Graduate Faculty Executive Committee
1:30 p.m. – 3:30 p.m., WebEx
May 8, 2020

Due to the COVID-19 crisis, the May GFEC meeting will be held online via Webex.
To access the meeting:
https://uwmadison.webex.com/uwmadison/j.php?MTID=m0a04d48d8b77aa22bad50ce48540b289
Meeting number (access code): 625 730 651
Meeting password: kMkxmYUZ232 (56596989 from phones)
Join by phone: +1-415-655-0001 US Toll

AGENDA

Automatic Consent

1. (1:30 pm) Automatic consent approvals
   a. Minutes from April 10th, 2020

Approvals

2. (1:35) Request to change Master of Arts in Art from admitting to non-admitting effective Fall 2020 (Douglas Rosenberg)
3. (1:37) Request to discontinue Named Option “Controls” in the Master of Science in Mechanical Engineering effective Fall 2021 (Douglas Reindl)
4. (1:40) Request to approve new Named Option “Learning Analytics” in the Master of Science in Educational Psychology effective Summer 2021. (Julia Rutledge, Jim Wollack)
5. (1:50) Request to approve new Named Option “Professional MBA” in the Master of Business Administration: General Management effective Fall 2021 (Enno Siemsen)
6. (2:00) Request to approve new Named Option “Aerospace Engineering” in the Master of Science in Engineering Mechanics effective Fall 2021 (Carl Sovinec, Paul Wilson)
7. (2:10) Request to approve new Degree Master of Science in Financial Economics effective Fall 2021 (Ananth Seshadri)
8. (2:20) Request to approve new Degree Educational Specialist (EdS) in School Psychology effective Summer 2021 (Katie Eklund)
9. (2:30) Request to approve five new Named Options in the Doctor of Nursing Practice that have been historically been offered as informal tracks effective Fall 2020: (Danny Willis, Pam McGranahan)
   - Adult/Gerontology Acute Care Nurse Practitioner
   - Adult/Gerontology Clinical Nurse Specialist
   - Adult/Gerontology Primary Care Nurse Practitioner
   - Pediatric Primary Care Nurse Practitioner
   - Psychiatric Mental Health Nurse Practitioner

Office of the Dean
217 Bascom Hall 500 Lincoln Drive Madison, WI 53706-1380 grad.wisc.edu
Email: GraduateSchoolDean@grad.wisc.edu; Phone: (608) 263-1353; Fax: (608) 265-9505
10. (2:35) Request to approve new Named Option “Population Health Nursing” in the Doctor of Nursing Practice effective Fall 2021 (Danny Willis, Pam McGranahan)

11. (2:45) Request to approve new Named Option “Systems Leadership and Innovation” in the Doctor of Nursing Practice effective Fall 2021 (Danny Willis, Pam McGranahan)

Program Review

12. (2:55) Capstone Certificate in Computer Sciences (Shannon Stahl)


Approval

14. (3:25) Request to change name of Certificate and Doctoral Minor in Transdisciplinary Study of Visual Cultures to Visual Cultures effective Fall 2020 (Paola Hernandez)
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 March 13, 2020
   b. One-year extension of active Graduate Faculty status for Geoscience Emeritus Professor John Valley.

**Approvals:**

2. Dean Karpus introduced Professor Kristin Eschenfelder who presented a request to approve a new Degree Master of Science in Information effective Fall 2021. Online program complements existing professional degrees in the information School and provides access to a wider group of students. Eschenfelder responded to questions regarding admissions.

   **Motion:** Moved and seconded to approve a new Degree, Master of Science in Information effective Fall 2021. The motion passed unanimously.

3. Dean Karpus introduced Professor Kristin Eschenfelder who presented a request to approve new Named Option “Online Program” in the Master of Science in Information effective Fall 2021. Allows students to select the program that works best for them.

   **Motion:** Moved and seconded to approve new Named Option “Online Program” in the Master of Science in Information effective Fall 2021. The motion passed unanimously.

4. Dean Karpus introduced Professor Kristin Eschenfelder who presented a request to new Named Option “Campus Program” in the Master of Science in Information effective Fall 2021. Allows students to select the program that works best for them.
Motion: Moved and seconded to approve new Named Option “Campus Program” in the Master of Science in Information effective Fall 2021. The motion passed unanimously.

5. Dean Karpus introduced Associate Dean Elaine Klein who presented a request to change Master of Arts in Physics from admitting to non-admitting effective Fall 2020. This change creates alignment with current practice

Motion: Moved and seconded to change Master of Arts in Physics from admitting to non-admitting effective Fall 2020. The motion passed unanimously.

6. Dean Karpus introduced Associate Professor Michelle Chui, who presented a request to change Master of Science in Health Services Research in Pharmacy from admitting to non-admitting effective Fall 2020. The change will reduce confusion and better align with the other school research-based programs.

Motion: Moved and seconded to change Master of Science in Health Services Research in Pharmacy from admitting to non-admitting effective Fall 2020. The motion passed unanimously, with one technical abstention.

7. Dean Karpus introduced Clinical Professor Sharon Gartland, who presented a request to approve new Named Option “Entry Level” in the Doctor of Occupational Therapy effective Summer 2021. This moves program into alignment with the profession, and peer institutions. Gartland responded to questions regarding admissions and a blended program.

Motion: Moved and seconded to approve new Named Option “Entry Level” in the Doctor of Occupational Therapy effective Summer 2021. The motion passed unanimously.

8. Dean Karpus introduced Clinical Professor Sharon Gartland, who presented a request to approve new Named Option “Post-Professional” in the Doctor of Occupational Therapy effective Summer 2021. This moves program into alignment with the profession, and peer institutions.

Motion: Moved and seconded to approve new Named Option “Post-Professional” in the Doctor of Occupational Therapy effective Summer 2021. The motion passed unanimously.

9. Dean Karpus introduced Associate Professor Christina Remucal, who presented a request to approve new Named Option “Professional” in the Master of Science in Civil and Environmental Engineering effective Fall 2021. Consolidates numerous named options into a single master’s program with various tracks. This is consistent with peer institution programs and makes it easier to administer and advise students.

Motion: Moved and seconded to approve new Named Option “Professional” in the Master of Science in Civil and Environmental Engineering effective Fall 2021. The motion passed unanimously.

10. Dean Karpus introduced Associate Professor Christina Remucal, who presented a 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. This action is needed to transition to a single master's program.

a. Construction Engineering and Management
b. Environmental Science and Engineering
c. Geological/Geotechnical Engineering
d. Structural Engineering
e. Transportation Engineering
f. Water Resources Engineering

Motion: Moved and seconded 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. The motion passed unanimously.

11. Dean Karpus introduced Assistant Faculty Associate Andrea Strzelec, who presented a request to suspend admissions effective Fall 2020 and discontinue effective Fall 2021, the Capstone Certificate in Foundations of Professional Development. There has been little interest in the program over the past three years and no applications in the past year.

Motion: Moved and seconded to suspend admissions effective Fall 2020 and discontinue effective Fall 2021, the Capstone Certificate in Foundations of Professional Development. The motion passed unanimously.

12. Dean Karpus introduced Clinical Associate Professor Eric Buxton, who presented a request to approve new Capstone Certificate in Applied Drug Development effective Fall 2020. The capstone is targeted to students already employed but interested in exploring further study in the field. Courses completed in the capstone program can be applied to the master's degree program.

Motion: Moved and seconded to approve new Capstone Certificate in Applied Drug Development effective Fall 2020. The motion passed unanimously with one abstention.

13. Dean Karpus introduced Professor Kent Weigel, who presented a 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.

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

Motion: Moved and seconded to change the academic homes of the above programs to the Department of Animal and Dairy Sciences effective Fall 2020. The motion passed unanimously.
Program Review

14. GFEC member Associate Professor Christa Olson presented the Institutional 10-Year Program Review of the Communication Sciences and Disorders MS, PhD and Audiology AuD. Olson noted the strengths of the program include collegial climate, undergraduate advising, the strong reputation of the MS-SLP program, and very high student placement rate.

The review committee recommendations include investment in recruitment of a diverse population, enhanced communication through transition, ongoing review of new advising structure, simplification of graduate school orientation, and increasing clinical and academic faculty. GFEC members also discussed the review committee’s suggestion that the current consortium agreement with UW-Stevens Point may be a weakness of the program that impacts its viability. GFEC members noted the recommendation of L&S Dean’s office to further study the impact of not continuing the consortium agreement with UW-Stevens Point.

**Motion: Moved and seconded to accept the Institutional 10-Year Review of the Communication Sciences and Disorders MS, PhD and Audiology AuD. The motion passed unanimously.**

**Adjournment:**

Meeting adjourned by Dean William Karpus.
Program Change Request

Date Submitted: 03/05/20 10:43 am

Viewing: **MA 081EDU : Art**

Last approved: 04/26/19 12:22 pm

Last edit: 04/23/20 3:38 pm

Changes proposed by: martz2

**Catalog Pages Using**
this Program

[Art, M.A.](#)

**Approval Path**

1. 07/01/19 2:10 pm
   Julie Ganser (ganser): Approved for ART Dept. Approver

2. 07/01/19 3:32 pm
   Barbara Gerloff (bgerloff): Rollback to ART Dept. Approver for EDU School Admin Reviewer

3. 10/16/19 11:05 am
   Julie Ganser (ganser): Approved for ART Dept. Approver

4. 01/03/20 9:32 am
   Elizabeth Jach (ejach): Rollback to Initiator

5. 03/05/20 10:46 am
   Julie Ganser (ganser): Approved

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

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

https://next-guide.wisc.edu/courseleaf/approve/?role=RGE Division Approver
Proposal Abstract/Summary:

Regarding Non-Admitting Program:
The Art Department is requesting that the Art MA be changed to a non-admitting masters degree.

Regarding New Learning Outcomes:
This proposal also includes changes to the program's learning outcomes and program assessment plan. The department's curriculum committee unanimously approves the new learning outcomes which are more tenable for future program assessments.

3/18/2020 - Grievance policy added

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

Fall 2020 (1212) Preview
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: Art (ART) ART
School/College: School of Education

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

No

Is this in the Graduate School? Yes
Award: Master of Arts
SIS Code: MA 081EDU
SIS Description: Art MA
Transcript Title: Art
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>Department Chair</td>
<td>Rosenberg, Douglas</td>
<td><a href="mailto:drosenb1@wisc.edu">drosenb1@wisc.edu</a></td>
<td>608/262-3380</td>
<td></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Mitchell, Meg</td>
<td><a href="mailto:mmitchell2@wisc.edu">mmitchell2@wisc.edu</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Are all program reviews in the home academic unit up to date?  No
Please explain.
A portion of this program chance request is to update the programs' learning outcomes and assessment plan.

Are all assessment plans in the home academic unit up to date?  No
Please explain.
A portion of this program chance request is to update the programs' learning outcomes and assessment plan.

Are all assessment reports in the home academic unit up to date?  No
Please explain.
A portion of this program chance request is to update the programs' learning outcomes and assessment plan.

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

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

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

Will this program have outside accreditation?  Yes

Guide Accreditation tab

Accreditation

National Association of Schools of Art and Design

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?

Regarding Non-Admitting Program:
The Art Department is requesting that applications to the Master of Art in Art no longer be accepting or processed in the application system. We do not admit students directly to the MA program; this degree is only granted to students on their way to the MFA degree. It may also be conferred to students who have completed 30 credits of coursework (as is required of all master's programs).

Regarding New Learning Outcomes:
The department is also revamping the MA learning outcomes and assessment plan.

What evidence do you have that these changes will have the desired impact?

Regarding Non-Admitting Program:
This master's program is offered for work leading to the MFA. Students may not apply directly for the master's, and should instead see the admissions information for the MFA.

Regarding New Learning Outcomes:
The new learning outcomes are quantifiable and can clearly identify student learning success based on the content and goals of the program.

## 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.

School of Education Graduate Research Scholars
**Resources, Budget, and Finance**

Is this a revenue program?  
**No**

What is the tuition structure for this program?  
**Standard resident/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

For up-to-date application instructions, see Graduate Application on the art department website. To be admitted as a graduate student with full standing, an applicant must meet the minimum Graduate School requirements. The Graduate Record Exam (GRE) is not required for admission. Submit an online application through the UW-Madison Graduate School and pay the application fee. The application can be found at the UW-Madison Graduate School Application portal. It will take 24 hours for your Graduate School Electronic Application to process and appear in our system. This master’s program generally, the link to the SlideRoom application is offered for work leading to the MFA. Students may not apply directly for the master’s, and should instead see the admissions information for the MFA.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Deadline</strong></td>
<td><strong>January 6</strong></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>The program does not admit in the summer.</td>
</tr>
</tbody>
</table>
Summer Deadline

The program does not admit in the summer.

GRE (Graduate Record Examinations)

Not required.

English Proficiency Test

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

Other Test(s) (e.g., GMAT, MCAT)

n/a

Letters of Recommendation

3

Required

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.

Once you receive a confirmation e-mail, you will be able to register with SlideRoom, log in, and complete the Art Department’s supplemental application. You will be sent an email with a link to the MFA admissions application page (SlideRoom). After you register your account, you will apply to Program 1—Admissions.

Application NEW MFA APPLICANTS. The SlideRoom application will walk you through the process of uploading your portfolio, as well as applying for funding opportunities through the Art Department. The department offers a number of teaching assistantships, both classroom and support positions, along with scholarships to qualified applicants. You will also be asked to upload a portfolio of 20 images of your recent artwork. Your portfolio must be submitted through SlideRoom; mailed portfolios will not be reviewed. Applicants may upload images (.jpg, .gif, or .png), videos (.mov, .wmv, .flv), or PDF documents. For all technical assistance with SlideRoom, contact support@slideroom.com.

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

<table>
<thead>
<tr>
<th>Mode of Instruction Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evening/Weekend</strong>: 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.</td>
</tr>
<tr>
<td><strong>Online</strong>: 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.</td>
</tr>
<tr>
<td><strong>Hybrid</strong>: 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.</td>
</tr>
<tr>
<td><strong>Accelerated</strong>: 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.</td>
</tr>
</tbody>
</table>

CURRICULAR REQUIREMENTS

<table>
<thead>
<tr>
<th>University General Education Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirements</td>
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<tr>
<td>Minimum Credit</td>
</tr>
<tr>
<td>Requirement</td>
</tr>
<tr>
<td>Minimum Residence</td>
</tr>
<tr>
<td>Credit Requirement</td>
</tr>
</tbody>
</table>
Requirements | Detail
--- | ---
Minimum Graduate Coursework | Half of degree coursework (16 credits out of 32 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 | No other specific grade requirements.
Assessments and Examinations | At the end of the fourth semester, M.A. candidates will have an oral and written review of their creative work conducted by a committee of three tenure-track professors and an optional fourth, nonsigning member.
Language Requirements | No language requirements.

## Courses Required

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Art</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 700</td>
<td>Introduction to Graduate Studies in Art</td>
<td>3</td>
</tr>
<tr>
<td>ART 908</td>
<td>Seminar-Art</td>
<td>3</td>
</tr>
<tr>
<td>ART 508</td>
<td>Colloquium in Art</td>
<td>1</td>
</tr>
<tr>
<td>Art History (Students must take two Art History courses that are &gt;300 level)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Outside Academic Elective &gt;300 level (This course cannot be a studio course and must be taken outside of the Art Department)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>16 additional credits chosen in consultation with advisor</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>32</td>
<td></td>
</tr>
</tbody>
</table>

Total credits required: 32

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=RGE Division 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.
Major-Specific Policies

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

Prior Coursework

Graduate Work from Other Institutions
With program approval, students are allowed to count no more than 9 credits of graduate coursework from other institutions. Coursework earned five or more years prior to admission to a master's degree is not allowed to satisfy requirements.

UW–Madison Undergraduate
No credits from a UW–Madison undergraduate degree are allowed to count toward the degree.

UW–Madison University Special
With program approval, students are allowed to count no more than 9 credits of coursework numbered 300 or above taken as a UW–Madison University Special student. 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

All students are required to conduct a yearly progress report meeting with their major professor. Committee is formed by the end of the student's third semester for M.A. qualifiers in their fourth semester.

CREDITS PER TERM ALLOWED

15 credits per semester, 12 credits per semester, 13 with petition

Time Constraints

The M.A. show of creative work must be completed by the fourth semester of the candidate's studies.
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**

<table>
<thead>
<tr>
<th>Approved Shared Content from /shared/graduate-school-grievance-policy/</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Last Approved: Apr 14, 2020 3:18pm</strong></td>
</tr>
<tr>
<td>These resources may be helpful in addressing your concerns:</td>
</tr>
<tr>
<td>Bias or Hate Reporting</td>
</tr>
<tr>
<td>Graduate Assistantship Policies and Procedures</td>
</tr>
<tr>
<td>Hostile and Intimidating Behavior Policies and Procedures</td>
</tr>
<tr>
<td>Office of the Provost for Faculty and Staff Affairs</td>
</tr>
<tr>
<td>Dean of Students Office (for all students to seek grievance assistance and support)</td>
</tr>
<tr>
<td>Employee Assistance (for personal counseling and workplace consultation around communication and conflict involving graduate assistants and other employees, post-doctoral students, faculty and staff)</td>
</tr>
<tr>
<td>Employee Disability Resource Office (for qualified employees or applicants with disabilities to have equal employment opportunities)</td>
</tr>
<tr>
<td>Graduate School (for informal advice at any level of review and for official appeals of program/departmental or school/college grievance decisions)</td>
</tr>
<tr>
<td>Office of Compliance (for class harassment and discrimination, including sexual harassment and sexual violence)</td>
</tr>
<tr>
<td>Office of Student Conduct and Community Standards (for conflicts involving students)</td>
</tr>
<tr>
<td>Ombuds Office for Faculty and Staff (for employed graduate students and post-docs, as well as faculty and staff)</td>
</tr>
<tr>
<td>Title IX (for concerns about discrimination)</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Approved Shared Content from /shared/education-grievance-policy/</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Last Approved: Apr 14, 2020 3:06pm</strong></td>
</tr>
<tr>
<td>Any student who feels that he or she has been treated unfairly by a faculty or staff member has the right to complain about the treatment and to receive a prompt hearing of the grievance, following these grievance procedures. The complaint may concern course grades, classroom treatment, program admission, or other issues. To insure a prompt and fair hearing of any complaint, and to protect both the rights of the student and the person at whom the complaint is addressed, the procedures below are used in the School of Education.</td>
</tr>
<tr>
<td>The person whom the complaint is directed against must be an employee of the School of Education. Any student or potential student may use these procedures unless the complaint is covered by other campus rules or contracts. The following steps are available within the School of Education when a student has a grievance:</td>
</tr>
<tr>
<td>The student should first talk with the person against whom the grievance is directed. Most issues can be settled at this level. If the complaint is directed against a teaching assistant, and the student is not satisfied, the next step would be to talk to the TA's supervisor, who is usually the course professor. If the complaint is not resolved satisfactorily, the student may continue to step 2.</td>
</tr>
<tr>
<td>If the complaint does not involve an academic department, the procedure outlined in Step 4 below should be followed. If the complaint involves an academic department, the student should contact the chair of the department. The chair will attempt to resolve the problem informally. If this cannot be done to the student's...</td>
</tr>
</tbody>
</table>
In the three-year program of study, students may receive both M.A. and MFA degrees.

**Program Learning Outcomes and Assessment**

List the program learning outcomes.

<p>| Outcomes – enter one learning outcome per box. Use the green + to create additional boxes. |  |</p>
<table>
<thead>
<tr>
<th>Outcomes – enter one learning outcome per box. Use the green + to create additional boxes.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
</tr>
<tr>
<td><strong>2</strong></td>
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<td><strong>3</strong></td>
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<tr>
<td><strong>4</strong></td>
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<td><strong>12</strong></td>
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<td><strong>13</strong></td>
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<tr>
<td><strong>14</strong></td>
</tr>
<tr>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>
Outcomes – enter one learning outcome per box. Use the green + to create additional boxes.

- **16** (Teaching effectively) Teach a variety of courses within the Department of Art foundations program for undergraduate students.
- **17** Have the opportunity to apply for competitive positions as instructors of record for the following undergraduate courses in drawing, design, digital media and 20th-century art history and contemporary practices.
- **18** Be provided opportunities for mentorship in teaching methods.
- **19** Be provided opportunities for observation and shadowing full-time teaching faculty in the Department of Art.
- **20** Be provided with diverse training that will prepare them for a range of flexible and sustainable careers (e.g., academia, industry, community engagement, museum and gallery support services, art commerce and outreach at all levels).
- **21** Develop broadly applicable skills in critical thinking and problem solving.
- **22** Be provided with opportunities for leadership, art project management, and teamwork through collaboration, communication skills, and collaborations with academic and nonacademic partners.

Summarize the assessment plan.

**Learning Outcome 1:** To determine competency the program will assess student learning through Art 908 Art Seminar on a three-year rotation. Success will be determined by successful completion of the course and a grade of no less than AB.

**Learning Outcome 2:** To determine competency the program will assess student learning determined by appropriate sampling of oral and written examinations on a two-year rotation. Successful completion implies mastery of the learning outcome by the approval of the student’s graduate committee.

Approved Assessment Plan: [MA Art Assessment Plan.docx](https://next-guide.wisc.edu/courseleaf/approve/?role=RGE%20Division%20Approver)

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:

Admissions Table Memo 2019-04-08 Graduate School Approval.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:
The decision to approve the MA as non-admiting was approved at the 9/18/19 meeting of the art department. The other changes to not merit departmental vote.

Entered by: Elizabeth Jach
Date entered: 4/3/20

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:
The decision to approve the MA as non-admitting was approved at the 9/25/19 meeting of the SoE Academic Planning Council. The other changes constitute administrative clean-up.

Entered by and date: Elizabeth Jach
Date entered: 4/3/20

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: /graduate/art/art-ma/

Effective date:

Career: Graduate

SIS Program Code: G081

SIS Short Description: Art

Other plan codes associated with this program:

Diploma Text: Master of Arts
<table>
<thead>
<tr>
<th>Diploma Text 2</th>
<th>ART</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree</td>
<td>383</td>
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<tr>
<td>Field of Study</td>
<td>Arts and Humanities</td>
</tr>
<tr>
<td>Program Length</td>
<td>2</td>
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<tr>
<td>National Student Clearing House Classification</td>
<td>Masters</td>
</tr>
<tr>
<td>Plan Group</td>
<td>081</td>
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<td>Educational Level</td>
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<td>Award Category</td>
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<tr>
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<td>Master's</td>
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<td>50.0701 - Art/Art Studies, General.</td>
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<tr>
<td>STEMOPC</td>
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<td>UWSTEM</td>
<td></td>
</tr>
<tr>
<td>HEALTH</td>
<td></td>
</tr>
<tr>
<td>Educational Innovation Program</td>
<td></td>
</tr>
<tr>
<td>Distance Education Program</td>
<td></td>
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<td>Non Traditional Program</td>
<td></td>
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<tr>
<td>Special Plan Type</td>
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<tr>
<td>Added to UW</td>
<td>Yes</td>
</tr>
<tr>
<td>System Crosswalk</td>
<td></td>
</tr>
</tbody>
</table>

Reviewer Comments:

**Barbara Gerloff (bgerloff) (07/01/19 3:32 pm):** Rollback: Rolled back at the request of Julie Ganser.

**Elizabeth Jach (ejach) (01/03/20 9:32 am):** Rollback: Per email 1/3/20

**Regina Lowery (lowery3) (04/07/20 12:20 pm):** Learning outcomes: Format accepted.

**Regina Lowery (lowery3) (04/07/20 12:21 pm):** Assessment plan: Accepted.
Regina Lowery (lowery3) (04/07/20 12:22 pm): Assessment reporting: Explanation accepted.
Not up to date.
Program Change Request

Date Submitted: 03/02/20 9:33 am

**Viewing:** CONTROLS : Controls

Parent Plan: MAJ: Mechanical Engineering MS

Last approved: 05/13/19 12:22 pm

Last edit: 03/27/20 12:53 pm

Changes proposed by: dreindl

Catalog Pages Using this Program

- Mechanical Engineering: Controls, M.S.

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

**Name**

Sara Hagen - EGR

Proposal Abstract/Summary:

- remove ME 435 (deactivated) and discontinue program Summer 2021
- 3/18/2020 - Grievance policy added

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

- Fall 2020 (1212) Preview

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

- No

**Basic Information**

Program State: Discontinued

Type of Program: Named Option

Parent Program: MAJ: Mechanical Engineering MS

Parent Audience: Graduate or professional

Parent Home: Mechanical Engineering (MECH EGR)

Department: College of Engineering

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

Parent is in the Graduate School: Yes

School:

SIS Code: CONTROLS

SIS Description: Controls

Transcript Title: Controls

Named Options:
- 643MSACCPR: Accelerated Program
- 643MSMDSIM: Modeling and Simulation in M E
- AE: Automotive Engineering
- CONTROLS: Controls
- 643MSRSRCH: Research

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

**Suspension and Discontinuation**

What is the last term that a student could declare this program? Fall 2018 (1192)

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?
Admissions to the program have been suspended since the fall of 2018. All marketing and communications for the program have ceased since the Spring of 2018.

Explain the precipitating circumstances or rationale for the proposal.
Diminished enrollment.

What is the potential impact on enrolled students?
Three students are enrolled in the program and a teach out plan has been developed to facilitate their program completion.

What is the potential impact on faculty and staff?
None. There was a loss of one key faculty member for this program and no additional faculty members have had the bandwidth to take on another program. There has also been some attrition to academic staff that manage the program and existing academic staff members have already transitioned their efforts to support current online graduate degree programs. There will be no reductions in staffing as a result of this program change.

Explain and provide evidence of efforts made to confer with and to notify faculty and staff.
Communicate by email with follow-up phone consultation as-required.

Explain and provide evidence of efforts made to confer with and to notify current students.
Notification via email with follow-up phone consultation as-required.

Explain and provide evidence of efforts made to confer with and to notify alumni and other stakeholders.
An effort was made in spring of 2018 when admission to the program was suspended. Subsequently, we have not received feedback or concern regarding discontinuation of the program.

Teach-out plan - How will program quality be maintained during the suspended period or the teach-out period for discontinued programs?
Involved faculty are committed to research advising for the remaining students in the program. One remaining student needs to take a graduate-level course that will next be offered in the Fall 2020 semester.

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

Two of the remaining three students in the program are on track to complete all program requirements by the end of the Spring 2020 semester. The third student will take his final course (ME 459) in the Fall of 2020 and complete his research no later than the Spring of 2021. Faculty advising and full student services support will be maintained.

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 no

No students are in the admissions pipeline as admission to this program was paused in the spring of 2018.
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?

Not applicable

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

Conservatively, all remaining students will complete their studies by spring of 2021.

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

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Ghandhi, Jaal</td>
<td><a href="mailto:jghandhi@wisc.edu">jghandhi@wisc.edu</a></td>
<td>608/263-1684</td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Reindl, Douglas</td>
<td><a href="mailto:dreindl@wisc.edu">dreindl@wisc.edu</a></td>
<td>608/262-6381</td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Reindl, Douglas</td>
<td><a href="mailto:dreindl@wisc.edu">dreindl@wisc.edu</a></td>
<td>608/262-6381</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>
</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>Mechanical Engineering (MECH EGR)</td>
</tr>
</tbody>
</table>

Are all program reviews in the home academic unit up to date? Yes
Are all assessment plans in the home academic unit up to date? Yes
Are all assessment reports in the home academic unit up to date? Yes
Mode of Delivery: 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
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? Less than 30% of the curriculum will change

Parent Plan Admissions/How To Get In Requirements

Students apply to the M.S. in Mechanical Engineering through one of the named options:
M.S. Mechanical Engineering: Research
M.S. Mechanical Engineering: Accelerated Program
M.S. Mechanical Engineering: Automotive Engineering
M.S. Mechanical Engineering: Modeling and Simulation in Mechanical Engineering
Students with a strong background in mechanical engineering or a related field with interest in furthering their education in mechanical engineering are encouraged to apply.

**APPLICATION DEADLINE: JUNE 1**

Applications are accepted for admission during the fall semester.

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, see 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**. 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.

**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>Requirement</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>30 credits</td>
</tr>
<tr>
<td>Residence Credit Requirement</td>
<td>See Named Option for policy information.</td>
</tr>
<tr>
<td>Minimum Graduate Coursework Requirement</td>
<td>Half of degree coursework (15 out of 30 total credits) must be in graduate-level coursework; courses with the Graduate Level Course 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>See Named Option for policy information.</td>
</tr>
<tr>
<td>Assessments and Examinations</td>
<td>See Named Option for policy information.</td>
</tr>
<tr>
<td>Language Requirements</td>
<td>No language requirements.</td>
</tr>
</tbody>
</table>

**Required Courses**

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

**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.
Mechanical Engineering: Accelerated Program, M.S.

Mechanical Engineering: Automotive Engineering, M.S.

Mechanical Engineering: Controls, M.S.

Mechanical Engineering: Modeling and Simulation in Mechanical Engineering, M.S.

Mechanical Engineering: Research, M.S.

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 Definitions

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

CURRICULAR REQUIREMENTS

University General Education Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Detail</th>
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</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>30 credits</td>
</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>18 credits</td>
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<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 Grad 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>Students must earn a C or above in all coursework.</td>
</tr>
<tr>
<td>Assessments and Examinations</td>
<td>None.</td>
</tr>
<tr>
<td>Language Requirements</td>
<td>No language requirements.</td>
</tr>
</tbody>
</table>

Required COURSES

A minimum of 24 formal course credits (minimum of 15 formal course credits in Mechanical Engineering taken at UW–Madison), one of these courses must be numbered 7 credits of independent study (ME 699). Remaining credits can be formal course credits or independent study.

Course List

Students are required to take the following course:

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
Students are required to take the following course:

M E/C E 577  
Automatic Controls Laboratory

Students are required to take 9 credits (3 courses) from the following ME courses:

- M E 446  
  Automatic Controls
- M E 447  
  Computer Control of Machines and Processes
- M E 601  
  Special Topics in Mechanical Engineering
- M E/C E 739  
  Advanced Robotics
- M E 746  
  Dynamics of Controlled Systems
- M E 747  
  Advanced Computer Control of Machines and Processes

Courses Numbered 400 and above in M E which count toward course, independent study, research credit requirements:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>M E/B M E 415</td>
<td>Biomechanics of Human Movement</td>
</tr>
<tr>
<td>M E 417</td>
<td>Transport Phenomena in Polymer Processing</td>
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<tr>
<td>M E 418</td>
<td>Engineering Design with Polymers</td>
</tr>
<tr>
<td>M E 419</td>
<td>Fundamentals of Injection Molding</td>
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<tr>
<td>M E 420</td>
<td>Introduction to Polymer Composites Processing</td>
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<tr>
<td>M E/STAT 424</td>
<td>Statistical Experimental Design</td>
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<td>M E/CBE/CHEM/E M A 425</td>
<td>Undergraduate Rheology Seminar</td>
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<td>M E 429</td>
<td>Metal Cutting</td>
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<td>Course M E 435 Not Found</td>
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<td>M E 437</td>
<td>Advanced Materials Selection</td>
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<td>M E/C E 439</td>
<td>Introduction to Robotics</td>
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<td>M E 440</td>
<td>Intermediate Vibrations</td>
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<tr>
<td>M E/BSE/FOOD SCI 441</td>
<td>Rheology of Foods and Biomaterials</td>
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<td>M E 444</td>
<td>Design Problems in Elasticity</td>
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<tr>
<td>M E 445</td>
<td>Mechatronics in Control &amp; Product Realization</td>
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<tr>
<td>M E 446</td>
<td>Automatic Controls</td>
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<tr>
<td>M E 447</td>
<td>Computer Control of Machines and Processes</td>
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<tr>
<td>M E 448</td>
<td>Mechanical Systems Analysis</td>
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<tr>
<td>M E 449</td>
<td>Redesign and Prototype Fabrication</td>
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<tr>
<td>M E 450</td>
<td>Design and Dynamics of Vehicles</td>
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<td>M E 451</td>
<td>Kinematics and Dynamics of Machine Systems</td>
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<tr>
<td>M E 460</td>
<td>Applied Thermal / Structural Finite Element Analysis</td>
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<tr>
<td>M E 461</td>
<td>Thermal Systems Modeling</td>
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<tr>
<td>M E/M S &amp; E 462</td>
<td>Welding Metallurgy</td>
</tr>
<tr>
<td>M E 466</td>
<td>Air Pollution Effects, Measurements and Control</td>
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<tr>
<td>M E 469</td>
<td>Internal Combustion Engines</td>
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<tr>
<td>M E/BSE 475</td>
<td>Engineering Principles of Agricultural Machinery</td>
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<tr>
<td>M E/BSE 476</td>
<td>Engineering Principles of Off-Road Vehicles</td>
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<tr>
<td>M E 489</td>
<td>Honors in Research</td>
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<tr>
<td>M E 491</td>
<td>Mechanical Engineering Projects I</td>
</tr>
<tr>
<td>M E 492</td>
<td>Mechanical Engineering Projects II</td>
</tr>
<tr>
<td>M E/CIV ENGR/E M A 508</td>
<td>Composite Materials</td>
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<tr>
<td>M E/I SY E 510</td>
<td>Facilities Planning</td>
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<tr>
<td>M E/I SY E 512</td>
<td>Inspection, Quality Control and Reliability</td>
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<tr>
<td>M E/I SY E 513</td>
<td>Analysis of Capital Investments</td>
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<tr>
<td>M E 514</td>
<td>Additive Manufacturing</td>
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<tr>
<td>M E/N E 520</td>
<td>Two-Phase Flow and Heat Transfer</td>
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<tr>
<td>M E/CBE 525</td>
<td>Macromolecular Hydrodynamics</td>
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<td>M/E/COMP SCI/E C E 532</td>
<td>Matrix Methods in Machine Learning</td>
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<td>M E 535</td>
<td>Computer-Aided Geometric Design</td>
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<tr>
<td>M E/COMP SCI/E C E 539</td>
<td>Introduction to Artificial Neural Networks</td>
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<td>M/E E M A 540</td>
<td>Experimental Vibration and Dynamic System Analysis</td>
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<tr>
<td>M E 545</td>
<td>Fluid Power</td>
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<td>M E 549</td>
<td>Product Design</td>
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<td>M E/COMP SCI/I SY E 558</td>
<td>Introduction to Computational Geometry</td>
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<td>M E 563</td>
<td>Intermediate Thermodynamics</td>
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<td>M E 564</td>
<td>Intermediate Fluid Dynamics</td>
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<td>M E/N E 565</td>
<td>Heat Transfer</td>
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<td>M/E E P 566</td>
<td>Power Plant Technology</td>
</tr>
<tr>
<td>M E/COMP SCI/I SY E 558</td>
<td>Cryogenics</td>
</tr>
</tbody>
</table>
Total credits required:

Parent Plan Graduate Policies

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

M.S. Mechanical Engineering: Research
M.S. Mechanical Engineering: Accelerated Program
M.S. Mechanical Engineering: Automotive Engineering
M.S. Mechanical Engineering: Modeling and Simulation in Mechanical Engineering

Guide Graduate Policies tab

Named Option-Specific Policies Graduate Program Handbook The Graduate Program Handbook

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

7/7
Program Change Request

New Program Proposal

Date Submitted: 03/19/20 1:31 pm

Viewing: Learning Analytics

Parent Plan: MAJ: Educational Psychology MS

Last edit: 05/06/20 6:18 am

Changes proposed by: ejach

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

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

Approval Path

1. 03/19/20 4:05 pm
   James Wollack (jwollack): Approved for ED PSYCH Dept. Approver

2. 04/15/20 11:20 am
   Elizabeth Jach (ejach): Approved for EDU School Admin Reviewer

3. 04/15/20 11:24 am
   Elizabeth Jach (ejach): Approved for EDU School Approver

4. 04/23/20 2:24 pm
   Karen Mittelstadt (mittelstadt): Approved for APIR Admin
Proposal Abstract/Summary:

The world of education produces vast amounts of data that impacts teaching, learning, and policy. This named option is intended to help students break down this "big data" into dynamic analyses that will help guide decisions and improvements in education. Coursework equips students with the foundational knowledge and skills necessary to successfully navigate the educational data mining landscape: a focus on both quantitative and qualitative courses provides balance and trains students to make calculated analyses and have meaningful conversations. Students will learn the theoretical perspectives on learning, cognition, and ethical decision-making, as well as practice applying and adapting analytic methodologies and tools. This 2-year program includes a capstone project that partners students with an educational organization, providing the opportunity to practice and present real-world data.

Graduates will be prepared to enter jobs working both within the education sector, such as independent education research organizations, education think-tanks and start-ups, textbook publishers, and education non-profits, and individual schools, districts, and state-level departments of education, as well as fields external to public education, such as online program management, international development organizations, the Department of Defense, corporate training, and assessment organizations.

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### Basic Information

<table>
<thead>
<tr>
<th>Type of Program:</th>
<th>Named Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Program:</td>
<td>MAJ: Educational Psychology MS</td>
</tr>
<tr>
<td>Parent Audience:</td>
<td>Graduate or professional</td>
</tr>
<tr>
<td>Parent Home Department:</td>
<td>Educational Psychology (ED PSYCH)</td>
</tr>
<tr>
<td>Parent School/College:</td>
<td>School of Education</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

Parent is in the Graduate School: Yes

SIS Code:
SIS Description:

Transcript Title: Learning Analytics

Named Options:
- PROF ED: Professional Educator (MSPE)
- 283MSESSP: Edu Specialist in School Psych
- 283MSRSRCH: Research
- Sub Plan 1152: No Title Found

Does the parent program offer this as an additional major as well? 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>Wollack, James</td>
<td><a href="mailto:jwollack@wisc.edu">jwollack@wisc.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Shaffer, David</td>
<td><a href="mailto:davidshaffer@wisc.edu">davidshaffer@wisc.edu</a></td>
<td>608/890-3443</td>
<td>Curriculum Advisor</td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Rutledge, Julia</td>
<td><a href="mailto:jrutledge@wisc.edu">jrutledge@wisc.edu</a></td>
<td>414/227-3220</td>
<td>Program Developer</td>
</tr>
<tr>
<td>Primary Dean's Office</td>
<td>Kelley, Carolyn</td>
<td><a href="mailto:ckelley@wisc.edu">ckelley@wisc.edu</a></td>
<td>608/263-5733</td>
<td></td>
</tr>
<tr>
<td>Contact</td>
<td></td>
<td></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>Statistics (STATISTICS)</td>
</tr>
<tr>
<td>Computer Sciences (COMP SCI)</td>
</tr>
<tr>
<td>Psychology (PSYCH)</td>
</tr>
<tr>
<td>School of Business (BUSINESS)</td>
</tr>
<tr>
<td>Information School (I SCHOOL)</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 required for the degree.

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

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

Parent has outside accreditation: No

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

First term of student enrollment: Summer 2021 (1216)

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>Summer</td>
<td>04/30</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.

Full development of course content will begin Summer 2020, including the filming of weekly lecture videos. Between 1 and 2 courses will be filmed each semester at least 9 months in advance of being offered in order to allow time for creative production steps. Marketing plans will be created and queued for implementation as soon as the governance process approves the plan.

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

This new named option in Learning Analytics (MLA) program is a direct reflection of the department's unique balance and skill in both quantitative and qualitative methods. The faculty have a strong background in learning analytics practices and this new program provides an opportunity to channel that into a targeted specialization. Other named options within the major, the M.S. named option in Professional Educator (MSPE) and the Educational Specialist in School Psychology, complement the MLA program to expand the network of prospective students who are interested in pursuing a graduate degree in educational psychology. MSPE targets current working teachers, and the Educational Specialist targets future school psychologists. MLA targets students interested in analyzing learning, from the classroom level to the institutional level, who aspire to be future instructional designers, district or state-level analysts, educational assessment nonprofits, educational technology, etc.

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

The Department of Educational Psychology at UW-Madison is a leader in its field and on the forefront of new innovations and practices. Learning analytics is a growing domain that is garnering attention and resources at all levels of education (school, district, colleges and universities, state and federal Departments of Education), learning technologies and publishers, etc. And while the practice of learning analytics is getting widespread, the number of institutions offering training in learning analytics is still small. There is a niche, especially in the Midwest region, that can be filled by the leader in the field. Further, the specializations of the Department of Educational Psychology faculty directly transfer to a named option in Learning Analytics. Their expertise has already been established and the program will corral the department's strengths into a timely and strategic named option in Learning Analytics program.

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

This program caters to new audiences not served by the department’s current programming. Current masters students will most likely remain within their current program and not transfer into this new 131 program. However, it is a program into which UW-Madison undergraduates can transition and a program for which there is growing interest. The established enrollment goals are reasonable, and all courses are designed to be scalable, should there be a higher number of qualified applicants.
What is the market, workforce, and industry need for this program? Provide evidence.

The Division of Continuing Studies performed a labor analysis in summer 2019 and determined that there is indeed a strong need for this program. From their report:

Bachelor’s degrees are most commonly required for entry into jobs that are looking for candidates that have studied Learning Analytics. However, there are four times as many jobs than average looking for candidates with a master’s degree, making this a good fit for a graduate program. Of the jobs that specify they are interested in candidates with a master’s degree, most expect those candidates to have 0-5 years of experience. With the biggest buckets of job postings looking for 0-2 (33%) or 3-5 (48%) years of experience, a Learning Analytics master’s program would be poised to accept the early professional audience. There are 20 times more job postings if instructional design skills are added to the search and the program ranks much more favorably among the existing portfolio of analytics and education programs. The most common occupations looking for candidates that match the report filter are all expected to grow about 10%. Jobs posted in 2017: 1,733. Jobs posted in 2018: 2,950.

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

The number of careers in data analytics is growing, and there are a plethora of institutions offering degrees that focus in business analytics. Careers in data analytics applied to learning and education are increasing, and there are only a small number of universities offering graduate programs to support this growth. As of 2019, only Georgetown and Columbia Universities offer an in-person, and Northeastern and American Universities offer an online, masters degree in learning analytics. and Brandeis, Northcentral, and University of North Dakota offer some sort of online certificate in learning analytics. There is a clear need for the program and a clear niche in the Midwest.

There are offerings at UW-Madison related to analytics, but outside the education domain. For example, the School of Business offers an MS in Business Analytics; the College of Engineering offers an online Masters in Engineering Data Analytics; the iSchool offers a capstone certificate in Analytics for Decision Making; MBA in Marketing Analytics and Insight. No current offering addresses analytics in education.

### Faculty and Staff Resources

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

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
<th>Department</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shaffer, David</td>
<td>Educational Psychology (ED PSYCH)</td>
<td>Professor</td>
</tr>
<tr>
<td>Rau, Martina</td>
<td>Educational Psychology (ED PSYCH)</td>
<td>Associate Professor</td>
</tr>
</tbody>
</table>
Confirm that the program advisor(s) or coordinator(s) have been consulted and reviewed this proposal. Yes

What resources are available to support faculty, staff, labs, equipment, etc.? The Educational Psychology Department is committed to supporting faculty and staff with the appropriate time and tools needed. The department's Graduate Student Services Coordinator, Department Administrator, and Technical Support Specialist all have appointment percentages with the program and will be in touch with both faculty and students. The program's director will be the point of contact for students, faculty, instructors, and TAs. Because this is an online program, there will be instructional design support from DoIT AT throughout course development and program implementation.

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>Lienau, Barbara</td>
<td>Educational Psychology (ED PSYCH)</td>
<td>Graduate Student Services Coordinator</td>
</tr>
<tr>
<td>Rutledge, Julia</td>
<td>Educational Psychology (ED PSYCH)</td>
<td>Director</td>
</tr>
</tbody>
</table>

Describe how student services and advising will be supported.

The department's Graduate Student Services Coordinator is on staff to support students throughout the application and enrollment process. The program's director will work with students and be their touch point as they navigate through the curriculum. Formal faculty advisors will not be assigned, but students will be encouraged to discuss career planning, concerns, etc. with the program's director who may connect them to other staff or faculty, when appropriate.

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?

The School of Education typically charges $800-1,000 per credit for online programs. This program is in line with the limited number of other competitive programs; the closest competitor, American University, offers a 30-credit online MS in Instructional Design and Learning Analytics and charges $1,345 credit. The two in-person masters in learning analytics programs at Columbia University (32 credits) and Georgetown University (30 credits) charge $1,700 and $2,200 per credit, respectively. The two online graduate certificate programs at Brandeis University (15 credits) and Northeastern University (16 credits) charge $1179 and $600 per credit, respectively.

Will segregated fees be charged?

No

If segregated fees will not be charged, please explain.

This is an online program that will not utilize services supported by segregated fees.

Provide a summary business plan.

The named option in Learning Analytics will have a tuition rate of $1000/credit, for a total of 30 credits per student. The program selected $1000/credit based on market analysis of peer institutions and expected program costs and revenue (see attached Online Tuition Request Form for a detailed explanation and competitive analysis).

The program projects long-term enrollment beginning at 15 students per cohort and increasing to over 50 students per cohort by year 8. As enrollment targets are met, projected revenue will be over $1 million annually after year 6.

The costs for this program are primarily for 1. course development (includes faculty and media production) 2. instructional staff (includes academic staff, external lecturers, and teaching assistants) 3. director role (full time) 4. administrative support of marketing and student advising. All instruction for this new named option will be funded through 131 funds. Research faculty will be paid for their MLA teaching through 131 funds but will otherwise be funded as previously through 101 funds.

All surplus revenue will initially be used to support new faculty lines, student scholarships, and professional development (see attached budget worksheet for how the department plans to invest the margin). The Educational Psychology Department Chair James Wollack and Administrator Jennifer Krug will manage funds and support budget planning and projections with support from the program’s Director Julia Rutledge.
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 spreadsheet. The budget spreadsheet demonstrates program support through Julia Rutledge serving as full-time Program Director. The planning document reflects a commitment of the department to designing the program with sufficient student support. In the event of enrollment increases, TAs would have to be added for managing higher enrollment in courses and additional program support would also be added via staffing.

What is the marketing plan?

Because this is a fully online named option for a worldwide industry, there is opportunity for a global audience. Targeted social media advertising will be paramount, as will Google Pay-Per-Click advertisements. This named option can also take advantage of Google Search ads (in-person programs normally do not). Key words will be determined with the support of the DCS labor analysis and deeper industry investigations into strategic terms. The marketing plan will also include utilizing search engine optimization (SEO) on a variety of web pages, capturing key word terms that will bring people to the program’s pages.

Further, the plan includes pinpointing professional organizations and obtaining member lists for targeted email blasting, as well as having a physical presence at strategic conferences. There are a small number of conferences applicable to this named option, specifically the Learning Analytics and Knowledge annual conference, the Distance Teaching and Learning Conference held each year in Madison, and the Educational Data Mining annual conference.

The School of Education’s marketing team is poised to begin working on developing the named option’s campaign in summer 2020, with the goal to begin the campaign’s implementation early in the fall 2020 semester.

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.

This program will require resources (media production) to create and convert the courses to online format. These resources have been included in the 131 Budget Worksheet, which has been approved by the Dept, SoE, and DCS, with the Dean's commitment.

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. 5% 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 (2/semester have been budgeted). We intend to increase scholarship funds to MLA students with any revenue that is generated beyond expenses (first priority).

**Curriculum and Requirements**

Parent Plan Admissions/How To Get In Requirements

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

- Educational Specialist in School Psychology
- Learning Analytics
- Professional Educator (MSPE)
- Research

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>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>April 30</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>
</tbody>
</table>

https://next-guide.wisc.edu/courseleaf/approve/?role=RGE Division Approver
Letters of Recommendation
Required

Admission's criteria for the MS Educational Specialist in Learning Analytics Named Option include:
1. A bachelor's degree from a regionally accredited U.S. institution or a comparable degree from an international institution is required. International applicants must have a degree comparable to a regionally-accredited U.S. bachelor's degree.
2. A minimum undergraduate grade-point average (GPA) of 3.00 on the equivalent of the last 60 semester hours (approximately two years of work) or a master's degree with a minimum cumulative GPA of 3.00 is required. Applicants from an international institution must demonstrate strong academic achievement comparable to a 3.00 for an undergraduate or master's degree.
3. Every applicant whose native language is not English, or whose undergraduate instruction was not in English, must provide an English proficiency test score.
4. Reasons for graduate study/statement of purpose.
5. Curriculum vitae or resume.
6. GRE scores from within the previous 5 years.
7. Transcripts from previous institutions.
8. Letters of Recommendation

Describe plans for recruiting students to this program.

In looking at the next step beyond the marketing campaign (referenced above), student recruitment will focus on driving conversations with the Graduate School enrollment staff and creating a lead-nurturing campaign. A targeted campaign will also look on campus and within the UW system to pinpoint students in feeder programs, and graduates of feeder programs, and obtain as many lists of applicable students as possible for a targeted alumnae campaign.

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>35</td>
</tr>
<tr>
<td>Year 3</td>
<td>46</td>
</tr>
<tr>
<td>Year 4</td>
<td>57</td>
</tr>
<tr>
<td>Year 5</td>
<td>68</td>
</tr>
</tbody>
</table>

Maximum enrollment that can be supported with existing instructional and student services resources: 250
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.

MLA Guide Doc.docx

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>See Named Options for policy information.</td>
</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>See Named Options for policy information.</td>
</tr>
<tr>
<td>Minimum Graduate Coursework Requirement</td>
<td>See Named Options for policy information.</td>
</tr>
<tr>
<td>Overall Graduate GPA Requirement</td>
<td>3.00 GPA required.</td>
</tr>
<tr>
<td>Other Grade Requirements</td>
<td>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.</td>
</tr>
<tr>
<td>Assessments and Examinations</td>
<td>See Named Options for policy information.</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 Educational Psychology must select one of the following named options:

- **Educational Psychology: Educational Specialist in School Psychology, M.S.**
- **Educational Psychology: Professional Educator (MSPE), M.S.**
- **Educational Psychology: Research, M.S.**

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>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

<table>
<thead>
<tr>
<th>Graduate 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>Requirement</td>
</tr>
</tbody>
</table>
Requirements

Minimum Graduate Coursework Requirement
30 credits

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
No formal examinations are required. However, students complete an in-depth capstone project.

Language Requirements
No language requirements.

required courses

<table>
<thead>
<tr>
<th>Course List</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code</td>
</tr>
<tr>
<td>Summer I</td>
</tr>
<tr>
<td>Fall I</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Spring I</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Summer II</td>
</tr>
<tr>
<td>Fall II</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Spring II</td>
</tr>
</tbody>
</table>

Total credits required: 30
Parent Plan Graduate Policies

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

Educational Specialist in School Psychology
Learning Analytics
Professional Educator (MSPE)
Research

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
No credits from other institutions are allowed to count toward the degree.

UW–Madison Undergraduate
No credits from a UW–Madison undergraduate degree are allowed to count toward the degree.

UW–Madison University Special
No credits taken as a UW–Madison University Special student are allowed to count toward the degree.

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. The advisor for the MLA program is Dr. Julia Rutledge.
CREDITS PER TERM ALLOWED

12 credits

TIME CONSTRAINTS

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

GRIEVANCES AND POLICIES

Approved Shared Content from /shared/graduate-school-grievance-policy/
Last Approved: Apr 14, 2020 3:18pm

These resources may be helpful in addressing your concerns:

- Bias or Hate Reporting
- Graduate Assistantship Policies and Procedures
- Hostile and Intimidating Behavior Policies and Procedures
- Office of the Provost for Faculty and Staff Affairs
- Dean of Students Office (for all students to seek grievance assistance and support)
- Employee Assistance (for personal counseling and workplace consultation around communication and conflict involving graduate assistants and other employees, post-doctoral students, faculty and staff)
- Employee Disability Resource Office (for qualified employees or applicants with disabilities to have equal employment opportunities)
- Graduate School (for informal advice at any level of review and for official appeals of program/departmental or school/college grievance decisions)
- Office of Compliance (for class harassment and discrimination, including sexual harassment and sexual violence)
- Office of Student Conduct and Community Standards (for conflicts involving students)
- Ombuds Office for Faculty and Staff (for employed graduate students and post-docs, as well as faculty and staff)
- Title IX (for concerns about discrimination)

Approved Shared Content from /shared/education-grievance-policy/
Last Approved: Apr 14, 2020 3:06pm

Any student who feels that he or she has been treated unfairly by a faculty or staff member has the right to complain about the treatment and to receive a prompt hearing of the grievance, following these grievance procedures. The complaint may concern course grades, classroom treatment, program admission, or other issues. To insure a prompt and fair hearing of any complaint, and to protect both the rights of the student and the person at whom the complaint is addressed, the procedures below are used in the School of Education.

