this program policy to Capstone certificate students in the recommendation of admission letter, program website, program handbook, and program orientation.

Yes

To be eligible for admission to a Capstone program, a student must hold an earned bachelor’s degree or equivalent credential from an accredited college or university.

Yes

### Supporting Information

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

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
<th>Date of contact/support letter received</th>
<th>School, College, or Department</th>
<th>Comment by contact person</th>
<th>On behalf of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sambamurthy, Vallabh</td>
<td>03/13/2020</td>
<td>School of Business (BUSINESS)</td>
<td>The Wisconsin School of Business (WSB) supports the discontinuation of UNCS396: Capstone Certificate in Foundations of Professional Development due to the limited enrollment to date. We understand that the courses, including those crosslisted with WSB, will still be offered for students in other programs.</td>
<td>WSOB</td>
</tr>
<tr>
<td>Klein, Elaine</td>
<td>03/03/2020</td>
<td>College of Letters &amp; Science (L&amp;S)</td>
<td>See comment on proposal, below.</td>
<td>L&amp;S, iSchool, Comm Arts</td>
</tr>
</tbody>
</table>

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

### Additional Information:

### 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.*

Approved by College of Engineering APC for College of Engineering as a department in March APC meeting via email.

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
4/3/2020

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

Enter any notes about approval here:

Approved by College of Engineering APC for College of Engineering in March APC meeting via email.

Entered by: Sara Hagen
Date entered: 03/23/2020

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

Enter any notes about the approval here:

Entered by: Date entered:

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

Enter any notes about approval here:

Entered by: Date entered:

For Administrative Use

Admin Notes:

Guide URL: /nondegree/capstone/foundations-professional-development-capstone-certificate/

Effective date:

Career: Special Student
SIS Program Code: UNCS
SIS Short Description: Prof Dev
Other plan codes associated with this program:

Degree: CRT
Field of Study: Physical Science
Program Length: 1
National Student Classification:

Plan Group: 396
Award Category: Capstone
Enrollment Category: Capstone Special
CIP Code: 14.9999 - Engineering, Other.
UWSTEM: Yes
HEALTH:

Educational Plan is
**Reviewer**: Andrea Strzelec (strzelec) *(02/24/20 2:23 pm)*: Per COE guidance regarding underperforming programs, we are discontinuing this program.

**Elaine Klein (emklein) (02/27/20 2:04 pm)*: L&S programs involved in original proposal have been contacted; comment and discussion scheduled for L&S APC 3/3/2020.

**Elaine Klein (emklein) (03/03/20 3:26 pm)*: Thank you for consulting with the College of Letters & Science, which had supported the creation of this program several years ago. I consulted L&S departments that had advised that support and received no opposition to this action. On 3/3/2020, the L&S APC unanimously approved a motion to support program suspension and discontinuation.
Program Change Request

New Program Proposal

Date Submitted: 03/26/20 3:48 pm

Viewing: : Capstone Certificate in Applied Drug Development

Last edit: 03/27/20 4:45 pm

Changes proposed by: janetski

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

Name

Mel de Villiers - PHM

Proposal Abstract/Summary:

A Capstone Certificate in Applied Drug Development is proposed for students interested/working in the pharmaceutical industry but are unsure if the MS in Pharmaceutical Sciences-Applied Drug Development named option is a good fit for them. The capstone certificate will be a 12-credit program comprised of selected courses from the course of study in the MS Pharmaceutical Sciences-Applied Drug Development program.

Students who complete the capstone certificate will also be allowed to continue course work toward the MS Pharmaceutical Sciences-Applied Drug Development named option. Successful completion of courses taken in the capstone certificate can be applied to the degree program.

Basic Information

Type of Program: Capstone Certificate (Special only)

Who is the audience?

Special

Home Department: School of Pharmacy (PHARMACY)

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

Is this in the Graduate School?

Yes

SIS Code:

SIS Description:

Transcript Title: Capstone Certificate in Applied Drug Development

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. 03/26/20 3:51 pm Beth Janetski (janetski): Approved for PHARMACY Dept. Approver
2. 03/26/20 3:56 pm Melgardt De Villiers (devilliers): Approved for PHM School Admin Reviewer
3. 03/26/20 3:59 pm Melgardt De Villiers (devilliers): Approved for PHM School Approver
4. 03/30/20 11:29 am Karen Mittelstadt (mitzelstadt): Approved for APIR Admin
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</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</td>
<td><a href="mailto:ebuxton@wisc.edu">ebuxton@wisc.edu</a></td>
<td>608/265-2259</td>
<td></td>
</tr>
<tr>
<td>Primary Dean’s Office Contact</td>
<td>De Villiers, Melgardt</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>
<tr>
<td>Primary Dean’s Office Contact</td>
<td>Lauhon, Charles</td>
<td><a href="mailto:clauhon@wisc.edu">clauhon@wisc.edu</a></td>
<td>608/262-3083</td>
<td>Associate Dean for Graduate Studies</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 (100% online)

Provide information on how any lab courses required for the degree will be handled.
There are no lab courses

Will this program be part of a consortial or collaborative arrangement with another college or university? No
Will instruction take place at a location geographically separate from UW-Madison? No
Will this program have outside accreditation? No
Will graduates of this program seek licensure or certification after graduation? No
First term of student enrollment: Fall 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 degree program approval - December 2019
- Finalize course schedule - December 2019
- SOP approval - certificate - March 2020
- Recruit and hire academic advisor - March 2020
- Launch degree marketing campaign - January 2020
- Campus approval - certificate program - January 2020

Revise preclinical applications for fall 2020 - January 2020
Rationale and Justifications

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

The capstone certificate provides applicable skills that enhance a recipient’s competitiveness in the pharmaceutical and bio-pharmaceutical industries. 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 looks to partner with the Division of Pharmaceutical Sciences to offer these for-credit courses. The addition of a professional master’s degree and complementary capstone certificate provides the opportunity to vertically integrate the school’s offerings while meeting the needs of a broader audience.

This certificate provides an option for students who wish to be employed in the pharmaceutical and/or bio-pharmaceutical industry, or as a means of career advancement for those who are currently employed in the industry. It is anticipated that a significant number of students may be working full-time while completing this capstone certificate. The certificate is structured to accommodate a student’s needs to maintain their employment while advancing their academic preparation.

The mission of the SOP and DPPD is to advance knowledge and professional practice in pharmacy and the pharmaceutical sciences. The capstone certificate creates a higher level of professional practice across the life-cycle of drug development, manufacture, and ongoing safety management. The program provides students with career opportunities by meeting a demand for knowledgeable and skilled workers in these rapidly expanding industries. The certificate will enhance the capabilities of those who are in, or wish to be employed in 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 certificate provides. 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 capstone certificate 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-mural continuing education. The certificate program and its parent degree program provide students with options for an advanced level of academic preparation while preparing them for employment above entry level.

For working professionals, the certificate provides an opportunity to advance their careers at an accelerated pace while maintaining their employment. Senior managers from multiple organizations have told DPPD faculty that they see the program as a vehicle to develop their high-potential employees by supporting 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.
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 with master’s level preparation. As designed, the capstone certificate creates a new class of professionals that fulfill a variety of roles in the previously ignored space between entry-level bachelor degree holders and master’s and PhD scientists. The certificate provides students with knowledge, skills, and abilities that prepare and make them more competitive for entry- and 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. For employers, the certificate provides a vehicle to develop current employees and provide a pathway for career advancement.

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 capstone certificate 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 level educational 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 catalog 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. The capstone certificate fills a need for a credential not currently available through non-credit professional development programs.
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>Dickmann, Leslie</td>
<td>School of Pharmacy (PHARMACY)</td>
<td>Program Director</td>
</tr>
<tr>
<td>Kwon, Glen</td>
<td>School of Pharmacy (PHARMACY)</td>
<td>Professor</td>
</tr>
<tr>
<td>Buxton, Eric</td>
<td>School of Pharmacy (PHARMACY)</td>
<td>Clinical Associate Professor</td>
</tr>
<tr>
<td>Lauhon, Charles</td>
<td>School of Pharmacy (PHARMACY)</td>
<td>Associate Professor and Associate Dean of Graduate Studies</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.

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</td>
<td>School of Pharmacy (PHARMACY)</td>
<td>Associate Dean Graduate Studies</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. Yes

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 the MS Applied Drug Development degree named option cost ($45,000) competitively, and slightly above the median of current competitors. The capstone certificate price point ($18,000) provides a lower-cost option for students while holding open the option to complete the degree program at a later date. Given that our target market includes current employees, we determined that the tuition increment will be competitive yet still allow students to take advantage of employer tuition reimbursement benefits.

Will segregated fees be charged? No

If segregated fees will not be charged, please explain.

This is an entirely online program and students will be distance learners not utilizing campus services.

Provide a summary business plan.

The Capstone Certificate - Applied Drug Development is a fully supported program within the MS Pharmaceutical Sciences-Applied Drug Development named option. The certificate is designed to be an online program that can be completed in 1 year (two semesters). The target audience includes recent graduates who possess bachelor’s degrees in biology, chemistry, biochemistry, chemical engineering and related STEM fields as well as people employed in the pharmaceutical and bio-pharmaceutical industry. 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 for the degree 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. Certificate participants are included in these enrollment projections.

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 "touches" 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 new / substantial resource requirements.

Are new Library resources needed to support this program?

No

Will you be seeking federal financial aid eligibility for this Capstone program?

No

**Curriculum and Requirements**

**Admissions**

Applications are accepted for terms fall and spring.

**Fall Deadline:** July 31  
**Spring Deadline:** October 31  
 Applicants must possess the following:

- Earned bachelor’s degree or equivalent or currently enrolled in PharmD program  
- Recommended cumulative GPA ≥ 3.0 (on 4.0 scale). Graduate Record Examination (GRE) scores are not required  
- Submit official post secondary student transcripts  
- Submit a maximum one-page statement of interest: Why are you interested in Applied Drug Development and what do you aim to get out of the program?  
- Non-native English speakers submit a Test of English as a Foreign Language (TOEFL) score of 92 (Internet version) or better  

**Application steps**

Adult Career and Special Student Services (ACSSS) is the admitting office for all University Special students. However, the Pharmaceutical Sciences Division at the School of Pharmacy makes the final admission decision upon review of all applicant materials.

A complete application includes the following information:

- An online [application for admission](https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver) as a University Special student, selecting UNCS Capstone Certificate and the program: Applied Drug Development. This application is received and processed by ACSSS with final decision held for approval from the School of Pharmacy.

Submit the following materials to the graduate student services coordinator for the School of Pharmacy at [gradadmissions@pharmacy.wisc.edu](mailto:gradadmissions@pharmacy.wisc.edu) or by mailing them to the address below.

- Official transcripts from all colleges/ universities attended  
- Brief essay describing your reasons for applying and your career goal  
- Mailing address for transcripts:  
  **Division of Pharmacy Professional Development**  
  777 Highland Avenue  
  Madison, WI 53705  

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>10</td>
</tr>
<tr>
<td>Year 2</td>
<td>20</td>
</tr>
<tr>
<td>Year 3</td>
<td>25</td>
</tr>
<tr>
<td>Year 4</td>
<td>30</td>
</tr>
<tr>
<td>Year 5</td>
<td>30</td>
</tr>
<tr>
<td>Year 5</td>
<td>30</td>
</tr>
</tbody>
</table>

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

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

The nature of the certificate’s instructional design accommodates scalable enrollments. Our plan includes the hiring of Teaching Assistants for every 30 students enrolled in a course. The use of TA’s provides the ability to easily scale up (or down) instructional resources as enrollments dictate.

