Automatic Consent
1. (1:30 pm) Automatic consent approvals
   a. Minutes from September
   b. Approval of the extension of active Graduate Faculty status for Art History Emeritus Professor Henry Drewa through May of 2021 (Parmesh Ramanathan)
   c. Approval of the extension of active Graduate Faculty status for Curriculum and Instruction Emeritus Professor Julia Eklund Koza through May of 2021 (Parmesh Ramanathan)

Approvals
2. (1:35) Request to approve Master of Science in Psychology Named Option “Data Science in Human Behavior” effective Fall 2021 (Craig Berridge and Tim Rogers)
3. (1:50) Request to approve Master of Science in Psychology Named Option “Research” effective Fall 2021 (Craig Berridge and Tim Rogers)
4. (1:55) Request to suspend admissions effective Fall 2022 and discontinue effective Fall 2023 the Master of Science in Business, Business: Operations and Technology Management Named Option “Business Analytics” (Enno Siemsen)
5. (2:05) Request to suspend admissions to the Master of Business Administration, Business: General Management Named Option “Evening MBA” effective Fall 2021 (Enno Siemsen)
6. (2:15) Request to approve Capstone Certificate in Clinical and Health Informatics effective Summer 2021 (Jim Keck and Richard Bruce)

Program Review
7. (2:25) African Studies Graduate Certificate, Doctoral Minor Low Award (Yu Hen Hu)
8. (2:40) Russian, East European & Central Asian Studies MA, Graduate Certificate, Doctoral Minor 10-year (Yu Hen Hu)
9. (3:00) Southeast Asian Studies MA, Doctoral Minor 10-year (Yu Hen Hu)

Discussion
10. (3:20) Graduate School’s guidance and communications during COVID (Dean Karpus)
University of Wisconsin-Madison  
Graduate Faculty Executive Committee Meeting  
1:30 pm – 3:30 pm, Webex  
September 11, 2020

M I N U T E S


Members Absent: Alex Dressler, Leslie Smith III

Guests: Barb Pinekenstein, Katie Bleier

Staff: Jenna Alsteen, Judy Bauman, Amy Bergholz, Eileen Callahan, Kipp Cox, Meghan Chua, Nathaniel Haack, Elena Hsu, Emily Reynolds, Madeline Sena, Nick Sigmund, Jamila Siddiqui, Christopher Yue

Dean William Karpus called the meeting to order.

Welcome

1. Dean Karpus introduced new GFEC members and presented a committee overview and charge. New GFEC members beginning terms in the 2020-2021 academic year include Robert Asen, Kevin Black, Donna Neumann and Sissel Schroeder. YuHen Hu will serve as a substitute for a GFEC member on sabbatical. Mark Mandel will replace a GFEC member that vacated a position.

Automatic Consent

2. The following items were approved as a matter of automatic consent:
   a. Minutes from May 8, 2020
   b. Approval of the one-year extension of active Graduate Faculty status for Sociology Emeritus Professors Pamela Oliver and Myra Ferree (Parmesh Ramanathan)
   c. Approval of the extension through September 30, 2020 of active Graduate Faculty status for Curriculum and Instruction Emeritus Professor Julia Eklund Koza (Parmesh Ramanathan)
   d. Approval of the one-year extension of active Graduate Faculty status for Comparative Literature and Folklore Studies Emeritus Professors Mary Layoun and Max Statkiewicz (Parmesh Ramanathan)

   Motion: Moved and seconded to approve the consent agenda items. The motion passed unanimously.

Approvals:

3. Dean Karpus introduced Professor Barb Pinkenstein who presented a request to discontinue Nurse Educator Capstone Certificate effective Spring 2021. The courses are still available as electives, but no one is enrolled in program. National professional requirements changed, which eliminated the need for a certificate.
Motion: Moved and seconded to approve a request to discontinue Nurse Educator Capstone Certificate effective Spring 2021. The motion passed unanimously.

4. Dean Karpus introduced Professor Barb Pinkenstein who presented a request to discontinue Capstone Certificate in Clinical Nurse Specialist-Adult/Gerontology effective spring 2021. National professional requirements changed, which eliminated the need for a certificate.

Motion: Moved and seconded request to discontinue Capstone Certificate in Clinical Nurse Specialist-Adult/Gerontology effective spring 2021. The motion passed unanimously.

3-year Check-in Discussion

5. Dean Karpus presented a proposal to remove current question #2 on the form and replace with: “Please reflect on the diversity of your student population using the data provided by the Graduate School. What efforts have you made to recruit a diverse student population, and what inclusion efforts have you made to ensure the success of the diverse population of students in the program? What areas of opportunity exist for future recruitment of diverse populations?”

Motion: Moved and seconded to approve proposal to remove current question #2 on the form and replace with: “Please reflect on the diversity of your student population using the data provided by the Graduate School. What efforts have you made to recruit a diverse student population, and what inclusion efforts have you made to ensure the success of the diverse population of students in the program? What areas of opportunity exist for future recruitment of diverse populations?” The motion passed unanimously.

Program Reviews:

6. GFEC member Associate Professor Bret Shaw presented the Institutional 5-Year Program Review of the Master of Science in Economics Named Option “Graduate Foundations.” Shaw noted the strengths of the program include a high level of support from faculty and administrators, the use of assessment data to make improvements to the program, teaching by senior faculty members, mentoring of first-year students by second-year students, and a high level of engagement among students and with alumni. Students who complete the program have a greater likelihood of being accepted into PhD programs and finding employment opportunities after graduation.

The review committee recommendations include limiting admissions to top students as demand for program is exceeding capacity, development of orientation packages or prep courses for incoming students, formal tracking of alumni beyond graduation, more effort put into recruiting a diverse population, spreading program responsibilities beyond department chair and improved professional development opportunities.

Motion: Moved and seconded to accept the 5-Year Program Review of the Master of Science in Economics Named Option “Graduate Foundations.” The motion passed unanimously.
7. GFEC member Associate Professor Lara Collier presented the Institutional 5-Year Program Review of the Capstone Certificate in Infant, Early Childhood and Family Health. Collier noted the strengths of the program include a high level of enthusiasm and care for high-quality teaching, a positive climate, student-centered focus and response to feedback, opportunities for self-reflection, a proactive approach to identifying stumbling blocks to student success to try to mitigate them, and the approach to covering sensitive topics.

The review committee recommendations include maintaining approximately 28 students to cover the cost of outside speakers, adding more information on the website, being mindful of bringing in diverse speakers, creating opportunities for alumni of the program to connect with each other and succession planning for leadership positions within the program.

Motion: Moved and seconded to accept the 5-Year Program Review of the Capstone Certificate in Infant, Early Childhood and Family Health. The motion passed unanimously.

8. Dean Karpus introduced Professor Chris Walker who presented a 10-Year Institutional Program Review of the Linguistics MA, PhD, and Doctoral Minor. Walker noted the strengths of the program include connection with a broader community and access to faculty from diverse disciplines, strong curriculum and mentorship, and the practice of holding Linguistics Fridays to create academic community.

The review committee recommendations include the exploration of collaboration with other departments to identify funding sources for students, offering a semantics course on a regular basis, enhancement of pragmatic data mining skills by pursuing natural language processing as a future program direction, and development of a robust plan to increase diversity within the program. Recommendations also include creating a 5 to 10 year staffing and vision plan as current faculty approach retirement and obtaining more resources to support the program advisor.

Motion: Moved and seconded to accept the 10-Year Program Review of the Linguistics MA, PhD, and Doctoral Minor. The motion passed unanimously.

9. Dean Karpus introduced Professor Chris Choi who presented a 5-Year Institutional Program Review of the Master of Engineering Named Option “Sustainable Systems Engineering.” Choi noted the strengths of the program include a broad focus and sustainable energy systems on both the supply and demand side, high level of enthusiasm about the program and commitment to delivering quality education, positive satisfaction with the program by students and alumni, and strong employment prospects for students.

The review committee recommendations include assessment of the demand for the program (enrollment has been significantly lower than projected to maintain financial viability), changing the name of the degree program to include the word “energy”, creation of a program executive committee to develop a strategic long-term plan, hiring a program director dedicated solely to this program, hiring a student services coordinator, added support to reduce need of faculty to teach overload classes, and the purchasing of online teaching equipment.

Motion: Moved and seconded to accept the 5-Year Institutional Program Review of the Master of Engineering Named Option “Sustainable Systems Engineering.” The motion passed unanimously.
10. Dean Karpus introduced Professor Chris Choi who presented a 5-Year Institutional Program Review of the Master of Engineering in Civil and Environmental Engineering Named Option “Environmental Engineering.” Choi noted the strengths of the program include strong management by the program director and support of the student services coordinator, healthy enrollment, the ability to use the program as a springboard to jobs or promotions, a high program ranking, consistently positive feedback from students and faculty surveys, a diverse student population, opportunities for collaboration among students, flexibility in courses and jobs, and enrichment opportunities with classmates on different career paths.

The review committee recommendations include the development of a graduate handbook for the online ME program, exploring need for additional staff, enhanced monitoring of career outcomes, creating a formal method of tracking students who drop the program, and reducing the number of transfer credits accepted.

Motion: Moved and seconded to accept the 5-Year Institutional Program Review of the Master of Engineering in Civil and Environmental Engineering Named Option “Environmental Engineering.” The motion passed unanimously.

Adjournment:
Meeting adjourned by Dean William Karpus.
September 18, 2020

Dear Dean Karpus,

I am writing to you in my capacity as Chair of the Department of Art History in order to request that Professor Henry Drewal, who retired in December 2019, be granted an extension to retain his faculty status, in order to remain the primary advisor to two doctoral students in our Department. This request has received the unanimous approval of the Department of Art History's Executive Committee.

Please let me know if there is anything else that either you or the GFEC would need in order to consider this request.

If you have any additional questions, please do not hesitate to contact me.

Best,

Jordan D. Rosenblum, Ph.D.
Belzer Professor of Classical Judaism
Max and Frieda Weinstein-Bascom Professor of Jewish Studies
Chair, Department of Art History
University of Wisconsin-Madison
jrosenblum@wisc.edu
Proposal Abstract/Summary:
This 33-credit MS-Psychology, Data Science and Human Behavior is designed to train students who have an undergraduate degree in a core behavioral science (e.g., Psychology) to use data-science tools to address questions relating to human behavior. These skills are important to companies, government agencies and non-profit organizations seeking employees who can utilize data analytic tools to study human behavior and solve applied problems. The program is designed to be completed in four semesters of full-time study; it culminates in one semester of placement with companies or other organizations to conduct an applied capstone project.

Basic Information

Program State: Active
Type of Program: Named Option
Parent Program: MA: Psychology MS
Parent Audience: Graduate or professional
Parent Home: PSYCH
Department:
Parent:
School/College: College of Letters and Science

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

No

Parent is in the Graduate School:
Yes

SIS Code:
SIS Description:

Transcript Title: Data Science in Human Behavior

Named Options:
Sub Plan 1101: No Title Found
Sub Plan 1102: No Title Found

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

Is this a non-admitting named option for a master’s degree?

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

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
List the departments that have a vested interest in this proposal.

<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>Berridge, Craig</td>
<td><a href="mailto:berridge@wisc.edu">berridge@wisc.edu</a></td>
<td>608/265-5938</td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Rogers, Timothy</td>
<td><a href="mailto:trrogers@wisc.edu">trrogers@wisc.edu</a></td>
<td>608/262-0808</td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Rogers, Timothy</td>
<td><a href="mailto:trrogers@wisc.edu">trrogers@wisc.edu</a></td>
<td>608/262-0808</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>

Departments

- Statistics (STATISTICS)
- Educational Psychology (ED PSYCH)
- Economics (ECONOMICS)
- Computer Sciences (COMP SCI)
- Electrical and Computer Engr (ELEC C EGR)

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. Regina Lowery has noted that the Assessment plans for the BA/BS, Master’s, and PhD are all on file. With respect to assessment reporting, the BA/BS and PhD are up to date, though the Master's (which is not unexpected for a non-admitting program). She noted that this is nevertheless acceptable for changes being made at the parent program level. The program is aware that the creation of the new admitting named option will mean regular assessment will be conducted and reported more regularly for the program.

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

Will this option be part of a conceptual collaborative? No
Rationale and Justifications

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

This will be an "admitting" program leading to a terminal masters degree. Though students who complete this program would be eligible to apply to the associated doctoral program in Psychology, admission is not automatic and it is not expected that students in this program will pursue that route. (A separate, non-admitting named option is proposed for students who may be on the doctoral pathway.)

The focus of this program is applied data analytics, focused on questions related to human behavior. In this program, students will learn to:

- Design and execute scientific studies relevant to questions about human psychology and behavior at large and small scales
- Analyze and interpret data from such studies using inferential statistics
- Program in a common platform for data science (R, Python, Matlab)
- Apply contemporary tools for machine learning and data science to large datasets
- Manage large datasets with contemporary tools for versioning, replicability, documentation and data sharing
- Interpret the results of complex analyses for non-expert collaborators, employers or clients

Students will also:

- Learn about contemporary approaches to human learning and behavior
- Conduct a variety of professional development activities to prepare them for diverse career paths
- Learn how to solve real-world hands-on problems with external partners
- Gain direct work experience and contacts with people working in industry and government

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

Target market: People with an undergraduate degree in one of the core behavioral sciences (Psychology, Economics, Sociology) who wish to learn how to use data-science tools to address questions relating to human behavior.

These large majors produce many graduates with uncertain career plans. Applied data-science skills will make them more competitive on the job market. Many employers in industry, government, and non-profit sectors are seeking employees who are knowledgeable about human behavior AND who have the analytical skills to solve applied problems (see market analysis). Traditional data science programs do not train individuals for the study of human behavior (including the appropriate statistical approaches for studying the complexity of human behavior).
human populations). This significantly limits their ability to address questions regarding the nature of human behavior. In providing students well-trained to study human behavior with the necessary analytic skills, this program fills a large and growing gap in the market place.

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

There are large numbers of students graduating with bachelor's degrees in one of the social sciences. For example, just at UW-Madison there are currently approximately 1400 students majoring in Psychology. For many recent graduates in the social sciences they have unclear career plans. The explosion of data science in the past many years has changed the ways companies, government offices and non-profit organizations track how people purchase goods, interact with each other, comply with regulations, and support philanthropy and social causes. However, most individuals trained in data science and computer science have little ability to apply their data analytic skills to answering questions regarding the complexity of human behavior. Most social science majors receive training in statistics and experimental design relevant to understanding human behavior. The advanced training provided by this master's program will allow these people to utilize modern data science tools to study human behavior. This opens many avenues of employment to these individuals. (see market analysis description below and attached).

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

The Division of Continuing Studies at the UW-Madison conducted a market analysis in the Fall of 2018 examining the market for people with a background in both psychology and data analysis. The results indicated robust demand for this combination of training. To quote this report: 'Compared to programs in the UW-Madison Advance Your Career Professional Master's portfolio, there were more jobs related to the skills laid out for this program than other existing analysis programs.'

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

This will train behavioral/social scientists in the use of advanced data science tools that can be applied to the study of human behavior. Unlike traditional residential programs, this will be a 4-semester program, with overlapping Summer terms and supervised capstone experience.

Diversity and Inclusion

Describe how the proposed program curriculum and learning outcomes will advance inclusive excellence. Discuss specific components and requirements within the curriculum offer students opportunities and learning activities to engage in diversity with respect to perspectives, theories, practices, and populations different from themselves. If in clinical, practicum, or experiential learning experiences will be required, discuss how students will have access to diverse practice settings.

Per APIR/Mittelstadt, since this proposal was in-progress prior to the addition of the Diversity and Inclusion section, the proposal will continue to advance without additional information provided.

Discuss how the proposed program will actively pursue an equity in student recruitment, access, retention, and degree completion. Describe specific strategies to identify diversified student population for programs that do direct admissions. Include evidence-based and effective practices. Provide examples of academic and student support be implemented to support student learning success and completion.

Per APIR/Mittelstadt, since this proposal was in-progress prior to the addition of the Diversity and Inclusion section, the proposal will continue to advance without additional information provided.

Consider how the proposed program will ensure equity in recruiting and hiring of faculty, instructional staff, and staff who will oversee the program curriculum, professor development experiences, and research/scholarship where relevant.

Per APIR/Mittelstadt, since this proposal was in-progress prior to the addition of the Diversity and Inclusion section, the proposal will continue to advance without additional information provided.

Note any plans or strategic initiatives at the university that are closely linked with the development of the proposed program. Note how efforts will align with the appropriate accreditation standards that address diversity where relevant. To the extent that the response to questions related to diversity, equity, and inclusion are connected to the department, school/college or university, make those connections explicit where relevant.

Per APIR/Mittelstadt, since this proposal was in-progress prior to the addition of the Diversity and Inclusion section, the proposal will continue to advance without additional information provided.

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

All faculty are full-time members of the Psychology Department with research laboratories and all necessary office and computer equipment. All of our current 27 graduate faculty are permitted to participate in this program. However, currently there will be a core group of 5-7 faculty that will participate in the launch of this program. These individuals have the relevant data science/big data expertise required for this program. Given many recent faculty searches have resulted in applicants with data science expertise as applied to psychological research, we anticipate the number of participating faculty will increase.

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>Rogers, Timothy</td>
<td>Psychology (PSYCH)</td>
<td>Professor</td>
</tr>
<tr>
<td>Curtin, John</td>
<td>Psychology (PSYCH)</td>
<td>Professor</td>
</tr>
<tr>
<td>Brauer, Markus</td>
<td>Psychology (PSYCH)</td>
<td>Professor</td>
</tr>
<tr>
<td>Lupyan, Gary</td>
<td>Psychology (PSYCH)</td>
<td>Professor</td>
</tr>
<tr>
<td>Austerweil, Joe</td>
<td>Psychology (PSYCH)</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Schloss, Karen</td>
<td>Psychology (PSYCH)</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Ward, Emily</td>
<td>Psychology (PSYCH)</td>
<td>Assistant Professor</td>
</tr>
</tbody>
</table>

Describe how student services and advising will be supported.

We will hire a new administrative staff person for the program who will be in charge of advising and student services.

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

Upload the 131 spreadsheet.

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

Select a tuition increment:
$1,200/credit

What is the rationale for selecting this tuition increment?
The UW-Madison Division of Continuing Studies conducted a competitive program analysis, comparing 2017 degree offerings and tuition rates across national and international offerings. Within the US, the average tuition for competitive programs charging a flat rate is $31,000, with the median at $27,000. Two schools in the Big 10 (Illinois and Nebraska) also offer programs in similar subject areas near this price point. Therefore a tuition rate of $1200 per credit positions Wisconsin above average for both the nation and Midwest, but remains at a competitive rate for those looking at our national peers. See uploaded Market Based Tuition Form.

Upload the proposal for market based tuition:

Provide a summary business plan.

We propose to initially implement a relatively small-scale program with 20 students in year 1 and 25 students per entering class thereafter. Initially all courses will be taught by department faculty. As indicated in the detailed budget spreadsheet this will result in savings to the departments operating budget (101) by paying for faculty salaries associated with teaching courses in the Master’s program. As part of this the program will pay $300/credit for Psych courses taught by 101 funded instructors. This charge to the 131 fund will be offset by a $240 credit to the department on the 101 fund.
Provide an overview of plans for funding the program including but not limited to program administration, instructional/curricular delivery, technology needs and program operation. The funding for this program will arise 100% from tuition.

What is the marketing plan?
Marketing efforts will be led by the Division of Continuing Studies Integrated Marketing & Communications (IMC) team. IMC will develop a learner-centric marketing strategy to build awareness of the program and generate a diverse cross-section of leads. Specific digital marketing efforts employed are likely to include lead conversion tactics, such as search, social media, and email. Assets will be developed using lead conversion best practices. In the marketing planning phase the IMC marketing team will develop and implement a marketing plan, identify targeted and diverse audiences and key messages, develop content, and build a marketing campaign with supporting creative materials. The IMC marketing team will continue to monitor performance and optimize the campaign for improved results.

The department is committed to the recruitment of a diverse student body. To help recruit the most diverse student body as possible, we will advertise to Historically Black Universities. Additionally, the University is a member of the National Name Exchange, a service/organization established to ‘help match graduate schools with minority students interested in graduate education’. We intend to use this tool to advertise to and invite minority students to apply to this program. Moreover, we will use program revenue to fund scholarships to help support underrepresented students.

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.

No.

Are new Library resources needed to support this program?

No.

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

Students in this non-pooled revenue programs are not allowed to receive tuition remission, regardless of funding source. The budget model includes 5% for fellowships. We anticipate using this for the recruitment of underrepresented students when possible.

---

**Curriculum and Requirements**

Parent Plan Admissions/How To Get In Requirements

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

- M.S. Named Option in Data Science in Human Behavior [REGISTRAR: ADD LINK]
- Ph.D. in Psychology

Guide Admissions/How to Get In tab

---

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

Last Approved: May 14, 2020 2:39pm

Please consult the table below for key information about this degree program’s admissions requirements. The program may have more detailed admissions requirements, 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 program(s). Once you have researched the graduate program(s) you are interested in, apply online.

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

Students holding a bachelor’s degree in the social sciences and a strong statistics and/or behavioral science research background are encouraged to apply for admission to program in data science in human behavior.

Describe plans for recruiting students to this program.

The program will be advertised on campus and to peer institutions, particularly those located in the...
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>50</td>
</tr>
<tr>
<td>Year 3</td>
<td>60</td>
</tr>
<tr>
<td>Year 4</td>
<td>60</td>
</tr>
<tr>
<td>Year 5</td>
<td>60</td>
</tr>
</tbody>
</table>

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: May 14, 2020 2:40pm

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 Option for policy information.</td>
</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>See Named Option for policy information.</td>
</tr>
<tr>
<td>Minimum Graduate Coursework Requirement</td>
<td>See Named Option 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>None.</td>
</tr>
<tr>
<td>Assessments and Examinations</td>
<td>None.</td>
</tr>
<tr>
<td>Language Requirements</td>
<td>None.</td>
</tr>
</tbody>
</table>

Required COURSES

Select a Named Option for courses required.

Named Options

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

Guide Requirements tab

Approved Shared Content from /shared/graduate-minimum-degree-requirements-and-satisfactory-progress/
Last Approved: May 14, 2020 2:40pm

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

Face to Face | Evening/Weekend | Mode of Instruction | Hybrid | Accelerated
--- | --- | --- | --- | ---
Yes | No | Online | Yes | No
Yes | No | Hybrid | Yes

Mode of Instruction Definitions

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

Last Approved: May 14, 2020 2:40pm

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 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% 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 conv 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 complete 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 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>
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<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
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<td>Minimum Credit Requirement</td>
<td>33 credits</td>
</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>30 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework</td>
<td>At least 27 (82%) credits applied toward the graduate degree credit requirement must be completed in graduate-level coursework.</td>
</tr>
<tr>
<td>Degree Requirements</td>
<td>None.</td>
</tr>
<tr>
<td>Graduate Level Coursework</td>
<td>None.</td>
</tr>
<tr>
<td>Overall Graduate GPA Requirement</td>
<td>3.00 GPA required.</td>
</tr>
<tr>
<td>Language Requirements</td>
<td>None.</td>
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Required Courses

<table>
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<th>Code</th>
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<tbody>
<tr>
<td>Semester 1 (Fall)</td>
<td></td>
</tr>
<tr>
<td>PSYCH 610</td>
<td>Design and Analysis of Psychological Experiments I</td>
</tr>
<tr>
<td>PSYCH 709</td>
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<tr>
<td>PSYCH 750</td>
<td>Course PSYCH 750 Not Found</td>
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<tr>
<td>Elective (selected from list below)</td>
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<tr>
<td>Semester 2 (Spring)</td>
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</tr>
<tr>
<td>PSYCH 710</td>
<td>Design and Analysis of Psychological Experiments II</td>
</tr>
<tr>
<td>PSYCH 709</td>
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<tr>
<td>PSYCH 752</td>
<td>Course PSYCH 752 Not Found</td>
</tr>
<tr>
<td>Elective (selected from list below)</td>
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</tr>
<tr>
<td>Semester 3 (Summer)</td>
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</tr>
<tr>
<td>PSYCH 755</td>
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<tr>
<td>PSYCH 790</td>
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<tr>
<td>Semester 4 (Fall)</td>
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<td>PSYCH 791</td>
<td>Course PSYCH 791 Not Found</td>
</tr>
<tr>
<td>Electives (Select 2)</td>
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<tr>
<td>COMP SCI 564</td>
<td>Database Management Systems: Design and Implementation</td>
</tr>
<tr>
<td>COMP SCI 744</td>
<td>Big Data Systems</td>
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<td>COMP SCI 763</td>
<td>Security and Privacy for Data Science</td>
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<td>COMP SCI 765</td>
<td>Data Visualization</td>
</tr>
<tr>
<td>COMP SCI 784</td>
<td>Foundations of Data Management</td>
</tr>
<tr>
<td>COMP SCI 838</td>
<td>Topics in Computing</td>
</tr>
<tr>
<td>ECON 410</td>
<td>Introductory Econometrics</td>
</tr>
<tr>
<td>ECON 451</td>
<td>The Economic Approach to Human Behavior</td>
</tr>
<tr>
<td>ECE 379</td>
<td>Special Topics in Electrical and Computer Engineering (Topic: Data Science and Engineering)</td>
</tr>
</tbody>
</table>
Total Credits

Total credits required:

33

Parent Plan Graduate Policies

Students should refer to one of the named options for policy information:
M.S. Named Option in Data Science in Human Behavior [REGISTRAR: ADD LINK]
M.S. Named Option in Research (non-admitting) [REGISTRAR: ADD LINK]
Ph.D. in Psychology

Guide Graduate Policies tab

Approved Shared Content from /shared/graduate-school-policies/
Last Approved: May 14, 2020 3:39pm

Graduate School Policies

The Graduate School’s Academic Policies and Procedures provide essential information regarding general university policies. Program authority to set degree policies beyo
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
Students are not allowed to count credits of graduate coursework from other institutions.

UW–Madison Undergraduate
With program approval, no more than 3 credits of coursework numbered 300 or higher from a UW–Madison undergraduate degree are allowed to count towards the 6 cre
course 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 3 credits of coursework numbered 300 or above taken as a UW–Madison special student that can be appli
credit elective course requirement. Credits 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 res
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 mee
advisor on a regular basis.

In many cases, an advisor is assigned to incoming students. Students can be suspended from the Graduate School if they do not have an advisor. An advisor is a faculty mer
sometimes a committee, from the major department responsible for providing advice regarding graduate studies.

A committee often accomplishes advising for the students in the early stages of their studies.

CREDITS PER TERM ALLOWED

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

Grievances and Appeals

Approved Shared Content from /shared/graduate-school-grievance-policy/
Last Approved: May 14, 2020 2:39pm

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

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
Approved Shared Content from /shared/letters-science-grievance-policy/
Last Approved: May 14, 2020 2:22pm

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

Other

Students in this program are not allowed to receive tuition remission, regardless of funding source.