The person whom the complaint is directed against must be an employee of the School of Education. Any student or potential student may use these procedures unless the complaint is covered by other campus rules or contracts. The following steps are available within the School of Education when a student has a grievance:
The student should first talk with the person against whom the grievance is directed. Most issues can be settled at this level. If the complaint is directed against a teaching assistant, and the student is not satisfied, the next step would be to talk to the TA's supervisor, who is usually the course professor. If the complaint is not resolved satisfactorily, the student may continue to step 2.

If the complaint does not involve an academic department, the procedure outlined in Step 4 below should be followed. If the complaint involves an academic department, the student should contact the chair of the department. The chair will attempt to resolve the problem informally. If this cannot be done to the student's satisfaction, the student may submit the grievance to the chair in writing. This must be done within 60 calendar days of the alleged unfair treatment.

On receipt of a written complaint, the chair will refer the matter to a departmental committee, which will obtain a written response from the person at whom the complaint is directed. This response shall be shared with the person filing the grievance. The chair will provide a timely written decision to the student on the action taken by the committee.

If either party is not satisfied with the decision of the department, he or she has five working days from receipt of the decision to contact the dean's office (at the number below), indicating the intention to appeal. If the complaint does not involve an academic department in the school, the student must contact the dean's office within 60 calendar days of the alleged unfair treatment.

In either case, there will be an attempt to resolve the issue informally by the associate dean. If this cannot be done, the complaint can be filed in writing with the dean's office. This must be done within 10 working days of the time the appealing party was notified that informal resolution was unsuccessful.

On receipt of such a written complaint, the associate dean will convene a subcommittee of the school’s Equity & Diversity Committee. This subcommittee may ask for additional information from the parties involved and may hold a hearing at which both parties will be asked to speak separately. The subcommittee will then make a written recommendation to the dean of the School of Education who will render a decision. Unless a longer time is negotiated, this written decision shall be made within 20 working days from the date when the grievance was filed with the dean's office.

Questions about these procedures can be directed to the School of Education Dean’s Office, 377 Education Building, 1000 Bascom Mall, 608-262-1763.

State law contains additional provisions regarding discrimination and harassment. Wisconsin Statutes 36.12 reads, in part: "No student may be denied admission to, participation in or the benefits of, or be discriminated against in any service, program, course or facility of the system or its institutions or center because of the student's race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status or parental status." In addition, UW–System prohibits discrimination based on gender identity or gender expression. Students have the right to file discrimination and harassment complaints with the Office of Compliance, 361 Bascom Hall, 608-265-6018, uwcomplianceoffice@wisc.edu.

**OTHER**

Students in the MLA program are not permitted to hold assistantships with tuition remission.
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.

Students are expected to complete the degree within 6 semesters (including summers) or two full years.

**Program Learning Outcomes and Assessment**

Parent Program

Learning Outcomes

- Acquire a strong foundation in current and past theories, research findings, and methodologies in their program area.
- Become acquainted with the implications of human diversity (in terms of individual abilities and orientations and sociocultural backgrounds) for research and practice in their chosen field of study.
- Learn the fundamentals of research design, data collection, and data analysis through participating in ongoing research or conducting their own research project(s).
- Identify key features of high-quality research or program implementation/evaluation in their chosen field.
- Develop writing and oral skills needed to effectively communicate results of scientific research to academic, professional/practitioner, and lay audiences.
- Learn how to conduct research or program implementation/evaluation in accordance with ethical standards established in their field of inquiry.

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 Consulting Project. Other assessments include course evaluations, graded assignments, annual student focus groups, exit survey, 1 year and 5 year alumni survey, and employer survey.

This named option is specifically included in the overall assessment plan for the major by adhering to that plan's focus on knowledge, research and evaluation, communication, and ethical conduct and conducting assessments in-line with those described by the parent 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
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>Zhu, Jun</td>
<td>March 1, 2020</td>
<td>Statistics (STATISTICS)</td>
<td>Thank you for sharing our initial feedback with your steering committee. Your explanation makes good sense to me. I shared it with our faculty and there is no further comment/feedback for your March 9 faculty meeting.</td>
<td>Ella Mae Matsumura</td>
</tr>
<tr>
<td>Berridge, Craig</td>
<td>February 20, 2020</td>
<td>Psychology (PSYCH)</td>
<td>I’d be happy to support this. I see little overlap in both the mission of our two programs and the instructional content.</td>
<td>Ella Mae Matsumura</td>
</tr>
<tr>
<td>Siemsen, Enno</td>
<td>February 20, 2020</td>
<td>School of Business (BUSINESS)</td>
<td>Thanks! Looks exciting – me (or Ella Mae Matsumura, who is our Senior Associate Dean) will work on the letter of support.</td>
<td>Ella Mae Matsumura</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.

stat-letter-educational-psych.pdf
Letter of Support for New MS in Learning Analytics.pdf

Additional Information:

1152 MLA 131 Budget Worksheet - Seitz edits.xlsx
1152 MLA OnlineTuitionRequestForm
rev05_05_2020.docx
MSN_LearningAnalyticsOPT_OnlineTuitionApproval20200504.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:

Approved at the March 9, 2020 meeting of the Educational Psychology Department.

Entered by: Elizabeth Jach
Date entered: 4/15/20

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:

Approved at the 4/3/20 meeting of the SoE Programs Committee and the 4/15/20 meeting of the SoE Academic Planning Council.

Entered by and date: Elizabeth Jach Date entered: 4/15/20

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.

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
Program:

Non Traditional
Program:

Special Plan Type:
Reviewer

Comments

**Karen Mielstadt (mielstadt) (04/23/20 2:23 pm):** Mielstadt/APIR is advancing new named option proposal to GFEC Approver step without the accompanying parent proposal (i.e., MS-Ed Psych). That parent proposal is currently in the Guide/RO step for the June update and is thus not available to ride-along with the new NO proposal. Per Mielstadt discussion with Alsteen 23 April 2020, GFEC will take up Learning Analytics named option proposal at its May 2020 meeting without the ride-along parent proposal. This will enable UAPC to take action also at its May 2020 meeting. Per Mielstadt's conversation with Elizabeth Jach (SoEd), once the parent MS-Ed Psych proposal is back on the shelf (in early May), Jach will send it back through to pick up the new named option. There are no changes to the parent MS-Ed Psych Program Learning Outcomes or assessment plan as a result of the new named option.
Program Change Request

New Program Proposal

Date Submitted: 03/20/20 9:56 am

Viewing: Professional MBA

Parent Plan: MAJ: Bus: General Management MBA

Last edit: 04/21/20 8:47 pm

Changes proposed by: lpetty

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

Name

Ella Mae Matsumura - BUS

Proposal Abstract/Summary:

Demand for a more flexible Professional MBA option has increased alongside increased interest in the Evening MBA program. However, the enrollments for the Evening MBA have not increased due to the increasing number of millennial prospective candidates who require a more flexible MBA option that meets the demands of their professional and personal lives. Market potential for the Professional MBA program is strong, as inquiries for the MBA program have been increasing, and the target population within Madison is growing as well. However, the Evening MBA current program structure does not appeal to this segment of the market potential applicants; many millennials with strong career prospects are unable to commit to a three-year face-to-face program because their career advancement demands substantial travel and they see themselves as geographically mobile. We conducted a conjoint analysis to examine how the current structure of the program is perceived by the market, and to design an optimal structure for the proposed Professional MBA program. Survey data from a large sample of potential applicants suggests a utility maximizing structure of a blended learning experience with some online and some in person content, with the ability to complete the program in 2 years (but take as much as 4-5 years if necessary), with only a 50% cohort experience in a program that allows some degree of specialization through grouped elective tracks and face-to-face class instruction taking place monthly on the weekends.

Basic Information

Type of Program: Named Option

Parent Program: MAJ: Bus: General Management MBA

Parent Audience: Graduate or professional

Parent Home Department: School of Business (BUSINESS)

Parent Department: School of Business

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
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:
Professional MBA
Named Options:
EMBA: Executive MBA
EV MBA: Evening MBA
Sub Plan 1126: 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>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Director</td>
<td>Siemsen, Enno</td>
<td><a href="mailto:esiemsen@wisc.edu">esiemsen@wisc.edu</a></td>
<td></td>
</tr>
<tr>
<td>Primary Dean’s Office Contact</td>
<td>Matsumura, Ella Mae</td>
<td><a href="mailto:emmatsum@wisc.edu">emmatsum@wisc.edu</a></td>
<td>608/262-9731</td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Petty, Leslie</td>
<td><a href="mailto:lpetty@wisc.edu">lpetty@wisc.edu</a></td>
<td>6088902499</td>
</tr>
<tr>
<td>Department Chair</td>
<td>Siemsen, Enno</td>
<td><a href="mailto:esiemsen@wisc.edu">esiemsen@wisc.edu</a></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>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: 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
Accreditation

AACSB International—The Association to Advance Collegiate Schools of Business


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>07/05</td>
</tr>
<tr>
<td>Spring</td>
<td>11/15</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.

The Assistant Dean and support team will deploy and execute the following timeline.

- May 2020: Upon program approval, the Marketing & Strategic Communications team will launch dedicated Professional MBA marketing, and will continue an ongoing media plan.
- May 2020: Director of Admissions will work with the technology team to develop the admissions application.
- July-August 2020: Admissions team commence recruiting at local, regional, and national events.
- Spring 2021: Director of Academic Resources and Student Affairs will work with new Academic Advisor to advise admitted students and Evening MBA students who express interest in the Professional MBA. Advisor will share the pathway to transfer for Evening MBA students. Advising timeline will continue through September 2021 and will continue with students through graduation.
- Spring-Summer 2021: Director of Career Management will develop virtual resources for career management for in-person and virtual career coaching sessions and professional development.
- Summer 2021: Operations Manager and new Technology Specialist will onboard students through Bring Your Own Device (BYOD) program and ensure devices meet necessary technology requirements. Assistant Dean and Director of Academic Resources and Student Affairs will develop and deploy new student orientation (NSO).
- Spring-Summer 2021: Director of Career Management will lead team formation in which students are assigned to a cohort team. The Director will prepare team professional development for NSO.
- August/September 2021: Delivery of orientation and courses for Professional MBA students and transfer eligible Evening MBA students.

Rationale and Justifications

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

The current Evening MBA Program is a 33-month, lock-step face-to-face part-time program. Students join a cohort and, together, take classes for 33 months. There are currently no online course offerings in the program. The program has 48 credits, out of which only 6 credits are required electives—students choose to take two courses out of a set of six. The current format of the program prevents several target audiences from applying or completing the program. This new named Professional MBA option answers market needs for an accessible MBA and allow us to tap into additional market segments. As a new named option, the Professional MBA program will be offered as a blended learning experience with the majority of courses including both an online and face-to-face component. The face-to-face component would involve
meeting one weekend per month. This program can be completed in 2 years with flexibility to extend up to 5 years.

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

The market potential for the Evening MBA program remains strong, as inquiries for the program have been increasing, and the target population within Madison is growing as well. However, the current structure of the Evening program does not appeal to specific segments of the market of potential applicants; many millennials with strong career prospects are unable to commit to a three-year face-to-face program because their career advancement demands substantial travel and they see themselves as geographically mobile. We conducted a conjoint analysis to examine how the current structure of the program is perceived by the market, and to design an optimal structure. Survey data from a large sample of potential applicants suggests that the market need is a utility-maximizing structure of a blended learning experience with some online and some in person content, with the ability to complete the program in 2 years (but take as much as 4-5 years if necessary), with only a 50% cohort experience in a program that allows some degree of specialization with face-to-face classes taking place monthly on the weekends.

We proceed to propose the addition of a new named option for a Professional MBA program that allows a blended learning experience with the majority of courses including both an online and face-to-face component, which can be completed in as little as 2 years but allows students to take up to 5 years, with monthly face-to-face meetings on the weekends, with classes grouped into specialized electives that students can earn. More broadly, this new program can serve as a modular platform to provide customized services to different target audiences while allowing for scale through common elements.

Our current Evening MBA Program is a 33-month, lock-step face-to-face part-time program. Students join a cohort and take most classes with the same cohort for the duration of 33 months. Given the 3-year time frame, 3 cohorts of students exist in parallel. There are currently no online classes in the program, although some classes have incorporated blended learning. Students attend a global learning experience as part of the program, which is required for all students. The program has 48 credits, out of which only 6 credits are required electives – students choose to take two courses out of a set of six, one in their 2nd year, and one in their 3rd year. Courses are predominantly taught on Monday and Thursday evenings every week. By taking the right electives, and by taking additional courses in our Full-Time MBA program, students can earn a variety of certificates in addition to their degree.

Our goal for the Professional MBA program is to enroll twice annually into a cohort of a total of 80-100 students per year.

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

The market for the program will grow within Madison, given the population growth and demographics in Dane County. The projected population growth in Dane County from 2010 to 2040 is 24.3% or a total of about 120K citizens; this growth is both due to natural increases as well as net migration, in about equal parts. An additional market that we already access is Milwaukee. While Milwaukee has a larger population base than Dane Country (948K vs. 488K in 2010), its population growth is projected to be about 1/3 in percentage terms compared to Dane Country. The flexible, blended program format of the Professional MBA program can unlock many additional markets for the program, such as the Fox Valley area, Racine, Rockford, and even Chicago. Brown County (Green Bay) had a population of 248K in 2010, and is projected to grow by 26% by 2040; Kenosha County south of Racine had a population of 166K in 2010, and is also projected to grow by 26% by 2040. In general, we are looking at a market that is growing, particularly in terms of young professionals that are the target audience for a flexible Professional MBA program.

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

The target audiences as segments the program will reach:

- Young professionals with an intense travel schedule: Madison is home to a significant population of this type of professional and these students often do not apply to our current programs or withdraw during the program.
- Young professionals seeking career flexibility: Our current format asks prospects to sign up for a three-year lock-step program. They need to stay in the Madison area for three years to complete their degree. This is a time commitment that many potential applicants do not want
to commit to. Their current career trajectory, as well as their lack of roots in the Madison area, means that they want to stay flexible. We lose some students each year due to job changes.  
• Young professionals with children: Madison markets itself as a place to have a family and a career; some of our applicants to the existing program have young children or are planning to start a family. Our current Evening MBA schedule of two evenings per week makes it difficult for young parents to commit to the program. Offering a blend of online and face-to-face courses, on a weekend schedule can reduce the barriers for this market segment.  
• Complement other UW programs with an extended business degree: We have some potential students – such as UW BBA undergraduates, PharmD, and nursing students, or students in our Graduate School of Banking – that have taken some business classes, and do not need a full, two-year MBA.  
• Corporate MBAs: We have received several requests over the years from companies to offer an MBA program for their employees. We have created one such program in the past (Kohl’s Corporation), which was ultimately not sustainable, due to the company itself not having enough scale of qualified applicants. If company employees can easily access the program, and the program can be customized to company needs, another potential source of students could be unlocked.  
• New geographic markets: The structure of our programs limits the distance within which we can recruit students. With a more flexible structure, we can recruit students across Wisconsin, in Northern Illinois and Iowa, as well as into the Chicago suburbs. Further, a more flexible program structure may also appeal to UW-alumni across the country who have the flexibility to travel for class once a month for two years.

After compiling results of multiple research studies, including insights and feedback from stakeholders along with competitive benchmarking, we have identified ways to offer greater flexibility in delivery mode and curriculum with this newly named Professional MBA program.

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

The Professional MBA program is intended to fill the gap of a flexible, blended option for the Master of Business Administration. The existing MBA offerings include the Evening MBA, Executive MBA, and Full-time MBA. All three options are cohort-based and require 100 percent face-to-face participation. The curriculum will overlap from existing MBA programs for the creation of the Professional MBA (PMBA) flexible, blended option. The curriculum is being addressed and revised to work in a blended delivery format for this new program.

The Professional MBA (PMBA) program creates a program that is flexible and addresses the needs of lifelong learners. The broader reach of the PMBA program expands elective options in which alumni, corporate partners, and other graduate business students can partake. Current requests by alumni or corporate partners in taking a course or elective series is limited based on the structure of the cohort programs. Corporate partners have some leaders who are ideal for the program, but due to travel schedules are unable to commit to the existing MBA programs. This flexible option provides support and learning for corporate partners across Wisconsin, the Midwest, and across the nation.

**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>Siemsen, Enno</td>
<td>School of Business (BUSINESS)</td>
<td>Associate Dean, MBA &amp; MS Program</td>
</tr>
<tr>
<td>Petty, Leslie</td>
<td>School of Business (BUSINESS)</td>
<td>Assistant Dean, Evening and Executive</td>
</tr>
<tr>
<td>Snyder, Lynn</td>
<td>School of Business (BUSINESS)</td>
<td>Director, Academic Resources and Student</td>
</tr>
<tr>
<td>Matsumura, Ella Mae</td>
<td>School of Business (BUSINESS)</td>
<td>Senior Associate Dean, Academic Programs</td>
</tr>
<tr>
<td>Hausch, Don</td>
<td>Operations &amp; Information Mgmt (OIM)</td>
<td>Professor in Operations and Information</td>
</tr>
<tr>
<td>Mello, Antonio</td>
<td>Finance (FINANCE)</td>
<td>Professor in Finance</td>
</tr>
<tr>
<td>Gaertner, Fabio</td>
<td>Accounting and Information Sys (ACCT IS)</td>
<td>Associate Professor in Accounting and Information</td>
</tr>
<tr>
<td>Triana, Maria</td>
<td>Management and Human Resources (MHR)</td>
<td>Associate Professor in Management</td>
</tr>
</tbody>
</table>
The goal is to ensure faculty and staff are successful in their work. The program office will hire a new academic advisor to support student advising, orientation, and registration.

Two additional student workers will be hired to help troubleshoot technical issues and assist with online learning. They will be accessible to students for their online needs while coordinating efforts with DoIT Help Desk to address technical problems.

The WSB will provide strong instructional support to faculty and instructional staff. All of the classrooms in the building – both general assignment and school-specific – have instructional technology built into them. We are working with the Division of Continuing Studies to secure instructional designers for course development. The individuals will provide training and support on the following: 1) classroom technology, 2) web-conferencing technology, 3) technology for content creation for pedagogical support (i.e., assistance with developing learning outcomes, assessments, and appropriate instructional methods for classroom-based and online learning), and 4) technology for content housing.

This includes a Windows-based computer that is managed by the school’s IT unit, connections for personal laptops, and ceiling/wall-mounted projectors or wall displays. Classrooms are supported locally by the school’s IT and AV support teams.

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>Snyder, Lynn</td>
<td>School of Business (BUSINESS)</td>
<td>Director, Academic Resources and Student Affairs</td>
</tr>
<tr>
<td>Petty, Leslie</td>
<td>School of Business (BUSINESS)</td>
<td>Assistant Dean, Evening and Executive Programs</td>
</tr>
<tr>
<td>Burnett, Matt</td>
<td>School of Business (BUSINESS)</td>
<td>Assistant Director, Academic Resources</td>
</tr>
</tbody>
</table>

Describe how student services and advising will be supported.

Professional MBA (PMBA) students will be supported by the existing staff and administration in the Evening and Executive MBA programs and through the additional hiring at the PMBA launch and within one to three years post-launch.

The new PMBA structure will require the initial hiring of an academic advisor, office manager, technology specialist, and program assistant (undergraduate student worker). The academic advisor role will be required to guide Professional MBA students through course enrollment, program requirements, elective tracks, and graduation requirements. The existing director and assistant director of academic resources and student affairs will manage the timetable and provide support of program resources during the students’ time on campus, facilitate distribution of materials from faculty, and provide continuity of support and experience between the on-campus and online portions of the program and each course.

The office manager will oversee the daily business operations for all programs and processing of related reimbursements and office expenses for the new program and existing programs as well as the communications to all current students in the Evening MBA, Executive MBA, and Professional MBA programs and coordinate with admissions and student services on communication to incoming students in the new program as well.

The technology specialist is required to expand the technical support for students and faculty outside of regular business hours; this role will support incoming and ongoing PMBA students as well as faculty teaching in the PMBA program. This person will work with students to ensure their devices meet technology requirements and will support any faculty-required software. This role will also have direct responsibility, in partnership with the existing technology manager, related to the distance-learning platform and online/blended learning platform.

The program assistant will directly support the on-campus weekends when PMBA students are in class, as well as working with the program office staff in delivery of student services content and material for these students.
One to two years post-launch, dependent on the volume of students recruited for the program, a career coach will be hired to support the career coaching of PMBA students.

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: $1,700/credit
What is the rationale for selecting this tuition increment? The current tuition for the Evening MBA program is $73,965 for the entire program, or approximately $1,540 per credit. For the Professional MBA program, we propose a per credit payment system. The total number of credits in the program decreases, but our costs will increase due to the increased number of offerings. We propose to charge students $1,700 per credit, or $74,800 for the program ($13,600 for the functional core, $20,400 for the leadership core, and $10,200 per elective track). Alumni and other audiences would be invited to enroll in electives at a cost of $10,200 per elective track. The global elective track would require extra fees to facilitate the global trip.

Competitors in the regional market include the following schools, as well as their tuition rates:
• University of Minnesota Carlson School of Management offers a flexible Professional MBA that requires 54 credits and costs $80,000, which is $1,482 per credit hour.
• Indiana University's online MBA is $72,000 and 54 credits, which is $1,333 per credit hour.
• Michigan Ross online Professional MBA program, a 57 credit online program, charges $123,000 or $2,158 per credit hour.

Note that if tuition is collected per credit, the cost of the program can be spread out over a longer time horizon for students intending to take more time. This structure could help ease student overall cost concerns.

Upload the proposal for market based tuition:
\[\text{Market Based Tuition} \]
\[\text{Form - PMBA - Final.docx} \]

Provide a summary business plan.
We propose creation of a blended Professional MBA program, where the majority of courses include both an online and face-to-face component, where the face-to-face component meets only monthly on the weekends, and can be completed in 2 years with flexibility to extend up to 5 years. Students can start twice per year: in Fall/Spring. We also propose to introduce elective track credits that students can earn during their program.

Value Proposition
The value proposition of this new program to students includes:
• Schedule flexibility – come to Madison only once a month for immersion
• Be part of a cohort – strong cohort experience during first year, flexible curriculum afterwards
• Best of both worlds – learn through online classes remotely, and then practice what you learned during our experiential immersion weekends
• Customize your experience – through courses like analytics, healthcare, social responsibility

Classes
All classes are 2-credit classes. We propose the following structure for each 2-credit class:
• 1 weekend (Saturday + Sunday) of immersion, face-to-face instruction one weekend monthly. Students are expected to attend in person, although the course will be accessible via web-conferencing. Students can only miss up to 4 of these immersion weekend sessions.
• Classes can be classified as either flexible or synchronous. This class format is conducive to applied learning, live interactions with the instructor/classmates, and immediate feedback. Students will access these courses via web-conferencing or face-to-face in the classroom. Unlike the immersion content,
accessing these sessions through web-conferencing is not limited.

Learning Outcomes
The program learning outcomes across all of our MBA programs are 1) Managing Ambiguity, 2) Strategic Thinking, 3) Collaborative Leadership, 4) Effective Communications, and 5) Cultural Awareness.

Core Instruction
During their first year, students will take courses in their functional and leadership core. Ethics content will be delivered through extra-curricular coaching and will be reinforced in several core classes. The leadership core is designed to help students become better leaders and managers.
• Functional core: Finance, Marketing, Supply Chain & Operations, and Financial Accounting
• Leadership core: Managerial Economics, Leading Teams, Negotiations, Data to Decisions, Project Management, and Business Strategy

Elective Tracks
An elective track demonstrates the student’s mastery of specific skills and acquired knowledge in a specialized area. Students complete their program by earning 4 elective tracks out of a set of the following 8 elective tracks.
• Corporate Elective Track: Corporate Finance, Mergers & Acquisitions, Managerial Accounting
• Responsibility Elective Track: Diversity in Organizations, Corporate Social Responsibility, Sustainability
• Innovation Elective Track: Entrepreneurial Management, Entrepreneurial Finance, Management of Innovation
• Analytics Elective Track: Data Visualization, Machine Learning, Databases
• Supply Chain Elective Track: Supply Chain Analytics, Logistics Management, Prod. Planning & Control
• Marketing Elective Track: Strategic Pricing, Consumer Behavior, Digital Marketing
• International Elective Track: International Business, Global Business Management, Global Learning Experience

Provide an overview of plans for funding the program including but not limited to program administration, instructional/curricular delivery, technology needs and program experience.
Some of the existing MBA courses will be leveraged for the expansion of elective tracks, which minimizes costs for the development of the eight elective tracks. Funding required for launching the online portion of the program will be secured through donor contributions. Ongoing program costs will be supported through the proposed tuition model. Students will also pay a technology fee that will cover the costs of instructional learning and program assessment.

It is clear that we will need to invest approximately $1M into the new program until it turns profitable in AY22. The Professional MBA program should allow for a steady generation of more than $3M in annual profits. At an interest rate of 8%, the net present value of the change in profits until AY30 amounts to about $11.3M. It is likely that after AY30, a review and revision of the Professional MBA program will be necessary to sustain it into the future.

The program will run as a cost-center where the revenue will cover the operational, instructional, and staff costs. As the current structure of the Evening MBA and Executive MBA programs, this cost-center model has been critical to ensuring the financial, operational, and salary expenses.

What is the marketing plan?
The Integrated Marketing Communication department has started an initial discussion and development of the Professional MBA communications plan. Specific tactics and media will be developed more fully in early 2020 to prepare for a marketing launch end of FY20 and start of FY21.
As the proposal is approved, the communication goal targets announcing the Professional MBA program, creating awareness for the new named Professional MBA program, and celebrating innovation at WSB.

Marketing tactics will include event sponsorships, email subscribers like business journals in the new markets, social emails such as LinkedIn InMails, social displays on Facebook, LinkedIn, and other platforms that match our demographics, out-of-home advertising, paid search with Google AdWords, and video development for use on the website and in email and social marketing.

The recruitment plan will include a variety of delivery and outreach methods that will connect with candidates on a local, regional, and national level. The focus will be to broaden outreach to existing candidates who previously may not have been physically able to attend the existing Evening MBA program...
as well as local candidates who were seeking a flexible Professional MBA option due to personal and professional constraints. The recruitment plan will also include a focus on increasing diversity in the PMBA program. This will be done via recruitment at various minority led professional organizations as well as through paid media channels and publications that target women and underrepresented populations.

Recruitment Emails
• Create a nurture campaign for validated and non-validated leads to build awareness about the new program format and create a channel for a specific call-to-action (e.g. complete the request-for-information, sign up for an event, or apply).
• Continue email communication series, which includes marketing, student profile, and event-specific emails.

Virtual Events
• Host PMBA information sessions for candidates to learn about the program details and benefits of the Wisconsin MBA. These events will be held throughout the year on a varied schedule to accommodate candidate schedules. This method allows for a national reach at a low cost.
• Host webinars on how to create a competitive application. This webinar series allows candidates to learn the program benefits and receive a value add. This method also allows for a national reach at a low cost.
• Participate in the Forté virtual event in April. This partnership with the FT MBA promotes our programs and showcases the new blended learning option.
• Deliver a podcast series to promote on-demand candidate recruitment. The series will include topics about the delivery, curriculum, career and student resources, and student testimonials about their experiences.

MBA Fairs and Service Purchases
• Attend MBA Tour, QS MBA, Forté and inside the MBA events in partnership with FT MBA to promote the new blended learning. These events, which are hosted in cities across the US, will be particularly of interest for PMBA recruitment in Chicago and Minneapolis.
• Purchase of GMASS and GRE names will have a new expanded criteria for those candidates interested in online/blended programs. These resources will allow us to connect with a larger number of candidates on a monthly basis.

Campus Events
• Host one to two PMBA weekend events per semester. These events will occur when students are on-campus to create campus community and highlight the blended learning opportunities and flexible schedule.
• Host GMAT/GRE prep sessions. Continue to offer GMAT/GRE preparation workshops two to three times per semester, in partnership with FT MBA and Master’s programs.

Corporate Hosted Events
• Continue to build on-site events at corporations like CUNA Mutual, American Family Insurance, Rockwell Automation, Johnson Controls, GE Healthcare, John Deere, and others. This list will expand as we review regional employer partnerships that may benefit from the blended learning format, like at Epic. Explore new markets such as Wausau, Iowa City, and Chicago to host events.
• Connect with current students and alumni to host informal events before or after work. In this first year, we will need to leverage students in the current format to help us promote the new PMBA program.
• Review partnerships with BRAVA and other community organizations.

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 new PMBA structure will require the hiring of an academic advisor, office manager, technology specialist, and program assistant. As noted in the attached letter, the Dean is in complete support of the new program and its required resources.

Are new Library resources needed to support this program?

No

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

Through the admissions process, students will learn about employer support, loans, and scholarships. This information is shared at information sessions, admissions meetings, and in-person interviews. As working adult learners, many employers offer tuition reimbursement and recognize the benefits of providing professional development opportunities for their staff.

Merit-based scholarships will cover up to 20 percent of tuition. They are awarded to exceptional candidates.
Curriculum and Requirements

Parent Plan Admissions/How To Get In Requirements

Students apply to the Master of Business Administration in Business: General Management through one of the named options:

Business: General Management: Evening, MBA
Business: General Management: Executive, MBA

Guide Admissions/How to Get In tab

Graduate admission to the Professional MBA Program follows the guidelines set by the Graduate School for the University of Wisconsin-Madison. The Graduate School at the University of Wisconsin-Madison offers an open, dynamic and respectful learning and working environment for all members of our community.

We are committed to a strong, conscious effort to build diversity across our learning community, so it can reflect the richness of the world around us in race, ethnicity, sex, status, physical limitation, religious beliefs or cultural background.

The Admissions Team conducts a holistic review that considers many factors - including personal and professional achievements.

Admissions Requirements for the Professional MBA Program

Complete an online application
One essay
Current résumé
One professional recommendation
Official transcripts
Graduate Management Admissions Test (GMAT) score or Graduate Record Exam (GRE) score
Applicants with a JD, MD, PhD or other terminal degree(s) from an accredited US institution, or completed five (5) or more years of work experience and an undergraduate degree, may qualify to waive the GMAT or GRE exam.
Test of English as a Foreign Language (TOEFL) score (for non-native English speakers)
Copy of H1-B Visa or Permanent Resident Status (international applicants only)

Other Requirements

A target of two years of full-time professional work experience
Admissions interview (by invitation of the admissions committee)
Application fee

Describe plans for recruiting students to this program.

Professional MBA Recruitment Plan AY20-21

The recruitment plan will include a variety of delivery and outreach methods that will connect with candidates on a local, regional, and national level. The focus will be to broaden outreach to existing candidates who previously may not have been physically able to attend the existing Evening MBA program as well as local candidates who were seeking a flexible Professional MBA option due to personal and professional constraints. The recruitment plan will also include a focus on increasing diversity in the PMBA program. This will be done via recruitment at various minority led professional organizations as well as through paid media channels and publications that target women and underrepresented populations.

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Projected Annual Enrollment:

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>40</td>
</tr>
<tr>
<td>Year 2</td>
<td>100</td>
</tr>
<tr>
<td>Year 3</td>
<td>140</td>
</tr>
<tr>
<td>Year 4</td>
<td>190</td>
</tr>
<tr>
<td>Year 5</td>
<td>250</td>
</tr>
</tbody>
</table>

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

140

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.
## 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>44 credits</td>
</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>22 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework</td>
<td>Half of degree coursework (22 credits out of 44 total credits) must be completed graduate-level coursework; courses with the Grad 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>The Graduate School requires an average grade of B or better in all coursework (400 or above, not including research credits) taken conditions for probationary status require higher grades. Grades of Incomplete are considered to be unsatisfactory if they are not re-enrolled semester.</td>
</tr>
<tr>
<td>Assessments and Examinations</td>
<td>Contact the program office for information on required assessments and examinations.</td>
</tr>
<tr>
<td>Language Requirements</td>
<td>Contact the program office for information on any language requirements.</td>
</tr>
</tbody>
</table>

### Required Courses

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

### Named Options (Sub-Majors)

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

- [View as list](#)
- [View as grid](#)

### Business: General Management: Evening, MBA

### Business: General Management: Executive, MBA

Guide Requirements tab

## NAMED OPTION REQUIREMENTS

## MINIMUM GRADUATE SCHOOL REQUIREMENTS

Review the Graduate School minimum [academic progress and degree requirements](#), in addition to the program requirements listed below.

### MODE OF INSTRUCTION

<table>
<thead>
<tr>
<th>Mode of Instruction</th>
<th>Face to Face</th>
<th>Evening/Weekend</th>
<th>Online</th>
<th>Hybrid</th>
<th>Accelerate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<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 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% 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 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 complete participation in the hybrid schedule of a specific program, contact the program.
- **Accelerate**: 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 a faster-paced learning environment. For more information about the meeting schedule of a specific program, contact the program.
Accelerated:
These oncampus programs are offered in an accelerated format that allows you to complete your program in a condensed timeframe while enjoying minimal disruption to your career. For more information about the accelerated nature of a specific program, contact the program.

CURRICULAR REQUIREMENTS

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</tr>
<tr>
<td>Assessments and Examinations</td>
<td>No required assessments or examinations beyond course requirements.</td>
</tr>
<tr>
<td>Language Requirements</td>
<td>No language requirements.</td>
</tr>
</tbody>
</table>

required courses

The Professional MBA named option requires 8 credits in the Functional Core, 12 credits in the Leadership Core, and 24 credits in the Elective Tracks. Coursework in the Functional Core is completed in the first year in the program; the Elective Tracks coursework is completed in the second and subsequent years.

Course List

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINANCE 700</td>
<td>Introduction to Financial Management</td>
</tr>
<tr>
<td>MARKETING 700</td>
<td>Marketing Management</td>
</tr>
<tr>
<td>OTM 700</td>
<td>Operations Management</td>
</tr>
<tr>
<td>ACCT I S 700</td>
<td>Financial Accounting</td>
</tr>
<tr>
<td>OTM 732</td>
<td>Economics for Managers</td>
</tr>
<tr>
<td>M H R 704</td>
<td>Managing Behavior in Organizations</td>
</tr>
<tr>
<td>M H R 628</td>
<td>Negotiations</td>
</tr>
<tr>
<td>GEN BUS 704</td>
<td>Data to Decisions</td>
</tr>
<tr>
<td>OTM 752</td>
<td>Project Management</td>
</tr>
<tr>
<td>M H R 723</td>
<td>Business Strategy</td>
</tr>
</tbody>
</table>

Elective Tracks

Students must complete required coursework in four of the eight Elective Tracks, totaling 6 credits in each track for 24 total credits among the Elective Track options.

Corporate

Study quantitative and theoretical approaches to managing corporate finances, managerial accounting, and mergers and acquisitions.

| ACCT I S 710 | Managerial Accounting                         |
| FINANCE 725   | Corporation Finance Theory and Practice        |
| FINANCE 750   | Mergers and Acquisitions                      |

Healthcare

Gain skills to manage and logistically support medical professionals through coursework in healthcare operations, healthcare economics, and leadership in healthcare.

| GEN BUS 711   | Financial Management of Healthcare Organizations |
| GEN BUS 712   | Leadership and Innovation in Healthcare         |
| OTM 753       | Healthcare Operations Management                |

Supply Chain

Develop skills to create market-driven products and services for industry managers. Coursework emphasizes understanding in supply chain analytics, logistics management planning.

| OTM 654        | Production Planning and Control                 |
| OTM 714        | Supply Chain Analytics                          |
| MARKETING/OTM 722 | Logistics Management                           |

Responsibility

Learn the challenges of sustainability, responsibility, and ethics in developing practices that impact all stakeholders through coursework in diversity in organizations, corporate responsibility, and sustainability.

| M H R 617      | Diversity in Organizations                     |
Establish a foundation comprising of essential skills, knowledge, and critical thinking that promote entrepreneurial enterprises and creative thinking through coursework in management, entrepreneurial finance, and management innovation.

Learn how to use data to make complex business decisions and bridge the gap between managers and data scientists. Coursework includes data visualization, machine learning, and data technology.

Enhance marketing skills through managing projects and analyzing data to increase effectiveness through courses in strategic pricing, consumer behavior, and digital marketing.

Advance skill sets by learning about global issues in the classroom and abroad through coursework and a Global Immersion Experience. Specialized courses include international trip preparation, and a global immersion trip. Note: Additional costs for travel expenses will appear in program fees.

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

**Business: General Management: Evening, MBA**

**Business: General Management: Executive, MBA**

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 requirements by the Graduate School lies with the degree program faculty. Policies set by the academic degree program can be found below.

### MAJOR-SPECIFIC POLICIES

#### GRADUATE PROGRAM HANDBOOK

A Graduate Program Handbook containing all of the program’s policies and requirements is forthcoming from the program.

**Graduate Work from UW-Madison and other Accrediting Institutions**

With program review and approval, students may be allowed to transfer up to 12 credits of graduate coursework or comparable from UW-Madison and other accredited institutions that satisfy requirements in Functional core, Leadership core, or Elective Tracks. Grade B or better (3.0 on a 4.0 scale) or higher.

**UW–Madison BBA Undergraduate Alumni**

With program review and approval, UW-Madison BBA undergraduate alumni with an accumulative 3.0 GPA and courses with a grade B or above who have graduate credit may apply to waive the Functional core requirement and possibly one (1) elective track, transferring a maximum of 14 credit hours. Students are required to satisfy elective requirements.

**UW–Madison University Special Student**

With program approval and tuition differential payment (the cost between special student status and graduate tuition), students are allowed up to 12 credits of course options taken as a UW–Madison University Special Student status. If students choose to pursue the Professional MBA program, they will have up to five (5) years to complete their last elective course to have credits applied.

UW–Madison alumni may take unlimited elective tracks as a special student status. The graduate tuition rate applies. If applying to the Professional MBA program, elective track requirements will be waived. Students will have up to five (5) years to enroll from the completion date of their last elective course to have credits applied.

**PROBATION**

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

**ADVISOR**

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 have an advisor on a regular basis.

In many cases, an advisor is assigned to incoming students. An advisor is a staff member from the program department responsible for providing advice and guidance.

**CREDITS PER TERM ALLOWED**

15 credits

Professional MBA (PMBA) students will be expected to progress through the functional core and leadership core, as well as completion of four elective tracks. Students who are admitted to the PMBA will be able to progress through the program in as little as two years, but may take up to five years to complete degree requirements. However, in a scenario where a student transfers in credits or waives credits (e.g. UW BBA student who meets the requirements may waive the functional core) a matriculated student may complete the PMBA in fewer than two years.

Students can take one elective track prior to matriculating into the program and would complete overall in two years, though from matriculation to graduation would appear to be one quarter earlier in completion.

Students who have been absent for five or more consecutive years will forfeit the application of PMBA credits toward degree completion.

A dedicated academic advisor will track graduation requirements and progression to degree completion. Students will also have the ability to track their own requirements.

---

**Program Learning Outcomes and Assessment**

<table>
<thead>
<tr>
<th>Parent Program Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic problem solving: Demonstrate the ability to diagnose and solve problems by drawing on accumulated knowledge, understanding correlation vs. causation, integrating inductive and deductive reasoning, and being aware of perceptual and conceptual biases.</td>
</tr>
<tr>
<td>Managing ambiguity: Demonstrate the ability to lead and operate effectively with uncertainty and conflicting directions in an unpredictable situation or environment.</td>
</tr>
<tr>
<td>Effective communication: Demonstrate skills in presenting ideas and reasoning effectively and persuasively in a business setting, through both written and oral means. Develop skills in sending and receiving information in a logical manner while considering the audience and the nature of the information.</td>
</tr>
<tr>
<td>Transformational leadership: Demonstrate an understanding of leadership skills that empower, influence, motivate, and stimulate creative problem solutions and innovative ideas.</td>
</tr>
<tr>
<td>Cultural competence and perspective: Understand the advantages of a diverse and inclusive workforce, and demonstrate the cultural competencies necessary to manage such a workforce. Exhibit openness, awareness, appreciation, and ability to adjust to diversity across cultures and markets; seeking experiences to explore intercultural and socio-cultural systems.</td>
</tr>
</tbody>
</table>

Summarize the assessment plan.

The PMBA assessment plan includes five areas: 1) strategic problem solving, 2) managing ambiguity, 3) transformational leadership, 4) communications, and 5) cultural competence/perspectives.

The assessment of the learning objectives for each content area are:

- Strategic Problem Solving will assess critical thinking and learning outcomes based on one in-course deliverable (MHR 723, 1st year PMBA), one-page white paper, per student, assessed in 3 blocks (course rubric), and a white paper evaluated to ensure baseline competency via rubric.
- Creative Problem Solving will assess comfort with decision-making: overall ability to make decisions competently and confidently, flexibility: assesses whether a person's attitude toward problem-solving is open-minded and flexible, openness to creativity: overall attitude toward change, innovative solutions, out-of-the-box thinking; ability to think creatively, and sense of self-efficacy: assesses whether a person believes in his or her ability to solve a problem effectively.
- Transformational Leadership - an assessment (MHR 704) that measures intellectual stimulation, inspirational motivation, and idealized influence in the fall semester.
- Communications will assess written and oral communication skills for effectiveness (exceeds, meets, or does not meet standards as per assessment rubrics) through individual and team assignments, which includes individual written briefs and critiques and team presentations and formal reports.
- Cultural Competence and Perspectives will leverage the Global Competence Aptitude Assessment to
evaluate PMBA students via a frame called the Global Competence Model. This model is a composition of the skills and attitudes necessary for global competence focused on two key areas: 1) internal readiness: description of the personal characteristics and attitudes that enable individuals to effectively understand and interact across cultural boundaries and 2) external readiness: describes the global knowledge and people skills acquired throughout one’s life and work experiences that enables one to effectively navigate the complexities of today’s interdependent world.

## 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.

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>
</tr>
</thead>
<tbody>
<tr>
<td>Posen, Hart</td>
<td>December 4, 2019</td>
<td>School of Business (BUSINESS)</td>
<td>This program will allow us the ability to enhance the quality of the learning experience while providing the flexibility demanded by the marketplace.</td>
</tr>
<tr>
<td>Gaertner, Fabio</td>
<td>December 13, 2019</td>
<td>School of Business (BUSINESS)</td>
<td>This is an innovative program that is long overdue at the Wisconsin School of Business. We will offer a quality program that will reach a larger market than the Madison region.</td>
</tr>
<tr>
<td>Mello, Antonio</td>
<td>October 10, 2019</td>
<td>School of Business (BUSINESS)</td>
<td>Congratulations on the initiative to improve the EEMBA. The new program and its model are excellent.</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:

- Dean Samba Letter of Endorsement.pdf
- Gaertner_PMBA Endorsement letter (004).docx
- Professional MBA - 131 Budget 2-24.xlsx

## 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, administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.

Enter any notes about approval here:

This proposal was approved by the WSB Masters Curriculum Committee on 2/12/2020.

Entered by: Dana Outhouse

Date entered: 3/20/2020

*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 (physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information 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

WSB Full faculty approved this proposal on 2/24/2020
Program Change Request

New Program Proposal

Date Submitted: 04/10/20 1:10 pm

Viewing: : Aerospace Engineering

Parent Plan: MAJ: Engineering Mechanics MS

Last edit: 05/05/20 3:09 pm

Changes proposed by: csotinec

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. EGR PHYS 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. 12/11/19 2:58 pm
   Carl Sovinec (csotinec):
   Approved for EGR PHYS Dept. Approver
2. 12/11/19 5:12 pm
   Sara Hagen (skhagen):
   Approved for EGR College Admin Reviewer
3. 12/19/19 7:02 pm
   Sara Hagen (skhagen):
   Approved for EGR College Approver
4. 12/30/19 4:26 pm
   Karen Mittelstadt (mittelstadt):
   Rollback to EGR College Approver for APIR Admin
5. 03/16/20 1:15 pm
Sara Hagen
(skragen): Rollback to Initiator
6. 04/10/20 1:13 pm
Carl Sovinec
(csovinec):
Approved for EGR PHYS Dept.
Approver
7. 04/15/20 3:53 pm
Sara Hagen
(skragen):
Approved for EGR College Admin
Reviewer
8. 04/15/20 3:59 pm
Sara Hagen
(skragen):
Approved for EGR College Approver
9. 04/20/20 9:39 am
Karen Mittelstadt
(mittelstadt):
Rollback to EGR College Approver
10. 04/24/20 11:16 am
Sara Hagen
(skragen):
Approved for EGR College Approver
11. 04/24/20 3:14 pm
Karen Mittelstadt
(mittelstadt):
Approved for APIR Admin
We are proposing an accelerated named option in Aerospace Engineering for the Engineering Mechanics Master of Science degree. The distinguishing features from the Research named option are that 1) the new program is a coursework-only degree that can be completed in 12 to 16 months and 2) there is an emphasis in aerospace-related topics.

### Basic Information

**Type of Program:** Named Option

**Parent Program:** MAJ: Engineering Mechanics MS

**Parent Audience:** Graduate or professional

**Parent Home Department:** Engineering Physics (EGR PHYS)

**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:**

**SIS Description:**

**Transcript Title:** Aerospace Engineering

**Named Options:**

- 400MSAPMCH: Fndm tls of Applied Mechanics
- 400MSRSRCH: Research
- Sub Plan 1120: 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.
List the departments that have a vested interest in this proposal.

<table>
<thead>
<tr>
<th>Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanical Engineering (MECH EGR)</td>
</tr>
<tr>
<td>Material Science &amp; Engineering (MAT SC EGR)</td>
</tr>
<tr>
<td>Civil and Environmental Engr (CIV EN EGR)</td>
</tr>
<tr>
<td>Mathematics (MATH)</td>
</tr>
<tr>
<td>Computer Sciences (COMP SCI)</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: 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? 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>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.

The proposed named option is composed of classes that are currently being taught by the Departments of Engineering Physics and Mechanical Engineering. Depending on interest, the EP Department may need to open a second section of the EMA 522 Aerodynamics Laboratory. Enrollment in other courses can, at least initially, be accommodated with existing sections. Thus, academic implementation is essentially "turn-key."

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

The Engineering Physics Department offers an MS degree in the fields of Engineering Mechanics (EM) and in Nuclear Engineering and Engineering Physics (NEEP). The parent plan for the EM MS has been oriented toward research; it has a thesis track and an independent-study track, and a number of these students continue to the PhD program. To accommodate administrative requirements, the parent plan is being moved into the new "Research" named option. The "Aerospace Engineering" named option that is proposed here will focus on getting students through a rigorous masters-level engineering program with minimal interruption to their professional engineering careers. While students in the "Research" option can use the same coursework to satisfy degree requirements, their independent-study, and possible thesis research, requires additional time to complete the MS degree.

The Engineering Physics Department also offers the Fundamentals of Applied Mechanics named option of the EM MS degree. This program is designed to educate students with a non-engineering scientific background in fundamental methods of engineering so that they are equipped to pursue a career in engineering. In contrast, the proposed Aerospace Engineering option is designed for students who have completed undergraduate degrees in engineering and would like to learn advanced topics that will further their careers.

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

The program is coursework-only graduate education in the engineering mechanics field with particular emphasis on aerospace topics. All students will learn theoretical and computational methods for engineering analysis and take a relevant laboratory class for hands-on experience. The aerospace topics includes fluid mechanics, rigid-body dynamics, structural dynamics, mechanics of aerospace structures. It is not intended to provide the depth of a strict aerospace engineering degree but instead provides a more general mechanics foundation with an aerospace emphasis. Graduates will have a unique combination of skills that will be attractive to industry.

While students in our research-oriented MS will also learn the topics and skills discussed above, the accelerated program will allow the students planning to pursue a career in industry a shorter path to completion. Our intent is to also attract employer interest to fund their engineering employees with a limited time commitment.
Do current students need or want the program? Provide evidence.

There is evidence that current students want the type of accelerated MS program that is proposed here. Considering data that is posted by the College of Engineering Career Services (https://ecs.wisc.edu/students/offers-and-negotiation; see the summary reports in the B.S. Salary Information tab), approximately 1/4 of Engineering Mechanics and Astronautics undergraduates go directly to graduate school. Among those students, we gauge those going into MS programs from the degree recipient data in the MS and PhD Profiles for Engineering Mechanics (see links under https://grad.wisc.edu/academic-programs/?program=G400&type=view) as approximately 75% of those going to graduate school. Furthermore, students from other majors (i.e. Mechanical Engineering, Civil Engineering, etc...) frequently express interest in pursuing an emphasis in Aerospace Engineering in graduate school, and so they provide a large pool of students from which this degree might attract applicants.

Moreover, comparing starting salaries for entry-level positions for those with BS and MS degrees from the ECS data, the MS graduates can expect to earn approximately $12,000 more per year whether using the national MS data from either the Mechanical Engineering or Aerospace Engineering fields.

This program is also designed to be attractive for employer-sponsored continuing education which can be supported by our private sector relationships and especially in-state entities. This program is also seamless to existing undergraduate students wishing to add an additional year to earn an MS degree. This would therefore be a strong option for all students in various tracks of study.
What is the market, workforce, and industry need for this program? Provide evidence.

The aerospace industry is currently ripe with opportunity for several reasons:
- Commercial spaceflight (e.g. SpaceX, Blue Origin) continues to open new employment opportunities for graduate and undergraduate students. The industry is transitioning from one in which the government was the key player to one that is driven commercially. Space access is as important as ever and as the funding landscape evolves new funding opportunities will continue to emerge.
- China and Russia are investing heavily in research in hypersonic aircraft, and this has prompted the U.S. to increase funding in this area. U.S. funding will need to continue to grow dramatically to keep pace with our competitors, and so significant increases are expected.
- Industry has begun to pursue research into supersonic business jets, and several companies anticipate having commercial products in the coming years. The FAA's restrictions on supersonic flight over land are expected to be relaxed, potentially leading to a resurgence in high speed flight as a major business area. While aircraft were historically designed with large budgets and a reliance on testing, modern aircraft design is driven by simulations and advances in several areas will be needed to develop this next generation of aircraft.
- Sierra-Nevada Corporation has greatly expanded its office and workforce in Middleton, WI, and has hired several of our students.
- Continuing education and MS level employees have long been desirable to private section employees which prepares them well for leadership roles.

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

UW-Madison has long had a well-recognized undergraduate program in Engineering Mechanics and Astronautics (similar to aerospace engineering) and a strong MS program in mechanics that has sent many students to work in industry. This proposal creates an accelerated MS option for students who seek greater depth in aerospace-related topics.

**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>Allen, Matt</td>
<td>Engineering Physics (EGR PHYS)</td>
<td>Professor</td>
</tr>
<tr>
<td>Bonazza, Riccardo</td>
<td>Engineering Physics (EGR PHYS)</td>
<td>Professor</td>
</tr>
<tr>
<td>Bronkhorst, Curt</td>
<td>Engineering Physics (EGR PHYS)</td>
<td>Professor</td>
</tr>
<tr>
<td>Choy, Jennifer</td>
<td>Engineering Physics (EGR PHYS)</td>
<td>Assistant Professor</td>
</tr>
</tbody>
</table>
Confirm that the program advisor(s) or coordinator(s) have been consulted and reviewed this proposal. Yes

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
<th>Department</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crone, Wendy</td>
<td>Engineering Physics (EGR PHYS)</td>
<td>Professor</td>
</tr>
<tr>
<td>Franck, Jennifer</td>
<td>Engineering Physics (EGR PHYS)</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Lakes, Roderic</td>
<td>Engineering Physics (EGR PHYS)</td>
<td>Professor</td>
</tr>
<tr>
<td>Notbohm, Jacob</td>
<td>Engineering Physics (EGR PHYS)</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Thevamaran, Ramathasan</td>
<td>Engineering Physics (EGR PHYS)</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Rothamer, David</td>
<td>Mechanical Engineering (MECH EGR)</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Suresh, Krishnan</td>
<td>Mechanical Engineering (MECH EGR)</td>
<td>Professor</td>
</tr>
<tr>
<td>Franck, Christian</td>
<td>Mechanical Engineering (MECH EGR)</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Eriten, Melih</td>
<td>Mechanical Engineering (MECH EGR)</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Thelen, Darryl</td>
<td>Mechanical Engineering (MECH EGR)</td>
<td>Professor</td>
</tr>
<tr>
<td>Trujillo, Mario</td>
<td>Mechanical Engineering (MECH EGR)</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Zinn, Mike</td>
<td>Mechanical Engineering (MECH EGR)</td>
<td>Associate Professor</td>
</tr>
</tbody>
</table>

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

As this program of study will offer courses which are currently being offered to graduate students across the COE, it will not require support and resources other than additional funding for faculty and teaching assistants for the additional student workload anticipated and planned.