Similarly our plan for academic support services is scalable to enrollments. We will add advising and technical support as growth dictates.

Are international students permitted to enroll in this program? Yes

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

Program Requirements

Must maintain a minimum GPA of 2.000

A letter grade of C or better must be earned in each course

Required Coursework (12 credits)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHM SCI 750</td>
<td>The Drug Development Process</td>
<td>3</td>
</tr>
<tr>
<td>PHM SCI 751</td>
<td>Introduction to Regulatory Practice</td>
<td>3</td>
</tr>
<tr>
<td>PHM SCI 752</td>
<td>GxP (Good Practice): Working in a Regulated Environment</td>
<td>3</td>
</tr>
<tr>
<td>PHM SCI 753</td>
<td>Pharmaceutical Economics and Project Management</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

Total credits required: 12

Semesters to completion: 2

Guide Graduate Policies tab

Program Learning Outcomes and Assessment

List the program learning outcomes.

<table>
<thead>
<tr>
<th>Outcomes – enter one learning outcome per box. Use the green + to create additional boxes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate critical knowledge and in-depth understanding of principles in pharmaceutical sciences and in the student’s area of expertise.</td>
</tr>
</tbody>
</table>
Identify important research questions, formulate testable hypotheses, and design experiments to test those hypotheses.

Communicate scientific knowledge and research results effectively to a range of audiences.

Summarize the assessment plan.

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.

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.

Approved Assessment Plan:  [Capstone ADD Assessment Plan Template 200326.docx](#)

### 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.

- Yes

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

All of the Capstone certificate credits must be earned “in residence” (which includes on campus and distance-delivered courses) at UW-Madison while enrolled in the Capstone certificate program. Because a Capstone certificate is comprised of just a few courses, it is not appropriate for students who already have completed the same or similar coursework at UW-Madison or another institution.

- Yes

Students must earn a minimum grade of C on all attempted Capstone certificate coursework.

- Yes

The program faculty/staff will ensure the program is encoded into DARS and will work with the Registrar’s Office DARS liaison to keep approved revisions to the curriculum current.

- Yes
All students will be declared into the appropriate plan code in SIS via either an admission process or e-declaration. If the student does not have the plan code on their student record in SIS the student is not considered to be in the program.

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

Degree-seeking students may not be concurrently enrolled in a Capstone certificate program.

Yes

Students enrolled in Capstone certificate programs are NOT eligible for teaching assistant (TA), research assistant (RA), project assistant (PA) nor graduate fellowship support. Programs must disclose this program policy to Capstone certificate students in the recommendation of admission letter, program website, program handbook, and program orientation.

Yes

To be eligible for admission to a Capstone program, a student must hold an earned bachelor’s degree or equivalent credential from an accredited college or university.

Yes

Supporting Information

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

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:

Entered by: Mel de Villiers Date entered: 3/26/2020

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:

Entered by and date: Mel de Villiers Date entered: 3/26/2020

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

Enter any notes about the approval here:

Entered by: Date entered:

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

Enter any notes about approval here:
For Administrative Use

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

Reviewer

<table>
<thead>
<tr>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beth Janetski (janetski) (03/26/20 3:48 pm): SOP APC approved: 3/26/20</td>
</tr>
<tr>
<td>Regina Lowery (lowery3) (03/26/20 10:20 pm): Learning outcomes: Format accepted.</td>
</tr>
<tr>
<td>Regina Lowery (lowery3) (03/26/20 10:20 pm): Assessment plan: Accepted.</td>
</tr>
<tr>
<td>Regina Lowery (lowery3) (03/26/20 10:23 pm): Assessment reporting: Parent program Pharmaceutical Sciences Master's - up to date.</td>
</tr>
</tbody>
</table>
Program Change Request

Date Submitted: 03/30/20 12:23 pm

Viewing: **MS 247ALS : Dairy Science**

Last approved: 05/06/19 6:11 pm

Last edit: 03/31/20 11:16 am

Changes proposed by: kweigel

Catalog Pages Using this Program

- Dairy Science, M.S.

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>Megan Ackerman-Yost - ALS</td>
</tr>
<tr>
<td>Sarah Barber - ALS</td>
</tr>
</tbody>
</table>

In Workflow

1. AN&DY SCI Dept. Approver
2. ALS College Admin Reviewer
3. ALS College Approver
4. APIR Admin
5. GFEC Approver
6. UAPC Approver
7. Registrar

Approval Path

1. 03/30/20 12:31 pm Kent Weigel (kweigel): Approved for AN&DY SCI Dept. Approver
2. 03/30/20 2:00 pm Sarah Barber (scbarber): Approved for ALS College Admin Reviewer
3. 03/30/20 3:30 pm Sarah Barber (scbarber): Approved for ALS College Approver
4. 03/31/20 10:57 am Karen Mittelstadt (kmittelstadt)
Proposal Abstract/Summary:
Change to the home department due to the creation of the new Department of Animal and Dairy Sciences and the planned discontinuation of the Department of Animal Sciences and the Department of Dairy Science.
3/25/2020 - Grievance policy added by Graduate School

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: Active
Type of Program: Degree/Major
Who is the audience? Graduate or professional
Home Department: Animal and Dairy Sciences (AN&DY SCI) by
School/College: College of Agricultural and Life Sciences

The program will be governed by the home department/academic unit as specified. Will an additional coordinating or oversight committee be established for the program?
No

Is this in the Graduate School? Yes
Award: Master of Science
SIS Code: MS 247ALS
SIS Description: Dairy Science MS
Transcript Title: Dairy Science
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.
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

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

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

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

Rationale and Justifications

What is the rationale for this change?
Home department will be discontinued – new Department of Animal and Dairy Sciences will house this program, and Department of Dairy Science is being discontinued. Programs need to be moved to the new department.

What evidence do you have that these changes will have the desired impact?
The program will exist in the correct department

Faculty and Staff Resources

Confirm that the program advisor(s) or coordinator(s) have been consulted and reviewed this proposal.
Yes
Select the Graduate Research Scholars Community for this program.
Resources, Budget, and Finance

Is this a revenue program?

What is the tuition structure for this program?

Standard resident/MN/nonresident graduate tuition

Given considerations associated with the proposed change, describe the academic unit's fiscal capacity to support the instructional and curricular requirements, academic and career advising, student support services, technology needs, and relevant assessment of student learning and program review requirements. Is there sufficient capacity in the curricular and academic support services to meet the additional workload? For research graduate programs, include information on how the program will be administered and how student funding will be handled. For undergraduate programs, include information on academic advising, career advising, student support services.

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.

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

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.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Deadline</td>
<td>August 1</td>
</tr>
<tr>
<td>Spring Deadline</td>
<td>December 1</td>
</tr>
<tr>
<td>Summer Deadline</td>
<td>May 1</td>
</tr>
<tr>
<td>GRE (Graduate Record Examinations)</td>
<td>Not required but may be considered if available.</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>3</td>
</tr>
</tbody>
</table>

Undergraduate majors in biology, biochemistry, or genetics, as well as dairy or animal science, provide excellent background for graduate study in Dairy Science. Regardless of major, preparation should include biology (molecular, cellular, and population), physiology, chemistry (general and organic), mathematics (through calculus), and physics. Typically, students admitted to the program have a GPA of 3.2 or higher. Candidates with a lower GPA can be considered under special circumstances.

Documents Required By the Program: Our Department:
1. Personal statement/reasons for graduate Study: see website.
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.

2. Three letters of recommendation. The process for letters of recommendation is explained on this website. Letters should be from faculty who are familiar with your academic abilities and goals. Letters from supervisors that provide a character reference are also acceptable. The letters of recommendation should be submitted with the online application.

3. Official transcripts or academic records from each institution attended. These can be scanned and included with the electronic application. Original official transcripts will be required by the Graduate School if a department recommends applicant for admission.

The Graduate School Checklist tells you what you must include in your electronic application—see website. International students should apply as early as possible. If you are admitted, extra time will be needed to process visa documents.

Faculty Review of Completed Applications:
Most applicants have contacted departmental faculty directly with respect to an interest in their area of research. This means that a faculty member may be aware of an applicant’s name and background prior to reviewing a completed application for Graduate School.

If a faculty member is interested in a completed application, the applicant will be contacted by them personally. If a faculty member is interested in accepting an applicant, a recommendation for admission will be sent to the Graduate School. The Graduate School will make the final determination for admission.

Our graduate faculty have approximately two weeks prior to the start of the semester to recommend domestic students and approximately six weeks prior to the start of the semester to recommend international students.

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.

Major Requirements

<table>
<thead>
<tr>
<th>MODE OF INSTRUCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of Instruction</td>
</tr>
<tr>
<td>Face to Face</td>
</tr>
<tr>
<td>Yes</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-
**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>No other specific grade requirements.</td>
</tr>
<tr>
<td>Assessments and Examinations</td>
<td>M.S.–course track: Complete coursework and review of literature (documentation of completion is required before M.S. defense) and final defense and examination.</td>
</tr>
<tr>
<td></td>
<td>M.S.–research track: Complete coursework and M.S. research (documentation of completion is required before M.S. defense) and final defense and examination.</td>
</tr>
</tbody>
</table>

Note: These tracks are internal to the program and represent different pathways a student can follow to earn this degree. Track names do not appear in the Graduate School admissions application, and they will not appear on the transcript.

**Language Requirements**

No language requirements.

### Required COURSES

**Course List**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DY SCI 900</strong></td>
<td>Seminar (Every graduate student in the department is required to take this course every spring.)</td>
<td>1</td>
</tr>
</tbody>
</table>

**Biochemistry Course**

**Statistics Course**

**Dairy or Animal Science Courses**

One course (at least 2 credits, grade of B or better) in each of the following:

- Animal Genetics
- Ruminant or Animal Nutrition
- Animal Physiology
- Dairy Cattle Management

Total credits required:

Guide Graduate Policies tab

---

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

Last Approved: Oct 25, 2018 11:30am
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.

Major-Specific Policies

Prior Coursework

Graduate Work from Other Institutions
A minimum of 16 graduate credits must be taken while a graduate student at UW–Madison.

UW–Madison Undergraduate
No credits from a UW–Madison undergraduate degree may count toward the M.S. degree.

UW–Madison University Special
Courses taken post–B.S. as a University Special student do not automatically count toward a graduate degree. A maximum of 15 credits may be allowed for courses numbered 300 or above if difference in tuition is paid.

Probation

In compliance with Graduate School policy, listed below, and at discretion of M.S. committee.

If students were admitted on probation and they satisfy the conditions outlined at the time of admission, probationary status will be removed automatically. Once their studies have begun, students are expected to make satisfactory progress toward their degree. Students must be in good academic standing with the Graduate School, their program, and their advisor. The Graduate School regularly reviews the record of any student who received grades of BC, C, D, F, or I in graduate-level courses (300 or above), or grades of U in research and thesis. This review could result in academic probation with a hold on future enrollment, and the student may be suspended from graduate studies. The Graduate School may also put students on probation for incompletes not cleared within one term. All incomplete grades must be resolved before a degree is granted.