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.

Program Learning Outcomes and Assessment

Parent Program Learning Outcomes

- Develop a proficiency in statistical analysis and experimental design relevant to research on human behavior
- Develop critical thinking skills for research in human behavior
- Develop skills communicating experimental results
- Develop a broad understanding of the field of Psychology

Summarize the assessment plan.

A combination of satisfactory completion of required coursework (all learning goals), semester reviews using a faculty-designed rubric (all learning goals), satisfactory completion of capstone project as assessed by a review committee using a faculty-designed rubric. Additional file has been attached with a more detailed 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 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 1</th>
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<tbody>
<tr>
<td>Wollack, James</td>
<td>10/30/19</td>
<td>Educational Psychology (ED)</td>
<td>See attached; support for taking courses and program</td>
<td>Department</td>
</tr>
<tr>
<td>Name</td>
<td>Date</td>
<td>Department</td>
<td>Approval Notes</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>----------</td>
<td>-------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Veu, Tchai</td>
<td>10/17/19</td>
<td>PSYCH</td>
<td>See attached; support for taking courses</td>
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<tr>
<td>Arpac-Dusseau, Remzi</td>
<td>10/20/19</td>
<td>Computer Sciences (COMP SCI)</td>
<td>See attached; support for taking courses</td>
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<tr>
<td>Gubner, John</td>
<td>06/14/19</td>
<td>Electrical and Computer Engr (ELEC C EGR)</td>
<td>See attached; support for taking courses</td>
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<tr>
<td>Zhu, Jun</td>
<td>03/19/20</td>
<td>Statistics (STATISTICS)</td>
<td>See Attached; support for program (no overlap)</td>
<td></td>
</tr>
</tbody>
</table>

Support for Elective Courses.pdf
stat-letter-psych.pdf
Budget_PSYCHOLOGY 30 students lectures interleaved 062120 - real course names.xlsx
Summary Report - Psychology MS with data analytics focus.docx
Psych MS PARENT Learning Goals Assessment Plan 2019 PDF.pdf
MS-Psych Behavioral Data Analytics program overview.docx
Market-BasedTuitionPolicy_Psychology_Data Science of Behavior.docx

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

Additional Information:

**Approvals**

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

Enter any notes about approval here: The program was approved by the faculty on 10/14/19 10/14/19

Entered by: Elaine M. Klein, on behalf of Craig Berridge, Chair
Date entered: 3/18/2020

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

Enter any notes about approval here: The program was approved by the L&S Academic Planning Council on April 7, 2020, contingent on the expectation that proposals for courses that serve the program would be completed and approved at the College level prior to submission of the program proposal to GFEC/UAPC. The department completed this work and the L&S Curriculum Committee Summer Procedures group approved the proposals on May 14, 2020. With this work completed, the proposals can move forward; however, the University Curriculum Committee will not be able to approve the course proposals until Fall 2020. (Summer 2020: Market based tuition proposal uploaded. Discussions with MBO reaffirm budget approval. Budget updated to reflect minor revisions discussed - unable to upload MS Excel File. 8/27/2020 ~emk)

Entered by and date: Elaine M. Klein, on behalf of the L&S APC and CC 5/14/2020

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
Hi all,

Just catching up on this thread. The plan for the Capstone 1 and 2 experiences arose from our experiences with an NSF-funded PhD training program I direct (LUCID), in which students are encouraged to work with outside partners who have problems where knowledge of both data-science and behavioral sciences would help. In working with such groups, there were many problems pitched to us that were not interesting to PhD level students or their mentors because they really involved applying well-understood methods to some new dataset. This kind of project is very well suited to professional Masters students, who want to learn hands-on application of well-understood techniques, and want to gain direct work experience in a relevant setting. So the idea is to reach out to the existing partners we have with LUCID, to have them pitch the same kinds of problems that did not work as PhD-level research, and have the Masters students work together in small teams on the project---first under oversight from program faculty during Capstone 1, and then onsite at the host partner institution during Capstone 2.

During Capstone 1, the students will learn about the problem they are posed, consider how material learned in prior classes can be applied to the problem, and learn any new techniques or methods necessary to address the problem, with guidance from faculty and PhD-student mentors and video-conferencing with the partner. This is meant to lay the groundwork so the team can hit the ground running when they start Capstone 2 on-site. I should add that this internship experience was motivated by the successful METALS program at Carnegie Mellon University.

To find external partners, we plan to (1) use the LUCID network of existing contacts, and to (2) work with UW to prepare advertising and outreach to new potential partners. Some examples of partners we have engaged in the past via LUCID include Land's End, Pinterest, American Family, Amazon, Microsoft, Duo Lingo, City of Madison, Ascendium/Great Lakes, and the Institute for Research on Poverty.

Regarding CDIS---I discussed this proposed program at length with Tom Erikson, who I think views it as complementary to and non-overlapping with their mission. We also have a statement of support from the Chair of CS and have worked to make our course-content distinct from both the data-science specialization at undergraduate level and from any existing data-science-focused Masters program at UW.

I hope this answers some of your questions about the Capstone 1 and 2 components, and please let me know if you have any follow-ups.

Best

TR
On 10/1/2020 8:20 AM, JENNA ALSTEEN wrote:

Thank you all!

From: Craig Berridge <berridge@wisc.edu>
Sent: Wednesday, September 30, 2020 6:31 PM
To: ELAINE M KLEIN <elaine.klein@wisc.edu>
Cc: JENNA ALSTEEN <jenna.alsteen@wisc.edu>; TIMOTHY T ROGERS <ttrogers@wisc.edu>
Subject: Re: Questions on Data Science in Human Behavior Proposals

Thanks Elaine. All of that was correct.

I too will leave it to Tim to provide some description of the capstone research project

Thanks!

Craig Berridge, Ph.D.
Chair, Department of Psychology
Patricia Goldman-Rakic Professor of Psychology
Mark and Ileine Laufman Family Professor
Chair, LSVC Animal Care and Use Committee

Rm. 525, Psychology
University of Wisconsin-Madison
1202 W. Johnson St.
Madison, WI 53706
608-265-5938

On Sep 30, 2020, at 5:57 PM, ELAINE M KLEIN <elaine.klein@wisc.edu> wrote:

Hi, Jenna -

I trust that Tim will be able to better explain the structure of the internship program (which is not interrogated in the proposal, though perhaps you will find more information in the Lumen Courses realm).

My sense is that the "Research" option (which was *required to be created* in order to propose the new DSH option) is meant to parallel the long-standing set of requirements for the MS-Psychology. The faculty did not create new requirements for the "Research" program, but simply articulated under a "named option" the requirements that have long existed. And - Craig will correct me if I'm wrong or if I speak out of turn - that is a program that is not intended to be a terminal program, but rather, it provides a pathway to graduate education (less daunting to apply for an MS than a PhD) but if they earn at least 30 credits they may decide not to continue/persist in the Doctoral Program. Completion of coursework suffices, I believe?

Elaine
Hello,
I met with the Grad School deans today to prepare our GFEC agenda, and we have two follow up questions on your Data Science in Human Behavior named option proposals:

1. Can you please elaborate on your Capstone 1 and 2 requirements? How will they be placed with companies or organizations? Basically, can you please share more about these internship experiences?
2. Please confirm you do not have any assessments or exams for the MS “Research” named option. (no thesis required for example?)

Thank you,
Jenna

Jenna Alsteen, Ed.D.
Assistant Dean
Academic Analysis, Planning, & Assessment
University of Wisconsin-Madison, Graduate School
211 Bascom Hall
Jenna.Alsteen@wisc.edu
608.890.2291
Program Change Request

New Program Proposal

Date Submitted: 08/27/20 4:27 pm

Viewing: : Research

Parent Plan: MAJ: Psychology MS

Last edit: 09/30/20 4:19 pm

Changes proposed by: berridge

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

Elaine M Klein - L&S

Proposal Abstract/Summary:

This proposal is related to a request to create a new named option under the MS-Psychology. Consistent with recent revisions to the academic structure of graduate programming, the creation of the new MS-Psychology program as a distinct program to which students will apply and be admitted requires creation of a parallel non-admitting program that will continue to serve as the standard research-oriented MS program associated with the doctoral program in Psychology.

3/23/2020 - Grievance policy added

Basic Information

Program State: Active
Type of Program: Named Option
Parent Program: MAJ: Psychology MS
Parent Audience: Graduate or professional
Parent Home Department: PSYCH
Parent School/College: College of Letters and Science

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:

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

Transcript Title: Research

Named Options: Sub Plan 1101: No Title Found
                Sub Plan 1102: No Title Found

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

Is this a non-admitting named option for a master's degree?

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>
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</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Berridge, Craig</td>
<td><a href="mailto:berridge@wisc.edu">berridge@wisc.edu</a></td>
<td>608/265-5938</td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Shutts, Kristin</td>
<td><a href="mailto:kshutts@wisc.edu">kshutts@wisc.edu</a></td>
<td>608/265-8949 Asso Grad</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 Asso Acad</td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Belt, Kevin</td>
<td><a href="mailto:kbelt@wisc.edu">kbelt@wisc.edu</a></td>
<td>608/262-2079 Grad Prog</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. Regina Lowery has noted that the Assessment plans for the BA/BS, Master's, and PhD are all on file. With respect to assessment reporting, the BA/BS and PhD are up to date, though the Master's is not (which is not unexpected for a non-admitting program). She noted that this is nevertheless acceptable for changes being made at the parent program level. The program is aware that the creation of the new admitting named option will mean regular assessment will be conducted and reported more regularly for the program.

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 the home academic unit? 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)
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 new named option will be implemented when the other named option being proposed is implemented.

Because this is a non-admitting program, there is no application term and no standard pattern for enrollment.

Any students who are on track to be awarded the standard/research MS upon exit from the doctoral program, or who wish to be awarded this degree upon completion of the requirements as they proceed to doctoral study, may be moved into this option when it is available; however, such transitions are rare, and we anticipate that very few students will be in this situation.

Rationale and Justifications

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

This “non-admitting” master’s program moves the administrative function of the current (“parent”) program to the sub-plan level. Its existence allows for students in the doctoral program to earn the master’s credential after completion of the the requirements for the degree. In some cases, students who leave the doctoral program may be awarded this degree if they complete the requirements.

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

This action will standardize the administration and structure of the graduate degrees offered in this department, to allow for different named options to admit, or not admit, students.

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

We anticipate that the other named option to be proposed will be in demand by students; creation of that program requires creation of this program, to serve the administrative function currently served by the “parent” program.

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

n/a

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

n/a

Diversity and Inclusion

Describe how the proposed program curriculum and learning outcomes will advance inclusive excellence. Discuss specific components and requirements within the curric offer students opportunities and learning activities to engage in diversity with respect to perspectives, theories, practices, and populations different from themselves. If clinical, practicum, or experiential learning experiences will be required, discuss how students will have access to diverse practice settings.

Per APIR/Mittelstadt, since this proposal was in-progress prior to the addition of the Diversity and Inclusion section, the proposal will continue to advance without additional information provided.

Discuss how the proposed program will actively pursue an equity in student recruitment, access, retention, and degree completion. Describe specific strategies to identify diversified student population for programs that do direct admissions. Include evidence-based and effective practices. Provide examples of academic and student support be implemented to support student learning success and completion.

Per APIR/Mittelstadt, since this proposal was in-progress prior to the addition of the Diversity and Inclusion section, the proposal will continue to advance without additional information.
provided.
Consider how the proposed program will ensure equity in recruiting and hiring of faculty, instructional staff, and staff who will oversee the program curriculum, professor development experiences, and research/scholarship where relevant.
Per APIR/Mittestadt, since this proposal was in-progress prior to the addition of the Diversity and Inclusion section, the proposal will continue to advance without additional information provided.

Note any plans or strategic initiatives at the university that are closely linked with the development of the proposed program. Note how efforts will align with the applicable accreditation standards that address diversity where relevant. To the extent that the response to questions related to diversity, equity, and inclusion are connected, the department, school/college or university, make those connections explicit where relevant.
Per APIR/Mittestadt, since this proposal was in-progress prior to the addition of the Diversity and Inclusion section, the proposal will continue to advance without additional information provided.

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.

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

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>Belt, Kevin</td>
<td>Psychology (PSYCH)</td>
<td>Graduate Studies Program Coordinator</td>
</tr>
<tr>
<td>Shuttis, Kristin</td>
<td>Psychology (PSYCH)</td>
<td>Associate Chair for Graduate Studies</td>
</tr>
</tbody>
</table>

Describe how student services and advising will be supported.
All faculty and staff resources currently dedicated to supporting the MS-Psychology “parent program” will be allocated to supporting this program. All of our current 27 graduate faculty are permitted to participate in this program.

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

Resources, Budget, and Finance

Is this a revenue program? No

What is the tuition structure for this program?
Standard resident/MN/nonresident graduate tuition

Does the program or change require substantial new resources other than those just described? Describe the needs. Confirm that the dean is committed to providing the n/a (All resources currently dedicated to maintaining the MS-Psychology “parent program” will serve 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.

n/a

Curriculum and Requirements

Parent Plan Admissions/How To Get In Requirements

Students apply to the Master of Science in Psychology through one of these paths:
M.S. Named Option in Data Science in Human Behavior [REGISTRAR: ADD LINK]
Ph.D. in Psychology

Guide Admissions/How to Get in
Students may not apply directly for the master's, and should instead see the [admissions information for the Ph.D.](#).

Describe plans for recruiting students to this program.

Non-admitting program. No plans for student recruitment.

**Projected Annual Enrollment:**

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

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: May 14, 2020 2:40pm

**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>
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<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>See Named Option for policy information.</td>
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<tr>
<td>Minimum Residence Credit Requirement</td>
<td>See Named Option for policy information.</td>
</tr>
<tr>
<td>Minimum Graduate Coursework Requirement</td>
<td>See Named Option 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>None.</td>
</tr>
<tr>
<td>Assessments and Examinations</td>
<td>None.</td>
</tr>
<tr>
<td>Language Requirements</td>
<td>None.</td>
</tr>
</tbody>
</table>

**Required COURSES**

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

**Named Options**

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

Guide Requirements tab

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

Last Approved: May 14, 2020 2:40pm

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

Last Approved: May 14, 2020 2:40pm

**Evening/Weekend:** These programs are offered in an evening and/or weekend format to accommodate working schedules. Enjoy the advantages of on-campus courses on a schedule that is convenient to your daily obligations. 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% 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 convienient 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 complete online component. 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 courses with minimal disruption to your career. For more information about the accelerated nature of a specific program, contact the program.

### CURRICULAR REQUIREMENTS

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
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<td>Minimum Residence Credit Requirement</td>
<td>16 credits</td>
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<tr>
<td>Minimum Graduate Coursework</td>
<td>Half of degree coursework (15 credits out of 30 total credits) must be completed graduate-level coursework; courses with the Graduation Requirement 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>
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<td>Overall Graduate GPA Requirement</td>
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<td>Other Grade Requirements</td>
<td>The Graduate School requires an average grade of B or better in all coursework (300 or above, not including research credits) taken as student unless conditions for probationary status require higher grades. Grades of incomplete are considered to be unsatisfactory if they are removed during the next enrolled semester.</td>
</tr>
</tbody>
</table>

| Assessments and Examinations       | None.                                                                                      |
| Language Requirements              | None.                                                                                      |

### REQUIRED COURSES

Students are required to take two semesters of statistics/methods (PSYCH 610 and PSYCH 710). Two of the six additional courses should be outside the student’s area of interest. Students must also complete a required First-Year Project. Students must register for a seminar meeting each academic year (fall/spring) during their first year. Students are encouraged to continue to register for and attend a seminar in later years while in residence. Students must reach 30 credits to receive the master's degree.

**Total credits required:**

30

Parent Plan Graduate Policies

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

M.S. Named Option in Data Science in Human Behavior [REGISTRAR: ADD LINK]

M.S. Named Option in Research [non-admitting] [REGISTRAR: ADD LINK]

Ph.D. in Psychology

Guide Graduate Policies tab

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

Last Approved: May 14, 2020 3:39pm

### 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 those established 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

A student who has completed a minimum of 25% of the credit hours required for the graduate degree program must demonstrate satisfactory completion of the courses taken at prior institutions. Courses taken at prior institutions are allowed only in exceptional circumstances. In total, only 6 credits maximum may be transferred from prior coursework.
prior coursework from graduate work from other institutions, from a UW–Madison undergraduate degree or from the UW–Madison University Special career. Coursework more years prior to admission to the program may not be used to satisfy master’s degree requirements.

**UW–Madison Undergraduate**

Applying prior coursework toward the graduate degree is allowed only in exceptional circumstances. In total, only 6 credits maximum may be applied from prior coursewors prior coursework from graduate work from other institutions, from a UW–Madison undergraduate degree or from the UW–Madison University Special career. Coursework more years prior to admission to the program may not be used to satisfy master’s degree requirements.

**UW–Madison University Special**

Applying prior coursework toward the graduate degree is allowed only in exceptional circumstances. In total, only 6 credits maximum may be applied from prior coursework prior coursework from graduate work from other institutions, from a UW–Madison undergraduate degree or from the UW–Madison University Special career. Coursework more years prior to admission to the program may not be used to satisfy master’s degree 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 residence review could result in academic probation with a hold on future enrollment or in being suspended from the Graduate School.

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**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 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 cannot meet advisor or a faculty member, or sometimes a committee, from the major department responsible for providing advice regarding graduate studies.

A committee often accomplishes advising for the students in the early stages of their studies.

---

**CREDITS PER TERM ALLOWED**

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

---

**Grievances and Appeals**

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

Last Approved: May 14, 2020 2:39pm

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 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/letters-science-grievance-policy/

Last Approved: May 14, 2020 2:22pm

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

---

**OTHER**

n/a

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

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**Program Learning Outcomes and Assessment**
Parent Program
Develop a proficiency in statistical analysis and experimental design relevant to research on human behavior

Learning Outcomes
Develop critical thinking skills for research in human behavior
Develop skills communicating experimental results
Develop a broad understanding of the field of Psychology

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 program.
Yes

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

Supporting Information

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

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

Additional Information:

Approvals

Department Approval - This proposal has been approved by the faculty at the department/academic unit level. The program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program 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 creation of the new non-pooled revenue option was approved by the faculty on 10/14/19 (vote: 20- Yes, 1-Abstain). Approval of that program implies approval of creation of a parallel non-admitting "Research" option.

Entered by:
Elaine M. Klein, on behalf of Craig Berridge, Professor and Chair
Date entered: 3/18/2020

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

Enter any notes about approval here:
The program was approved by the L&S Academic Planning Council on April 7, 2020, contingent on the expectation that proposals for courses that serve the program would be completed and approved at the College level prior to submission of the program proposal to GFEC/UAFC. The department completed this work, and the L&S Curriculum Committee Summer Procedures group approved the proposals on May 14, 2020. With this work completed, the proposals can move forward; however, the University Curriculum Committee will not be able to approve the course proposals until Fall 2020.

Entered by and date:
Elaine M. Klein, on behalf of the L&S APC and CC  Date entered: 5/14/2020
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:

UA PC 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:

SIS effective date:

Guide publish date/type

SIS Short Description:

Other plan codes associated with this program:

Educational Innovation Program:

Distance Education Program:

Non Traditional
Program Change Request

Date Submitted: 09/01/20 8:43 am

**Viewing: 848MSBBANA : Business Analytics**

Parent Plan: MA: Bus: Oper & Tech Mgmt MSB

Last approved: 04/24/20 3:54 pm

Last edit: 10/02/20 9:48 am

Changes proposed by: baclemense

Catalog Pages Using this Program

**Business: Operations and Technology Management: Business Analytics, M.S.**

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

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dana Outhouse - BUS</td>
</tr>
</tbody>
</table>

Proposal Abstract/Summary:

Now that the Master of Science in Business Analytics has been approved, we are ready to suspend admissions and discontinue this named option.

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

Fall 2022 (1232)

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

No

**Basic Information**

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

Type of Program: Named Option

Parent Program: MA: Bus: Oper & Tech Mgmt MSB

Parent Audience: Graduate or professional

Parent Home Department: Operations & Information Mgmt (OIM)

Parent School/College: School of Business

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

SIS Code: 848 MSBBANA

SIS Description: Business Analytics

Transcript Title: Business Analytics

Named Options: 848 MSBBANA: Business Analytics

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

Is this a non-admitting named option for a master’s degree?

Suspension and Discontinuation

What is the last term that a student could declare this program? Fall 2021 (1222)

What is the last term that students may be enrolled in or complete the program? Summer 2023 (1236)

What is the timeline and advance communication plan?

In September 2020, the MBA and Master’s program office will reach out to any students who deferred their admittance from Fall 2020 to Fall 2021. This communication will inform these students of the change in the program and will allow them to choose to either enroll in the named option or the MSBA when they matriculate in Fall 2021. In addition, a communication will be sent to any potential leads in the pipeline to inform them of the program change to ensure it is clear that they are now applying to the MSBA program. Finally, the only application that will open for Fall 2021 matriculation will be the application for the MSBA program. We feel this helps clarify that the named option will not be available for anyone applying in Fall 2020.

Explain the precipitating circumstances or rationale for the proposal.

The named option was created to fast-track the approval of the degree so that the WSB could begin offering a business analytics program to students and capitalize on the market demand. This served the WSB well in that it allowed us to gain some valuable insight so that the approved MSBA built on and improved the named option. The approval of the MSBA was done with the understanding that it was a replacement of the named option.

What is the potential impact on enrolled students?

As of 8/21/2020, we have 13 students from our first enrolled class that need to complete the named option. They are currently all on track to graduate December 2020. We are planning to admit close to 50 students in the named option in Fall 2020. All of these students should graduate well in advance of the Summer 2023 discontinuance date. Finally, we have 20 students who were accepted for Fall 2020 and have decided to defer to Fall 2021. Since this is a one year program, all of these students should have graduated from the program by the Summer 2023 discontinuance date. Since the course offerings between the named option and MSBA are very similar we do not anticipate any problems teaching out the enrolled students.

What is the potential impact on faculty and staff?

N/A - All faculty and staff involved in the named option will instead be involved in the MSBA program.

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

Faculty and staff were actively involved in the MSBA proposal and approval and are aware that the MSBA was going to replace the named option.

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

In September 2020, the MBA and Master’s program office will reach out to any students who deferred their admittance from Fall 2020 to Fall 2021. This communication will inform these students of the change in the program and will allow them to choose to either enroll in the
named option or the MSBA when they matriculate in Fall 2021. The MBA and Master's program office will also work with all currently enrolled students to ensure they have progressed through the program by Summer 2023.

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

This is not considered to be a significant concern. The program still exists but is now its own degree/major instead of a named option. In addition, the program first admitted students in Fall 2019 so there will only be 2 classes of alumni that are impacted.

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

The named option and the MSBA program are very similar and the MSBA program is replacing the named option. Therefore, students of both programs will be enrolled in the same courses and we feel the quality will be maintained or improve as the new program is launched and grows.

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

There will be no change to how the required courses, curricular elements, advising and other student services will be provided. Again, the MSBA program is replacing the named option so all courses and services will continue to exist.

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 exist in September 2020, the MBA and Master's program office will reach out to any students who deferred their admittance from Fall 2020 to Fall 2021. This communication will inform these students of the change in the program and will allow them to choose to either enroll in the named option or the MSBA when they matriculate in Fall 2021. In addition, a communication will be sent to any potential leads in the pipeline to inform them of the program change to ensure it is clear that they are now applying to the MSBA program.

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?

As of 8/21/2020, we do not have any stopped out students in the named option. However, if any students do stop out, these students will be re-entered into the MSBA program. Stopped out students looking for re-entry should contact the Director of Admissions and Recruiting in the MBA and Masters Program Office.

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

Since the same or comparable courses are a part of the MSBA program that is being launched Fall 2021, we feel confident in our ability to teach-out all students declared in the named option.

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>Morris, James</td>
<td><a href="mailto:jg.morris@wisc.edu">jg.morris@wisc.edu</a></td>
<td>608/262-1284</td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Nelson Sanford, Blair Branch-Kristin</td>
<td><a href="mailto:bslanford@wisc.edu">bslanford@wisc.edu</a></td>
<td>608/262-9817</td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Bauer, Daniel</td>
<td><a href="mailto:dbauer5@wisc.edu">dbauer5@wisc.edu</a></td>
<td>608/262-9116</td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Tong, Jordan</td>
<td><a href="mailto:j.tong@wisc.edu">j.tong@wisc.edu</a></td>
<td>608/265-8220</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Sciences (COMPSCI)</td>
</tr>
<tr>
<td>Statistics (STATISTICS)</td>
</tr>
<tr>
<td>Information School (ISCHOOL)</td>
</tr>
<tr>
<td>Engineering Professional Devp (EGR P D)</td>
</tr>
<tr>
<td>College of Letters &amp; Science (L&amp; S)</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
10/2/2020

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

AACSB International—the Association to Advance Collegiate Schools of Business
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?
Business analytics encompass a wide number of domains. However, Operations and Technology Management do as well. Much of the data that is driving the industry and academic explosion of business analytics is coming from technology and our focus will be business management and implementation of the analytical work.

There are no other named options for this major and there will not be admissions into this major other than this Named Option.

Diversity and Inclusion

Describe how the proposed program curriculum and learning outcomes will advance inclusive excellence. Discuss specific components and requirements within the curric offer students opportunities and learning activities to engage in diversity with respect to perspectives, theories, practices, and populations different from themselves. If ir clinical, practicum, or experiential learning experiences will be required, discuss how students will have access to diverse practice settings.
NA

Discuss how the proposed program will actively pursue an equity in student recruitment, access, retention, and degree completion. Describe specific strategies to identify diversified student population for programs that do direct admissions. Include evidence-based and effective practices. Provide examples of academic and student support be implemented to support student learning success and completion.
NA

Consider how the proposed program will ensure equity in recruiting and hiring of faculty, instructional staff, and staff who will oversee the program curriculum, professor development experiences, and research/scholarship where relevant.
NA

Note any plans or strategic initiatives at the university that are closely linked with the development of the proposed program. Note how efforts will align with the approp applicable accreditation standards that address diversity where relevant. To the extent that the response to questions related to diversity, equity, and inclusion are connect the department, school/college or university, make those connections explicit where relevant.
NA

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

Is this a revenue program? No
What is the tuition structure for this program? Profession-specific tuition, Regent-approved

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
Given considerations associated with the proposed change, describe the academic unit’s fiscal capacity to support the instructional and curricular requirements, academic advising, student support services, technology needs, and relevant assessment of student learning and program review requirements. Is there sufficient capacity in the academic support services to meet the additional workload? For research graduate programs, include information on how the program will be administered and how it 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

This will be a 101 degree program it will leverage existing infrastructure, at enrollments of 20 or fewer, however we believe this program will grow to 50-100 students quickly and that tuition revenue allocation will fund the additional resources.