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

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
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<tr>
<td>Allen, Matt</td>
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<td>Professor</td>
</tr>
<tr>
<td>Bonazza, Riccardo</td>
<td>Engineering Physics (EGR PHYS)</td>
<td>Professor</td>
</tr>
</tbody>
</table>

Describe how student services and advising will be supported.

As this program of study will offer courses which are currently being offered to graduate students across the COE, this program will be self-supporting through direct funding to the EP Department.

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?
Effective Fall 2021, all of the face-to-face 131 programs in the College of Engineering will be $1,200 per credit. Approval documents are attached.

Upload the proposal for market based tuition:
- Market-Based Tuition Proposal Accelerated
- MS Engineering 3 13 2020.docx
- Market based tuition Accelerated Engr Masters 3 20 2020 Cover.pdf
- Market-basedTuition_AcclEngrMS_APPROVED chancellor and president 3 20 2020.pdf

Provide a summary business plan.

The proposed Aerospace Engineering program relies upon an accelerated curriculum of coursework using existing graduate level courses. This is the basis for the business plan for this proposed program of study which is also meant to minimize the cost involved with this new offering from the EP department.

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 this program of study will offer courses which are currently being offered to graduate students across the COE, this program will be self-supporting through direct funding to the EP Department.
What is the marketing plan?

We will market this proposed program through the Division of Continuing Studies. We anticipate significant enrollment from existing students in Engineering Physics and Mechanical Engineering and expect to attract enough students to keep the program viable with minimal advertising. Marketing expenses are included in the College share of 13.5% in the attached budget.

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 will be required. The COE Dean is committed to providing the resources for this program.

Are new Library resources needed to support this program?

No

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

This named option will include a limited amount of partial scholarship funding. Decisions to offer scholarships will be made by the EP Graduate Studies Committee after reviewing applications and identifying those who have the strongest undergraduate academic records.

Curriculum and Requirements

Parent Plan Admissions/How To Get In Requirements

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

Research
Aerospace Engineering [REGISTRAR add link when available]
Fundamentals of Applied Mechanics
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 Summer.</td>
</tr>
<tr>
<td>GRE (Graduate Record Examinations)</td>
<td>Required.**</td>
</tr>
</tbody>
</table>

English Proficiency Test

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

Other Test(s) (e.g., GMAT, MCAT)

n/a

Letters of Recommendation

3

* Complete applications as of December 15 are guaranteed to be reviewed, but applicants are welcomed up to March 31 and will be reviewed as space is available.

**Except for current UW-Madison NE/EP/EMA undergraduate students.

Describe plans for recruiting students to this program.

We will recruit students for this program from the existing pool of undergraduate students as well as with in-state and out-of-state employers.

Projected Annual Enrollment:

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>8</td>
</tr>
</tbody>
</table>
### Yearly Projected Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 2</td>
<td>16</td>
</tr>
<tr>
<td>Year 3</td>
<td>28</td>
</tr>
<tr>
<td>Year 4</td>
<td>36</td>
</tr>
<tr>
<td>Year 5</td>
<td>40</td>
</tr>
</tbody>
</table>

Maximum enrollment that can be supported with existing instructional and student services resources: 40

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>
</tbody>
</table>
Requirements Detail
Minimum Graduate Coursework See Named Options for policy information.
Requirement Overall Graduate GPA 3.00 GPA required.
Other Grade Requirements Courses in which grades of BC, C, or below are received cannot be counted toward the degree except as follows: 1) Credits of C will be allowed provided they are balanced by twice as many credits of A or by four times as many credits of AB, 2) Credits of BC will be allowed provided they are balanced by twice as many credits of AB or by an equal number of credits of A.
Assessments and Examinations See Named Options for policy information.
Language Requirements No language requirements.

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 Engineering Mechanics must select one of the following named options:

View as list

View as grid

# Engineering Mechanics: Research, 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**

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 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>
</tbody>
</table>

**Other Grade Requirements**

Courses in which grades of BC, C, or below are received cannot be counted toward the degree except as follows: 1) Credits of C will be allowed provided they are balanced by twice as many credits of A or by four times as many credits of AB, 2) Credits of BC will be allowed provided they are balanced by twice as many credits of AB or by an equal number of credits of A.

**Assessments and Examinations**

No formal examination required.

**Language Requirements**

No language requirements.

---

**Required Courses**

Students must take at least one class in EMA at the 700-level or above. To establish sufficient depth in aerospace sciences, the courses selected must involve completion of at least two of the following five topical areas. You should check the future course offerings plans when choosing, since not all courses are offered every year (and hence not all topical areas can be completed every year). The additional courses required to meet the 30-credit minimum for completion of the degree should be selected from among the courses listed below.

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. [Engineering Physics website - Click on "Courses" under "Degree Information"](https://engineering.wisc.edu/)
   [Mechanical Engineering website - Click on "Courses" under "Program Details"](https://me.wisc.edu/)

**TOPICAL AREAS**

**Fluid Mechanics**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>E M A 521</td>
<td>Aerodynamics 2</td>
<td>3</td>
</tr>
</tbody>
</table>

https://next-guide.wisc.edu/courseleaf/approve/?role=RGE Division Approver

16/27
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Select one:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M E 563</td>
<td>Intermediate Fluid Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>E M A 524</td>
<td>Rocket Propulsion</td>
<td></td>
</tr>
<tr>
<td>M E 572</td>
<td>Intermediate Gas Dynamics</td>
<td></td>
</tr>
<tr>
<td>M E 775</td>
<td>Turbulent Heat and Momentum Transfer</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.

2. If you have already completed an equivalent course as an undergrad then you may take two courses total from the second list and meet this requirement.

### Rigid Body Dynamics

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Select one:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E M A 542</td>
<td>Advanced Dynamics 2</td>
<td>3</td>
</tr>
<tr>
<td>E M A 523</td>
<td>Flight Dynamics and Control</td>
<td></td>
</tr>
<tr>
<td>E M A/ASTRON 550</td>
<td>Astrodynamics</td>
<td></td>
</tr>
<tr>
<td>E M A 642</td>
<td>Satellite Dynamics</td>
<td></td>
</tr>
<tr>
<td>M E 451</td>
<td>Kinematics and Dynamics of Machine Systems</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.

2. If you have already completed an equivalent course as an undergrad then you may take two courses total from the second list and meet this requirement.

### Structural Dynamics

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Select one:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M E 440</td>
<td>Intermediate Vibrations</td>
<td>3</td>
</tr>
<tr>
<td>E M A 545</td>
<td>Mechanical Vibrations</td>
<td></td>
</tr>
<tr>
<td>E C E 717</td>
<td>Linear Systems</td>
<td></td>
</tr>
<tr>
<td><strong>Select one:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M E/E M A 540</td>
<td>Experimental Vibration and Dynamic System Analysis</td>
<td>3</td>
</tr>
<tr>
<td>E M A 610</td>
<td>Structural Finite Element Model Validation</td>
<td></td>
</tr>
<tr>
<td>E M A 747</td>
<td>Nonlinear and Random Mechanical Vibrations</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.

2. If you have already completed an equivalent course as an undergrad then you may take two courses total from the second list and meet this requirement.
Aerospace Mechanics and Materials

Course List

Select two courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>E M A 506</td>
<td>Advanced Mechanics of Materials I</td>
<td>6</td>
</tr>
<tr>
<td>E M A/M S &amp; E 541</td>
<td>Heterogeneous and Multiphase Materials</td>
<td></td>
</tr>
<tr>
<td>E M A/CIV ENGR/M E 508</td>
<td>Composite Materials</td>
<td></td>
</tr>
<tr>
<td>E M A 622</td>
<td>Mechanics of Continua</td>
<td></td>
</tr>
<tr>
<td>E M A 630</td>
<td>Viscoelastic Solids</td>
<td></td>
</tr>
<tr>
<td>E M A 700</td>
<td>Theory of Elasticity</td>
<td></td>
</tr>
<tr>
<td>E M A/M E 703</td>
<td>Plasticity Theory and Physics</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.

Computation

Course List

Select one:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>E M A 605</td>
<td>Introduction to Finite Elements</td>
<td>3</td>
</tr>
<tr>
<td>M E 573</td>
<td>Computational Fluid Dynamics</td>
<td></td>
</tr>
</tbody>
</table>

Select one:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>E M A 705</td>
<td>Advanced Topics in Finite Elements</td>
<td>3</td>
</tr>
<tr>
<td>M E 548</td>
<td>Introduction to Design Optimization</td>
<td></td>
</tr>
<tr>
<td>M E 748</td>
<td>Optimum Design of Mechanical Elements and Systems</td>
<td></td>
</tr>
<tr>
<td>MATH/COMP SCI 714</td>
<td>Methods of Computational Mathematics I</td>
<td></td>
</tr>
<tr>
<td>E M A/COMP SCI/E C E/E P/M E 759</td>
<td>High Performance Computing for Applications in Engineering</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.

2. If you have already completed an equivalent course as an undergrad then you may take two courses total from the second list and meet this requirement.

Fall Semester 13 Credits

Required:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>E P/E M A 547</td>
<td>Engineering Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>E M A 601</td>
<td>Special Topics in Engineering Mechanics</td>
<td>1</td>
</tr>
</tbody>
</table>

Choose 9 additional credits

Spring Semester 13 Credits

Required:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>E M A 601</td>
<td>Special Topics in Engineering Mechanics</td>
<td>1</td>
</tr>
</tbody>
</table>

Choose 12 additional credits

Typical Transfer Credit or 3rd Semester
(Two courses, 6 credits)

**Elective Courses**

### Fall Course Offerings:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>E C E 717</td>
<td>Linear Systems</td>
<td>3</td>
</tr>
<tr>
<td>E M A 506</td>
<td>Advanced Mechanics of Materials I</td>
<td>3</td>
</tr>
<tr>
<td>E M A 521</td>
<td>Aerodynamics</td>
<td>3</td>
</tr>
<tr>
<td>E M A 524</td>
<td>Rocket Propulsion</td>
<td>3</td>
</tr>
<tr>
<td>E M A/M S &amp; E 541</td>
<td>Heterogeneous and Multiphase Materials</td>
<td>3</td>
</tr>
<tr>
<td>E M A 605</td>
<td>Introduction to Finite Elements</td>
<td>3</td>
</tr>
<tr>
<td>E M A 622</td>
<td>Mechanics of Continua</td>
<td>3</td>
</tr>
<tr>
<td>E M A/M E 703</td>
<td>Plasticity Theory and Physics</td>
<td>3</td>
</tr>
<tr>
<td>E P/E M A 547</td>
<td>Engineering Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>M E 440</td>
<td>Intermediate Vibrations</td>
<td>3</td>
</tr>
<tr>
<td>M E/E M A 540</td>
<td>Experimental Vibration and Dynamic System Analysis</td>
<td>3</td>
</tr>
<tr>
<td>M E/E M A 570</td>
<td>Experimental Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>M E 573</td>
<td>Computational Fluid Dynamics</td>
<td>3</td>
</tr>
</tbody>
</table>

### Spring Course Offerings:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>E M A 522</td>
<td>Aerodynamics Lab</td>
<td>3</td>
</tr>
<tr>
<td>E M A 523</td>
<td>Flight Dynamics and Control</td>
<td>3</td>
</tr>
<tr>
<td>E M A/ASTRON 550</td>
<td>Astrodynamics</td>
<td>3</td>
</tr>
<tr>
<td>E M A/M E 570</td>
<td>Experimental Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>E M A 610</td>
<td>Structural Finite Element Model Validation</td>
<td>3</td>
</tr>
<tr>
<td>E M A 611</td>
<td>Advanced Mechanical Testing of Materials</td>
<td>3</td>
</tr>
<tr>
<td>E M A 630</td>
<td>Viscoelastic Solids</td>
<td>3</td>
</tr>
<tr>
<td>E M A 642</td>
<td>Satellite Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>E M A 705</td>
<td>Advanced Topics in Finite Elements</td>
<td>3</td>
</tr>
<tr>
<td>E M A 747</td>
<td>Nonlinear and Random Mechanical Vibrations</td>
<td>3</td>
</tr>
<tr>
<td>M E 563</td>
<td>Intermediate Fluid Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>M E 569</td>
<td>Applied Combustion</td>
<td>3</td>
</tr>
<tr>
<td>M E 572</td>
<td>Intermediate Gas Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>M E 769</td>
<td>Combustion Processes</td>
<td>3</td>
</tr>
<tr>
<td>M E 775</td>
<td>Turbulent Heat and Momentum Transfer</td>
<td>3</td>
</tr>
</tbody>
</table>

**Fall/Spring Course Offerings (offering varies):**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>E M A 700</td>
<td>Theory of Elasticity</td>
<td>3</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>MATH 705</td>
<td>Mathematical Fluid Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>M E/N E 520</td>
<td>Two-Phase Flow and Heat Transfer</td>
<td>3</td>
</tr>
<tr>
<td>M E 545</td>
<td>Fluid Power</td>
<td>3</td>
</tr>
<tr>
<td>M E 561</td>
<td>Intermediate Thermodynamics</td>
<td>3</td>
</tr>
<tr>
<td>M E 564</td>
<td>Heat Transfer</td>
<td>3</td>
</tr>
<tr>
<td>M E 761</td>
<td>Topics in Thermodynamics</td>
<td>3</td>
</tr>
<tr>
<td>M E 764</td>
<td>Advanced Heat Transfer I-Conduction</td>
<td>3</td>
</tr>
<tr>
<td>M E 770</td>
<td>Advanced Experimental Instrumentation</td>
<td>3</td>
</tr>
<tr>
<td>M E 774</td>
<td>Chem Kinetics of Combust Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

Total credits required: 30

Parent Plan Graduate Policies

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

Research
Aerospace Engineering [REGISTRAR please add link when available]

Fundamentals of Applied Mechanics

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
No transfer credits are allowed.

UW–Madison Undergraduate
With program approval, students are allowed to count up to 7 credits of coursework from the following list of courses:
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>E P/E M A 547</td>
<td>Engineering Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>E P/E M A 548</td>
<td>Engineering Analysis II</td>
<td>3</td>
</tr>
<tr>
<td>E M A 303</td>
<td>Mechanics of Materials</td>
<td>3</td>
</tr>
<tr>
<td>E M A/M E 307</td>
<td>Mechanics of Materials Lab</td>
<td>1</td>
</tr>
<tr>
<td>E M A 405</td>
<td>Practicum in Finite Elements</td>
<td>3</td>
</tr>
<tr>
<td>E M A 405</td>
<td>Practicum in Finite Elements</td>
<td>3</td>
</tr>
<tr>
<td>E M A 506</td>
<td>Advanced Mechanics of Materials I</td>
<td>3</td>
</tr>
<tr>
<td>E M A/CIV ENGR/M E 508</td>
<td>Fracture Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>E M A 519</td>
<td>Advanced Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>E M A 542</td>
<td>Advanced Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>E M A/M E 570</td>
<td>Experimental Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>E M A 605</td>
<td>Introduction to Finite Elements</td>
<td>3</td>
</tr>
<tr>
<td>E M A 611</td>
<td>Advanced Mechanical Testing of Materials</td>
<td>3</td>
</tr>
<tr>
<td>E M A 622</td>
<td>Mechanics of Continua</td>
<td>3</td>
</tr>
<tr>
<td>E M A 642</td>
<td>Satellite Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>E M A 705</td>
<td>Advanced Topics in Finite Elements</td>
<td>3</td>
</tr>
</tbody>
</table>

These may be counted toward the Minimum Graduate Degree Credit Requirement as applicable. No credits may be counted toward the minimum graduate residence credit requirement. Coursework earned five or more years prior to admission to a master's degree is not allowed to satisfy requirements.

**UW–Madison University Special**

With program approval, students are allowed to count up to 15 credits of coursework numbered 400 or above taken as a UW–Madison Special student toward the minimum graduate residence credit requirement, and the minimum graduate degree credit requirement. 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. Coursework earned five or more years prior to admission to a master’s is not allowed to satisfy requirements.

**Probation**

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

**ADVISOR / COMMITTEE**

Each student is required to meet with his or her advisor prior to registration every semester.

**CREDITS PER TERM ALLOWED**

15 credits
Time Constraints

Students are expected to complete the FAM degree program in one calendar year, i.e., 12 months (summer session plus two semesters). One additional semester is permitted to complete the requirements, if needed.

Grievances and Appeals

Approved Shared Content from /shared/graduate-school-grievance-policy/
Last Approved: Apr 14, 2020 3:18pm

These resources may be helpful in addressing your concerns:

- Bias or Hate Reporting
- Graduate Assistantship Policies and Procedures
- Hostile and Intimidating Behavior Policies and Procedures
- Office of the Provost for Faculty and Staff Affairs
- Dean of Students Office (for all students to seek grievance assistance and support)
- Employee Assistance (for personal counseling and workplace consultation around communication and conflict involving graduate assistants and other employees, post-doctoral students, faculty and staff)
- Employee Disability Resource Office (for qualified employees or applicants with disabilities to have equal employment opportunities)
- Graduate School (for informal advice at any level of review and for official appeals of program/departmental or school/college grievance decisions)
- Office of Compliance (for class harassment and discrimination, including sexual harassment and sexual violence)
- Office of Student Conduct and Community Standards (for conflicts involving students)
- Ombuds Office for Faculty and Staff (for employed graduate students and post-docs, as well as faculty and staff)
- Title IX (for concerns about discrimination)

Engineering Mechanics Grievance Procedures

Students who feel that they have been treated unfairly have the right to a prompt hearing of their grievance. Such complaints may involve course grades, classroom treatment, advising, various forms of harassment, or other issues. Any student or potential student may use these procedures.

The student should speak first with the person toward whom the grievance is directed. In most cases, grievances can be resolved at this level.

Should a satisfactory resolution not be achieved, the student should contact the program’s Grievance Advisor to discuss the grievance. The Graduate Student Coordinator can provide students with the name of this faculty member, who facilitates problem resolution through informal channels. The Grievance Advisor is responsible for facilitating any complaints or issues of students. The Grievance Advisor first attempts to help students informally address the grievance prior to any formal complaint. Students are also encouraged to talk with their faculty advisors regarding concerns or difficulties if necessary. University resources for sexual harassment concerns can be found on the UW Office of Equity and Diversity website.

If the issue is not resolved to the student’s satisfaction, the student can submit the grievance to the Grievance Advisor in writing, within 60 calendar days of the alleged unfair treatment.

On receipt of a written complaint, a faculty committee will be convened by the Grievance Advisor to manage the
grievance. The program faculty committee will obtain a written response from the person toward whom the complaint is directed. The response will be shared with the person filing the grievance. The faculty committee will determine a decision regarding the grievance. The Grievance Advisor will report on the action taken by the committee in writing to both the student and the party toward whom the complaint was directed within 15 working days from the date the complaint was received. At this point, if either party (the student or the person toward whom the grievance is directed) is unsatisfied with the decision of the faculty committee, the party may file a written appeal. Either party has 10 working days to file a written appeal to the College of Engineering.

The Assistant Dean for Graduate Affairs (engr-dean-graduateaffairs@engr.wisc.edu) provides overall leadership for graduate education in the College of Engineering (CoE) and is a point of contact for graduate students who have concerns about education, mentoring, research, or other difficulties. The Graduate School has procedures for students wishing to appeal a grievance decision made at the college level. These policies are described in the Academic Policies and Procedures at https://grad.wisc.edu/academic-policies/.

**Other**

Students in the accelerated Fundamentals of Applied Mechanics (M.S.) program are not eligible for graduate assistantships; as it is an accelerated program students are not expected to accommodate time for assistantship work.

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.

A credit requirement to graduate will be 30. This is achievable within 12-16 months for full-time students and 24 months for part-time students.

**Program Learning Outcomes and Assessment**

**Parent Program**

**Learning Outcomes**

- Demonstrate a strong understanding of mathematical, scientific, and engineering principles in the field.
- Demonstrate an ability to formulate, analyze, and independently solve advanced engineering problems.
- Apply the relevant scientific and technological advancements, techniques, and engineering tools to address these problems.
- Recognize and apply principles of ethical and professional conduct.
Summarize the assessment plan.

Data collected by faculty advisors using the Learning Goals checklist will be compiled and summarized by the department's graduate program assessment coordinator (GPAC) on an annual basis. The GPAC will lead a discussion and review of the data once per year at a faculty meeting and report the assessment results, including summary and any recommendations. The Dean's office will compile an annual College-wide summary report consisting of the individual reports and any additional recommendations from the CoE Academic Planning Council. The assessment plan is attached to the parent program in Lumen.

Commitments

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

Yes

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

Yes

Courses have enrollment capacity.

Yes

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

Yes

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

Yes

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

Yes

Supporting Information

List name and department of those who are in support of this proposal.
If those supporting the proposal provided a letter or email of support upload here. A letter is NOT required. Upload any other explanatory information about support from other UW-Madison units.

- ME-support-for-aerospace.pdf
- Math and CS support for Aerospace.pdf

Additional Information:

- EM 131 Budget Proposal 04-09-2020 (1).xlsx
- Market based tuition Accelerated Engr Masters 3 20 2020 Cover.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:

The Engineering Physics Department reviewed and approved this program proposal at its November 12, 2019 faculty meeting. (entered 12/11/2019)

The Engineering Physics Department reviewed and approved the revised version of this program proposal at its April 7, 2020 faculty meeting.

Entered by: Carl Sovinec
Date entered: 4/10/2020

**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 the College of Engineering APC on December 18, 2019.
Re-approved by the College of Engineering APC on April 15, 2020.

Entered by and date: Sara Hagen
Date entered: 04/15/2020

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:

Effective date:

SIS Short Description:

Other plan codes associated with this program:

Educational Innovation Program:
Distance Education
Program:
Non Traditional
Program:
Special Plan Type:

Reviewer
Comments

Karen Mittelstadt (mittelstadt) (12/30/19 4:26 pm): Rollback: Rolled back by APIR so ENG could address the following issues/concerns: 1) in Roles by Responsibility, list individuals in all four roles, 2) please answer the question regarding the max enrollment that can be supported. Addtl Note #1: APIR has concerns re. the plan for the informal tracks. With defined curricula by "track," these look more like discrete named options. Mittelstadt will follow up with Hagen re. this concern via email. Addtl Note #2: The Graduate School may have additional feedback on the parent proposal and/or this accompanying Accel named option proposal.

Sara Hagen (skhagen) (03/16/20 1:15 pm): Rollback: For editing

Sara Hagen (skhagen) (04/15/20 3:59 pm): Parent plan will be resubmitted with accompanying updates when Fall 2020 updates are processed.


Elaine Klein (emklein) (05/05/20 2:43 pm): I have consulted with the L&S Departments of Mathematics and of Computer Sciences, both of which agree that the Math and CS courses noted in the proposal above may be used for this program. With that support, the L&S APC voted unanimously to support creation of this program. Thank you for offering the opportunity to comment. (On behalf of the College, Elaine M. Klein, L&S Associate Dean for Academic Planning)
Program Change Request

New Program Proposal

Date Submitted: 04/20/20 10:44 am

Viewing: Financial Economics

Last edit: 04/27/20 9:24 am

Changes proposed by: kgrocholski

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

Name

Elaine M Klein - L&S

Ella Mae Matsumura - BUS

Proposal Abstract/Summary:

The proposed Master of Science in Financial Economics (MSFE) degree will provide advanced training in economics and finance. The development of this program reflects the goals in the College of Letters & Science and the Wisconsin School of Business to provide professional master’s programs to enhance educational opportunities in acquiring advanced analytical and quantitative skills. This program offers a unique opportunity for students to study at the intersection of Economics and Finance at the Master’s level, which is currently not available. The current graduate programs focus solely on either economic or financial analysis while this new program integrates the offerings in the two departments. Graduates will be better equipped to gain employment in the financial services sector in the State of Wisconsin. The proposed MSFE will also prepare graduates for research positions and for doctoral training in financial economics. The program will be comprised of 30 credits which will be offered face-to-face. The curriculum will address theoretical finance and the economic framework upon which that theory is based. In addition to classroom training in financial economics, the MSFE program will provide opportunities for practice experience such as summer internships, which will allow students to enter the workplace and provide an immediate contribution.

Basic Information

Type of Program: Degree/Major

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

SystemAdmin_FinancialEconomicsMS_NOIApproval01022020.pdf
NOI_MSFInancialEconomics-formatted for UWS.pdf

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

BOR MSN MSFinancialEconomics budget cost narrative 4 17 2020.docx
BOR MSN MSFinancialEconomics full proposal 4 17 2020.docx
BOR MSN MSFinancialEconomics cost revenue projections 4 17 2020.xlsx
The program will be governed by the home department/academic unit as specified. Will an additional coordinating or oversight committee be established for the program?
Yes

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

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

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

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Director</td>
<td>Seshadri, Ananth</td>
<td><a href="mailto:aseshadri@wisc.edu">aseshadri@wisc.edu</a></td>
<td>608/262-6196</td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Brown, David</td>
<td><a href="mailto:dpbrown1@wisc.edu">dpbrown1@wisc.edu</a></td>
<td>608/265-5281</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>
</tr>
<tr>
<td>Department Chair</td>
<td>Seshadri, Ananth</td>
<td><a href="mailto:aseshadri@wisc.edu">aseshadri@wisc.edu</a></td>
<td>608/262-6196</td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Porter, Jack</td>
<td><a href="mailto:jporter1@wisc.edu">jporter1@wisc.edu</a></td>
<td>608/263-3870</td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Grocholski, Kimberly</td>
<td><a href="mailto:kgrocholski@wisc.edu">kgrocholski@wisc.edu</a></td>
<td>608/262-3285</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>Finance (FINANCE)</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

Please explain.
The Department of Economics MS-Economics named option, "Graduate Foundations", has completed all stages of review at the department and College level, where it was received very favorably. The review will be complete when the program is discussed by the Graduate Faculty Executive Committee. We anticipate that discussion to be scheduled for Spring 2020.

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? No
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 the 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 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>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.

After BOR approval, L&S will convene an implementation meeting involving Economics and WSB 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:

- Economics will immediately begin working with the Division of Continuing Studies to market the degree program as soon as permitted.
- Personnel: Economics is currently hiring faculty who will be able to teach in this area; staffing will be allocated to administer the program in the 2020/21 academic year.
- Orientation Planning: Planning for welcoming and orienting the fall 2021 cohort will begin in 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?

The proposed Master of Science in Financial Economics (MSFE) degree will provide advanced training in economics and finance to students interested in careers and further graduate study involving quantitative analysis in various areas of financial economics. Graduate students will acquire the skills for employment in the financial services sector in positions requiring advanced analytical skills and in-depth familiarity with the structure and functioning of financial markets and institutions. The proposed MSFE will also prepare graduates for research positions and for doctoral study in financial economics.

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 values and contribute to the mission of the sponsoring unit(s)?)

The MSFE fits with current UW-Madison strategic plans and the goals of the College and Letters & Science and the Wisconsin School of Business by developing additional professional master’s degrees. It is also distinct from current offerings and introduces a new program of study. The UW-Madison academic strategic plan is located here: https://chancellor.wisc.edu/strategicplan2/ed_experience.html

The UW-Madison mission states, “to fulfill its mission the university must offer broad and balanced academic programs that are mutually reinforcing and emphasize high quality and creative instruction at the undergraduate, graduate, professional and postgraduate levels.” The proposed MSFE supports this mission by providing opportunities for adult students to acquire a master’s level education and enter into the areas of banking, investment banking, financial...
As is true of many industries, the business practices of financial firms are changing rapidly with computerization and the rising use of information created by the internet. Two particular tools of interest are machine learning (ML) and artificial intelligence (AI). For example, banks use ML to create credit scores and judge the likelihood of defaults on loans by borrowers, while investment firms use AI together with web scraping to create investment strategies. Recent conversations with UW alumni on Wall Street indicate the investment banks are partnering with operating firms such as health-care providers and using health-care usage data to judge the future sales and earnings of pharmaceutical companies. Similarly, recent articles in the finance press are evidence that investors are increasingly choosing low-cost passively managed funds over high-cost actively managed funds. The students of UW-Madison who will be future leaders in business or in the academic areas of either economics or finance must be aware of these trends and be appropriately educated.

The Master of Financial Economics program will contribute directly to the mission of the UW-Madison by educating and training those who wish to be experts in financial economics. By combining together coursework in both economics and finance, the program teaches students to understand the theories that guide financial practices, and to obtain the econometric and other analytical skills that are necessary to perform effective financial analysis.

The MSFE program will also contribute to the mission of both the Economics Department and the Finance Department of the Wisconsin School of Business. In particular, Dean Sambamurthy has encouraged all departments of the School of Business to be creative and consider new graduate programs, recognizing that the overall demand for the MBA degree is declining across the country. The innovative MSFE is one response of the Finance Department to his call for action.

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

Perhaps the best way to gauge current student demand is to look at student demand at comparable institutions. There are few top research universities that offer similar programs. According to TFE Times, the top five programs in financial economics are:

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

The most comparable program that would be our biggest competitor for students would be Columbia University’s Business School, which offers a similar curriculum at a school with a similar ranking and recognition. The best way to get a sense of current demand is to look at admissions statistics. Columbia had 618 applications for their MSFE program in 2018, admitted 43 students and enrolled 24. For the proposed MSFE, the application volume is projected to be 200-250 applications annually for an enrollment of approximately 40 new students annually. This is based on a survey of current undergraduate and MS students in Economics. While there may be some impact on demand for MS in Economics or MS in Finance, the higher tuition for this program ought to limit the existing demand on related majors.

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

One direct but informal and non-quantitative indication of market demand comes from direct face-to-face discussions with UW alumni who work in financial firms. During recent (January 2020) conversations with (about 20) individuals working for a variety of financial firms on Wall Street, the discussions regularly turned to their needs for individuals who have knowledge of financial modeling, and their needs for persons who can do quantitative analysis of economic and financial data. As noted above, the workforce of financial firms is changing. There is a growing demand for quantitatively trained financial analysts, using computerized tools, but who are educated in financial analysis and who can work alongside the analysts trained in a more traditional fashion, meaning those who model and value firms using accounting statements. The MSFE is designed to fill this demand. There continues to be strong employment opportunities for students with advanced training in Economics and Finance. The combination of skills offered in the MSFE program will help students obtain student internships and full-time employment opportunities in asset management companies, central banks, economic consulting firms, investment/commercial banks, private equity firms, asset management companies, economic and financial consulting firms, hedge funds as well as...
private equity firms. According to the Bureau of Labor Statistics (BLS), employment of economists is projected to grow 6 percent from 2016 to 2026. The BLS also projects that job prospects should be best for those with a master’s degree or Ph.D., strong analytical skills, and experience using statistical analysis software.

Employment of financial analysts is projected to grow 11 percent from 2016 to 2026. A growing range of financial products and the need for in-depth knowledge of geographic regions are expected to lead to strong employment growth.

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

The proposed MSFE program will integrate subject areas traditionally taught and trained in the Wisconsin School of Business Finance Department and the College of Letters & Science Economics Department. Additionally, the course of study undertaken by students enrolled in the program will require high-level quantitative and analytical skills with a focus on the application of these tools to the analysis of issues in finance. The MSFE program will provide a combination of practical and classroom experience that will allow students to enter the workplace and provide an immediate contribution.

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 approaches)?

In alignment with the College of Letters and Science and Wisconsin School of Business commitment to diversity, the proposed program will address diversity and equity within the program curriculum. The curriculum will strive to ensure that students can demonstrate professional communications, teamwork, and are aware of culture competencies. Students will be supported in the achievement of inclusive excellence through readings and activities in the classroom. The MSFE program will encourage use of classroom materials such as readings developed by women and authors from underrepresented groups.

The program will be marketed to a diverse prospective student pool. The MSFE faculty and staff will work closely with the Graduate School and Division of Continuing Studies recruitment teams in developing marketing plans for this program. In order to recruit a diverse body, faculty and staff will also ensure outreach to organizations that support women interested in the fields. For example, the Department of Economics has an undergraduate organization focused on women in economics and MSFE faculty and staff will hold a recruitment event with this group. To better reach underrepresented populations, the Graduate School Office of Diversity, Inclusion and Funding will be consulted, and recruitment materials sent to recognized pipeline programs that have established relationships with UW-Madison.

MSFE faculty and staff will partner with the Center for Academic Excellence in College of Letters & Science to increase student awareness of the program. MSFE staff will attend the UW-Madison undergraduate resource fair to increase awareness of the MSFE program among undergraduate students. Program faculty and staff will promote strong retention and degree completion among diverse students by ensuring that faculty and staff devote time to student needs and help promote a positive climate.

The Department of Economics and Finance Departments will continue with their efforts to diversify the faculty body. On the faculty recruitment front, Economics has focused on increasing the number of faculty who come from underrepresented populations, including increasing the number of female faculty in the department. The department has reached out to alumni and colleagues in departments across the country in order to better identify promising young scholars to try and recruit them to Wisconsin. In addition to these recruitment efforts, the department will promote training to raise faculty awareness of diversity and inclusion issues prevalent at UW-Madison. Faculty and staff will attend training such as the Thrive@UW series, Building Inclusion@UW, and send out Inclusive Teaching Resources.

The MSFE staff will promote strong retention and degree completion among diverse students by having a robust staff that can devote time to student needs and help promote a positive climate. The MSFE will have a dedicated program coordinator to support these students. This staff member will focus attention to diversity, recruiting, retention and climate. In addition, the program coordinator will work with both the Department of Economics Career Development Office and Wisconsin School of Business to coordinate career advising. The program will focus on providing a supportive and inclusive environment while continually exploring new ways to incorporate issues of diversity and inclusion into the curriculum, faculty recruitment, and the overall student experience.

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

The proposed MSFE trains students in financial economics and theories in financial
econometrics, financial markets, valuation of securities, and corporate financial structure. As mentioned earlier, this program offers a unique opportunity for students to study at the intersection of Economics and Finance at the Master’s level, which is currently not available. The proposed program will help develop a workforce for the state of Wisconsin in the areas of banking, investment banking, financial analysis, corporate finance, and private consulting in finance-related firms.

**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>Seshadri, Ananth</td>
<td>Economics (ECONOMICS)</td>
<td>Professor</td>
</tr>
<tr>
<td>Brown, David</td>
<td>Finance (FINANCE)</td>
<td>Professor</td>
</tr>
<tr>
<td>Quintin, Erwan</td>
<td>Finance (FINANCE)</td>
<td>Professor</td>
</tr>
<tr>
<td>Hansen, Bruce</td>
<td>Economics (ECONOMICS)</td>
<td>Professor</td>
</tr>
<tr>
<td>Weretka, Marek</td>
<td>Economics (ECONOMICS)</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Corbae, Dean</td>
<td>Finance (FINANCE)</td>
<td>Professor</td>
</tr>
</tbody>
</table>

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

There will be a staff program coordinator who will work with faculty and students and provide support.

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

<table>
<thead>
<tr>
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</tr>
<tr>
<td>Brown, David</td>
<td>Finance (FINANCE)</td>
<td>Professor</td>
</tr>
</tbody>
</table>

A staff member will be hired to serve as the MSFE coordinator. This dedicated program coordinator will support the students by providing academic advising, information on campus resources, and provide information on program and graduate school policies and procedures. In addition, the program coordinator will work with both the Department of Economics Career Development Office and Wisconsin School of Business to coordinate career advising.

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? Yes

What is the tuition structure for this program?

Market-based tuition - separate proposal to be submitted

Select a tuition increment:

$2,500/credit

What is the rationale for selecting this tuition increment?

We analyzed competing institutions on their tuition rates for professional MS degrees and the $2500 is appropriate given the tuition costs at competing programs. Please see the attached narrative.

Upload the proposal for market based tuition:

- Lumen narrative 2-27-2020.docx
- MS Fin-Econ 131 budget 4-2020.pdf
Provide a summary business plan.

The goal of the program is to provide students with the quantitative and theoretical tools for a successful career in finance with potential employers such as investment and commercial banks, economic and financial asset management companies, consulting firms, and policy-oriented organizations. The 30 credit program will be taught face-to-face at UW-Madison. Senior faculty will teach in this program as their status in the field and subject-matter expertise are two distinct advantages over other MSFE programs where lecturers do most of the teaching. The program will generate revenue of nearly $1.5 million in the first year and more than $3 million by the fourth year.

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

Please see the attached spreadsheet.

What is the marketing plan?

The MSFE committee will work with DCS to create a marketing plan. In addition, Economics will market the plan through economics alumni networks, which has been a successful strategy in the past as demonstrated by the Economics MS-Graduate Foundations program.

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

Please see the attached spreadsheet.

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 progra this workload? If new faculty and staff will be added, how will they be funded?

Please see the attached spreadsheet on faculty and staff hiring and expenditures.

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

Please see the attached spreadsheet on expenditures.

Describe resource and fiscal considerations - D. For graduate programs, describe plans for funding students including but not limited to funding sources and how funding Students in this program will not be allowed to accept graduate assistantships.

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 The resources required are outlined in the attached spreadsheet. The Dean is committed providing the resources.

Are new Library resources needed to support this program?

No

Describe plans for funding students including but not limited to funding sources and how funding Students in this program will not be allowed to accept graduate assistantships.

Curriculum and Requirements

Guide Admissions/How to Get In tab

Approved Shared Content from /shared/graduate-school-admissions/
Last Approved: Oct 16, 2019 6:46pm

Please consult the table below for key information about this degree program's admissions requirements. The program may have more detailed admissions requirements, t 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 Scho 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>The program does not admit in the summer.</td>
</tr>
<tr>
<td>GRE (Graduate Record Examinations)</td>
<td>Not required</td>
</tr>
</tbody>
</table>
| English Proficiency Test                         | Every applicant whose native language is not English or whose undergraduate instruction was not in English must proficiency test score and meet the Graduate School minimum requirements (https://grad.wisc.edu/apply/regu
Projected Annual Enrollment:

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>30</td>
</tr>
<tr>
<td>Year 2</td>
<td>64</td>
</tr>
<tr>
<td>Year 3</td>
<td>73</td>
</tr>
<tr>
<td>Year 4</td>
<td>82</td>
</tr>
<tr>
<td>Year 5</td>
<td>92</td>
</tr>
</tbody>
</table>

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

100

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

The Department of Economics faculty and staff have experience adjusting programs due to higher and lower enrollments than expected from administering the MS Economics-Graduate Foundations. Strategies include adjusting the number of teaching assistants (adding or decreasing) based on the class size and adding a second lecture if cohorts are unexpectedly large.

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.
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</td>
<td>16 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<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 Grad 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>The Graduate School requires an average grade of B or better in all coursework (300 or above, not including research credits) taken conditions for probationary status require higher grades. Grades of Incomplete are considered to be unsatisfactory if they are not re-enrolled semester.</td>
</tr>
</tbody>
</table>

Assessments and Examinations

| Language Requirements | There are currently no assessments or examinations required by the financial economics program. Students must meet all Graduate conditions for probationary status require higher grades. Grades of Incomplete are considered to be unsatisfactory if they are not re-enrolled semester. |

 Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 702</td>
<td>Macroeconomics I</td>
</tr>
<tr>
<td>ECON 704</td>
<td>Econometrics I</td>
</tr>
<tr>
<td>ECON 721</td>
<td>Financial Microeconomics</td>
</tr>
<tr>
<td>ECON 724</td>
<td>Financial Econometrics</td>
</tr>
<tr>
<td>FINANCE 720</td>
<td>Investment Theory and Practice</td>
</tr>
<tr>
<td>FINANCE 725</td>
<td>Corporation Finance Theory and Practice</td>
</tr>
<tr>
<td>FINANCE 730</td>
<td>Derivative Securities - Theory and Practice</td>
</tr>
<tr>
<td>FINANCE 830</td>
<td>Advanced Derivative Securities</td>
</tr>
</tbody>
</table>

Elective Courses in Financial Economics

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINANCE 750</td>
<td>Mergers and Acquisitions</td>
</tr>
<tr>
<td>FINANCE 765</td>
<td>Contemporary Topics</td>
</tr>
<tr>
<td>ECON 709</td>
<td>Economic Statistics and Econometrics I</td>
</tr>
<tr>
<td>ECON 711</td>
<td>Economic Theory-Microeconomics Sequence</td>
</tr>
<tr>
<td>ECON 712</td>
<td>Economic Theory-Macroeconomics Sequence</td>
</tr>
<tr>
<td>ECON 725</td>
<td>Machine Learning for Economists</td>
</tr>
<tr>
<td>ECON 730</td>
<td>International Financial Economics</td>
</tr>
<tr>
<td>ECON 770</td>
<td>Data Analytics for Economists</td>
</tr>
</tbody>
</table>

Total Credits

The Financial Economics sequence courses require students to write a paper. Financial Economics students also have the option of enrolling in directed research to complete supervision of the program faculty.

Total credits required: 30
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 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
Graduate coursework from other institutions will be evaluated on a case-by-case basis by the Financial Economics faculty committee. With program committee approval, students are allowed to count no more than 9 credits of graduate coursework from other institutions. Coursework earned five or more years prior to admission 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 9 credits of coursework numbered 300 or above taken as a UW–Madison Special student toward the requirements; if those 9 credits of coursework taken as a UW–Madison Special student are numbered 700 or above, they are allowed to count toward the minimum graduate coursework 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 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.
An advisor generally serves as the thesis advisor. In many cases, an advisor is assigned to incoming students. Students can be suspended from the Graduate School if they do not have an advisor; if they have an advisor, it is 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
15 credits

Time Constraints

Master's degree students who have been absent for five or more consecutive years lose all credits that they have earned before their absence. Individual programs may count coursework 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/
Last Approved: Apr 14, 2020 3:18pm

These resources may be helpful in addressing your concerns:

- Bias or Hate Reporting
- Graduate Assistantship Policies and Procedures
- Hostile and Intimidating Behavior Policies and Procedures
- Office of the Provost for Faculty and Staff Affairs
- Dean of Students Office (for all students to seek grievance assistance and support)
- Employee Assistance (for personal counseling and workplace consultation around communication and conflict involving graduate assistants and other employees, post-doc staff)
- Employee Disability Resource Office (for qualified employees or applicants with disabilities to have equal employment opportunities)
- Graduate School (for informal advice at any level of review and for official appeals of program/departmental or school/college grievance decisions)
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 understanding of core principles of financial economics and theories in financial econometrics, financial markets, valuation of securities, and corporate financial structure.</td>
</tr>
<tr>
<td>2. Apply financial econometric methods to process historical economic and financial data, build and estimate models of that data, and use the results to make financial decisions.</td>
</tr>
<tr>
<td>3. Recognize and apply principles of ethical and professional conduct.</td>
</tr>
<tr>
<td>4. Evaluate current events and historical information that provide a basis for evaluating and understanding economic and market conditions, leading to wise financial decisions.</td>
</tr>
</tbody>
</table>

Summarize the assessment plan.

The assessment plan allows for both direct and indirect assessment of all four learning outcomes over a three-year time period. Assessment reports will be compiled annually and reviewed by the Director and presented to the Financial Economics faculty committee for review and recommendations. In addition, the core curriculum is mapped to demonstrate the courses that address the learning outcomes.

Approved Assessment Plan: [MSFE assessment plan.pdf](https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver)

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 differs.

UW-Milwaukee, M.A. in Economics (30 credits) – The UMW MA program offers students the opportunity to select courses from a broad set of elective courses. Students take 3 required courses (9 credits total in microeconomics, macroeconomics and econometrics), and afterward concentrate coursework in any one of a number of areas, including economic growth and development, industrial organization, international economics, labor economics and human resources, and several other areas. By comparison the proposed MSFE program specializes in training students in the theories and research methods of financial economics, and requires students to complete equal numbers of course credits in finance and economics.

UW-Whitewater, M.S. in Finance (30 credits)- The proposed MSFE is different from a traditional MS in Finance in that it is designed for students who are seeking the greater depth and rigor that is increasingly required by advanced academic programs, as well as in the private sector. Students who want to prepare themselves for candidacy for a Ph.D. program in finance at a top business school or aim to improve your skills in quantitative financial analysis to enter, or move to the next level, in their careers in finance would benefit from the MS-Financial Economics. The MS programs offered by UW-Whitewater is more focused on valuation and financial management, compared to the quantitative financial analysis approaches of the MSFE.
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.
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>
</tr>
</thead>
<tbody>
<tr>
<td>Klein, Elaine</td>
<td>MOU between L&amp;S and WSB dated 9/3/2019</td>
<td>School of Business (BUSINESS)</td>
<td>WSB and L&amp;S have entered into an agreement to field this program; both partners are enthusiastic about it. MOU attached below.</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:
- MS in Financial Economics MOU.pdf
- MS in Financial Economics RFA.pdf
- SystemAdmin_FinancialEconomicsMS_NOIApproval01022020.pdf
- MSN_FinancialEconomicsMS_NOIRequest12192019.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, administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.

Enter any notes about approval here:
- Notice of Intent approved by Wisconsin School of Business, Finance - October 13, 2019, and by Letters & Science, Economics - April 12, 2019
- Request for Authorization approved by Wisconsin School of Business, Finance - <scheduled for discussion by April 24>, and by Letters & Science, Economics - February 27, 2020

Entered by: Elaine M. Klein, on behalf of the Departments
Date entered: 4/16/2020

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, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information 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:
- Notice of Intent approved by Wisconsin School of Business, April 12, 2019, and by Letters & Science, April 16, 2019
- L&S/WSB Revenue sharing agreement approved (dates of signatures, August 30 and September 3, 2019)

***WSB is expected to support this proposal given extensive documentation and collaboration.
Program Change Request

New Program Proposal

Date Submitted: 04/16/20 1:22 pm

Viewing: School Psychology

Last edit: 04/23/20 3:34 pm

Changes proposed by: ejach

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

Name
Carolyn Kelley - EDU

Proposal Abstract/Summary:

The Department of Educational Psychology proposes an Educational Specialist (EdS) degree in School Psychology. The new EdS builds upon the existing Master of Science (MS) in Educational Psychology Named Option in School Psychology, addresses changing accreditation and licensing standards, and responds to anticipated growth in the demand for school psychologists. Students will obtain their MS degree after two years of coursework and subsequently receive the EdS degree after successfully completing a third year involving a mentored internship and capstone portfolio project. In the state of Wisconsin, the Department of Public Instruction requires that interns must have a master's degree in order to be paid, which serves as a key driver for offering the EdS degree. The School Psychology EdS will prepare students to become practitioners and leaders in the field, enabling them to help children and adolescents succeed academically, socially, behaviorally, and emotionally within preK-12 educational settings. The EdS encompasses 68 credits over 36-months.

Basic Information

Type of Program: Degree/Major

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

SystemAdmin_SchoolPsychologyEdS_NOIApproval20200122.pdf

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

BOR-MSN authorization proposal Ed Specialist SchoolPsych 4 22 2020 ready for System.docx

Who is the audience?
Graduate or professional

Home Department: Educational Psychology (ED PSYCH)

School/College: School of Education

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

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
No

Is this in the Graduate School? Yes

Award: Other

Other Award Name: Educational Specialist (EdS)

SIS Code:

SIS Description:

Transcript Title: School Psychology

Named Options:

Will this be offered 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>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Wollack, James</td>
<td><a href="mailto:jwollack@wisc.edu">jwollack@wisc.edu</a></td>
<td></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Eklund, Katie</td>
<td><a href="mailto:eklund3@wisc.edu">eklund3@wisc.edu</a></td>
<td></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Garbacz, Andy</td>
<td><a href="mailto:sgarbacz@wisc.edu">sgarbacz@wisc.edu</a></td>
<td>608/265-8535</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>
</tr>
<tr>
<td>Primary Contact</td>
<td>Eklund, Katie</td>
<td><a href="mailto:eklund3@wisc.edu">eklund3@wisc.edu</a></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>Rehab Psych and Special Educ (RP &amp; SE)</td>
</tr>
<tr>
<td>Counseling Psychology (COUN PSY)</td>
</tr>
<tr>
<td>Psychology (PSYCH)</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

Will this program have outside accreditation? Yes

Guide Accreditation tab

This program will seek accreditation by the National Association of School Psychologists (NASP) after the first cohort of students graduate from the EdS program, per NASP

Will graduates of this program seek licensure or certification after graduation? Yes

Guide Certification/Licensure tab

CERTIFICATION/LICENSURE

Students are required to take the School Psychology Praxis exam.

First term of student enrollment: Summer 2021 (1216)

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?
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.

Upon approval of the EdS, a program proposal to update the MS in Educational Psychology, named option in School Psychology, will be submitted to make the MS non-admitting effective fall 2021.

Students who began the named option will have the opportunity to move to the EdS beginning summer 2021 and receive the MS en route to the EdS so that they can be paid during their internship experience. The Program Co-Directors will work with the SoE Dean’s Office and Graduate School to ensure timely communication to students and effective implementation of the administrative changes.

Upon approval of the EdS, recruitment will begin to have new students apply directly to the EdS rather than the named option.

Rationale and Justifications

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

The new EdS will build upon the existing Master of Science (MS) in Educational Psychology (Named Option in School Psychology) and is designed to produce school psychology practitioners to work in preK-12 public schools and related educational settings. The State of Wisconsin Department of Public Instruction (DPI) recently changed licensure requirements to address the shortage of school psychologists. The new licensure laws enable students to take a paid, supervised internship in a local public school after completing a two-year master’s degree. At the completion of the supervised internship and capstone portfolio project, students will receive their EdS degree and are then granted a school psychology license by DPI. This program will better meet state demand for school psychologists in training and demand for licensed school psychologists.

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 Wiscons contribute to the mission of the sponsoring unit(s))?

The School Psychology EdS Program is closely aligned with the UW–Madison’s Strategic Framework, the School of Education’s mission, and the Department of Educational Psychology’s mission. Specifically, the UW–Madison’s Strategic Framework (https://chancellor.wisc.edu/strategicplan2/) highlights the Wisconsin Idea, partnering with schools in Wisconsin, and applying practices to important state concerns. The EdS degree would not only increase the number of school psychology graduates within the state to positively contribute to the shortage of practitioners, it will also expand the network of school partners across Wisconsin. In addition, the EdS degree program is consistent with the School of Education’s Strategic Initiatives. In particular, by expanding the program to focus on training practitioners, the program will increase overall reach and broaden impact in schools and districts in Wisconsin and across the country.

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

There is a significant shortage and corresponding demand for school psychology practitioners in Wisconsin and across the United States. Dixon (2016) surveyed superintendents and pupil service directors in Wisconsin and found that approximately 23% of superintendents and 31% of pupil services directors reported school psychologist position vacancies. Even with the existence of EdS-equivalent training programs operating at full capacity at six UW System universities (i.e., UW–Eau Claire, UW–La Crosse, UW–Milwaukee, UW–River Falls, UW–Stout, UW–Whitewater), Dixon reported 61 school districts in Wisconsin were still searching for school psychologists in August 2016 after all recent graduates were placed. The first year UW-Madison offered the MS named option in School Psychology (Fall 2019), the program had close to 50 student applications. The second year of the program (Fall 2020), 75 students applied to the MS named option in school psychology, suggesting an upward trend of applications as well.
as a significant student interest in school psychology graduate programs.