ADVISOR / COMMITTEE

The Department of Dairy Science program offers six different program areas for potential graduate students: https://dysci.wisc.edu/prospective-students/graduate/. The focus of research or coursework varies from student to student and is dependent on the agreement of the student’s graduate committee. All M.S. students have guidelines to be completed prior to or during study as detailed in the Master’s Certification forms https://dysci.wisc.edu/dairy-science-certification-forms/. These areas include:

Forming a mentor committee (by end of the first semester) for either M.S. plan:

M.S.–course track requirements
M.S.–research track requirements

Successful completion of the following items. These must be completed in a timely fashion or the student will not be allowed to continue registration. Please note that minimum requirements are provided, however successful completion of the M.S. degree also requires making a research contribution to the scientific literature.

Meet with the M.S. committee. Approve plan for coursework and review of literature and determine immediate research plans (by end of second semester)

With the mentor committee, form a plan of coursework (by end of the second semester) including:

Biochemistry
Statistics (300 level or above)
Dairy or Animal Science Courses:
Genetics (300 level or above, at least 2 credits with grade of B or better)
Physiology (300 level or above, at least 2 credits with grade of B or better)
Management (300 level or above, at least 2 credits with grade of B or better)

**CREDITS PER TERM ALLOWED**

15 credits

**Time Constraints**

Form an M.S. mentor committee by end of first semester.
Meet with M.S. committee to approve plan for coursework and review of literature by end of second semester.
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.

**Grievances and Appeals**
Program Change Request

Date Submitted: 03/30/20 12:25 pm

Viewing: PHD 247ALS : Dairy Science

Last approved: 05/07/19 9:44 am
Last edit: 03/31/20 11:19 am
Changes proposed by: kweigel

Catalog Pages Using this Program
Dairy Science, Ph.D.

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

Name
Megan Ackerman-Yost - ALS

In Workflow
1. AN&NY SCI Dept. Approver
2. ALS College Admin Reviewer
3. ALS College Approver
4. APIR Admin
5. GFEC Approver
6. UAPC Approver
7. Registrar

Approval Path
1. 03/30/20 12:31 pm Kent Weigel (kweigel): Approved for AN&NY SCI Dept. Approver
2. 03/30/20 1:49 pm Sarah Barber (scbarber): Approved for ALS College Admin Reviewer
3. 03/30/20 3:29 pm Sarah Barber (scbarber): Approved for ALS College Approver
4. 03/31/20 10:58 am Karen Mittelstadt (mittelstadt):
Proposal Abstract/Summary:
Change to the home department due to the creation of the new Department of Animal and Dairy Sciences and the planned discontinuation of the Department of Animal Sciences and the Department of Dairy Science.
3/25/2020 - Grievance policy added by Graduate School

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: Active
Type of Program: Degree/Major
Who is the audience? Graduate or professional
Home Department: Animal and Dairy Sciences (AN&DY SCI) SY SCI
School/College: College of Agricultural and Life Sciences

The program will be governed by the home department/academic unit as specified. Will an additional coordinating or oversight committee be established for the program?
No

Is this in the Graduate School? Yes
Award: Doctor of Philosophy
SIS Code: PHD 247ALS
SIS Description: Dairy Science PHD
Transcript Title: Dairy Science

Named Options:
Will this be offered as an additional major as well? No
Will a doctoral minor be required? Yes

Roles by Responsibility: List one person for each role in the drop down list. Use the green + to create additional boxes.
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
Year of three year check-in to GFEC (3 years after first student enrollment):
Year of first program review (5 years after first student enrollment):
If this proposal is approved, describe the implementation plan and timeline.

**Rationale and Justifications**

What is the rationale for this change?
Home department will be discontinued – new Department of Animal and Dairy Sciences will house this program, and Department of Dairy Science is being discontinued. Programs need to be moved to the new department.

What evidence do you have that these changes will have the desired impact?
The program will exist in the correct department.

**Faculty and Staff Resources**

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.
Resources, Budget, and Finance

Is this a revenue program?

What is the tuition structure for this program?

Standard resident/MN/nonresident graduate tuition

Given considerations associated with the proposed change, describe the academic unit's fiscal capacity to support the instructional and curricular requirements, academic and career advising, student support services, technology needs, and relevant assessment of student learning and program review requirements. Is there sufficient capacity in the curricular and academic support services to meet the additional workload? For research graduate programs, include information on how the program will be administered and how student funding will be handled. For undergraduate programs, include information on academic advising, career advising, student support services.

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.

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

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.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Deadline</td>
<td>August 1</td>
</tr>
<tr>
<td>Spring Deadline</td>
<td>December 1</td>
</tr>
<tr>
<td>Summer Deadline</td>
<td>May 1</td>
</tr>
<tr>
<td>GRE (Graduate Record Examinations)</td>
<td>Not required but may be considered if available.</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>3</td>
</tr>
</tbody>
</table>

Documents Required By the Program: Our Department:

1. Personal statement/reasons for graduate study: see website.
2. Three letters of recommendation. The process for letters of recommendation is explained on this website. Letters should be from faculty who are familiar with your academic abilities and goals. Letters from supervisors that provide character reference are also acceptable. The letters of recommendation should be submitted with the online application.

3. Official transcripts or academic records from each institution attended. These can be scanned and included with the electronic application. Original official transcripts will be required by the Graduate School if a department recommends applicant for admission. The Graduate School Checklist tells you what you must include in your electronic application: see website.

Guide Requirements for Completed Applications:

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.

Faculty Review of Completed Applications:

Most applicants have contacted program departmental faculty directly with respect to an interest in their area of research. This means that a faculty member may be aware of an applicant’s name and background prior to reviewing a completed application for Graduate School. It is recommended that applicants contact the faculty member(s) with the area(s) of research that interests them and that they wish to pursue. If a faculty member is interested in a completed application, the applicant will be contacted by them personally. If a faculty member is interested in accepting an applicant, a recommendation for admission will be sent to the Graduate School. The Graduate School will make the final determination for admission.

Our graduate faculty have approximately two weeks prior to the start of the semester to recommend domestic students and approximately six weeks prior to the start of the semester to recommend international students.

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

<table>
<thead>
<tr>
<th>MODE OF INSTRUCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of Instruction</td>
</tr>
<tr>
<td>Face to Face</td>
</tr>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

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 classroom environment.
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>Requirement</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>51 credits</td>
</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>32 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework Requirement</td>
<td>Half of degree coursework (26 credits out of 51 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.</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 specific grade requirements.</td>
</tr>
<tr>
<td>Assessments and Examinations</td>
<td>Schedule preliminary examination and file request for preliminary examination (by end of fourth semester). Complete written preliminary examination; complete oral preliminary examination (by end of fifth semester). If passed, warrant should be signed and returned to the Graduate School. Student will be a dissertator. Complete research and thesis. Regular meetings with the committee are expected. Request for final examination (includes documentation that exam requirements have been met). Final defense and examination.</td>
</tr>
<tr>
<td>Language Requirements</td>
<td>No language requirements.</td>
</tr>
<tr>
<td>Doctoral Minor/Breadth Requirements</td>
<td>All doctoral students are required to complete a minor.</td>
</tr>
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</table>

**Required COURSES**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DY SCI 900</strong></td>
<td>Seminar (Every graduate student in the department is required to take this course every spring.)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Biochemistry Course (must require Organic Chemistry as a prerequisite)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Statistics Course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dairy or Animal Science Courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>One course (at least 2 credits, grade of B or better) in each of the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Animal Genetics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ruminant or Animal Nutrition</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Animal Physiology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dairy Cattle Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Special Skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete a course in two of the following three areas:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Educational Principles (<strong>DY SCI 799</strong> or other approved course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Technical Writing course or Writing Practicum</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advanced course in Philosophy of Science, History of Science, or Ethics of Science</td>
<td></td>
</tr>
</tbody>
</table>

There are no other specific courses required. Depending on which of the six program areas of research is involved, the doctoral graduate student and their mentor committee decide on a plan of study to be completed during the research program. All selected
Total credits required:

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.

**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
The department may decide to accept coursework completed outside of the student’s graduate career at UW-Madison when those courses are rigorous and meet the expectations of a graduate work for the degree. Coursework earned five or more years prior to admission to a master's degree or coursework earned ten or more years prior to admission to a doctoral degree is not allowed to satisfy requirements.

UW–Madison Undergraduate
For well-prepared advanced students, the department may decide to accept up to 7 credits, numbered 300 or above, completed at UW-Madison toward fulfillment of minimum degree credit requirements. These credits would not be allowed to count toward the 50% graduate coursework minimum unless taken at the 700 level or above.

UW–Madison University Special
Courses taken post–B.S. as a University Special student do not automatically count toward a graduate degree. A maximum of 15 credits may be allowed for courses numbered 300 or above as fulfillment of the minimum graduate residence credits. UW-Madison coursework taken as a University Special Student would not be allowed to count toward the 50% graduate coursework minimum unless taken at the 700 level or above.

If Special student credits are applied toward a UW-Madison graduate degree, it will be required to pay the difference between the cost of the Special student credits and graduate credits.

**Probation**

In compliance with Graduate School policy, listed below, and at discretion of Ph.D. committee.
If students were admitted on probation and they satisfy the conditions outlined at the time of admission, probationary status will be removed automatically. Once their studies have begun, students are expected to make satisfactory progress toward their degree.

Students must be in good academic standing with the Graduate School, their program, and their advisor. The Graduate School regularly reviews the record of any student who received grades of BC, C, D, F, or I in graduate-level courses (300 or above), or grades of U in research and thesis. This review could result in academic probation with a hold on future enrollment, and the student may be suspended from graduate studies. The Graduate School may also put students on probation for incompletes not cleared within one term. All incomplete grades must be resolved before a degree is granted.
ADVISOR / COMMITTEE

To complete the Ph.D. degree in the Department of Dairy Science, successful completion of the following items is required. These must be completed in a timely fashion or the student will not be allowed to continue registration. Please note that minimum requirements are provided, however successful completion of the Ph.D. requires achievement of the standing of demonstrated scientist, through your Ph.D. program and by making a significant research contribution to the scientific literature.

Form a Ph.D. mentor and examination committee (by end of first semester).

Meet with the Ph.D. committee. Develop and approve a plan of coursework consistent with approved research plans (by end of second semester).

CREDITS PER TERM ALLOWED
Program Change Request

Date Submitted: 03/30/20 12:19 pm

Viewing: **GMIN247 : Dairy Science**

Last approved: 09/25/18 8:18 pm

Last edit: 03/31/20 11:09 am

Changes proposed by: kweigel

Catalog Pages Using this Program

- **Dairy Science, 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>Megan Ackerman-Yost - ALS</td>
</tr>
<tr>
<td>Sarah Barber - ALS</td>
</tr>
</tbody>
</table>

In Workflow

1. AN&DY SCI Dept. Approver
2. ALS College Admin Reviewer
3. ALS College Approver
4. APIR Admin
5. GFEC Approver
6. UAPC Approver
7. Registrar

Approval Path

1. 03/30/20 12:30 pm  
   Kent Weigel  
   (kweigel): Approved for AN&DY SCI Dept. Approver
2. 03/30/20 1:32 pm  
   Sarah Barber  
   (scbarber):  
   Approved for ALS College Admin Reviewer
3. 03/30/20 3:30 pm  
   Sarah Barber  
   (scbarber):  
   Approved for ALS College Approver
4. 03/31/20 11:25 am  
   Karen Mittelstadt  
   (kmittelstadt):
Proposal Abstract/Summary:

Change to the home department due to the creation of the new Department of Animal and Dairy Sciences and the planned discontinuation of the Department of Animal Sciences and the Department of Dairy Science.