Curriculum and Requirements

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

No change

Parent Plan Admissions/How To Get In Requirements

Students apply to the Master of Science in Business: Operations and Technology Management through the named option: Business Analytics

Guide Admissions/How to Get In tab

The following will be required for admission to the MS-Business: Operations and Technology Management program:
Undergraduate university degree in business, computer science, economics, engineering, mathematics, statistics, or related field is preferred, but not required, or expect a degree prior to starting the MS-Business: Operations and Technology Management with a named option in Business Analytics,
Demonstrated knowledge of business fundamentals (or specific plan for acquiring prior to the start of the program); some possible ways of satisfying this include:
Undergraduate degree with business major or minor OR
Completion of Certificate in Business at UW-Madison, OR
Earning GPA >= 3.0 in intermediate college course work covering at least two core business disciplines (marketing, operations, finance, accounting, management); completi
GEN BUS 310 or GEN BUS 311 satisfies this requirement, and can be taken online during the summer prior to the start of the program, AND
Completion of one semester of Business Calculus or equivalent, AND
GMAT or GRE score, AND
Resume, AND
One professional letter of recommendation, AND
Response to essay(s) question, AND
Interview (by invitation only)
TOEFL score of at least 100, only for applications whose native language is not English
The TOEFL is waived for students who have completed a four-year undergraduate degree and/or master degree (minimum of eight semesters total) with instruction in Engl
complete such a degree prior to matriculation in the MS option Business Analytics program.
All undergraduate and master degree transcripts from schools outside the United States must be verified by WES at the individual class level.
All degree and additional coursework to be completed taken within five years of application.

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: May 14, 2020 2:40pm

Minimum Graduate School Requirements

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

Major Requirements
University General Education 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 Science in Business: Operations and Technology Management must select one of the following named options:

Business: Operations and Technology Management: Business Analytics, M.S.

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

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Named Option Requirements

MODE OF INSTRUCTION

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Mode of Instruction Definitions

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<td>No formal examination is required.</td>
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<td>No language requirement.</td>
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</table>

**Required COURSES**

There are 21 credits in the required class list. The students will take an additional nine (9) credits from an approved electives list.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN BUS 656</td>
<td>Machine Learning for Business Analytics</td>
</tr>
<tr>
<td>GEN BUS 705</td>
<td>Statistics and Programming for Business Analytics</td>
</tr>
<tr>
<td>GEN BUS 720</td>
<td>Data Visualization for Business Analytics</td>
</tr>
<tr>
<td>GEN BUS 730</td>
<td>Prescriptive Modeling and Optimization for Business Analytics</td>
</tr>
<tr>
<td>GEN BUS 740</td>
<td>Experiments and Causal Methods for Business Insights</td>
</tr>
<tr>
<td>GEN BUS 760</td>
<td>Data Technology for Business Analytics</td>
</tr>
<tr>
<td>GEN BUS 840</td>
<td>Analytics Consulting Practicum</td>
</tr>
<tr>
<td>OTM 752</td>
<td>Current Topics in Business Analytics</td>
</tr>
</tbody>
</table>

Three (3) Approved Electives for nine (9) additional credits. Approved Electives include:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT SCI 655</td>
<td>Health Analytics</td>
</tr>
<tr>
<td>FINANCE 635</td>
<td>Security Analysis</td>
</tr>
<tr>
<td>MHR 610</td>
<td>Compensation: Theory and Administration</td>
</tr>
<tr>
<td>MARKETING 710</td>
<td>Marketing Research</td>
</tr>
<tr>
<td>MARKETING/OTM 727</td>
<td>Enterprise Systems and Supply Chain Management</td>
</tr>
<tr>
<td>OTM 815</td>
<td>Marketing Analytics</td>
</tr>
<tr>
<td>OTM 714</td>
<td>Supply Chain Analytics</td>
</tr>
<tr>
<td>RMI 655</td>
<td>Risk Financing Techniques</td>
</tr>
<tr>
<td>RMI 660</td>
<td>Risk Analytics and Behavioral Science</td>
</tr>
<tr>
<td>REAL EST 710</td>
<td>Real Estate Finance</td>
</tr>
<tr>
<td>REAL EST 715</td>
<td>Techniques of Real Estate Valuation</td>
</tr>
</tbody>
</table>

Total credits required:

30

Parent Plan Graduate Policies

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

**Business Analytics**

Guide Graduate Policies tab

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

Last Approved: May 14, 2020 3:39pm

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

Named Option-Specific Policies

Prior Coursework
Graduate Work from Other Institutions
With program approval, students are allowed to count no more than 9 credits of graduate coursework from other institutions. Coursework earned five or more years prior 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 and payment of the difference in tuition (between special and graduate tuition), students are allowed to count no more than 9 credits of coursework or above taken as a UW–Madison University Special student. Coursework earned five or more years prior to the master’s degree is not allowed to satisfy requirements.

Probation
The Graduate School regularly reviews the record of any student who earned grades of B-, C, D, F, or incomplete in a graduate course (300 or above), or grade of U in resit 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 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 c advisor. An advisor is a faculty member, or sometimes a committee, from the major department responsible for providing advice regarding graduate studies.

A committee often accompanies 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 co coursework students completed prior to their absence for meeting program requirements; that coursework may not count toward Graduate School credit requirements.

grievances and appeals

Approved Shared Content from /shared/graduate-school-grievance-policy/
Last Approved: May 14, 2020 2:39pm
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 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/school-of-business-grievance-policy/
Last Approved: May 14, 2020 3:54pm
Students should contact the department chair or program director with questions about grievances.

Other
Students must be enrolled full-time.

Program Learning Outcomes and Assessment

Parent Program Learning Outcomes
Apply business analytic tools and methods across various business functions (marketing, finance, supply chain, etc.) and industries (health care, finance, technology, etc.)
Leverage expertise in data management software (e.g., SQL) & statistical programming (e.g., R, Python) to go from data to decisions
lever insights and recommendations for organizations using cutting-edge descriptive, predictive, and prescriptive analytics techniques.

Manage analytics projects, communicate professionally, and influence data-based changes within an organization.

Summarize the assessment plan.

The first semester of the MS-Business: Operations and Technology Management, Named Option: Business Analytics teaches students methodological foundations of business analytics, including descriptive (data acquisition, data visualization, e.g.), predictive (statistical programming, machine learning, e.g.), and prescriptive (optimization, spreadsheet modeling, e.g.) analytic techniques. The second semester leverages this foundation in an array of elective classes focused on the application of business analytics across various business functions (marketing, finance, supply chain, etc.) and industries (health care, finance, technology, etc.) as well as in real world consulting experiences.

The assessment plan reflects this separation by assessing the methodological skills linked to learning objectives 2 and 3 at the end of the first semester in the context of core classes focused on predictive (GEN BUS 656 – Machine Learning for Business Analytics) and prescriptive (GEN BUS 730 Prescriptive Modeling & Optimization for Business Analytics) techniques. The skills with regards to business analytics applications and associated learning outcomes 1 and 4 are assessed in the Analytics Consulting Practicum (Gen Bus 770) and the Current Topics class that draws on the experiences in the diverse set of applications classes. Learning Outcomes 1 and 4 will be reported to the University in Year 1. Learning Outcome 2 in Year 2 and Learning Outcome 3 in Year 3.

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 program.
Yes

Supporting Information

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

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

Additional Information:

Approvals

Department Approval - This proposal has been approved by the faculty at the department/academic unit level. The program faculty confirm that the unit has the capacity and resources (financial, physical, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program 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: Departmental Approval received on 8/24/20 per Department Chair, Jim Morris.
Program Change Request

Date Submitted: 09/22/20 8:23 am

Viewing: **EV MBA: Evening MBA**

Parent Plan: MA: Bus: General Management MBA

Last approved: 04/24/20 4:32 pm

Last edit: 09/23/20 2:32 pm

Changes proposed by: baclemens

Catalog Pages Using this Program

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

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>Brigid Patterson - BUS</td>
</tr>
</tbody>
</table>

Proposal Abstract/Summary:

Due to ongoing impacts of COVID-19, limited resources, and decreasing enrollment in the Evening MBA program, the need to transition to online content delivery while offering a more flexible schedule has become paramount to market demand. These factors have accelerated our transition timeline; we propose to suspend admissions into the Evening MBA beginning fall 2021.

We do not have the long-term capacity and bandwidth to recruit, teach, and operate at a high quality level across faculty and staff for the Evening MBA and Professional MBA Programs; these faculty and staff also teach and support in the Executive MBA Program. With the growing portfolio of specialized Masters programs in the Wisconsin School of Business, faculty and academic resources will continue to be stretched further.

Enrollments for the Evening MBA have continuously decreased due to shrinking market demand for the restrictive schedule of this program. Data has illustrated the need for a more flexible MBA option that meets the demands of students' professional and personal lives. Suspendng admissions to a program that has had declining student enrollment will enable us to reallocate resources to the Professional MBA program, which meets the educational needs of this population.

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

Fall 2021 (12/22)

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

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

Program State: Suspend Admissions Active
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 School/College: School of Business

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

No

Parent is in the Graduate School: Yes

SIS Code: EVMBA
SIS Description: Evening MBA
Transcript Title: Evening MBA
Named Options: EMBA: Executive MBA
EVMBA: Evening MBA

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

No

Is this a non-admitting named option for a master’s degree?

Suspension and Discontinuation

What is the date by which you will submit a plan to resolve the suspended status, if approved? Spring 2024

What is the last term that a student could declare this program? Fall 2020 [1212]

What is the timeline and advance communication plan?

There have been a number of official communications related to the new Professional MBA, including the following:
- Town hall meetings in January 2020 for current and/or prospective students
- June 8, 2020, news announcement on our website and shared with media
- Provided copy to the program office to include in Evening and Executive MBA program newsletters
- Sent an announcement email to Evening and Executive MBA audiences in early June.

Communications related to suspending admissions to the Evening MBA have included the following:
- After approval of the new Professional MBA program, we updated the Evening MBA web page to include information about the new program offering.
- In July 2020 we ended our email nurture campaign for former Evening MBA leads.
- Phone calls were made to students that deferred admissions into the Evening MBA program in Fall 2020 to discuss the Professional MBA program as their option for Fall 2021. The information was well received by this population.

Explain the precipitating circumstances or rationale for the proposal.

The market demand has decreased for the Evening MBA program. Despite increased inquiries...
for the program, enrollments for the Evening MBA have decreased 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.

The current structure of the Evening MBA program does not appeal to the market of potential applicants, who cannot commit to a three-year face-to-face program because their career advancement demands substantial travel and flexibility to remain geographically mobile.

Suspending admissions to the Evening MBA program will allow us to reallocate resources to a new program that is already receiving strong interest. At this point in time, we are only seeking to suspend admissions to the Evening MBA program (not suspend and discontinue), as this will allow us time to monitor enrollment in the new Professional MBA program. We want to ensure that the Professional MBA program is well-received by the target demographic. If enrollments in the Professional MBA increase as is expected, we would then look to discontinue the Evening MBA named option.

What is the potential impact on enrolled students?

The Evening MBA consists of three cohorts, in which students are scheduled to complete and graduate in May 2021, May 2022, and May 2023. Curricular and co-curricular activities will continue as planned through their graduation dates. There will be no impact to the course offerings or services provided to these students. Designated courses are scheduled with faculty through May of 2023, which coincides with the graduation date of the final cohort.

This program has a low rate of students that stop out. If a current student were to stop out from the program, their options for completion would be discussed with them at that time. If the student only needs to stop out for a semester (which is typically two courses), they would be allowed to take the Evening program course in the next offered rotation (through May 2023), could choose to take the needed coursework through the Full-Time MBA section offerings, or they could transfer a comparable course from another institution. If a current student needed to stop out for longer than a semester, they would be advised to seek readmission into the Professional MBA program when they are ready to return.

What is the potential impact on faculty and staff?

The faculty who teach in the Evening MBA program also teach in the Executive MBA program and will teach in the new Professional MBA Program. Some faculty also teach in programs outside of these three.

The staff who support the Evening MBA program also work with and support students in the Executive MBA program and the new Professional MBA program. They will continue to support and lead co-curricular programs for Evening MBA students through May 2023. Services and support will not be impacted; all areas will continue to support students accordingly. There will not be any staffing changes as a consequence of suspending admissions to the Evening MBA program.

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

In January of 2020 the WSB Master’s Curriculum Committee discussed suspension of the Evening MBA program. At that time, efforts were still focused towards finalizing the proposal for the new Professional MBA and no action was taken pertaining to suspending admissions into the Evening MBA.

Faculty has been consulted and have approved of this proposal. The Masters Curriculum Committee approved the proposal to suspend admissions on August 27th. The Wisconsin School of Business faculty governance approved on September 21st. The faculty who teach in the Evening MBA program have been informed about suspending the Evening MBA program. We will work closely with department chairs to ensure faculty course load is not negatively impacted.

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

In 2019 we held focus group sessions with current students. In January 2020, students participated in Town Hall meetings with the School and Program administrators to discuss these proposed changes. Student Advisory Board members, who are current Evening MBA students, took a survey related to MBA program options; this board was also consulted and informed throughout the process.
Current students in all three MBA programs – Evening, Executive, and Full-time – were informed throughout the process. Students were informed about the process if they chose to stop out of the Evening MBA program; they understand their options to complete their degree program.

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

Alumni from all three MBA programs – Evening, Executive, and Full-time – were informed throughout the process through email communication from School and Program administrators. The Dean's alumni board for the Wisconsin School of Business were also consulted and informed about this intended proposal. These communications specified the intention to suspend admissions into the Evening MBA program.

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

As a cohort program, we have a three-year schedule that ensures all courses and services are offered throughout students' time in the program. The schedule is established and faculty are appointed to teach these courses. The existing program staff will continue to provide support to these students through graduation in May 2023.

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

Courses are scheduled to be held at the Wisconsin School of Business for each cohort through May 2023. Students will continue progression in their current program. Program office staff will continue to provide student services support, career management coaching, and global learning support.

Due to the nature of the cohort format, the Evening MBA program does not have a high drop out rate. On average, one to three students per cohort may choose to stop-out during the three-year program. Because the program is part-time, these students will typically only fall two courses behind. This course load is manageable for a student to catch-up within three months of their cohort graduating. Students who express interest in stopping out of their program for an extended time period will be advised that they will be unable to return to the Evening MBA program and will be informed that they may transfer to the Professional MBA program.

Teach-out plan: B) For prospective students in the admissions pipeline, how are any commitments being met or needs to notify them that their program of interest will no longer be offered?

During the 2019-2020 admissions cycle, prospective applicants were made aware that the final cohort entering the Evening MBA program began in fall 2020. Starting September 2020, prospective students have been encouraged to apply to the Professional MBA program. We have amplified messaging to prospective applicants about the other Wisconsin MBA programs.

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?

This program has a very small population of stopped out students. We pulled data on students who began the Evening MBA program in Fall 2007 and later. From these cohorts, there are a total of 24 students that stopped out from the program and have not yet completed. The vast majority of these students had completed less than a year of coursework. Students who have stopped-out of the Evening MBA program will be advised to reapply for the Professional MBA program. If the stopped out student has completed two years of the Evening MBA program, they should expect 15 months of additional coursework when they return for the Professional MBA program. If the student has completed only one year of the Evening MBA program, they should expect an additional two years of coursework in the Professional MBA program.

If a stopped out student has minimal requirements remaining and a plan for completion (that aligns with the last term to earn the award) is mapped out and approved by the Assistant Dean of the Wisconsin Evening and Executive MBA Programs, this would be allowable.

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

If a student needs to stop out from the Evening MBA program, we will also allow them to take a comparable course requirement at a peer institution in order to meet the requirements of their program. If a student chooses this option, they would incur any tuition and fees for coursework taken outside of the Wisconsin School of Business. This option is an alternative to taking a relevant course at the Wisconsin School of Business. Career services will continue to be accessible for Evening MBA alumni.
Roles by Responsibility: List one person for each role in the drop down list. Use the green + to create additional boxes.

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
<th>Email</th>
<th>Phone</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Contact</td>
<td>Petty, Leslie</td>
<td><a href="mailto:lpetty@wisc.edu">lpetty@wisc.edu</a></td>
<td>6088902499</td>
<td>Asst</td>
</tr>
<tr>
<td>Primary Dean's Office</td>
<td>Siemsen, Enno</td>
<td><a href="mailto:esiemsen@wisc.edu">esiemsen@wisc.edu</a></td>
<td></td>
<td>Asso Mast</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**

AACSB International—The Association to Advance Collegiate Schools of Business


- 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?

**Diversity and Inclusion**

Describe how the proposed program curriculum and learning outcomes will advance inclusive excellence. Discuss specific components and requirements within the curriculum that offer students opportunities and learning activities to engage in diversity with respect to perspectives, theories, practices, and populations different from themselves. If clinical, practicum, or experiential learning experiences will be required, discuss how students will have access to diverse practice settings.

We are looking to suspend admissions into this program. The Diversity and Inclusion questions were thoughtfully answered within the proposal for our new Professional MBA named option.

Discuss how the proposed program will actively pursue an equity in student recruitment, access, retention, and degree completion. Describe specific strategies to identify diversified student population for programs that do direct admissions. Include evidence-based and effective practices. Provide examples of academic and student support be implemented to support student learning success and completion.

We are looking to suspend admissions into this program. The Diversity and Inclusion questions were thoughtfully answered within the proposal for our new Professional MBA named option.

Consider how the proposed program will ensure equity in recruiting and hiring of faculty, instructional/ staff, and staff who will oversee the program curriculum, professor development experiences, and research/scholarship where relevant.

We are looking to suspend admissions into this program. The Diversity and Inclusion questions were thoughtfully answered within the proposal for our new Professional MBA named option.

Note any plans or strategic initiatives at the university that are closely linked with the development of the proposed program. Note how efforts will align with the applicable accreditation standards that address diversity where relevant. To the extent that the response to questions related to diversity, equity, and inclusion are connected to the department, school/college or university, make those connections explicit where relevant.

We are looking to suspend admissions into this program. The Diversity and Inclusion questions were thoughtfully answered within the proposal for our new Professional MBA named option.
we are looking to suspend admissions into this program. the university and inclusion questions were thoughtfully answered within the proposal for our new Professional MBA named option.

Faculty and Staff Resources

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
Upload the 131 spreadsheet.

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

Select a tuition increment:
Evening MBA

What is the rationale for selecting this tuition increment?

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

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

Curriculum and Requirements

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

Parent Plan Admissions/How To Get In Requirements

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

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

Guide Admissions/How To Get In tab

Admission consideration for the MBA Program requires a four-year undergraduate degree or the equivalent, in any discipline, from an accredited institution. The School of minimum of two years of full-time work experience along with a strong undergraduate performance. In addition to academic credentials, GMAT scores, and work experience achievements, motivation, communication skills (written and oral), international exposure, and recommendation letters are considered in the admission process at both the doctoral levels.

Note: The Graduate Management Admission Test (GMAT), taken within five years of the starting term, is required of all applicants to the School of Business; the Graduate (GRE) may be an acceptable alternative on a case by case basis. All applicants whose native language is not English must submit scores from the Test of English as a Foreign (TOEFL), the Pearson Test of English (PTE), Intensive English as a Second Language (IELTS), or show the completion of an Interlink program. A minimum iBT TOEFL score of 1 obtained within two years of the intended start term, is required. International applicants who have completed a degree at an institution whose primary language of instruction may request a waiver of this requirement on the application.

How to Apply

Students interested in business degrees do not apply through the Graduate School application system and should instead refer either the Evening MBA admissions or the

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

6/11
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: May 14, 2020 2:40pm

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>44 credits</td>
</tr>
<tr>
<td>Minimum Residence Credit</td>
<td>22 credits</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>The Graduate School requires an average grade of B or better in all coursework (400 or above, not including research credits) taken as student unless conditions for probationary status require higher grades. Grades of Incomplete are considered to be unsatisfactory if removed during the next enrolled semester.</td>
</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

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 Business: General Management must select one of the following named options:

Business: General Management: Evening, MBA

Business: General Management: Executive, MBA

Guide Requirements tab

Approved Shared Content from /shared/graduate-minimum-degree-requirements-and-satisfactory-progress/
Last Approved: May 14, 2020 2:40pm

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 Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Face to Face</strong></td>
</tr>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

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

**Last Approved: May 14, 2020 2:40pm**

**Evening/Weekend:** These programs are offered in an evening and/or weekend format to accommodate working schedules. Enjoy the advantages of on-campus courses an 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 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 conv 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 complete 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 courses with minimal disruption to your career. For more information about the accelerated nature of a specific program, contact the program.

**CURRICULAR REQUIREMENTS**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>DETAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>48 credits</td>
</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>24 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework Requirement</td>
<td>Half of degree coursework (24 credits out of 48 total credits) must be completed graduate-level coursework; courses with the Graduation Coursework attribute are identified and searchable in the university's Course Guide (<a href="https://Registrar.wisc.edu/course-guide/">https://Registrar.wisc.edu/course-guide/</a>].</td>
</tr>
<tr>
<td>Overall Graduate GPA Requirement</td>
<td>3.00 GPA required</td>
</tr>
<tr>
<td>Other Grade Requirements</td>
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</tr>
<tr>
<td>Assessments and Examinations</td>
<td>None</td>
</tr>
<tr>
<td>Language Requirements</td>
<td>None</td>
</tr>
</tbody>
</table>

**Required COURSES**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 15700</td>
<td>Financial Accounting</td>
</tr>
<tr>
<td>RM/1710</td>
<td>Risk Management</td>
</tr>
<tr>
<td>GEN BUS 700</td>
<td>Managerial Communication</td>
</tr>
<tr>
<td>OTM 732</td>
<td>Economics for Managers</td>
</tr>
<tr>
<td>MHR 704</td>
<td>Managing Behavior in Organizations</td>
</tr>
<tr>
<td>GEN BUS 704</td>
<td>Data to Decisions</td>
</tr>
<tr>
<td>ACCT 15711</td>
<td>Strategic Cost Management</td>
</tr>
<tr>
<td>MARKETING 700</td>
<td>Marketing Management</td>
</tr>
<tr>
<td>FINANCE 700</td>
<td>Introduction to Financial Management</td>
</tr>
<tr>
<td>OTM 700</td>
<td>Operations Management</td>
</tr>
<tr>
<td>ELECTIVE: Advanced Finance, Advanced Marketing, or Healthcare Management</td>
<td></td>
</tr>
<tr>
<td>ELECTIVE: International Business/Global Learning Experience course</td>
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</tr>
<tr>
<td>ELECTIVE: Advanced Skills in Leadership, Management, and Key Functional Areas</td>
<td></td>
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<tr>
<td>MHR 628</td>
<td>Negotiations</td>
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<tr>
<td>MHR 723</td>
<td>Business Strategy</td>
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<tr>
<td>GEN BUS 301</td>
<td>Business Law</td>
</tr>
<tr>
<td>ELECTIVE: Advanced Finance, Advanced Marketing, or Healthcare Management</td>
<td></td>
</tr>
<tr>
<td>MANAGEMENT STRATEGY AND PLANNING course</td>
<td></td>
</tr>
</tbody>
</table>
Total credits required:
48

Parent Plan Graduate Policies

Students should refer to one of the named options for policy information:
Business: General Management: Evening, MBA
Business: General Management: Executive, MBA
Business: General Management: Professional, MBA

Guide Graduate Policies tab

Approved Shared Content from /shared/graduate-school-policies/
Last Approved: May 14, 2020 3:39pm

Graduate School Policies

The Graduate School’s Academic Policies and Procedures provide essential information regarding general university policies. Program authority to set degree policies beyo
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 of prior coursework are 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
No credits of prior coursework are 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 reses
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 mee
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 c
advisor. An advisor is a faculty member, or sometimes a committee, from the major department responsible for providing advice regarding graduate studies.

A committee often fulfills 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 co
work students completed prior to their absence for meeting program requirements; that coursework may not count toward Graduate School credit requirements.

grievances and appeals

Approved Shared Content from /shared/graduate-school-grievance-policy/
Last Approved: May 14, 2020 2:39pm

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
faculty and staff)
Employee Disability Resource Office (for qualified employees or applicants with disabilities to have equal employment opportunities)
Approved Shared Content from /shared/school-of-business-grievance-policy/
Last Approved: May 14, 2020 3:54pm

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

**Other**

Students in the following programs are not permitted to seek dual degrees. Students must plan to attend on the dates of the academic calendar for the respective year of:

- Students must take part in the required global learning experience (10 days). Merit scholarships are awarded at admission for the entirety of the academic program as long good academic standing. Veterans scholarships also available. Contact emba@bus.wisc.edu for details on merit veterans scholarships.

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**Program Learning Outcomes and Assessment**

**Parent Program**: 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.

Managing ambiguity: Demonstrate the ability to lead and operate effectively with uncertainty and conflicting directions in an unpredictable situation or environment.

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.

Transformational leadership: Demonstrate an understanding of leadership skills that empower, influence, motivate, and stimulate creative problem solutions and innovative ideas.

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.

---

**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 informational 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.

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

Department Approval: This proposal has been approved by the faculty at the department/academic unit level. The program faculty confirm that the unit has the capacity and resources (financial, physical, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program 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 WSB Master’s Curriculum Committee on 8/27/2020.
New Program Proposal

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

Name
Andrea Poehling - MED

Proposal Abstract/Summary:

The School of Medicine and Public Health is submitting a Program Proposal to create a 12-credit online Capstone Certificate in Clinical & Health Informatics (CC-CHI). The CC-CHI, like other clinical and health informatics programming, will be housed in the Institute for Clinical and Translational Research. The CC-CHI complements the existing Master of Science in Clinical & Health Informatics (MS-CHI) degree program.

The CC-CHI will provide students with an interdisciplinary approach to healthcare delivery and systems including population health, biomedical informatics, nursing, and healthcare operations management expertise. Upon completion of the CC-CHI, students will possess a solid foundation in healthcare decision-making using informatics methods to create innovative solutions or improve current practices in health policy, clinical practice, security, and biomedical and health information systems.

The CC-CHI will serve professionals for work in the healthcare industry through a fully online curriculum. The CC-CHI will be comprised of 12 credits, which will include online, collaborative course work for working professionals. Students will apply learning in a clinical or information technology-related work environment, optimally in a health care setting.

The CC-CHI will meet the growing demand for clinical and health informatics professionals who will contribute to the quality and delivery of healthcare. It may also act as an academic springboard, propelling students into additional health-related master’s programs (such as the MS-CHI) being offered by UW-Madison.

Basic Information

Program State: Active
Type of Program: Capstone Certificate (Special only)
Who is the: Special
The program will be governed by the home department/academic unit as specified. Will an additional coordinating or oversight committee be established for the program?