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

There is a significant shortage and corresponding demand for school psychology practitioners in Wisconsin and across the United States. The U.S. Bureau of Labor Statistics (2014) estimated the demand for school psychologists will result in a growth rate of 20% (classified as much faster than average) through 2024, equating to 30,500 new jobs. Castillo, Curtis, and Tan (2014) estimated the shortage of school psychologists to continue through 2025; and Curtis, Castillo, and Gelley (2012) predicted a national shortage of approximately 15,000 school psychologists by 2020. Even with the existence of EdS-equivalent training programs operating at full capacity at six UW System universities (i.e., UW–Eau Claire, UW–La Crosse, UW–Milwaukee, UW–River Falls, UW–Stout, UW–Whitewater), Dixon reported 61 school districts in Wisconsin were still searching for school psychologists in August 2016 after all recent graduates were placed.

Despite the need for school psychologists, the growth in institutions nationwide offering school psychology training is expected to remain modest (Fagan, 2014), with data indicating that only two institutions started offering new school psychology training programs from 2006 to 2013 (Rosen & von der Embse, 2014). These data suggest a shortage of school psychologists in Wisconsin and across the U.S. that is expected to grow over the next decade with insufficient training options to meet this demand. Given that U.S. News & World Report (2019) identified school psychology as the second best social services job and 45th best job overall, there clearly is a strong demand for EdS level school psychologists, and the proposed EdS program is designed to meet these market needs.

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

The EdS curriculum integrates 10 competencies throughout students’ training to provide a scientist-scholar-practitioner model of graduate education. This includes the provision of coursework and practicum and internship experiences relative to the following competencies of knowledge and skills: individual and cultural diversity; professional behaviors and interpersonal skills; ethical, legal, and professional standards; assessment; evidence-based prevention and intervention; indirect service delivery and collaboration; supervision; research, measurement, and evaluation; basic content areas in scientific psychology; and scientific psychology in schools. The graduate program strongly emphasizes the preparation of school psychologists for work in applied settings, including a sound and comprehensive focus on the practice of psychology in school and related settings. The EdS will also seek program approval from the national Association of School Psychologists. The NASP process ensures that programs provide educational experiences for school psychologists to acquire and demonstrate competence in the areas of: data-based decision making and accountability, consultation and collaboration, interventions and instructional support to develop academic skills, interventions and mental health services to develop social and life skills, school-wide practices to promote learning, preventive and responsive services, family-school collaborations, diversity in development and learning, research and program evaluation, and legal, ethical, and professional practice.

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 approaches)?

The School Psychology EdS Program provides students with the knowledge and clinical skills to provide culturally responsive care in schools and related educational settings in order to address the educational and psychological well-being of children and youth. The program is dedicated to addressing issues of diversity in every aspect of its training program. Students and faculty members recognize an obligation to be expected to be aware of, sensitive to, and responsive to all forms of diversity in professional activities, including research, coursework, and practicum and internship experiences. Within research, this includes conducting research that generates new knowledge reflecting the society in which we live and by targeting the specific circumstances of diverse groups which may have been neglected in previous research as well as the potential generalizability of extant research, practice, and theory for diverse populations. Within coursework, diversity issues are infused into almost every course because school psychologists serve parents and children from diverse backgrounds and work to neutralize the potential deleterious effects of bias. Within practicum and internship experiences, students engage in culturally responsive practice with diverse populations, including assessment, consultation, intervention, and research and evaluation in practicum and internship sites.

The quality and level of diversity training in the School Psychology Program is monitored regularly, at both the program and individual faculty/student level. The Diversity and Inclusion
Association (DIA) is a departmental committee that includes both students and faculty. Among its activities, DIA consults with faculty about courses, organizes colloquia and other activities related to diversity themes, and promotes awareness of diversity in professional activities. At the individual level, faculty integrate and document a diversity focus in their courses (e.g., readings, special topics), research with diverse populations, and service across the curriculum. Required courses contain content specifically dedicated to culturally responsive frameworks, including EP 540: Introduction to Professional School Psychology; EP 726: Development of Racial and Ethnic Minority Children; EP 740: Cognitive Assessment; EP 741: Social, Emotional, and Behavioral Assessment; EP 942: Consultation; and the practicum and internship sequence of coursework (EP 840: Beginning Practicum, EP 840: Field Practicum, and EP 841: Internship). Similarly, students document their development of multicultural competencies in courses, research, and practicum and internship activities. This documentation is included in their progress reports for the annual review of student progress and their capstone portfolios. The emphasis on diversity within coursework, clinical training, and didactic experiences, aligns with standard 3.B.4 of the Higher Learning Commission (UW’s accrediting body), which states that the institution "recognizes the human and cultural diversity of the world in which students live and work."

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

The EdS degree in School Psychology is currently not offered at UW–Madison. When students complete the MS in Educational Psychology, Named Option in School Psychology, they will be equipped to become paid interns in schools across the state of Wisconsin per Department of Public Instruction (DPI) requirements. The EdS degree will then equip students to sit for the National Certification for School Psychologists (NCSP) to become a licensed/credentialed school psychologist able to work in public education.

**Faculty and Staff Resources**

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

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
<th>Department</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albers, Craig</td>
<td>Educational Psychology (ED PSYCH)</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Asmus, Jennifer</td>
<td>Educational Psychology (ED PSYCH)</td>
<td>Professor</td>
</tr>
<tr>
<td>Eklund, Katie</td>
<td>Educational Psychology (ED PSYCH)</td>
<td>Program Co-Director, Associate Professor</td>
</tr>
<tr>
<td>Garbacz, Andy</td>
<td>Educational Psychology (ED PSYCH)</td>
<td>Program Co-Director, Associate Professor</td>
</tr>
<tr>
<td>Kelly, Kristy</td>
<td>Educational Psychology (ED PSYCH)</td>
<td>Director of Clinical Training</td>
</tr>
<tr>
<td>Kilgus, Stephen</td>
<td>Educational Psychology (ED PSYCH)</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Wollack, James</td>
<td>Educational Psychology (ED PSYCH)</td>
<td>Department Chair</td>
</tr>
</tbody>
</table>

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

The EdS program will utilize the faculty space, teaching labs, classrooms, equipment, and support systems provided by the Department of Educational Psychology that currently support the MS in Educational Psychology, Named Option in School Psychology.

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

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
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</tr>
</thead>
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<tr>
<td>Eklund, Katie</td>
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<td>Program Co-Director, Associate Professor</td>
</tr>
<tr>
<td>Garbacz, Andy</td>
<td>Educational Psychology (ED PSYCH)</td>
<td>Program Co-Director, Associate Professor</td>
</tr>
</tbody>
</table>

Describe how student services and advising will be supported.

Students currently in the MS in Educational Psychology, named option in School Psychology will be advised regarding the opportunity to complete the EdS degree. This opportunity will enable students to be paid while on internship in Wisconsin public schools.

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? Yes

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

Select a tuition increment: $800/credit

What is the rationale for selecting this tuition increment? An analysis of competitor programs suggests that this rate will be within range of competitor programs, including those in UW System.

Upload the proposal for market based tuition: Marketbasedprogramtuitionrequestform
EdS School Psych 4
13 20.docx

Provide a summary business plan.
The EdS will have a tuition rate of $800/credit for a total of 68 credits per student, 15 past the master’s degree. We project a long-term (steady-state enrollment of 15 per cohort. Revenue projections are approximately a 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. Clinical coordinator (full time) 3. administrative support of marketing, advising and instructing, 4. three teaching assistantships. Instructional costs for this program will be funded through 131 funds.

Program tuition will be $800/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 scholarships for in-state applicants as well as limited discretionary scholarships.

The Ed Psych Department Chair Jim Wollack and Department Administrator Jennifer Krug will manage funds and support budget planning and projections is conjunction with the School Psychology Program Co-Directors, Katie Eklund and Andy Garbacz. The program 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 School Psychology training programs are in high demand. The EdS responds to changes in state licensure requirements, which permit EdS students (who hold a master’s degree) to be paid while on an internship in K-12 setting. Competitor programs within the state were supportive of UW-Madison’s program, to the extent that they encouraged UW-Madison to make these changes in order to better meet the need for training school psychologists within the state and beyond. Applications for the MS in Educational Psychology, named option in school psychology have been five times greater than the number of available seats int he program . Similar to the master’s program, the EdS enrollment is not limited by demand but rather limited by field placement and corresponding supervision requirements. The EdS program will participate in annual conferences for recruitment.

Describe resource and fiscal considerations - A. Provide an overview of plans for funding the program including program administration, instructional/curricular delivery, advising, technology needs, marketing (if relevant), financial aid and scholarships (if relevant), capacity for student learning outcomes assessment and program review.
The EdS program constitutes a restructuring of the currently offered MS in Educational Psychology, named option in School Psychology, in that students will become eligible to obtain their master's so they can be paid while on internship in K-12 schools. For this reason, funding structures for program administration, instructional/curricular delivery, academic and career advising, technology needs, marketing, scholarships, and student learning outcomes assessment and program review are already in place and will be continued, as both the named option and EdS are based on 131 program funds.

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 progra this workload? If new faculty and staff will be added, how will they be funded?
Per above, the EdS program constitutes a restructuring of the currently offered MS in Educational Psychology, named option in School Psychology. Resource and fiscal considerations for faculty and academic staff are in place.

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
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? Faculty and staff are committed to training school psychologists and these changes will not have ramifications.

Describe resource and fiscal considerations - D. For graduate programs, describe plans for funding students including but not limited to funding sources and how funding is allocated. Scholarships for in-state students with need will be prioritized. Some scholarships will be made available to out-of-state students.

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 necessary resources.

Are new Library resources needed to support this program? No

Describe plans for funding students including but not limited to funding sources and how funding decisions are made. Scholarships for in-state students with need will be prioritized. Some scholarships will be made available to out-of-state students.

**Curriculum and Requirements**

Guide Admissions/How to Get In tab

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

Last Approved: Oct 16, 2019 6:46pm

Please consult the table below for key information about this degree program’s admissions requirements. The program may have more detailed admissions requirements, which are not contained in 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. Applicants must meet the minimum requirements of the Graduate School. Once you have researched the graduate program(s) you are interested in, [apply online](https://grad.wisc.edu/apply/requirements).

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Deadline</td>
<td>December 1</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">https://grad.wisc.edu/apply/requirements</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’s criteria for the Educational Specialist (EdS) in School Psychology include:

1. A bachelor’s degree from a regionally accredited U.S. institution or a comparable degree from an international institution is required. International applicants must have regionally-accredited U.S. bachelor’s degree.
2. A minimum undergraduate grade-point average (GPA) of 3.00 on the equivalent of the last 60 semester hours (approximately two years of work) or a master’s degree with a minimum GPA of 3.00 is required. Applicants from an international institution must demonstrate strong academic achievement comparable to a 3.00 for an undergraduate or master’s degree.
3. Every applicant whose native language is not English, or whose undergraduate instruction was not in English, must provide an English proficiency test score.
4. Reasons for graduate study/statement of purpose.
5. Curriculum vitae or resume.
6. GRE scores from within the previous 5 years.
7. Transcripts from previous institutions.
8. Letters of Recommendation

Describe plans for recruiting students to this program. With five times as many applicants as available seats for the MS in Educational Psychology, named option in school psychology, the program anticipates high demand for the program. The EdS program will participate in annual conferences to recruit students.

**What is the recruitment and admissions strategy for underrepresented students?**
The School Psychology EdS Program is committed to recruiting and retaining diverse students. Program faculty have (1) established partnerships with the McNair Scholars Program, (2) attended a broad range of college and career fairs to connect with a more diverse range of students, and (3) facilitated ongoing virtual and in-person recruitment events throughout the year. As a program, faculty consider aspects of diversity and equity in recruitment and admissions procedures as school psychologists work to serve diverse children, families, and educators in education and other related settings.

Projected Annual Enrollment:

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
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</tr>
<tr>
<td>Year 2</td>
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<tr>
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<tr>
<td>Year 4</td>
<td>42</td>
</tr>
<tr>
<td>Year 5</td>
<td>42</td>
</tr>
</tbody>
</table>

Maximum enrollment that can be supported with existing instructional and student services resources: 50

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

The program anticipates high demand due to the shortage of school psychologists. Enrollment capacity is set due to field placement and supervision requirements.

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

Guide Requirements tab

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>
<th>Face to Face</th>
<th>Evening/Weekend</th>
<th>Online</th>
<th>Hybrid</th>
<th>Accelerate</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>

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 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 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 an interactive learning environment. For more information about the online nature of a specific program, contact the program.

Hybrid: These programs have innovative curricula that combine on-campus and online formats. Most hybrid programs are completed on-campus with a partial or complete 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 minimal disruption to your career. For more information about the accelerated nature of a specific program, contact the program.

CURRICULAR REQUIREMENTS

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>68 credits</td>
</tr>
</tbody>
</table>
Minimum Residence Credit Requirement: 54 credits
Minimum Graduate Coursework Requirement: 68 credits
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 res graduate student unless conditions for probationary status require higher grades. Grades of Incomplete are cor if they are not removed during the next enrolled semester.

Assessments and Examinations: No formal examinations are required.
However, students complete an in-depth case analysis as a culminating project.

Language Requirements: No language requirements.

REQUIRED COURSES

The EdS has a prescribed curriculum of 68 credits total, 10 beyond the masters’ degree.
All students will need to complete a portfolio that will serve as the culminating project. This project will need to be approved by all program faculty and clinical staff.
All students are required to successfully complete the Year 3 internship.
All program courses must be completed.
No deviation from the required courses is allowed. Electives are not permissible.

Course List

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED PSYCH 540</td>
<td>Introduction to Professional School Psychology</td>
</tr>
<tr>
<td>ED PSYCH 541</td>
<td>Applied Behavior Analysis in Classrooms</td>
</tr>
<tr>
<td>ED PSYCH/COUN PSY 723</td>
<td>Developmental Processes Across the Life Span</td>
</tr>
<tr>
<td>ED PSYCH 742</td>
<td>Assessment and Intervention for Academic Skill Problems</td>
</tr>
<tr>
<td>ED PSYCH 840</td>
<td>Clinical Practicum in School Psychology</td>
</tr>
<tr>
<td>ED PSYCH 844</td>
<td>Childhood and Adolescent Psychopathology in Schools</td>
</tr>
<tr>
<td>ED PSYCH 740</td>
<td>Cognitive Assessment of Children in the Schools</td>
</tr>
<tr>
<td>ED PSYCH 743</td>
<td>Design and Analysis of Single-Case Research</td>
</tr>
<tr>
<td>ED PSYCH 761</td>
<td>Statistical Methods Applied to Education II</td>
</tr>
<tr>
<td>ED PSYCH 840</td>
<td>Clinical Practicum in School Psychology</td>
</tr>
<tr>
<td>ED PSYCH 947</td>
<td>Evidenced-based Child and Adolescent Psychotherapy</td>
</tr>
<tr>
<td>ED PSYCH 840</td>
<td>Clinical Practicum in School Psychology</td>
</tr>
<tr>
<td>ED PSYCH 741</td>
<td>Social, Emotional, and Behavioral Assessment</td>
</tr>
<tr>
<td>ED PSYCH 840</td>
<td>Clinical Practicum in School Psychology</td>
</tr>
<tr>
<td>ED PSYCH/HDFS/NURSING/SOC WORK 880</td>
<td>Prevention Science</td>
</tr>
<tr>
<td>ED PSYCH 506</td>
<td>Contemporary Issues in Educational Psychology</td>
</tr>
<tr>
<td>ED PSYCH/COUN PSY/HDFS 726</td>
<td>Ethnic and Racial Diversity in Social Development</td>
</tr>
<tr>
<td>ED PSYCH 840</td>
<td>Clinical Practicum in School Psychology</td>
</tr>
<tr>
<td>ED PSYCH 942</td>
<td>Systems of Consultation in School Psychology</td>
</tr>
<tr>
<td>ED PSYCH 943</td>
<td>Internship in School Psychology</td>
</tr>
<tr>
<td>ED PSYCH 943</td>
<td>Internship in School Psychology</td>
</tr>
</tbody>
</table>

Total credits required: 68

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 beyon the Graduate School lies with the degree program faculty. Policies set by the academic degree program can be found below.

Program Specific Policies

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

Graduate Work from Other Institutions
No credits from other institutions are allowed to count toward the degree as indicated in the Requirements.

UW–Madison Undergraduate
No credits from a UW–Madison undergraduate degree are allowed to count toward the degree.

UW–Madison University Special
No credits taken as a UW–Madison University Special student are allowed to count toward the degree.

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 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 regularly. 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 sometimes a committee, from the major department responsible for providing advice regarding graduate studies. A committee often accomplishes advising for the student studies.

CREDITS PER TERM ALLOWED

15 credits

TIME CONSTRAINTS

Degree-seeking 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 completed prior to their absence for meeting program requirements; that coursework may not count toward Graduate School credit requirements.

Grievances and policies

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

Last Approved: Apr 14, 2020 3:18pm

These resources may be helpful in addressing your concerns:

Bias or Hate Reporting
Graduate Assistantship Policies and Procedures
Hostile and Intimidating Behavior Policies and Procedures
Office of the Provost for Faculty and Staff Affairs
Dean of Students Office (for all students to seek grievance assistance and support)
Employee Assistance (for personal counseling and workplace consultation around communication and conflict involving graduate assistants and other employees, post-doc staff)
Employee Disability Resource Office (for qualified employees or applicants with disabilities to have equal employment opportunities)
Graduate School (for informal advice at any level of review and for official appeals of program/departmental or school/college grievance decisions)
Office of Compliance (for class harassment and discrimination, including sexual harassment and sexual violence)
Office of Student Conduct and Community Standards (for conflicts involving students)
Ombuds Office for Faculty and Staff (for employed graduate students and post-docs, as well as faculty and staff)
Title IX (for concerns about discrimination)

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

Last Approved: Apr 14, 2020 3:06pm

Any student who feels that he or she has been treated unfairly by a faculty or staff member has the right to complain about the treatment and to receive a prompt hearing of these grievance procedures. The complaint may concern course grades, classroom treatment, program admission, or other issues. To insure a prompt and fair hearing of any complaint, both the rights of the student and the person at whom the complaint is addressed, the procedures below are used in the School of Education.

The person whom the complaint is directed against must be an employee of the School of Education. Any student or potential student may use these procedures unless the complaint involves an academic department, the procedure outlined in Step 4 below should be followed. If the complaint involves an academic department, the chair of the department. The chair will attempt to resolve the problem informally. If this cannot be done to the student’s satisfaction, the student may submit the grievance in writing to the Dean of Students Office. All written complaints will be investigated and a written response will be given to the student. If the complaint does not involve an academic department, the procedure outlined in Step 4 below should be followed. If the complaint involves an academic department, the chair of the department. The chair will attempt to resolve the problem informally. If this cannot be done to the student’s satisfaction, the student may submit the grievance in writing to the Dean of Students Office. All written complaints will be investigated and a written response will be given to the student.

On receipt of a written complaint, the chair will refer the matter to a departmental committee, which will obtain a written response from the person at whom the complaint is prepared and which will report to the chair. If the complaint is resolved satisfactorily, the chair will notify the student and the person at whom the complaint is addressed.

If the complaint is not resolved satisfactorily, the chair will refer the matter to the Dean of Students Office. All written complaints will be investigated and a written response will be given to the student.
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  Acquire a strong foundation in current and past theories, research findings, and methodologies in their program area.</td>
</tr>
<tr>
<td>2  Apply knowledge and skills related to addressing issues of diversity and equity for individuals within specific contexts and in all professional activities.</td>
</tr>
<tr>
<td>3  Develop critical thinking skills that promote rigorous evaluation of strengths and limitations in existing theory and research.</td>
</tr>
<tr>
<td>4  Apply the fundamentals of research design, data collection, and data analysis through participating in ongoing research or conducting their own research project(s).</td>
</tr>
<tr>
<td>5  Identify key features of high-quality research or program implementation / evaluation in their chosen field.</td>
</tr>
<tr>
<td>6  Demonstrate writing and oral skills needed to effectively communicate results of scientific research to academic, professional/practitioner, and lay audiences.</td>
</tr>
<tr>
<td>7  Communicate effectively in collaborative work or consultation settings with professional colleagues.</td>
</tr>
<tr>
<td>8  Become skilled communicators of issues in their research and program area for learners in formal classroom and informal learning settings.</td>
</tr>
<tr>
<td>9  Uphold the highest standards of ethical conduct.</td>
</tr>
<tr>
<td>10 Conduct research or program implementation/evaluation in accordance with ethical standards established in their field of inquiry.</td>
</tr>
</tbody>
</table>

Summarize the assessment plan.

The student's faculty advisor will be responsible for compiling information from the various learning assessments. The program director and support staff will also compile and summarize the department's learning goals assessment data, using direct and indirect assessment methods, on an annual basis.

Approved Assessment Plan:  
GRAD Assessment Plan EdS School Psychology  
April142020.docx

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

Although six other UW system institutions offer EdS equivalent training programs (including UW-Eau Claire, UW-La Crosse, UW-Milwaukee, UW-River Falls, UW-Sout, and UW-Whitewater), these programs are operating at full capacity. The EdS program at UW-Madison will help meet demand in the state for trained school psychologists. The EdS will also enable students to complete the master’s degree en route to the EdS and therefore be eligible to be paid while on internship in Wisconsin schools.

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.
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>
</tr>
</thead>
<tbody>
<tr>
<td>Leko, Melinda</td>
<td>2/17/20</td>
<td>Rehab Psych and Special Educ (RP &amp; SE)</td>
<td></td>
</tr>
<tr>
<td>Quintana, Steve</td>
<td>10/31/19</td>
<td>Counseling Psychology (COUN PSY)</td>
<td></td>
</tr>
<tr>
<td>Berridge, Craig</td>
<td>2/17/20</td>
<td>Psychology (PSYCH)</td>
<td></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:

- RPSE Letter of support (final proposal).pdf
- CP EdS support letter.pdf
- Psychology support letter EdS 2-2020.pdf
- EdS 131 Budget Spreadsheet (April 2020).xlsx

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 (financ...
Program Change Request

New Program Proposal

Date Submitted: 04/15/20 2:49 pm

Viewing: : Adult/Gerontology Acute Care Nurse Practitioner

Parent Plan: MAJ: Nursing Practice DNP

Last edit: 04/29/20 3:31 pm

Changes proposed by: kbleier

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>Dan Willis - NUR</td>
</tr>
</tbody>
</table>

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

Approval Path
1. 04/15/20 1:24 pm Michelle Young (meyoung): Rollback to Initiator
2. 04/24/20 3:40 pm Katie Bleier (kbleier): Approved for NURSING Dept. Approver
3. 04/24/20 3:47 pm Katie Bleier (kbleier): Approved for NUR School Admin Reviewer
4. 04/24/20 3:50 pm Katie Bleier (kbleier): Approved for NUR School Approver
Proposal Abstract/Summary:

The School of Nursing is seeking to establish discrete named options for its existing informal "tracks" that represent areas of population focus and role preparation within the Doctor of Nursing Practice (DNP) program. This proposal is to establish the "Adult/Gerontology Acute Care Nurse Practitioner" named option. The named options are being pursued to 1) bring the program in alignment with the university's utilization of named options to represent areas of curricular emphasis within a program; 2) formalize the options for study and professional preparation for prospective and current students, as well as employers and certification boards; and 3) meet advanced practice certification board requirements that transcripts detail the role and population focus. A total of five proposals will be brought forward to reflect the different population foci and role preparation options currently available within the DNP program.

Basic Information

Type of Program: Named Option
Parent Program: MAJ: Nursing Practice DNP
Parent Audience: Graduate or professional
Parent Home Department: School of Nursing (NURSING)
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: Adult/Gerontology Acute Care Nurse Practitioner
Named Options: Sub Plan 1139: No Title Found
Sub Plan 1141: No Title Found
Sub Plan 1142: No Title Found
Sub Plan 1143: No Title Found
Sub Plan 1144: No Title Found
Sub Plan 1145: No Title Found
Sub Plan 1146: 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.
List the departments that have a vested interest in this proposal.

- Accreditation Commission on Collegiate Nursing Education
  Accreditation status: Next accreditation review: 2026-2027.
  Graduates of parent program seek licensure or certification after graduation.
  Parent Guide Certification/Licensure tab

First term of student enrollment: Fall 2020 (1212)
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>12/01</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.

As noted in the Proposal Abstract/Summary, the DNP program has been administering these tracks informally and this proposal seeks to formally establish each of the five named options, in this case the Adult/Gerontology Acute Care Nurse Practitioner option. Upon approval, the program will be able to formally admit students into the various named options and track them administratively.

## Rationale and Justifications

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

Upon approval of this proposal and the others reflecting the various population foci and role preparation options in the program, the DNP program will feature the five formal named options: Adult/Gerontology Acute Care Nurse Practitioner, Adult/Gerontology Primary Care Nurse Practitioner, Adult/Gerontology Primary Care Clinical Nurse Specialist, Pediatric Primary Care Practitioner, Psychiatric Mental Health Nurse Practitioner.

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

This proposal is to establish the "Adult/Gerontology Acute Care Nurse Practitioner" named option. The named options are being pursued to 1) bring the program in alignment with the university's utilization of named options to represent areas of curricular emphasis within a program; 2) formalize the options for study and professional preparation for prospective and current students, as well as employers and certification boards; and 3) meet advanced practice certification board requirements that transcripts detail the role and population focus.

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

Yes. Enrollments in the DNP program have been strong with more than 100 students enrolled each academic year. Enrollments in the program's various existing informal tracks have varied by track and year. Of the five current tracks (soon-to-be named options), the largest are the Adult/Gerontology Primary Care NP and Adult/Gerontology Acute Care NP options, with more than 30 students enrolled each. The Pediatric Primary Care NP and Psychiatric Mental Health NP options have closer to 15-20 students enrolled each year. The smallest option is the highly specialized Adult/Gerontology Primary Care Clinical Nurse Specialist, with ~5 students.

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

The rising need for Advanced Practice Nurses (APNs) will be so great that the United States Bureau for Labor Statistics (BLS) predicts that openings for nurse practitioners alone in the U.S. will increase 36 percent between 2016 and 2026, substantially faster than the average 7 percent growth anticipated across all occupations during that time.

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

By establishing the named options, the program seeks to formalize its current use of tracks.

## 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>Willis, Danny</td>
<td>School of Nursing (NURSING)</td>
<td>Associate Dean for Academic Affairs</td>
</tr>
<tr>
<td>Bleier, Katie</td>
<td>School of Nursing (NURSING)</td>
<td>Assistant Dean for Academic Affairs</td>
</tr>
<tr>
<td>McGranahan, Pamela</td>
<td>School of Nursing (NURSING)</td>
<td>DNP Program Director</td>
</tr>
</tbody>
</table>
Confirm that the program advisor(s) or coordinator(s) have been consulted and reviewed this proposal.

**Resources, Budget, and Finance**

Is this a revenue program? No

What is the tuition structure for this program?

- Profession-specific tuition, Regent-approved

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, no additional resources will be required with this transition from an informal track to the named option.

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.

DNP students across all tracks/options are eligible for School of Nursing scholarships, graduate assistantships (PA/TA-ships), and select fellowships. Funding decisions are made as part of a school-wide process each spring.

**Curriculum and Requirements**

Parent Plan Admissions/How To Get In Requirements

Students apply to the Doctor of Nursing Practice through one of the named options:

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
Requesting students to apply to the Nursing program through one of the named options:
- Adult/Gerontology Acute Care Nurse Practitioner
- Population Health Nursing
- Adult/Gerontology Clinical Nurse Specialist
- Adult/Gerontology Primary Care Nurse Practitioner
- Pediatric Primary Care Nurse Practitioner
- Psychiatric Mental Health Nurse Practitioner
- Systems Leadership and Innovation

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 1</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>Letters of Recommendation Required</td>
<td>3</td>
</tr>
</tbody>
</table>

**Admission requirements for the DNP program (post-baccalaureate) are:**

- Graduation from an accredited baccalaureate program in nursing
- GPA of 3.0 on the last 60 credits for the baccalaureate degree
- RN license
- One year of professional nursing experience
- Grade of B or better in an approved statistics course within the last 5 years. (Note: The course does not need to be taken before applying, but must be successfully completed prior to the start of the fall term.)
- Application essay (see School of Nursing website for specific criteria)
- Three letters of recommendation
- Curriculum vitae or resume
- English proficiency scores: Applicants whose native language is not English, or whose undergraduate instruction was not in English, must provide an English proficiency test score. Scores are accepted if they are within two years of the start of the admission term. See the Graduate School’s Admission Requirements for more information on the English proficiency requirement.

**Admission requirements for the DNP program (post-master’s) are:**

- Graduation from an accredited baccalaureate program in nursing
- Master’s degree in a specialty track from an accredited nursing program
- GPA of 3.5 for the master’s degree
- RN license
- Certification as an advanced practice nurse
- One year of professional nursing experience
- Grade of B or better in a graduate level statistics course within the last 5 years. (Note: The course does not need to be taken before applying, but must be successfully completed prior to the start of the fall term.)
but must be successfully completed prior to the start of the fall term.)
Application essay (see School of Nursing website for specific criteria)
Three letters of recommendation
Curriculum vitae or resume
English proficiency scores: Applicants whose native language is not English, or whose undergraduate instruction was not in English, must provide an English proficiency test score. Scores are accepted if they are within two years of the start of the admission term. See the Graduate School's Admission Requirements for more information on the English proficiency requirement.
Additional admission requirements for international applicants are:
CGFNS Certification
Minimum English proficiency scores in one of the following:
TOEFL (600 PBT, 100 iBT)
IELTS (8)
MELAB (85)
All application materials must be received by December 1 for admission in the fall semester.

Describe plans for recruiting students to this program.

Existing student recruitment initiatives will continue with this transition from an informal track to the named option. The four-member recruitment and admissions team works across programs within the School of Nursing, though there is a dedicated Graduate Admissions and Recruitment Coordinator.

Projected Annual Enrollment:

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>30</td>
</tr>
<tr>
<td>Year 2</td>
<td>30</td>
</tr>
<tr>
<td>Year 3</td>
<td>30</td>
</tr>
<tr>
<td>Year 4</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:

45

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

## University General Education Requirements

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>Post–B.S.: 68 credits</td>
</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>Post–B.S.: 32 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework Requirement</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">here</a>.</td>
</tr>
<tr>
<td>Overall Graduate GPA Requirement</td>
<td>3.00 GPA required.</td>
</tr>
<tr>
<td>Other Grade Requirements</td>
<td>A student may not receive more than one grade below a B (or a U grade) in any 12 month period.</td>
</tr>
</tbody>
</table>

## Mode of Instruction

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

## 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

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 Doctor of Nursing Practice must select one of the named options:

### 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.

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

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

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

---

**CURRICULAR REQUIREMENTS**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit</td>
<td>Post–B.S.: 68 credits</td>
</tr>
<tr>
<td>Requirement</td>
<td>Post–M.S.: 51 credits (32 credits in the program plan plus 19 credits from Master's degree)</td>
</tr>
<tr>
<td>Minimum Residence Credit</td>
<td>Post–B.S.: 32 credits</td>
</tr>
<tr>
<td>Requirement</td>
<td>Post–M.S.: 32 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework Requirement</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>
</tbody>
</table>

**Other Grade Requirements**

A student may not receive more than one grade below a B (or a U grade) in any 12 month period.

**Assessments and Examinations**

No examinations are required.

**Language Requirements**

No language requirements.

**Doctoral Minor/Breadth Requirements**

DNP students are not required to complete a doctoral minor.

---

**Required COURSES**

**Post-Baccalaureate Option**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systematic Evaluation of Practice Component</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approved Statistics Course (prerequisite)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NURSING 706</strong></td>
<td>Nursing Research</td>
<td>0</td>
</tr>
<tr>
<td><strong>NURSING 761</strong></td>
<td>Health Program Planning, Evaluation, and Quality Improvement</td>
<td>3</td>
</tr>
<tr>
<td><strong>NURSING 764</strong></td>
<td>Nursing and Health Informatics</td>
<td>3</td>
</tr>
<tr>
<td><strong>NURSING 806</strong></td>
<td>Evaluation and Application of Evidence-Based Practice</td>
<td>3</td>
</tr>
<tr>
<td><strong>NURSING 906</strong></td>
<td>Scholarly Project</td>
<td>6</td>
</tr>
<tr>
<td>Leadership/Policy Component</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NURSING 703</strong></td>
<td>Health Care and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td><strong>NURSING 704</strong></td>
<td>Leadership in Advanced Practice Nursing I</td>
<td>3</td>
</tr>
<tr>
<td><strong>NURSING 708</strong></td>
<td>Ethics for Advanced Practice in Health Care</td>
<td>2</td>
</tr>
<tr>
<td><strong>NURSING 772</strong></td>
<td>Leadership and Organizational Decision-Making in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>Leadership/Policy Elective</td>
<td></td>
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<tr>
<td>Practice Component</td>
<td></td>
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<tr>
<td>Advanced Practice Course Core</td>
<td></td>
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<tr>
<td><strong>NURSING 707</strong></td>
<td>Health Promotion and Disease Prevention in Diverse Communities</td>
<td>3</td>
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</table>
NURSING 702  Health Promotion and Disease Prevention in Diverse Communities  3
NURSING 601  Advanced Health Assessment  2  3
NURSING/PHM PRAC 605  Pharmacotherapeutics for Advanced Practice Nurses  3
NURSING 811  Advanced Pathophysiology  3
Population Theory Course  3
Choose only one population:
- NURSING 722  Advanced Practice Nursing Theory: Adults and Older Adults
- NURSING 741  Advanced Practice Nursing Theory: Family Process & Child Development
- NURSING 751  Advanced Practice Nursing Theory: Psychiatric Mental Health

APN Clinical/Leadership Practicum & Role Core
- NURSING 726  Foundations for APN Clinical Practice I  2  3
- NURSING 727  Foundations for APN Clinical Practice II  2  3
- NURSING 826  Foundations for APN Clinical Practice III  2  3
- NURSING 728  Advanced Practice Clinical Application and Role Development I  2  3
- NURSING 729  Advanced Practice Clinical Application and Role Development II  2  3
- NURSING 828  Clinical Leadership III  2  3
- NURSING 829  Clinical Leadership IV  2  3

16 total credits required; 10 credit maximum. Taken for 2 credits per term (other credit amounts allowed only via faculty approval).

2 Students in the Adult/Gerontology Acute Care Nurse Practitioner named option must take these courses with a section number of 010.

Post-Baccalaureate Three-Year Program Plan

First Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
<th>Summer</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSING 706</td>
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<td>NURSING 601</td>
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<td>NURSING 764</td>
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<tr>
<td>NURSING 704</td>
<td>3</td>
<td>NURSING/PHM PRAC 605</td>
<td>3</td>
<td>NURSING 708</td>
<td>2</td>
</tr>
<tr>
<td>NURSING 811</td>
<td>3</td>
<td>NURSING 806</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURSING 722, 741, or 751</td>
<td>3</td>
<td>NURSING 703</td>
<td>3</td>
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</tr>
<tr>
<td></td>
<td>12</td>
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Second Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
<th>Summer</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>NURSING 726</td>
<td>3</td>
<td>NURSING 727</td>
<td>3</td>
<td>NURSING 772</td>
<td>3</td>
</tr>
<tr>
<td>NURSING 728</td>
<td>3</td>
<td>NURSING 729</td>
<td>3</td>
<td>NURSING 906</td>
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<tr>
<td>NURSING 702</td>
<td>3</td>
<td>NURSING 761</td>
<td>3</td>
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Third Year

<table>
<thead>
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<th>Fall</th>
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<th>Spring</th>
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<td>NURSING 828</td>
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<td>NURSING 906</td>
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<td>NURSING 906</td>
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<td>Elective (can be taken any term)</td>
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</table>

Total Credits 68

1 See Pre-approved elective options. Additional options may be approved by program director.

2 Psych/Mental Health NP students must take NURSING 590 Contemporary Practices in Nursing Pediatric Assessment for Mental Health APNs (1cr) the summer prior to NURSING 726 Foundations for APN Clinical Practice I/NURSING 728 Advanced Practice Clinical Application and Role Development I.

Post-Baccalaureate Four-Year Program Plan

First Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
<th>Summer</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSING 706</td>
<td>3</td>
<td>NURSING 806</td>
<td>3</td>
<td>NURSING 708</td>
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<tr>
<td>NURSING 704</td>
<td>3</td>
<td>NURSING 703</td>
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</tr>
<tr>
<td>NURSING 722, 741, or 751</td>
<td>3</td>
<td>Elective (can be taken any term)</td>
<td>13</td>
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Second Year

<table>
<thead>
<tr>
<th>Winter</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
<th>Summer</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NURSING 826</td>
<td>3</td>
<td>NURSING 829</td>
<td>3</td>
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<td></td>
</tr>
<tr>
<td>NURSING 828</td>
<td>3</td>
<td>NURSING 906</td>
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<td></td>
<td></td>
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<tr>
<td>NURSING 906</td>
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<td>Elective (can be taken any term)</td>
<td>13</td>
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<td>8</td>
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Total Credits 85
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<th>Fall</th>
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<th>Spring</th>
<th>Credits</th>
<th>Summer</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Third Year</td>
<td>NURSING 811</td>
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<td>NURSING 601</td>
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<td>NURSING 764</td>
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<td></td>
<td>NURSING 702</td>
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<td>NURSING/PHM PRAC 605</td>
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<tr>
<td>Fourth Year</td>
<td>NURSING 726</td>
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<td>NURSING 727</td>
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<td>NURSING 722</td>
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<td>NURSING 726</td>
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<td>NURSING 727</td>
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<td>NURSING 722</td>
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<td></td>
<td>NURSING 826</td>
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<td>NURSING 829</td>
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<td>NURSING 828</td>
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<td>NURSING 906</td>
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<td>8</td>
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<td></td>
</tr>
</tbody>
</table>

Total Credits 68

1. See Pre-approved elective options. Additional options may be approved by program director.
2. Psych/Mental Health NP students must take NURSING 590 Contemporary Practices in Nursing (1cr) the summer prior to NURSING 726
   Foundations for APN Clinical Practice I/NURSING 728 Advanced Practice Clinical Application and Role Development I.

## Post-Master's Option

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

Course List
Program Change Request

New Program Proposal

Date Submitted: 04/16/20 9:33 am

Viewing: Adult/Gerontology Clinical Nurse Specialist

Parent Plan: MAJ: Nursing Practice DNP

Last edit: 04/29/20 3:31 pm

Changes proposed by: kbleier

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>Dan Willis - NUR</td>
</tr>
</tbody>
</table>

In Workflow

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

Approval Path

1. 04/24/20 3:41 pm Katie Bleier (kbleier): Approved for NURSING Dept. Approver
2. 04/24/20 3:47 pm Katie Bleier (kbleier): Approved for NUR School Admin Reviewer
3. 04/24/20 3:51 pm Katie Bleier (kbleier): Approved for NUR School Approver
4. 05/01/20 12:33 pm Karen Mittelstadt (mittlestadt): Approved for APIR

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
Proposal Abstract/Summary:

The School of Nursing is seeking to establish discrete named options for its existing informal "tracks" that represent areas of population focus and role preparation within the Doctor of Nursing Practice (DNP) program. This proposal is to establish the "Adult/Gerontology Clinical Nurse Specialist" named option. The named options are being pursued to 1) bring the program in alignment with the university's utilization of named options to represent areas of curricular emphasis within a program; 2) formalize the options for study and professional preparation for prospective and current students, as well as employers and certification boards; and 3) meet advanced practice certification board requirements that transcripts detail the role and population focus. A total of five proposals will be brought forward to reflect the different population foci and role preparation options currently available within the DNP program.

Basic Information

Type of Program: Named Option
Parent Program: MAJ: Nursing Practice DNP
Parent Audience: Graduate or professional
Parent Home Department: School of Nursing (NURSING)
Parent School/College: School of Nursing

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: Adult/Gerontology Clinical Nurse Specialist
Named Options:
- Sub Plan 1139: No Title Found
- Sub Plan 1141: No Title Found
- Sub Plan 1142: No Title Found
- Sub Plan 1143: No Title Found
- Sub Plan 1144: No Title Found
- Sub Plan 1145: No Title Found
- Sub Plan 1146: 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>Willis, Danny</td>
<td><a href="mailto:dgwillis@wisc.edu">dgwillis@wisc.edu</a></td>
<td>608/263-5262</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 consorral 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 Accreditatian tab

Accreditation
Commission on Collegiate Nursing Education
Accreditatian status: Next accreditatian review: 2026-2027.
Graduates of parent program seek licensure or certifcaetion after graduation. Yes
Parent Guide Certifcation/Licensure tab

First term of student enrollment: Fall 2020 (1212)
When will the applicaetion for the first term of enrollment open? Fall 2020 (1212)
Which terms will you allow new students to enroll? What are the applicaetion 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>
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</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 implementatian plan and timeline.

As noted in the Proposal Abstract/Summary, the DNP program has been administering these tracks informally and this proposal seeks to formally establish each of the five named options, including...
Raonale and Justifications

How does the named option relate to the major and to other named options in the major, if relevant?
Upon approval of this proposal and the others reflecting the various population foci and role preparation options in the program, the DNP program will feature the five formal named options: Adult/Gerontology Acute Care Nurse Practitioner, Adult/Gerontology Primary Care Nurse Practitioner, Adult/Gerontology Primary Care Clinical Nurse Specialist, Pediatric Primary Care Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner.

Why is the program being proposed? What is its purpose?
This proposal is to establish the "Adult/Gerontology Clinical Nurse Specialist" named option. The named options are being pursued to 1) bring the program in alignment with the university’s utilization of named options to represent areas of curricular emphasis within a program; 2) formalize the options for study and professional preparation for prospective and current students, as well as employers and certification boards; and 3) meet advanced practice certification board requirements that transcripts detail the role and population focus.

Do current students need or want the program? Provide evidence.
Yes. Enrollments in the DNP program have been strong with more than 100 students enrolled each academic year. Enrollments in the program's various existing informal tracks have varied by track and year. Of the five current tracks (soon-to-be named options), the largest are the Adult/Gerontology Primary Care NP and Adult/Gerontology Acute Care NP options, with more than 30 students enrolled each. The Pediatric Primary Care NP and Psychiatric Mental Health NP options have closer to 15-20 students enrolled each year. The smallest option is the highly specialized Adult/Gerontology Primary Care Clinical Nurse Specialist, with ~5 students.

What is the market, workforce, and industry need for this program? Provide evidence.
The rising need for Advanced Practice Nurses (APNs) will be so great that the United States Bureau for Labor Statistics (BLS) predicts that openings for nurse practitioners alone in the U.S. will increase 36 percent between 2016 and 2026, substantially faster than the average 7 percent growth anticipated across all occupations during that time.

What gap in the program array is it intended to fill?
By establishing the named options, the program seeks to formalize its current use of tracks.

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>Willis, Danny</td>
<td>School of Nursing (NURSING)</td>
<td>Associate Dean for Academic Affairs</td>
</tr>
<tr>
<td>Bleier, Katie</td>
<td>School of Nursing (NURSING)</td>
<td>Assistant Dean for Academic Affairs</td>
</tr>
<tr>
<td>Mcgranahan, Pamela</td>
<td>School of Nursing (NURSING)</td>
<td>DNP Program Director</td>
</tr>
<tr>
<td>Bennett, Carrie</td>
<td>School of Nursing (NURSING)</td>
<td>Clinical Assistant Professor, CNS Population Lead</td>
</tr>
<tr>
<td>Bryan, Gina</td>
<td>School of Nursing (NURSING)</td>
<td>Clinical Professor</td>
</tr>
</tbody>
</table>
Confirm that the program advisor(s) or coordinator(s) have been consulted and reviewed this proposal.

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
<th>Department</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Bennett, Carrie</td>
<td>School of Nursing (NURSING)</td>
<td>Clinical Assistant Professor, CNS Population Lead</td>
</tr>
</tbody>
</table>

Describe how student services and advising will be supported.

The named option will continue with the same student support services as when it was an informal track. The DNP program has a Graduate Academic Services Coordinator who supports students in the program. Each student in the program is also assigned a faculty advisor. DNP students are eligible for school scholarships, graduate assistantships, and select fellowships.

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

DNP students across all tracks/options are eligible for School of Nursing scholarships, graduate assistantships (PA/TA-ships), and select fellowships. Funding decisions are made as part of a school-wide process each spring.

Curriculum and Requirements

Students apply to the Doctor of Nursing Practice through one of the named options:

Adult/Gerontology Acute Care Nurse Practitioner
Approved 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>Requirement</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Deadline</td>
<td>December 1</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>Letters of Recommendation Required</td>
<td>3</td>
</tr>
</tbody>
</table>

**Admission requirements for the DNP program (post-baccalaureate) are:**

- Graduation from an accredited baccalaureate program in nursing
- GPA of 3.0 on the last 60 credits for the baccalaureate degree
- RN license
- One year of professional nursing experience
- Grade of B or better in a approved statistics course within the last 5 years. (Note: The course does not need to be taken before applying, but must be successfully completed prior to the start of the fall term.)
- Application essay (see [School of Nursing website](https://schoolofnursing.wisc.edu)) for specific criteria
- Three letters of recommendation
- Curriculum vitae or resume
- English proficiency scores: Applicants whose native language is not English, or whose undergraduate instruction was not in English, must provide an English proficiency test score. Scores are accepted if they are within two years of the start of the admission term. See the Graduate School's [Admission Requirements](https://grad.wisc.edu/apply/requirements/#english-proficiency) for more information on the English proficiency requirement.

Post-BS applicants have a bachelor's degree in nursing. Applicants who have a non-APN master’s degree (i.e., nurse education) are considered post-B.S. applicants and are able to waive up to 18 credits based on previous graduate coursework, pending review of syllabi.

**Admission requirements for the DNP program (post-master’s) are:**

- Graduation from an accredited baccalaureate program in nursing
- Master's degree in a specialty track from an accredited nursing program
- GPA of 3.5 for the master's degree
- RN license
- Certification as an advanced practice nurse
- One year of professional nursing experience
- Grade of B or better in a graduate level statistics course within the last 5 years. (Note: The course does not need to be taken before applying, but must be successfully completed prior to the start of the fall term.)
- Application essay (see [School of Nursing website](https://schoolofnursing.wisc.edu)) for specific criteria

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
Curriculum vitae or resume

English proficiency scores: Applicants whose native language is not English, or whose undergraduate instruction was not in English, must provide an English proficiency test score. Scores are accepted if they are within two years of the start of the admission term. See the Graduate School’s Admission Requirements for more information on the English proficiency requirement.

Additional admission requirements for international applicants are:

- CGFNS Certification
- Minimum English proficiency scores in one of the following:
  - TOEFL (600 PBT, 100 iBT)
  - IELTS (8)
  - MELAB (85)

All application materials must be received by December 1 for admission in the fall semester.

Describe plans for recruiting students to this program.

Existing student recruitment initiatives will continue with this transition from an informal track to the named option. The four-member recruitment and admissions team works across programs within the School of Nursing, though there is a dedicated Graduate Admissions and Recruitment Coordinator.

Projected Annual Enrollment:

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>8</td>
</tr>
<tr>
<td>Year 2</td>
<td>8</td>
</tr>
<tr>
<td>Year 3</td>
<td>8</td>
</tr>
<tr>
<td>Year 4</td>
<td>8</td>
</tr>
<tr>
<td>Year 5</td>
<td>8</td>
</tr>
</tbody>
</table>

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

12

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
Minimum Credit Requirement
- Post-B.S.: 68 credits
- Post-M.S.: 51 credits (32 credits in the program plan plus 19 credits from Master's degree)

Minimum Residence Credit Requirement
- Post-B.S.: 32 credits
- Post-M.S.: 32 credits

Minimum Graduate Coursework Requirement
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 (http://my.wisc.edu/CourseGuideRedirect/BrowseByTitle).

Overall Graduate GPA Requirement
3.00 GPA required.

Other Grade Requirements
A student may not receive more than one grade below a B (or a U grade) in any 12 month period.

Assessments and Examinations
No examinations are required.

Language Requirements
No language requirements.

Doctoral Minor/Breadth Requirements
DNP students are not required to complete a doctoral minor.

Required COURSES
Select a Named Option for required courses.

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 Doctor of Nursing Practice must select one of the 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>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Mode of Instruction Definitions

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

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

Online: These programs are offered primarily online. Many available online programs can be completed almost entirely online with all online classes available. Check with the program for specific course availability.
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**

**University General Education Requirements**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit</td>
<td>Post–B.S.: 68 credits</td>
</tr>
<tr>
<td>Requirement</td>
<td>Post–M.S.: 51 credits (32 credits in the program plan plus 19 credits from Master's degree)</td>
</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>Post–B.S.: 32 credits</td>
</tr>
<tr>
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<td>Post–M.S.: 32 credits</td>
</tr>
<tr>
<td>Coursework Requirement</td>
<td>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>A student may not receive more than one grade below a B (or a U grade) in any 12 month period.</td>
</tr>
<tr>
<td>Assessments and Examinations</td>
<td>No examinations are required.</td>
</tr>
<tr>
<td>Language Requirements</td>
<td>No language requirements.</td>
</tr>
<tr>
<td>Doctoral Minor/Breadth Requirements</td>
<td>DNP students are not required to complete a doctoral minor.</td>
</tr>
</tbody>
</table>

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**Required COURSES**

**Post-Baccalaureate Option**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systematic Evaluation of Practice Component</td>
<td>Approved Statistics Course (prerequisite)</td>
<td></td>
</tr>
<tr>
<td>NURSING 706</td>
<td>Nursing Research</td>
<td>0</td>
</tr>
<tr>
<td>NURSING 761</td>
<td>Health Program Planning, Evaluation, and Quality Improvement</td>
<td>3</td>
</tr>
<tr>
<td>NURSING 764</td>
<td>Nursing and Health Informatics</td>
<td>3</td>
</tr>
<tr>
<td>NURSING 806</td>
<td>Evaluation and Application of Evidence-Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURSING 906</td>
<td>Scholarly Project 1</td>
<td>6</td>
</tr>
<tr>
<td>Leadership/Policy Component</td>
<td>Health Care and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>NURSING 703</td>
<td>Leadership in Advanced Practice Nursing I</td>
<td>3</td>
</tr>
<tr>
<td>NURSING 704</td>
<td>Ethics for Advanced Practice in Health Care</td>
<td>2</td>
</tr>
<tr>
<td>NURSING 708</td>
<td>Leadership and Organizational Decision-Making in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>Leadership/Policy Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Practice Component</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Advanced Practice Course Core</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>NURSING 702</td>
<td>Health Promotion and Disease Prevention in Diverse Communities</td>
<td>3</td>
</tr>
<tr>
<td>NURSING 601</td>
<td>Advanced Health Assessment 2</td>
<td>3</td>
</tr>
</tbody>
</table>
NURSING/PHM PRAC 605  
Pharmacotherapeutics for Advanced Practice Nurses  
3

NURSING 811  
Advanced Pathophysiology  
3

Choose only one population:

NURSING 722  
Advanced Practice Nursing Theory: Adults and Older Adults  
3

NURSING 741  
Advanced Practice Nursing Theory: Family Process & Child Development  
3

NURSING 751  
Advanced Practice Nursing Theory: Psychiatric Mental Health  
3

APN Clinical/Leadership Practicum & Role Core

NURSING 726  
Foundations for APN Clinical Practice I  
2

NURSING 727  
Foundations for APN Clinical Practice II  
2

NURSING 826  
Foundations for APN Clinical Practice III  
2

NURSING 728  
Advanced Practice Clinical Application and Role Development I  
2

NURSING 729  
Advanced Practice Clinical Application and Role Development II  
2

NURSING 828  
Clinical Leadership III  
2

NURSING 829  
Clinical Leadership IV  
2

16 total credits required; 10 credit maximum. Taken for 2 credits per term (other credit amounts allowed only via faculty approval).

2 Students in the Adult/Gerontology Clinical Nurse Specialist named option must take these courses with a section number of 070.