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:** Active
- **Type of Program:** Minor (PhD and BSE only)
- **Who is the audience?** Graduate or professional
- **Home Department:** Animal and Dairy Sciences (AN&DY SCI)  
  SCI
- **School/College:** College of Agricultural and Life Sciences
- **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:** GMIN247
- **SIS Description:** Dairy Science MIN
- **Transcript Title:** Dairy Science

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>KWEIGEL</td>
<td><a href="mailto:KWEIGEL@wisc.edu">KWEIGEL@wisc.edu</a></td>
<td>608/263-4321</td>
<td></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>WILTBANK</td>
<td><a href="mailto:WILTBANK@wisc.edu">WILTBANK@wisc.edu</a></td>
<td>608/263-9413</td>
<td></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>BWKIRKPA</td>
<td><a href="mailto:BWKIRKPA@wisc.edu">BWKIRKPA@wisc.edu</a></td>
<td>608/263-4323</td>
<td></td>
</tr>
<tr>
<td>Primary Dean's Office Contact</td>
<td>SCBARBER</td>
<td><a href="mailto:SCBARBER@wisc.edu">SCBARBER@wisc.edu</a></td>
<td>608/262-3105</td>
<td></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
Year of three year check-in to GFEC (3 years after first student enrollment):
Year of first program review (5 years after first student enrollment):
If this proposal is approved, describe the implementation plan and timeline.

Rationale and Justifications

What is the rationale for this change?
Home department will be discontinued – new Department of Animal and Dairy Sciences will house this program, and Department of Dairy Science is being discontinued. Programs need to be moved to the new department.

What evidence do you have that these changes will have the desired impact?
Program will exist in the correct department.

Faculty and Staff Resources

Resources, Budget, and Finance

What is the tuition structure for this program?
Standard resident/MN/nonresident graduate tuition

Given considerations associated with the proposed change, describe the academic unit’s fiscal capacity to support the instructional and curricular requirements, academic and career advising, student support services, technology needs, and relevant assessment of student learning and program review requirements. Is there sufficient capacity in the curricular and academic support services to meet the additional workload? For research graduate programs, include information on how the program will be administered and how student funding will be handled. For undergraduate programs, include information on academic advising, career advising, student support services.

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.

Curriculum and Requirements

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
If you are proposing a change to the curriculum, what percentage of the curriculum is changing?

Doctoral students who wish to pursue an Option A external minor in Dairy Science should consult the graduate coordinator or chair of the Dairy Science Graduate Committee. See #4.

A Minor program of study should be developed with and approved by the minor program advisor and the student's major professor, early in the student's graduate work. The proposed program must be submitted and approved upon or before, the completion of 6 credits. See Doctoral Minor Program of Study Form.

When courses are complete, the Minor Program of Study form for the doctoral minor should be signed by the graduate student’s advisor and the chair of the Dairy Science Graduate Committee. The form should be submitted to the Dairy Science graduate coordinator at the time of the student’s preliminary exam. The graduate coordinator will send notification to the Graduate School of completion of the doctoral minor.

Dairy Science Primary Faculty Eligible to be Doctoral Minor Advisor:

Sebastian I Arriola Apelo, Victor Cabrera, Dave Combs, Paul Fricke, Laura Hernandez, Bruce Jones, Randy Shaver, Jennifer Van Os, Michel Wattiaux, Kent Weigel, Heather White, Milo Wiltbank

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.

The student must achieve a 3.00 GPA in courses used to satisfy the minor requirement. Directed study courses do not count toward the minor nor do audits or pass/fail courses. A student may earn a doctoral minor in Dairy Science with 9 credits, if all 9 credits are in graduate-level courses pre-approved by the department.

Course List

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DY SCI/AN SCI 414</td>
<td>Ruminant Nutrition &amp; Metabolism</td>
<td>3</td>
</tr>
<tr>
<td>DY SCI/AN SCI 434</td>
<td>Reproductive Physiology</td>
<td>3</td>
</tr>
<tr>
<td>DY SCI 534</td>
<td>Reproductive Management of Dairy Cattle</td>
<td>3</td>
</tr>
<tr>
<td>DY SCI 535</td>
<td>Dairy Farm Management Practicum</td>
<td>3</td>
</tr>
<tr>
<td>DY SCI/AN SCI 824</td>
<td>Ruminant Nutritional Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>DY SCI/AN SCI 825</td>
<td>Ruminant Nutritional Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>DY SCI 875</td>
<td>Special Topics 1</td>
<td>1-4</td>
</tr>
<tr>
<td>DY SCI/AN SCI 931</td>
<td>Seminar in Animal Nutrition</td>
<td>1</td>
</tr>
<tr>
<td>GENETICS 951</td>
<td>Seminar in Animal Breeding</td>
<td>1</td>
</tr>
<tr>
<td>DY SCI 900</td>
<td>Seminar (Departmental spring semester seminar and discipline-specific seminars of 1 credit each (up to 5 credits))</td>
<td>1</td>
</tr>
</tbody>
</table>

Topic options:
- Advanced Topics in Reproductive Physiology—3 credits
- International Teaching in Science & Engineering—2 credits
- Lactation Physiology—3 credits
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.

Dairy Science Executive Committee approved the program move to a new home department due to the creation of the new Department of Animal and Dairy Sciences and the planned discontinuation of the Department of Dairy Science and the Department of Animal Sciences.

Entered by: Sarah Barber
Date entered: 3/27/20

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.

CALS Academic Planning Council reviewed the proposal to create a new Department of Animal and Dairy Sciences and discontinue the Animal Sciences Department and discontinue the Dairy Science Department. The council approved the restructuring proposal in full including moving this program to the newly created Department of Animal and Dairy Sciences on December 3, 2019.

Entered by and date: Sarah Barber 3/27/20

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

Admin Notes:

Guide URL:

Effective date:

Career: Graduate

SIS Program Code:

SIS Short Description:

Dairy Sci

Other plan codes associated with this program:

Field of Study: Biological Science

Plan Group:

CIP Code: 01.0905 - Dairy Science.

Reviewer Comments
Program Change Request

Date Submitted: 03/30/20 12:28 pm

Viewing: **MS 065ALS : Animal Sciences**

Last approved: 05/07/19 1:42 pm
Last edit: 03/31/20 11:17 am
Changes proposed by: kweigel

Catalog Pages Using this Program

- Animal Sciences, M.S.

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>Megan Ackerman-Yost - ALS</td>
</tr>
</tbody>
</table>

In Workflow

1. AN&DY SCI Dept. Approver
2. ALS College Admin Reviewer
3. ALS College Approver
4. APIR Admin
5. GFEC Approver
6. UAPC Approver
7. Registrar

Approval Path

1. 03/30/20 12:30 pm Kent Weigel (kweigel): Approved for AN&DY SCI Dept. Approver
2. 03/30/20 12:55 pm Sarah Barber (scbarber): Approved for ALS College Admin Reviewer
3. 03/30/20 3:12 pm Sarah Barber (scbarber): Approved for ALS College Approver
4. 03/31/20 10:57 am Karen Mittelstadt (kittelstadt):
Proposal Abstract/Summary:

Change to the home department due to the creation of the new Department of Animal and Dairy Sciences and the planned discontinuation of the Department of Animal Sciences and the Department of Dairy Science.

3/25/2020 - grievance policy added by Graduate School

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: Active

Type of Program: Degree/Major

Who is the audience? Graduate or professional

Home Department: Animal and Dairy Sciences (AN&DY SCI) AN

SCI

School/College: College of Agricultural and Life Sciences

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

No

Is this in the Graduate School? Yes

Award: Master of Science

SIS Code: MS 065ALS

SIS Description: Animal Sciences MS

Transcript Title: Animal Sciences

Named Options:

Will this be offered as an additional major as well? No
Is this a non-admitting master’s degree? No

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

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
<th>Email</th>
<th>Phone</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Weigel, Kent</td>
<td><a href="mailto:kweigel@wisc.edu">kweigel@wisc.edu</a></td>
<td>608/263-4321</td>
<td></td>
</tr>
<tr>
<td>Primary Dean's Office Contact</td>
<td>Barber, Sarah</td>
<td><a href="mailto:scbarber@wisc.edu">scbarber@wisc.edu</a></td>
<td>608/262-3105</td>
<td></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Wiltbank, Milo</td>
<td><a href="mailto:wiltbank@wisc.edu">wiltbank@wisc.edu</a></td>
<td>608/263-9413</td>
<td></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Kirkpatrick, Brian</td>
<td><a href="mailto:bkirkpa@wisc.edu">bkirkpa@wisc.edu</a></td>
<td>608/263-4323</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

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

Will this program have outside accreditation? No

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

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

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

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

**Rationale and Justifications**

What is the rationale for this change?
Home department will be discontinued – new Department of Animal and Dairy Sciences will house this program, and Department of Animal Sciences is being discontinued. Programs need to be moved to the new department.

What evidence do you have that these changes will have the desired impact?
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**Faculty and Staff Resources**

Confirm that the program advisor(s) or coordinator(s) have been consulted and reviewed this proposal. Yes
Select the Graduate Research Scholars Community for this program.

Science and Medicine Graduate Research Scholars Program

Resources, Budget, and Finance

Is this a revenue program?

What is the tuition structure for this program?

**Standard resident/MN/nonresident graduate tuition**

Given considerations associated with the proposed change, describe the academic unit’s fiscal capacity to support the instructional and curricular requirements, academic and career advising, student support services, technology needs, and relevant assessment of student learning and program review requirements. Is there sufficient capacity in the curricular and academic support services to meet the additional workload? For research graduate programs, include information on how the program will be administered and how student funding will be handled. For undergraduate programs, include information on academic advising, career advising, student support services.

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.

Curriculum and Requirements

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

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 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.

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### Graduate Admissions Requirements

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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

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**

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<tr>
<th>Mode of Instruction</th>
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**CURRICULAR REQUIREMENTS**

University General Education Requirements

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<td>Minimum Credit</td>
<td>30 credits</td>
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Requirements

Minimum Residence Credit: 16 credits

Minimum Graduate Coursework Requirement: 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 (https://registrar.wisc.edu/course-guide/). Courses must be agreed upon by student’s graduate committee members and approved by department certification committee.

Overall Graduate GPA: 3.00 GPA required.

Other Grade Requirements: The Graduate School requires an average grade of B or better in all coursework (300 or above, not including research credits) taken as a graduate student unless conditions for probationary status require higher grades. Grades of Incomplete are considered to be unsatisfactory if they are not removed during the next enrolled semester.

Assessments and Examinations: Contact the program for information on required assessments and examinations.

Language Requirements: Language requirements are determined on an individual basis with the major professor and will depend on the area of concentration within the department.

REQUIRED Courses

Students are admitted to this degree program by their major professor. Following matriculation, the student and major professor plan a graduate curriculum and research program. Within one year of matriculation, the student submits her/his planned curriculum to the departmental graduate program coordinator to obtain departmental approval. The student and major professor discuss membership for the thesis committee. The committee consists of a minimum of three faculty members, with two of these members from the Animal Sciences faculty. The thesis committee meets as needed but mainly serves to evaluate the M.S. thesis and relevant knowledge of the student in a final thesis defense exam. The final thesis exam involves an oral defense of the research topic and general knowledge of animal nutrition, endocrinology & reproductive physiology, genetics and animal breeding, or meat science and muscle biology. Consistent with Graduate School policies, the M.S. degree requires a minimum of 30 graduate-level credits, including seminar and research (990) credits.