No

Is this in the Graduate School? Yes

SIS Code:

SIS Description:

Transcript Title: Capstone Certificate in Clinical and Health Informatics

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>Brasier, Allan</td>
<td><a href="mailto:abrazier@wisc.edu">abrazier@wisc.edu</a></td>
<td>608/263-7371</td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Burnside, Elizabeth</td>
<td><a href="mailto:eburnside@wisc.edu">eburnside@wisc.edu</a></td>
<td>608/265-4099</td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Champeau, Jack</td>
<td><a href="mailto:jdchampeau@wisc.edu">jdchampeau@wisc.edu</a></td>
<td>608/224-6231</td>
</tr>
<tr>
<td>Primary Dean's Office Contact</td>
<td>Poehling, Andrea</td>
<td><a href="mailto:adpoehli@wisc.edu">adpoehli@wisc.edu</a></td>
<td>608/262-2628</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>Biostatistics and Medical Info (B M I)</td>
</tr>
<tr>
<td>School of Nursing (NURSING)</td>
</tr>
<tr>
<td>Population Health Sciences (POP HLTH)</td>
</tr>
<tr>
<td>School of Business (BUSINESS)</td>
</tr>
</tbody>
</table>

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

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

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

Mode of Delivery: Distance Education (100% online)

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

There are no lab courses required for this 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

Will this program have outside accreditation? Yes

Guide Accreditation tab

Commission on Accreditation for Health Informatics and Information Management Education
https://www.cahim.org/accreditation/health-informatics/initial-accreditation/

Certificate courses are CAHIIM focused for degree accreditation as part of the program's stackable courses and credentialing for working adults.
Will graduates of this program seek licensure or certification after graduation? No

First term of student enrollment: Summer 2021 (1216)

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.

A cross-campus curriculum planning committee has met on an ongoing basis since Spring 2018 to plan for CHI programming. The MS-CHI degree program enrolled its first cohort of students in Fall 2020. Twenty-four students began coursework, with a combined 120 credit hours of enrollment.

An Academic Program Director provides overall leadership/managerial responsibility to assure CHI programs align with UW-Madison, SMPH, and ICTR missions and to ensure program advancement/endorsement.

We will begin marketing the CC-CHI program in consultation with the Division of Continuing Studies as soon as permitted. Recruitment efforts will include virtual events (e.g. webinars) and events with industry partners.

We will continue to keep all campus stakeholders informed of the marketing and recruitment strategies as we work with the Professional Degrees and Certificates team on a national recruitment campaign based in digital messaging and networking.

Instructors are supported by an instructional designer when their course is first taught to ensure that technical and pedagogical support is ongoing for all faculty instructors.

In Spring 2021, we will begin working on the accreditation of the MS-CHI program with outside stakeholders. We expect to form our Accreditation Council in the spring of 2023 to review our program data and to apply for Commission on Accreditation for Health Informatics and Information Management (CAHIIM) accreditation.

Rationale and Justifications

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

The CC-CHI program will serve professionals to work in the healthcare industry through a fully online curriculum. Courses are stackable into the MS-CHI program and are therefore CAHIIM focused for degree accreditation and credentialing for working adults.

The CC-CHI program collaborators include the School of Medicine and Public Health, School of Nursing, and Wisconsin School of Business. This interdisciplinary approach is essential to providing the expertise from population health, biomedical informatics, nursing, and healthcare operations management, needed to provide clinicians, nurses, researchers, administrators and health information technologists the tools and methods to assess the effect of health innovations on policy, clinical practice, security, and biomedical and health information systems.

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

The CC-CHI will serve an audience outside of the traditional school structure, offering all courses online and providing the flexibility of completing the program on a part or full-time basis. Prospective students may include health care and information technology professionals with a strong interest and/or background in health care informatics, data analytics, clinical care or research, and health information technology. Trends in academic programs for non-traditional students at University of Wisconsin-Madison demonstrate the demand for degree-granting programs for this student population with continual increases in the number of programs, enrollment, and student credit hours from 2009-2018. Similarly, distance education course enrollments for graduate and clinical degrees increased by 46.6% over the same period.
Market research conducted by the Division of Continuing Studies (DCS) determined that there was a strong demand for online professional and degree programs in the field of clinical and health informatics. The fact that the program will prioritize CAHIIM accreditation will be a significant differentiator among similar programs. DCS also determined that given the labor demand for individuals with advanced training in clinical and health informatics students are willing to pay the $1600 per credit for this program and prefer the flexibility of an online modality while working and attending to the program as a part-time student.

We have also had several healthcare providers indicate the desire to acquire additional training/certification in clinical and health informatics, though a master’s degree is beyond the scope of desired programming. The CC-CHI will provide an alternative program to better prepare healthcare providers to meet applicable advanced certification requirements.

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

The 2017 Leadership and Workforce study conducted by the research arm of the Healthcare Information and Management Systems Society (HIMSS) found that 61% of healthcare organizations and vendors are expecting to increase hiring in the upcoming few years. Epic, a Wisconsin-based company, now works with over 50 IT vendors seeking health informatics specialists in over 20 states. In Wisconsin alone that year, more than 900 job postings were looking for people with 3-5 years of clinical experience and advanced training in a data field.

Additionally, informational technology and healthcare clinical informatics is a growing field with more than 900 job postings in Wisconsin alone looking for a person with 3 to 5 years of clinical experience and advanced training in data analytics. According to the Department of Labor and Bureau of Labor Statistics, healthcare will produce more new IT jobs through 2020 than any other industry, with a projected increase of 21%. Because of these growing trends and opportunities in healthcare and informatics, many major universities are creating program offerings and certificates. The University of Illinois at Chicago has recently created a Master of Science in Health Informatics and a Post-Master's Certificate in Health Informatics. Other institutions with health informatics programming include University of Cincinnati, Northwestern University-Feinberg School of Medicine, Johns Hopkins University, University of Texas, and the University of Washington School of Nursing and School of Medicine.

Expertise in clinical and health informatics is also required in the top tier of job openings that involve electronic health record analysis, database design and clinical operational management, health modeling, and health care data security. AMIA reports that the average salary among all its members is $181,174. The market demand according to the Educational Advisory Board Report on Health Professions saw a national demand of over 35,000 job postings in 2016 asking for the informatics skills. Moreover, healthcare has even greater data integration, system interoperability, and reporting needs than ever before and healthcare clinical informatics skills are required to demonstrate outcomes for Medicare reimbursement and reform. The demand for these skills is driving new online programming across the country. UW-Madison is poised to become a leader in this space. Within the integrated School of Medicine and Public Health, ICTR is the home to the Clinical and Health Informatics Institute (CHII), which is designed to foster applied clinical health informatics activities. ICTR provides links to the Schools of Nursing, Veterinary Medicine, and Pharmacy, the College of Engineering and Department of Biostatistics and Medical Informatics. ICTR is also home to the Master of Science in Clinical and Health Informatics.

The timing is right as health care employers are actively seeking analytics in informaticists with a 37% increase in informatics jobs stipulating data analytics skills from 2013-2016. The overall projected growth in the healthcare analytics market from 2015-2020 is over 11 billion with four out five hospital systems citing value-base care as a key analytical driver. The need for data skills are increasingly becoming a necessity in the healthcare industry. Locally, there are several potential employers for program graduates, including Deloitte, General Electric, VitalTechSolutions, UW Health, Exact Sciences, SSM Health and Epic. Recent job titles for careers in clinical health informatics include Medical Informatics Project Directors, Researchers, Systems Analysts, Clinical Informatics Directors, Specialists, Coordinators, and Analysts.

Conversations between Epic staff and CHI development team members indicated that there was interest in the online capstone certificate. Epic staff suggested the program would be a good fit for employees that need to work in a clinical setting, leadership teams that use health informatics for decision-making, and technical service teams that provide customer support.
Where medical and population health research already have a strong record to inform best practices in the clinical setting, developing and offering a CC-HI will meet the growing demand for clinical and health informatics professionals who will contribute to the quality and delivery of healthcare.

What gap in the program array is it intended to fill?
There are a few programs offered at UW-Madison and within the University of Wisconsin system that offer related content but do not have a CAHIIM accredited, online program for adult learners. Several aspects of the CHI program differentiate it from related programs.

Within the University of Wisconsin-Madison, the SMPH offers an MS in Biomedical Data Science. This program prepares graduates to understand key concepts and methodologies from computer sciences and statistics to contribute to the solutions central to computational problems in biomedicine. This program is face-to-face and is for students interested in data structures and algorithms with a strong aptitude for math and computer science. The program is research- and thesis-based and designed for students interested in building algorithms and simulations for population health research, statistical genetics, and biomedical informatics.

Additionally, the MS in Statistics named option in Biostatistics at UW-Madison serves students who work in the theory, methodology, and application of statistics. This program focuses primarily on the statistics of biomedical sciences and differs from informatics in that is focused on the computation and mathematical application of how to design experiments and survey samples in the biomedical field.

Informatics, in contrast to biomedical data science and statistics, is focused on the interaction between humans and information. Informatics, as a field, is a branch of information engineering and is about information systems and how they interface with organizations, technologies, and systems and includes statistics as a subfield. However, informatics is much more inclusive to the study of the social aspects of how information technologies are applied in the healthcare space.

A strategic priority for the CHI program is accreditation from CAHIIM, which incorporates the American Medical Informatics Association (AMIA) accreditation standards for advanced degree programs in health informatics. In addition, all courses are offered online for working healthcare professionals and are focused primarily on the application and applied tools used in a clinical or healthcare setting. CHI works with the applied skills needed to translate data science into workable processes at the healthcare system level.

Diversity and Inclusion

Describe how the proposed program curriculum and learning outcomes will advance inclusive excellence. Discuss specific components and requirements within the curriculum to offer students opportunities and learning activities to engage in diversity with respect to perspectives, theories, practices, and populations different from themselves. If required, describe how students will have access to diverse practice settings.

There is a natural fit for our university to champion Clinical & Health Informatics. The "Wisconsin Idea" is based in how a UW education should influence and improve people's lives beyond the university setting - in providing information, exercising technical skill, doing research, and solving problems to improve health and quality of life for all citizens. Our MS-CHI degree program connects five UW-Madison colleges/schools to offer interdisciplinary curriculum based on American Medical Informatics Association (AMIA) Core Competencies for CAHIIM Accreditation. This is a key differentiator for us - as it leverages key expertise across a diverse array of disciplines to address AMIA's 10 competencies. Our proposed Capstone Certificate in Clinical & Health Informatics includes 8 of these as learning outcomes. In our program's applied coursework, students will be placed in projects that will allow for inclusion to environments they are not familiar with or must explore for the first time, and not facets or settings to which they already self-identify. This harmonizing of perspectives from other environments will facilitate exposure to new populations and issues that help encompass the evolving work of clinical & health informatics. This focus on equity and excellence presents a remarkable opportunity for training professionals in solving healthcare problems using a broad scope of diverse, real-world data to promote advocacy.

Discuss how the proposed program will actively pursue an equity in student recruitment, access, retention, and degree completion. Describe specific strategies to identify...
diversified student population for programs that do direct admissions. Include evidence-based and effective practices. Provide examples of academic and student support be implemented to support student learning success and completion.

Our Clinical & Health Informatics graduate programming is designed for working professionals who want to apply their learning. We offer a project-based, interdisciplinary curriculum that connects experts across fields to combine insights, data skills, and clinical care. To ensure that a diverse audience is attracted to the program, we work with the Division of Continuing Studies to focus specific parts of our marketing and recruitment to a broad spectrum of audiences. This includes geotargeting of minority groups in health care and IT to promote, visit, and connect about program opportunities. One specific recruitment focus for the CC-CHI is finding professionals looking to transition into Clinical & Health Informatics. This may mean a younger, less experienced audience or professionals who have not found the opportunity to gain experience in their current career work. To reinforce these efforts, we are establishing inclusive scholarship opportunities for underrepresented populations that will help us increase equity and diversity in our student population and more broadly the Clinical & Health Informatics workforce. We will connect this student base with professional networks that strengthen their professional identity and support their individual differences.

Consider how the proposed program will ensure equity in recruiting and hiring of faculty, instructional staff, and staff who will oversee the program curriculum, professor development experiences, and research/scholarship where relevant.

With the MS-CHI recently approved and started, and the CC-CHI a related part of that degree program, the staffing has already been established. As needs grow and workforce expands, intentional effort will be made to staff program support in ways that reflect not only the student base we are attracting, but also the students we hope to attract. To help with this, profiles of professionals working in Clinical & Health Informatics will be showcased in promotional efforts. Use of these materials is not only useful in recruitment of students, but also engagement of prospective employees who also are part of minority groups in health care or IT.

Note any plans or strategic initiatives at the university that are closely linked with the development of the proposed program. Note how efforts will align with the appropriate applicable accreditation standards that address diversity where relevant. To the extent that the response to questions related to diversity, equity, and inclusion are connected to the department, school/college or university, make those connections explicit where relevant.

This program benefits from its foundation in UW-Madison’s Institute for Clinical and Translational Research. As a Healthcare Information and Management Systems Society (HIMSS) Approved Education Partner, ICTR bridges millions of dollars of research to practice in teams such as the Center for Aging Research and Education (CARE) Network, the Collaborative Center for Health Equity and its Advancing Health Equity and Diversity (AHEAD) Pilot Program. Diversity is key to the SMH mission in how it meets health needs “through excellence in education, research, patient care, and service” by nurturing “a culture of inclusion and respect” among patients, staff, students and communities.

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Faculty and Staff Resources

List the core program faculty and staff with title and department 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>Pinekenstein, Barbara</td>
<td>School of Nursing (NURSING)</td>
<td>DNP, RN-BC, FAAN, Clinical Professor, Richard Professor in Health Care Leadership</td>
</tr>
<tr>
<td>Batt, Bob</td>
<td>School of Business (BUSINESS)</td>
<td>MBA, PhD, Associate Professor, Operations and Management</td>
</tr>
<tr>
<td>Burnsdie, Elizabeth</td>
<td>Radiology (RADIOLOGY)</td>
<td>MD, MPH, MS, Professor, Radiology, Associate Science and Interdisciplinary Research, Deputy Director for the Institute for Clinical and Translational Research</td>
</tr>
<tr>
<td>Craven, Mark</td>
<td>Biomedical Engineering (BIOMED EGR)</td>
<td>PhD, Professor, Biostatistics and Medical Informatics</td>
</tr>
<tr>
<td>Durkin, Maureen</td>
<td>Population Health Sciences (POP HLTH)</td>
<td>PhD, Professor, Chair, Population Health Sciences</td>
</tr>
</tbody>
</table>

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

Jack Champeau, MS, serves as full-time Academic Program Director overseeing the CHI programming and Rachel Sauer, MS, serves as Student Services and Program Coordinator to support the application process and advise students as they are enrolled in the program.
All faculty will be supported to teach online through the Teach Online@UW program and through individual buyout and support from instructional designers.

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>Burnside, Elizabeth</td>
<td>Clinical &amp; Translational Rsch (ICTR)</td>
<td>MD, MPH, MS Professor, Radiology, Assoc Science and Interdisciplinary Research, Dep Director for the Institute for Clinical and Trans Research</td>
</tr>
<tr>
<td>Pinekenstein, Barbara</td>
<td>School of Nursing (NURSING)</td>
<td>DNP, RN-BC, FAAN, Clinical Professor, Richard Professor in Health Care Leadership</td>
</tr>
<tr>
<td>Siemsen, Enno</td>
<td>School of Business (BUSINESS)</td>
<td>Associate Dean MBA and Masters Programs Business</td>
</tr>
<tr>
<td>Newton, Michael</td>
<td>Biostatistics and Medical Info (BM I)</td>
<td>PhD, Professor, Chair, Department of Biostat Medical Informatics</td>
</tr>
<tr>
<td>Durkin, Maureen</td>
<td>Population Health Sciences [POP HLTH]</td>
<td>PhD, Professor, Chair, Population Health Scie</td>
</tr>
</tbody>
</table>

Describe how student services and advising will be supported.

The Academic Program Director and Student Services and Program Coordinator will be the first line of contact for students. Additional student service coordinators will be added as the program grows, along with integration with existing ICTR service functions. Faculty members of the steering committee will be the primary responsible members of the academic advising team for this program. This team will also provide support to the program director for the planning of professional development, career planning and employer relations.

The Division of Continuing Studies Integrated Marketing & Communications team (IMC) and the program’s steering committee will work together with program staff on recruitment and admissions procedures. Once a student is admitted, program staff will work closely to support the CHI students. Program staff will lead admissions operations; ensure compliance with policies and procedures; provide student services, including provide academic guidance and career/leadership development; manage employer relations; and provide data reporting and rankings management.

Programmatic services, including connections to web and Guide information and the Registrar’s Office, will be the responsibility of program staff. Professional development opportunities will be primarily provided through online webinars and career exploration examples in an online Community of Practice.

An online Community of Practice will provide program resources, support, peer to peer sharing, and goal setting strategies for career success. The Community of Practice will offer an inclusive, virtual environment where students from diverse backgrounds will interact and build a community of learners around common academic and professional interests. These can be shared openly with all students enrolled in the program. Webinars targeting stress, work-life balance, career exploration, and effective time management and organization will be shared along with UW resources that can support and guide professional development. All students will have a faculty mentor in the program to guide and support individualized needs and goals.

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

Resources, Budget, and Finance

Is this a revenue program? Yes

Upload the 131 spreadsheet.

ICTR Clinic HLth
Informatics Cap Cert
Pre-CHIP-131 Budget-Sent 2020-revised

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
What is the tuition structure for this program?

Online/Distance per-credit tuition

Select a tuition increment:

$1,600/credit

What is the rationale for selecting this tuition increment?

Based on a competitive market study completed by the Division of Continuing Studies, this market-based tuition is in line with other institutions hosting similar programs at peer universities. The labor demand also suggests that students are willing to pay for this program and prefer the flexibility of an online modality while working and attending to the advanced programming as a part-time student.

Will segregated fees be charged?

No

Provide a summary business plan.

Enrollment will begin with approximately 11 students in Summer 2021 and increase with additional cohorts of 30 students per year (+/- 10 per term). The program will also request an online per credit tuition tier based on the competitive space for this discipline, and in alignment with the MS-ChI program. This program is expected to be self-funded through tuition revenue within 2 years of implementation.

Funding for program development is supported by ICTR, the Division of Continuing Studies, and central campus. The program has MOUs stating that participating departments are fully aware of their role in providing courses, having faculty trained in online teaching and the budget resource are prepared to support faculty buy-out and teaching in participating departments. The DCS Recruitment Team will create and implement program-specific recruiting plans and support development of websites and other communication materials.

Provide an overview of plans for funding the program including but not limited to program administration, instructional/curricular delivery, technology needs and program Tuition revenue will be gathered centrally at the School of Medicine and Public Health where it will be redistributed to the program partners and used directly for program administrative support.

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

With respect to excess program revenue, the ICTR steering committee will direct allocation among the program partners, and/or invest back into the program, and/or hold in a contingency fund for future needs. Potential partner uses for the revenue include support for additional faculty lines, professional development, and pilot funding for grants.

Program administration will be housed in ICTR. Tuition revenue will directly support relevant staff including the administrative program director, the student services coordinator, career services staff and administrative support. Other direct expenses are marketing and recruitment.

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

Regarding course capacity, the program has spoken with the four partner departments/schools and they will flex their $600/student/credit from the sub-agreements to open a second section when necessary. The ChI program will also differentiate its enrollment strategies so that when degree students are part-time, the program may suggest they enroll in a less-enrolled, non-certificate course. As a multidisciplinary program, there is some overlap of curriculum and no previous program course pre-requisites (except Capstone/Summative), so there is some freedom for students to take what they want when they want to in the degree program.

What is the marketing plan?

We will begin marketing the CC-ChI program for Summer 2021 admission in consultation with the Division of Continuing Studies (DCS) as soon as permitted. Marketing efforts will be led by the Division of Continuing Studies Integrated Marketing & Communications (IMC) team. IMC will develop a comprehensive learner-centric marketing strategy to build awareness of the program and generate leads.

https://next-guide.wisc.edu/courseleaf/
Specific digital marketing efforts employed will likely include paid search (Google AdWords), paid social (Instagram, Snapchat) and digital display web banners. Email marketing will also be utilized by targeting specific clinical health professionals and alumni as well as targeted paid lists such as GRE (Graduate Record Exam), GMAT (Graduate Management Admission Test), hospitals, and local industry. Dedicated landing page(s) will be built using lead conversion best practices.

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 ICTR has received funding from the Division of Continuing Studies and campus to support this overall project. CC-CHI promotion is in coordination with MS-CHI degree efforts. New startup funding is not required.

Are new Library resources needed to support this program? No

Will you be seeking federal financial aid eligibility for this Capstone program? No

**Curriculum and Requirements**

**Guide Admissions/How to Get In tab**

**Admission Process** - Capstone Certificate students are admitted as University Special students by Adult Career and Special Student Services (ACSSS): [http://continuingstudies.wisc.edu/advising/apply.htm](http://continuingstudies.wisc.edu/advising/apply.htm). An application is received and processed by ACSSS with final decision held for approval by the Clinical & Health Info Director.

Applicants must meet the minimum requirements for admission to Graduate Programs & Services at the University of Wisconsin–Madison ([https://grad.wisc.edu/apply](https://grad.wisc.edu/apply)), as well as the following program requirements:

1. **Letters of Recommendation** - must address applicant's professional capacity
2. **Personal Statement** - describing the role of the Capstone Certificate in the applicant's professional goals. If there is no previous academic or career experience in health, in technology, or similar fields, the statement must provide a plan for how program knowledge will be applied professionally.

**Application Deadlines**

**Spring Term**
- Round 1: November 15th
- Round 2: January 1st

**Summer Term:** May 1st

**Fall Term**
- Round 1: July 1st
- Round 2: August 15th

Describe plans for recruiting students to this program.

Working in concert with the Division of Continuing Studies, we plan to:

- Create pop-up events and lunch and learn at targeted universities and businesses (in this case, UW-Madison is the only visiting institution, so this would be a more intimate event with a presentation)
- Host a series of events virtually and on campus targeting UW-Madison students in healthcare (Undergraduate future professionals for a long strategy recruitment) and professionals working in healthcare within the community at evening events. (examples might include: tips for your application, online learning degree, meeting faculty and having a chance to see career outlook).
- Work with CHI program staff to host booths at targeted conferences and career fairs to reach working professionals
- Call all leads within 24 hours of RFI (request for information) form submission including video conferencing as requested to answer questions.
- One to one email and texting with prospective students to answer questions and connect to program staff as appropriate
- Develop automated campaigns to move prospective students from:
  1. being interested and wanting to learn more to
  2. starting the application to
  3. finally completing the application
- Develop automated yield campaigns and strategies to get accepted students to enroll
- Coordinate many of the above marketing activities in conjunction with partner departments (e.g., partners take program brochures to conferences they attend)

Given health and safety concerns at program launch, strategies will alter to virtual presentation whenever appropriate.

[https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver]
Describe plans for supporting enrollments that are much higher or much lower than the anticipated enrollment.

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

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

Are international students permitted to enroll in this program?

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

Guide Requirements tab

**Minimum Residence Credits**: 12

Students must earn credits at UW-Madison while admitted to the CC-CHI program.

**Overall Graduate GPA**: 3.00

Students must earn a C or above on all CC-CHI coursework. Please note that students must earn a B or above in each course stacked into the MS-CHI degree program.

Only courses used for CC-CHI completion count toward overall GPA calculation.

Courses taken pass/fail will not count toward completion of requirements.

**Required Coursework**: 12 credits

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>B M I 573</td>
<td><strong>Course B M I 573 Not Found</strong></td>
</tr>
<tr>
<td>NURSING 772</td>
<td>Leadership and Organizational Decision-Making in Health Care</td>
</tr>
<tr>
<td>OTM 753</td>
<td>Healthcare Operations Management</td>
</tr>
<tr>
<td>POP HLTH 795</td>
<td>Principles of Population Health Sciences 1</td>
</tr>
</tbody>
</table>

**POP HLTH 795** Principles of Population Health Sciences must be taken for 3 credits to fulfill the requirement for the Clinical and Health Informatics Capstone Certificate

Total credits required:

12

Semesters to completion:

2-4

Guide Graduate Policies tab

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**Program Learning Outcomes and Assessment**

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https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver 10/16
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 Health: Describe and explain background knowledge of the history, goals, methods and challenges of the major health sciences, including human biology, genomics, clinical and translational science, healthcare delivery, personal health and population health.</td>
</tr>
<tr>
<td>2 Information Science and Technology: Demonstrate background knowledge of concepts, terminology, methods and tools of information science and technology for managing and analyzing data, information and knowledge.</td>
</tr>
<tr>
<td>3 Social and Behavioral Science: Evaluate the effects of social, behavioral, legal, psychological, management, cognitive, and economic theories, methods, and models applicable to health informatics from multiple levels including individual, social group, and society.</td>
</tr>
<tr>
<td>4 Health Information Science and Technology: Determine concepts and recognize tools for managing and analyzing biomedical and health data, information, and knowledge. Key foci include systems design and development, standards, integration, interoperability, and protection of biomedical and health information.</td>
</tr>
<tr>
<td>5 Human Factors and Socio-technical Systems: Apply social behavioral theories and human factors engineering to better understand the interaction between users and information technologies within the organizational, social, and physical contexts of their lives, and apply this understanding in information system design.</td>
</tr>
<tr>
<td>6 Social and Behavioral Aspects of Health: Evaluate and apply social determinants of health and patient-generated data to analyze problems arising from health or disease, to recognize the implications of these problems on daily activities, and to recognize and/or develop practical solutions to managing these problems.</td>
</tr>
<tr>
<td>7 Social, Behavioral, and Information Science and Technology Applied to Health: Appraise the diverse foundation concepts and facets to develop integrative approaches to the design, implementation, and evaluation of health informatics solutions.</td>
</tr>
<tr>
<td>8 Professionalism: Demonstrate conduct that reflects the aims or qualities that characterize a professional person encompassing especially a defined body of knowledge and skills and their lifelong maintenance as well as adherence to an ethical code.</td>
</tr>
<tr>
<td>9 Inter-professional Collaborative Practice: Exhibit behavior that reflects the foundations of values/ethics, roles/responsibilities, inter-professional communication practices, and inter-professional teamwork for team-based practice.</td>
</tr>
<tr>
<td>10 Leadership: Demonstrate the following characteristics: credibility, honest, competence, ability to inspire, and ability to formulate and communicate a vision.</td>
</tr>
</tbody>
</table>

When learning outcomes are changed, a new assessment plan must be uploaded.

Summarize the assessment plan.

Direct evidence is provided primarily by student work product and process, and is supported by post-program student outcomes, including attainment of career objectives.

The Division of Continuing Studies (DCS) distributes pre- and post-program surveys on behalf of all non-pooled, 131 programs to support program level indirect assessment requirements. These surveys meet the university indirect assessment requirements as they:
1) identify which learning outcomes were assessed,
2) outline what data was collected and how, and
3) summarize key findings and recommendations.