Post-Baccalaureate Three-Year Program Plan

First Year

Fall

NURSING 706  
3

NURSING 704  
3

NURSING 811  
3

NURSING 722, 741, or 751  
3

12

Spring

NURSING 601  
3

NURSING/PHM PRAC 605  
3

NURSING 806  
3

NURSING 703  
3

12

Summer

NURSING 708  
2

NURSING 703  
2

9

Total Credits 68

1 See Pre-approved elective options. Additional options may be approved by program director.

2 Psych/Mental Health NP students must take NURSING 590 Contemporary Practices in Nursing Pediatric Assessment for Mental Health APNs (1cr) the summer prior to NURSING 726 Foundations for APN Clinical Practice I/NURSING 728 Advanced Practice Clinical Application and Role Development I.

Post-Baccalaureate Four-Year Program Plan

First Year

Fall

NURSING 706  
3

NURSING 704  
3

NURSING 722, 741, or 751  
3

9

Spring

NURSING 806  
3

NURSING 703  
3

Elective (can be taken any term)  
13

9

Summer

NURSING 708  
2

NURSING 703  
2

8

Second Year

Fall

NURSING 811  
2

NURSING 601  
2

NURSING 764  
2

9

Spring

NURSING 806  
2

NURSING 703  
2

NURSING 764  
2

9

Summer

NURSING 708  
2

NURSING 703  
2

8

6 total credits required; 10 credit maximum. Taken for 2 credits per term (other credit amounts allowed only via faculty approval).
## Post-Master's Option

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systematic Evaluation of Practice</td>
<td>Approved Statistics Course (prerequisite)</td>
<td>0</td>
</tr>
</tbody>
</table>
Program Change Request

New Program Proposal

Date Submitted: 04/16/20 9:37 am

Viewing: Adult/Gerontology Primary Care Nurse Practitioner

Parent Plan: MAJ: Nursing Practice DNP

Last edit: 04/29/20 3:32 pm

Changes proposed by: kbleier

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>Dan Willis - NUR</td>
</tr>
</tbody>
</table>

In Workflow

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

Approval Path

1. 04/24/20 3:42 pm Katie Bleier (kbleier): Approved for NURSING Dept. Approver
2. 04/24/20 3:47 pm Katie Bleier (kbleier): Approved for NUR School Admin Reviewer
3. 04/24/20 3:52 pm Katie Bleier (kbleier): Approved for NUR School Approver
4. 05/01/20 12:33 pm Karen Mittelstadt (mittelstadt): Approved for APIR

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
Proposal Abstract/Summary:

The School of Nursing is seeking to establish discrete named options for its existing informal "tracks" that represent areas of population focus and role preparation within the Doctor of Nursing Practice (DNP) program. This proposal is to establish the "Adult/Gerontology Primary Care Nurse Practitioner" named option. The named options are being pursued to 1) bring the program in alignment with the university's utilization of named options to represent areas of curricular emphasis within a program; 2) formalize the options for study and professional preparation for prospective and current students, as well as employers and certification boards; and 3) meet advanced practice certification board requirements that transcripts detail the role and population focus. A total of five proposals will be brought forward to reflect the different population foci and role preparation options currently available within the DNP program.

**Basic Information**

Type of Program: Named Option  
Parent Program: MAJ: Nursing Practice DNP  
Parent Audience: Graduate or professional  
Parent Home Department: School of Nursing (NURSING)  
Parent School/College: School of Nursing  

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

Parent is in the Graduate School: Yes  
SIS Code:  
SIS Description:  
Transcript Title: Adult/Gerontology Primary Care Nurse Practitioner  
Named Options:  
Sub Plan 1139: No Title Found  
Sub Plan 1141: No Title Found  
Sub Plan 1142: No Title Found  
Sub Plan 1143: No Title Found  
Sub Plan 1144: No Title Found  
Sub Plan 1145: No Title Found  
Sub Plan 1146: 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>Scott, Linda</td>
<td><a href="mailto:ldsco@wisc.edu">ldsco@wisc.edu</a></td>
<td>608/263-9725</td>
<td></td>
</tr>
<tr>
<td>Department</td>
<td>Are all program reviews in the home academic unit up to date?</td>
<td>Are all assessment plans in the home academic unit up to date?</td>
<td>Are all assessment reports in the home academic unit up to date?</td>
<td>Mode of Delivery:</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>School of Nursing (NURSING)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Face-to-Face (majority face-to-face courses)</td>
</tr>
</tbody>
</table>

**Faculty Director**
Mcgranahan, Pamela
pmcgranahan@wisc.edu
608/263-5337
DNP Program Director

**Primary Contact**
Bleier, Katie
kbleier@wisc.edu
608/263-5172
Assistant Dean for Academic Affairs

**Primary Dean's Office Contact**
Bleier, Katie
kbleier@wisc.edu
608/263-5172
Assistant Dean for Academic Affairs

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

**Departments**

- School of Nursing (NURSING)
- Accreditation
  - Commission on Collegiate Nursing Education
  - Accreditation status: Next accreditation review: 2026-2027.
  - Graduates of parent program seek licensure or certification after graduation.
  - Parent Guide Certification/Licensure tab

**First term of student enrollment:**
Fall 2020 (1212)

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>12/01</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.

As noted in the Proposal Abstract/Summary, the DNP program has been administering these...
As noted in the Proposal Abstract/Summary, the DNP program has been administering these tracks informally and this proposal seeks to formally establish each of the five named options, in this case the Adult/Gerontology Primary Care Nurse Practitioner option. Upon approval, the program will be able to formally admit students into the various named options and track them administratively.

### Rationale and Justifications

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

Upon approval of this proposal and the others reflecting the various population foci and role preparation options in the program, the DNP program will feature the five formal named options: Adult/Gerontology Acute Care Nurse Practitioner, Adult/Gerontology Primary Care Nurse Practitioner, Adult/Gerontology Primary Care Clinical Nurse Specialist, Pediatric Primary Care Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner.

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

This proposal is to establish the "Adult/Gerontology Primary Care Nurse Practitioner" named option. The named options are being pursued to 1) bring the program in alignment with the university's utilization of named options to represent areas of curricular emphasis within a program; 2) formalize the options for study and professional preparation for prospective and current students, as well as employers and certification boards; and 3) meet advanced practice certification board requirements that transcripts detail the role and population focus.

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

Yes. Enrollments in the DNP program have been strong with more than 100 students enrolled each academic year. Enrollments in the program's various existing informal tracks have varied by track and year. Of the five current tracks (soon-to-be named options), the largest are the Adult/Gerontology Primary Care NP and Adult/Gerontology Acute Care NP options, with more than 30 students enrolled each. The Pediatric Primary Care NP and Psychiatric Mental Health NP options have closer to 15-20 students enrolled each year. The smallest option is the highly specialized Adult/Gerontology Primary Care Clinical Nurse Specialist, with ~5 students.

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

The rising need for Advanced Practice Nurses (APNs) will be so great that the United States Bureau for Labor Statistics (BLS) predicts that openings for nurse practitioners alone in the U.S. will increase 36 percent between 2016 and 2026, substantially faster than the average 7 percent growth anticipated across all occupations during that time.

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

By establishing the named options, the program seeks to formalize its current use of tracks.

### 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>Willis, Danny</td>
<td>School of Nursing (NURSING)</td>
<td>Associate Dean for Academic Affairs</td>
</tr>
<tr>
<td>Bleier, Katie</td>
<td>School of Nursing (NURSING)</td>
<td>Assistant Dean for Academic Affairs</td>
</tr>
<tr>
<td>Mcgranahan, Pamela</td>
<td>School of Nursing (NURSING)</td>
<td>DNP Program Director</td>
</tr>
<tr>
<td>Endicott, Sarah</td>
<td>School of Nursing (NURSING)</td>
<td>DNP Adult/Gero Primary Care Population Lead</td>
</tr>
</tbody>
</table>
Confirm that the program advisor(s) or coordinator(s) have been consulted and reviewed this proposal.

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

<table>
<thead>
<tr>
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<td>School of Nursing (NURSING)</td>
<td>DNP Adult/Gero Primary Care Population Lead</td>
</tr>
</tbody>
</table>

Describe how student services and advising will be supported.

The named option will continue with the same student support services as when it was an informal track. The DNP program has a Graduate Academic Services Coordinator who supports students in the program. Each student in the program is also assigned a faculty advisor. DNP students are eligible for school scholarships, graduate assistantships, and select fellowships.

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

Resources, Budget, and Finance

Is this a revenue program? No

What is the tuition structure for this program?

Profession-specific tuition, Regent-approved

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, no additional resources will be required with this transition from an informal track to the named option.

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.

DNP students across all tracks/options are eligible for School of Nursing scholarships, graduate assistantships (PA/TA-ships), and select fellowships. Funding decisions are made as part of a school-wide process each spring.

Curriculum and Requirements

Parent Plan Admissions/How To Get In Requirements

Students apply to the Doctor of Nursing Practice through one of the named options:

Adult/Gerontology Acute Care Nurse Practitioner
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>Requirement</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Deadline</td>
<td>December 1</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>Letters of Recommendation Required</td>
<td>3</td>
</tr>
</tbody>
</table>

**Admission requirements for the DNP program (post-baccalaureate) are:**

- Graduation from an accredited baccalaureate program in nursing
- GPA of 3.0 on the last 60 credits for the baccalaureate degree
- RN license
- One year of professional nursing experience
- Grade of B or better in a approved statistics course within the last 5 years. (Note: The course does not need to be taken before applying, but must be successfully completed prior to the start of the fall term.)
- Application essay (see School of Nursing website for specific criteria)
- Three letters of recommendation
- Curriculum vitae or resume
- English proficiency scores: Applicants whose native language is not English, or whose undergraduate instruction was not in English, must provide an English proficiency test score. Scores are accepted if they are within two years of the start of the admission term. See the Graduate School’s Admission Requirements for more information on the English proficiency requirement.
- Post-BS applicants have a bachelor’s degree in nursing. Applicants who have a non-APN master’s degree (i.e., nurse education) are considered post-B.S. applicants and are able to waive up to 18 credits based on previous graduate coursework, pending review of syllabi.

**Admission requirements for the DNP program (post-master’s) are:**

- Graduation from an accredited baccalaureate program in nursing
- Master’s degree in a specialty track from an accredited nursing program
- GPA of 3.5 for the master’s degree
- RN license
- Certification as an advanced practice nurse
- One year of professional nursing experience
- Grade of B or better in a graduate level statistics course within the last 5 years. (Note: The course does not need to be taken before applying, but must be successfully completed prior to the start of the fall term.)
- Application essay (see School of Nursing website for specific criteria)
Three letters of recommendation
Curriculum vitae or resume

English proficiency scores: Applicants whose native language is not English, or whose undergraduate instruction was not in English, must provide an English proficiency test score. Scores are accepted if they are within two years of the start of the admission term. See the Graduate School’s Admission Requirements for more information on the English proficiency requirement.

Additional admission requirements for international applicants are:

CGFNS Certification

Minimum English proficiency scores in one of the following:
TOEFL (600 PBT, 100 iBT)
IELTS (8)
MELAB (85)

All application materials must be received by December 1 for admission in the fall semester.

Describe plans for recruiting students to this program.

Existing student recruitment initiatives will continue with this transition from an informal track to the named option. The four-member recruitment and admissions team works across programs within the School of Nursing, though there is a dedicated Graduate Admissions and Recruitment Coordinator.

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>20</td>
</tr>
<tr>
<td>Year 3</td>
<td>20</td>
</tr>
<tr>
<td>Year 4</td>
<td>20</td>
</tr>
</tbody>
</table>

Maximum enrollment that can be supported with existing instructional and student services resources: 45

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

University General Education Requirements
Minimum Credit Requirement
Post–B.S.: 68 credits
Post–M.S.: 51 credits (32 credits in the program plan plus 19 credits from Master's degree)
Minimum Residence Credit Requirement
Post–B.S.: 32 credits
Post–M.S.: 32 credits
Minimum Graduate Coursework Requirement
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 (http://my.wisc.edu/CourseGuideRedirect/BrowseByTitle).
Overall Graduate GPA Requirement
3.00 GPA required.
Other Grade Requirements
A student may not receive more than one grade below a B (or a U grade) in any 12 month period.
Assessments and Examinations
No examinations are required.
Language Requirements
No language requirements.
Doctoral Minor/Breadth Requirements
DNP students are not required to complete a doctoral minor.

Required COURSES

Select a Named Option for required courses.

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 Doctor of Nursing Practice must select one of the named options:

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 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 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

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>Post–B.S.: 68 credits</td>
</tr>
<tr>
<td>Requirement</td>
<td>Post–M.S.: 51 credits (32 credits in the program plan plus 19 credits from Master's degree)</td>
</tr>
<tr>
<td>Minimum Residence Credit</td>
<td>Post–B.S.: 32 credits</td>
</tr>
<tr>
<td>Requirement</td>
<td>Post–M.S.: 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</td>
<td>3.00 GPA required.</td>
</tr>
<tr>
<td>Other Grade Requirements</td>
<td>A student may not receive more than one grade below a B (or a U grade) in any 12 month period.</td>
</tr>
<tr>
<td>Assessments and Examinations</td>
<td>No examinations are required.</td>
</tr>
<tr>
<td>Language Requirements</td>
<td>No language requirements.</td>
</tr>
<tr>
<td>Doctoral Minor/Breadth</td>
<td>DNP students are not required to complete a doctoral minor.</td>
</tr>
<tr>
<td>Requirements</td>
<td></td>
</tr>
</tbody>
</table>

## Required COURSES

### Post-Baccalaureate Option

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systematic Evaluation of Practice Component</td>
<td>Approved Statistics Course (prerequisite)</td>
<td>0</td>
</tr>
<tr>
<td>NURSING 706</td>
<td>Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>NURSING 761</td>
<td>Health Program Planning, Evaluation, and Quality Improvement</td>
<td>3</td>
</tr>
<tr>
<td>NURSING 764</td>
<td>Nursing and Health Informatics</td>
<td>3</td>
</tr>
<tr>
<td>NURSING 806</td>
<td>Evaluation and Application of Evidence-Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURSING 906</td>
<td>Scholarly Project 1</td>
<td>6</td>
</tr>
</tbody>
</table>

### Leadership/Policy Component

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSING 703</td>
<td>Health Care and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>NURSING 704</td>
<td>Leadership in Advanced Practice Nursing I</td>
<td>3</td>
</tr>
<tr>
<td>NURSING 708</td>
<td>Ethics for Advanced Practice in Health Care</td>
<td>2</td>
</tr>
<tr>
<td>NURSING 772</td>
<td>Leadership and Organizational Decision-Making in Health Care</td>
<td>3</td>
</tr>
</tbody>
</table>

### Leadership/Policy Elective

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSING 702</td>
<td>Health Promotion and Disease Prevention in Diverse Communities</td>
<td>3</td>
</tr>
<tr>
<td>NURSING 601</td>
<td>Advanced Health Assessment 2</td>
<td>3</td>
</tr>
<tr>
<td>NURSING/PHM PRAC 605</td>
<td>Pharmacotherapeutics for Advanced Practice Nurses</td>
<td>3</td>
</tr>
<tr>
<td>NURSING 811</td>
<td>Advanced Pathophysiology</td>
<td>3</td>
</tr>
</tbody>
</table>
Population Theory Course

Choose only one population:

- NURSING 722: Advanced Practice Nursing Theory: Adults and Older Adults
- NURSING 741: Advanced Practice Nursing Theory: Family Process & Child Development
- NURSING 751: Advanced Practice Nursing Theory: Psychiatric Mental Health

APN Clinical/Leadership Practicum & Role Core

- NURSING 726: Foundations for APN Clinical Practice I 2
- NURSING 727: Foundations for APN Clinical Practice II 2
- NURSING 826: Foundations for APN Clinical Practice III 2
- NURSING 728: Advanced Practice Clinical Application and Role Development I 2
- NURSING 729: Advanced Practice Clinical Application and Role Development II 2
- NURSING 828: Clinical Leadership III 2
- NURSING 829: Clinical Leadership IV 2

16 total credits required; 10 credit maximum. Taken for 2 credits per term (other credit amounts allowed only via faculty approval).

2 Students in the Adult/Gerontology Primary Care Nurse Practitioner named option must take these courses with a section number of 020 (sections 021 and 022 are also sometimes used for this named option if needed).

**Post-Baccalaureate Three-Year Program Plan**

**First Year**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
<th>Summer</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSING 706</td>
<td>3</td>
<td>NURSING 601</td>
<td>3</td>
<td>NURSING 764</td>
<td>3</td>
</tr>
<tr>
<td>NURSING 704</td>
<td>3</td>
<td>NURSING/PHM PRAC 605</td>
<td>3</td>
<td>NURSING 708</td>
<td>2</td>
</tr>
<tr>
<td>NURSING 811</td>
<td>3</td>
<td>NURSING 806</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURSING 722, 741, or 751</td>
<td>3</td>
<td>NURSING 703</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12</td>
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<td>12</td>
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<td>5</td>
</tr>
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</table>

**Second Year**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
<th>Summer</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSING 726</td>
<td>3</td>
<td>NURSING 727</td>
<td>3</td>
<td>NURSING 772</td>
<td>3</td>
</tr>
<tr>
<td>NURSING 728</td>
<td>3</td>
<td>NURSING 729</td>
<td>3</td>
<td>NURSING 906</td>
<td>2</td>
</tr>
<tr>
<td>NURSING 702</td>
<td>3</td>
<td>NURSING 761</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9</td>
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<td>9</td>
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<td>5</td>
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</table>

**Third Year**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSING 826</td>
<td>3</td>
<td>NURSING 829</td>
<td>3</td>
</tr>
<tr>
<td>NURSING 828</td>
<td>3</td>
<td>NURSING 906</td>
<td>2</td>
</tr>
<tr>
<td>NURSING 906</td>
<td>2</td>
<td>Elective (can be taken any term)</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>8</td>
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</tbody>
</table>

Total Credits 68

1 See Pre-approved elective options. Additional options may be approved by program director.

2 Psych/Mental Health NP students must take NURSING 590 Contemporary Practices in Nursing Pediatric Assessment for Mental Health APNs (1cr) the summer prior to NURSING 726 Foundations for APN Clinical Practice I / NURSING 728 Advanced Practice Clinical Application and Role Development I.

**Post-Baccalaureate Four-Year Program Plan**

**First Year**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
<th>Summer</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSING 706</td>
<td>3</td>
<td>NURSING 806</td>
<td>3</td>
<td>NURSING 708</td>
<td>2</td>
</tr>
<tr>
<td>NURSING 704</td>
<td>3</td>
<td>NURSING 703</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURSING 722, 741, or 751</td>
<td>3</td>
<td>Elective (can be taken any term)</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9</td>
<td></td>
<td>9</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

**Second Year**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
<th>Summer</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSING 811</td>
<td>3</td>
<td>NURSING 601</td>
<td>3</td>
<td>NURSING 764</td>
<td>3</td>
</tr>
<tr>
<td>NURSING 723</td>
<td>3</td>
<td>NURSING/PHM PRAC 605</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9</td>
<td></td>
<td>9</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Third Year</td>
<td>Fall</td>
<td>Credits</td>
<td>Spring</td>
<td>Credits</td>
<td>Summer</td>
</tr>
<tr>
<td>------------</td>
<td>------</td>
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<td>--------</td>
<td>---------</td>
<td>--------</td>
</tr>
<tr>
<td>NURSING 726</td>
<td>3</td>
<td>NURSING 727</td>
<td>3</td>
<td>NURSING 722</td>
<td>3</td>
</tr>
<tr>
<td>NURSING 728</td>
<td>3</td>
<td>NURSING 729</td>
<td>3</td>
<td>NURSING 906</td>
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<td></td>
<td>6</td>
<td>NURSING 761</td>
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</table>

<table>
<thead>
<tr>
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<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
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<td>3</td>
<td>NURSING 829</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURSING 828</td>
<td>3</td>
<td>NURSING 906</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>NURSING 906</td>
<td>2</td>
<td></td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 68

1. See Pre-approved elective options. Additional options may be approved by program director.
2. Psych/Mental Health NP students must take NURSING 590 Contemporary Practices in Nursing (1cr) the summer prior to NURSING 726 Foundations for APN Clinical Practice I/NURSING 728 Advanced Practice Clinical Application and Role Development I.

### Post-Master's Option

Course List
Program Change Request

New Program Proposal

Date Submitted: 04/16/20 9:40 am

Viewing: Pediatric Primary Care Nurse Practitioner

Parent Plan: MAJ: Nursing Practice DNP

Last edit: 04/29/20 3:32 pm

Changes proposed by: kbleier

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>Dan Willis - NUR</td>
</tr>
</tbody>
</table>

In Workflow

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

Approval Path

1. 04/24/20 3:44 pm Katie Bleier (kbleier): Approved for NURSING Dept. Approver
2. 04/24/20 3:47 pm Katie Bleier (kbleier): Approved for NUR School Admin Reviewer
3. 04/24/20 3:53 pm Katie Bleier (kbleier): Approved for NUR School Approver
4. 05/01/20 12:33 pm Karen Mittelstadt (mittelstadt): Approved for APIR
Proposal Abstract/Summary:

The School of Nursing is seeking to establish discrete named options for its existing informal "tracks" that represent areas of population focus and role preparation within the Doctor of Nursing Practice (DNP) program. This proposal is to establish the "Pediatric Primary Care Nurse Practitioner" named option. The named options are being pursued to 1) bring the program in alignment with the university's utilization of named options to represent areas of curricular emphasis within a program; 2) formalize the options for study and professional preparation for prospective and current students, as well as employers and certification boards; and 3) meet advanced practice certification board requirements that transcripts detail the role and population focus. A total of five proposals will be brought forward to reflect the different population foci and role preparation options currently available within the DNP program.

Basic Information

Type of Program: Named Option
Parent Program: MAJ: Nursing Practice DNP
Parent Audience: Graduate or professional
Parent Home Department: School of Nursing (NURSING)
Parent School/College: School of Nursing

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: Pediatric Primary Care Nurse Practitioner
Named Options:

Sub Plan 1139: No Title Found
Sub Plan 1141: No Title Found
Sub Plan 1142: No Title Found
Sub Plan 1143: No Title Found
Sub Plan 1144: No Title Found
Sub Plan 1145: No Title Found
Sub Plan 1146: 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>Scott, Linda</td>
<td><a href="mailto:ldscott@wisc.edu">ldscott@wisc.edu</a></td>
<td>608/263-9725</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: Yes

Parent Guide Accreditation tab

Accreditation
Commission on Collegiate Nursing Education
Accreditation status: Next accreditation review: 2026-2027.

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

Parent Guide Certification/Licensure tab

First term of student enrollment: Fall 2020 (1212)

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>12/01</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.

As noted in the Proposal Abstract/Summary, the DNP program has been administering these tracks informally and this proposal seeks to formally establish each of the five named options, in this case the Pediatric Primary Care Nurse Practitioner option. Upon approval, the program...
Rationale and Justifications

How does the named option relate to the major and to other named options in the major, if relevant?
Upon approval of this proposal and the others reflecting the various population foci and role preparation options in the program, the DNP program will feature the five formal named options: Adult/Gerontology Acute Care Nurse Practitioner, Adult/Gerontology Primary Care Nurse Practitioner, Adult/Gerontology Primary Care Clinical Nurse Specialist, Pediatric Primary Care Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner.

Why is the program being proposed? What is its purpose?
This proposal is to establish the “Pediatric Primary Care Nurse Practitioner” named option. The named options are being pursued to 1) bring the program in alignment with the university’s utilization of named options to represent areas of curricular emphasis within a program; 2) formalize the options for study and professional preparation for prospective and current students, as well as employers and certification boards; and 3) meet advanced practice certification board requirements that transcripts detail the role and population focus.

Do current students need or want the program? Provide evidence.
Yes. Enrollments in the DNP program have been strong with more than 100 students enrolled each academic year. Enrollments in the program’s various existing informal tracks have varied by track and year. Of the five current tracks (soon-to-be named options), the largest are the Adult/Gerontology Primary Care NP and Adult/Gerontology Acute Care NP options, with more than 30 students enrolled each. The Pediatric Primary Care NP and Psychiatric Mental Health NP options have closer to 15-20 students enrolled each year. The smallest option is the highly specialized Adult/Gerontology Primary Care Clinical Nurse Specialist, with ~5 students.

What is the market, workforce, and industry need for this program? Provide evidence.
The rising need for Advanced Practice Nurses (APNs) will be so great that the United States Bureau for Labor Statistics (BLS) predicts that openings for nurse practitioners alone in the U.S. will increase 36 percent between 2016 and 2026, substantially faster than the average 7 percent growth anticipated across all occupations during that time.

What gap in the program array is it intended to fill?
By establishing the named options, the program seeks to formalize its current use of tracks.

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>Willis, Danny</td>
<td>School of Nursing (NURSING)</td>
<td>Associate Dean for Academic Affairs</td>
</tr>
<tr>
<td>Bleier, Katie</td>
<td>School of Nursing (NURSING)</td>
<td>Assistant Dean for Academic Affairs</td>
</tr>
<tr>
<td>McGranahan, Pamela</td>
<td>School of Nursing (NURSING)</td>
<td>DNP Program Director</td>
</tr>
<tr>
<td>Saladar, Tracy</td>
<td>School of Nursing (NURSING)</td>
<td>DNP Pediatric Primary Care Population Lead</td>
</tr>
<tr>
<td>Norder-Brandli, Chandra</td>
<td>School of Nursing (NURSING)</td>
<td>Clinical Assistant Professor</td>
</tr>
<tr>
<td>Bryan, Gina</td>
<td>School of Nursing (NURSING)</td>
<td>Clinical Professor</td>
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</table>
Approve Pages

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

## Resources, Budget, and Finance

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
<th>Department</th>
<th>Title</th>
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<tr>
<td>McGranahan, Pamela</td>
<td>School of Nursing (NURSING)</td>
<td>DNP Program Director</td>
</tr>
<tr>
<td>Saladar, Tracy</td>
<td>School of Nursing (NURSING)</td>
<td>DNP Pediatric Primary Care Population Lead</td>
</tr>
</tbody>
</table>

Describe how student services and advising will be supported.

The named option will continue with the same student support services as when it was an informal track. The DNP program has a Graduate Academic Services Coordinator who supports students in the program. Each student in the program is also assigned a faculty advisor. DNP students are eligible for school scholarships, graduate assistantships, and select fellowships.

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

## Curriculum and Requirements

Parent Plan Admissions/How To Get In Requirements

Students apply to the Doctor of Nursing Practice through one of the named options:

- Adult/Gerontology Acute Care Nurse Practitioner
- Population Health Nursing
- Adult/Gerontology Clinical Nurse Specialist
- Adult/Gerontology Primary Care Nurse Practitioner

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

<table>
<thead>
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<th>Requirements</th>
<th>Detail</th>
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<tr>
<td>Fall Deadline</td>
<td>December 1</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>
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<tr>
<td>Letters of Recommendation Required</td>
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</table>

**Admission requirements for the DNP program (post-baccalaureate) are:**

- Graduation from an accredited baccalaureate program in nursing
- GPA of 3.0 on the last 60 credits for the baccalaureate degree
- RN license
- One year of professional nursing experience
- Grade of B or better in an approved statistics course within the last 5 years. (Note: The course does not need to be taken before applying, but must be successfully completed prior to the start of the fall term.)
- Application essay (see [School of Nursing website](https://schoolofnursing.wisc.edu) for specific criteria)
- Three letters of recommendation
- Curriculum vitae or resume
- English proficiency scores: Applicants whose native language is not English, or whose undergraduate instruction was not in English, must provide an English proficiency test score. Scores are accepted if they are within two years of the start of the admission term. See the Graduate School's [Admission Requirements](https://graduate.wisc.edu/apply/requirements/) for more information on the English proficiency requirement.

**Post-BS applicants have a bachelor's degree in nursing. Applicants who have a non-APN master's degree (i.e., nurse education) are considered post-B.S. applicants and are able to waive up to 18 credits based on previous graduate coursework, pending review of syllabi.**

**Admission requirements for the DNP program (post-master's) are:**

- Graduation from an accredited baccalaureate program in nursing
- Master's degree in a specialty track from an accredited nursing program
- GPA of 3.5 for the master's degree
- RN license
- Certification as an advanced practice nurse
- One year of professional nursing experience
- Grade of B or better in a graduate level statistics course within the last 5 years. (Note: The course does not need to be taken before applying, but must be successfully completed prior to the start of the fall term.)
- Application essay (see [School of Nursing website](https://schoolofnursing.wisc.edu) for specific criteria)
- Three letters of recommendation
- Curriculum vitae or resume
English proficiency scores: Applicants whose native language is not English, or whose undergraduate instruction was not in English, must provide an English proficiency test score. Scores are accepted if they are within two years of the start of the admission term. See the Graduate School’s Admission Requirements for more information on the English proficiency requirement.

Additional admission requirements for international applicants are:

- CGFNS Certification

Minimum English proficiency scores in one of the following:

- TOEFL (600 PBT, 100 iBT)
- IELTS (8)
- MELAB (85)

All application materials must be received by December 1 for admission in the fall semester.

Describe plans for recruiting students to this program.

Existing student recruitment initiatives will continue with this transition from an informal track to the named option. The four-member recruitment and admissions team works across programs within the School of Nursing, though there is a dedicated Graduate Admissions and Recruitment Coordinator.

Projected Annual Enrollment:

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Enrollment</th>
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<tbody>
<tr>
<td>Year 1</td>
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<tr>
<td>Year 2</td>
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<tr>
<td>Year 3</td>
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<td>Year 4</td>
<td>20</td>
</tr>
<tr>
<td>Year 5</td>
<td>20</td>
</tr>
</tbody>
</table>

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

30

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**

University General Education Requirements

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
</table>

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
Minimum Credit
Post–B.S.: 68 credits
Post–M.S.: 51 credits (32 credits in the program plan plus 19 credits from Master's degree)

Minimum Residence Credit
Post–B.S.: 32 credits
Post–M.S.: 32 credits

Minimum Graduate Coursework Requirement
Courserwork 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
A student may not receive more than one grade below a B (or a U grade) in any 12 month period. No examinations are required.

Language Requirements
No language requirements.

Doctoral Minor/Breadth Requirements
DNP students are not required to complete a doctoral minor.

**Required COURSES**

Select a Named Option for required courses.

**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 Doctor of Nursing Practice must select one of the named options:

Guide Requirements tab

**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>
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<tr>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</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 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>
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<td>Post–B.S.: 68 credits</td>
</tr>
<tr>
<td>Requirement</td>
<td>Post–M.S.: 51 credits (32 credits in the program plan plus 19 credits from Master's degree)</td>
</tr>
<tr>
<td>Minimum Residence Credit</td>
<td>Post–B.S.: 32 credits</td>
</tr>
<tr>
<td>Requirement</td>
<td>Post–M.S.: 32 credits</td>
</tr>
<tr>
<td>Minimum Graduate Degree</td>
<td>Half of degree coursework must be completed graduate-level coursework; courses with the Graduate Level</td>
</tr>
<tr>
<td>Coursework Requirement</td>
<td>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>Other Grade Requirements</td>
<td>A student may not receive more than one grade below a B (or a U grade) in any 12 month period.</td>
</tr>
<tr>
<td>Assessments and Examinations</td>
<td>No examinations are required.</td>
</tr>
<tr>
<td>Language Requirements</td>
<td>No language requirements.</td>
</tr>
<tr>
<td>Doctoral Minor/Breadth</td>
<td>DNP students are not required to complete a doctoral minor.</td>
</tr>
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</table>

Required COURSES

Post-Baccalaureate Option

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>NURSING 706</td>
<td>Nursing Research</td>
</tr>
<tr>
<td>NURSING 761</td>
<td>Health Program Planning, Evaluation, and Quality Improvement</td>
</tr>
<tr>
<td>NURSING 764</td>
<td>Nursing and Health Informatics</td>
</tr>
<tr>
<td>NURSING 806</td>
<td>Evaluation and Application of Evidence-Based Practice</td>
</tr>
<tr>
<td>NURSING 906</td>
<td>Scholarly Project 1</td>
</tr>
<tr>
<td>NURSING 703</td>
<td>Health Care and Public Policy</td>
</tr>
<tr>
<td>NURSING 704</td>
<td>Leadership in Advanced Practice Nursing I</td>
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<tr>
<td>NURSING 708</td>
<td>Ethics for Advanced Practice in Health Care</td>
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<tr>
<td>NURSING 772</td>
<td>Leadership and Organizational Decision-Making in Health Care</td>
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Leadership/Policy Elective

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<tr>
<td>NURSING 702</td>
<td>Health Promotion and Disease Prevention in Diverse Communities</td>
</tr>
<tr>
<td>NURSING 601</td>
<td>Advanced Health Assessment 2</td>
</tr>
<tr>
<td>NURSING/PHM PRAC 605</td>
<td>Pharmacotherapeutics for Advanced Practice Nurses</td>
</tr>
<tr>
<td>NURSING 811</td>
<td>Advanced Pathophysiology</td>
</tr>
</tbody>
</table>

Population Theory Course

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
Choose only one population:

- **NURSING 722** Advanced Practice Nursing Theory: Adults and Older Adults
- **NURSING 741** Advanced Practice Nursing Theory: Family Process & Child Development
- **NURSING 751** Advanced Practice Nursing Theory: Psychiatric Mental Health

APN Clinical/Leadership Practicum & Role Core

- **NURSING 726** Foundations for APN Clinical Practice I 2
- **NURSING 727** Foundations for APN Clinical Practice II 2
- **NURSING 826** Foundations for APN Clinical Practice III 2
- **NURSING 728** Advanced Practice Clinical Application and Role Development I 2
- **NURSING 729** Advanced Practice Clinical Application and Role Development II 2
- **NURSING 828** Clinical Leadership III 2
- **NURSING 829** Clinical Leadership IV 2

16 total credits required; 10 credit maximum. Taken for 2 credits per term (other credit amounts allowed only via faculty approval).

### Post-Baccalaureate Three-Year Program Plan

**First Year**

<table>
<thead>
<tr>
<th></th>
<th>Fall Credits</th>
<th>Spring</th>
<th>Credits</th>
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**Second Year**

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<td>NURSING 702</td>
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**Third Year**

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<td>NURSING 828</td>
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</table>

Total Credits 68

1 See Pre-approved elective options. Additional options may be approved by program director.

2 Psych/Mental Health NP students must take **NURSING 590** Contemporary Practices in Nursing Pediatric Assessment for Mental Health APNs (1cr) the summer prior to **NURSING 726** Foundations for APN Clinical Practice I/ **NURSING 728** Advanced Practice Clinical Application and Role Development I.

### Post-Baccalaureate Four-Year Program Plan

**First Year**

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<td>NURSING 704</td>
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**Second Year**

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<td>Fourth</td>
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1. See Pre-approved elective options. Additional options may be approved by program director.
2. Psych/Mental Health NP students must take NURSING 590 Contemporary Practices in Nursing (1cr) the summer prior to NURSING 726.

Post-Master's Option

<table>
<thead>
<tr>
<th>Course List</th>
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<tbody>
<tr>
<td>Code</td>
</tr>
<tr>
<td>Systematic Evaluation of Practice</td>
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</tbody>
</table>
## Program Change Request

### New Program Proposal

**Date Submitted:** 04/16/20 9:57 am  
**Viewing:** : Psychiatric Mental Health Nurse Practitioner  
**Parent Plan:** MAJ: Nursing Practice DNP  
**Last edit:** 04/29/20 3:32 pm

Changes proposed by: kbleier

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>Dan Willis - NUR</td>
</tr>
</tbody>
</table>

### Approval Path

1. 04/24/20 3:45 pm  
   Katie Bleier  
   (kbleier): Approved for NURSING Dept. Approver

2. 04/24/20 3:47 pm  
   Katie Bleier  
   (kbleier): Approved for NUR School Admin Reviewer

3. 04/24/20 3:55 pm  
   Katie Bleier  
   (kbleier): Approved for NUR School Approver

4. 05/01/20 12:34 pm  
   Karen Mittelstadt  
   (mittelstadt): Approved for APIR
Proposal Abstract/Summary:

The School of Nursing is seeking to establish discrete named options for its existing informal "tracks" that represent areas of population focus and role preparation within the Doctor of Nursing Practice (DNP) program. This proposal is to establish the "Psychiatric Mental Health Nurse Practitioner" named option. The named options are being pursued to 1) bring the program in alignment with the university's utilization of named options to represent areas of curricular emphasis within a program; 2) formalize the options for study and professional preparation for prospective and current students, as well as employers and certification boards; and 3) meet advanced practice certification board requirements that transcripts detail the role and population focus. A total of five proposals will be brought forward to reflect the different population foci and role preparation options currently available within the DNP program.

Basic Information

Type of Program: Named Option
Parent Program: MAJ: Nursing Practice DNP
Parent Audience: Graduate or professional
Parent Home Department: School of Nursing (NURSING)
Parent School/College: School of Nursing

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: Psychiatric Mental Health Nurse Practitioner

Named Options:

Sub Plan 1139: No Title Found
Sub Plan 1141: No Title Found
Sub Plan 1142: No Title Found
Sub Plan 1143: No Title Found
Sub Plan 1144: No Title Found
Sub Plan 1145: No Title Found
Sub Plan 1146: 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>Scott, Linda</td>
<td><a href="mailto:ldsco@wisc.edu">ldsco@wisc.edu</a></td>
<td>608/263-9725</td>
<td></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Mcgranahan, Pamela</td>
<td><a href="mailto:pmcgranahan@wisc.edu">pmcgranahan@wisc.edu</a></td>
<td>608/263-5337</td>
<td>DNP Program Director</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>--------------------</td>
<td>----------------------</td>
<td>--------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Bleier, Katie</td>
<td><a href="mailto:kbleier@wisc.edu">kbleier@wisc.edu</a></td>
<td>608/263-5172</td>
<td>Assistant Dean for Academic Affairs</td>
</tr>
<tr>
<td>Primary Dean's Office Contact</td>
<td>Bleier, Katie</td>
<td><a href="mailto:kbleier@wisc.edu">kbleier@wisc.edu</a></td>
<td>608/263-5172</td>
<td>Assistant Dean for Academic Affairs</td>
</tr>
</tbody>
</table>

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

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

Accreditation

Commission on Collegiate Nursing Education

Accreditation status: Next accreditation review: 2026-2027.

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

Parent Guide Certification/Licensure tab

First term of student enrollment: Fall 2020 (1212)

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>12/01</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.

As noted in the Proposal Abstract/Summary, the DNP program has been administering these tracks informally and this proposal seeks to formally establish each of the five named options, in this case the Psychiatric Mental Health Nurse Practitioner option. Upon approval, the
Rationale and Justifications

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

Upon approval of this proposal and the others reflecting the various population foci and role preparation options in the program, the DNP program will feature the five formal named options: Adult/Gerontology Acute Care Nurse Practitioner, Adult/Gerontology Primary Care Nurse Practitioner, Adult/Gerontology Primary Care Clinical Nurse Specialist, Pediatric Primary Care Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner.

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

This proposal is to establish the "Psychiatric Mental Health Nurse Practitioner" named option. The named options are being pursued to 1) bring the program in alignment with the university's utilization of named options to represent areas of curricular emphasis within a program; 2) formalize the options for study and professional preparation for prospective and current students, as well as employers and certification boards; and 3) meet advanced practice certification board requirements that transcripts detail the role and population focus.

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

Yes. Enrollments in the DNP program have been strong with more than 100 students enrolled each academic year. Enrollments in the program's various existing informal tracks have varied by track and year. Of the five current tracks (soon-to-be named options), the largest are the Adult/Gerontology Primary Care NP and Adult/Gerontology Acute Care NP options, with more than 30 students enrolled each. The Pediatric Primary Care NP and Psychiatric Mental Health NP options have closer to 15-20 students enrolled each year. The smallest option is the highly specialized Adult/Gerontology Primary Care Clinical Nurse Specialist, with ~5 students.

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

The rising need for Advanced Practice Nurses (APNs) will be so great that the United States Bureau for Labor Statistics (BLS) predicts that openings for nurse practitioners alone in the U.S. will increase 36 percent between 2016 and 2026, substantially faster than the average 7 percent growth anticipated across all occupations during that time.

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

By establishing the named options, the program seeks to formalize its current use of tracks.

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>Willis, Danny</td>
<td>School of Nursing (NURSING)</td>
<td>Associate Dean for Academic Affairs</td>
</tr>
<tr>
<td>Bleier, Katie</td>
<td>School of Nursing (NURSING)</td>
<td>Assistant Dean for Academic Affairs</td>
</tr>
<tr>
<td>McGranahan, Pamela</td>
<td>School of Nursing (NURSING)</td>
<td>DNP Program Director</td>
</tr>
<tr>
<td>Bryan, Gina</td>
<td>School of Nursing (NURSING)</td>
<td>DNP Psychiatric Mental Health Population Lead</td>
</tr>
<tr>
<td>Endicott, Sarah</td>
<td>School of Nursing (NURSING)</td>
<td>Clinical Associate Professor</td>
</tr>
</tbody>
</table>
What resources are available to support faculty, staff, labs, equipment, etc.? 

This proposed named option has been functioning as an informal track since the inception of the DNP program more than 10 years ago. No additional resources will be needed once the track transitions to a named option. Though the program does realize the formal named option does come with additional program review and reporting requirements.

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>Mcgranahan, Pamela</td>
<td>School of Nursing (NURSING)</td>
<td>DNP Program Director</td>
</tr>
<tr>
<td>Bryan, Gina</td>
<td>School of Nursing (NURSING)</td>
<td>DNP Psychiatric Mental Health Population Lead</td>
</tr>
</tbody>
</table>

Describe how student services and advising will be supported.

The named option will continue with the same student support services as when it was an informal track. The DNP program has a Graduate Academic Services Coordinator who supports students in the program. Each student in the program is also assigned a faculty advisor. DNP students are eligible for school scholarships, graduate assistantships, and select fellowships.

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

**Resources, Budget, and Finance**

Is this a revenue program?  No

What is the tuition structure for this program?

Profession-specific tuition, Regent-approved

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, no additional resources will be required with this transition from an informal track to the named option.

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.

DNP students across all tracks/options are eligible for School of Nursing scholarships, graduate assistantships (PA/TA-ships), and select fellowships. Funding decisions are made as part of a school-wide process each spring.

**Curriculum and Requirements**

Parent Plan Admissions/How To Get In Requirements

Students apply to the Doctor of Nursing Practice through one of the named options:

- Adult/Gerontology Acute Care Nurse Practitioner
- Population Health Nursing

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
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 1</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>Letters of Recommendation Required</td>
<td>3</td>
</tr>
</tbody>
</table>

**Admission requirements for the DNP program (post-baccalaureate) are:**

Graduation from an accredited baccalaureate program in nursing  
GPA of 3.0 on the last 60 credits for the baccalaureate degree  
RN license  
One year of professional nursing experience  
Grade of B or better in a approved statistics course within the last 5 years. (Note: The course does not need to be taken before applying, but must be successfully completed prior to the start of the fall term.)  
Application essay (see [School of Nursing website](https://schoolofnursing.wisc.edu/) for specific criteria)  
Three letters of recommendation  
Curriculum vitae or resume  

English proficiency scores: Applicants whose native language is not English, or whose undergraduate instruction was not in English, must provide an English proficiency test score. Scores are accepted if they are within two years of the start of the admission term. See the Graduate School’s [Admission Requirements](https://grad.wisc.edu/apply/requirements/#english-proficiency) for more information on the English proficiency requirement.

Post-BS applicants have a bachelor’s degree in nursing. Applicants who have a non-APN master’s degree (i.e., nurse education) are considered post-B.S. applicants and are able to waive up to 18 credits based on previous graduate coursework, pending review of syllabi.

**Admission requirements for the DNP program (post-master’s) are:**

Graduation from an accredited baccalaureate program in nursing  
Master’s degree in a specialty track from an accredited nursing program  
GPA of 3.5 for the master’s degree  
RN license  
Certification as an advanced practice nurse  
One year of professional nursing experience  
Grade of B or better in a graduate level statistics course within the last 5 years. (Note: The course does not need to be taken before applying, but must be successfully completed prior to the start of the fall term.)  
Application essay (see [School of Nursing website](https://schoolofnursing.wisc.edu/) for specific criteria)
Three letters of recommendation
Curriculum vitae or resume

English proficiency scores: Applicants whose native language is not English, or whose undergraduate instruction was not in English, must provide an English proficiency test score. Scores are accepted if they are within two years of the start of the admission term. See the Graduate School's Admission Requirements for more information on the English proficiency requirement.

Additional admission requirements for international applicants are:

CGFNS Certification
Minimum English proficiency scores in one of the following:
- TOEFL (600 PBT, 100 iBT)
- IELTS (8)
- MELAB (85)

All application materials must be received by December 1 for admission in the fall semester.

Describe plans for recruiting students to this program.

Existing student recruitment initiatives will continue with this transition from an informal track to the named option. The four-member recruitment and admissions team works across programs within the School of Nursing, though there is a dedicated Graduate Admissions and Recruitment Coordinator.

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>20</td>
</tr>
<tr>
<td>Year 3</td>
<td>20</td>
</tr>
<tr>
<td>Year 4</td>
<td>20</td>
</tr>
<tr>
<td>Year 5</td>
<td>20</td>
</tr>
</tbody>
</table>

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

45

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
University General Education Requirements

Minimum Credit Requirement
- Post–B.S.: 68 credits
- Post–M.S.: 51 credits (32 credits in the program plan plus 19 credits from Master's degree)

Minimum Residence Credit Requirement
- Post–B.S.: 32 credits
- Post–M.S.: 32 credits

Minimum Graduate Coursework Requirement
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 (http://my.wisc.edu/CourseGuideRedirect/BrowseByTitle).

Overall Graduate GPA Requirement
3.00 GPA required.

Other Grade Requirements
A student may not receive more than one grade below a B (or a U grade) in any 12 month period.

Assessments and Examinations
No examinations are required.

Language Requirements
No language requirements.

Doctoral Minor/Breadth Requirements
DNP students are not required to complete a doctoral minor.

Required COURSES
Select a Named Option for required courses.

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 Doctor of Nursing Practice must select one of the 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

MODE OF INSTRUCTION

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

**University General Education Requirements**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>Post–B.S.: 68 credits</td>
</tr>
<tr>
<td>Requirement</td>
<td>Post–M.S.: 51 credits (32 credits in the program plan plus 19 credits from Master's degree)</td>
</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>Post–B.S.: 32 credits</td>
</tr>
<tr>
<td>Requirement</td>
<td>Post–M.S.: 32 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework Requirement</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>A student may not receive more than one grade below a B (or a U grade) in any 12 month period.</td>
</tr>
<tr>
<td>Assessments and Examinations</td>
<td>No examinations are required.</td>
</tr>
<tr>
<td>Language Requirements</td>
<td>No language requirements.</td>
</tr>
<tr>
<td>Doctoral Minor/Breadth Requirements</td>
<td>DNP students are not required to complete a doctoral minor.</td>
</tr>
</tbody>
</table>

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### Required COURSES

**Post-Baccalaureate Option**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSING 706</td>
<td>Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>NURSING 761</td>
<td>Health Program Planning, Evaluation, and Quality Improvement</td>
<td>3</td>
</tr>
<tr>
<td>NURSING 764</td>
<td>Nursing and Health Informatics</td>
<td>3</td>
</tr>
<tr>
<td>NURSING 806</td>
<td>Evaluation and Application of Evidence-Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURSING 906</td>
<td>Scholarly Project</td>
<td>6</td>
</tr>
<tr>
<td>NURSING 702</td>
<td>Health Care and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>NURSING 704</td>
<td>Leadership in Advanced Practice Nursing I</td>
<td>3</td>
</tr>
<tr>
<td>NURSING 708</td>
<td>Ethics for Advanced Practice in Health Care</td>
<td>2</td>
</tr>
<tr>
<td>NURSING 772</td>
<td>Leadership and Organizational Decision-Making in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>NURSING 702</td>
<td>Health Promotion and Disease Prevention in Diverse Communities</td>
<td>3</td>
</tr>
<tr>
<td>NURSING 601</td>
<td>Advanced Health Assessment 2</td>
<td>3</td>
</tr>
<tr>
<td>NURSING/PHM PRACT 605</td>
<td>Pharmacotherapeutics for Advanced Practice Nurses</td>
<td>3</td>
</tr>
</tbody>
</table>
Post-Baccalaureate Three-Year Program Plan

First Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
<th>Summer</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NURSING 706</td>
<td>3</td>
<td>NURSING 601</td>
<td>3</td>
<td>NURSING 764</td>
<td>3</td>
</tr>
<tr>
<td>NURSING 704</td>
<td>3</td>
<td>NURSING/PHM PRAC 605</td>
<td>3</td>
<td>NURSING 708</td>
<td>2</td>
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<tr>
<td>NURSING 811</td>
<td>3</td>
<td>NURSING 806</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURSING 722, 741, or 751</td>
<td>3</td>
<td>NURSING 703</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

Second Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
<th>Summer</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSING 726</td>
<td>3</td>
<td>NURSING 727</td>
<td>3</td>
<td>NURSING 772</td>
<td>3</td>
</tr>
<tr>
<td>NURSING 728</td>
<td>3</td>
<td>NURSING 729</td>
<td>3</td>
<td>NURSING 906</td>
<td>2</td>
</tr>
<tr>
<td>NURSING 702</td>
<td>3</td>
<td>NURSING 761</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9</td>
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<td>9</td>
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<td>5</td>
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Third Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSING 826</td>
<td>3</td>
<td>NURSING 829</td>
<td>3</td>
</tr>
<tr>
<td>NURSING 828</td>
<td>3</td>
<td>NURSING 906</td>
<td>2</td>
</tr>
<tr>
<td>NURSING 906</td>
<td>2</td>
<td>Elective (can be taken any term)</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>8</td>
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<td>8</td>
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</table>

Total Credits 68

1 See Pre-approved elective options. Additional options may be approved by program director.
2 Psych/Mental Health NP students must take NURSING 590 Contemporary Practices in Nursing Pediatric Assessment for Mental Health APNs (1cr) the summer prior to NURSING 726 Foundations for APN Clinical Practice I/NURSING 728 Advanced Practice Clinical Application and Role Development I.

Post-Baccalaureate Four-Year Program Plan

First Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
<th>Summer</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSING 706</td>
<td>3</td>
<td>NURSING 806</td>
<td>3</td>
<td>NURSING 708</td>
<td>2</td>
</tr>
<tr>
<td>NURSING 704</td>
<td>3</td>
<td>NURSING 703</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURSING 722, 741, or 751</td>
<td>3</td>
<td>Elective (can be taken any term)</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9</td>
<td></td>
<td>9</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

Second Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
<th>Summer</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSING 811</td>
<td>3</td>
<td>NURSING 601</td>
<td>3</td>
<td>NURSING 764</td>
<td>3</td>
</tr>
</tbody>
</table>
### Third Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSING 726</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURSING 728</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURSING 727</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURSING 729</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURSING 761</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURSING 772</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURSING 906</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

### Fourth Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSING 826</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURSING 828</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURSING 829</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURSING 906</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 68

1. See pre-approved elective options. Additional options may be approved by the program director.
2. Psych/Mental Health NP students must take NURSING 590 Contemporary Practices in Nursing (1cr) the summer prior to NURSING 726. Foundations for APN Clinical Practice I/NURSING 728 Advanced Practice Clinical Application and Role Development I.

### Post-Master's Option

<table>
<thead>
<tr>
<th>Course List</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code</td>
</tr>
<tr>
<td>Systematic Evaluation of Practice</td>
</tr>
</tbody>
</table>
Program Change Request

New Program Proposal

Date Submitted: 04/16/20 10:20 am

Viewing: Population Health Nursing

Parent Plan: MAJ: Nursing Practice DNP

Last edit: 05/06/20 9:54 am

Changes proposed by: kbleier

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>Dan Willis - NUR</td>
</tr>
</tbody>
</table>

In Workflow

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

Approval Path

1. 04/24/20 3:24 pm Katie Bleier (kbleier): Approved for NURSING Dept. Approver
2. 04/24/20 3:32 pm Katie Bleier (kbleier): Approved for NUR School Admin Reviewer
3. 04/24/20 3:36 pm Katie Bleier (kbleier): Approved for NUR School Approver
4. 04/29/20 7:59 am Karen Mittelstadt (mittelstadt): Rollback to NUR School Approver for APIR Admin
5. 05/01/20 9:46 am Katie Bleier
The DNP in Population Health Nursing (Named Option) is designed to provide a course of study that will foster the development of competencies required for leading population health improvement across health care, public health, and community systems. This advanced practice nursing program of study emphasizes the values of the nursing profession, applying a broad perspective on health determinants, coordinating care across providers and sites, collaborating with other professionals and community stakeholders, and advocating for individuals, communities, and populations. Graduates of this program will be well prepared to shape population health improvement and lead population health programs.