Seminar Requirement: The Animal Sciences Graduate seminar features outside speakers, UW Faculty, and Animal Sciences graduate students presenting their research or defending their thesis. This course is held on Tuesday mornings during the fall semester from 11 a.m. to noon. Attendance is required at this seminar series by all animal sciences graduate students. Master’s degree students are required to register for the AN SCI 875 Special Topics Animal Science Seminar for credit once. Although attendance is required, registering for the seminar for credit is done the semester a student presents.

All degree candidates must complete a satisfactory thesis. Instructions on preparing a master’s thesis can be found on the UW Graduate School website, https://grad.wisc.edu/current-students/masters-guide/.

At the completion of the degree program, the candidate will take a final examination administered by the mentoring committee. The examination will be oral, and includes questions relating to the candidate’s graduate course program. The candidate will also be expected to defend the thesis.

Animal Nutrition Track

<table>
<thead>
<tr>
<th>Code</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>STAT/F&amp;W ECOL/HORT 571</td>
<td>Statistical Methods for Bioscience I</td>
<td></td>
</tr>
<tr>
<td>STAT/F&amp;W ECOL/HORT 572</td>
<td>Statistical Methods for Bioscience II</td>
<td></td>
</tr>
<tr>
<td>BIOCHEM 660</td>
<td>Molecular Biology Techniques</td>
<td></td>
</tr>
<tr>
<td>or PATH BIO/HORT 500</td>
<td>Course BIOCHEM 660 Not Found</td>
<td></td>
</tr>
<tr>
<td>AN SCI/DY SCI 931</td>
<td>Seminar in Animal Nutrition</td>
<td></td>
</tr>
<tr>
<td>AN SCI/DY SCI 414</td>
<td>Ruminant Nutrition &amp; Metabolism</td>
<td></td>
</tr>
<tr>
<td>AN SCI 415</td>
<td>Application of Monogastric Nutrition Principles</td>
<td></td>
</tr>
<tr>
<td>AN SCI/NUTR SCI 626</td>
<td>Experimental Diet Design</td>
<td></td>
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</tbody>
</table>
Animal Breeding & Genetics Track

Course List

<table>
<thead>
<tr>
<th>Code</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Required Courses</td>
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</tr>
<tr>
<td>AN SCI/ DY SCI/GENETICS 951</td>
<td>Seminar in Animal Breeding (every semester)</td>
<td></td>
</tr>
<tr>
<td>GENETICS 466</td>
<td>Principles of Genetics (or equivalent)</td>
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</tr>
<tr>
<td>STAT/F&amp;W ECOL/HORT 571</td>
<td>Statistical Methods for Bioscience I (or equivalent)</td>
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</tbody>
</table>

Endocrinology & Reproductive Physiology Track

Course List

<table>
<thead>
<tr>
<th>Code</th>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select one course from each section A, B and C:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. STAT/F&amp;W ECOL/HORT 571</td>
<td>Statistical Methods for Bioscience I</td>
</tr>
<tr>
<td></td>
<td>B. AN SCI 875</td>
<td>Special Topics (Endocrine Physiology)</td>
</tr>
<tr>
<td></td>
<td>BIOCHEM/PHMCOL-M/ZOOLOGY 630</td>
<td>Cellular Signal Transduction Mechanisms</td>
</tr>
<tr>
<td></td>
<td>C. BIOCHEM 507</td>
<td>General Biochemistry I</td>
</tr>
<tr>
<td></td>
<td>&amp; BIOCHEM 508</td>
<td>and General Biochemistry II</td>
</tr>
<tr>
<td></td>
<td>BMOLCHEM 503</td>
<td>Human Biochemistry</td>
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<tr>
<td></td>
<td>BMOLCHEM 704</td>
<td>Course BMOLCHEM 704 Not Found</td>
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<tr>
<td></td>
<td>D. Advanced Biochemistry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>E. AN SCI/OBS&amp;GYN/ZOOLOGY 954</td>
<td>Seminar in Endocrinology-Reproductive Physiology</td>
</tr>
<tr>
<td></td>
<td>F. Technical Writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>G. Advanced Statistics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>H. Advanced Endocrinology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I. Advanced Reproduction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>J. Advanced Topic Course. Select one of the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gamete and Embryo Biology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reproductive Patterns</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Selected Topics in Endocrinology-Reproductive Physiology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pregnancy, Parturition, and Lactation</td>
<td></td>
</tr>
</tbody>
</table>

Meat Science & Muscle Biology Track

Course List

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Discipline Requirements: Courses to be taken as a graduate student at UW–Madison (maximum 12 credits for M.S. and 15 credits for the Ph.D. per semester).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students should choose courses from the following list in consultation with their advisor:</td>
<td></td>
</tr>
<tr>
<td>AN SCI/FOOD SCI 305</td>
<td>Introduction to Meat Science and Technology 2</td>
<td></td>
</tr>
<tr>
<td>AN SCI 508</td>
<td>Poultry Products Technology 2</td>
<td></td>
</tr>
<tr>
<td>AN SCI/FOOD SCI 515</td>
<td>Commercial Meat Processing 2</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Name</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>BIOCHEM 501</td>
<td>Introduction to Biochemistry</td>
<td></td>
</tr>
<tr>
<td>BIOCHEM 507</td>
<td>General Biochemistry I</td>
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<tr>
<td>BIOCHEM 508</td>
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<td></td>
</tr>
<tr>
<td>BIOCHEM/NUTR SCI 510</td>
<td>Nutritional Biochemistry and Metabolism</td>
<td></td>
</tr>
<tr>
<td>BIOCHEM 550</td>
<td>Topics in Medical Biochemistry</td>
<td></td>
</tr>
<tr>
<td>BIOCHEM 601</td>
<td>Protein and Enzyme Structure and Function</td>
<td></td>
</tr>
<tr>
<td>BIOCHEM/GENETICS/MD GENET 620</td>
<td>Eukaryotic Molecular Biology</td>
<td></td>
</tr>
<tr>
<td>BIOCHEM 624</td>
<td>Mechanisms of Enzyme Action</td>
<td></td>
</tr>
<tr>
<td>BIOCHEM/PHMCOL-M/ZOOLOGY 630</td>
<td>Cellular Signal Transduction Mechanisms</td>
<td></td>
</tr>
</tbody>
</table>
Program Change Request

Date Submitted: 03/30/20 12:29 pm

Viewing: PHD 065ALS : Animal Sciences

Last approved: 05/07/19 1:44 pm
Last edit: 03/31/20 11:18 am

Changes proposed by: kweigel

Catalog Pages Using this Program

Animal Sciences, Ph.D.

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

<table>
<thead>
<tr>
<th>Name</th>
</tr>
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<tbody>
<tr>
<td>Megan Ackerman-Yost - ALS</td>
</tr>
<tr>
<td>Sarah Barber - ALS</td>
</tr>
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</table>

In Workflow
1. AN&DY SCI Dept. Approver
2. ALS College Admin Reviewer
3. ALS College Approver
4. APIR Admin
5. GFEC Approver
6. UAPC Approver
7. Registrar

Approval Path
1. 03/30/20 12:31 pm
   Kent Weigel (kweigel): Approved for AN&DY SCI Dept. Approver
2. 03/30/20 1:20 pm
   Sarah Barber (scbarber): Approved for ALS College Admin Reviewer
3. 03/30/20 3:11 pm
   Sarah Barber (scbarber): Approved for ALS College Approver
4. 03/31/20 10:57 am
   Karen Mittelstadt (mittelstadt)
Proposal Abstract/Summary:
Change to the home department due to the creation of the new Department of Animal and Dairy Sciences and the planned discontinuation of the Department of Animal Sciences and the Department of Dairy Science.
3/25/2020 - Grievance policy added by Graduate School

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: Active
Type of Program: Degree/Major
Who is the audience? Graduate or professional
Home Department: Animal and Dairy Sciences (AN&DY SCI) AN
SCI
School/College: College of Agricultural and Life Sciences
The program will be governed by the home department/academic unit as specified. Will an additional coordinating or oversight committee be established for the program?
No

Is this in the Graduate School? Yes
Award: Doctor of Philosophy
SIS Code: PHD 065ALS
SIS Description: Animal Sciences PHD
Transcript Title: Animal Sciences
Named Options:

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

History
1. Sep 19, 2018 by clmig-smenda
2. Oct 15, 2018 by Michelle Young (meyoung)
3. May 7, 2019 by Megan Ackerman-Yost (ackermanyost)

3/25/2020 - Grievance policy added by Graduate School
Will a doctoral minor be required?  Yes

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>KWEIGEL</td>
<td><a href="mailto:KWEIGEL@wisc.edu">KWEIGEL@wisc.edu</a></td>
<td>608/263-4321</td>
<td></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>BWKIRKPA</td>
<td><a href="mailto:BWKIRKPA@wisc.edu">BWKIRKPA@wisc.edu</a></td>
<td>608/263-4323</td>
<td></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>WILTBANK</td>
<td><a href="mailto:WILTBANK@wisc.edu">WILTBANK@wisc.edu</a></td>
<td>608/263-9413</td>
<td></td>
</tr>
<tr>
<td>Primary Dean's Office Contact</td>
<td>SCBARBER</td>
<td><a href="mailto:SCBARBER@wisc.edu">SCBARBER@wisc.edu</a></td>
<td>608/262-3105</td>
<td></td>
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</table>

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

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

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

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

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

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

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

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Last Approved: Oct 16, 2019 6:46pm

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<td>51 credits</td>
</tr>
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### Requirement

**Minimum Residence Credit**
- 32 credits

**Minimum Graduate Coursework Requirement**
- Half of degree coursework (26 credits out of 51 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 ([https://registrar.wisc.edu/course-guide](https://registrar.wisc.edu/course-guide)).

**Overall Graduate GPA Requirement**
- 3.00 GPA required.

**Other Grade Requirements**
- The Graduate School requires an average grade of B or better in all coursework (300 or above, not including research credits) taken as a graduate student unless conditions for probationary status require higher grades. Grades of Incomplete are considered to be unsatisfactory if they are not removed during the next enrolled semester.

**Assessments and Examinations**
- The original research conducted by the candidate must be summarized in a thesis. A final examination will be given after the completion of the thesis. The thesis must be submitted to the examining committee two weeks before the examination. The candidate is required to present an exit seminar on their dissertation research and to subsequently defend the thesis orally. The thesis must be acceptable from both scientific and literary standpoints. The mentoring committee administers the thesis defense. Deposit of the doctoral dissertation in the Graduate School is required.

**Language Requirements**
- Language requirements are determined on an individual basis with the major professor and will depend on the area of concentration within the department.

**Doctoral Minor/Breadth Requirements**
- The Animal Sciences program requires Ph.D. students to complete a minor.

---

### Required COURSES

All Animal Sciences Ph.D. students must meet with their research committee during their first year to complete their Certification Form. Once the committee has approved the certification paperwork the student must turn in the signed copy to the Graduate Coordinator so that it may be reviewed and approved by the graduate chair. The certification paperwork must be approved before a student can request their prelim warrant. Students should meet with their committee once per year. Any changes to the certification paperwork must be communicated to the graduate coordinator and approved by the graduate chair.