DCS compiles the survey information into various reports that programs can use for longitudinal review.

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

During the implementation phase, the program will also carefully monitor student access to courses to ensure growth of course capacity to fully meet student demand, and student engagement and success to inform program, course and instructional design.
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 courses are made, the substituted course should be formally added to the curriculum through governance for inclusion in the curriculum the following academic year.
Yes

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

All of the Capstone certificate credits must be earned “in residence” (which includes on campus and distance-delivered courses) at UW-Madison while enrolled in the Cap program. Because a Capstone certificate is comprised of just a few courses, it is not appropriate for students who already have completed the same or similar coursework or another institution.
Yes

Students must earn a minimum grade of C on all attempted Capstone certificate coursework.
Yes

The program faculty/staff will ensure the program is encoded into DARS and will work with the Registrar’s Office DARS liaison to keep approved revisions to the curriculum.
Yes

All students will be declared into the appropriate plan code in SIS via either an admission process or e-declaration. If the student does not have the plan code on their student is not considered to be in the program.
Yes

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

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

Degree-seeking students may not be concurrently enrolled in a Capstone certificate program.
Yes

Students enrolled in Capstone certificate programs are NOT eligible for teaching assistant (TA), research assistant (RA), project assistant (PA) nor graduate fellowship support. The program policy for Capstone certificate students in the recommendation of admission letter, program website, program handbook, and program orientation.
Yes

To be eligible for admission to a Capstone program, a student must hold an earned bachelor’s degree or equivalent credential from an accredited college or university.
Yes

Supporting Information

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

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
If those supporting the proposal provided a letter or email of support upload here. A letter is NOT required. Upload any other explanatory information about support from other UW-Madison units.

Additional Information:

**Approvals**

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

Enter any notes about approval here:

Entered by: Andrea Poehling for Sally Wedde  
Date entered: 8/14/20

**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 (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining academic information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.

Enter any notes about approval here:

Entered by and date:  
Date entered:

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

Enter any notes about the approval here:

Entered by:  
Date entered:

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

Enter any notes about approval here:

Entered by:  
Date entered:

**For Administrative Use**

Admin Notes:

Guide URL:

SIS effective date:

Guide publish date/type

[CHI Capstone Certificate notice.pdf](#)  
[CHI Program LOS-WI School of Business.pdf](#)  
[CHI Program LOS-Pop Health.pdf](#)  
[CHI Program LOS-BMI.pdf](#)  
[CHI Program LOS-School of Nursing.pdf](#)
Andrea Poehling (adpoeh81) [07/31/20 11:27 am]: Rollback: See 7/31/20 email for requested revisions.

Sharon Sumner (slsumner) [09/16/20 5:56 pm]: Upon receipt of LUMEN FYI email, contacted Andrea Poehling and Jack Champeau via email requesting clarification of GUIDE Requirements tab items and standard Capstone Certificate commitments in order to plan for DARS Encoding.

Andrea Poehling (adpoeh81) [09/22/20 4:53 pm]: Requesting time on the following agenda:
- GFEC, 10/9 UAPC, 10/15 Presenters will be: Jim Keck, SMH Associate Dean for Basic Research Training
- Richard Bruce, Academic Co-Director—Clinical and Health Informatics Programs, Institute for Clinical and Translational Research
- Also attending will be Andrea Poehling, SMHS Policy and Planning Analyst, and Jack Champeau, Administrative Program Director, Clinical and Health Informatics Programs, Institute for Clinical and Translational Research

Karen Mittelstadt (mittlestadt) [09/24/20 1:37 pm]: Rollback: APIR Rollback: Please add School/College Approval information in the Approvals section. Thank you!

Karen Mittelstadt (mittlestadt) [09/25/20 10:17 am]: Sumner/RO-DARS raised inquiry re. Guide Requirements section. Mittelstadt/APIR will arrange a mtg to include Mittelstadt, Sumner, Poehling, and Champeau to discuss/resolve. Mittelstadt will advance proposal in the meantime, with revisions to be made prior to governance review.

Karen Mittelstadt (mittlestadt) [09/29/20 11:40 am]: Per discussion with Sumner (RO), Poehling (SMPH), and Champeau (CHI), Mittelstadt (APIR) revised Requirements section on
9/29/20 to explicitly state assertions made in the Commitments section of the Lumen programs form.
May 20, 2020

TO: Lesley Bartlett, Faculty Director, IRIS  
    Csanád Siklós, Assistant Director for Students and Curriculum, IRIS

FROM: Eric M. Wilcots, Interim Dean

RE: Completion of L&S Portion of Program Reviews for
    • MA – Southeast Asian Studies
    • MA-Russian, East European and Central Asian Studies
    • Certificate in African Studies at the Graduate Level
    • Certificate in Russian, East European and Central Asian Studies
    • African Studies PhD Minor
    • Russian, East European and Central Asian Studies PhD Minor

CC: Jenna Alsteen, Assistant Dean, Graduate School  
    Michael Cullinane, Associate Director, Center for Southeast Asian Studies  
    Greg Downey, Associate Dean for Social Science, L&S  
    Rick Keller, Associate Dean, International Division  
    Nancy Kendall, Director, African Studies Program  
    Elaine Klein, Assistant Dean for Academic Planning, L&S  
    Jocelyn Milner, Vice Provost and Director, Academic Planning and Institutional Research  
    Karen Mittelstadt, Academic Planner, Academic Planning and Institutional Research  
    Parmesh Ramanathan, Associate Dean, Graduate School  
    Guido Podesta, Dean, International Division  
    Jennifer Tishler, Associate Director, CREECA  
    Susan Zaeske, Associate Dean for the Arts and Humanities, L&S

On April 7, 2020, the L&S Academic Planning Council, together with guests from the International Division and Institute for Regional and International Studies (IRIS), discussed materials submitted for purposes of review for the graduate programs listed above. These are among several L&S programs administered via an academic partnership with the International Division, where UW-Madison’s Title VI National Resource Centers are housed.

You may recall that L&S and the Graduate School are the college and school through which International Division graduate degrees are awarded; for sake of efficiency and oversight, IRIS performs the functions normally performed by a department with respect to academic operations in TID. L&S directed IRIS to conduct reviews (mandated at the time of restructuring)
of all programs housed in the centers. This led to changes in the program array (two low award graduate certificates were discontinued), completion of reviews for all undergraduate certificate programs, as well as for some graduate programs (Latin American, Caribbean, and Iberian Studies). This memo covers the remaining graduate program reviews.

The African Studies Program, the Center for Russian, East European, and Central Asian Studies, and the Center for Southeast Asian Studies prepared self-studies that were submitted to IRIS, which convened a faculty review committee. That committee reviewed materials, met with Associate Dean Keller, interviewed program representatives (Directors and Associate Directors, associated faculty and staff, and students), and discussed the outcomes of these conversations in order to evaluate each degree’s quality, productivity, service to students, and viability for the future. This work culminated in the attached report. The report and self studies have been discussed by IRIS and by the L&S APC.

Finally, because some of the programs under consideration are at or near the threshold for concern about the low number of awards they produce, the L&S APC was reminded of that policy and encouraged to consider whether this is an issue for these programs.

In the discussion with the L&S APC, Professor Bartlett noted the strength of the programs, citing in particular their success in competing for Federal funding. These funds and the expertise they reward benefits many departments, students, and disciplines in L&S and across campus.

Members spent some time discussing the relative low enrollment, since justifications to continue must accompany reviews of low award programs. The centers have ideas for increasing student enrollments, some of which have already been effective. Members agreed that the administrative costs of the programs are relatively low, and many L&S departments benefit from strong programs in these areas, and from a strong IRIS division, in particular via Title VI programs and funding. Members recommended exploring consolidation of PhD minors and graduate certificates, to only administer graduate certificates.

Although programs were not discussed individually, we share the following observations extracted from the report and self-studies.

**African Studies**

- Certificate in African Studies at the Graduate Level (low award program)
- African Studies PhD Minor

Program requirements and learning outcomes have been updated since the last review and were found by the review committee to be appropriate. The programs have slightly different requirements that lead to a set of learning outcomes common to other IRIS certificate and minor programs (thus supporting the goals of advanced level regional studies); these are meant to be pursued within the focused context of the region. An assessment plan is on file; however, no assessment activity was reported in the course of this review. The programs (undergraduate and graduate) are monitored by an active and engaged steering committee that is able draw upon a “large and committed group of Africanists” from across many departments and schools at UW-Madison. The program has benefited from greater stability since the new Associate
Director joined the program in 2016, who has led efforts to better understand the low award status of the program. They identified the need for training to access the Student Information System (SIS) (and obtained that training), as well as opportunities to improve outreach to students about the benefits of earning a credential that certifies focused study in this region. Curricular changes that should serve students well include the addition of a new graduate seminar that emphasizes professional development for students. Overall, the committee concluded that the program is carrying out its academic mission and meeting the needs of students and faculty by creating a supportive and diverse environment; the committee offered a strong recommendation that the programs continue, and that the center should actively promote the program so it can reach and benefit more students. This, along with proposed improvements in identifying interested students and to address issues with program declaration should also have a positive effect on the number of awards produced. As these number grow, it will be important for the faculty to implement the assessment plan and use results to guide further program development.

**Russian, East European and Central Asian Studies**

- MA-Russian, East European and Central Asian Studies
- Certificate in Russian, East European and Central Asian Studies
- Russian, East European and Central Asian Studies PhD Minor

The Center for Russian, East European and Central Asian studies is, like the African Studies Program, internationally recognized as excellent. The three programs offered serve different populations of students with different career goals; in alignment with these differences, program learning outcomes and the requirements that support master’s level study are distinguished from the common IRIS program learning outcomes. There is an assessment plan on file, and the self-study demonstrates that the council responsible for program oversight has been actively engaged not only in monitoring student behavior and progress to degree, but also in surveying and assessing student performance, obtaining feedback from students, and using this information to improve communication with students, better articulate the value of and enhance interdisciplinarity, share more information about job opportunities, and more. The review committee shared a number of observations that the Center might pursue, echoed concerns expressed about the lack of diversity in the program and encouraged continued attention in this area. Sustained attention to improvements in graduate student funding and support have already had a positive effect on enrollments which should eventually lead to more awards produced. The committee was pleased to report that this center is also fulfilling its responsibilities to carry out its academic mission, and that it serves students well.

**Southeast Asian Studies**

- MA – Southeast Asian Studies
- PhD Minor, Southeast Asian Studies
This graduate degree program is also administered through a Title VI National Resource Center that has a record of successful funding and service to students as a program certifying advanced training in Southeast Asian Studies, as a bridge to various professions or to further advanced study. Learning outcomes are articulated. These align with those of other IRIS programs with allowance for regional variation; however, assessment of student attainment of these outcomes is not discussed in the self-study or by the review committee. (The Center also administers a 12-credit doctoral minor that has been regularly awarded and that calls upon the same body of courses and experts that contribute to the master’s program.) The program is small (just at the “low award” program threshold); however, current enrollment levels suggest that the program may be on track to increase in the coming year. On balance, the review committee was impressed by the quality of the program, offering advice about continuity planning for its future and recommending continuation.

We are grateful for the work of the centers and the review committee to conduct this study, and to make the effort to look across programs to discern common challenges and opportunities that may be of interest to the Division and Institute. We trust that you will have found this exercise useful, and will take opportunities to consider centrally changes that will be of benefit to the larger whole. And I thank you, too, for attending the APC meeting and helping our members understand that the value of these small programs extend well beyond the relatively small numbers of students served. We hope you and your colleagues will continue efforts to expand enrollment to align with resources available to maintain high quality programs and support, as is required by the grants and resources that support these centers. We do understand that small numbers do make ordinary academic procedures (like the assessment of student learning) challenging: however, you and the centers are nevertheless expected to fulfill these obligations. The African Studies Program and the Center for Southeast Asia will need to address this, particularly if any program changes for IRIS-administered programs are proposed.

The L&S APC approved a motion to accept the L&S portion of these program reviews as complete. As part of that motion, members also endorsed the continuation of these programs, even though some produce low awards, agreeing that these programs provide valuable benefits to L&S and to the university. They encourage IRIS and the Centers to make every effort to increase awards, where it makes sense to do so: for example, reducing barriers to program declaration, reaching out to students who have demonstrated interest by taking some of the required courses, and exploring whether to consolidate graduate certificates with doctoral minors.
Introduction:

On September 4, 2019, Richard Keller, Associate Dean, International Division, charged a committee, consisting of Professors Patrick Rumble (French and Italian), Jolanda Vanderwal Taylor (GNS), and Yu Hen Yu (Electrical and Computer Engineering; representing GFEC) to conduct a regular review of Academic Programs available in IRIS, including 1) the Graduate Certificate in African Studies; 2) the Graduate Certificate, MA, and PhD Minor in Russian, East European, and Central Asian Studies; and 3) the MA in Southeast Asian Studies. The committee requested that Professor Rumble serve as chair. After the charge meeting with Associate Dean Richard Keller, as the report details, the committee read and discussed the units’ self-studies as well as other relevant data, we then interviewed program representatives, including Directors and Associate Directors, associated faculty and staff members, and students, and discussed the outcomes of these conversations in order to evaluate each degree’s quality, productivity, viability for the future, and how well each serves its students.

Please find below a report on each of the programs followed by general conclusions.

1. Graduate Certificate in African Studies:

The UW-Madison African Studies Program is an internationally recognized Title VI National Resource Center with an admirable legacy of excellence sustained over many decades.
The academic program options in African Studies include an Undergraduate Certificate, a Graduate Certificate, and the PhD Minor in African Studies. Tasked with reviewing the Graduate Certificate, our review committee worked with Center staff to schedule a series of meetings with African Studies staff (9/23), graduate students (10/25), affiliated faculty (10/16) and Faculty Director (10/25). In advance of these meetings, our Committee reviewed the “Self-Study for Graduate Certificate in African Studies” as well as other program data available to us from the Graduate School, the Institute for International and Regional Studies (IRIS), and the International Division. During these meetings, our committee was able to gain valuable insights into the Graduate Certificate – and the general contributions of academic and professional activities of the Center for African Studies to graduate student education – from the perspective of students and faculty in the program.

Currently, there are five graduate students pursuing degrees in African Studies: four pursuing the PhD Minor and one student completing the Graduate Certificate. Graduate students planning to pursue the Graduate Certificate in African Studies benefit from over 70 faculty affiliates who teach over 100 courses each year across over 40 departments on campus. The Certificate represents an important credential for students, certifying advanced training in African Studies. The African Studies curriculum includes core courses, containing more than 66% Africa-related content, as well as extended core courses, with at least 25% African content. African Studies course lists for each semester are produced and made available to students by the Center. Students must complete at least 12 credits in core courses or extended core courses taught by African Studies faculty members, including 9 credits earned outside the student’s major department. Students must also complete at least one graduate level seminar in African Studies. Curricular information, as well as all other Certificate requirements, are clearly
communicated and readily available to prospective and current graduate students through the Center and IRIS web-sites and other advising materials and literature available to students at the Center or through Center and/or IRIS staff and advisors. Based on our review of advising materials and our direct interactions with Center faculty and students, our Committee found that the requirements for the Certificate program appear to be in order. With regard to assessment, our Committee finds that the Center has clearly articulated and appropriate academic and professional Learning Goals, as well as effective methods for monitoring and assessing student performance and progress towards completion. Furthermore, the Graduate Certificate program, as well as the Undergraduate Certificate and PhD Minor programs, are regularly overseen and guided by a six-member Steering Committee, chaired by the Faculty Director, Professor Nancy Kendall, and currently made up of five faculty members and a Senior Librarian for African Studies and International/Area Studies. Based on our interactions with faculty and staff, the Steering Committee appears to be carrying out its academic oversight and assessment function in order to preserve the strengths and integrity of the program while recommending and facilitating improvements. Moreover, the Center is clearly sustained by a large and committed group of Africanists across many departments and Schools on our campus. Furthermore, like most area-studies centers in IRIS, African Studies relies upon the talents, dedication and resourcefulness of its Associate Director -- in this case Aleia McCord -- whose role is essential for the continuing functioning of the undergraduate and graduate academic programs in African Studies as well as the identification of weaknesses and the implementation of necessary improvements. Indeed, as described in the last Self-Study, the Center identified as an area of concern low enrollment levels in the Graduate Certificate apparently due to a sustained period of leadership transitions within the African Studies Program following the recent restructuring of IRIS. Upon her hiring in 2016,
Associate Director Aleia McCord began working with the Faculty Director and Center staff to generate and study enrollment data, review outreach/advising methods, and to survey student perceptions and interest in African Studies. Based on that research, the Center found that less than 5% of students surveyed were aware of the Graduate Certificate option while, at the same time, large numbers of them appeared to have already qualified to receive the Certificate based on their completed course work. Furthermore, Associate Director McCord also identified as problematic the inability of the Associate Director -- who also functions as a main advisor for students -- to declare Graduate Certificates in African Studies due to logistical problems in accessing SIS and DARS. There was no such problem with advising and declaring Undergraduate Certificates -- and indeed the Center reports a relatively high number of students completing the Undergraduate Certificate. Since identifying the issue and receiving some additional training, the Associate Director is now able to declare Graduate Certificates in SIS.

Based on their research into the probable reasons for low enrollments in the Graduate Certificate, the Center committed to, and continues to make, improvements in the area of recruitment, advertising and outreach to prospective students, resulting in a recent uptick in Certificate recruitment. Moreover, the Center has recently hired an Assistant Director whose responsibilities will include Certificate advising. Having considered enrollment data, and based on our interactions with faculty, staff and -- most importantly -- students with regard to the Graduate Certificate, our Committee sees enduring value in the Certificate option for students envisioning careers in academic and non-academic areas as well as the potential for significant growth in Certificate recruitment in the future. Furthermore, we agree with the Self-Study’s argument that the Certificate would confer the considerable prestige of the UW African Studies Program onto the academic record of students. Importantly, it also reinforces the excellent reputation of the
Program with the funding agencies that sustain it. Nevertheless, our Committee also strongly recommends redoubling efforts to promote the Certificate on the part of Center staff and affiliated faculty, through online and in-person advising and advertising as well as promotion of the Certificate in African Studies courses and in appropriate outreach and/or academic events (for example, on the occasion of the Center’s weekly “Africa at Noon” lecture series, regularly attended by graduate students).

African Studies at the UW is a highly rated program with a strong national and international reputation, serving clear academic purposes for a very diverse community of students and faculty. The Program serves undergraduate and graduate students completing Certificates or the PhD Minor, and interested in pursuing academic and non-academic careers in the U.S. and/or abroad. The Center is well administered by dedicated, talented and resourceful staff and faculty leadership. Our committee found no discernible issues with climate in the Center, and graduate students celebrated the diversity of students and faculty which, in their view, very positively impacted their education and experience on our campus. However, with regard to climate, students and faculty described real challenges confronting some of the program’s students caused by individuals on campus (outside the program) and in the broader community. Students also expressed some concern that, while all students would benefit from additional funding in support of their education and research, international students are more disadvantaged in this respect than their American peers since they are not eligible for the grants and fellowship programs (i.e. FLAS and other federal programs) available to domestic students. Clearly, the weekly lectures series in the Center creates a strong sense of community, while also connecting students to faculty and experts from a variety of fields and disciplines. The lecture series also ensures student access to expertise, mentoring, as well as academic and professional
advising. The Center has an advising system in place and students report their satisfaction with
the advising they are receiving. Students and faculty complimented the Center newsletter and
emailed updates and notifications for events, academic requirements, funding and employment
opportunities, and so forth. African Studies regularly engages in professional development and
advising of its students and has recently integrated a new graduate seminar – taught for the
second time in the Fall of 2019 -- emphasizing professional development for graduate students
while also being designed to function as an anchor for the Graduate Certificate program.
However, it would likely benefit this and other area studies programs to strengthen existing
professional development systems at the IRIS level.

In conclusion, we are confident that the African Studies Program is carrying out its
academic mission and meeting the needs of its students and faculty. Furthermore, we are
convinced that, with sustained promotion and renewed focus on the part of faculty and staff, the
Graduate Certificate will attract additional students interested in certifying the excellent
education they are receiving from African Studies faculty working in a great variety of
departments and professional schools across the UW-Madison campus.

2. Russian, East European and Central Asian Studies: Grad Certificate/MA/PhD Minor

The UW-Madison Center for Russia, East Europe, and Central Asia (CREECA) is an
internationally recognized Title VI National Resource Center responsible for sustained
contributions to the academic and intellectual life on our campus and in the region. The
academic program options in CREECA include an Undergraduate Certificate, a Graduate
Certificate, an MA Degree, and a PhD Minor. Tasked with reviewing the three graduate options
in CREECA, our review committee worked with Center staff to schedule a series of meetings
with CREECA staff (9/23), graduate students (10/14), affiliated faculty (10/14) and Faculty Director (10/28). In advance of these meetings, our Committee reviewed the Self-Study of its graduate programs produced in 2018, as well as other program data available to us from the Graduate School, the Institute for International and Regional Studies (IRIS), and the International Division. The meticulously prepared and detailed Self-Study produced by CREECA was very useful to us as we completed our review. During our meetings, our Committee was able to gain additional insights into CREECA graduate programs – and the general contributions of academic and professional activities of the Center to graduate student education – from the perspective of students, staff and faculty in the program.

At the time of this report, CREECA reports 13 graduate students pursuing degrees in CREECA: 8 pursuing the MA, 3 completing the PhD Minor, and 2 students pursuing the Graduate Certificate. Graduate students planning to pursue CREECA graduate programs benefit from over 40 faculty affiliates who teach a broad range of courses in many campus departments, including Art History, Communication Arts (Film), Comparative Literature & Folklore Studies, Forestry & Wildlife Ecology, Gender & Women’s Studies, Geography, History, Jewish Studies, Languages & Cultures of Asia, Law, Political Science, Slavic Languages & Literature, Scandinavian Studies, Sociology, and Theatre & Drama. As is clearly described in Center advising materials (online and in print), each of the graduate programs serve different student needs and ambitions. As described by the Center, while the three graduate degrees are similar in focus (interdisciplinary, area studies), they are intended to serve different student populations with different career goals. Furthermore, each graduate program has its own clearly articulated and communicated Learning Goals. The MA is a stand-alone, terminal degree; the PhD Minor is intended to fulfill the minor requirement of certain L&S PhD programs; and the
Graduate Certificate allows students of any UW-Madison graduate or professional degree program to demonstrate additional depth and breadth of expertise, as well as professional/scholarly dedication to the region of Russia, East and Central Europe, and Central Asia.

**Graduate Certificate**: The Graduate Certificate in REECAS provides students with general training in the areas of anthropology, economics, foreign policy, geography, government and politics, history, language and literature, law, and sociology. It also provides specific knowledge about one of these areas. Emphasizing interdisciplinary study, the Certificate is a useful credential certifying advanced training in REECAS for graduate students intending to pursue academic and non-academic careers (i.e. government service, media, journalism, etc.). The Certificate student consults with the graduate advisor in the selection of area-studies and language courses. Completion of the Certificate requires 12 credits (normally, 4 courses) in graduate-level courses taken in at least three departments. Language courses may not be used to fulfill this requirement. Students must demonstrate a working knowledge of one Slavic or Central Eurasian language; this can be fulfilled with a minimum of two years of language study, or one year of Russian in combination with another language of the region. Students must complete one seminar with a research paper approved by the major advisor and utilizing original source materials in one of the Center’s target languages. These and other requirements are clearly and logically communicated to prospective and current students on the Center’s website and also in printed advising materials.

**MA Program**: The MA degree program in REECAS is designed to provide interdisciplinary area-studies and language training for students intending to pursue careers in business, development, government, journalism, law, publishing, and the military. MA students
must complete a minimum of 30 credits in the program, with at least 16 credits completed in residence. At least 50% of credits applied to the MA must be in graduate level coursework, as identified in the UW Course Guide. In addition to language classes, students are required to complete a minimum of 22 non-language (area studies) credits in courses distributed over at least three departments. Students must also take the 1-credit “Introduction to REECAS” module (SLAVIC 755), and they are required to attend the weekly CREECA lecture series and write short essays based on the content of such lectures, which are read by the Faculty Director and Associate Director. Students may elect to write a 3-credit master's thesis, but this is not required. The master's thesis will demonstrate the student's ability to engage in original research in his or her chosen field, including the ability to use original language material. Students are required to enroll in language courses each term for the duration of their program. For degree completion, students must have a minimum of two years of university-level study (or the equivalent) of a regional language. During the academic year, the program offers Czech, Finnish, Kazakh, Persian, Polish, Russian, Bosnian/Croatian/Serbian, and Turkish (Turkish–Azeri). As with the Certificate, these and all other program requirements, course options and academic guidance are clearly and logically communicated to prospective and current students through CREECA website and other advising materials found online or in print.

PhD Minor: The PhD Minor option serves the purposes of PhD candidates in other departments and disciplines who want to focus on the REECAS region as a secondary field of study. The requirements for the PhD minor under Option A (external minor) may be satisfied by completing 9 credits of graduate courses in REECAS. These credits must be distributed over at least two departments outside the student’s major department.
Based on our review of advising materials and our direct interactions with Center faculty and students, our Committee found that the requirements for the Certificate, MA and PhD Minor programs appear to be in order. With regard to assessment, our Committee finds that the Center has clearly articulated and appropriate academic and professional Learning Goals for each of its three graduate programs, as well as effective methods for monitoring, surveying and assessing student performance and progress towards completion (see Self-Study). Furthermore, the Graduate Certificate, MA and PhD Minor programs are regularly overseen and guided by a seven-member Administrative Council, including (ex-officio) the Faculty Director, Professor Ted Gerber, the Associate Director, Jennifer Tishler, and the Slavic Bibliographer, Andy Spencer; the remainder of the Council is composed of four affiliated faculty members elected to the Council. Based on our interactions with faculty and staff, the Administrative Council appears to be carrying out its academic oversight and assessment function in order to preserve the strengths and integrity of the program while recommending and facilitating improvements.

As reflected in the 2018 Self-Study, the Center continues to monitor developments and trends in CREECA areas of scholarship, pedagogy, and research methods and priorities. Moreover, the Center is clearly sustained by a large and committed group of affiliated faculty across many departments and Schools on our campus. Furthermore, like most area-studies centers in IRIS, CREECA relies upon the talents, dedication and resourcefulness of its Association Director -- in this case Jennifer Tishler -- whose role is essential for the continuing functioning of the undergraduate and graduate academic programs in African CREECA as well as the identification of weaknesses and the implementation of necessary improvements.