Proposal Abstract/Summary:

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

Parent SIS Code:

Type of Program: Named Option
Parent Program: MAJ: Nursing Practice DNP
Parent Audience: Graduate or professional
Parent Home Department: School of Nursing (NURSING)
Parent School/College: School of Nursing
**SIS Description:**

**Transcript Title:** Population Health Nursing

**Named Options:**
- Sub Plan 1139: No Title Found
- Sub Plan 1141: No Title Found
- Sub Plan 1142: No Title Found
- Sub Plan 1143: No Title Found
- Sub Plan 1144: No Title Found
- Sub Plan 1145: No Title Found
- Sub Plan 1146: 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>Scott, Linda</td>
<td><a href="mailto:ldcott@wisc.edu">ldcott@wisc.edu</a></td>
<td>608/263-9725</td>
<td></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Mcgranahan, Pamela</td>
<td><a href="mailto:pmcgranahan@wisc.edu">pmcgranahan@wisc.edu</a></td>
<td>608/263-5337</td>
<td>DNP Program Director</td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Bleier, Katie</td>
<td><a href="mailto:kbleier@wisc.edu">kbleier@wisc.edu</a></td>
<td>608/263-5172</td>
<td>Assistant Dean for Academic Affairs</td>
</tr>
<tr>
<td>Primary Dean's Office Contact</td>
<td>Bleier, Katie</td>
<td><a href="mailto:kbleier@wisc.edu">kbleier@wisc.edu</a></td>
<td>608/263-5172</td>
<td>Assistant Dean for Academic Affairs</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Med &amp; Pub Hlth ACAF (SMPH ACAF)</td>
</tr>
<tr>
<td>Biostatistics and Medical Info (B MI)</td>
</tr>
<tr>
<td>Population Health Sciences (POP HLTH)</td>
</tr>
</tbody>
</table>

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

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

Mode of Delivery:
Distance Education (100% online)

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

This program does not require lab courses. There are field studies courses (practicums) that will be scheduled by the collaboration between course faculty, students, and the Office of Academic Affairs in the School of Nursing. Specifically, the Office of Academic Affairs has a clinical placement unit that is central to the coordination of practicum courses. The Director of Clinical Placement and the Clinical Placement Coordinator will work with DNP faculty to ensure quality practicum sites for our students.

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
Commission on Collegiate Nursing Education

Accreditation status: Next accreditation review: 2026-2027.

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

Parent Guide Certification/Licensure tab

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>12/01</td>
</tr>
</tbody>
</table>

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.

Marketing plan will be implemented as soon as the proposal is approved, summer 2020.
Applications will open September, 2020 and close December, 2020.
Applicant screening and interviews will occur in January, 2021 with admissions decisions made in February/March, 2021.
An online orientation module will be developed in collaboration among the DNP Program Director, faculty, and Academic Affairs for incoming students to engage with prior to their start of the program in September, 2021.
Students will enroll in their first semester courses in Fall 2021.

**Rationale and Justifications**

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

We are revising our current "specialty tracks" to become named options as well as proposing two new named options (Population Health Nursing and Systems Leadership and Innovation). Upon approval of this proposal the DNP program will feature a total of seven formal named options: Adult/Gerontology Acute Care Nurse Practitioner, Adult/Gerontology Primary Care Nurse Practitioner, Adult/Gerontology Primary Care Clinical Nurse Specialist, Pediatric Primary Care Nurse Practitioner, Population Health Nursing, Psychiatric Mental Health Nurse Practitioner, Systems Leadership and Innovation. This named option, along with the other named options, are all defined as advanced practice nursing by the American Association of Colleges of Nursing (AACN). The two new named options (Population Health Nursing and Systems Leadership and Innovation) will be run as 131 revenue programs.

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

The program is being proposed to meet the need for doctoral preparation of nurses in an area of non-direct care advanced nursing practice (population health nursing). The purpose is to provide a course of study that will foster the development of knowledge and competencies required for leading population health improvement across health care, public health, and community systems. As evidenced by the current Covid-19 pandemic, leadership in population health nursing leadership is critical for human health and well being.
Do current students need or want the program? Provide evidence.

Yes. Enrollments in the DNP program have been strong with more than 100 students enrolled each academic year.
The new DNP program in Population Health Nursing reflects alignment with current state and national trends/needs for a highly educated workforce to address population health. There is noted congruence of the new option in Population Health Nursing with the UW mission and the School of Nursing’s mission and vision. UW-Madison holds the Carnegie designation as a Research 1 university (highest research activity). Our new option in Population Health Nursing includes courses that draw upon some of the nation’s top educators and leaders in nursing, public health and medicine. Features that will appeal to students are: UW-Madison's high quality support for innovation, academic technology, and support for top-notch quality online and hybrid approaches to education.
Enrollments in a similar program in the region have seen increased enrollments since their inception.

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

The American Hospital Association (AHA) 2018 Environmental Scan calls for access, value, partnerships, promotion for well being, and coordination of care. Specifically, they call for, “Health care transformation and value-based care models focusing on populations that can improve the quality of care at a lower cost; technological advancements such as virtual health-care solutions leading to improvement in metrics (patient outcomes, greater capacity, reduced costs). The promotion of wellbeing and social determinants of health are critical in population health (e.g. employment, housing, transportation, poverty, environmental exposure, violence, healthcare, behaviors, etc.) which calls upon leveraging partnerships with community resources. Care that reflects seamless coordination propelled by teams, technology, data (analytics), and transformative innovation (e.g., biosensors/trackers, telehealth, artificial intelligence, convenient care) is critical for the future of healthcare. The Covid-19 pandemic underscores the need for a strong public health infrastructure.

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

According to internal/external stakeholder focus groups and task force insights, there is a perceived need for DNPs in population health. Key foci for population health that emerged from our focus groups include: working with communities, fiscal/financial/business and data analytic skills, systems thinking – connecting individual-family-community-population, social determinants of health, health equity/access, grant development, quality improvement (QI), integrated models of care across continuum (local health departments, rural areas, hospitals, federally qualified health centers (FQHC), tribal communities), policy, environment/climate change, epidemics and health outbreaks, infection control, translational research, organizational structure and decision-making, change, agency, and advocacy.
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>Willis, Danny</td>
<td>School of Nursing (NURSING)</td>
<td>Associate Dean for Academic Affairs</td>
</tr>
<tr>
<td>McGranahan, Pamela</td>
<td>School of Nursing (NURSING)</td>
<td>DNP Program Director</td>
</tr>
<tr>
<td>Bleier, Katie</td>
<td>School of Nursing (NURSING)</td>
<td>Assistant Dean for Academic Affairs</td>
</tr>
<tr>
<td>Saladar, Tracy</td>
<td>School of Nursing (NURSING)</td>
<td>Clinical Assistant Professor</td>
</tr>
<tr>
<td>Bennett, Carrie</td>
<td>School of Nursing (NURSING)</td>
<td>Clinical Assistant Professor</td>
</tr>
<tr>
<td>Norder-Brandli, Chandra</td>
<td>School of Nursing (NURSING)</td>
<td>Clinical Assistant Professor</td>
</tr>
<tr>
<td>Bryan, Gina</td>
<td>School of Nursing (NURSING)</td>
<td>Clinical Professor</td>
</tr>
<tr>
<td>Zahner, Susan</td>
<td>School of Nursing (NURSING)</td>
<td>Professor</td>
</tr>
<tr>
<td>Zuelsdorff, Megan</td>
<td>School of Nursing (NURSING)</td>
<td>Assistant Professor</td>
</tr>
</tbody>
</table>

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

The School of Nursing has a dedicated academic and instructional technology team led by Dr. George Jura (Director of Academic Technology). They will facilitate the building of the online courses and their delivery as well as on-going faculty development.

The Dean of the School of Nursing has advocated for and received funding from central campus to add faculty lines for the implementation of this new named option. We have an academic affairs staff that is equipped to manage student advising for DNP students, clinical placement office in charge of our affiliation agreements with agencies where students complete their practicum hours. The School of Nursing has a full-time, 12 month DNP Program Director who is also a Board Certified Advanced Public Health Nurse with many years of professional experience and leadership.

The administrative structure includes an Associate Dean for Faculty Affairs and Associate Dean for Administrative Affairs.

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>McGranahan, Pamela</td>
<td>School of Nursing (NURSING)</td>
<td>DNP Program Director</td>
</tr>
</tbody>
</table>
Describe how student services and advising will be supported.

The named option will have access to student support services as mentioned above and consistent with the other existing DNP named options. The DNP program has a Graduate Academic Services Coordinator (Mariah Allen) who supports students in the program. Each student in the program is also assigned a faculty advisor. DNP students are eligible for limited school scholarships. We have a robust career services unit within our Office of Academic Affairs. The School of Nursing has a Director of Admissions and Recruitment (Mandi Moy) and a specialized graduate student recruitment coordinator (Kate Beggs). The School of Nursing has a diversity officer (Mel Frietag) who works closely with Academic Affairs to promote student wellbeing and success. All these services will be used to support our students.

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

### Resources, Budget, and Finance

<table>
<thead>
<tr>
<th>Is this a revenue program?</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the tuition structure for this program?</td>
<td>Online/Distance per-credit tuition</td>
</tr>
<tr>
<td>Select a tuition increment:</td>
<td>$1,150/credit</td>
</tr>
<tr>
<td>What is the rationale for selecting this tuition increment?</td>
<td>The Division of Continuing Studies did a market analysis for similar programs along the &quot;I-90/94 Corridor&quot; and this amount was near the high end of competitive fees for comparable DNP programs. For a full explanation, please see the attached tuition request form.</td>
</tr>
<tr>
<td>Will segregated fees be charged?</td>
<td>No</td>
</tr>
<tr>
<td>If segregated fees will not be charged, please explain.</td>
<td>This DNP named option is completely online (at-a-distance) and students will not be physically on campus.</td>
</tr>
</tbody>
</table>
Provide a summary business plan.

The School of Nursing has worked with the UW Budget Office and DCS and has developed a 131 program revenue budget that does better than break even. It is the School’s expectation is that we will enroll 10 students in the first year and grow to 15 by year four in this 3-year program. This program meets an unmet need in the School of Nursing as well as in the workforce demand for advanced practice/non-direct care nurse leaders in population health. Currently, the SoN only offers DNP preparation for direct-care nurse practitioner students. The budget model shows a net revenue after three years of investment which leadership has found to be an acceptable payback.

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 School of Nursing, the UW Budget Office and DCS worked on the budget in great detail showing the staffing needs (both instructional and administrative). The School plans to use its reserves for the initial start-up and development costs. In addition, campus has provided the School of Nursing with salary funding of $80,000/year for four years to support the start-up of this program (which is split between the two new named options: Population Health and Systems Leadership and). Our budget plan shows the program becoming self-sustaining by year four.

What is the marketing plan?

The School of Nursing has a team of individuals dedicated to marketing this program including: the Assistant Dean for Institutional Affairs, communication specialists, digital media specialist who have been consulted and are working actively on a marketing plan. This plan will be implemented as soon as the proposal is approved and includes social media, alumni relations, reaching out to current undergraduate students, linking with the Board of Visitors who have connections throughout the US and a targeted message/printed advertisements to audiences such as the WI Public Health Association and the American Public Health Association. We have received an additional $20,000 in the FY21 budget to market this program/new named option. SEE ATTACHED DOCUMENT.

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 resources have been built into the budget, and the program is anticipated to be self-sustaining by year four. The dean is committed to providing these resources.

Are new Library resources needed to support this program?

No
Describe plans for funding students including but not limited to funding sources and how funding decisions are made.

Limited School of Nursing scholarships are available. Scholarship applications are reviewed annually by Academic Affairs staff and faculty.

Curriculum and Requirements

Parent Plan Admissions/How To Get In Requirements

Students apply to the Doctor of Nursing Practice through one of the named options:
- Adult/Gerontology Acute Care Nurse Practitioner
- Population Health Nursing
- Adult/Gerontology Clinical Nurse Specialist
- Adult/Gerontology Primary Care Nurse Practitioner
- Pediatric Primary Care Nurse Practitioner
- Psychiatric Mental Health Nurse Practitioner
- Systems Leadership and Innovation

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 1</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>
</tbody>
</table>
Other Test(s) (e.g., GMAT, MCAT)  n/a
Letters of Recommendation  3

Required

**Admission requirements for the DNP program (post-baccalaureate) are:**

- Graduation from an accredited baccalaureate program in nursing
- GPA of 3.0 on the last 60 credits for the baccalaureate degree
- Unencumbered RN license
- At least one year of experience in nursing, public health, or a health-related field
- Grade of B or better in a approved statistics course within the last 5 years. (Note: The course does not need to be taken before applying, but must be successfully completed prior to the start of the fall term.)

Application essay (see [School of Nursing website](https://next-guide.wisc.edu/courseleaf/approve/?role=RGE Division Approver) for specific criteria)

Three letters of recommendation

Curriculum vitae or resume

English proficiency scores: Applicants whose native language is not English, or whose undergraduate instruction was not in English, must provide an English proficiency test score. Scores are accepted if they are within two years of the start of the admission term. See the Graduate School's [Admission Requirements](https://next-guide.wisc.edu/courseleaf/approve/?role=RGE Division Approver) for more information on the English proficiency requirement.

Post-BS applicants have a bachelor’s degree in nursing. Applicants who have a non-APN master’s degree (i.e., nurse education) are considered post-B.S. applicants and are able to waive up to 18 credits based on previous graduate coursework, pending review of syllabi.

**Admission requirements for the DNP program (post-master’s) are:**

- Graduation from an accredited baccalaureate program in nursing
- Master’s degree from an accredited program
- GPA of 3.5 for the master’s degree
- Unencumbered RN license
- At least one year of experience in nursing, public health, or a health-related field
- Grade of B or better in a graduate level statistics course within the last 5 years. (Note: The course does not need to be taken before applying, but must be successfully completed prior to the start of the fall term.)

Application essay (see [School of Nursing website](https://next-guide.wisc.edu/courseleaf/approve/?role=RGE Division Approver) for specific criteria)

Three letters of recommendation

Curriculum vitae or resume

English proficiency scores: Applicants whose native language is not English, or whose undergraduate instruction was not in English, must provide an English proficiency test score. Scores are accepted if they are within two years of the start of the admission term. See the Graduate School's [Admission Requirements](https://next-guide.wisc.edu/courseleaf/approve/?role=RGE Division Approver) for more information on the English proficiency requirement.

**Additional admission requirements for international applicants are:**

- CGFNS Certification
- Minimum English proficiency scores in one of the following:
  - TOEFL (600 PBT, 100 iBT)
  - IELTS (8)
  - MELAB (85)
All application materials must be received by December 1 for admission in the fall semester.

Describe plans for recruiting students to this program.

We have received additional funding for the School of Nursing to enhance attendance at key recruitment events locally and regionally. In line with its mission, the School of Nursing will continue work to recruit a diverse application pool to reflect the population with which the graduates of the DNP program will work.

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>12</td>
</tr>
<tr>
<td>Year 3</td>
<td>14</td>
</tr>
<tr>
<td>Year 4</td>
<td>16</td>
</tr>
</tbody>
</table>

Maximum enrollment that can be supported with existing instructional and student services resources: 20

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

UW-Madison DNP Program Student Learning Goals.pdf
DNP Population Health Program Plan rev04_08_2020.pdf

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>University General Education Requirements</td>
<td></td>
</tr>
<tr>
<td>Minimum Credit</td>
<td>Post–B.S.: 68 credits</td>
</tr>
<tr>
<td>Requirement</td>
<td>Post–M.S.: 51 credits (32 credits in the program plan plus 19 credits from Master's degree)</td>
</tr>
<tr>
<td>Minimum Residence</td>
<td>Post–B.S.: 32 credits</td>
</tr>
<tr>
<td>Credit Requirement</td>
<td>Post–M.S.: 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>A student may not receive more than one grade below a B (or a U grade) in any 12 month period.</td>
</tr>
<tr>
<td>Assessments and Examinations</td>
<td>No examinations are required.</td>
</tr>
<tr>
<td>Language Requirements</td>
<td>No language requirements.</td>
</tr>
<tr>
<td>Doctoral Minor/Breadth Requirements</td>
<td>DNP students are not required to complete a doctoral minor.</td>
</tr>
</tbody>
</table>

## Required COURSES

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

## 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 Doctor of Nursing Practice must select one of the 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

MODE OF INSTRUCTION

<table>
<thead>
<tr>
<th>Mode of Instrucon</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 of Instruction</td>
<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

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit</td>
<td>58 credits</td>
</tr>
<tr>
<td>Requirement</td>
<td></td>
</tr>
<tr>
<td>Minimum Residence</td>
<td>32 credits</td>
</tr>
<tr>
<td>Credit Requirement</td>
<td></td>
</tr>
</tbody>
</table>
### Requirements

**Minimum Graduate Coursework**
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 ([http://my.wisc.edu/CourseGuideRedirect/BrowseByTitle](http://my.wisc.edu/CourseGuideRedirect/BrowseByTitle)).

**Overall Graduate GPA Requirement**
3.00 GPA required.

**Other Grade Requirements**
A student may not receive more than one grade below a B (or a U grade) in any 12 month period.

**Assessments and Examinations**
No examinations are required.

**Language Requirements**
No language requirements.

**Doctoral Minor/Breadth Requirements**
DNP students are not required to complete a doctoral minor.

### Required COURSES

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Year One</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Fall Term</strong></td>
<td></td>
</tr>
<tr>
<td>NURSING 730</td>
<td>Critical Social Theories in Population Health</td>
<td>2</td>
</tr>
<tr>
<td>NURSING 706</td>
<td>Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>NURSING 709</td>
<td>Course NURSING 709 Not Found</td>
<td></td>
</tr>
<tr>
<td>POP HLTH/ SOC 797</td>
<td>Introduction to Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Spring Term</strong></td>
<td></td>
</tr>
<tr>
<td>NURSING 703</td>
<td>Health Care and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>NURSING 806</td>
<td>Evaluation and Application of Evidence-Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>B M I 573</td>
<td>Course B M I 573 Not Found</td>
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<tr>
<td></td>
<td><strong>Summer Term</strong></td>
<td></td>
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<tr>
<td>NURSING 702</td>
<td>Health Promotion and Disease Prevention in Diverse Communities</td>
<td>3</td>
</tr>
<tr>
<td>NURSING 772</td>
<td>Leadership and Organizational Decision-Making in Health Care</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Year Two</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Fall Term</strong></td>
<td></td>
</tr>
<tr>
<td>NURSING 715</td>
<td>Evaluation of Health Informatics Solutions</td>
<td>3</td>
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<tr>
<td>NURSING 720</td>
<td>Population Health Practicum I: Working in the Aggregate</td>
<td>3</td>
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<tr>
<td>NURSING 723</td>
<td>Population Health Theory and Methods Seminar I: Contemporary Issues &amp; Population Health Ethics</td>
<td>2</td>
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<td></td>
<td><strong>Spring Term</strong></td>
<td></td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Credits</td>
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<tr>
<td>------------</td>
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<tr>
<td>NURSING 721</td>
<td>Course NURSING 721 Not Found</td>
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<tr>
<td>NURSING 724</td>
<td>Population Health Theory and Methods Seminar II: Interdisciplinary Practice, Collective Impact, and</td>
<td>2</td>
</tr>
<tr>
<td>NURSING 761</td>
<td>Health Program Planning, Evaluation, and Quality Improvement</td>
<td>3</td>
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<tr>
<td>Summer Term</td>
<td></td>
<td></td>
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<tr>
<td>NURSING 906</td>
<td>Scholarly Project</td>
<td>2</td>
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<tr>
<td>Year Three</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURSING 725</td>
<td>Population Health Theory and Methods Seminar III: Emerging Issues and Specialized Roles</td>
<td>2</td>
</tr>
<tr>
<td>NURSING 847</td>
<td>Health Policy Practicum</td>
<td>3</td>
</tr>
<tr>
<td>NURSING 906</td>
<td>Scholarly Project</td>
<td>2</td>
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<tr>
<td>Fall Term</td>
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<td></td>
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<tr>
<td>NURSING 714</td>
<td>Advanced Health Systems Leadership and Innovation</td>
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<tr>
<td>NURSING 830</td>
<td>Course NURSING 830 Not Found</td>
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<td>NURSING 906</td>
<td>Scholarly Project</td>
<td>2</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>50</td>
</tr>
</tbody>
</table>

Total credits required: 58

Parent Plan Graduate Policies

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

- Adult/Gerontology Acute Care Nurse Practitioner
- Population Health Nursing
- Adult/Gerontology Clinical Nurse Specialist
- Adult/Gerontology Primary Care Nurse Practitioner
- Pediatric Primary Care Nurse Practitioner
- Psychiatric Mental Health Nurse Practitioner
- Systems Leadership and Innovation

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**

Post–B.S.: With program approval, students are allowed to count up to 18 credits of graduate coursework from other institutions. Graduate work 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.

Post–M.S.: With program approval, students are allowed to count up to 19 credits of graduate coursework from other institutions. Graduate work 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 unless students are board certified advanced practice nurses (APN) and have continuous practice as an APN.

**UW–Madison Undergraduate**

No undergraduate coursework will be allowed to count toward DNP requirements.

**UW–Madison University Special**

With program approval, 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**

A semester GPA below 3.0 will result in the student being placed on academic probation. If a student has not returned to satisfactory progress by the determined deadline, a decision about whether the student will be permitted to continue will be made by the graduate programs committee (or appropriate subcommittee) with input from the student’s advisor.

**ADVISOR / COMMITTEE**

Progression is reviewed each semester by academic affairs office staff and advisors.

**CREDITS PER TERM ALLOWED**

15 credits

**Time Constraints**

Post–B.S.: Students must complete the requirements within six years of admission. Upon the advisor’s recommendation, the associate dean for academic programs may grant a one-year extension.
Post-M.S.: Students must complete the requirements within four years of admission to the program. Upon the advisor’s recommendation, the associate dean for academic programs may grant a one-year extension.

**grievances and appeals**

Approved Shared Content from /shared/graduate-school-grievance-policy/
Last Approved: Apr 14, 2020 3:18pm

These resources may be helpful in addressing your concerns:

- Bias or Hate Reporting
- Graduate Assistantship Policies and Procedures
- Hostile and Intimidating Behavior Policies and Procedures
- Office of the Provost for Faculty and Staff Affairs
- Dean of Students Office (for all students to seek grievance assistance and support)
- Employee Assistance (for personal counseling and workplace consultation around communication and conflict involving graduate assistants and other employees, post-doctoral students, faculty and staff)
- Employee Disability Resource Office (for qualified employees or applicants with disabilities to have equal employment opportunities)
- Graduate School (for informal advice at any level of review and for official appeals of program/departmental or school/college grievance decisions)
- Office of Compliance (for class harassment and discrimination, including sexual harassment and sexual violence)
- Office of Student Conduct and Community Standards (for conflicts involving students)
- Ombuds Office for Faculty and Staff (for employed graduate students and post-docs, as well as faculty and staff)
- Title IX (for concerns about discrimination)

Approved Shared Content from /shared/graduate-school-grievance-policy-departmental-contact/
Last Approved: Apr 14, 2020 3:19pm

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

**Other**

Several forms of financial aid are available for graduate students: traineeships, fellowships, scholarships, research and teaching assistantships, and loans.

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.

Students enrolled full-time are expected to complete the program in three years. Students will work with the Graduate Academic Services Coordinator (GASC) to determine modified progression plans when needed. The Graduate Admissions and Progression Committee has an annual formalized process to evaluate student progression through the program.
Program Learning Outcomes and Assessment

Parent Program
Learning Outcomes
Integrate nursing science and theory with evidence, ethics, professional obligations, and knowledge from other disciplines as the basis for specialty-focused advanced nursing practice. (Essential 1)
Demonstrate advanced levels of clinical judgment, systems thinking, leadership, and accountability in designing, delivering, and evaluating evidence-based care to improve individual and population health outcomes (Essentials 2 and 8)
Evaluate evidence to determine & implement best practice (Essential 3)
Develop, implement, and evaluate new practice approaches based on nursing science and theory, as well as knowledge from other disciplines. (Essential 3)
Function as a practice specialist in clinical scholarship, quality improvement, and collaborative knowledge-generating research. (Essential 3)
Use information systems technology to monitor health, identify needs, and evaluate outcomes of care and system improvements. (Essential 4)
Translate knowledge into practice and policy to protect and improve health and health systems. (Essential 5)
Partner with intraprofessional and interprofessional teams to contribute nursing perspective and lead change in health outcomes and complex systems of care. (Essential 6)
Critically evaluate how social determinants of health, cultural background and environment impact health outcomes. (Essential 7)
Develop, implement, and evaluate programs and advanced practice interventions to improve health, access patterns, and gaps in care of individuals, aggregates, or populations. (Essential 8)

Summarize the 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

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>Name (Last, First)</td>
<td>Date of contact/support letter received</td>
<td>School, College, or Department</td>
<td>Comment by contact person</td>
<td>On behalf of</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------------------------------------</td>
<td>-------------------------------</td>
<td>---------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Golden, Robert</td>
<td>4/29/2020</td>
<td>School of Med &amp; Pub Hlth ADM (SMPH ADM)</td>
<td>Thanks for the opportunity to document my very highest level of enthusiastic support for the Doctor of Nursing Practice (DNP) New Options in Systems Leadership and Innovation and Population Health Nursing Practice. Meeting the workforce needs for advanced practice nurses in these areas is critical. Graduates will be prepared to fulfill a unique role as healthcare professionals. The student population of nurses you will draw upon and the areas of concentration are complementary to our programs in SMPH, and are not in any way competitive or redundant. Best wishes for success in these important new initiatives.</td>
<td></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.

- [DNP Budget Workbook April 2020.xlsx](#)
- [Lumen_SoN_DNP_Marketing.pdf](#)
- [SoN Online DNP Tuition Request.pdf](#)
- [MOU SMPH SON for CHI FINAL - SIGNED.pdf](#)
- [MOU SMPH - BMI for SoN DNP 20200408 SIGNED.pdf](#)
- [SON_PHI_MOU.pdf](#)

Additional Information:

- [RPT2019 - DNP Online Pricing.pdf](#)
- [OnlineTuitionRequest DrNursingPractice OPT](#)
- [PoplnHealthNursing 5 2 2020.docx](#)
- [MSN_DNPOPTs_OnlineTuitionApproval20200504.pdf](#)
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:

Approved by the School of Nursing Academic Planning Council on 4/24/2020.

Entered by: Katie Bleier
Date entered: 4/24/2020

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 the School of Nursing Academic Planning Council on 4/24/2020.

Entered by and date: Katie Bleier
Date entered: 4/24/2020

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:

Effective date:

SIS Short
Description:

Other plan codes associated with this program:

Educational Innovation Program:

Distance Education Program:

Non Traditional Program:

Special Plan Type:

Reviewer Comments
Regina Lowery (lowery3) (04/27/20 11:03 am): Assessment reporting: Nursing Practice, DNP - Up to date.

Karen Mittelstadt (mittelstadt) (04/29/20 7:59 am): Rollback: APIR Rollback: Per Katie Bleier's request, for edit to Admissions section.
Program Change Request

New Program Proposal

Date Submitted: 04/16/20 10:15 am

Viewing: Systems Leadership and Innovation

Parent Plan: MAJ: Nursing Practice DNP

Last edit: 05/06/20 10:02 am

Changes proposed by: kbleier

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>Dan Willis - NUR</td>
</tr>
</tbody>
</table>

Approval Path

1. 04/24/20 3:30 pm
Katie Bleier (kbleier): Approved for NURSING Dept. Approver

2. 04/24/20 3:32 pm
Katie Bleier (kbleier): Approved for NUR School Admin Reviewer

3. 04/24/20 3:37 pm
Katie Bleier (kbleier): Approved for NUR School Approver

4. 04/29/20 7:59 am
Karen Mittelstadt (mittelstadt): Rollback to NUR School Approver for APIR Admin

5. 05/01/20 9:45 am
Katie Bleier
Proposal Abstract/Summary:

The DNP in Systems Leadership and Innovation (Named Option) is designed to provide an agile, customized course of study that will support the development of advanced practice nursing leaders for a variety of healthcare roles who understand multifaceted human-environment and systems factors for systems innovation. These leaders will incorporate the values of the nursing profession in positions of influence. Learners will build the knowledge and skills necessary for healthcare transformation, innovation and effective leadership in a wide variety of settings. Graduates of this program will be well prepared to leverage a broad perspective on systems innovation, to design and lead new models of care delivery.

**Basic Information**

<table>
<thead>
<tr>
<th>Type of Program:</th>
<th>Named Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Program:</td>
<td>MAJ: Nursing Practice DNP</td>
</tr>
<tr>
<td>Parent Audience:</td>
<td>Graduate or professional</td>
</tr>
<tr>
<td>Parent Home Department:</td>
<td>School of Nursing (NURSING)</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

Parent is in the Graduate School: Yes

SIS Code:
SIS Description:

Transcript Title: Systems Leadership and Innovation

Named Options: Sub Plan 1139: No Title Found
Sub Plan 1141: No Title Found
Sub Plan 1142: No Title Found
Sub Plan 1143: No Title Found
Sub Plan 1144: No Title Found
Sub Plan 1145: No Title Found
Sub Plan 1146: 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>Scott, Linda</td>
<td><a href="mailto:ldscott@wisc.edu">ldscott@wisc.edu</a></td>
<td>608/263-9725</td>
<td></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Mcgranahan, Pamela</td>
<td><a href="mailto:pmcgranahan@wisc.edu">pmcgranahan@wisc.edu</a></td>
<td>608/263-5337</td>
<td>DNP Program Director</td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Bleier, Katie</td>
<td><a href="mailto:kbleier@wisc.edu">kbleier@wisc.edu</a></td>
<td>608/263-5172</td>
<td>Assistant Dean for Academic Affairs</td>
</tr>
<tr>
<td>Primary Dean's Office Contact</td>
<td>Bleier, Katie</td>
<td><a href="mailto:kbleier@wisc.edu">kbleier@wisc.edu</a></td>
<td>608/263-5172</td>
<td>Assistant Dean for Academic Affairs</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industrial and Systems Engr (IND SY EGR)</td>
</tr>
<tr>
<td>Biostatistics and Medical Info (B MI)</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.

This program does not require lab courses. There are field studies courses (practicums) that will be scheduled by the collaboration between course faculty, students, and the Office of Academic Affairs in the School of Nursing. Specifically, the Office of Academic Affairs has a clinical placement unit that is central to the coordination of practicum courses. The Director of Clinical Placement and the Clinical Placement Coordinator will work with DNP faculty to ensure quality practicum sites for our students.

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
Commission on Collegiate Nursing Education
Accreditation status: Next accreditation review: 2026-2027.

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

Parent Guide Certification/Licensure tab

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>
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</thead>
<tbody>
<tr>
<td>Fall</td>
<td>12/01</td>
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</tbody>
</table>

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):

2027

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

Marketing plan will be implemented as soon as the proposal is approved, summer 2020.
Applications will open September, 2020 and close December, 2020.
Applicant screening and interviews will occur in January, 2021 with admissions decisions made in February/March, 2021.
An online orientation module will be developed in collaboration among the DNP Program Director, faculty, and Academic Affairs for incoming students to engage with prior to their start of the program in September, 2021.
Students will enroll in their first semester courses in Fall 2021.

Rationale and Justifications

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

We are revising our current "specialty tracks" to become named options as well as proposing two new named options (Population Health Nursing and Systems Leadership and Innovation). Upon approval of this proposal the DNP program will feature a total of seven formal named options: Adult/Gerontology Acute Care Nurse Practitioner, Adult/Gerontology Primary Care Nurse Practitioner, Adult/Gerontology Primary Care Clinical Nurse Specialist, Pediatric Primary Care Nurse Practitioner, Population Health Nursing, Psychiatric Mental Health Nurse Practitioner, Systems Leadership and Innovation. This named option, along with the other named options, are all defined as advanced practice nursing by the American Association of Colleges of Nursing (AACN). The two new named options (Population Health Nursing and Systems Leadership and Innovation) will be run as 131 revenue programs.

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

This program is being proposed to meet the need for doctoral preparation of nurses in an area of non-direct care nursing practice (Systems Leadership and Innovation). The purpose is to provide a course of study that will foster the development of knowledge and competencies required to leverage a broad perspective on systems leadership and innovation, to design and lead new models of care delivery.
Do current students need or want the program? Provide evidence.

Yes. Enrollments in the DNP program have been strong with more than 100 students enrolled each academic year.

The purpose of our New DNP options in Systems Leadership and Innovation reflects alignment with current state and national trends/needs for a highly educated workforce to address health care systems innovation and leadership. There is noted congruence of the new option with the UW mission and the School of Nursing’s mission and vision. UW-Madison holds the Carnegie designation as a Research 1 university (highest research activity). Our new option includes courses that draw upon some of the nation’s top educators and leaders in nursing, public health, engineering, and medicine. Features that will appeal to students are: UW-Madison's high quality support for innovation, academic technology, and support for top-notch quality online and hybrid approaches to education. Enrollments in a similar program in the region have seen increased enrollments since their inception.

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

- Wisconsin 2016 RN Workforce Survey: Data on nurse leader intent to leave leadership positions project “32.6% (9,623) of current nurse leaders in all types of leadership (n=29,442) intend to leave their positions in 4 or fewer years. Among organization level leaders (n=2,703), 29.1% (789) plan to leave their positions in 4 or fewer years.” Statewide only 198 leaders held a DNP in leadership roles - separate from APRNs.
- Wisconsin Hospital Association (WHA) 2018 Health Care Workforce Report: Concludes that three strategic foci shape the future of health care and health care leadership: investing in targeted workforce growth, leveraging team-based integrated care delivery models, and technology

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

Business concepts/advanced business concepts, informatics, human factors engineering, financial competencies, patient safety and quality, health care leadership and organizational decision-making, health care improvement, performance metrics/analytics, quality improvement (QI), evidence-based practice (EBP), community health improvement planning, systems innovation, organizational leadership at highest level – mission, vision, strategies, transformational leadership, return on investment (ROI) knowledge and skills, policy, process cycle of improvement, long-term cost/benefit analysis, change management.

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.
The School of Nursing has a dedicated academic and instructional technology team led by Dr. George Jura (Director of Academic Technology). They will facilitate the building of the online courses and their delivery as well as on-going faculty development. The Dean of the School of Nursing has advocated for and received funding from central campus to add faculty lines for the implementation of this new named option. We have an academic affairs staff that is equipped to manage student advising for DNP students, clinical placement office in charge of our affiliation agreements with agencies where students complete their practicum hours. The School of Nursing has a full-time, 12 month DNP Program Director. The administrative structure includes an Associate Dean for Faculty Affairs and Associate Dean for Administrative Affairs, as well as the Assistant and Associate Deans for Academic Affairs.

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

The named option will have access to student support services as mentioned above and consistent with the other existing DNP named options. The DNP program has a Graduate Academic Services Coordinator, Mariah Allen, who supports students in the program. Each student in the program is also assigned a faculty advisor. DNP students are eligible for limited school scholarships. We have a robust career services unit within our Office of Academic Affairs. The School of Nursing has a Director of Admissions and Recruitment (Mandi Moy) and a specialized graduate student recruitment coordinator (Kate Beggs). The School of Nursing has a diversity officer (Mel Frietag) who works closely with Academic Affairs to promote student wellbeing and success. All these services will be used to support our students.

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:

$1,150/credit

What is the rationale for selecting this tuition increment?

The Division of Continuing Studies did a market analysis for similar programs along the "I-90/94 Corridor" and this amount was near the high end of competitive fees for comparable DNP programs. For a full explanation, please see the attached tuition request form.

Will segregated fees be charged? No

If segregated fees will not be charged, please explain.

Segregated fees will not be charged because this is a fully online (at-a-distance) and students will not be physically on campus.
Provide a summary business plan.

The School of Nursing has worked with the UW Budget Office and DCS and has developed a 131 program revenue budget that does better than break even. It is the School's expectation is that we will enroll 10 students in the first year and grow to 15 by year four in this 3-year program. This program meets an unmet need in the School of Nursing as well as in the workforce demand for advanced practice/non-direct care nurse leaders in systems leadership and innovation. Currently, the SoN only offers DNP preparation for direct-care nurse practitioner students. The budget model shows a net revenue after three years of investment which leadership has found to be an acceptable payback.

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 School of Nursing, the UW Budget Office and DCS worked on the budget in great detail showing the staffing needs (both instructional and administrative). The School plans to use its reserves for the initial start-up and development costs. In addition, campus has provided the School of Nursing with salary funding of $80,000/year for four years to support the start-up of this program (which is split between the two new named options: Population Health Nursing and Systems Leadership and Innovation). Our budget plan shows the program becoming self-sustaining by year four.

What is the marketing plan?

The School of Nursing has a team of individuals dedicated to marketing this program including: the Assistant Dean for Institutional Affairs, communication specialists, digital media specialist who have been consulted and are working actively on a marketing plan. This plan will be implemented as soon as the proposal is approved and includes social media, alumni relations, reaching out to current undergraduate students, linking with the Board of Visitors who have connections throughout the US and a targeted message/printed advertisements to audiences such as the WI Public Health Association and the American Public Health Association. We have received an additional $20,000 in the FY21 budget to market this program/new named option. PLEASE SEE ADDITIONAL ATTACHMENT.

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 resources have been built into the budget, and the program is anticipated to be self-sustaining by year four. The dean is committed to providing these resources.

Are new Library resources needed to support this program?

No
Describe plans for funding students including but not limited to funding sources and how funding decisions are made.

Limited School of Nursing scholarships are available. Scholarship applications are reviewed annually by Academic Affairs staff and faculty.

**Curriculum and Requirements**

Parent Plan Admissions/How To Get In Requirements

Students apply to the Doctor of Nursing Practice through one of the named options:
- Adult/Gerontology Acute Care Nurse Practitioner
- Population Health Nursing
- Adult/Gerontology Clinical Nurse Specialist
- Adult/Gerontology Primary Care Nurse Practitioner
- Pediatric Primary Care Nurse Practitioner
- Psychiatric Mental Health Nurse Practitioner
- Systems Leadership and Innovation

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).

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Deadline</td>
<td>December 1</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</td>
</tr>
</tbody>
</table>

[https://grad.wisc.edu/apply/requirements/#english-proficiency](https://grad.wisc.edu/apply/requirements/#english-proficiency)
Other Test(s) (e.g., GMAT, MCAT) n/a
Letters of Recommendation 3
Required

Admission requirements for the DNP program (post-baccalaureate) are:
Graduation from an accredited baccalaureate program in nursing
GPA of 3.0 on the last 60 credits for the baccalaureate degree
Unencumbered RN license
At least one year of experience in nursing, public health, or a health-related field
Grade of B or better in a approved statistics course within the last 5 years. (Note: The course does not need to be
taken before applying, but must be successfully completed prior to the start of the fall term.)
Application essay (see School of Nursing website for specific criteria)
Three letters of recommendation
Curriculum vitae or resume
English proficiency scores: Applicants whose native language is not English, or whose undergraduate instruction
was not in English, must provide an English proficiency test score. Scores are accepted if they are within two years
of the start of the admission term. See the Graduate School's Admission Requirements for more information on the
English proficiency requirement.
Post-BS applicants have a bachelor’s degree in nursing. Applicants who have a non-APN master’s degree (i.e., nurse
education) are considered post-B.S. applicants and are able to waive up to 18 credits based on previous graduate
coursework, pending review of syllabi.

Admission requirements for the DNP program (post-master’s) are:
Graduation from an accredited baccalaureate program in nursing
Master’s degree from an accredited program
GPA of 3.5 for the master’s degree
Unencumbered RN license
Certification as an advanced practice nurse
At least one year of experience in nursing, public health, or a health-related field
Grade of B or better in a graduate level statistics course within the last 5 years. (Note: The course does not need to
be taken before applying, but must be successfully completed prior to the start of the fall term.)
Application essay (see School of Nursing website for specific criteria)
Three letters of recommendation
Curriculum vitae or resume
English proficiency scores: Applicants whose native language is not English, or whose undergraduate instruction
was not in English, must provide an English proficiency test score. Scores are accepted if they are within two years
of the start of the admission term. See the Graduate School's Admission Requirements for more information on the
English proficiency requirement.

Additional admission requirements for international applicants are:
CGFNS Certification
Minimum English proficiency scores in one of the following:
TOEFL (600 PBT, 100 iBT)
IELTS (8)

https://next-guide.wisc.edu/courseleaf/approve/?role=RGE Division Approver
MELAB (85)

All application materials must be received by December 1 for admission in the fall semester.

Describe plans for recruiting students to this program.

We have received additional funding for the School of Nursing to enhance attendance at key recruitment events locally and regionally. In line with its mission, the School of Nursing will continue work to recruit a diverse application pool to reflect the population with which the graduates of the DNP program will work.

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>12</td>
</tr>
<tr>
<td>Year 3</td>
<td>14</td>
</tr>
<tr>
<td>Year 4</td>
<td>16</td>
</tr>
<tr>
<td>Year 5</td>
<td>18</td>
</tr>
</tbody>
</table>

Maximum enrollment that can be supported with existing instructional and student services resources: 20

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


UW-Madison DNP Program Student Learning Goals.pdf
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

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
<th>Minimum Credit Requirement</th>
<th>Minimum Residence Requirement</th>
<th>Minimum Graduate Coursework Requirement</th>
<th>Overall Graduate GPA Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit</td>
<td>Post–B.S.: 68 credits</td>
<td>Post–M.S.: 51 credits</td>
<td>Post–B.S.: 32 credits</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>
<td>3.00 GPA required.</td>
</tr>
<tr>
<td>Other Grade Requirements</td>
<td>A student may not receive more than one grade below a B (or a U grade) in any 12 month period.</td>
<td>No examinations are required.</td>
<td>No language requirements.</td>
<td>DNP students are not required to complete a doctoral minor.</td>
<td></td>
</tr>
</tbody>
</table>

### Required COURSES

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

### 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 Doctor of Nursing Practice must select one of the 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>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Mode of Instruction Definitions

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

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

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>58 credits</td>
</tr>
</tbody>
</table>
Requirements

Minimum Residence Credit Requirement 32 credits

Minimum Graduate Coursework Requirement
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 (http://my.wisc.edu/CourseGuideRedirect/BrowseByTitle).

Overall Graduate GPA Requirement 3.00 GPA required.

Other Grade Requirements
A student may not receive more than one grade below a B (or a U grade) in any 12 month period.

Assessments and Examinations
No examinations are required.

Language Requirements
No language requirements.

Doctoral Minor/Breadth Requirements
DNP students are not required to complete a doctoral minor.

Required COURSES

Course List

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year One</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURSING 706</td>
<td>Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>NURSING 709</td>
<td>Course NURSING 709 Not Found</td>
<td></td>
</tr>
<tr>
<td>POP HLTH/SOC 797</td>
<td>Introduction to Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>I SY E 557</td>
<td>Human Factors Engineering for Healthcare Systems</td>
<td>3</td>
</tr>
<tr>
<td>Spring Term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURSING 703</td>
<td>Health Care and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>NURSING 806</td>
<td>Evaluation and Application of Evidence-Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>B M I 573</td>
<td>Course B M I 573 Not Found</td>
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</tr>
<tr>
<td>Summer Term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURSING 708</td>
<td>Ethics for Advanced Practice in Health Care</td>
<td>2</td>
</tr>
<tr>
<td>NURSING 772</td>
<td>Leadership and Organizational Decision-Making in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>Year Two</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURSING 711</td>
<td>Business Concepts in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>NURSING 712</td>
<td>Health Systems Leadership and Innovation Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>NURSING 715</td>
<td>Evaluation of Health Informatics Solutions</td>
<td>3</td>
</tr>
<tr>
<td>Spring Term</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Code | Title                                                      | Credits |
---    |-----------------------------------------------------------|---------|
NURSING 713 | Health Systems Leadership and Innovation Practicum II | 3       |
NURSING 714 | Advanced Health Systems Leadership and Innovation       | 3       |
NURSING 761 | Health Program Planning, Evaluation, and Quality Improvement | 3       |

**Summer Term**

NURSING 906 | Scholarly Project                                         | 2       |

**Year Three**

NURSING 847 | Health Policy Practicum                                  | 3       |
NURSING 906 | Scholarly Project                                         | 2       |

**Elective**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
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**Spring Term**

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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**Elective**

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<th>Credits</th>
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<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSING 830</td>
<td>Course NURSING 830 Not Found</td>
<td></td>
</tr>
<tr>
<td>NURSING 906</td>
<td>Scholarly Project</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Credits**

53

**Total credits required:**

58

**Parent Plan Graduate Policies**

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

- Adult/Gerontology Acute Care Nurse Practitioner
- Population Health Nursing
- Adult/Gerontology Clinical Nurse Specialist
- Adult/Gerontology Primary Care Nurse Practitioner
- Pediatric Primary Care Nurse Practitioner
- Psychiatric Mental Health Nurse Practitioner
- Systems Leadership and Innovation

Guide Graduate Policies tab

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

Last Approved: Oct 25, 2018 11:30am

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**Graduate School Policies**

The [Graduate School’s Academic Policies and Procedures](https://next-guide.wisc.edu/courseleaf/approve/?role=RGE Division 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.

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**Named option-Specific Policies**
**Prior Coursework**

**Graduate Work from Other Institutions**
Post–B.S.: With program approval, students are allowed to count up to 18 credits of graduate coursework from other institutions. Graduate work 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.

Post–M.S.: With program approval, students are allowed to count up to 19 credits of graduate coursework from other institutions. Graduate work 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 unless students are board certified advanced practice nurses (APN) and have continuous practice as an APN.

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

**UW–Madison University Special**
With program approval, 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**
A semester GPA below 3.0 will result in the student being placed on academic probation. If a student has not returned to satisfactory progress by the determined deadline, a decision about whether the student will be permitted to continue will be made by the graduate programs committee (or appropriate subcommittee) with input from the student’s advisor.

**ADVISOR / COMMITTEE**
Progression is reviewed each semester by academic affairs office staff and advisors.

**CREDITS PER TERM ALLOWED**
15 credits

**Time Constraints**
Post–B.S.: Students must complete the requirements within six years of admission. Upon the advisor’s recommendation, the associate dean for academic programs may grant a one-year extension.

Post–M.S.: Students must complete the requirements within four years of admission to the program. Upon the advisor’s recommendation, the associate dean for academic programs may grant a one-year extension.
grievances and appeals

Approved Shared Content from /shared/graduate-school-grievance-policy/
Last Approved: Apr 14, 2020 3:18pm

These resources may be helpful in addressing your concerns:

- **Bias or Hate Reporting**
- **Graduate Assistantship Policies and Procedures**
- **Hostile and Intimidating Behavior Policies and Procedures**
- **Office of the Provost for Faculty and Staff Affairs**
- **Dean of Students Office** (for all students to seek grievance assistance and support)
- **Employee Assistance** (for personal counseling and workplace consultation around communication and conflict involving graduate assistants and other employees, post-doctoral students, faculty and staff)
- **Employee Disability Resource Office** (for qualified employees or applicants with disabilities to have equal employment opportunities)
- **Graduate School** (for informal advice at any level of review and for official appeals of program/departmental or school/college grievance decisions)
- **Office of Compliance** (for class harassment and discrimination, including sexual harassment and sexual violence)
- **Office of Student Conduct and Community Standards** (for conflicts involving students)
- **Ombuds Office for Faculty and Staff** (for employed graduate students and post-docs, as well as faculty and staff)
- **Title IX** (for concerns about discrimination)

Approved Shared Content from /shared/graduate-school-grievance-policy-departmental-contact/
Last Approved: Apr 14, 2020 3:19pm

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

Other

Several forms of financial aid are available for graduate students: traineeships, fellowships, scholarships, research and teaching assistantships, and loans.

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.

Students enrolled full-time are expected to complete the program in three years. Students will work with the Graduate Academic Services Coordinator (GASC) to determine modified progression plans when needed. The Graduate Admissions and Progression Committee has an annual formalized process to evaluate student progression through the program.

Program Learning Outcomes and Assessment
Parent Program

Learning Outcomes

Integrate nursing science and theory with evidence, ethics, professional obligations, and knowledge from other disciplines as the basis for specialty-focused advanced nursing practice. (Essential 1)

Demonstrate advanced levels of clinical judgment, systems thinking, leadership, and accountability in designing, delivering, and evaluating evidence-based care to improve individual and population health outcomes (Essentials 2 and 8)

Evaluate evidence to determine & implement best practice (Essential 3)

Develop, implement, and evaluate new practice approaches based on nursing science and theory, as well as knowledge from other disciplines. (Essential 3)

Function as a practice specialist in clinical scholarship, quality improvement, and collaborative knowledge-generating research. (Essential 3)

Use information systems technology to monitor health, identify needs, and evaluate outcomes of care and system improvements. (Essential 4)

Translate knowledge into practice and policy to protect and improve health and health systems. (Essential 5)

Partner with intraprofessional and interprofessional teams to contribute nursing perspective and lead change in health outcomes and complex systems of care. (Essential 6)

Critically evaluate how social determinants of health, cultural background and environment impact health outcomes. (Essential 7)

Develop, implement, and evaluate programs and advanced practice interventions to improve health, access patterns, and gaps in care of individuals, aggregates, or populations. (Essential 8)

Summarize the assessment plan.

The assessment plan for the Doctor of Nursing Practice (parent program) will be updated to reflect the seven new named options. (See separate DNP Lumen proposal.)

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>Noyce, David</td>
<td>4/30/2020</td>
<td>Industrial and Systems Engr (IND SY EGR)</td>
<td>On behalf of the College of Engineering, I am pleased to provide a statement of support for the Doctor of Nursing Practice new option in Systems Leadership and Innovation. The College of Engineering is excited to offer a course in Human Factors Engineering for Healthcare Systems to students in this program as part of their curriculum. The option will address a need that exist in healthcare for professionals to lead organizational quality, change, and reformation. We wish you success in developing your program.</td>
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</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.

- DNP Budget Workbook April 2020.xlsx
- SoN Online DNP Tuition Request.pdf
- Lumen_SoN_DNP_Marketing.pdf
- MOA COE SON 2021-2023 SIGNED.pdf
- MOU SMPH - BMI for SoN DNP 20200408 SIGNED.pdf
- MOU SMPH SON for CHI FINAL - SIGNED.pdf
- SON_PHP_MOU.pdf

Additional Information:

- RPT2019 - DNP Online Pricing.pdf
- OnlineTuitionRequest DrNursingPractice OPT Systems Leadership and Innovation 5 2 2020.docx
- MSN_DNP OPTs OnlineTuitionApproval20200504.pdf

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<th>On behalf of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Golden, Robert</td>
<td>4/29/2020</td>
<td>School of Med &amp; Pub Hlth ADM (SMPH ADM)</td>
<td>Thanks for the opportunity to document my very highest level of enthusiastic support for the Doctor of Nursing Practice (DNP) New Options in Systems Leadership and Innovation and Population Health Nursing Practice. Meeting the workforce needs for advanced practice nurses in these areas is critical. Graduates will be prepared to fulfill a unique role as healthcare professionals. The student population of nurses you will draw upon and the areas of concentration are complementary to our programs in SMPH, and are not in any way competitive or redundant. Best wishes for success in these important new initiatives.</td>
<td></td>
</tr>
</tbody>
</table>
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 School of Nursing Academic Planning Council approved on 4/24/2020.

Entered by: Katie Bleier
Date entered: 4/24/2020

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 School of Nursing Academic Planning Council approved on 4/24/2020.