Students graduating with a Ph.D. in Animal Sciences are expected to have core education in the following areas:
- Physiology/endocrinology/reproduction
- Biochemistry/nutrition
- Genetics/breeding
- Food science/meat science/food safety/microbiology

**STAT/F&W ECOL/HORT 571 Statistical Methods for Bioscience I, STAT/F&W ECOL/HORT 571 Statistical Methods for Bioscience I, STAT/F&W ECOL/HORT 572 Statistical Methods for Bioscience II, or equivalent**

A course in ethics

Teaching practicum, with Delta or MIU Workshop training.

Courses taken prior to entering the Animal Sciences program will be considered as a substitute.

### Seminar Requirement

The Animal Sciences Graduate seminar features outside speakers, UW faculty, and Animal Sciences graduate students presenting their research or defending their thesis. This course is held on Tuesday mornings during the fall semester from 11 a.m. to noon.

Attendance is required at this seminar series by all Animal Sciences graduate students. Ph.D. students are required to register for the AN SCI 875 Special Topics (Animal Science Seminar) for credit twice. Although attendance is required, registering for the seminar for credit is done the semester a student presents.

### Teaching Requirement

All students in the Animal Sciences Ph.D. program are required to complete a Teaching Practicum, usually AN SCI 799 Practicum in Animal Sciences Teaching. Each student is expected to work with the faculty advisor to identify an opportunity within the department for the student to engage in teaching. This requirement is broadly defined, and could include assisting an Animal Sciences faculty member with classroom teaching or TA’ing in a course outside of the department.
Enrollment Requirement

The department requires all funded students to be enrolled full time. For M.S. students this means at least 8 credits in the fall and spring term and at least 2 credits in the summer term. Students funded by another department should check with the payroll and benefits coordinator of that department to learn their requirements for enrollment. Unfunded students should follow the Graduate School’s rules on enrollment.

The remainder of the course requirements for the Ph.D. in Animal Sciences will be selected to meet the student’s specific needs and to ensure breadth and depth as determined through consultation with his/her major professor and members of their committee.

Animal Nutrition Track 1, 2

<table>
<thead>
<tr>
<th>Course List</th>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommended courses for the Ph.D. degree:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>AN SCI/DY SCI 824</td>
<td>&amp; AN SCI/DY SCI 825</td>
<td>Ruminant Nutritional Physiology I and Ruminant Nutritional Physiology II</td>
<td></td>
</tr>
<tr>
<td>AN SCI/DY SCI 931</td>
<td></td>
<td>Seminar in Animal Nutrition</td>
<td></td>
</tr>
<tr>
<td>NUTR SCI/BIOCHEM 619</td>
<td></td>
<td>Advanced Nutrition: Intermediary Metabolism of Macronutrients</td>
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</tr>
<tr>
<td>NUTR SCI 623</td>
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<td>Advanced Nutrition: Minerals</td>
<td></td>
</tr>
<tr>
<td>NUTR SCI 627</td>
<td></td>
<td>Advanced Nutrition: Vitamins</td>
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</tr>
<tr>
<td>COMP BIO 506</td>
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<td>Veterinary Physiology B</td>
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</tr>
<tr>
<td>COMP BIO 551</td>
<td></td>
<td>Veterinary Physiology A</td>
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</tr>
</tbody>
</table>

1 These tracks are internal to the program and represent different pathways a student can follow to earn this degree. Track names do not appear in the Graduate School admissions application, and they will not appear on the transcript.

2 These degree programs are supported by the Animal Nutrition Emphasis Group in the IGPNS program. Animal Sciences faculty members also have the option of offering an M.S. or Ph.D. degree in Nutritional Sciences as members of the Animal Nutrition Emphasis Group in IGPNS.

Animal Breeding & Genetics Track 1

<table>
<thead>
<tr>
<th>Course List</th>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AN SCI/DY SCI/GENETICS 951</td>
<td>Seminar in Animal Breeding (every semester)</td>
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<tr>
<td></td>
<td>GENETICS 466</td>
<td>Principles of Genetics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>STAT/F&amp;W ECOL/HORT 571 &amp; STAT/F&amp;W ECOL/HORT 572</td>
<td>Statistical Methods for Bioscience I and Statistical Methods for Bioscience II</td>
<td></td>
</tr>
<tr>
<td>PhD students with a quantitative bent are also required to complete:</td>
<td>AN SCI 610</td>
<td>Quantitative Genetics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AN SCI 875</td>
<td>Special Topics (Quantitative Genetics or Molecular Genetics for Animal Breeding)</td>
<td></td>
</tr>
</tbody>
</table>

1 These tracks are internal to the program and represent different pathways a student can follow to earn this degree. Track names do not appear in the Graduate School admissions application, and they will not appear on the transcript.

Endocrinology & Reproducive Physiology Track 1

<table>
<thead>
<tr>
<th>Course List</th>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>Select one course from each section A, B and C:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.</td>
<td>STAT/F&amp;W ECOL/HORT 571</td>
<td>Statistical Methods for Bioscience I</td>
<td></td>
</tr>
<tr>
<td>B.</td>
<td>AN SCI 875</td>
<td>Special Topics (Endocrine Physiology)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BIOCHEM/PHMCOL-M/ZOOLOGY 630</td>
<td>Cellular Signal Transduction Mechanisms</td>
<td></td>
</tr>
<tr>
<td>C.</td>
<td>BIOCHEM 507 &amp; BIOCHEM 508</td>
<td>General Biochemistry I and General Biochemistry II</td>
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</tr>
<tr>
<td></td>
<td>BIOCHEM 503</td>
<td>Human Biochemistry</td>
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</tr>
<tr>
<td></td>
<td>BMOLCHEM 504</td>
<td>BMOLCHEM 704 Not Found</td>
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</tr>
<tr>
<td>D. Advanced Biochemistry</td>
<td>AN SCI/BS&amp;B/GYN/ZOOLOGY 954</td>
<td>Seminar in Endocrinology-Reproductive Physiology</td>
<td></td>
</tr>
</tbody>
</table>

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
F. Technical Writing
G. Advanced Statistics
H. Advanced Endocrinology
I. Advanced Reproduction
J. Advanced Topic Course. Select one of the following:
   - Gamete and Embryo Biology
   - Reproductive Patterns
   - Selected Topics in Endocrinology-Reproductive Physiology
   - Pregnancy, Parturition, and Lactation

These tracks are internal to the program and represent different pathways a student can follow to earn this degree. Track names do not appear in the Graduate School admissions application, and they will not appear on the transcript.
Program Change Request

Date Submitted: 03/30/20 12:26 pm

Viewing: GMIN065: Animal Sciences

Last approved: 09/25/18 7:50 pm

Last edit: 03/31/20 11:01 am

Changes proposed by: kweigel

Catalog Pages Using this Program

Animal Sciences, Doctoral Minor

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

Name

Megan Ackerman-Yost - ALS
Sarah Barber - ALS

In Workflow
1. AN&DY SCI Dept. Approver
2. ALS College Admin Reviewer
3. ALS College Approver
4. APIR Admin
5. GFEC Approver
6. UAPC Approver
7. Registrar

Approval Path
1. 03/30/20 12:30 pm Kent Weigel (kweigel): Approved for AN&DY SCI Dept. Approver
2. 03/30/20 12:41 pm Sarah Barber (scbarber): Approved for ALS College Admin Reviewer
3. 03/30/20 3:12 pm Sarah Barber (scbarber): Approved for ALS College Approver
4. 03/31/20 11:25 am Karen Mittelstadt (kmittelstadt)
Proposal Abstract/Summary:
Change to the home department due to the creation of the new Department of Animal and Dairy Sciences and the planned discontinuation of the Department of Animal Sciences and the Department of Dairy Science.

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: Active
Type of Program: Minor (PhD and BSE only)
Who is the audience? Graduate or professional
Home Department: Animal and Dairy Sciences (AN&DY SCI)
School/College: College of Agricultural and Life Sciences
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: GMIN065
SIS Description: Animal Sciences MIN
Transcript Title: Animal Sciences

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>Weigel, Kent</td>
<td><a href="mailto:kweigel@wisc.edu">kweigel@wisc.edu</a></td>
<td>608/263-4321</td>
<td></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Wiltbank, Milo</td>
<td><a href="mailto:wiltbank@wisc.edu">wiltbank@wisc.edu</a></td>
<td>608/263-9413</td>
<td></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Kirkpatrick, Brian</td>
<td><a href="mailto:bwkirkpa@wisc.edu">bwkirkpa@wisc.edu</a></td>
<td>608/263-4323</td>
<td></td>
</tr>
<tr>
<td>Primary Dean's Office Contact</td>
<td>Barber, Sarah</td>
<td><a href="mailto:scbarber@wisc.edu">scbarber@wisc.edu</a></td>
<td>608/262-3105</td>
<td></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

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

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

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

Rationale and Justifications

What is the rationale for this change?
Home department will be discontinued – new Department of Animal and Dairy Sciences will house this program, and Department of Animal Sciences is being discontinued. Programs need to be moved to the new department.

What evidence do you have that these changes will have the desired impact?
The program will exist in the appropriate department.

Faculty and Staff Resources

Resources, Budget, and Finance

What is the tuition structure for this program?
Standard resident/MN/nonresident graduate tuition

Given considerations associated with the proposed change, describe the academic unit’s fiscal capacity to support the instructional and curricular requirements, academic and career advising, student support services, technology needs, and relevant assessment of student learning and program review requirements. Is there sufficient capacity in the curricular and academic support services to meet the additional workload? For research graduate programs, include information on how the program will be administered and how student funding will be handled. For undergraduate programs, include information on academic advising, career advising, student support services.

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.

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

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.

Guide Requirements tab

Graduate students who wish to pursue an Option A external minor in animal sciences should consult the graduate coordinator or chair of the Graduate Committee of the Animal Sciences department. Courses should be chosen in consultation with the student's departmental advisor and submitted for approval to the department animal sciences before they are taken. A student may earn a doctoral minor in animal sciences with 9 credits, if all 9 credits are in graduate-level courses pre-approved by the department, animal sciences. Students are expected to achieve a B or better in all courses used for the minor. Directed study courses do not count toward the minor nor do audits or pass/fail courses. The original approved copy of the course list must be submitted to the Graduate School office at the time of the request for the preliminary exam warrant.

Total credits required:

9

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
Animal Sciences Executive Committee approved the program move to a new home department due to the creation of the new Department of Animal and Dairy Sciences and the planned discontinuation of the Department of Animal Sciences and the Department of Dairy Science. Approved November 15, 2019

entered by: Sarah Barber  
date: 3/27/20

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.

CALS Academic Planning Council reviewed the creation of a new Department of Animal and Dairy Sciences proposal and the discontinuation of the Animal Sciences Department and the discontinuation of the Dairy Science Departments. The council approved the restructuring proposal in full including moving this program to the newly created Department of Animal and Dairy Sciences on December 3, 2019.

entered by and date: Sarah Barber 3/27/20

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

UAPC 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:
SIS Short: Animal Sci
Description:
Other plan codes associated with this program:
Field of Study: Biological Science


Reviewer
Comments

Key: 363
March 20, 2020

TO: Ruth Litovsky, Professor and Chair, Communication Sciences & Disorders
FROM: Eric Wilcots, Interim Dean, L&S

RE: L&S APC Completion of Supplemental Program Review:
• BA/BS, Communication Sciences and Disorders (BA/BS and MAJ 216)
• MS-Communication Sciences and Disorders (MS 216L&S)
• Doctor of Audiology (AUD 209)
• Doctor of Philosophy, Communication Sciences and Disorders (PHD 216L&S)

Completion of the review of the Communication Sciences and Disorders Post-Baccalaureate Capstone Certificate (UNCS212) was conveyed on 7 January 2020.