With regard to improvements, in our interactions with CREECA staff, faculty and students, our Committee noted a general concern about CREECA faculty recruitment needs
going into the future. More specific areas of concern included weakness in the area of Central Asian/Eurasian Studies, with no tenure-track faculty coverage of this important area. Faculty and students also expressed the need for an Anthropologist with expertise in the communities and cultures covered by CREECA. There was also concern expressed about the coverage of Croatian/Serbian as well as Czech languages on our campus. While voicing strong appreciation for CREECA academic programs and educational resources on campus -- including the excellent library collections and librarians and the very positive impact of the Wisconsin Russia Project -- graduate student recommendations included additional Russian area-studies courses offered above the 300-level in the Russian language. They also recommended additional courses in the areas of cultural studies, archeology, ethnicity, though also business, international trade, cyber-security and diplomacy. On the other hand, with regard to the curriculum, the Center students also identified continuing strength in the area of Russian Studies, and the very positive impact of the recent hire of a new Assistant Professor with expertise in Poland. With regard to other areas of potential improvement, the 2018 Self-Study indicated graduate student recruitment and funding as areas of potential concern, but the current sense of the Center leadership is that funding and support for CREECA students have seen significant improvements since that Self Study, with three current students receiving FLAS Fellowships and one funded through an IRIS project assistantship. Starting in 2017, students have also benefited from 10 Title VIII fellowships in support of summer language training. The Center has also added a FLAS advisor for CREECA students. Recent increases in completion rates among students are likely the result of the improvements in funding improvements described above. Nevertheless, even with this improved funding scenario, it is a challenge to attract top-ranked applicants, given the resources of competing schools and Centers in the US. Finally, our Committee notes a concern on the part
of CREECA faculty and leadership – as reflected in the 2018 Self-Study as well (p. 20) – with levels of diversity in CREECA faculty and students, highlighting a weak representation of traditionally underrepresented groups. Given the fact that CREECA does not recruit its own faculty, it depends on the efforts of UW departments to attract and retain a diverse faculty. With regard to students, CREECA reports regular nomination of eligible and qualified applicants for AOF Fellowships, though applicants frequently decline the award to attend another university with more generous funding. While we mention these areas of concern that emerged during our interactions with Center faculty and leadership, the impression our committee received was that the graduate programs in CREECA are stable and functioning well, serving the purposes and student needs for which they were designed, and are well-administered by dedicated and resourceful Center staff and faculty leadership.

CREECA is a highly rated Center with a strong national and international reputation, serving clear academic purposes for its students and faculty. The CREECA graduate programs advance key elements within the UW Strategic Framework 2015-2019 as well as the mission of the International Division with regard to the cultivation of international research as well as the preparation of globally aware students and world citizens living, pursuing careers and providing leadership in a diverse and interconnected world. Our committee found no discernible issues with climate in the Center. With regard to community building and cross-departmental connections, graduate students reported to our committee their appreciation for the sense of community and effective networking they gained from CREECA activities. Clearly, the excellent weekly lecture series in the Center creates a strong sense of community and intellectual engagement, while also connecting students to faculty and experts from a variety of fields, disciplines and professions. The lecture series also ensures student access to expertise,
mentoring, as well as academic and professional advising. The Center has a strong advising system in place and students report their satisfaction with the advising they are receiving. With regard to professional development, CREECA graduate students are encouraged to make use of the many career resources available to students in the Graduate School and in the College of L&S. Graduate students also have access to regionally-tailored advising opportunities through the Russian Flagship Program, the Language Institute, and through CREECA’s own programming and internal communications. In conclusion, our Committee can report with great confidence that CREECA is carrying out its academic mission and meeting the educational and professional needs of its graduate students.

3. MA in Southeast Asian Studies

The UW-Madison Center for Southeast Asian Studies, named a National Resource Center by the U.S. Department of Education in 1981, has a long-established, internationally-recognized, legacy of excellence. It has received substantial grants, including from the Henry Luce Foundation, in addition to Title VI and FLAS funds. The academic program options in Southeast Asian Studies include an Undergraduate Certificate, an Undergraduate Concentration, an M.A., and a PhD Minor in Southeast Asian Studies. Tasked with reviewing the M.A., launched in 1990, our review Committee worked with Center staff to schedule a series of meetings with Southeast Asian Studies Associate Director and Graduate Advisor, Dr. Mike Cullinane (9/27), affiliated faculty and staff (10/11, 10/23, 10/25), graduate students (10/18), and Faculty Director (10/11, 10/23; sessions with affiliated faculty and staff). As we prepared for these meetings, our Committee reviewed the “Self-Study of M.A. in Southeast Asian Studies” as well as other program data available to us from the Graduate School, the Institute for International and
Regional Studies (IRIS), and the International Division. Through the documentation and in aforementioned meetings, our Committee was able to gain valuable insights into the M.A. program, and into the general contributions of academic and professional activities of the Center for Southeast Asian Studies to graduate student education from the perspective of students and faculty in the program.

As of the fall 2018 semester, there were 9 students pursuing the MA in Southeast Asian Studies. The current cohort includes a number of students from Asia who are attracted by the high reputation of quality that the program has abroad, including in the region itself. Graduate students who pursue this interdisciplinary degree enroll in courses offered by faculty and instructional academic staff in a range of specializations and academic departments, including: Anthropology, Asian Languages, Asian Studies, Asian American Studies, Communication Arts, Economics, Environmental Studies, Geography, History, Political Science, Religious Studies, and Southeast Asian Studies. The M.A. represents an important credential for students, certifying advanced training in Southeast Asian Studies. As an interdisciplinary program, the M.A. serves several important purposes for students: it serves as an appropriate terminal degree for students who wish to enter a range of professions outside academia (governmental organizations such as the foreign service and military, non-governmental organizations, international business, cultural organizations, etc.), and/or allows students who may wish to embark on a Ph.D. program to sample a range of fields as they further refine their interests; in some cases it bridges a student’s journey from an undergraduate degree in one field to a Ph.D. in another. Some students praised the flexibility of the interdisciplinary model of the degree program, as it allows students, in consultation with faculty advisors, to individually design a program, to “combine two of your passions,” and that the program “leave[s] it up to you to mold and get at what you want in your
To earn the Southeast Asian Studies M.A., students must complete at least 4 semesters of coursework in a Southeast Asian language (or the equivalent proficiency in a SE Asian language), along with 30 credits of coursework on Southeast Asia (16 in residence and 15, if possible, concentrated on a single disciplinary approach). The CSEAS M.A. Program works closely with the Department of Asian Languages and Cultures (ALC), the primary language-teaching department for languages from the region.

We understand that recent enrollment trends in the M.A. Program include an increase in students from East and Southeast Asia, and an increase in more experienced and non-traditional students. Funding possibilities for these students include FLAS (Foreign Language and Area Studies (Federal)) grants, a PA-ship at the Center, and other student employment. Now that the Graduate School is encouraging departments to offer students full funding, some students allied with the Center are finding funding through Departments in which they take their courses. It is worth mentioning that there are also quite a few Ph.D. students from various departments who connect with the Center and thus with students in the M.A. program, and who are part of the Center’s community of scholars. International students are not eligible for federal grants such as the FLAS; a number of these students come to the program outside (international) funding.

Curricular information, including the requirements for the M.A., are clearly communicated and readily available to prospective and current graduate students through the Center and IRIS web-sites, and other advising materials available to students at the Center or through Center and/or IRIS staff and advisors—primarily the Associate Director, Dr. Mike Cullinane, whose availability students praised repeatedly, but also with faculty and instructional academic staff, as appropriate for the topic. Some pointed out the particular importance of accessible advising, especially since the center attracts international students; as one said,
“coming from non-American universities [...] I got all the help I need [...] faculty are really nice.” Another expressed special appreciation for the careful and generous advising because they are a first-generation graduate student. Based on our review of advising materials and our direct interactions with Center faculty and students, our Committee found that the requirements for the M.A. program appear to be in order. Our Committee finds that the Center has clearly articulated and appropriate academic and professional Learning Goals, and effective procedures for assessing learning outcomes, and for monitoring student performance and progress towards completion of the degree. The M.A. program is overseen by a faculty/staff Steering Committee with rotating membership. Based on our interactions with faculty and staff and information included in the self-study, the Steering Committee has appropriate procedures in place for carrying out its academic oversight and assessment function, and thus to preserve the strengths and integrity of the program while recommending and facilitating improvements as needed. As is typical for area-studies centers in IRIS, Southeast Asian Studies relies upon the dedication, talents, and energy of its Associate Director, Dr. Mike Cullinane, who plays a central role in the operation of the Center, and in advising students in the M.A. program. The Friday Forum lecture series clearly functions to foster academic community, offer students insight into research and non-academic professional activities that employ expertise in Southeast Asian Studies, and provide important opportunities to connect with campus experts who may become mentors and advisors. It was mentioned that the Friday Forum attracts large audiences compared with the few other top-tier NRCs for Southeast Asian Studies on other US campuses. Several faculty members also emphasized that the Center plays a significant role as their intellectual home, in some cases rivaling that of their “home” departments. It should then not come as a surprise that graduate students praised the robust intellectual community that they find in the Center and specifically at
the Friday Forum. Students and faculty complimented the Center newsletter and emailed updates and notifications for events, academic requirements, funding and employment opportunities, and so forth. Southeast Asian Studies regularly engages in professional development and advising of its students. However, it would likely benefit this and other area studies programs to strengthen existing professional development systems at the IRIS level. Our Committee found no discernible issues with climate in the Center, and graduate students celebrated the diversity of students and faculty which, in their view, very positively affected their education and experience on our campus. Faculty and students did express some concern that, while all students would benefit from additional funding in support of their education and research, international students are more disadvantaged in this respect than their American peers since they are not eligible for the grants and fellowship programs (i.e. FLAS and other federal programs) available to domestic students.

We note that an ongoing concern for the Center, and thus the M.A. Program, is the challenge of being reliant on working with academic departments to ensure that essential areas of expertise are covered. As noted in the self-study, and mentioned by both faculty and students, Southeast Asian Studies has suffered faculty losses in recent years that have not yet been compensated for, and stands, at some as-yet unspecified point in the future, to lose to retirement a few prominent faculty members whose work is central to the Center’s mission and operation and who are go-to advisers for students in the M.A. program. Some mentioned a current need for more bone fide Southeast Asianists, a historian with expertise in SEA who could teach a world history of gender, and for more robust linkages to divisions beyond the Humanities, such as Social Science and Natural Sciences (one connection that is currently functioning well is with Forest & Wildlife Ecology in CALS). Graduate students praised the faculty in various
departments with whom they work, but their wish list included: more Cultural Anthropologists (including, but not limited to, someone specializing in Indonesia—it should be stated that this request was explicitly accompanied by appreciation for a generous faculty member who is currently working with a number of students in the program), an expert in Islam in Indonesia, a literary scholar, a film scholar, a storyteller. The Center has been active in proactively seeking—and receiving—funding, such as from the Luce Foundation and by making a proposal for a cluster hire on campus, to fill some of these needs, but this concern continues to deserve attention. Similarly, Dr. Mike Cullinane, the Associate Director, plays a central role in the administration of the Center—together with the Faculty Director, Prof. Ian Baird—and in advising graduate students. The Committee notes that the prospect of his retirement at an unspecified future date raises concerns about the transition to the next Associate Director since his role has been so central and essential for the academic programs in CSEAS. Succession plans may be in order in the interest of institutional continuity.

In conclusion, we are confident that the Southeast Asian Studies M.A. Program at UW-Madison is carrying out its academic mission and meeting the needs of its students and faculty. It is a highly rated program with a strong national and international reputation, serving important academic purposes for a diverse community of students and faculty. The Program serves graduate students who are interested in pursuing academic and non-academic careers in the U.S. and/or abroad. The Center is well administered by dedicated, talented and resourceful staff and faculty leadership.

**General Conclusions:**

While we have made program-specific recommendations in each section of our Report, as found above, we will conclude with some general observations and recommendations that
might apply across the three programs as well as others in IRIS. The committee finds that the programs that fall under the scope of this review are of excellent quality and are highly rated in their respected fields, that they serve clear purposes, appealing to students interested in pursuing academic and non-academic careers. Invariably, Associate Directors are essential to the successful functioning of the academic programs. All three Academic Directors are talented, resourceful and deeply appreciated by Center faculty and students. The quality of the faculty oversight of academic programs was very evident to our Committee, and the associated faculty in each program are highly respected in their fields and genuinely committed to the academic mission of the programs. Their commitment to creating and maintaining a vibrant intellectual community, and in participating in it, was clear. This commitment expresses itself in teaching valuable courses, in advising students as they work on their academic projects, and in participating in weekly lecture series. Centers have advising systems in place and students report their satisfaction with the advising they are receiving. The programs have appropriate assessment processes in place through which staff and oversight committees conduct routine program assessment. The programs show a genuine commitment to diversity, and the groups of Center students and faculty that we encountered provided evidence of diversity within the academic programs under review. The committee found no discernible issues with climate in the Centers. With regard to climate, however, the committee notes that students and faculty described real challenges that regularly confront students outside of these programs – both on campus and in the broader community. Students and faculty expressed a general concern – especially in the areas of recruitment and climate – about the negative impact of American attitudes and policies regarding immigrants and international students.
The committee notes in particular the following recommendations that may apply to all the programs reviewed:

- All Centers engage in professional development and student career advising. It would likely benefit all Centers to also strengthen existing professional development and career advising systems at the IRIS level, as efficiencies can likely be achieved.
- While student funding, especially need-based funding, remains an area of concern on campus, there are particular inequities in student funding between US citizens and international students. These high-quality programs with world-wide reputations offer significant opportunities to develop global talent, and to strengthen the reach of the UW-Madison in accordance with the Wisconsin Idea.
- Consider allowing Centers to time-table their own summer-session courses, so that they can generate funds in support of their academic programs, and to give continuity and stability across grant cycles.

In sum, all the academic programs our Committee reviewed are functioning well and meeting the needs of their students. Our review was completed efficiently and with excellent collaboration from Center leadership, staff and students. The committee thanks the leadership of the Centers, their staff, and students, for their generous participation in this process.
May 4, 2018

Elaine M. Klein  
Associate Dean for Academic Planning  
College of Letters & Science  
University of Wisconsin-Madison

Dear Elaine:

It is with great pleasure that I convey the outcomes of the self-studies on graduate degree and certificate programs conducted by the Center for Russia, East Europe, and Central Asia (CREECA); the Center for Southeast Asian Studies (CEAS); and the African Studies Program (ASP). The complete texts of each of these self-studies are attached. I want to summarize briefly several salient points related to each of the studies and offer comments on their vision for continued success.

1. CREECA has made great strides since the previous self-study conducted on their M.A. program in 2006. It has expanded opportunities for externally funded graduate-student support and also has created weekly content-oriented programming to nurture and sustain a sense of collegial community founded on shared scholarly interest. While not impacting the number of applicants to the program, these actions have increased retention to successful degree completion substantially – from 57% (2001-05) to 83.3% (2013-15)—with a degree-completion time of about two years.

   a. In the area of external funding streams to support graduate students, CREECA now offers multiple graduate PA positions to selected students and also has secured 10 Title VIII fellowships for the Central Eurasian Studies summer Institute (CESSI). With this structural foundation, CREECA seeks to build on these efforts to solidify and build on gains.

   b. Career preparation via interdisciplinary regional-specific scholarship is a primary pillar of CREECA’s mission. To this end, CREECA will expand on various forums to help students engage in the academic community and understand its influence across associated arenas in the public and private sector as part of the regional studies architecture. Various lecture series and sponsored cross-talks provide students with insight into this scholarly environment and also promote awareness of the opportunities for participation in a broader community both as graduate students and as professionals following degree completion. CREECA supports students in their career search by encouraging the use of campus-wide career advising resources and also has created a job opportunities webpage focused on the public sector that is updated often to reflect current offerings.

   c. CREECA intends to increase its internal assessment efforts for all three graduate programs of study. This effort will be fulfilled initially by gathering data from entering and exiting students and progress to other media to create a more holistic understanding of program successes and challenges.

2. The most recent review of the M.A. program in Southeast Asian Studies was concluded in 2009-10 and found that the program was “healthy and viable” in its effort to provide a
comprehensive multi-disciplinary program of graduate study concentrated on Southeast Asia. Since that time, the Center for Southeast Asian Studies (CSEAS) has supported campus-wide recruiting efforts to replace retiring and departing faculty and expand the number of associated faculty with broad areas of regional expertise in disciplinary and interdisciplinary scholarship. Additionally, the Center supports the creation of the new Department of Asian Languages and cultures (ALC) with courses offered in all five Southeast Asian languages and interdisciplinary curriculum in related cultural studies.

a. The program continues to work closely with academic departments to create opportunities to attract and hire faculty members with area research interests and expertise in support of the M.A. in Southeast Asian Studies. To this end, in the past decade, CSEAS has provided access to two separate Henry Luce Foundation grants to hire SE Asia specialists, one in Geography and one in Anthropology—both hires are now tenured in their departments. Additionally, CSEAS Title VI NRC grant funds have been used to support the hire of a faculty associate in Political Science with scholarly expertise and interests in Indonesia. Future recruiting support hopes to influence and enable access to SE Asia faculty beyond L&S in areas that will promote interdisciplinary methodologies and approaches in both teaching and research.

b. CSEAS continues to seek suitable means to recruit and hire further staff support for CSEAS and the M.A. program to supplement and provide administrative depth to current staff efforts. The 2018 Title VI National Resource Center (NRC) competitive proposal process hopefully will provide means in that regard. The restructured Institute for Regional and International Studies (IRIS--2016) provides many administrative support functions to CSEAS and this relationship is evolving to reflect best practices that will help regional centers meet a variety of needs.

c. The M.A. in Southeast Asian Studies remains committed to CSEAS’ goal as a Title VI NRC to train students in Southeast Asian languages and area skills appropriate for employment with government agencies and/or NGOs or for continued doctoral study in a wide range of disciplines. This overarching goal continues to support a diverse range of research, coursework and experiences that reaches across disciplinary boundaries to graduate students steeped in regional knowledge and expertise and who are prepared to work in a variety of professional arenas or pursue doctoral study.

3. The Graduate Certificate in African Studies, administered and delivered by the African Studies Program (ASP), meets the need for certification in advanced education and training in African Studies. The graduate certificate remains a viable and attractive option for Africanist students who may not intend to pursue admission to a doctoral program but who nonetheless wish to formally present the earned prestige of UW-Madison’s African Studies Program in their academic and professional résumés via certification of their knowledge and coursework.

a. The certificate program recognizes challenges in the area of recruitment and enrollment and has undertaken efforts to assess emergent needs and opportunities. This assessment identified student awareness as a glaring challenge to increasing enrollment. Plans are currently in development to heighten efforts to promote the graduate certificate beginning in
September 2018. ASP hopes that support from the IRIS Assistant Director for Students and Curriculum will streamline the process to declare graduate certificates and thus identify students who meet the requirements for the certificate but who have not applied for it due to outright lack of awareness for the program.

b. ASP plans to create and execute data-gathering on a cohort of 20 African Studies certificate students as they navigate the curriculum from matriculation to completion to determine what revisions might be indicated to the academic program of study or its administration.

c. ASP will explore the potential of making the program’s weekly lecture series, AFRICA AT NOON, an integral part of the African Studies graduate program experience. This would offer layered influences in a forum that can: offer a point of intersection for regionally focused content and discourse; strengthen a sense of intellectual community among faculty and graduate students; let students know about the diverse teaching and research interests that are expressed in an interdisciplinary field; share professional and academic opportunities associated with the field of study.

The self-studies summarized here and attached for your review have offered a critical and introspective look at the various elements, activities, and resources of each program that create programmatic architectures in support of mission outcomes. The information conveyed by these studies compels me to conclude that leadership and staff for each program continue to identify opportunities consistent with program goals and objectives. Each study has resulted in strategies that will help move the programs forward along refined pathways. Furthermore, these studies provide a structure for further self-assessment as initiatives mature in support of outcomes.

Finally, please note that the Center for European Studies and the Center for Southeast Asian Studies have both confirmed their intent to discontinue their Graduate Certificates. Documentation confirming the discontinuation of these Certificates will be available shortly.

Ellen W. Sapega
Professor of Portuguese
Faculty Director
Institute for Regional and International Studies (IRIS)
International Division
University of Wisconsin-Madison

cc: Guido Podestá, Vice Provost and Dean, International Division

Attachments:
Self-Study for the MA, Graduate Certificate and Doctoral Minor in REECAS
Self-Study for the MA in Southeast Asian Studies
Self-Study for the Graduate Certificate in African Studies
SELF-STUDY FOR THE MA IN RUSSIAN, EAST EUROPEAN, AND CENTRAL ASIAN STUDIES (REECAS); GRADUATE CERTIFICATE IN REECAS; DOCTORAL MINOR IN REECAS

Date Submitted: April 3, 2018
Primary Contact: Jennifer Tishler
Department(s)/Academic Units(s): Center for Russia, East Europe, and Central Asia (CREECA)
School(s)/College(s): International Division

SECTION A: Response to Previous Program Review Recommendations

REECAS MA

The REECAS MA program last had a program review in 2006, which was the program’s five-year self-study (see appendix A). The main concern raised by this review was the lack of funding available to MA students. Because the REECAS MA program does not belong to an academic department, REECAS MA students are not eligible for the same funding opportunities as other graduate students at UW-Madison (such as teaching assistantships and graduate school fellowships). Historically, the main funding opportunity available for REECAS MA students has been the Foreign Language and Area Studies (FLAS) fellowship. Because FLAS funding is limited, and doctoral and professional degree students from any academic program on campus may also apply, CREECA is unfortunately unable to grant a FLAS fellowship to every qualified MA student.

The self-study found that this lack of funding contributed to the decline in enrollments seen beginning in 2004. While CREECA was able to attract excellent applicants to the program, most ended up declining the offer of admission. By far, the most common reason given was lack of funding, and conversely, generous offers of support from peer universities and centers. The 2006 self-study similarly attributed the MA program’s high attrition rate to lack of funding. 43% of students enrolled from 2001-2005 did not complete the REECAS MA. Students at the time cited financial concerns as one of the main reasons for not finishing the program.

In order to address the program’s funding problem, CREECA since 2006 has sought and successfully applied for external grants, many of which support project assistantships. Currently, CREECA has three project assistantships for which MA students may apply; this has more than doubled the amount of funding available to REECAS MA students. While the enrollment rate for the program is currently about the same as it was in 2006, the completion rate has drastically improved: from 2013-2015, 83.3% of students completed the REECAS MA program, as opposed to only 57% from 2001-2005. As long as CREECA can maintain or even increase its level of
external funding, the center is hopeful that it will be able to entice more students to enroll in and complete the program.

Another weakness noted by the five-year self-study was a lack of community among MA students. CREECA has since addressed this concern by encouraging students to meet informally with guest speakers of the CREECA lecture series. This gives students an opportunity to network and interact with the speaker and with one another. CREECA has also set a regular, weekly time for its lecture series and now students in the MA program all enroll in a one-credit module (Slavic 755: Introduction to REECAS) where they attend the lectures and write four short essays about the topics of the lectures. This not only allows for increased interaction among students, but also gives them a chance to network with CREECA’s faculty and with guest speakers from a wide range of disciplines. Another step that was taken to address the lack of community was to convert an office in Ingraham Hall adjacent to the main CREECA office into a study for MA students.

SECTION B: Overview of the Program
(Also answers questions 1, 3, 5 & 7 of Doctoral Minor/Graduate Certificate Self-Study)

MA Program

The Master of Arts degree program in Russian, East European and Central Asian studies (REECAS) provides interdisciplinary area studies training for emerging professionals and future leaders in business, development, government, journalism, law, publishing, and the military. The curriculum is designed to promote a broad understanding of the cultural, political, economic, social, and historical factors that have shaped the development of societies in Eurasia, Russia, and Central and Eastern Europe; mastery in Russian, East European, or Central Asian languages at a level necessary for doing advanced research on and professional work in the region; and knowledge of methodological and analytical approaches of different disciplines that will contribute to a better understanding of the region and will prepare students for conducting advanced research. The program requires both area studies and language training.

- Provide current degree/major requirements as approved:

  Minimum Graduate Degree Credit Requirement
  30 credits

  Minimum Graduate Residence Credit Requirement
  16 credits
Minimum Graduate Coursework (50%) Requirement
At least 50% of credits applied toward the graduate degree credit requirement must be in graduate-level coursework; courses with the Graduate Level Coursework attribute are identified and searchable in the university's Course Guide.

Prior Coursework Requirements: 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.

Prior Coursework Requirements: UW–Madison Undergraduate
With program approval, students are allowed to count no more than 7 credits of coursework numbered 300 or above taken as a UW–Madison undergraduate student. Coursework earned five or more years prior to admission to a Master’s degree is not allowed to satisfy requirements.

Prior Coursework 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. Coursework earned five or more years prior to admission to a Master’s degree is not allowed to satisfy requirements.

Credits per Term Allowed
15 credits

Program-Specific Courses Required
Contact the program for information on any additional required courses.

Overall Graduate GPA Requirement
3.00

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.

Probation Policy
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.

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. An advisor is a faculty member, or sometimes a committee, from the major department responsible for providing advice regarding graduate studies.

A committee often accomplishes advising for the students in the early stages of their studies.

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.

Courses & Language Requirements

In addition to language classes each term, students will be required to complete a minimum of 22 non-language (area studies) credits from the course list to be distributed as follows:

1. Seven courses in Russian, East European and Central Asian studies at or above the 300 level (21 credits). These courses must be distributed over at least three departments. At least 50% of credits applied towards the graduate degree credit requirement must be with courses designed for graduate work. Courses with the graduate level coursework attribute are identified and searchable in the University's Course Guide.
2. At least 6 of these credits (two courses) must be graduate-level seminars (700 through 900 level). REECAS MA students are expected to use original language source material in their graduate seminar papers.
3. A 1-credit "Introduction to REECAS" module (SLAVIC 755: Topics in Slavic Literature). Students are required to attend the weekly CREECA lecture series and to
write four short essays based on the content of those lectures. Papers are read and evaluated by the CREECA director and associate director.

4. Students may elect to write a master's thesis, but this is not required. This 3-credit, faculty-supervised, independent research course could count toward the required 22 non-language credits, but could not take the place of a required graduate-level seminar. The master's thesis will demonstrate the student's ability to engage in original research in his or her chosen field, including the ability to use original-language material.

Language learning is an integral part of the program, and students will be required to enroll in language courses each term. Students already proficient in their main language will be expected to choose another Slavic or Central Eurasian language for the duration of their program. For degree completion, students must have a minimum of two years of university-level study (or the equivalent) of a regional language with at least three years of study strongly recommended. During the academic year, the program offers Czech, Finnish, Kazakh, Persian, Polish, Russian, Bosnian/Croatian/Serbian, and Turkish (Turkish–Azeri).