Entered by and date: Katie Bleier Date entered: 4/24/2020

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:

Effective date:

SIS Short
Description:

Other plan codes associated with this program:

Educational Innovation Program:

Distance Education Program:

Non Traditional Program:

Special Plan Type:

Reviewer Comments

Regina Lowery (lowery3) (04/27/20 11:01 am): Assessment reporting: Nursing Practice, DNP - Up to date.

Karen Mittelstadt (mittelstadt) (04/29/20 7:59 am): Rollback: APIR Rollback: Per Katie Bleier's request, for edit to Admissions section.
2 December 2019

TO: Remzi Arpaci-Dusseau, Chair, Computer Sciences
FROM: Eric Wilcots, Interim Dean, L&S
RE: L&S Completion of Capstone Certificate in Computer Sciences
CC: Jenna Alsteen, Academic Planning Specialist, Graduate School
Kristin Eschenfelder, Associate Director, School of Computer, Data & Information Sciences, L&S
Elaine M. Klein, Associate Dean for Academic Planning, L&S
Jocelyn Milner, Vice Provost and Director, Academic Planning and Institutional Research
James Montgomery, Associate Dean for Fiscal Initiatives, L&S
Parmesh Ramanathan, Associate Dean, Graduate School

On November 5, 2019, the L&S Academic Planning Council reviewed materials related to the 5th year review of the Professional Capstone Certificate in Computer Sciences. Professor Kristin Eschenfelder, Associate Director for the L&S Division/School of Computer, Data, and Information Sciences, led discussion. She noted that this capstone certificate is focused on the needs of post baccalaureate students who are building skills needed to advance in their profession; the certificate requires 12 credits and if students are later admitted to the CS professional master’s program, they may use certificate courses toward completion of those requirements. This structure thus allows students to explore graduate-level study without committing fully to a degree program. The program has been very successful, with peak enrollment at 260 students (likely increased due to pent-up demand); it currently serves about 150 students.

The majority of students in the capstone are Wisconsin state residents. Enrollment of targeted minority students in capstone certificate is modest (4-8%), but higher than other CS academic programs. Enrollment of women in capstone certificate is equivalent to the CS professional masters, but higher than the CS bachelors. A 2017-2018 review conducted by CS showed that students from racial/ethnic minority groups received grades of “C” or better at the same (and even higher) rate than majority students.

The capstone certificate program has clear and appropriate learning outcomes and has a submitted assessment plan. Direct assessment began in spring 2019, when faculty evaluated
student work in upper-level project courses using a rubric calibrated to learning outcomes for the program. As might be expected, results of this assessment activity led to minor revisions in courses and requirements. The program also reports surveying upcoming graduates each spring beginning in 2018. In data from 2018, 91 percent of graduates answered “Agree” or “Strongly Agree” to the statement “What I learned from the program will help me reach my career goals.”

The APC was interested to learn that this emphasis on service to a Wisconsin-based audience is intentional, and that this program makes an important contribution by supporting the local tech industry, chiefly in partnership with Epic Systems. The APC appreciated that this type of partnership can be challenging, but members were impressed that while the program was initially designed to provide professional development opportunities for the Epic workforce (and many certificate students are Epic employees), it serves other students as well. We encourage the department to continue to work to address identified challenges of finding enough instructors to teach a breadth of courses at the Epic location and to explore ways to increase other student enrollment as the Epic student demand levels off.

The APC approved unanimously a motion to accept the review as complete and to continue to offer this program. We will convey this recommendation to the Graduate School, which will schedule a discussion of this program with the Graduate Faculty Executive Committee.

In looking toward the future, members offered some advice that might contribute to future planning and improvement: for example, they suggested that CS track completion and persistence rates of various student populations, to see if there are any markers that predict persistence. In addition, members thought that a new full-time enrollment plan designed to recruit international students may also be of interest to domestic (and local) students, too, and could be marketed more widely. Finally, we note that the Department and Program will continue to engage in regular discussions with Associate Dean James Montgomery, as a component of administering this non-pooled revenue program. We wish you continued success with it.
A summary of the activities of the review committee and materials reviewed

L&S Dean John Karl Scholz charged the committee to complete the first five-year review of the Capstone Certificate in Computer Sciences for Professionals. The analysis and report were prepared by the committee.

The committee received the following documents:

• Charge from Dean John Karl Scholz.
• The self-study prepared by the program faculty and staff.
• Reply of the four focused questions for the capstone certificate program review.
• Review of academic programs in computer sciences.
• UW-Madison certificate review guidelines, which also includes an appendix with some advice for the work of the review committee.

The committee met on September 12 for roughly an hour to review and discuss the charge, analyze the self-study and set up a plan for verifying facts and obtaining information from CS administration, faculty, students, and EPIC representatives. On October 3 the committee spent three hours to interview relevant individuals, including:

• the CS department chair Remzi Arpaci-Dusseau
• Professor Suman Banerjee (a member of the program committee overseeing the department Capstone Certificate and Professional Master Programs; the committee chair and program director Steve Wright was unavailable for the interview)
• program instructors Paul Barford, Charles Fischer, and Andy Kuemmel
• Epic representatives Mike Epley and Molly Stiffler Syal (via phone)

The program coordinator left recently, and the department is in the process of hiring a new program coordinator. The student feedback was solicited through email and collected by phone, coordinated by Catherine Arnott Smith.
An evaluation of the strengths and weaknesses of the program

CS department has two revenue-generating programs: the capstone certificate program and the professional master program. The capstone certificate program was originally designed for the Epic Systems corporation. The department offers two courses per semester to train Epic employees in fall, spring and summer semesters, and instructors drive to Epic to teach during evenings. There is a strong synergy between Epic and the CS department, and the capstone certificate program is mutually beneficial to both Epic and the CS department. Epic indicates that the capstone certificate program is a powerful program that helps to train its workforce and recruit new employees. The students enrolled in the program are very dedicated, and they appreciate the instructors and value the courses. The revenue generated programs help the CS department to hire more faculty and teaching staff and expand course offering to the revenue programs as well as regular educational programs. The capstone certificate students enhance student diversity in the CS programs.

The professional programs committee appointed by the department chair works with Division of Continue Studies to oversee the capstone certificate program. The program is in high demand among Epic employees and is also very popular beyond Epic. Although the majority of students in the program are Epic employees, the program is being expended to enroll non-Epic students, including international students. It allows students to enroll in the capstone certificate program full-time or part-time and to take courses on-campus during the day or off-campus at Epic in the evenings.

Professor Smith heard from four Epic employees interested in giving feedback about the certificate program, one of whom followed through with a phone interview. This student, in the second year of the program, had virtually all positive things to report. The program has fulfilled his expectations as a “non-mathy” humanities graduate who wants to move into a design role; he finds the homework the most educational experience, more so than exams. This student was particularly complimentary about his UW faculty, saying that he has learned a great deal because “They clearly value the learning over the grade”.

A major challenge for this certificate program is the difficulty in finding instructors and staff to teach and manage the program. Due to the uncommon schedule and demanding teaching at Epic, many faculty are reluctant to teach courses for the capstone certificate program. Online and simulcasting courses are being explored as an option to teach classes for the program. The program coordinator is in charge of routine administration for the revenue programs such as handling capstone certificate students and communicating with Epic representatives. The former program coordinator had stayed for about three years and left in the summer. It is a high priority for the department to hire a new program coordinator. Overall, instructor staffing is the main obstacle to maintaining or expanding the capstone certificate program. The limited number of available instructors restricts the diversity of courses that are offered. Feedback from Epic indicated that there would be great interest to have a broader array of courses offered and/or taught more frequently to address the demand by Epic employees.
Recommendations for future directions

One recommendation is to establish some reward mechanism to encourage faculty to teach courses in the capstone certificate program. Partial teaching relief or other incentives could enhance the appeal of teaching these courses. Such options may be possible with the resources generated from the program. The current approach provides no incentive for instructors. Given the extra overhead associated with teaching courses within the capstone certificate program, it is understandable that many faculty find these courses unappealing options.
I think we are all good w/ this report. Thanks!
Remzi

On Thu, Oct 24, 2019 at 8:52 PM Remzi H. Arpaci-Dusseau <remzi@cs.wisc.edu> wrote:
Hello Elaine,

I have read it over and it looks fine to me. However, I am also sharing it with others to see if there are other
comments; we'll be back to you shortly.

Thanks!
Remzi

On Thu, Oct 24, 2019 at 3:54 PM ELAINE M KLEIN <elaine.klein@wisc.edu> wrote:

Dear Remzi,

We have received the report of the faculty committee convened to review the Professional Capstone
certificate in Computer Sciences; per our usual procedure, we would like to give you an opportunity to review
the report and offer comment to correct errors of fact that may have crept into the report. Once we hear from
you, we can schedule L&S APC discussion of the self-study and the review committee report (and your
corrections).

If we hear from you soon, perhaps we can schedule this for the November 1 APC meeting, and get this review
wrapped up!

Please let me know.

Thanks,

Elaine

Elaine M. Klein
Associate Dean for Academic Planning, L&S
elaine.klein@wisc.edu | 608-265-8484

Please note that there are two “Elaine Kleins” on campus; are you sending your messages to the right one?
17 October 2019

TO: Eric Wilcots, Interim Dean of Letters & Sciences

FROM: Paola Hernández, Director, Center for Visual Cultures

RE: Response to Academic Review: Graduate Programs (Certificate, Doctoral Minor) in the Transdisciplinary Study of Visual Cultures

CC: Jocelyn Milner, Vice Provost for Academic Affairs
Jordan Rosenblum, Professor and Chair of Department of Art History
Parmesh Ramanathan, Associate Dean, Graduate School
Emily Reynolds, Graduate School
Elaine M. Klein, Associate Dean for Academic Planning
Susan Zaeske, Associate Dean for Arts and Humanities

On January 29, 2019, The Center for Visual Cultures received the memo from Provost Karl Scholz (then Dean of the College of Letters and Science) with the Academic Planning Committee’s response to the mandated Academic Program Review of the Graduate Certificate and PhD Minor in the Transdisciplinary Study of Visual Cultures that was conducted by K. Phillips-Court, M. Belodubrovskaya and E. Lapina and submitted on November 15, 2018. The memo states that the review was required because the Graduate Certificate and Doctoral Minor were identified as “low award-producing programs.” However, as the enrollment and award numbers attest, this was not the case at the time and is not the case now.

As will be detailed in section two below, the incorrect award data that triggered the review may be explained in part by the lack of clear protocols regarding documentation and by the discrepancies and complications in the translation of data between the multiple record-keeping systems relied upon by administrators and faculty [SIS, Tableau, data viz, Query (now obsolete), InfoAccess (now obsolete), and APIR]. But this is not the only incorrect data. The memo imputes that the required courses (AH/AA 801 and AH/AA 802) are neither offered regularly nor sufficiently enrolled and, thus, risk cancellation. This is not accurate. The second section of this response assembles the correct data showing that the required courses have been offered on an annual basis since the inception of the programs and have often over-enrolled. The corrected data regarding the number of awards can be confirmed on SIS and demonstrates the health and robustness of the programs.

Section one addresses the memo’s charge to the Center for Visual Cultures to respond to the APC review of the Review Committee’s report on three specific matters:

A. Clarification of committee membership, operating procedures, and regular meeting schedule

B. Articulation of student learning outcomes and assessment procedures

C. A plan for staffing the core courses that does not presume a new hire
SECTION ONE: CVC Response to the Charge from the APC Review of the Review Committee’s Report

A. Clarification of committee membership, operating procedures, and regular meeting schedule

1. Curriculum Committee Membership, Operating Procedure, and Regular Meeting Schedule

In spring 2019, the Steering Committee of the Center for Visual Cultures (the composition and meeting schedule of which is discussed below), voted unanimously to create a sub-committee of the Steering Committee, the “Curriculum Committee,” to monitor closely all academic matters concerning the PhD Minor and Graduate Certificate. The Curriculum Committee consists of three members of the Steering Committee and the Director of the Center for Visual Cultures who serves as Chair.

The current Curriculum Committee members for AY2019-20 are:

Paola Hernández, Director and Chair
Mercedes Alcalá Galán (Spanish and Portuguese)
Jill Casid (VC Cluster, Art History, and Gender and Women’s Studies)
Eric Hoyt (Communication Arts)

This committee has already made improvements to the degree programs by clarifying the language of our learning outcomes and goals and creating a new assessment plan for all students seeking a Graduate Certificate or PhD Minor. The Curriculum Committee is also charged with the important tasks of: (1) deciding which courses should count as electives, (2) conducting assessment, (3) monitoring the staffing of the required core courses, (4) building and strengthening alliances with other departments and programs on campus and (5) exploring new options for cross-listing our core courses. The committee meets two or three times each semester and communicates regularly via email.

2. Steering Committee Membership

The CVC Director invites a small number of faculty affiliated with the Center for Visual Cultures to participate in the Steering Committee each fall, with the option of renewing their commitment for a three-year term. Members of the Visual Culture Cluster who, per the Center’s Bylaws and in recognition of their contractual status as members of the Visual Culture Cluster, have the option to continue on the Steering Committee in perpetuity. The current members of the Steering Committee for AY2019-20 are:

Faisal Abdu’Allah (Art)
Mercedes Alcalá Galán (Spanish and Portuguese)
Jill Casid (VC Cluster, Art History, and Gender and Women’s Studies)
Christine Garlough (Gender and Women’s Studies)
Eric Hoyt (Communication Arts)
Adam Kern (VC Cluster and East Asian Languages & Cultures)
Sarah Wells (English—on leave for Fall 2019)
Keith Woodward (Geography)

This committee meets twice each semester to fulfill different tasks, including consultation on curricular matters, selecting a theme for the annual lecture series, suggesting possible speakers, sharing news about student opportunities, and managing any other business that the Center requires (budget planning, staffing, etc.).

3. Affiliates of the Center for Visual Cultures

The Center for Visual Cultures is comprised of affiliate faculty from a variety of departments across campus. Our affiliate faculty are a true sign of our transdisciplinary approach to our methodologies and teaching. We are a total of 62 affiliate faculty with ties to departments and programs that range from English, Art, Communication Arts, History, Art History, Gender and Women Studies, Languages (Spanish, Portuguese, Japanese, German, French) to Design Studies, Geography, Genetics, Ethnomusicology, and Theatre. Our list is updated once every three years, unless a faculty member leaves, retires or decides not to be affiliated. Our affiliate faculty send us information about the courses they teach that are related to the study of visual cultures for the purposes of publicity and for consideration with regard to whether they may be offered as an elective to fulfill the requirements for the Certificate and PhD Minor. Affiliates are also encouraged to be active in the Center by considering participation on the Curriculum Committee, referring their MA and/or PhD students to the degree programs, and/or considering teaching one of the elective courses as well as by suggesting speakers for the annual series and attending our lectures and workshops. Our most recent update to the affiliate list was in September 2019.

B. Articulation of Student Learning Outcomes and Assessment Procedures

1. Articulation of Student Learning Outcomes

As per the Review Committee’s suggestion, the Curriculum Committee has more clearly articulated the Programs’ learning goals to the following five. These learning goals can be easily found on our website and are now formally incorporated into our assessment plan. (See Appendix A).

a. Show comprehension of the history, theories, and methods of Visual Culture as a field of study as they are practiced in the field of Visual Cultures.

b. Demonstrate critical ability to work with and develop Visual Culture theories and methods.

c. Develop capacity to conduct original research in Visual Culture.
d. Show ability to work with Visual Culture theories and methods in the analysis and presentation of original research which may take oral, written, and visual forms.

e. Develop the critical analytic, rhetorical, and technical skills necessary to effectively communicate original research in Visual Culture.

2. Learning Outcomes Assessment Plan

Since the inception of the MA Certificate and the PhD Minor in 2011, assessment has been done by way of a required completion form. In order to complete the degree, students were required to fill out and submit the completion form, which stipulated that they list the courses that they completed towards their Visual Cultures Certificate or Minor. The form also asked them to provide a brief statement summarizing their experience. The exact prompt is below:

In a statement of no more than 350 words, justify and explain the logic for your selection of the particular courses you have completed for the certificate (i.e., the courses listed below) and provide an account of the experience of those courses and the work you produced that characterizes the specific ways in which that research and thinking has shaped your research and intellectual formation.

Now, in accordance with the new assessment plan that the Curriculum Committee has developed, we require all of the students enrolled in our MA Certificate and PhD Minor to submit an assessment form in lieu of the old completion form. In addition to the list of courses and brief summary (which constituted the basis for the completion form) we require students to submit a portfolio with two final projects (e.g., term papers or visual projects) produced in fulfillment of the specific requirements for two of the courses taken towards the degree requirements. The projects are then reviewed and assessed by the Curriculum Committee.

While we highly encourage students to meet with the Director, ultimately, it is up to the Curriculum Committee to evaluate the portfolio to determine whether the learning goals established for the programs were met. Students can turn in their assessment form and completion requirements at any time during the academic year. Please see Appendix B for copies of the old declaration forms and completion forms, and Appendix C for the new declaration forms and assessment forms.

3. Regular offering of Required Courses and Plan for Staffing Core Courses by Affiliate Faculty of the Center for Visual Cultures.

i. Regular Offering of Required Courses

A major concern that the Review Board expressed is that “the two courses required for the credential are not taught regularly.” This is incorrect, and it is unclear where or how such incorrect information could have been
obtained. Our two required courses (AH/AA 801 and AH/AA 802) have both been offered every academic year since the inception of the academic programs (i.e., the PhD minor and Graduate Certificate) in 2011. Professors Jill Casid and Preeti Chopra, who were both part of the initial Visual Culture Cluster hire, have taught these courses in alternate years. To date, they have been the only faculty to teach them. This year (AY 2019-2020) Jill Casid and Preeti Chopra are both on leave, and Professor Laurie Beth Clark will teach AH/AA 801 in spring 2020. AH/AA 802 will not be offered, but this will be the first time that one of the courses is not offered as part of a regular rotation of at least once per year. The only reason for this is that the Center was unable to secure someone to teach the course due to other teaching responsibilities, fellowships, sabbaticals, and the recent retirement of several affiliated faculty members. The fact that there will be a brief hiatus of one year in the offering of AH/AA 802 will not affect timely completion of the degree requirements for students who are enrolled in either program because the requirement for the Graduate Certificate and PhD Minor (i.e., “AH/AA 802 or equivalent”) stipulates clearly that an equivalent course may be substituted. The criteria for substitution are the same as those for determining eligible electives. As discussed above, the Curriculum Committee will determine whether selected courses meet those criteria.

ii. Plan for Teaching Rotation

The Curriculum Committee agrees with the Review Board that establishing a teaching rotation that extends teaching responsibilities beyond the Cluster best ensures the longevity of the Programs. The Curriculum Committee implemented the plan of asking UW colleagues with research and teaching expertise in the study of Visual Cultures, (most of whom were already affiliated with the Center and/or already teach elective courses) to join the rotation by making at least an initial one-time commitment to teach AH/AA 801 or AH/AA 802.

The Curriculum Committee’s initial request for increased involvement from affiliates has been met with enthusiastic response. The Curriculum Committee, followed by the Steering Committee, voted unanimously to approve a teaching rotation beyond the Cluster, and to make use of the University’s existing resources in the way of faculty with research and teaching expertise in the study of Visual Cultures.

The faculty who have accepted and are qualified for this rotation are:

Jill Casid (CVC Cluster, Art History and Gender and Women’s Studies)
Preeti Chopra (CVC Cluster, Art History)
Adam Kern (CVC Cluster, Asian Languages and Cultures)
Faisal Abdu’Allah, (Art)
Anna Campbell (Gender and Women’s Studies)
Laurie Beth Clark, (Art)
D. New Cross-Listing Opportunities

Due to the new cutting-edge theories and methodologies that are constantly in flux, the Curriculum Committee has also decided to explore new cross-listing opportunities. Our Certificate and Minor in Transdisciplinary Studies in Visual Culture requires students to take 9 credits:

- AH 801 (cross-listed with Afro American Studies 801) required course (3cr)
- AH 802 (cross-listed with Afro American Studies 802) or equivalent course (3cr)
- Elective course with Visual Cultures content (3cr)

The Curriculum Committee unanimously approved the cross-listing of our two core courses (Art History/Afro American Studies 801 and Art History/Afro American Studies 802) with GWS (Gender and Women Studies) 801 and GWS 802. This cross-listing is under negotiation, and as of the writing of this report, has not yet been confirmed.

SECTION TWO: Corrected Data and Records Regarding Awards, Course Offerings, and Enrollments

A. Corrected Data regarding Awards: Not Low-Awarding Programs

As stated above, this review was triggered by the incorrect determination that the PhD Minor and Graduate Certificate in the Transdisciplinary Study of Visual Cultures are “low-awarding programs.” However, as the corrected data demonstrates, this was and is not the case.

One of the reasons for a discrepancy in numbers between the administration and the Center is that active PhD Minors do not get recorded until preliminary exams are done and warrants are signed. As Appendix D shows, a basic Data Center search in SIS for career: GRAD and academic program GMIN973 only shows a total of 14 students who have completed their PhD minor, passed their prelims, but have not graduated. Thus, a basic search in SIS would not indicate any active PhD Minors nor any students who have already graduated with a PhD Minor, unless they are entered individually. As an example, if someone triggers a search under either Trans Study Visual Cult MIN or Transdisc Stdy Visual Cult MIN in SIS, the system only shows two active MA Certificate students, no active PhD Minors, 14 completed PhD Minors who have not yet graduated,
and none graduated. To be clear, our records are based on SIS information, where we can see when a PhD Minor was completed after students go through their prelim exams in their own departments and warrants are submitted to the Graduate School. As Appendix E indicates, our numbers are healthy, and our academic programs are thriving. Both our MA Certificate and our PhD Minor have the same course requirements, with a total of 9 credits. Moreover, the number of completed MA Certificates and PhD Minors since spring 2013, the semester in which the first students were awarded the certificate or minor, shows very healthy and productive academic programs.

As of September 2019, our records show:

- Two students who are actively pursuing the MA Certificate
- Four students who have completed the MA Certificate and graduated
- Ten students who are actively pursuing the PhD Minor
- Fourteen students who have completed the PhD minor but have not graduated
- Twelve students who have completed the PhD minor and graduated

This brings the total of completed PhD Minors to 26 students, which shows our combined total of active and completed Certificates and Minors as 42. The CVC is thankful to Emily Reynolds, Teddy Kaul (Art History), Tammi Simpson and Karen Francis (Dept of Spanish and Portuguese), who have helped collect data through SIS and Tableau at different stages of this process. We believe that these numbers reflect the increasing interest and value that our credentials offer. Additionally, they demonstrate that the CVC is not a low-award producing Center.

**B. Corrected Data Regarding Course Offerings and Enrollments: Consistent Offering of Courses and High Enrollments**

Both of our required courses (AH/AA 801 and AH/AA 802) have shown an impressive enrollment. We include the information below to make our case clear that these courses have, indeed, been offered on a regular basis, and to provide information pertaining to enrollment numbers.

**Enrollment for AH/AA 801 with department breakdowns since the inception of the academic programs in the Transdisciplinary Study of Visual Cultures (Fall 2011)**

*The seminar is capped at 15 students, but it is often over-enrolled due to high demand.

[AY2011-12] Fall 2011, Professor Casid, 16 students
5 Art History
3 East Asian Languages and Literatures
2 History
3 Spanish and Portuguese
1 Art
1 Theatre and Performance
1 Communication Arts
1 Curriculum and Instruction
1 special degree

[AY2012-13] Fall 2012, Professor Casid, 17 students
3 Art History
3 East Asian Languages and Literatures
2 Art
2 Languages and Cultures of Asia
1 International Exchange Student
1 Special Degree Student
1 History of Science
1 French
1 English
1 Theatre and Performance
1 Communication Arts

[AY2013-14], Fall 2013, Professor Casid, 15 students
5 Art History
4 Spanish and Portuguese
2 Art
1 French and Italian
1 English
1 Business
1 German

[AY2014-15], Fall 2014, Professor Casid, 12 students
3 Art History
2 East Asian Languages & Literatures
2 Gender and Women’s Studies
1 German
1 Afro-American Studies
1 Curriculum & Instruction
1 Languages and Cultures of Asia
1 History

[AY2015-16], Spring 2016, Professor Chopra, 12 students
1 no school/college
9 L&S
1 Education
1 Business

[AY2016-17], Spring 2017, Professor Casid, 21 students
4 Spanish and Portuguese
3 Art History
3 English
3 Curriculum & Instruction
3 Asian Languages and Cultures (1 Japanese, 2 Chinese)
2 African-American Studies
1 Interdisciplinary Theatre Studies
1 African Cultural Studies
1 Art

[AY2017-18] Fall 2017, Professor Casid, 10 students
3 English
2 Art History
2 Curriculum & Instruction
1 Anthropology
1 Interdisciplinary Theatre Studies
1 Special Degree

[AY 2018-19], Spring 2019, Professor Chopra, 11 students
1 English
1 Curriculum and Instruction (Education)
2 Art History
1 Comm Arts
1 African Languages and Literature
2 Spanish
1 Gender and Women’s Studies
1 Japanese
1 Human Ecology

Enrollment for AH/AA 802 with department breakdowns since the inception of the academic programs in the Transdisciplinary Study of Visual Cultures (Fall 2011)

*The seminar is capped at 15 students, but it is often over-enrolled due to high demand.

[AY2011-12] Spring 2012, Professor Casid, 19 students
6 Art History
4 Spanish & Portuguese
3 Asian Languages and Cultures
3 Art
1 History
1 Anthropology
1 Special Degree

[AY2012-13] Spring 2013, Professor Casid, 18 students
4 Art History
4 Art
3 Curriculum & Instruction
2 Gender & Women’s Studies
1 German
As these lists demonstrate, our numbers are very healthy, and both of our core courses have been taught on a regular basis. Moreover, it also shows an impressive interest in our core courses from a variety of students on campus with a transdisciplinary focus.
**Conclusion.** In closing, we believe that the Center for Visual Cultures and the academic programs in the Transdisciplinary Study of Visual Cultures are healthy and thriving. As the report shows, the number of students earning an MA Certificate or a PhD Minor has been strong and continues to grow. The impressive number of completed MA Certificates and PhD Minors is also a testament to the success of our academic programs. And, as it is clear, our required courses have been taught on a regular basis with excellent enrollment. While we understand that our student records and the records of the administration were not in sync, we have now rectified the situation and all student records are up to date. We have also used this review process to pinpoint some issues that needed to be addressed and, thus, we charged the Curriculum Committee with important academic decisions: we updated our learning goals, we designed new assessment criteria, we created a new teaching rotation for AH/AA 801 and AH/AA 802, and we are in the process of negotiating new cross-listing opportunities with Gender and Women’s Studies.

**Request for Permission to Revise Academic Programs Name.** We now kindly ask the Academic Planning Committee to accept our request to rename the graduate academic programs from “Transdisciplinary Study of Visual Cultures” to “Visual Cultures,” as this would simplify the online search for our MA Certificate and PhD Minor. This will also help with record keeping and to allow completions to be reported properly. In the past, the PhD Minor was listed under two separate academic plans: Trans Study Visual Cult MIN and Transdis Stdy Visual Cult MIN. Thus, simplifying our academic title to read “Visual Cultures” will improve how students and administrators search for our academic programs.

Respectfully Submitted,

Paola Hernández
Professor and Director
APPENDIX A:

LEARNING GOALS FOR THE CENTER FOR VISUAL CULTURES
REVISED FALL 2019

1. Show comprehension of the history, theories, and methods of Visual Culture as a field of study as they are practiced in the field of Visual Cultures.

2. Demonstrate critical ability to work with and develop Visual Culture theories and methods.

3. Develop capacity to conduct original research in Visual Culture.

4. Show ability to work with Visual Culture theories and methods in the analysis and presentation of original research which may take oral, written, and visual forms.

5. Develop the critical analytic, rhetorical, and technical skills necessary to effectively communicate original research in Visual Culture.
APPENDIX B:

COPIES OF THE OLD
DECLARATION AND COMPLETION FORMS

I. Declaration form for the MA Certificate
II. Completion form for the MA Certificate
III. Declaration form for the PhD Minor
IV. Completion form for the PhD Minor
Appendix B: I

Declaration of Intent Form
Graduate/Professional Certificate in the Transdisciplinary Study of Visual Cultures

The Graduate/Professional Certificate in the Transdisciplinary Study of Visual Cultures is a research-driven certificate. Selection of courses should contribute directly to developing your area of research specialization. Students wishing to earn this Graduate/Professional Certificate are required to complete a minimum of 9-credits in Visual Cultures specific coursework. Beyond the required seminar in historiography, theory and methods (801) and a topics course in visual cultures (AH802 or an equivalent course), the selection of courses should be determined by research area and identified in consultation with the student’s primary advisor and/or a faculty affiliate of the CVC. A list of possible course options are available on the CVC website, although it is not exhaustive. Please, note that even if a course is listed on the website it is not a guarantee that it will receive program credit. Please make sure to consult with CVC Director to ensure that your selected courses meet criteria for credit.

Any questions should be addressed to the CVC office and will be answered by either the Director or a faculty member on the steering committee. In order to declare the certificate, this form must be completed in consultation with the student’s primary advisor and/or a faculty affiliate of the CVC and should be formally submitted to CVC by the end of the semester in which the student is taking AH801. Upon completion of the required courses, please fill-out and submit the certificate completion form to the CVC office.

Please, note that this degree is entered manually by the CVC upon official communication from the student’s advisor right before graduation, and after submission of your exit survey. Failure to communicate with CVC timely will prevent us from entering the degree in your records.

I understand the requirements for this program:

Student’s signature: ____________________________
CERTIFICATE COMPLETION FORM
Graduate/Professional Certificate in the Transdisciplinary Study of Visual Cultures

In a statement of no more than 350 words, justify and explain the logic for your selection of the particular courses you have completed for the certificate (i.e., the courses listed below) and provide an account of the experience of those courses and the work you produced that characterizes the specific ways in which that research and thinking has shaped your research and intellectual formation.

Student’s name (print): ____________________________________________

Student’s Campus ID #: __________________________________________

Statement (350 words):
Courses Taken:

I. AH801/AAS801: The Study of Visual Cultures: Historiography, Theory, Methods (3 cr)
   Semester:
   ____________________________

II. AH802/AAS802: Topics in Visual Cultures or equivalent course (3 cr).
    Semester:
    ____________________________
    Topic/Course, Professor, Department:
    ____________________________

III. Independent Study in Visual Cultures or other listed / cross-listed Visual Cultures course (3 cr).
     Semester:
     ____________________________
     Topics/Course, Professor, Department:
     ____________________________

_________________________________________  ____________________________
Student Signature                      Date

__________________________________________
Student Campus ID #

__________________________________________
Name of Home Department

__________________________________________  ____________________________
Advisor (Print Name)                      Signature                      Date

__________________________________________  ____________________________
CVC Director (Print Name)                  Signature                      Date

Please, submit completed form to cvc@mailplus.wisc.edu.
## DECLARATION OF INTENT FORM for the Doctoral Minor in the Transdisciplinary Study of Visual Cultures

Students wishing to earn the designated minor are required to complete a minimum of 9 credits in Visual Cultures specific coursework.

I. AH801: The Study of Visual Cultures: Historiography, Theory, Methods (3 cr)

II. AH802: Topics in Visual Cultures or equivalent course (3 cr) ______________________

III. Listed or cross-listed Visual Cultures course (3 cr)

   Proposed Course _____________________________________________________________
   Prof./Department __________________________________________________________

   ____________________________________________________________
   Student (Print Name)      Signature    Date

   ____________________________________________________________
   Student Campus ID #

   ____________________________________________________________
   Name of Home Department

   ____________________________________________________________
   Advisor (Print Name)      Signature    Date

   ____________________________________________________________
   Director, Center for Visual Cultures     Signature    Date

When completed, please submit this document to cvc@mailplus.wisc.edu

The Center for Visual Cultures
University of Wisconsin-Madison
432 East Campus Mall, Rm 128-129
Madison, WI 53706 USA
http://www.visualcultures.wisc.edu
Appendix B: IV

COMPLETION OF PhD MINOR FORM
Designated Doctoral Minor in the Transdisciplinary Study of Visual Cultures

In a statement of no more than 350 words, justify and explain the logic for your selection of the particular courses you have completed for the minor (i.e., the courses listed below) and provide an account of the experience of those courses and the work you produced that characterizes the specific ways in which that research and thinking has shaped your research and intellectual formation.

Student Name: ___________________________________________

Campus ID #: ____________________________________________

Statement (350 words):
Courses Taken:

I. AH801: The Study of Visual Cultures: Historiography, Theory, Methods (3 cr)
   Semester: ____________________________

II. AH802: Topics in Visual Cultures or equivalent course (3 cr):
    ____________________________
    Semester: ____________________________

III. Elective Visual Cultures course (3 cr)

    Proposed Course: ____________________________
    Prof./Department ____________________________
    Semester: ____________________________

__________________________________________
Student Signature Date

__________________________________________
Name of Home Department Advisor

__________________________________________
Advisor (Print Name) Signature Date

__________________________________________
Director, Center for Visual Cultures Signature Date

When completed, please submit this document to cvc@mailplus.wisc.edu

The Center for Visual Cultures
University of Wisconsin-Madison
432 East Campus Mall, Rm 128-129
Madison, WI 53706 USA
http://www.visualcultures.wisc.edu
APPENDIX C:

COPIES OF THE NEW DECLARATION AND ASSESSMENT FORMS

I. Declaration form for the MA Certificate
II. Assessment form for the MA Certificate
III. Declaration form for the PhD Minor
IV. Assessment form for the PhD Minor
DECLARATION OF INTENT FORM for the MA CERTIFICATE
Graduate/Professional Certificate in the Transdisciplinary Study of Visual Cultures

The Graduate/Professional Certificate in the Transdisciplinary Study of Visual Cultures is a research-driven certificate. Selection of courses should contribute directly to developing your area of research specialization. Students wishing to earn this Graduate/Professional Certificate are required to complete a minimum of 9-credits in Visual Cultures specific coursework. Beyond the required seminar in historiography, theory and methods (801) and a topics course in visual cultures (AH802 or an equivalent course), the selection of courses should be determined by research area and identified in consultation with the student’s primary advisor and/or a faculty affiliate of the CVC. A list of possible course options are available on the CVC website, although it is not exhaustive. Please, note that even if a course is listed on the website it is not a guarantee that it will receive program credit. Please make sure to consult with CVC Director to ensure that your selected courses meet criteria for credit. Upon completion of Visual Cultures specific coursework, students must submit a portfolio consisting of two term papers or artistic presentations for the Curriculum Committee to assess.

Any questions should be addressed to the CVC office and will be answered by either the Director or a faculty member on the Curriculum Committee. In order to declare the certificate, this form must be completed in consultation with the student’s primary advisor and/or a faculty affiliate of the CVC and should be formally submitted to the CVC by the end of the semester in which the student is taking AH801. Upon completion of the required courses, please fill-out and submit the certificate assessment form to the CVC office.

Please, note that this record is entered manually by the CVC upon official communication from the student’s advisor right before graduation, and after submission of your exit survey. Failure to communicate with the CVC in a timely fashion will prevent us from entering the certificate in your records.

I understand the requirements for this program:

Student’s signature: ____________________________________________
**Student’s name:**

**Intended Course selections:**

I. AH801/AAS801: The Study of Visual Cultures: Historiography, Theory, Methods (3 cr)
   Please indicate the semester in which you will take this required seminar:

   __________________________________________________________________________

   II. AH802/AAS802: Topics in Visual Cultures (3 cr) or equivalent course. If it is an equivalent course, indicate the logic of selection.

   __________________________________________________________________________

   III. Independent Study in Visual Cultures /or other listed or cross-listed Visual Cultures course (3 cr). Indicate the topic/course, professor and department and the semester in which the course will be taken and the logic for the selection of the topic.

   __________________________________________________________________________

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<thead>
<tr>
<th>Student Signature</th>
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<table>
<thead>
<tr>
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<table>
<thead>
<tr>
<th>CVC Director (Print Name)</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

Please, submit this completed form to cvc@mailplus.wisc.edu.
ASSESSMENT FORM for the MA CERTIFICATE
Graduate/Professional Certificate in the Transdisciplinary Study of Visual Cultures

You will need to turn in the following documentation:

1. **Portfolio**, which includes two term papers from courses taken towards the Visual Cultures requirements or artistic presentations that were the final product of a course.

2. **Essay**: In a statement of no more than 350 words, justify and explain the logic for your selection of the particular courses you have completed for the certificate (i.e., the courses listed below) and provide an account of the experience of those courses and the work you produced that characterizes the specific ways in which that research and thinking has shaped your research and intellectual formation.

3. **Fill out CVC course list**: see below.

   **Student's name (print):** ____________________________________________

   **Student's Campus ID #:** ____________________________________________

   Statement (350 words):
Courses Taken:

I. AH801/AAS801: The Study of Visual Cultures: Historiography, Theory, Methods (3 cr)
   Semester: ____________________________

II. AH802/AAS802: Topics in Visual Cultures or equivalent course (3 cr).
    Semester: ____________________________

    Topic/Course, Professor, Department:
    ____________________________

III. Independent Study in Visual Cultures or other listed / cross-listed Visual Cultures course (3 cr).
     Semester: ____________________________

     Topics/Course, Professor, Department:
     ____________________________

________________________________________  ____________
Student Signature                        Date

________________________________________
Student Campus ID #

________________________________________
Name of Home Department

________________________________________  ____________
Advisor (Print Name)  Signature  Date

________________________________________  ____________
CVC Director (Print Name)  Signature  Date

Please, submit completed form to cvc@mailplus.wisc.edu.
Appendix C: III

DECLARATION OF INTENT FORM for the PhD MINOR
Designated Doctoral Minor in the Transdisciplinary Study of Visual Cultures

The Designated Doctoral Minor in the Transdisciplinary Study of Visual Cultures is research driven. Selection of courses should contribute directly to developing your area of research specialization. Students wishing to pursue this Minor are required to complete a minimum of 9-credits in Visual Cultures specific coursework. Beyond the required seminar in historiography, theory and methods (AH801) and a topics course in visual cultures (AH802 or an equivalent course), the selection of courses should be determined by research area and identified in consultation with the student’s primary advisor and/or a faculty affiliate of the CVC. A list of possible course options are available on the CVC website, although it is not exhaustive. Please, note that even if a course is listed on the website it is not a guarantee that it will receive program credit. Please make sure to consult with CVC Director to ensure that your selected courses meet criteria for credit. Upon completion of Visual Cultures specific coursework, students must submit a portfolio consisting of two term papers or artistic presentations for the Curriculum Committee to assess.

Any questions should be addressed to the CVC office and will be answered by either the Director or a faculty member on the Curriculum Committee. In order to declare the Minor, this form must be completed in consultation with the student’s primary advisor and/or a faculty affiliate of the CVC and should be formally submitted to the CVC by the end of the semester in which the student is taking AH801. Upon completion of the required courses, please fill-out and submit the certificate assessment form to the CVC office.

Please, note that this record is entered manually by the CVC upon official communication from the student’s advisor right before graduation, and after submission of your exit survey. Failure to communicate with the CVC in a timely fashion will prevent us from entering the Minor in your records.

I understand the requirements for this program:

Student’s signature: ________________________________
Student’s name: ________________________________________________________________

**Intended Course selections:**

I. AH801/AAS801: The Study of Visual Cultures: Historiography, Theory, Methods (3 cr)
   Please indicate the semester in which you will take this required seminar:
   ________________________________________________________________

II. AH802/AAS802: Topics in Visual Cultures (3 cr) or equivalent course. If it is an equivalent course, indicate the logic of selection.
   ________________________________________________________________

III. Independent Study in Visual Cultures /or other listed or cross-listed Visual Cultures course (3 cr). Indicate the topic/course, professor and department and the semester in which the course will be taken and the logic for the selection of the topic.
   ________________________________________________________________

   Student Signature ___________________________ Date ______________

   Student Campus ID # ___________________________ 

   Name of Home Department ___________________________ 

   Advisor (Print Name) ___________________________ Signature ___________________________ Date ______________

   CVC Director (Print Name) ___________________________ Signature ___________________________ Date ______________

Please, submit this completed form to cvc@mailplus.wisc.edu.

Center for Visual Cultures
University of Wisconsin-Madison
432 East Campus Mall, Rm 129
Madison, WI 53706
cvc@mailplus.wisc.edu
www.visualcultures.wisc.edu
ASSESSMENT FORM for PhD MINOR
Designated Doctoral Minor in the Transdisciplinary Study of Visual Cultures

You will need to turn in the following documentation:

1. **Portfolio**, which includes two term papers from courses taken towards the Visual Cultures requirements or artistic presentations that were the final product of a course.

2. **Essay**: In a statement of no more than 350 words, justify and explain the logic for your selection of the particular courses you have completed for the certificate (i.e., the courses listed below) and provide an account of the experience of those courses and the work you produced that characterizes the specific ways in which that research and thinking has shaped your research and intellectual formation.

3. **Fill out CVC course list**: see below.

Student’s name (print): ______________________________________________________

Student’s Campus ID #: ____________________________________________________

Statement (350 words):
Courses Taken:

I. AH801/AAS801: The Study of Visual Cultures: Historiography, Theory, Methods (3 cr)
   Semester:________________________________________

II. AH802/AAS802: Topics in Visual Cultures or equivalent course (3 cr).
    Semester:________________________________________
    Topic/Course, Professor, Department:________________

III. Independent Study in Visual Cultures or other listed / cross-listed Visual Cultures course (3 cr).
     Semester:________________________________________
     Topics/Course, Professor, Department:________________

__________________________________________
Student Signature                                      Date

__________________________________________
Student Campus ID #

__________________________________________
Name of Home Department

__________________________________________
Advisor (Print Name)          Signature          Date

__________________________________________
CVC Director (Print Name)     Signature          Date

Please, submit completed form to cvc@mailplus.wisc.edu.
APPENDIX D:

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<tr>
<th>Campus ID</th>
<th>Name</th>
<th>Career - Program - Plan</th>
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<tr>
<td>Row 1</td>
<td>Beduhn, Caitlin Anne</td>
<td>GRAD - G936 - Transdir</td>
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<tr>
<td>Row 2</td>
<td>Diaz Chavez, Nora Gricelda</td>
<td>GRAD - G936 - Transdir</td>
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<tr>
<td>Row 3</td>
<td>Feinberg, Michael</td>
<td>GRAD - G090 - Transdir</td>
</tr>
<tr>
<td>Row 4</td>
<td>Gaeta, Amy E</td>
<td>GRAD - G405 - Transdir</td>
</tr>
<tr>
<td>Row 5</td>
<td>Hughes, Amy Jo</td>
<td>GRAD - G090 - Transdir</td>
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<td>Liana Fernandez, Ruth</td>
<td>GRAD - G936 - Transdir</td>
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<td>GRAD - G583 - Transdir</td>
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<td>GRAD - G090 - Transdir</td>
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<td>Urbain, Luke</td>
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<tr>
<td>14</td>
<td>9027813048</td>
<td>Woods, Peter Jacob</td>
</tr>
</tbody>
</table>

***
Karen Francis
she/her/hers
Undergraduate Advisor
Spanish & Portuguese
UW-Madison
[Undergraduate Advising Information](#)
[Make an Appointment](#)
[Advisor Feedback Form](#)
APPENDIX E:

Visual Cultures MA Certificates and PhD Minors

The first courses that counted towards the Ph.D. Minor and Graduate/Professional Certificate in the transdisciplinary study of visual cultures were offered in AY2011/12. It typically takes two years for students to complete the requisite coursework. The first students to be awarded the certificate or minor completed their courses in spring 2013.

Students who are actively pursuing the MA Certificate

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Date of Declaration</th>
<th>Campus ID #</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ashley Lusietto</td>
<td>Art Department</td>
<td>10/24/2018</td>
<td>9062206355</td>
<td>Can confirm this student is active on campus and has the certificate on record. <a href="mailto:lusietto@wisc.edu">lusietto@wisc.edu</a></td>
</tr>
<tr>
<td>Lily Shell</td>
<td>Interdisciplinary Theatre Studies</td>
<td>4/24/19</td>
<td>9080219703</td>
<td>Can confirm this student is active on campus and has the certificate on record. <a href="mailto:lshell@wisc.edu">lshell@wisc.edu</a></td>
</tr>
</tbody>
</table>

Students who have completed the MA Certificate and graduated

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Date of Declaration</th>
<th>Date of Completion</th>
<th>Campus ID #</th>
<th>Notes/Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cole Rizki</td>
<td>Spanish and Portuguese</td>
<td>2013</td>
<td>2013</td>
<td>9025344871</td>
<td>On record. <a href="mailto:cole.rizki@duke.edu">cole.rizki@duke.edu</a></td>
</tr>
<tr>
<td>Elise Nagy</td>
<td>Gender and Women’s Studies</td>
<td>2013</td>
<td>2014</td>
<td>9069860477</td>
<td>On record. <a href="mailto:elisenagy@gmail.com">elisenagy@gmail.com</a></td>
</tr>
<tr>
<td>Cherod Johnson</td>
<td>Gender and Women’s Studies</td>
<td>2013</td>
<td>2015</td>
<td>9070159349</td>
<td>On record. <a href="mailto:cherodj27@gmail.com">cherodj27@gmail.com</a></td>
</tr>
<tr>
<td>Andrew Salyer</td>
<td>Special Committee Degree</td>
<td>2012</td>
<td>2015</td>
<td>9063289327</td>
<td>On record. <a href="mailto:jsalyer@wisc.edu">jsalyer@wisc.edu</a></td>
</tr>
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</table>
# Students who are actively pursuing the PhD Minor

<table>
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<tr>
<th></th>
<th>Name</th>
<th>Department</th>
<th>Date of Declaration</th>
<th>Campus ID #</th>
<th>Notes</th>
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<tbody>
<tr>
<td>1</td>
<td>Alex Leme</td>
<td>Art History</td>
<td>9/2015</td>
<td>9071823455</td>
<td>Not a dissertator yet; in the pipeline <a href="mailto:leme@wisc.edu">leme@wisc.edu</a></td>
<td><a href="mailto:leme@wisc.edu">leme@wisc.edu</a></td>
</tr>
<tr>
<td>2</td>
<td>Saeedeh Asadipour</td>
<td>Art History</td>
<td>9/20/2016</td>
<td>9075672999</td>
<td>Not a dissertator yet; in the pipeline <a href="mailto:asadipour@wisc.edu">asadipour@wisc.edu</a></td>
<td><a href="mailto:asadipour@wisc.edu">asadipour@wisc.edu</a></td>
</tr>
<tr>
<td>3</td>
<td>Sabina Madrid Malloy</td>
<td>Spanish</td>
<td>10/30/2018</td>
<td>9064071773</td>
<td>Not a dissertator yet; in the pipeline <a href="mailto:madridmalloy@wisc.edu">madridmalloy@wisc.edu</a></td>
<td><a href="mailto:madridmalloy@wisc.edu">madridmalloy@wisc.edu</a></td>
</tr>
<tr>
<td>4</td>
<td>Maria Isabel Martín Sanchez</td>
<td>Spanish</td>
<td>11/7/2018</td>
<td>9077980028</td>
<td>Not a dissertator yet; in the pipeline <a href="mailto:martinsanche@wisc.edu">martinsanche@wisc.edu</a></td>
<td><a href="mailto:martinsanche@wisc.edu">martinsanche@wisc.edu</a></td>
</tr>
<tr>
<td></td>
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<td>Warrant signed in January 2019 by P. Hernández</td>
<td>Warrant signed in January 2019 by P. Hernández</td>
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<tr>
<td>5</td>
<td>Maria Tsoy</td>
<td>Asian Languages and Cultures</td>
<td>4/2019</td>
<td>9079886041</td>
<td>Not a dissertator yet; in the pipeline <a href="mailto:mtsoy@wisc.edu">mtsoy@wisc.edu</a></td>
<td><a href="mailto:mtsoy@wisc.edu">mtsoy@wisc.edu</a></td>
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<td>6</td>
<td>David Lukhachi</td>
<td>African Cultural Studies</td>
<td>4/2019</td>
<td>9073645005</td>
<td>Not a dissertator yet; in the pipeline <a href="mailto:david.lukhachi@wisc.edu">david.lukhachi@wisc.edu</a></td>
<td><a href="mailto:david.lukhachi@wisc.edu">david.lukhachi@wisc.edu</a></td>
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<tr>
<td>7</td>
<td>Thomas Van Camp</td>
<td>English</td>
<td>11/20/2018</td>
<td>9056851562</td>
<td>Not a dissertator yet; in the pipeline <a href="mailto:tvancamp@wisc.edu">tvancamp@wisc.edu</a></td>
<td><a href="mailto:tvancamp@wisc.edu">tvancamp@wisc.edu</a></td>
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<td>Warrant signed in September 2019 by P. Hernández</td>
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<td>Xue Yin</td>
<td>Curriculum and Instruction, School of Education</td>
<td>1/23/2019</td>
<td>9071715891</td>
<td>Not a dissertator yet; in the pipeline <a href="mailto:xyin32@wisc.edu">xyin32@wisc.edu</a></td>
<td><a href="mailto:xyin32@wisc.edu">xyin32@wisc.edu</a></td>
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<td>Warrant signed in January 2019 by P. Hernández</td>
<td>Warrant signed in January 2019 by P. Hernández</td>
</tr>
<tr>
<td></td>
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<td>9</td>
<td>Iseult Gillespie</td>
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<tr>
<td>10</td>
<td>Joshua Kelly</td>
<td>Interdisciplinary Theatre Studies</td>
<td>4/24/2019</td>
<td>9077783230</td>
<td>Not a dissertator yet; in the pipeline. <a href="mailto:jtkelly3@wisc.edu">jtkelly3@wisc.edu</a></td>
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**Students who have completed the PhD Minor but have not yet graduated**

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<td>1</td>
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<td>East Asian Languages and Literatures</td>
<td>1/16/2014</td>
<td>9066561730</td>
<td>On record. Has not graduated yet so will not show up in query of graduated students. <a href="mailto:mitoole@wisc.edu">mitoole@wisc.edu</a></td>
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<tr>
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<td>Nora G. Diaz Chavez</td>
<td>Spanish and Portuguese</td>
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<td>9032277403</td>
<td>On record. Has not graduated yet so will not show up in query of graduated students. <a href="mailto:diazchavez@wisc.edu">diazchavez@wisc.edu</a></td>
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<td>3</td>
<td>Genesie T. Miller</td>
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<td>9064784623</td>
<td>On record. Has not graduated yet so will not show up in query of graduated students. <a href="mailto:gtmiller2@wisc.edu">gtmiller2@wisc.edu</a></td>
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<td>9064808448</td>
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<td>Peter Woods</td>
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<td>Mariam Sedighi</td>
<td>Curriculum and Instruction, School of Education</td>
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<td>Luke Urbain</td>
<td>Spanish and Portuguese</td>
<td>1/24/2019</td>
<td>9039619979</td>
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### Students who have completed the PhD Minor and have graduated

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<td>Nan Ma</td>
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<td>4/30/2013</td>
<td>9063171129</td>
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<td>2</td>
<td>Lex Lancaster</td>
<td>Art History</td>
<td>5/13/2013</td>
<td>9064755441</td>
<td>Graduated. On record. <a href="mailto:lex@uscupstate.edu">lex@uscupstate.edu</a></td>
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<td>3</td>
<td>Michael Naparstek</td>
<td>East Asian Languages and Literature</td>
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<td>4</td>
<td>Laura Jo-Han Wen</td>
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<td>Graduated. On record. <a href="mailto:LauraWen@rmc.edu">LauraWen@rmc.edu</a></td>
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<tr>
<td>5</td>
<td>Anna Vitale</td>
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<td>5/2014</td>
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<td>Graduated. On record. <a href="mailto:vitale4@wisc.edu">vitale4@wisc.edu</a></td>
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<td>6</td>
<td>Isaac García-Guerrero</td>
<td>Spanish and Portuguese</td>
<td>12/10/2014</td>
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<td>Caitlin Yocco-Locascio</td>
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<td>1/3/2015</td>
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<td>Graduated. On record. <a href="mailto:yocco@wisc.edu">yocco@wisc.edu</a></td>
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<td>8</td>
<td>Nkoyo Edoho-Eket</td>
<td>Asian Languages and Cultures</td>
<td>5/20/2015</td>
<td>9030002522</td>
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<td>9</td>
<td>Aaron Reich</td>
<td>East Asian Languages and Literature</td>
<td>7/28/2016</td>
<td>9068267336</td>
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<td>10</td>
<td>Sun Young Lee</td>
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<td>11</td>
<td>Jasmine Yu-Hsing Chen</td>
<td>Asian Languages and Cultures</td>
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<td>Lu Liu</td>
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<td>Graduated. On record. <a href="mailto:lu.liu@wisc.edu">lu.liu@wisc.edu</a></td>
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TO:       Paola Hernandez, Director, Center for Visual Cultures
FROM:    John Karl Scholz, Dean
RE:      Academic Program Review: Graduate Programs (Certificate, Doctoral Minor) in the
          Transdisciplinary Study of Visual Cultures

On December 4, 2018, the L&S Academic Planning Council considered materials submitted
in response to the mandated review of the Graduate Certificate and Minor in the
Transdisciplinary Study of Visual Cultures. Like many such programs, the requirements for
these two credentials are identical; their existence as two distinct programs allows them to be
awarded either to doctoral or master’s students. This review was required because of the
status of these programs as low award-producing programs. Council members considered the
self-study and review committee report, which you had noted did not contain factual errors.
Associate Dean Susan Zaeske led discussion, beginning by talking with committee members
about the importance of the study of visual culture, and noting that UW-Madison had invested
in the promise of this area years ago, when a “cluster” of faculty were hired in this area. In the
interest of full disclosure, she reported that she had served on the steering committee that
proposed the programs, but that she does not currently maintain an active role in the
programs.