CC: Jenna Alsteen, Assistant Dean, Graduate School
Gloria Mari-Beffa, Associate Dean for Natural and Mathematical Science, L&S
Elaine M. Klein, Associate Dean for Academic Planning, L&S
Jocelyn Milner, Vice Provost and Director, Academic Planning & Institutional Research
Karen Mittelstadt, Academic Planning & Institutional Research
James Montgomery, Associate Dean for Fiscal Initiatives, L&S
Jennifer Noyes, Associate Dean for Operations and Staff, L&S
Parmesh Ramanathan, Associate Dean, Graduate School

On February 28, 2020, the L&S Academic Planning Council discussed materials submitted for the regular review of academic programs in the Department of Communication Sciences and Disorders. We are aware that the programs offered in your department are (and have been continuously) accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association, and we trust that the program alignment with the academic and procedural standards associated with accreditation support program quality. Consistent with UW-Madison’s approach to the review of accredited programs, this review was convened to supplement that work, affording the department, L&S, the Graduate School, and UW-Madison an opportunity to consider carefully questions that might fall outside the boundaries of the accreditation reviews required for your programs – to consider our more local contexts and needs in which these programs, students, and faculty operate. In addition, this exercise allowed us to complete the five-year review of the Post Baccalaureate Capstone Certificate program, which is required for new programs.

Associate Dean Gloria Mari Beffa led discussion of the materials provided for the self-study, the review committee’s report, and the department’s response to it. Council members were
impressed by the overall quality of the department, and by the success of CSD’s carefully managed and highly regarded programs. They concurred with the review committee’s conclusion that the department is excellent, and the programs are healthy and thriving. A few matters, in particular, stand out:

- The exemplary work the department has done to nurture a collegial, welcoming, and supportive environment for all members – staff, students, clinical and academic faculty. Importantly, members of this community are also aware of its gaps, and are working collectively, through various initiatives, to improve overall diversity in the department and in the field. We share your hope that these efforts will lead to great things in the future.

- The outstanding placement record for the professionals who complete the master’s program (known colloquially as the MS-SLP). The program’s 100% placement and a 100% pass rate on the PRAXIS test required for employment, certainly grant bragging rights. At the doctoral level, the committee found similar excellence, and a faculty that appears to be working collectively toward the success of these students, as indicated via the collective review of applications, admission decisions, and of annual progress reports. The faculty have procedures in place also to support students in cases where advisors depart.

- As we usually see with accredited programs, assessment of student learning is well developed. Council members were pleased to see, however, that these procedures are particularly robust, with results converted into action both at the level of the individual student (providing guidance for improvement) and on the scale of program improvement to help ensure continued success.

The review committee noted a number of weaknesses that appear, generally, to reflect the pressures to grow the program in synch with the addition of instructional resources, the well-known problems with the current departmental space and of the building in general. Conversations with L&S Administration, and action where possible, will continue. The review committee offered a number of suggestions for actions that might be pursued at the department’s discretion; only one recommendation stood out as requiring substantial intervention to pursue, and therefore the council could not endorse immediately the adoption of the recommendations related to the collaborative program with UW-Stevens Point. Further study of those issues, with extensive consultation and discussion with colleagues in the Provost’s Office, Graduate School, and our peers at UW-Stevens Point, will be required before any action on that matter can be pursued. Nevertheless, the L&S APC directed my colleague Associate Dean for Academic Planning Elaine Klein to explore that work.

Setting aside those issues, however, I am happy to report that the L&S APC unanimously approved a motion to consider the L&S portion of this review complete. Thank you for all you and your colleagues do to allow UW-Madison to offer these very successful programs, and to serve these talented and capable students. I think you’re aware that the next phase of review involves the Graduate Faculty Executive Committee, and they may offer additional advice from their perspective.
January 23, 2020

Gloria Mari-Beffa  
Associate Dean for Natural and Physical Sciences  
Room 301 South Hall  
1055 Bascom Mall  
University of Wisconsin–Madison  
Madison, WI 53706

Dear Associate Dean Mari-Beffa,

Following this cover letter is our review of the academic programs overseen by the Department of Communication Sciences & Disorders (CSD). Overall, we found CSD as a department to be very healthy and thriving. It was a pleasure to meet with them to learn about all of the work that they do.

One idea that I would like to add to the review in this cover letter is to suggest that the college discuss with campus leadership whether there is any possibility to engage state legislators in a discussion about the building needs of CSD. The professional and clinical aspects of the academic programs that CSD oversees create a specific situation where CSD's direct service to the citizens of Wisconsin is being harmed due to the current state of the physical plant. The current state of the building that CSD is housed in creates a substantial drag across all programs and the clinic due to more expensive operating costs and lost opportunities for collaboration in research and services.

We hope this review is helpful to all involved and please let us, the review committee, know if you need anything else on this matter.

Sincerely,

for the committee

Eric Raimy  
Director, Language Sciences  
1168 Van Hise Hall  
1220 Linden Drive  
Madison, Wisconsin 53706

Professor, Department of English  
7123 Helen C. White Hall  
600 N Park St.  
Madison, Wisconsin 53706

raimy@wisc.edu

cc: Elaine Klein, Associate Dean for Academic Planning
Review Committee Report for Communication Sciences and Disorders (CSD)

BA/BS: Communication Sciences and Disorders
MS: Speech-Language Pathology (MS-SLP)
AuD: Audiology
PhD: Normal Aspects of Speech-Hearing-Language; Speech-Language Pathology; Audiology

Date submitted: January 23, 2020

Review Committee Members:
Christa Olson, English, GFEC Representative
Eric Raimy, English & Language Sciences, Chair
Lauren Ritters, Integrative Biology
Mary Sesto, Medicine

A. A summary of the activities of the review committee and materials reviewed

In the second week of September 2019, the review committee began discussions via email on how to conduct the review. The committee met in person on Friday September 13th where we set a schedule for reviewing the materials we received from CSD and setting up the site visit. CSD provided a Box folder containing the relevant background materials for this review. The Box folder contained CSD's self-review, the appendix materials for the self-review, and program handbooks among other items. Two days of site visit were scheduled for Tuesday November 5th and Thursday November 7th, 2019. During these site visits the review committee met with six university staff members as a group, 8 undergraduate students as a group, 14 graduate students as a group (3 PhD, 8 AuD, 3 MS), 12 clinical faculty as a group, 4 junior faculty as a group, MS SLP Program Director Michelle Ciucci, Undergraduate Advisors Katie Christianson and Mianisha Finney, PhD Program Director Nadine Connor, AuD Program and Clinic Director Amy Hartman, and Chair Ruth Litovsky. The review committee thought that CSD was a welcoming and generous host during these site visits. All of the questions that the review committee had were answered during the site visit and overall, the review committee concluded that the self-report was an excellent representation of the current state of CSD. CSD should be commended for the quality of their self-study.

B. An evaluation of the strengths and weaknesses of the program

(1) STRENGTH: CLIMATE - CSD faculty (both clinical and academic), staff, graduate students, and undergraduate students all commented positively on the department climate. The faculty reported collegial relationships with colleagues and between clinical and academic staff. In their meetings with the review committee, they made clear their respect for one another’s expertise and described both groups as integral to the department’s mission. Faculty who had been in the department ten years ago noted that the division between speech/hearing and audiology that had been a factor ten years ago was now non-existent. In clinical, teaching, and department level contexts, faculty have worked not only to build cohesion but also to develop mutually beneficial connections. Junior faculty and clinical faculty expressed
comfort with department governance structures, feeling included in decisions that affected them directly as well as decisions about the future direction of the department. They explained that major issues are consistently discussed in open faculty meetings and that, typically, consensus is reached before the issue goes to the Executive Committee for a final vote.

Department staff shared a similarly strong overall positive feeling about their work climate and relations with clinical and academic faculty. They were particularly positive about their work as a team—sometimes going beyond their official tasks in order to support one another and meet department needs. There was some concern about the upcoming Total Title and Compensation process and a desire for particularly careful and inclusive communication around issues that directly affect staff.

Faculty (clinical and academic) and staff all noted that faculty staffing shortages had posed a serious threat to department climate five years ago and that they had come together effectively to ensure the health of the department. They also noted, however, that understaffing—especially among clinical faculty—continued to put a strain on faculty and staff alike.

Graduate students, likewise, had good things to say about their relationships with clinical and academic faculty. Several who came to the graduate program after doing UW-Madison undergraduate degrees cited good relationships with faculty as highly influential in their decisions to continue here. When asked about the climate and whether they knew who to contact in case of concerns, students described the department as close-knit, both among cohorts and with faculty and staff. They also told the review committee that they knew how to raise concerns should they arise. They acknowledged, though, that it might be difficult to raise concerns, given how small and connected the department is. This meant that if/when issues arose, they might all be aware of them but also be uncomfortable soliciting an official response.

Students in the PhD program have a regular professional seminar that includes sessions on career development and job market preparation. They are required to attend at least four semesters of the professional seminar and some continue beyond. The seminars appeared to provide both professional development and a formal site for community building. The weekly department-wide colloquium provides a similar venue for connections.

Undergraduate students were enthusiastic about their experience in the department. They appreciate the new advising model and are conscious of the good labor that Katie Christianson and Mianisha Finney are doing for them. They also celebrated the department’s culture of teaching, noting that early career faculty clearly invest in growing as teachers and become stronger and stronger with each semester. They applauded these high standards and described them as part of what made them happy to be in the major. They also cited the student organization National Student Speech Language & Hearing Association (NSSLHA) for aiding their professional development and sense of cohesion.

Faculty, advising staff, and students all noted that the CSD department was less diverse in terms of race and gender than they would hope. Particularly in the graduate programs, they discussed the problem in terms of a pipeline challenge—the field as a whole needs to do more outreach at the high school and early undergraduate levels to attract people to speech, hearing, and audiology. The department has done typical outreach—to the McNair program, tabling at events. Through the undergraduate student organization, they have also done targeted outreach in the Madison community, working to attract high school students from underrepresented groups to the field.
(2) STRENGTH: UNDERGRADUATE ADVISING - The undergraduate advising team has high energy and is working to set up and revamp the website to reach out to students during SOAR as well as to high school students, including URM students. The team is also making plans to develop targeted assessments to track student progress (e.g. surveys to new students, junior students, and post grads). Undergraduates felt that professors were helpful, responded well to feedback, and worked hard to improve course materials. The momentum of good advising is clearly present in CSD but this system new and there remain some weaknesses that need to be addressed.

Although the undergraduate students were universally positive towards their CSD program, they did have some constructive criticism to share about their experiences in the program. One theme discussed was the restrictiveness of the major which many students were not fully aware of how regimented the major was until part way through it. Questions about prerequisite courses, GPA required for future success in graduate school, course scheduling, making multiple majors work with the CSD program, and applying to graduate school were all raised with the feeling that there could be better communication to the students on these topics. The large class sizes in the undergraduate CSD program were also mentioned with the addition that some students requested that discussion section and/or TA support would be best used in courses early in the program so as to support learning the base content knowledge.