- **How does the mission of the program fit with the home department/unit, the school/college, and the mission of the university?**

The REECAS MA program fits within CREECA’s overall mission, which is “to support research, teaching, and outreach on Russia, Eastern and Central Europe, and Central Asia.” CREECA approaches this three-part mission by promoting faculty research across a range of disciplines; by supporting graduate and undergraduate teaching and training related to the region; and by serving as a community resource through outreach activities targeted to K-12 teachers and students, other institutions of higher education, and the general public. The regional focus and foreign language requirement of the REECAS MA program fit within the mission of the International Division, which “… leads efforts at the University of Wisconsin-Madison to cultivate international scholarship and engagement, promote global awareness, and prepare students for a diverse and interconnected world.” Finally, the interdisciplinary nature of the REECAS MA program and its emphasis on developing methodological and analytical skills fit within the goal outlined in the university’s Strategic Framework 2015-2019, to produce “graduates who are creative problem solvers, able to integrate empirical analysis and passion, seek out and create new knowledge and technologies, adapt to new situations, and engage as world citizens and leaders.” The learning outcomes of the REECAS MA program furthermore work towards the vision of the university to build partnerships with colleagues around the world and for students to “identify and address many of the state’s
• What are the approved learning goals?

The seven approved learning goals of the REECAS MA program are as follows:

Knowledge and Skills Learning Goals

Students who complete the MA in Russian, East European, and Central Asian Studies (REECAS) in good standing should demonstrate an understanding of the cultural, political, economic, social, and historical factors that have shaped the development of societies in Eurasia, Russia, and East and Central Europe.

1. Students should be able to articulate, critique, and/or elaborate the theories, research methods, and approaches to inquiry in one or more of the disciplines represented in the interdisciplinary field of Russian, East European, and Central Asian Studies (REECAS).

2. Students should be able to identify sources and assemble evidence pertaining to questions or challenges in REECAS.

3. Students should demonstrate an understanding of Russian, East European, and Central Asian Studies in a historical, social, or global context.

4. Students should select and utilize appropriate methodologies and practices in one or more of the disciplines represented in the interdisciplinary field of REECAS.

5. Students should evaluate and synthesize information pertaining to questions or challenges in REECAS and should communicate clearly in written and spoken work in ways appropriate to REECAS.

Professional Conduct Learning Goals

6. Students should recognize and apply principles of ethical and professional conduct in the context of Russian, East European, and Central Asian Studies. This includes, in particular, an understanding of the ethics of research and professional activities in cross-cultural contexts.

Additional Learning Goals

7. Language proficiency: Students will develop speaking, listening, writing, and reading skills in one or more of the languages of Russia, East and Central Europe, and Central Eurasia, and integrate these skills to communicate in a variety of social and academic situations.
• **What is the program’s structure?**

The REECAS MA is a single program with no tracks/concentrations or formal named options. While CREECA does have a graduate certificate program, REECAS MA students are not eligible due to program overlap.

• **Describe any substantial and structured collaborations with other programs, such as dual, double or joint degrees and benefits of these arrangements:**

While students are permitted to receive dual/double degrees per graduate school policy, there are no formalized dual, double, or joint degrees between the REECAS MA and other degree programs on campus.

• **If the program is not the only program within the home unit, what are the other programs?**

CREECA operates two other graduate programs besides the REECAS MA degree: the Doctoral/PhD Minor and the Graduate Certificate. The requirements and learning goals of these programs are described in the following subsections. While the three graduate degrees are similar in focus (interdisciplinary, area studies), they are intended to serve different student populations. The MA is a standalone, terminal degree; the doctoral/PhD minor is intended to fulfill the minor requirement of certain L&S PhD programs; and the graduate certificate allows students of any UW-Madison graduate or professional degree program to demonstrate additional depth and breadth of expertise, as well as professional/scholarly dedication to the region of Russia, East and Central Europe, and Central Asia. More information on the differences between CREECA’s three graduate programs can be found in Section D.

CREECA also offers an undergraduate certificate in REECAS:
https://creeca.wisc.edu/academics/undergraduates/

• **How do the program’s governance model, program committees, and membership criteria lead to active faculty engagement?**

The CREECA governance model is designed to maximize faculty engagement and ensure representability across campus and disciplines. CREECA is governed by an Administrative Council. The Administrative Council is composed of three standing members (the CREECA director, a tenured faculty member who generally serves a four-year term but who is selected each year through preferential balloting; the CREECA associate director; and the bibliographer for Russian, East European, and Eurasian studies
at Memorial Library) and four tenure-track and/or tenured faculty members who are elected on a one-year basis. CREECA ensures that there is disciplinary and regional diversity within the administrative council, and that core areas are represented. The Administrative Council meets once every semester.

From the Administrative Council, the director appoints subcommittees such as the MA program admissions committee and the Foreign Language and Area Studies (FLAS) fellowship review committee. Participation in these committees ensures faculty engagement in various aspects of CREECA’s graduate programs. Subcommittees typically meet once a year, or as needed.

CREECA ensures that both junior and senior faculty are included in the Administrative Council and subcommittees. Not only does this allow for input from diverse viewpoints, but it also allows junior faculty to take on leadership roles and become increasingly active in the administration of CREECA and its graduate programs.

A list of CREECA’s core faculty and instructional staff (with department affiliations) can be found here: https://creeca.wisc.edu/people/faculty/. A list of CREECA administrative staff can be found here: https://creeca.wisc.edu/people/staff/.

Graduate Certificate

The graduate/professional certificate in REECAS provides graduate students with a general background in the areas of anthropology, economics, foreign policy, geography, government and politics, history, language and literature, law, and sociology. It also provides specific knowledge about one of these areas. With its emphasis on interdisciplinary study, a REECAS certificate enhances the training of PhD candidates who wish to teach and do research at the college level, and serves the needs of MA and PhD students who wish to make a career in broadcasting, government service, journalism, library work, or other professions requiring a well-rounded acquaintance with this diverse and highly important area.

The certificate requirements are:

To receive the certificate, a student must take 12 credits of required courses distributed over three programs. Of these required courses, one must be a seminar in which a research paper is written on a topic approved by the major professor. The student must demonstrate a working knowledge of one language of Eastern Europe or the former Soviet Union before beginning the second year of REECAS and will be expected to write the seminar paper utilizing original source material in the target language(s).
The program learning goals are:

1. **Regional expertise**: Students should have advanced knowledge of the societies and cultures of the region through in-depth understanding of the cultural, political, economic, social, and historical factors that have shaped the development of societies in Eurasia, Russia, and East and Central Europe.

2. **Multi-disciplinarity**: Students should be able to analyze the historical, political, economic, social, and cultural realities in the region from at least three disciplines, including both humanities and social sciences approaches.

3. **Knowledge of a regional language**: Students should demonstrate a working knowledge of at least one regional language (a minimum of two years of language study, or one year of Russian in combination with another language of the region).

4. **Research and methods**: Students must demonstrate the ability to conduct interdisciplinary research that shows knowledge of research methodologies, demonstrates analytical skills, and the ability to articulate and elaborate research findings by completing one seminar with a research paper approved by the major advisor utilizing original source material.

In response to Question 7 of the Graduate Certificate/Doctoral Minor Self-Study template, there are no required courses for the certificate/doctoral minor. Instead, students select courses from the disciplines most related to their research/professional interests.

**Doctoral Minor**

Recognition of interdisciplinary training at the graduate level can be acquired with the REECAS doctoral minor. Doctoral minor requirements in specific fields can also be fulfilled under the REECAS program. The requirements for a doctoral minor under Option A (external minor) may be satisfied by completing nine credits of graduate courses in Russian, East European, and Central Asian studies. These nine credits must be distributed over at least two departments outside the student's major department. Students should contact the program office for specific information regarding these requirements. Doctoral students may not earn both the REECAS graduate/professional certificate and the REECAS doctoral minor.

No specific learning goals were established for the REECAS doctoral minor.

In response to Question 7 of the Graduate Certificate/Doctoral Minor Self-Study template, there are no required courses for the certificate/doctoral minor. Instead, students select courses from the disciplines most related to their research/professional interests.
SECTION C: Program Assessment and Evaluation

(Also answers question 8 of Doctoral Minor/Graduate Certificate Self-Study)

MA Program

The assessment plan developed in 2016 to assess the seven learning goals of the REECAS MA program is as follows:

<table>
<thead>
<tr>
<th>Assessment Planning (How)</th>
<th>Learning Goal Assessed</th>
<th>Timetable for Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Student Exit Survey (indirect measure)</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
<td>YEAR 1, 2, 3 (measure dependent upon student progress towards degree and completion date)</td>
</tr>
<tr>
<td>2: Alumni Survey (Indirect measure)</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
<td>YEAR 2</td>
</tr>
<tr>
<td>3. Foreign language proficiency assessment (direct measure)</td>
<td>7</td>
<td>YEAR 1, 2, 3</td>
</tr>
<tr>
<td>4. Submission of approved seminar research paper and/or MA thesis to the program. Direct Measure.</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
<td>YEAR 1, 2, 3 (measure dependent upon student progress towards degree and completion date)</td>
</tr>
<tr>
<td>5. Participation at one CREECA event – colloquium, lecture series, outreach event, or other – at which research is presented (Direct Measure)</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
<td>YEAR 1, 2, 3 (measure dependent upon individual student progress towards degree and research goals)</td>
</tr>
</tbody>
</table>

- **What has the program learned through assessment of learning goals?**

  Through previous exit surveys, CREECA learned that 40% of REECAS MA students at the time of graduation intended to pursue full-time employment, another 40% intended to pursue volunteer activity such as Peace Corps, and the remaining 20% intended to pursue or continue military service.
From the 2018 alumni survey, CREECA found that among those MA graduates who are currently employed, 11% work in elementary or secondary education, 11% work for the federal government, 22% work in higher education, 11% work for the military, 22% work in the private sector, and 22% work in state or local government.

Furthermore, the alumni survey revealed that 43% of MA graduates found the skills they developed during the program to be “extremely useful” for their career, and thought the REECAS MA program prepared them “very well” for their career.

These findings validate the REECAS MA Program’s focus on developing a holistic, interdisciplinary understanding of the region, as opposed to developing skills limited to a single academic discipline. The findings also confirm that students are successfully translating the analytical, writing, and language skills they developed in the MA program into careers across a wide range of sectors.

- **What changes have been made as a result of the assessment?**

As the above assessment plan and learning goals are still relatively new, no substantive changes have yet been made. However, given the professional intentions and career outcomes of REECAS MA students, CREECA will continue to seek out business, government, and non-profit leaders to speak at its lecture series and informal brown-bag lunches. Furthermore, the graduate advisor will continue to promote advising events and workshops organized by SuccessWorks, particularly those regarding government and military careers, as well as volunteer organizations like the Peace Corps.
On a related note, CREECA in 2017 added a page to its website for posting jobs, internships, and other opportunities that may be of interest to students in REECAS programs. CREECA staff regularly update this page with new opportunities. Most of these opportunities reflect the sectors in which REECAS MA students are most interested—federal government, higher education, etc.

More information about advising can be found in Sections E and H of this self-study.

- **Emerging changes in the discipline:**

The field of Russian, East European, and Eurasian studies has experienced a nationwide decline in enrollments since the end of the Cold War. Numbers in many programs are down at all levels: language course enrollments, undergraduate majors, MA program enrollments, and PhD-level students. In part, this decline reflects a general trend within social science disciplines to favor generalized knowledge of abstract concepts and theories and high-tech methodology over deep geographically-grounded expertise: that is, the situation is not unique to the REECAS area but is one faced by all area studies disciplines. At the same time, high-level expertise in the region our MA program covers has never been more essential for purposes of national security: the last several years have seen a sharp escalation of tensions between the United States and Russia, wars in Ukraine and the Republic of Georgia, growing political conflicts in East Central European countries (often fomented by Russia), ethnic strife, impoverishment, and growing religious extremism in Central Asia, and the rise of the second largest migration flow in the world (to Russia from former Soviet republics). Moreover, within social science disciplines such as political science, demography, and sociology, empirical studies focusing on Russia, Ukraine, and other countries from the REECAS region have increasingly made their way into mainstream journals. Thus, although the volume of specialists in the REECAS field has, like that of other area studies fields, declined, some research indicates that the general quality of research and training in the area have improved, and few today dispute the necessity to maintaining and expanding expertise on the region in the interest of national security.

Against this backdrop, MA programs play an essential role. First, for aspiring PhD students, they provide concentrated language and regional expertise, which few have time to pursue during the grinding challenge of discipline-based PhD studies. Without MA programs to offer a core baseline training in the REECAS countries, it is likely that the quality of PhD-level research on the REECAS region will decline. Second, MA programs play a valuable role in providing rigorous academic training for government officials, military personnel, and private sector workers who work in the region. PhD programs are not suitable for individuals on these career trajectories, and only due to MA programs are they able to get the regional expertise they need to do their jobs well.
Third, MA programs provide a valuable pool of interested students that support the course offerings on regional topics that are essential for undergraduates and PhD students who wish to engage with region in a serious fashion. For these reasons, it is imperative to sustain and support MA programs in REECAS throughout the country.

The UW Madison program is small, but of very high quality. The main limit on its size is the lack of university-based funding to support MA students (which contrasts with the situation at the largest MA programs in the field—Harvard, Columbia, and Georgetown—which have large endowments that they use to support MA students). Preserving programs like CREECA’s is also essential to maintain geographic and sectoral diversity in the field: otherwise, elite private east coast institutions will monopolize the terrain.

These characterizations of the larger REECAS field and the importance of MA programs within it are based on a systematic assessment study published in July 2015 by the Association for Slavic, East European, and Eurasian Studies (http://www.aseees.org/sites/default/files/downloads/FINAL-ASEEES-assessment-report.pdf). The study, it should be noted, reported that UW’s MA program ranks fifth in the country, according to a national survey the author conducted of faculty and recent PhDs in the field. A new study of MA programs in REECAS has just been launched by Georgetown University, and UW has been invited to take part.

- **Involvement of leaders within industry, business, government, or non-profit organizations:**

  As the CREECA MA is not a professional degree program, business, government, and non-profit leaders are not involved in or advise on the program. However, CREECA maintains strong relationships with members of government and non-profit organizations (such as the U.S. Department of State, the Madison Russian School, etc.). These relationships yield various career development, advising, and networking opportunities for MA students.
Graduate Certificate

The plan for assessing the four learning goals of the graduate certificate (1. Regional expertise, 2. Multi-disciplinarity, 3. Knowledge of a regional language, and 4. Research and methods) is as follows:

<table>
<thead>
<tr>
<th>Assessment Planning (How)</th>
<th>Learning Goal Assessed</th>
<th>Timetable for Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Method</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1: Student Exit Survey (indirect measure)</td>
<td>1, 2, 3, 4</td>
<td>YEAR 1, 2, 3 (measure dependent upon student progress towards Certificate and completion date)</td>
</tr>
<tr>
<td>2: Alumni Survey (Indirect measure)</td>
<td>1, 2, 3, 4</td>
<td>YEAR 2</td>
</tr>
<tr>
<td>3. Foreign language achievement survey (indirect measure)</td>
<td>3</td>
<td>YEAR 3</td>
</tr>
<tr>
<td>4. Submission of Academic Portfolio to the Program (to include a minimum of TWO seminar or research papers, language proficiency confirmation) Direct Measure</td>
<td>1, 2, 3, 4</td>
<td>YEAR 1, 2, 3 (measure dependent upon student progress towards Certificate and completion date)</td>
</tr>
<tr>
<td>5. Participation at one Program event – colloquium, lecture series, other – at which research is presented (Direct Measure)</td>
<td>1, 2, 3, 4</td>
<td>YEAR 1, 2, 3 (measure dependent upon individual student progress towards Certificate and research goals)</td>
</tr>
</tbody>
</table>

CREECA continues to solicit and collect academic portfolio materials from its graduate certificate students, and ensure their participation in events such as the annual graduate student research panel. Graduate certificate students were also included in the recent alumni survey. All certificate alumni who responded said that the skills they developed as a result of the program were either moderately useful (50%) or extremely useful (50%) for their career. 50% also claimed that the graduate program prepared them “very well” for their current career; 25% said
the program prepared them “extremely well.” These results show that the certificate’s learning goals—particularly numbers 1 and 4—are being met by the program.

Doctoral Minor

As CREECA was not asked to submit learning goals or an assessment plan for its doctoral minor program, no formal plan exists. However, CREECA has been informally following the graduate certificate assessment plan in evaluating the outcomes of the doctoral minor program. While doctoral minor students were included in the 2018 alumni survey, only one doctoral minor recipient responded—he or she stated that the skills they developed in the REECAS program were extremely useful, and prepared them very well for their current career in the federal government.

SECTION D: Recruiting, Admissions, and Enrollment

(Also answers questions 2 & 6 of Doctoral Minor/Graduate Certificate Self-Study)

MA Program, Graduate Certificate, Doctoral Minor

- Are admissions practices and enrollment levels consistent with plans, program resources, and career outcomes?

Admissions practices and enrollment levels for the MA in REECAS are consistent with CREECA’s plans and program resources. Currently, admissions and advising is handled by CREECA’s associate director among several other responsibilities in running the office. It would not be possible for CREECA to field a much larger cohort of students without increased funding both for student support and for staffing.

Recruitment for the master’s program and for the graduate certificate/doctoral minor have two different processes, since the prospective audience for the master’s program is primarily external to UW-Madison and the prospective audience for the graduate certificate/doctoral minor programs are students who have already enrolled in graduate or professional school programs at UW-Madison. For the master’s program, CREECA staff attend the national convention for the leading professional organization—the Association for Slavic, East European, and Eurasian Studies (ASEEES) and rent a booth in the exhibition area with materials about CREECA, including its master’s program. For the certificate and doctoral minor, the CREECA associate director reaches out to graduate coordinators in other programs, including Law, Political Science, History, German, Nordic, and Slavic, and Sociology. Moreover, many graduate recipients of the Foreign Language and Area Studies fellowship do end up declaring the graduate certificate or doctoral minor.
The graduate certificate and doctoral minor in REECAS are relatively small programs, but they do meet a need for students in other graduate and professional school programs who want to gain knowledge of the societies and cultures of Eastern and Central Europe and Eurasia. In the period 2010-2015, three PhD students completed the doctoral minor in REECAS and eight graduate students completed the graduate certificate in REECAS. These programs are not costly for CREECA to run, in terms of staff time and resources; their existence makes CREECA more competitive for the U.S. Department of Education’s National Resource Center (NRC) and Foreign Language and Area Studies (FLAS) fellowship programs.

- **What effort has the department/academic unit or program made to enhance student diversity (traditionally underrepresented groups in field)? Have those diversity efforts been successful?**

As a whole, the field of Slavic, East European, and Eurasian Studies has not enjoyed high levels of student diversity; this shortcoming has been recognized by professional organizations and was the impetus for the creation of ADSEEES, the Association for Diversity in Slavic, East European, and Eurasian Studies. CREECA has made its own attempts to recruit and support more underrepresented minority students, scholars, and professionals working in the field. One method is through Advanced Opportunity Fellowships (AOFs) in the Graduate School and College of Letters & Science. However, we have found that our take-up rate for eligible applicants is quite low. In the past three years, we have nominated two candidates for the AOF, but these candidates were also being actively recruited by other campuses and they accepted offers of admission from programs at universities that can offer more generous and multi-year funding packages, such as the Davis Center at Harvard University.

Nonetheless, CREECA is working to increase diversity in the field by starting at the pre-college level. The Pushkin Summer Institute (PSI), which is a joint initiative of CREECA and the Department of German, Nordic, and Slavic, is an innovative pre-college program that serves high school students from under-represented (low-income/minority) communities. (See [http://pushkin.wisc.edu](http://pushkin.wisc.edu) for more information.) Through the intensive study of Russian language, culture, and civilization, the PSI aims to improve students’ Russian language abilities and cultural competence; stimulate their interest in Russian studies; build lifelong critical thinking, reading, and writing skills; and prepare students for the demands of college life. The six-week Madison-based program was launched in 2012; it has received funding from the STARTALK program since 2014. In 2015 CREECA wrote a successful proposal for funding from NSLI-Y to support a second-year Russian immersion program in Latvia. Several alumni from the PSI and PSI abroad have been recruited to UW-Madison as undergraduates; given time, these students will be excellent future candidates for master’s-level programs in REECAS.
If applicable, what do trends in application volume, admits, and enrolled students signal about program strength?

Figure 2: REECAS MA Admissions Data

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicants</td>
<td>23</td>
<td>24</td>
<td>23</td>
</tr>
<tr>
<td>Admits</td>
<td>13</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>New Enrollments</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Admit Rate</td>
<td>56.5%</td>
<td>66.7%</td>
<td>73.9%</td>
</tr>
<tr>
<td>Enroll Rate</td>
<td>15.4%</td>
<td>12.5%</td>
<td>17.6%</td>
</tr>
</tbody>
</table>

As the information in the above table demonstrates, the number of applicants to the REECAS MA program has remained consistent over the past three years (23-24 students). This is on par with or higher than other master’s programs: the master’s program in Latin American, Caribbean, and Iberian Studies (LACIS) received 11 applications in 2015, 8 in 2016 and 7 in 2017. The figures for the Southeast Asian Studies MA are, respectively, 7, 7, and 17 for the years 2015-2017; for Afro-American Studies, the figures are 17, 11, and 12. The figures for the REECAS MA are favorable when compared to the Slavic Languages and Literature PhD, which had 24 applicants in 2015, 24 in 2016, and 17 in 2017. Among peer master’s programs at UW-Madison, only the program in Gender and Women’s Studies has more robust application figures: 34 (2015), 41 (2016), and 30 (2017).

The constraint for our program is not in attracting qualified applicants—each year we receive several strong applications from 20-25 students. Rather, the constraint for our program is funding. We are competing with master’s programs at other universities that are able to offer students more generous fellowship and assistantship packages. At the University of Wisconsin-Madison, master’s programs do not, as a whole, have access to teaching assistantships, since these positions are controlled by PhD-granting departments. Nor are master’s students eligible for University Fellowships through the Graduate School. We at CREECA have attempted to bridge this gap in funding by writing successful proposals to external agencies for projects related to our core mission as an interdisciplinary area studies center. We include graduate project assistant positions in these grant proposals, offering students not only funding, but professional development.
opportunities. The graduate students, in turn, provide essential services for these projects. Recent successful grant proposals include STARTALK, NSLI-Y, Title VIII (State Department), and the Carnegie Corporation of NY.

SECTION E: Advising and Student Support
(Also answers question 4 of Doctoral Minor/Graduate Certificate Self-Study)

MA Program, Graduate Certificate, Doctoral Minor

- **How are advisors assigned and matched to students? How many advisees does each faculty member have?**

The first point of contact for students in the REECAS master’s program, graduate certificate, and doctoral minor, is Jennifer Tishler, the CREECA associate director. This relationship starts when prospective students have initial questions about the program and continues once students enroll in the program. As the chief academic advisor, Tishler is responsible for organizing an orientation for new MA students. She also assists students with developing a course of study that is both rigorous and sufficiently interdisciplinary and meets with students in the weeks before enrollment opens in order to discuss course options. Tishler remains in regular contact with students throughout the year about courses, job and internship opportunities, and outreach events.

Students in the REECAS MA program are not required to write a master’s thesis, but those who do elect to write one are matched with two faculty members who advise the thesis. Students enroll for 3 credits of 990 (or an appropriate independent research course) with the main thesis advisor. The student also identifies a secondary advisor from a department different from that of the primary advisor. This “second reader” also serves as a resource for the thesis project. Tishler assists master’s students who write an MA thesis with identifying the primary advisor and the second reader. CREECA recommends that the thesis writer should already have an academic connection to the thesis advisor; often a master’s thesis will develop out of an earlier graduate-level seminar. See Appendix B, “Guidelines for MA Thesis,” for more details.

- **How often are program contacts and student handbooks updated and made available online? Is the handbook inclusive of program learning goals, program requirements as well as a program-level grievance procedure?**

Program contacts for the REECAS MA are widely available on the CREECA website (creeca.wisc.edu). CREECA does not currently have a student handbook for its own
program; instead students are referred to Graduate School policies through the Academic Policies and Procedures website (https://grad.wisc.edu/academic-policies/).

- **How are students transitioned between advisors when personnel changes?**
  Not applicable.

- **How often and in what manner is satisfactory progress monitored? Do students receive written annual feedback on their academic progress?**

  All students in the master’s program, graduate certificate, and doctoral minor have a face-to-face meeting with Tishler, the graduate program advisor, once a semester (for master’s students, more frequent meetings are the norm; once a semester would be the minimum number of meetings). Normally this meeting would take place a week before enrollment opens up for the following semester (e.g. in October and April). At this time, the advisor also discusses with students their progress toward the degree, certificate, or minor, and verifies that students are meeting program requirements and the Graduate School’s minimum graduate coursework (50%) requirement. The advisor tracks student progress on an advising sheet (“The MA degree requirements form” for master’s students, included here as Appendix C; an analogous form exists for the graduate certificate and doctoral minor programs). This form is updated each semester and the student and advisor each keep a copy.

- **How is the impact of advising assessed?**

  Currently, the impact of advising is not assessed, but CREECA plans to re-introduce an exit survey for graduating students and to incorporate a question about advising.

**SECTION F: Program Community and Climate**

**MA Program**

- **Discuss efforts to welcome, orient, and retain new students. What is offered to connect students within the program, as well as with the greater campus community?**

  Jennifer Tishler, the CREECA associate director, serves as the main graduate coordinator for REECAS. She answers questions from prospective applicants, works with applicants to the master’s program through the application process, and follows up with admitted students. Once students have made a commitment to enroll in the REECAS program, Tishler maintains communication with them on topics such as locating housing in Madison, enrollment for courses, and Graduate School policies and procedures. All
admitted students are given the option to visit UW-Madison before committing to enroll. These are handled on a case-by-case basis; CREECA does not have a formal “visit day” for prospective students.

Enrollment for incoming graduate students generally opens in early July for students who will be matriculating that September. Each June, Tishler arranges to have a conference call with incoming students over phone or Skype in order to review enrollment procedures and to advise them on selection courses for fall.

CREECA holds a mandatory orientation meeting for all incoming MA students in August; in recent years this meeting has been scheduled for a Wednesday morning, so that the entire cohort may then attend the Graduate School’s New Student Orientation as a group. At the CREECA orientation, topics covered include an overview of the interdisciplinary MA program, its students and alumni; strategies for success in graduate school and making the transition from being an undergraduate to being a graduate student; an overview of program requirements; requirements for Slavic 755 (“Introduction to REECAS”), a one-credit module required of all students in their first semester; and policies for the MA study room in 226 Ingraham Hall. After the conclusion of the REECAS orientation, Tishler walks the cohort to Union South to get Wiscards (if needed) and to attend the Graduate School’s orientation. Also during that Welcome Week, students who have previously studied Russian take a language assessment in Russian grammar, listening, and reading. All REECAS master’s students also attend an introductory session at Memorial library on REECAS resources; this is led by Andy Spencer, the bibliographer for Russian, East European, and Eurasian studies at Memorial Library.