She began by noting that enrollments in and award completions for these programs were
critically low at the time the review was convened. However, issues related to declaring
students and reporting completion that contributed to this problem were identified and
addressed. Campus data appear to reflect the effect of these changes; yet, the data provided in
the self-study do not coincide with the official records. Enrollment data show one student
currently enrolled in the certificate program, no certificates ever awarded, and five students awarded the minor. By contrast, the self-study reports three certificates completed, and 16 students completing the minor. These inconsistent data indicate that further attention is needed to reconcile the record, and if the accurate record reveals that the program continues to be low enrollment, that will need to be addressed.

In addition to concerns about enrollment, the review brought to light a number of additional concerns. First, the review reported that there is little if any faculty advisory committee involvement in articulating and achieving the pedagogical and intellectual goals of the certificate programs. Both the review committee and the APC recommended that the Center update its list of faculty and instructional staff affiliates, which is seriously outdated. Importantly, the APC stressed the distinction between the status of Center affiliate and that of academic program committee member. Members of academic program committees are charged with overseeing the curriculum (review of courses to meet program requirements, scheduling and staffing of courses to make certain that it is possible for students to complete their degrees, advising students, etc.), whereas the expectations of Center affiliates may be limited to attending talks. Indeed, it is unclear whether an academic program committee exists for the certificate. As a result of the lack of clarity in roles and apparent nonexistence of an academic program steering committee, there appears to be a lack of appropriate faculty oversight of the academic programs.

Such lack of oversight may well be the cause of another significant problem identified by the review, namely, the lack of identifiable learning outcomes. The review committee was unable to find clearly articulated learning outcomes for this program: instead, their report reproduces language from the Center website that describes visual culture studies. General statements describing learning aspirations are insufficient to serve as outcomes, which should be stated clearly. These statements can then be used to develop criteria for courses that meet requirements, to communicate with students and colleagues about the program, and, of course, to understand student learning in it. Given the lack of clearly stated learning outcomes, not surprisingly, assessment of the programs is weak, limited to requiring students to maintain a 3.0 GPA. A GPA requirement for individual students is not a mechanism for assessing program quality. Both the review committee and the APC recommend articulating learning goals and developing more robust assessment mechanisms.

Another significant problem is that the two courses required for the credential are not taught regularly. Inability to offer AH 801 and AH 802 limits the number of students who can complete certificate requirements. This is a serious barrier to the success of the program and needs to be addressed to achieve its ongoing sustainability. An active academic program committee could work on this problem, considering the possibility of revising the curriculum to address this problem or developing a workable plan for offering these courses. The campus made a significant investment in hiring faculty to teach courses and pursue research in visual culture, so there are faculty present to staff these courses. And to the degree that the study of visual culture is vibrant and viable, there ought to be faculty beyond the cluster who can teach these courses.
An active and engaged program committee would help the program address several of the recommendations offered by the review committee and the APC, especially to consider curricular revisions. This is particularly important when a program requires so few courses: every course should support student progress toward desired learning outcomes. A program committee would be able to consider also the challenge of staffing the two required courses, expanding the array of people who might teach it, or restructuring it to be more attractive to students outside the program and less likely to suffer cancellation due to low enrollment. Finally, the committee might be able to review the list of courses to determine whether there exist a stable core of courses that are reliably offered, whether cross-listing makes sense, and other such questions.

The L&S APC approved unanimously a motion recording the program review as complete; in the same motion, the council also requested a follow up report to provide with information on the following matters:

- Clarification of program committee membership, operating procedures, and regular meeting schedule
- Articulation of student learning outcomes and assessment procedures
- A plan for staffing the core courses that does not presume a new hire

Your report will inform the council’s consideration of a related agenda item, concerning a request to rename the graduate minor and certificate programs. That request was tabled, pending receipt and review of the requested follow-up items. The council would like to receive your report no later than January 1, 2020. If the report is not provided, the council will entertain a motion to suspend admission to these programs, and to expedite their discontinuation.
Dear Colleagues,

Thank you for the opportunity to learn more about the MA Certificate in the Transdisciplinary Study of Visual Cultures (CVC). Our committee (Elizabeth Lapina, Maria Belodubovskaya, and Kristin Phillips-Court [Chair]) completed its review of the MA Certificate over the months of October and November, 2018. We were impressed in general by the intellectual rigor, collaborative spirit, and prescient vision of colleagues leading CVC Program, and we support continued efforts to build the MA Certificate program, which benefits MFA students particularly; however, if effectively marketed, could draw students from across the College. We, the committee, are in favor of the proposed name change, from “Transdisciplinary Study of Visual Cultures” to “Visual Cultures” for both the PhD Minor and the MA Certificate. During the last week of our work, three new students declared the MA Certificate in Visual Cultures.

The report that follows will be divided into four sections. Each section concludes with a statement of Recommendations on behalf of the Review Committee.

A. **Report on the procedures** adopted by the Review Committee (areas of focus, stakeholders interviewed, summary)

B. **Report on the MA Certificate** (description, target audience, curriculum and requirements, learning goals)

C. **Report on Oversight and Outreach** (oversight of curriculum, management, distribution of duties, challenges and solutions, outreach)

D. **Report on Mentoring and Assessment** (mentoring structure, assessment mechanisms, student feedback)

Respectfully submitted,

Kristin Phillips-Court (Chair)
Elizabeth Lapina
Maria Belodubovskaya
A. **Report on the procedures** adopted by the Review Committee (areas of focus, stakeholders interviewed, summary)

1. **Procedure**
The areas in which the Committee concentrated its inquiry are represented by A-D above, which we established during our initial planning meeting. The Chair of the Review Committee then contacted stakeholders to arrange in-person meetings with all or a minimum of two Review Committee members. Our questions for our CVC colleagues aimed at understanding the mechanisms in place at CVC for program oversight, course management, advising and mentorship, recruitment and retention, curriculum management, reporting, and assessment. Several key questions are listed in the Appendix at the end of this document. We further sought to understand the difference between the PhD Minor and the MA Certificate. Finally, we were interested in learning about Affiliate Faculty and Advisory Faculty involvement in the day-to-day operation of the CVC.

2. **Stakeholders**
Our committee met with the following individuals: Paola Hernandez (current Director of the CVC), Guillermina de Ferrari, Jill Casid, Anna Andrzejewski, Teddy Kaul, and Christine Stricker. We also corresponded with two MA Certificate graduates and one current MA Certificate student. We were unable to interview the current PA. The committee members took minutes and notes at all meetings, and have jointly prepared this review document.

3. **Summary**
The three directors we interviewed shared a common dedication and vision for what the Center for Visual Cultures seeks to achieve, both within the College of Letters & Science and beyond it. The principal scope of the MA Certificate is to provide MFA and other practitioners rigorous training in research methods and critical theory. In other words, the research component of the CVC MA/PhD Minor provides MFA students and others the *methods for writing about art*, including their own. They may lack a background in theory, the study of which will allow them to engage the fields of cultural studies, to which contemporary art is inextricably tied. A survey of recent courses and CVC-sponsored events confirms that the MA and PhD are providing students with a unique opportunity to integrate theory and practice into their pursuit of the MA/PhD – and that graduates of the program have obtained highly desirable jobs in arts and humanities fields. As the CVC MA Certificate and PhD Minor continue to grow, we anticipate that the Art History Department and the Center for Visual Cultures will need to continue to cultivate the collaborative and supportive partnership they enjoy now.

The Review Committee was very pleased to learn of Paola Hernandez’s plan to create “hubs” for MA and PhD students to interact with CVC faculty and especially practitioners, as they (the students) would have greater access to performance spaces, production processes, and the physical and intellectual work that goes into art installations and stage productions. As the CVC gains visibility off campus, students will benefit significantly by participating in programming that will make the UW well known for this rapidly growing field, especially if the UW/CVC will have the opportunity to host the 2020 meeting of the International Association for Visual Cultures (Casid).
Review Committee Recommendations:

1) Articulate clearly the degree and nature of Advisory Committee members’ involvement in the pedagogical and intellectual goals of the MA Certificate. Currently, there seems to be little, if any, involvement.

2) Maintain an up-to-date list of Faculty Affiliates (several colleagues on the 2018 list retired more than one year ago)

3) Inform faculty whose courses serve the CVC of this fact, for the mutual benefit and future collaboration of both parties

4) Continue to cultivate buy-in among faculty colleagues on campus, many of whom are quietly working with visual materials and methodologies, but are not affiliated with CVC.

B. Report on the MA Certificate (description, target audience, curriculum and requirements, learning goals)

1. Description of the Certificate

The Graduate/Professional Certificate in Transdisciplinary Study of Visual Cultures is administered by the Center for Visual Cultures (CVC). It serves terminal MA students in such departments and units as Art, Gender and Women Studies, and Creative Writing. It is an equivalent to the Ph.D. Minor in Visual Cultures also offered by the Center. The certificate is awarded upon successful completion of 9 graduate-level credits in three courses: two required courses and one elective. The elective 3-credit course is selected in consultation with the Director of CVC and the student’s home departmental advisor. The courses are:

- ART HIST/AFROAMER 801: Historiography, Theory and Methods in Visual Culture;
- ART HIST/AFROAMER 802: Topics in Visual Cultures or equivalent;

Currently, these are three students who have come to the CVC from GWS, Spanish & Portuguese, and LCA.

2. MA Certificate / PhD Minor

MA Certificate is very closely related to PhD Minor. Coursework requirement is exactly the same. The only difference is that PhD Minor has a higher enrollment than MA Graduate Certificate (according to the director of CVC, three students are currently enrolled in the Minor and one in the Certificate).

3. Target Audience for the Certificate: Students

The Certificate is relatively new: it was approved in 2011–2012. The target audience for the Certificate includes such programs as: Afro-American Studies; Art Education; Art; Creative Writing; Gender and Women’s Studies; Latin American, Caribbean, and Iberian Studies; Russian, East European, and Central Asian Studies; and Southeastern Asian Studies. However, in principle, the Certificate can also serve the departments offering both MA and PhD degrees when their students decide to end their course of study with the MA. Such departments include: African Cultural Studies; Art History; Communication Arts; Comparative Literature and Folklore Studies; English; History of Science, Medicine, and Technology; Languages and Cultures of Asia; and Spanish and Portuguese.

4. The Curriculum for the Certificate: Required Courses
As the Certificate is currently set up, the availability of AH 801 and AH 802 limits how many students can complete its requirements. At the moment only very few faculty members offer these two courses. There are more faculty on campus, including in the target departments, who can develop and offer courses that could be either cross-listed with AH 801 and AH 802 or serve as equivalents to them.

5. The Curriculum for the Certificate: the Elective Course

As it’s currently set up, students, choosing from all the courses offered on campus, select and propose an elective course that may qualify as the Certificate’s third required course. The CVC lists a large number of courses that might qualify on its website. Some of these courses are offered to the CVC by affiliate members as already appropriate. Some others are chosen by the CVC Director and/or the CVC Project Assistant based on the department that offers it and the topic it covers.

6. The Website Description of the Certificate

The certificate is described on the CVC website and the Art History website. The description is clear, and the application forms are posted. The Certificate website clearly states that the list of courses on the website is only advisory, and the specific course a student chooses must be approved by the CVC Director.

➡️ Review Committee Recommendations:

1) Change the AH 801 course requirement to AH 801 or equivalent.
2) Through its affiliates, the CVC might develop or modify courses that can be cross-listed as AH 801 and 802.
3) Consider making the ability to teach Visual Cultures become one of the hiring priorities for the appropriate units.
4) Continue the practice where the students propose an elective course for CVC Director approval. However, two changes should be made to the process of selecting courses to be listed on the website:
   a) The CVC needs to notify the faculty member teaching the course (or their department chair, in cases where multiple courses from that department are considered) that their course is considered for this purpose. This would give the CVC much a better sense of whether or not the course is appropriate for the Certificate. In cases where the question of appropriateness is unclear, the CVC should decide by soliciting the syllabus from the faculty member.
   b) The CVC must inform the faculty member in question that their course is being taken to fulfill the Certificate.
5) Make the description of the Certificate as offered on the CVC website and the Art History website consistent. At the moment the Art History website lists the first course requirement for the Certificate (and Minor) as “AH 801 or equivalent,” whereas the CVC website says “AH 801” (no equivalent).
6) Clarify the language that the Certificate is “a research-driven certificate.” What it means is that the Certificate should directly match the professional and research goals of the student, but the phrase may also be read as describing the curriculum.

C. Report on Oversight and Outreach (oversight of curriculum management, distribution of duties, challenges and solutions, outreach)
1. The Director of CVC approves every application to the Certificate, and it is expected that the Certificate directly serve the purposes of the student’s professional-development needs. Currently, MA and PhD Minor students are advised by the Director (Hernandez).

2. Together with the Director, the PA and CVC staff (Teddy Kaul) scan the Course Guide for appropriate courses to include in the CVC course list. Ideally, the Director and Advisory Committee have consulted the syllabus prior to the initial inclusion of new course on the CVC list. As for populating the CVC course listing online, CVC does appear to have streamlined this process: Teddy Kaul manages the course offerings from semester to semester. Teddy Kaul also takes care of reporting.

3. Christine Striker, ADM for the Department of Art History, whom we interviewed, noted that she does occasional work the CVC, primarily relating to event advertisement, travel planning, W-9 processing for guest speakers, and reimbursements.

4. Outreach opportunities include forging new, productive relationships with affiliated faculty and programs across campus, encouraging graduate students in languages and literatures and other humanities disciplines to pursue the PhD minor or MA Certificate, and continuing to organize quality programming for public interest that also allows MA students to actively participate in event preparation and interact with visiting artists.

5. In the current year, CVC Director Paola Hernandez, has planned an Open House and several talks of interest to a broad audience. She is also working to create a sense of community among MA and PhD Minor students.

Review Committee Recommendations:
We recommend that the CVC be vigilant about requesting information about course content (syllabi) from faculty affiliates whose courses are included in their list, rather than relying on titles only.

D. Report on Mentoring and Assessment (mentoring structure, assessment mechanisms, student feedback)

1. Mentoring

The director of CVC works with individual students’ mentors to deliver the mentoring to the students as they progress towards the MA Graduate Certificate. Other members of the Steering Committee of the CVC provide additional advice if necessary. The students have to take AH 801, AH 802 (or an Equivalent) and an Elective. If the students cannot take 802, they have to consult the director of CVC for advice on which courses count as “equivalent” to 802.

2. Learning Outcomes

The CVC Web page provides the following rationale for both MA Graduate Certificate and PhD Minor: “Visual Culture Studies differs from other related disciplines in two ways: first, its field of inquiry includes an expansive array of visual cultural artifacts and practices; and, second, its methodologies focus on the constitution of power relations through visual markers of race, gender, disability, and nationality. As the world continues to become increasingly understood through, and reliant on, the visual (the internet, films, television, scientific graphs, data visualization, video games, and
advertisements), the need for people trained with the ability to critically interpret, create, and evaluate those mediums is essential.”

Both PhD Minor and MA certificate have the same assessment mechanism (other than grades for the three courses). Students who have completed the course requirement have to provide a statement of no more than 350 words. The statement includes a brief overview of the three courses taken by the student and an explanation of how the Minor or Certificate helped the students advance towards their long-term goals.

3. Learning Outcomes: Student Feedback

CVC has provided the Committee with a sampling of two statements completed by two students who have completed the PhD Minor. Due to the small number of students who have completed MA Graduate Certificate, no forms were available on file. Both students had high praise for their experience. One student, who works on photography, mentioned that, as a result of the courses taken for the PhD Minor, they can now frame photographs “as productive agents, rather than representations.” Another student noted that one of the courses was especially useful as it “provided the necessary methodological and historical foundation for my dissertation” and also helped them formulate their dissertation topic.

In addition, a student currently enrolled in the MA Graduate Certificate provided the following statement regarding their experience by e-mail: “By participating in CVC classes and visiting speakers, I’m exposed to a diverse sampling of voices, cultures, and experiences. The CVC course that I’m currently taking has challenged me to become more thorough in conducting critical cultural analysis through the lens of intersectionality. As one who hopes to become a professor, I am taking CVC courses to prepare me to become an educator who is able to engage effectively with the social world and systems around me. As an artist, I hope that studying CVC courses will push me to produce work that asks questions.”

4. Assessment Mechanisms

The standard of assessing the success of the Certificate is consistent with the Graduate School policy to require that students maintain a GPA of 3.00 (on a 4.00 scale). Students completing the certificate complete a statement of learning outcomes (see above, D. 3).

Review Committee Recommendations:

We recommend implementation of assessment tools beyond GPA as a means of assuring consistency among students taking diverse courses on a very wide range of topics, at different levels, and offered by a significant number of affiliate faculty in any given semester.

Closing Recommendation:

Our recommendation is to continue to offer the MA Certificate in the Transdisciplinary Study of Visual Cultures (pending re-naming). It serves a purpose in the array of UW–Madison graduate programs by offering a unique and highly valuable concentration in the study of visual cultures. The graduates of the program have done well, and visual cultures is a new, growing, and highly promising field in the humanities. Further, we recommend that:
1) The CVC take proactive measures, through its Steering Committee, affiliate members, and direct campaigns, to inform the campus community of its offerings. It is our understanding that the CVC is already taking steps toward this goal; and

2) The title of the Certificate be changed, for the ease of advertisement and reporting and as requested, to The Graduate/Professional Certificate in Visual Cultures. As the campus community learns about the Certificate, it is likely that more students would pursue it.
Appendix

Here is a list of some of the questions the Review Committee asked during in-person meetings with CVC Directors and Staff:

Do students routinely find a sufficient number of course offerings to meet their needs?

What impact do changes in personnel (Director, PA, etc.) have on students?

What is the process for students to receive approval for their courses towards the MA?

How are courses selected and vetted?

What role does the advisory committee play in the administration of the MA Certificate?

How are CVC Affiliate Faculty selected?

What are some ways you plan to promote the MA Certificate?

What training does the MA provide and to which students?

How are advising and degree-progress updates delivered to students?

How does CVC build community?

What is the assessment procedure for the certificate?

What oversight is there of the courses that affiliates are offering at any given semester?
December 6, 2019

TO: Paola Hernandez, Director, Center for Visual Cultures  
    Jordan Rosenblum, Chair, Art History

FROM: Eric Wilcots, Interim Dean, L&S

RE: Center for Visual Culture Response to Program Review of Graduate Certificate and PhD Minor in the Transdisciplinary Study of Visual Culture

CC: Jenna Alsteen, Assistant Dean, Academic Analysis, Planning & Assessment, Graduate School  
    Elaine M. Klein, Associate Dean for Academic Planning, L&S  
    Jocelyn Milner, Vice Provost and Director, Academic Planning and Institutional Research  
    James Montgomery, Associate Dean for Fiscal Initiatives, L&S  
    Jennifer Noyes, Associate Dean for Operations and Staff, L&S  
    Parmesh Ramanathan, Associate Dean, Graduate School  
    Susan Zaeske, Associate Dean, Arts and Humanities, L&S

On November 5, 2019, the L&S Academic Planning Council reviewed the Center for Visual Culture’s response to the program review conducted for the Graduate Certificate and Doctoral Minor in Transdisciplinary Study of Visual Culture. Associate Dean Susan Zaeske led the council’s discussion, which centered on the CVC’s point-by-point responses to issues conveyed in my memo dated January 29, 2019.

The council was very appreciative of the impressive work you and your colleagues have done to address their concerns, which included questions about program requirements and learning outcomes; monitoring student declaration, enrollment and conferral of awards; and understanding and regularizing faculty involvement in academic program oversight as opposed to CVC events and activities. Your memorandum addressed these and other issues, and the council agreed with Dean Zaeske’s conclusion that “the house is much more in order.”

Members offered several recommendations to continue the process of improving the Visual Culture graduate programs:

- The APC recommended development of a codified set of program processes and procedures. These would include procedures for electing the program chair, setting terms of service, and committee outreach to recruit new members. It would also
articulate expectations about how the academic administrative home (Art History), faculty director, and program committee interact. Having a clear set of processes and procedures that all parties agree to will help avoid future miscommunication.

- Although the number of certificates conferred and minors documented as completed and ready to be conferred has improved considerably, the program still produces a fairly small number of awards. Efforts to improve enrollments and awards should continue.

- There are discrepancies in program learning outcomes across the Guide, the program website, and other program materials. Program learning outcomes need to be articulated consistently across all forms of communication. Members offered the opinion that the outcomes listed in the proposals to revise the program are more clear and measurable than others provided elsewhere. Members recognized that the goals of the center likely differ from the learning outcomes for the academic programs – assuming this is the case, those differences could be clarified. Additionally, the APC recommended that the website and other materials provide a clear and succinct definition of “visual culture.”

- Council members asked if the breadth of “visual culture” includes the full range of disciplines in the College that have an interest in visualization. For example, Geography (and specifically, the area of Cartography) focuses on visual methodologies and understanding the way people understand and represent space. Does CVC connect with that unit or scholars in that area? Are there strategies CVC uses to ensure that all scholars who may share an interest in this field are able to signal interest in participating in the program?

The APC approved unanimously a motion to accept the program response and to continue to offer these programs. Bearing in mind that the APC has pending proposals to rename the Graduate Certificate and doctoral minor, the council also approved a motion to advance these proposals under the condition that:

1. Disparities in learning outcomes as they appear in the Guide, in Lumen programs, and on the website are resolved (and that these are aligned with an updated assessment plan);
2. Program bylaws addressing the topics discussed above are submitted with the proposals to rename the programs.

Please work with Associate Deans Zaeske and Klein to submit the program change proposals in Lumen Programs; they will keep the L&S APC apprised of your progress.

Once again, thank you for your work to address the council’s concerns.
Program Change Request

Date Submitted: 04/03/20 10:36 am

Viewing: GCRT985 : Certificate in Transdisciplinary Study of Visual Cultures

Last approved: 09/17/18 4:04 pm
Last edit: 04/23/20 4:26 pm

Changes proposed by: pshernandez

Proposal Abstract/Summary:

We are changing the title of the Graduate Certificate from Transdisciplinary Study of Visual Cultures to Visual Cultures.

NOTES: 1) The new name is intended to reduce confusion about program focus & goals and align with common terms used in this field. We hope this change will increase student interest, generate higher enrollments, and address the program's low-award status. The program committee has also attended to L&S Academic Planning Council questions about membership, leadership, succession, and program oversight, which should also help.

2) The topics course used as a core course in this program (AH/AAS 802, "Visual Cultures: Topics in Visual Cultures") has been a core course for as long as this program has existed. Though the disciplinary perspective may vary, all offerings are united by the role this course plays in conveying core student learning outcomes that connect the interdisciplinary offerings in this field. This provides stability by promoting the disciplinary core and research methods used in the study of Visual Culture, regardless of the visual media studied. Because the faculty who teach the core course may themselves be trained in traditional disciplines (art, art history, folklore, literature, cultural studies, etc.), the subject matter may vary, but the core ideas and methods are consistent. For this interdisciplinary program, the use of a "topics course" as a core course is unusual, but appropriate. (Syllabus attached for reference.) All instances of topics taught do and will satisfy this core requirement.

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

Fall 2020 (1212) Preview

Select yes if this proposal is only to add, remove, or rearrange curricular...
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:** Certificate
- **Who is the audience?** Graduate or professional
- **Home Department:** Art History (ART HIST) ART HIST
- **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?

Yes  No

Describe procedures under which the coordinating/oversight committee will operate, including how the committee chair is appointed, to whom the chair reports, how participation is ensured, etc.
Is this in the Graduate School? Yes

SIS Code: GCRT985
SIS Description: Transdis Stdy Visual Cult GCrt
Transcript Title: Certificate in Transdisciplinary Study of Visual Cultures

Will this name change apply to all enrolled students in the same term (turn-key)? 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>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Rosenblum, Jordan</td>
<td><a href="mailto:jrosenblum@wisc.edu">jrosenblum@wisc.edu</a></td>
<td></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Hernandez, Paola</td>
<td><a href="mailto:pshernandez@wisc.edu">pshernandez@wisc.edu</a></td>
<td>608/262-2093</td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Kaul, Teddy</td>
<td><a href="mailto:ejkaul@wisc.edu">ejkaul@wisc.edu</a></td>
<td>608/263-2373</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>
</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>Art History (ART HIST)</td>
</tr>
</tbody>
</table>

Are all program reviews in the home academic unit up to date? No
Please explain. The College of Letters & Science has completed the mandatory "low award review" of this program. The L&S APC recommended program continuation, with the next review until the results of administrative and operational changes, as well as the "marketing effect" of the proposed name change can be determined. The review materials and APC response have been forwarded to the Graduate School; discussion of these materials by GFEC is pending.

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. The Department of Art History is aware that there has been a lag in assessment reporting at the undergraduate level. This lag can be attributed to the low rate of student artifacts gathered from courses for review. This situation is expected to resolve in the next reporting cycle, when artifacts from multiple years can be subjected to analysis. /emk

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.

This program currently admits students and confers the credentials. We hope the new name...
Rationale and Justifications

What is the rationale for this change?

We are changing the title of the Certificate for clarity from Transdisciplinary Study of Visual Cultures to Visual Cultures.

This name more clearly identifies the program, and is consistent with the terms associated with the field.

What evidence do you have that these changes will have the desired impact?

Our program shows up as both "Trans Study Visual Cult Cert" and "Transdis Stdy Visual Cult Cert." Thus, simplifying our academic title to read "Visual Cultures" will improve how students and administrators search for our academic programs.

What is the potential impact of the proposed change(s) on enrolled students?

Enrolled students will more easily discover the program, and we are hopeful that more students will declare and complete it. This will help address the low-award status of the program.

What is the potential impact of the proposed change(s) on faculty and staff?

This program is currently a low-award program; increased student enrollments and awards will help ensure that it can continue without the need for annual reporting on its low-award status, so this change will reduce that burden.

We note, too, that the associated doctoral minor has been more popular and more awards have been completed in that program; recent revisions to the administrative procedures for both programs have allowed the record to more accurately reflect awards completed.

Faculty and Staff Resources

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

Resources, Budget, and Finance

What is the tuition structure for this program?

Standard 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 student support services, technology needs, and relevant assessment of student learning and program review requirements. Is there sufficient capacity in the curricular 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 provided. For undergraduate programs, include information on academic advising, career advising, student support services.

This program will continue to operate in association with the Department of Art History, with essential administrative support provided by that department. Importantly, the department, as the academic home for the program, is responsible for conveying information about program from the center to the college, RO, etc.

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

No new resources are needed.

Curriculum and Requirements

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

Interested students declare the certificate by contacting Paola Hernández (director and advisor, at pshernandez@wisc.edu) and submitting a declaration form.

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

The Graduate/Professional Certificate in the Transdisciplinary Study of Visual Cultures is a research-driven certificate. Selection of courses should contribute to your profession certificate is awarded upon successful completion of 9 graduate-level credits in a combination of required and elective coursework, with a GPA of 3.0 (4.0 basis).

### Course List

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required courses (complete both):</strong></td>
<td></td>
</tr>
<tr>
<td>ART HIST/AFROAMER 801</td>
<td>Historiography, Theory and Methods in Visual Culture</td>
</tr>
<tr>
<td>ART HIST/AFROAMER 802</td>
<td>Visual Cultures: Topics in Visual Cultures 1</td>
</tr>
<tr>
<td><strong>Electives (complete at least 3 credits):</strong></td>
<td></td>
</tr>
<tr>
<td>ASIAN 763</td>
<td>Studies in Japanese Literature</td>
</tr>
<tr>
<td>ART HIST 355</td>
<td>History of Photography</td>
</tr>
<tr>
<td>ART 470</td>
<td>Special Topics in 4D Art</td>
</tr>
<tr>
<td>AFROAMER/GEN&amp;WS 679</td>
<td>Visual Culture, Gender and Critical Race Theory</td>
</tr>
<tr>
<td>GEN&amp;WS 340</td>
<td>Topics in LGBTQ Sexuality</td>
</tr>
<tr>
<td>GEN&amp;WS 371</td>
<td>Disability and Gender in Film</td>
</tr>
<tr>
<td>GEOG 501</td>
<td>Space and Place: A Geography of Experience</td>
</tr>
<tr>
<td>DS 642</td>
<td>Taste</td>
</tr>
<tr>
<td>COM ARTS 451</td>
<td>Television Criticism</td>
</tr>
<tr>
<td>ART HIST/ASIAN 428</td>
<td>Visual Cultures of India</td>
</tr>
<tr>
<td>ART HIST 506</td>
<td>Curatorial Studies Exhibition Practice</td>
</tr>
<tr>
<td>ART HIST/ASIAN 621</td>
<td>Mapping, Making, and Representing Colonial Spaces</td>
</tr>
<tr>
<td>ART HIST 810</td>
<td>Seminar in Islamic Art and Architecture</td>
</tr>
<tr>
<td>GEN&amp;WS 343</td>
<td>Queer Bodies</td>
</tr>
<tr>
<td>GEN&amp;WS 372</td>
<td>Visualizing Bodies</td>
</tr>
<tr>
<td>GEN&amp;WS 412</td>
<td>Contemporary Queer Art and Visual Culture</td>
</tr>
<tr>
<td>GEN&amp;WS/AFROAMER 679</td>
<td>Visual Culture, Gender and Critical Race Theory</td>
</tr>
<tr>
<td>SPANISH 564</td>
<td>Theory and Practice of Hispanic Theatre</td>
</tr>
<tr>
<td>SPANISH 882</td>
<td>Seminar in Hispanic Culture</td>
</tr>
<tr>
<td>ASIAN 833</td>
<td>Topics in East Asian Visual Cultures</td>
</tr>
<tr>
<td>AFROAMER 669</td>
<td>Interdisciplinary Studies in the Arts</td>
</tr>
<tr>
<td>AFROAMER 675</td>
<td>Selected Topics in Afro-American Culture</td>
</tr>
<tr>
<td>AFROAMER/AFRICAN 813</td>
<td>Contemporary African and Caribbean Drama</td>
</tr>
<tr>
<td>GEOG 575</td>
<td>Interactive Cartography &amp; Geovisualization</td>
</tr>
<tr>
<td>ENGL 826</td>
<td>Topics in Digital Studies</td>
</tr>
<tr>
<td>ENGL 851</td>
<td>Advanced Studies in Theatre and Performance Studies Research</td>
</tr>
<tr>
<td>ENGL 859</td>
<td>Seminar-Interdisciplinary Theatre Studies</td>
</tr>
</tbody>
</table>

**Total Credits**

1 Substitutions for this course may be available, contact the CVC director for more information.

Required coursework consists of ART HIST/AFROAMER 801 Historiography, Theory and Methods in Visual Culture; ART HIST/AFROAMER 802 Visual Cultures: Topics in Visual equivalent. Elective coursework consists of one 3 credit course to be selected, in consultation with a program faculty advisor, from a wide range of crosslisted and “meets with” program faculty in numerous programs and departments. A list of possible course options are available on the CVC website, although it is not exhaustive. Please note that a website it is not a guarantee that it will receive program credit. Please consult with the director of the CVC to ensure that your selected courses meet criteria for credit.
Approve Pages

Total credits required: 9

Guide Graduate Policies tab

Program Learning Outcomes and Assessment

List the program learning outcomes.

<table>
<thead>
<tr>
<th>Outcomes – enter one learning outcome per box. Use the green + to create additional boxes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Understand the history, methodology, and potentialst of Visual Culture as a field of study including cultural studies, art theory, and theoretical frameworks as they are practiced in the field of Visual Cultures.</td>
</tr>
<tr>
<td>2 Have ability to discuss concepts, ideas, and theoretical questions in a clear and understandable manner when engaging both specialized audiences and the wider community.</td>
</tr>
<tr>
<td>3 Develop theoretically informed critical methodologies for the analysis and interpretation of visual culture, literary texts, and cultural formations.</td>
</tr>
<tr>
<td>4 Develop archival research skills and other evidence-gathering techniques with the aim of furthering historical and cultural knowledge of specific fields.</td>
</tr>
<tr>
<td>5 Develop critical writing skills necessary for constructing cogent and original arguments following protocols consistent with existing scholarship in visual cultures.</td>
</tr>
<tr>
<td>1 Show comprehension of the history, theories, and methods of Visual Culture as a field of study as they are practiced in the field of Visual Cultures</td>
</tr>
<tr>
<td>2 Demonstrate critical ability to work with and develop Visual Culture theories and methods</td>
</tr>
<tr>
<td>3 Develop capacity to conduct original research in Visual Culture</td>
</tr>
<tr>
<td>4 Show ability to work with Visual Culture theories and methods in the analysis and presentation of original research which may take oral, written, and visual forms</td>
</tr>
<tr>
<td>5 Develop the critical analytic, rhetorical, and technical skills necessary to effectively communicate original research in Visual Culture</td>
</tr>
</tbody>
</table>

Summarize the assessment plan.

The Curriculum Subcommittee will review and evaluate the requirements, goals, enrollment numbers, and outcomes for the Doctoral Minor and Graduate/Professional Certificate annually. Such reviews will help the Subcommittee assess to what extent the learning outcomes were achieved by students across the arc of their coursework for the minor/certificate. This assessment is based on careful consideration of students’ "Assessment Form," a thorough review of syllabi of courses taken so as to evaluate our success in fulfilling the Doctoral Minor or Graduate/Professional Certificate goals, and a portfolio that the student
in fulfilling the Doctoral Minor or Graduate/Professional Certificate goals, and a portfolio that the student will turn presenting their work in the courses taken for their Minor/Certificate. The Curriculum Committee will also meet every three years to reevaluate the goals of the Doctoral Minor and Graduate/Professional Certificate more thoroughly.

Approved Assessment Plan:  ASSESSMENT PLAN Visual Cultures.docx

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**Related Programs**

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**Commitments**

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

- Yes

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

- Yes

Courses have enrollment capacity.

- Yes

Courses in the curriculum are numbered 300 or higher.

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

At least half of the credits must be earned in residence (UW-Madison on campus, study abroad, or distance courses); exceptions to the minimum residency requirement:

- Yes

Students must earn a minimum 3.000 GPA on required certificate coursework. Completed courses listed within the certificate curriculum, whether or not they meet a specific criterion, are included in the calculation of the GPA.

- Yes

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

- 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:

- CVC-Bylaws.docx
- Visual Culture Name Change Request.pdf
- L&S APC Response to CVC - Follow up to Cert Review.pdf
- Academic Program Oversight for the Center of Visual Cultures.pdf
- AH802_2018_Visual Cultures_Syllabus.pdf

---

**Approvals**

---
The request to revise the name of both programs in the Transdisciplinary Study of Visual Culture was approved in September 2017. (Memo attached.)

Entered by: Elaine M. Klein, on behalf of Professor Hernandez
Date entered: 4/9/2020

L&S APC Action on this request was deferred until completion of required Academic Program Review.

The L&S Academic Planning Council completed the program review of this program in November 5, 2019, stipulating a number of actions to be taken to proceed with the request to rename the programs. Those requests have been addressed, and this proposal may proceed with APC approval.

Entered by and date: Elaine M. Klein, on behalf of the L&S APC
Date entered: 4/9/2020

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: GCRT
SIS Short Description: Vis Cult
Other plan codes associated with this program:
Degree: CRT
Field of Study: Arts and Humanities
Program Length: 1
National Student Clearing House Classification:
Plan Group: 985
Award Category: Graduate/Professional Certificate
Enrollment Category: Graduate Certificate
CIP Code: 509999 Visual and Performing Arts Other
**UW Code:** 50.9999 - Visual and Performing Arts, Other.

**UWSTEM:**

**HEALTH:**

**Educational Innovation Program:**

**Non Traditional Program:**

**Special Plan Type:**

**CDR certificate category:** Postbaccalaureate certificate

<table>
<thead>
<tr>
<th>Reviewer Comments</th>
<th>Elaine Klein (emklein) [11/29/19 12:00 pm]: Rollback: Rolling back per email requesting revisions.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Elaine Klein (emklein) [01/07/20 2:26 pm]: Rolling back per offline conversation about missing assessment plan, need to move bylaws to &quot;additional info&quot;, and need to add governance information. Good progress on the proposal.</td>
</tr>
<tr>
<td></td>
<td>Elaine Klein (emklein) [01/07/20 2:27 pm]: Rollback: assessment plan missing, bylaw need to be moved, governance approvals at department and program level are missing (see detailed email)</td>
</tr>
<tr>
<td></td>
<td>Teddy Kaul (ejkaul) [01/07/20 2:35 pm]: Rollback: Rolling back to Director of program for revisions suggested by the College of Letters and Science.</td>
</tr>
<tr>
<td></td>
<td>Elaine Klein (emklein) [02/06/20 3:41 pm]: Rollback: Rolling back to Professor Hernandez to make corrections discussed in separate email. Thank you!</td>
</tr>
<tr>
<td></td>
<td>Regina Lowery (lowery3) [04/08/20 10:20 am]: Learning outcomes: Format accepted.</td>
</tr>
<tr>
<td></td>
<td>Regina Lowery (lowery3) [04/08/20 10:21 am]: Assessment plan: Accepted.</td>
</tr>
<tr>
<td></td>
<td>Regina Lowery (lowery3) [04/08/20 10:26 am]: Assessment reporting: Not up to date.</td>
</tr>
<tr>
<td></td>
<td>Karen Mittelstadt (mittelstadt) [04/13/20 8:02 am]: Rollback: APIR Rollback: Per Elaine Klein's email request, 04.13.20.</td>
</tr>
<tr>
<td></td>
<td>Karen Mittelstadt (mittelstadt) [04/14/20 2:49 pm]: Rollback: APIR Rollback: ART HIST / AFROAMER 802 is included as a core course, however Topics courses cannot be used as core courses in graduate/professional certificate programs (<a href="https://uwadison.app.box.com/s/2xos1yix0qnc4sgrc3ny4ilrg2">https://uwadison.app.box.com/s/2xos1yix0qnc4sgrc3ny4ilrg2</a>, page 12, bullet E). Please identify an alternative course and resubmit. Thank you.</td>
</tr>
</tbody>
</table>
|                   | Elaine Klein (emklein) [04/15/20 7:53 am]: A note about the use of a "topics course" as a core course for this highly interdisciplinary program has been added to the proposal abstract to better explain how learning outcomes for the course provide stability in curriculum though the visual media studied may vary depending on faculty teaching the course. We did note that the course level learning outcomes are not entered into the course proposal system, and I have
Program Change Request

Date Submitted: 04/03/20 10:34 am

Viewing: GMIN973: Transdisciplinary Study of Visual Cultures

Last approved: 04/29/19 9:58 am

Last edit: 04/21/20 4:19 pm

Changes proposed by: pshernandez

Catalog Pages Using this Program

Transdisciplinary Study of Visual Cultures, Doctoral Minor

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

Name

Elaine M Klein - L&S

Proposal Abstract/Summary:

We are changing the title of the PhD Minor for clarity from Transdisciplinary Study of Visual Cultures to Visual Cultures.

EMK NOTES: The new name was chosen to reduce confusion about the program’s focus and goals and to align with common terminology in this area of study. Program leaders believe this change will increase student interest, generate higher enrollments. Although the graduate certificate is a low-award program, recent improvements to administrative procedures have corrected the record of awards for the Doctoral Minor. In addition to taking these steps, the program committee has also updated its bylaws in response to L&S Academic Planning Council questions about membership, leadership, succession, and program oversight - all of which should also have a positive effect on program administration.

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

Fall 2020 (1212) Preview

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)

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
Who is the audience? Graduate or professional

Home Department: Art History (ART HIST) ART HIST
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?

Yes No

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

Arising from the "Visual Cultures Cluster" and affiliated with the Center for Visual Culture, the academic program is governed by a VC program committee comprised of members from across several departments and colleges. The committee chair reports committee activity to the Department of Art History, which is the academic home for the program, and which provides essential support for the program (in the form of connecting the Center to College and university curricular processes).

Is this in the Graduate School? Yes

SIS Code: GMIN973
SIS Description: Transdis Stdy Visual Cult MIN
Transcript Title: Transdisciplinary Study of Visual Cultures

Will this name change apply to all enrolled students in the same term (turn-key)? 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>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Rosenblum, Jordan</td>
<td><a href="mailto:jrosenblum@wisc.edu">jrosenblum@wisc.edu</a></td>
<td></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Hernandez, Paola</td>
<td><a href="mailto:pshernandez@wisc.edu">pshernandez@wisc.edu</a></td>
<td>608/262-2093</td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Kaul Teddy</td>
<td><a href="mailto:ekaul@wisc.edu">ekaul@wisc.edu</a></td>
<td>608/263-2373</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? No

Please explain. The Department of Art History is aware that there has been a lag in assessment reporting at the undergraduate level. This lag can be attributed to the low rate of student artifacts gathered from courses for review. This situation is expected to resolve in the next reporting cycle, when artifacts from multiple years can be subjected to analysis. /emk

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.

This program currently admits students and confers the credentials. We hope the new name may be published in the Fall 2020 Guide (published June 2020), and that students to whom the credential is awarded in Fall 2020 forward will see the new name on their transcripts. (All students in progress have been informed, and are supportive of, this change.)

Rationale and Justifications

What is the rationale for this change?
We are changing the title of the PhD Minor for clarity from Transdisciplinary Study of Visual Cultures to Visual Cultures.

This name more clearly identifies the program, and is consistent with the terms associated with the field.

What evidence do you have that these changes will have the desired impact?
Our program shows up as both "Trans Study Visual Cult MIN" and "Transdis Stdy Visual Cult MIN." Thus, simplifying our academic title to read "Visual Cultures" will improve how students and administrators search for our academic programs.

What is the potential impact of the proposed change(s) on enrolled students?
The proposed name change for our academic program will facilitate searches for faculty, students and staff when trying to find Visual Cultures. If students are able more easily to discover the program, more students are expected to declare and complete it. This will help address the low-award status of the program.

What is the potential impact of the proposed change(s) on faculty and staff?
Increasing the visibility of the program may have the effect of increasing student enrollments and awards for both the doctoral minor as well as the graduate certificate program (which is in low-award status); we hope this change will reduce the burden required to annually report on the certificate’s low award status.

Faculty and Staff Resources

Resources, Budget, and Finance

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
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 student support services, technology needs, and relevant assessment of student learning and program review requirements. Is there sufficient capacity in the curricular and student 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 provided. For undergraduate programs, include information on academic advising, career advising, student support services.

This program will continue to operate in association with the Department of Art History, which serves as the academic home for the program, providing essential support by communicating with the RO and the college about program completions, Guide updates, etc.

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 additional resources necessary.

No new resources are needed.

### 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

Interested students declare the PhD minor by contacting Paola Hernández (director and advisor, at pshernandez@wisc.edu) and submitting a declaration form.

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

The Ph.D. minor in Visual Cultures is research-driven certificate. Selection of courses should contribute to your professional development. The Minor is awarded upon successful completion of 9 graduate-level credits in a combination of required coursework, with a GPA of 3.0 (4.0 basis).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART HIST/AFROAMER 801</td>
<td>Historiography, Theory and Methods in Visual Culture</td>
</tr>
<tr>
<td>ART HIST/AFROAMER 802</td>
<td>Visual Cultures: Topics in Visual Cultures 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASIAN 763</td>
<td>Studies in Japanese Literature</td>
</tr>
<tr>
<td>ART HIST 355</td>
<td>History of Photography</td>
</tr>
<tr>
<td>ART 470</td>
<td>Special Topics in 4D Art</td>
</tr>
<tr>
<td>AFROAMER/GEN&amp;WS 679</td>
<td>Visual Culture, Gender and Critical Race Theory</td>
</tr>
<tr>
<td>GEN&amp;WS 340</td>
<td>Topics in LGBTQ Sexuality</td>
</tr>
<tr>
<td>GEN&amp;WS 371</td>
<td>Disability and Gender in Film</td>
</tr>
<tr>
<td>GEOG 501</td>
<td>Space and Place: A Geography of Experience</td>
</tr>
<tr>
<td>DS 642</td>
<td>Taste</td>
</tr>
<tr>
<td>COM ARTS 451</td>
<td>Television Criticism</td>
</tr>
<tr>
<td>ART HIST/ASIAN 428</td>
<td>Visual Cultures of India</td>
</tr>
<tr>
<td>ART HIST 506</td>
<td>Curatorial Studies Exhibition Practice</td>
</tr>
<tr>
<td>ART HIST/ASIAN 621</td>
<td>Mapping, Making, and Representing Colonial Spaces</td>
</tr>
<tr>
<td>ART HIST 810</td>
<td>Seminar in Islamic Art and Architecture</td>
</tr>
<tr>
<td>GEN&amp;WS 343</td>
<td>Queer Bodies</td>
</tr>
<tr>
<td>GEN&amp;WS 372</td>
<td>Visualizing Bodies</td>
</tr>
<tr>
<td>GEN&amp;WS 412</td>
<td>Contemporary Queer Art and Visual Culture</td>
</tr>
<tr>
<td>GEN&amp;WS/AFROAMER 679</td>
<td>Visual Culture, Gender and Critical Race Theory</td>
</tr>
<tr>
<td>SPANISH 564</td>
<td>Theory and Practice of Hispanic Theatre</td>
</tr>
<tr>
<td>SPANISH 882</td>
<td>Seminar in Hispanic Culture</td>
</tr>
<tr>
<td>ASIAN 833</td>
<td>Topics in East Asian Visual Cultures</td>
</tr>
<tr>
<td>AFROAMER 669</td>
<td>Interdisciplinary Studies in the Arts</td>
</tr>
</tbody>
</table>
Total Credits

Footnotes

1 Substitutions for this course may be available, contact the CVC director for more information.

Required coursework consists of ART HIST/AFROAMER 801 Historiography, Theory and Methods in Visual Culture; ART HIST/AFROAMER 802 Visual Cultures: Topics in Visual Culture and equivalent Elective coursework consists of one 3-credit course to be selected, in consultation with a program faculty advisor, from a wide range of crosslisted and “meets with” program faculty in numerous programs and departments. A list of possible course options are available on the CVC website, although it is not exhaustive. Please note that the website is not a guarantee that it will receive program credit. Please consult with the director of the CVC to ensure that your selected courses meet criteria for credit.

Course List

<table>
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<td>Required:</td>
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<td>ART HIST/AFROAMER 801</td>
<td>Historiography, Theory and Methods in Visual Culture</td>
</tr>
<tr>
<td>ART HIST/AFROAMER 802</td>
<td>Visual Cultures: Topics in Visual Culture (or equivalent)</td>
</tr>
<tr>
<td>Electives:</td>
<td></td>
</tr>
<tr>
<td>ART HIST 355</td>
<td>History of Photography</td>
</tr>
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<td>AFROAMER/GEN&amp;WS 679</td>
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<tr>
<td>ART HIST 440</td>
<td>Art and Power in the Arab World</td>
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<td>SPANISH 564</td>
<td>Theory and Practice of Hispanic Theatre</td>
</tr>
<tr>
<td>ART HIST 354</td>
<td>Cross-cultural Arts Around the Atlantic Rim, 1800-1800</td>
</tr>
<tr>
<td>GEN&amp;WS 373</td>
<td>Visualizing Bodies</td>
</tr>
<tr>
<td>ART HIST 579</td>
<td>Seminar in African Art</td>
</tr>
<tr>
<td>ART HIST 430</td>
<td>When Art Was Science: Western Europe c. 1400-1800</td>
</tr>
<tr>
<td>ASIAN/ART HIST 523</td>
<td>Mapping, Making, and Representing Colonial Spaces</td>
</tr>
<tr>
<td>AFROAMER/GEN&amp;WS 367</td>
<td>Art and Visual Culture: Women of the African Diaspora and Africa</td>
</tr>
<tr>
<td>GEN&amp;WS 440</td>
<td>Special Topics in Feminist Theory</td>
</tr>
<tr>
<td>COM ARTS 540</td>
<td>Television Genres</td>
</tr>
<tr>
<td>ART 908</td>
<td>Seminar-Art</td>
</tr>
<tr>
<td>COM ARTS 468</td>
<td>Producing for Internet TV and Video</td>
</tr>
</tbody>
</table>

1 This course can be substituted with any other graduate topics course in visual culture in consultation with the CVC Director.

Total credits required: 9

Guide Graduate Policies tab

Program Learning Outcomes and Assessment

List the program learning outcomes.

<table>
<thead>
<tr>
<th>Outcomes – enter one learning outcome per box. Use the green + to create additional boxes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
</tbody>
</table>
| 4 | Show ability to work with Visual Culture theories and methods in the analysis and
presentation of original research which may take oral, written, and visual forms

5 Develop the critical analytic, rhetorical, and technical skills necessary to effectively communicate original research in Visual Culture

Summarize the assessment plan.

The Curriculum Subcommittee will review and evaluate the requirements, goals, enrollment numbers, and outcomes for the Doctoral Minor and Graduate/Professional Certificate annually. Such reviews will help the Subcommittee assess to what extent the learning outcomes were achieved by students across the arc of their coursework for the minor/certificate. This assessment is based on careful consideration of students’ "Assessment Form," a thorough review of syllabi of courses taken so as to evaluate our success in fulfilling the Doctoral minor or Graduate/Professional Certificate goals, and a Portfolio that the student will turn presenting their work in the courses taken for their Minor/Certificate. The Curriculum Committee will also meet every three years to reevaluate the goals of the Doctoral Minor and Graduate/Professional Certificate more thoroughly.

Approved Assessment Plan: [ASSESSMENT PLAN Visual Cultures.docx]

**Commitments**

Courses in the curriculum are numbered 300 or higher.

Yes

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

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 and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program, conducting student learning assessments, and program review, and otherwise attend to all responsibilities related to offering this program.

Enter any notes about approval here:

The request to revise the name of both programs in the Transdisciplinary Study of Visual Culture was approved in September 2017. (Memo attached.)

L&S APC Action on this request was deferred until completion of required Academic Program Review.

Entered by: Elaine M. Klein, on behalf of Professor Hernandez  Date entered: 4/9/2020

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 (physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information 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 Academic Planning Council completed the program review of this program in November 5, 2019, stipulating a number of actions to be taken to proceed with the request to rename the programs. Those requests have been addressed, and this proposal may proceed with APC approval.

Entered by and date: Elaine M. Klein, on behalf of the L&S APC  Date entered: 4/9/2020

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:

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

Enter any notes about approval here:

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

Enter any notes about approval here:

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

Enter any notes about approval here:

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Enter any notes about approval here:
For Administrative Use

Admin Notes:

Guide URL: /graduate/art-history/transdisciplinary-study-visual-cultures-doctoral-minor/

Effective date:

Career: Graduate

SIS Program Code:

SIS Short: TSVC

Description:

Other plan codes