(3) STRENGTH: MS-SLP PROGRAM - CSD has an outstanding record of MS-SLP student placement after graduation, with nearly 100% placement for the past 5 years. Students are also well-prepared for the PRAXIS test needed for employment in the field, with a 100% pass rate for the last 5 years. This is advertised on the website and excellent for recruitment.

Recruitment efforts are strong and effective. Students indicated that it was easy to find information about the program online. Many were attracted by the outstanding reputation of the program and had attended one of three information sessions offered each year for prospective students. Once accepted into the program students are also invited to an open house. Other recruitment efforts involve advertising at career fairs and the newly hired advisor has plans to recruit URM students.

Students felt welcome and found it easy to gather information about program requirements online and through departmental information sessions and pro-seminars. Students felt well supported in the process of preparing for and applying for the job market. Outreach opportunities were considered enjoyable and contribute to a sense of community and positive climate.

Student assessment is a central part of MS-SLP clinical training. If a student falls short, a clinical advisor will work with the student to meet specific learning goals. Faculty also meet to discuss student progress and make plans as needed. The program has prepared a student survey which will further efforts to assess student performance.

Training and coursework are dictated by what is required for accreditation. There were concerns related to meeting these requirements a few years ago when a few faculty left the department. Additionally, increasing student enrollment increased demand related to student advising. The university recognized these concerns and took positive steps to support the program by approving several new hires (new faculty, an MS advisor, and temporary clinical staff as needed to meet the needs of the growing numbers of students).

The program is doing an excellent job training and placing students to meet the strong demand for speech pathologists that exists across the country.
(4) WEAKNESS: STUDENT FUNDING FOR PROFESSIONAL DEGREES - The funding model for MS-SLP and AuD students is complex. Many students take hourly jobs, some are offered scholarships through the graduate school, and some are able to obtain RA- or TA-ships. The hourly jobs, TA, and RA positions are readily available but require travel time and are difficult to schedule around required courses and clinic hours. There are concerns that the UW program is losing strong candidates to programs that offer student fellowships. The program makes an effort to schedule classes and clinic time so that students can work, but outreach and practice requirements make it challenging for students to have income while in the program. The Review Committee saw this as more a problem for UW-Madison professional degree programs in general than a problem arising from CSD’s specific model.

(5) WEAKNESS: GRADUATE STUDENT ORIENTATION - The required 3-day graduate student orientation was considered by students to have strengths but to be overwhelming. Important information was difficult to remember later when needed, especially related to Head Start.

(6) WEAKNESS: SIZE OF MS-SLP PROGRAM - Increasing enrollment in the MS-SLP program increases clinic requirements so clinical faculty cannot teach as much, leaving teaching gaps. Additionally, it is difficult to find offsite placements for larger numbers of students and to make experiences equitable. Without additional clinical staff it is difficult to individualize programs to meet student goals.

(7) STRENGTH: PhD PROGRAM STRUCTURE - CSD has an outstanding record of PhD student placement after graduation (nearly 100%). Graduate students found it easy to gather information about the program online.

Recruitment efforts are effective and involve advertisement at meetings and creating closing slides for presentations to make students aware of T32 opportunities. The program is participating in the “name exchange” program designed increase URM recruitment.

The entire faculty is consulted and committed to ensuring student success in the program. Students choose an advisor before admission and are directly admitted to a single laboratory; however, all faculty review student applications and only students the entire faculty approves are admitted with the agreement that if an advisor leaves the program, another faculty member will take over.

The study plan for each PhD student is determined in consultation with the advisor and the entire academic faculty evaluates students every year to assess progress. The PhD student provides information on progress and accomplishments to the committee (that can then be used for the UW annual assessment exercise), the committee reviews and makes recommendations, and the advisor provides written feedback. Changes are also made to the program in response to student feedback, and students feel that they have a voice in departmental decisions.

All PhD students admitted to the program are funded as RAs on individual investigator grants or T32s, as TAs or with external funding.

(5) WEAKNESS: SIZE OF PhD PROGRAM - Admissions to the PhD program are limited by the small number of faculty and only faculty with funding or access to T32 slots accept students. The small faculty size limits the possibility of rotations and availability of specialized seminars.
for PhD students. PhD students are in laboratories that are located in numerous buildings on campus raising concerns about climate and integration. There is no formal graduate student group, but students do meet during classes and pro-seminars, which forge some sense of community.

(6) STRENGTH: AuD PROGRAM - CSD has an outstanding record of AuD student placement with 98% of them finding employment within three months of graduation and 100% finding employment within one year. AuD students, including those from underrepresented groups, complete the degree in the program’s four-year time frame. In addition, they have a 100% PRAXIS examination pass rate. 100% of graduates would recommend the program to others and the support and accessibility of faculty are noted as a strength of the program. The AuD program consists of nationally and internationally recognized faculty. Many of the faculty are R01 funded researchers and have independent laboratories housed across campus (e.g. Waisman, Medical Sciences Center).

(7) WEAKNESS: PARTNERSHIP WITH UW-STEVEN'S POINT, STUDENT EXPERIENCE - The consortium arrangement for the AuD program between UW-Madison and UW-Stevens Point has become a liability for AuD students here at UW-Madison. UW-Madison AuD students are prevented from benefitting from all of the research and teaching resources locally available because students at the two campuses are required to have access to identical programs of study. This impacts active learning, prevents hands-on laboratory activities, taking additional classes offered at UW-Madison, and participating in local outreach activities among other things. The distance learning aspect of the program affects UW-Madison students through technical glitches, makes it more difficult to earn participation credit, and requires travel to Stevens Point at times. There is a noticeable discrepancy between the capstone activities originating in Madison vs. Stevens Point which creates inequities between the two student populations. The review committee could not see any advantages for the UW-Madison student population in the consortium arrangement between UW-Madison and UW-Stevens Point.

(8) WEAKNESS: PARTNERSHIP WITH UW-STEVEN'S POINT, PROGRAM VIABILITY - The overall viability of the only AuD program in the state of Wisconsin is threatened due to resource inequality between UW-Madison and UW-Stevens Point. UW-Stevens Point has experienced difficulty replacing AuD faculty resulting from faculty retirement and departures, as well as difficulty obtaining resources for the AuD program. These challenges have weakened UW-Stevens Point’s ability to be an equal partner in the consortium, resulting in inconsistency in student training and available resources across the two programs. This threatens reaccreditation efforts as it is required that the programs demonstrate consistency in training as well as clinical and research opportunities.

(9) WEAKNESS: PHYSICAL SPACE - The physical plant that supports CSD is detrimental to all aspects of CSD's mission. The age, size, and condition of the building that houses CSD has negative impacts on the culture, budget, clinic responsibilities, and research within CSD. The current building is not large enough to house all of the faculty and corresponding labs in CSD which weakens the culture associated with CSD simply because people do not see each other regularly. The diaspora of the labs associated with CSD faculty reduces the possibility of clinical research, prevents CSD from benefitting from the indirect costs generated by the grants secured
by faculty, limits graduate student access to paid research positions, and makes it difficult for a graduate student culture to develop. The age and location of the building affects the performance of the clinic due to issues with parking and the fact that the building is a repurposed dormitory which was not designed to be a clinic. This raises issues about the space and safety needs of the clientele of the clinic. The budget of CSD is affected both by the lack of indirect costs (mentioned above) and the additional costs of supporting teaching, research, and clinical programs in an old building that was not designed for these uses. The IT functionality and budget of CSD is hit very hard on this point. The building also impacts recruitment of graduate students because it does not reflect the quality of the graduate programs.

C. Recommendations for future directions

(1) We commend the department for its climate and for its conscious efforts to sustain it. We recommend continuing to invest in NSSHLA’s outreach efforts to increase diversity in the department and larger field. We also recommend that department and program leadership continue to strengthen communication networks at all levels, paying special attention to communication around situations where department members (students, faculty, and staff) might feel particularly vulnerable or concerned.

(2) We recommend that CSD continue their efforts in developing high quality advising for their undergraduate program. Further developing strong communication channels to their majors through as many means as possible (please check that the online undergraduate tool is working) will help address some of the concerns raised by undergraduate students. Something not mentioned earlier that could be considered would be to develop 'pre-advising' for potential future CSD students. Strengthening support and partnership with the local NSSLHA chapter will help disseminate information to all of the undergraduate students. The NSSLHA chapter mentioned that they could use help in building bridges with other prehealth clubs such at PT and OT.

(2) We recommend that CSD review the 3-day graduate student orientation to see whether it could be less overwhelming.

(3) We recommend that the College, Graduate School, and Campus consider whether CSD could submit required annual re-accreditation documents in place of the current assessment activity requirements. This would improve efficiency, reduce redundancy, and diminish the paperwork burden for CSD.

(4) We recommend that CSD meet with Graduate School representatives to discuss methods to achieve CSD's goal of increased retention of targeted groups and URM students in their programs.

(5) We recommend that the College (and possibly Campus) invest more resources to increase teaching staff and faculty (including clinical) in CSD. This investment will address increasing enrollments while maintaining high quality individualized training, will help address the state-(and nation-)wide shortage of all of the different types of CSD degrees (MS-SLP, AuD, and PhD), and will provide a needed robustness to CSD. Many of the weaknesses listed in the previous section will be remedied with this investment and it will support the recommendation below in (6).
(6) We recommend that the process of establishing a UW-Madison only AuD program commence as soon as possible. This will require ending the consortium AuD program between UW-Madison and UW-Stevens Point. It is important to note that the UW-Madison L&S Academic Planning Council 2011 report stated that the advantages for separating the programs were primarily administrative and that the changes would likely affect only administrative offices not students and faculty. This is no longer the case. Students are directly affected by the joint program’s challenges. The establishment of a new AuD program here at UW-Madison will require some investment from the College (and possibly Campus) because of accreditation requirements. But, this investment will ensure the best AuD program possible in the state of Wisconsin and will directly serve the citizens of Wisconsin in the spirit of the Wisconsin Idea. This will also directly address all of the weaknesses identified in the AuD program in the previous section.

(7) We strongly recommend that the College (and possibly Campus) actively raise the priority of new construction to house the Department of Communication Sciences and Disorders. The present physical plant supporting CSD is completely inadequate and is detrimental to all programs of study, the operation of the clinic, and the pursuit of research. Acting on this item will eliminate the weaknesses related to the physical plant identified in the previous section.
Dear Elaine,
As a follow up I conferred with CSD faculty and we’re happy with the report going forward to APC
Thanks so much
Ruth

Ruth Litovsky
Madison Wisconsin USA

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Ruth Litovsky, PhD
Dear Ruth,

I hope this finds you well!

Gloria and I received today the report of the committee convened to review the academic programs in CSD (above and beyond the focused report L&S just completed, for the post-baccalaureate capstone certificate). I’m sharing it with you with an invitation to correct any errors of fact that may have crept into the committee’s report, so we can include those (brief) corrections with the materials the APC will review.

I’d like to get this in the queue for APC discussion no later than March, so if you need a few weeks to do this, you may have them. Shall I look for a response from you by February 24 or so?

Thanks!

Elaine

Elaine M. Klein
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Please note that there are two “Elaine Kleins” on campus; are you sending your messages to the right one?