- **What efforts are there to enhance faculty/staff representation of traditionally underrepresented groups in the field? How does the unit rate its ability to attract and retain a diverse faculty/staff?**

As mentioned in Section D, the field of Slavic, East European, and Eurasian Studies has not enjoyed high levels of student diversity and this is carried over to the faculty ranks, where there is not a strong representation of traditionally underrepresented groups. Since the master’s in REECAS is an interdisciplinary program, CREECA does not recruit and retain its own faculty. Rather, we depend on the work of individual departments (GNS, History, Political Science, etc.) to attract and retain a diverse faculty and staff.
SECTION G: Degree Completion and Time to Degree
(Also answers question 9 of Doctoral Minor/Graduate Certificate Self-Study)

MA Program

- Progress to degree metrics and peer comparison:

The tables below show the average years needed to complete the REECAS MA degree in comparison to other area studies, terminal master’s degrees on campus. The data show that the REECAS MA program has one of the lowest time to degree averages of its peer MA programs on campus. There is furthermore little difference between the completion times of minorities and non-minorities.

Figure 3: Time to Degree Completion for Area Studies MA Programs (Years)

<table>
<thead>
<tr>
<th>Time to Degree</th>
<th>Master's</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afro-American Studies</td>
<td>2.3</td>
</tr>
<tr>
<td>French Studies</td>
<td>2.3</td>
</tr>
<tr>
<td>Gender and Women's Studies</td>
<td>2.1</td>
</tr>
<tr>
<td>Latin American, Caribbean and Iberian Studies</td>
<td>1.8</td>
</tr>
<tr>
<td>Russian, East European and Central Asian Studies</td>
<td>1.9</td>
</tr>
<tr>
<td>Southeast Asian Studies</td>
<td>2.4</td>
</tr>
</tbody>
</table>
Figure 4: Time to Degree Completion by Demographic Group, Area Studies MA Programs

<table>
<thead>
<tr>
<th>Time to Degree by Demographic Group</th>
<th>Domestic Targeted Minorities</th>
<th>International</th>
<th>Domestic Non-Targeted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Master’s</td>
<td>Master’s</td>
<td>Master’s</td>
</tr>
<tr>
<td>Afro-American Studies</td>
<td>2.2</td>
<td>1.9</td>
<td>2.5</td>
</tr>
<tr>
<td>French Studies</td>
<td>2.9</td>
<td>2.0</td>
<td>2.2</td>
</tr>
<tr>
<td>Gender and Women's Studies</td>
<td>2.1</td>
<td>2.1</td>
<td>2.1</td>
</tr>
<tr>
<td>Latin American, Caribbean and Iberian Studies</td>
<td>1.5</td>
<td>2.3</td>
<td>2.0</td>
</tr>
<tr>
<td>Russian, East European and Central Asian Studies</td>
<td>2.0</td>
<td></td>
<td>1.9</td>
</tr>
<tr>
<td>Southeast Asian Studies</td>
<td>2.4</td>
<td>2.2</td>
<td>2.4</td>
</tr>
</tbody>
</table>

The following tables show REECAS MA degree completion rates since 2007, compared to those of peer MA programs. In these tables, N.R. = not reported. Only populations of at least five students are included in this calculation. With an average completion rate of 84.1%, the REECAS MA program has one of the highest completion rates of its peer programs.

Figure 5: Afro-American MA Cohort Completion Rates as of Fall 2017

<table>
<thead>
<tr>
<th></th>
<th>2007-09</th>
<th>2010-12</th>
<th>2013-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering Cohort</td>
<td>80.0%</td>
<td>92.3%</td>
<td>60.0%</td>
</tr>
<tr>
<td>Domestic Non-Targeted</td>
<td>40.0%</td>
<td>N.R.%</td>
<td>N.R.%</td>
</tr>
<tr>
<td>Domestic Targeted Minorities</td>
<td>100.0%</td>
<td>100.0%</td>
<td>42.9%</td>
</tr>
<tr>
<td>International</td>
<td>%</td>
<td>N.R.%</td>
<td>N.R.%</td>
</tr>
<tr>
<td>Female</td>
<td>85.7%</td>
<td>85.7%</td>
<td>57.1%</td>
</tr>
<tr>
<td>Male</td>
<td>75.0%</td>
<td>100.0%</td>
<td>N.R.%</td>
</tr>
</tbody>
</table>
Figure 6: French MSF Cohort Completion Rates as of Fall 2017

<table>
<thead>
<tr>
<th></th>
<th>2007-09</th>
<th>2010-12</th>
<th>2013-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering Cohort</td>
<td>90.5%</td>
<td>80.5%</td>
<td>92.9%</td>
</tr>
<tr>
<td>Domestic Non-Targeted</td>
<td>90.0%</td>
<td>84.2%</td>
<td>96.2%</td>
</tr>
<tr>
<td>Domestic Targeted Minorities</td>
<td>N.R.%</td>
<td>N.R.%</td>
<td>N.R.%</td>
</tr>
<tr>
<td>International</td>
<td>N.R.%</td>
<td>N.R.%</td>
<td>%</td>
</tr>
<tr>
<td>Female</td>
<td>94.3%</td>
<td>80.6%</td>
<td>91.7%</td>
</tr>
<tr>
<td>Male</td>
<td>71.4%</td>
<td>80.0%</td>
<td>N.R.%</td>
</tr>
</tbody>
</table>

Figure 7: Gender & Women’s Studies MA Cohort Completion Rates as of Fall 2017

<table>
<thead>
<tr>
<th></th>
<th>2007-09</th>
<th>2010-12</th>
<th>2013-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering Cohort</td>
<td>61.5%</td>
<td>85.0%</td>
<td>81.3%</td>
</tr>
<tr>
<td>Domestic Non-Targeted</td>
<td>50.0%</td>
<td>80.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Domestic Targeted Minorities</td>
<td>N.R.%</td>
<td>100.0%</td>
<td>50.0%</td>
</tr>
<tr>
<td>International</td>
<td>N.R.%</td>
<td>%</td>
<td>N.R.%</td>
</tr>
<tr>
<td>Female</td>
<td>58.3%</td>
<td>84.2%</td>
<td>78.6%</td>
</tr>
<tr>
<td>Male</td>
<td>N.R.%</td>
<td>0.0%</td>
<td>N.R.%</td>
</tr>
</tbody>
</table>

Figure 8: LACIS MA Cohort Completion Rates as of Fall 2017

<table>
<thead>
<tr>
<th></th>
<th>2007-09</th>
<th>2010-12</th>
<th>2013-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering Cohort</td>
<td>77.8%</td>
<td>88.2%</td>
<td>60.0%</td>
</tr>
<tr>
<td>Domestic Non-Targeted</td>
<td>82.4%</td>
<td>90.0%</td>
<td>N.R.%</td>
</tr>
<tr>
<td>Domestic Targeted Minorities</td>
<td>62.5%</td>
<td>83.3%</td>
<td>66.7%</td>
</tr>
<tr>
<td>International</td>
<td>N.R.%</td>
<td>N.R.%</td>
<td>N.R.%</td>
</tr>
<tr>
<td>Female</td>
<td>75.0%</td>
<td>90.9%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Male</td>
<td>81.8%</td>
<td>83.3%</td>
<td>N.R.%</td>
</tr>
</tbody>
</table>
**Efforts to improve degree progress and completion rates:**

Because the REECAS MA program does not belong to an academic department, REECAS MA students are typically not eligible for the same funding opportunities as other MA and PhD students at UW-Madison (such as teaching assistantships and graduate school fellowships). In the past, this meant that many students could only afford to enroll in the program part-time, which increased degree completion times and drop-out rates. Because of this, CREECA in 2012 revised and streamlined its program to make it possible for full-time students to complete the degree in three semesters, instead of four. Moreover, since its previous self-study CREECA has been working to secure outside sources of funding for its MA students. More information about the 2006 Self-Study can be found in Section A.
While one or two REECAS MA students each year receive Foreign Language and Area Studies (FLAS) Fellowships through CREECA’s U.S. Department of Education Title VI grant, MA students are increasingly being funded by graduate project assistantships. These project assistantships are funded by external grants for a variety of programs. CREECA currently has three such assistantships: one project assistantship is funded by a U.S. Department of State Title VIII grant to help manage the Central Eurasian Studies Summer Institute; one project assistantship is funded by a National Security Language Initiative for Youth grant to help administer the pre-college Pushkin Summer Institute Abroad program; and one project assistantship is funded by the Wisconsin Russia Project’s Carnegie Corporation grant.

This increase in funding opportunities since 2006 has led to increased degree completion rates and decreased degree completion times for the REECAS MA program. CREECA will therefore continue to seek out and apply for external grants to maintain these project assistantships.

- Success of educationally underrepresented groups in program:

As Figure 4 shows, domestic targeted minorities complete the REECAS MA program in about the same amount of time as non-minority students. We do not have data on the degree completion rates of minority students.
Graduate Certificate

The graph below shows the number of graduate certificates in REECAS awarded in the past 20 years. The number of certificates awarded during the last four years recorded is fairly consistent, and within the program’s goals as explained in Section D.

**Figure 11: REECAS Graduate Certificates Awarded Since 1998-1999**
Doctoral Minor

The below graph shows the number of doctoral minors in REECAS awarded in the past 20 years. The number of minors awarded during the last few years is fairly consistent, and within the program’s goals as explained in Section D.

Figure 12: REECAS Doctoral Minors Awarded Since 1998-1999
SECTION H: Career Services and Post-Graduation Outcomes

MA Program

- **What students do after graduation:**

  Of the CREECA alumni who responded to the 2018 alumni survey, 7% work in elementary or secondary education, 29% work for the federal government, 29% work in higher education, 7% work for the military, 14% work in the private, for-profit sector, and 14% work in state or local government.

  Of responding REECAS MA alumni, 11% work in elementary or secondary education, 11% work for the federal government, 22% work in higher education, 11% work for the military, 22% work in the private sector, and 22% work in state or local government (see Figures 13 and 14 below).

![Figure 13: Employment Sector (All Alumni)](image)
As explained below, REECAS graduate students—particularly students in the MA program—are encouraged to make use of the many career resources available to students in the Graduate School and in the College of Letters and Sciences. REECAS students also have access to regionally-tailored advising opportunities through the Russian Flagship Program, the Language Institute, and through CREECA’s own programming (weekly lecture series, brown bags with diplomats and alumni, other networking opportunities).

Students interested in pursuing additional academic training are encouraged to write an optional master’s thesis. For this thesis, students must select a main thesis advisor and a second reader from among CREECA’s core faculty. The thesis option gives students the opportunity to dive deeper into the theories, methodologies, and literature of their selected discipline(s). For more information on academic advising, please see Section E and Appendix B.

**Career resources available to students:**

REECAS MA students have the same career resources available to them as any other students within the Graduate School and the College of Letters and Sciences. As many REECAS MA students are interested in careers with the federal government, CREECA regularly promotes government-related career fairs, workshops, and other events organized by Marie Koko of SuccessWorks. CREECA furthermore frequently organizes brown bags and other informal events with visiting diplomats, during which interested students can learn about opportunities with the Foreign Service and receive career advice.
Recent speakers include Daniel Rosenblum, Deputy Assistant Secretary of the Bureau of South and Central Asian Affairs, and William Courtney, former U.S. Ambassador to Kazakhstan.

All REECAS graduate students are also encouraged to attend foreign language-focused career events and workshops organized by the Russian Flagship Program and the Language Institute.

REECAS graduate students similarly have access to CREECA’s Opportunities Page, which lists jobs, internships, and other opportunities that may be of interest to students and alumni. CREECA staff regularly update this page with new opportunities. Most of these opportunities reflect the sectors in which REECAS MA students are most interested—federal government, higher education, etc.

- **Range of student career outcomes:**

REECAS alumni go into a range of careers, from the private sector to higher education (see Figure 13 for specific breakdown of career sectors). As explained in Section C, the survey furthermore revealed that 43% of MA graduates found the skills they developed during the program to be “extremely useful” for their career, and thought the REECAS MA program prepared them “very well” for their career.

These findings validate the REECAS MA Program’s goal of developing a holistic, interdisciplinary understanding of the region, as opposed to developing skills limited to a single academic discipline. It also confirms that students are successfully translating the analytical, writing, and language skills they developed in the MA program into careers across a wide range of sectors.

Beyond the exit and alumni surveys, CREECA does not track the career progression of its graduates.

**SECTION I: Overall Analysis of the Self-Study and the State of the Program**

(Also answers question 10 of Doctoral Minor/Graduate Certificate Self-Study)

**MA Program, Graduate Certificate, and Doctoral Minor**

This self-study has shown that while CREECA’s three graduate programs (the MA, graduate certificate, and doctoral minor) are small in size, they are meeting students’ needs and fulfilling the programs’ goals of providing students with regional knowledge, interdisciplinary expertise, and language skills. The main concerns raised by the previous self-study—lack of community, limited funding—have been largely addressed. CREECA’s main goal moving forward is therefore to a) continue to apply for external grants in order to maintain funding for graduate
student project assistantships and fellowships, and b) to increase its assessment activities, particularly by reintroducing exit surveys for graduates.

- **Program strengths:**

  Career preparation and advising is one of the key strengths of CREECA’s interdisciplinary graduate programs. As the 2018 alumni survey results show, the vast majority of respondents believe that their graduate program in Russian, East European, and Central Asian Studies (REECAS) has well prepared them for their current career. Beyond developing language and research skills, REECAS students are encouraged to take advantage of the many career resources available through the Graduate School and the College of Letters and Sciences, particularly those events organized by Marie Koko of SuccessWorks.

  In light of the survey results, CREECA will continue to seek out business, government, and non-profit leaders to speak at its lecture series and informal brown-bag lunches. Such events give students the opportunity to network with and seek career advice from practitioners in a wide array of fields. CREECA will also work on increasing its assessment efforts for the three graduate programs, particularly by reintroducing an exit survey for graduating students.

- **Program challenges and improvements:**

  CREECA has made great strides in addressing the two main challenges noted in the 2006 self-study: lack of community among MA students, and lack of funding for graduate students (particularly MA students). CREECA has addressed this first concern by encouraging students to meet informally with guest speakers of the CREECA lecture series. This gives students an opportunity to network and interact with the speaker and with one another. CREECA has also set a regular, weekly time for its lecture series, which students in the MA program are required to attend for their first semester in the program. This not only allows for increased interaction among students, but also gives them a chance to network with CREECA’s facility affiliates from a wide range of disciplines.

  Another place in which CREECA has made improvements is with the funding opportunities available to REECAS students, particularly MA students. In addition to the Foreign Language and Area Studies (FLAS) fellowship, CREECA can now offer multiple graduate project assistant positions to its students. CREECA has also secured 10 Title VIII fellowships for graduate students to study at UW-Madison’s Central Eurasian Studies Summer Institute (CESSI). While Title VIII fellowships were only first offered in summer 2017, several MA students/alumni have already taken advantage of this new funding opportunity to bolster their language skills. By successfully applying for multiple
external grants, CREECA has more than doubled the amount of funding available to its graduate students during the academic year and summer terms.

As a result of this increased funding, CREECA has already seen improvements in the time to degree completion and completion rates of its MA students. More students can now afford to enroll in the program fulltime, leading to shorter completion times (about 2 years) and increased likelihood that they will finish the program. However, this increased funding has not yet led to an increase in enrollment. While CREECA continues to receive around 23-24 applications for its MA program each year, only around 2-4 students end up enrolling. CREECA is hopeful that it will be able to maintain grants such as NYSLI-Y, Title VIII, and the Carnegie Corporation grant year after year, and as such will have a reliable number of project assistantships which it can confidently advertise to prospective MA students. CREECA is confident that as long as it can maintain or increase its funding opportunities through external grants, the center will be able to sustain or even increase enrollment in its graduate programs, particularly the MA program.

SECTION J: Funding

MA Program

Funding is not guaranteed for REECAS MA students. Historically, the main funding opportunity available to REECAS MA students was the Foreign Language and Area Studies (FLAS) fellowship. Because FLAS funding is limited, and doctoral and professional degree students from any academic program on campus may also apply, CREECA is unfortunately unable to grant a FLAS fellowship to every qualified MA student. As a result, CREECA has created several graduate project assistantships for which MA students are eligible. Current positions include the Title VIII/Central Eurasian Studies Summer Institute Project Assistant; the Pushkin Summer Institute Project Assistant; and the Project Assistant for the Wisconsin Russia Project. Graduate Project Assistants are eligible for tuition remission, a monthly stipend, and health insurance.

As explained in previous sections, CREECA continues to seek out and apply for external grants to fund project assistantships. Two of the above project assistantships were added in the previous academic year alone.

- How is the program ensuring PhD students have adequate funding?

Not applicable.
• To what extent is the program making use of funding for diversity efforts?

Whenever an eligible, highly qualified student applies to the REECAS MA program, CREECA nominates the applicant for the Advanced Opportunity Fellowship. While these nominations are often successful, the applicants frequently decline the award to enroll in a program at another university that can offer more funding (see Section D for more details about CREECA’s diversity efforts).

The FLAS review committee furthermore considers diversity in reviewing applications for the FLAS fellowship. As previously mentioned, however, many of the FLAS applicants are from graduate programs besides the REECAS MA program.

SECTION K: Professional Development and Breadth

MA Program, Graduate Certificate, Doctoral Minor

• How does the program encourage students to participate in professional development opportunities that will enhance their skills and support their career goals?

As an interdisciplinary center with a mandate to promote teaching, research, and public service on Russia, Eastern and Central Europe, and Central Eurasia, CREECA encourages students to participate in professional development opportunities that will enhance their skills and support their career goals. First and foremost, CREECA encourages students to gain professional-level proficiency in one or more languages of Russia, Eurasia, and Eastern Europe. We strongly encourage students to use the summer between the first and second year of the program for intensive language study and we inform them of funding opportunities through FLAS, Title VIII, and other sources. Master’s students who are conducting research towards the thesis are also eligible to apply for CREECA’s summer field research awards (although these award are more typically awarded to students in PhD programs who are conducting research towards a dissertation).

CREECA provides other opportunities for professional development, both large and small. As noted in the section on funding, CREECA does not have access to many teaching assistantships (it funds only one spring-only teaching assistantship for its interdisciplinary course on Russia or Eastern Europe). However, CREECA does have a number of project assistantships—with funding from external grants—where graduate students are gaining real-world experience in project management, events planning, budget and finance, and communications. The graduate project assistants are performing essential work for CREECA but are also enhancing their skills; students in the REECAS
MA program are generally not aiming for academic careers. A student who has completed the MA in good academic standing and has worked effectively as a project assistant will be more prepared for a program manager position at a foundation or international education organization.

In more modest ways, CREECA’s status as a U.S. Department of Education-funded National Resource Center allows graduate students professional development opportunities. Our graduate students frequently assist at public outreach events such as activities fairs, classroom visits, and various internationally-focused programs, which allows them to develop public speaking and presentation skills.

In terms of resources and guidance available for exploring academic and/or non-academic careers, due to its small staff size, CREECA simply does not have the capacity to offer specialized job coaching to its students. Instead, the CREECA staff encourages students to make use of resources in the College of Letters & Science and the International Division, such as the International Advising Office, the Language Institute’s International Directions Advisor, the new “SuccessWorks” hub at the College of Letters & Science, and the vast knowledge of Marie Koko, the L&S career and internship specialist for government, politics, policy, and nonprofits.

In addition to making students aware of campus-level resources, CREECA does maintain a page on its website where it posts job opportunities in the public sector that would be of interest to master’s students, and certificate and minor candidates.

- **How is the program using Individual Development Plans, which are recommended for all graduate students and required for those with NIH funding?**

  CREECA does not use IDPs.

- **What opportunities and funding are available to attend and present at professional meetings?**

  For graduate students, funding to attend conferences is extremely limited. Although CREECA runs a funding competition for students to conduct overseas field research, our own limited resources do not allow us to fund students’ participation at conferences. We encourage our students to make use of local and regional opportunities that would be no-cost or lower-cost than large, national conferences: the annual Slavic workshop hosted by the Slavic GSO in GNS or the Midwest Slavic Conference at Ohio State University.
• **To what degree does the program offer teaching experience and teaching-related professional development to graduate students?**

Since CREECA does not generally have teaching assistantships we do not offer any specialized training for TAs, beyond that which is offered through the College of Letters & Science.

• **How does the typical graduate’s program ensure exposure to breadth training?**

By its very nature, the master’s program in REECAS is interdisciplinary. Students must take a minimum of 22 non-language credits in REECAS courses distributed over at least three different departments. A similar degree of breadth is required of students seeking a REECAS graduate certificate (12 credits of REECAS courses distributed over at least three departments), or doctoral minor (9 credits in REECAS over two departments outside the student’s major department).
APPENDIX A

Self-Study for Joint Review
M.A. Degree Program in Russian, East European, and Central Asian Studies (REECAS)
July 10, 2006

CONTENTS:
1. PROGRAM DESCRIPTION AND CONTEXT ............................................... 1
2. PERSONNEL .................................................................................................... 2
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5. ACADEMIC SUPPORT SERVICES .............................................................. 12
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APPENDICES

1. PROGRAM DESCRIPTION AND CONTEXT

1.1. Goals and Objectives: The Russian, East European, and Central Asian Studies (REECAS) program is housed administratively in the Center for Russia, East Europe, and Central Asia (CREECA), a National Resource Center funded by the Department of Education to promote research, teaching, and outreach. As an interdisciplinary area studies program, REECAS draws on the strength of disciplines such as anthropology, folklore, geography, history, language and literature, law, political science, and sociology. The M.A. program in REECAS provides interdisciplinary area studies training for students planning on pursuing professional careers in business, government, journalism, and law as well as for students planning further graduate study in an established academic discipline. The curriculum is designed to promote:

1. a broad understanding of the cultural, political, economic, social, and historical factors that have shaped the development of societies in Russia, Central and East Europe, and Central Asia;
2. mastery in Russian, East European, or Central Asian languages at a level necessary for doing advanced research on and professional work in the region;
3. knowledge of methodological and analytical approaches of different disciplines that will contribute to a better understanding of the region; and
4. knowledge of the methodological approaches in the student's chosen discipline to prepare the students for advanced research.

Please see Appendix 1 for a program brochure and URLs for on-line information.

1.2-1.3. Context and Need: The M.A. Program in REECAS is directly related to the University’s mission and long-range plans. For example, the interdisciplinary nature of the M.A. program encourages and promotes interdepartmental collaboration while maintaining the identities and rigorous academic approaches of CREECA’s constituent departments. Moreover, the M.A. program directly addresses the strategic priority to
“Accelerate Internationalization” articulated by Chancellor Wiley in the current UW-Madison Strategic Plan. As set out in the Strategic Plan, “UW–Madison has a significant and increasing international stature, which should be fostered and promoted. International partnerships are evolving rapidly, and if we are creative and open about exploring opportunities around the world, we can exert new influence on such issues as the environment, poverty, and human rights in the global economy.”¹ The M.A. program in REECAS directly addresses this need for graduates with significant regional training and language skills to participate in the global economy.

Although the countries of Russia, East Europe, and Central Asia have continued to evolve since 2000, with several nations of the former “Soviet Bloc” now members of or working to join the European Union while others seem firmly entrenched in authoritarianism, the context of the M.A. degree program in REECAS has not changed since the creation of the program. Indeed, we remain committed to our core goal of creating specialists in our region who can understand and articulate both its history and its current situation. Our program corresponds to the University’s mission of promoting research, advancing learning, and accelerating internationalization. As evidenced by Governor Doyle’s trade mission to Poland and the Czech Republic in fall 2005, the countries of Central and East Europe and Eurasia represent an area of potential growth for Wisconsin businesses; our program helps to prepare students in Wisconsin and beyond with significant regional training and language skills.

The M.A. Program in REECAS is unique among Wisconsin universities, but similar programs exist at many of Wisconsin’s peer institutions in the CIC (Committee on Institutional Cooperation: a consortium of 12 research universities, including the 11 members of the Big Ten Conference and the University of Chicago) and at other public and private universities:

1. Indiana University; M.A. in Russian and East European Studies  
2. University of Illinois, Urbana-Champaign; M.A. in Russian, East European, and Eurasian Studies  
3. The Ohio State University; M.A. in Slavic and East European Studies  
4. University of Michigan; M.A. in Russian and East European Studies  
5. University of Kansas; M.A. in Russian, East European and Eurasian Studies  
6. University of Texas; M.A. in Russian, East European and Eurasian Studies  
7. University of Washington; M.A. in Russian, East European, and Central Asian Studies  
8. Georgetown University; M.A. in Eurasian, Russian and East European Studies  
9. Stanford University; M.A. in Russian, East European, and Eurasian Studies  
10. Columbia University (Harriman Institute); M.A in Regional Studies — Russia, Eurasia and Eastern Europe

2. PERSONNEL

2.1 Tenured and Tenure-Track Faculty: As an interdisciplinary area studies program, the M.A. degree program in REECAS counts among its faculty scholars in Russian and East European Studies and Central Asian Studies whose home departments include, for example, Geography (1), Slavic Languages and Literature (7), Languages and Cultures of Asia (2), History (6), Political Science (2), Anthropology (1), and Sociology (2). (Please see Appendix 2 for a complete list of core and affiliated faculty and their home departments, as well as short vitae for the core faculty.) Our faculty members maintain a world-class reputation, particularly in language and literature and the social sciences, and the UW-Madison is one of the most dynamic institutions in the US for scholarship in the region. Since the creation of the MA degree program in REECAS, UW-Madison has hired tenure-track or tenured regional experts in History (Suri and Stephenson in 2001), Political Science (Gehlbach in 2003) and Sociology (Guillot in 2001 and Gerber in 2003). The program in Russian, East European, and Central Asian Studies has experienced a normal level of faculty turnover since its implementation, and while the loss of Alison Frank (History), Benjamin Rifkin (Slavic), Mark Beissinger (Political Science), and Margaret Beissinger (Slavic) is keenly felt, the departments are acting promptly to facilitate the replacement of these faculty members. History has recently hired a specialist in Ottoman history with a secondary interest in the Balkans. Another indication of the commitment of the departments, the International Institute and CREECA to this critical world region can be seen in the successful retention offer recently made to Francine Hirsch (History). To address the lack of coverage in modern Central Asian history, CREECA collaborated with UW-Madison International Institute and with the Department of History to create a position for a visiting assistant professor, which was filled by Ali Igmen in 2005-06. We are working actively with History toward the creation of a tenure-line position in Central Asian history and have sought external funding (in cooperation with the centers for East Asian Studies and Middle East Studies) to seed this position. We continue to work towards increased diversity among our staff and faculty, and we actively encourage applications by members of underrepresented groups in terms of gender, race, national origin, ability, and age. Currently, women comprise 22% of CREECA faculty, a percentage that matches UW-Madison overall. The legacy of heritage students in scholarship on the regions of Russia, East Europe, and Central Asia is clear in the persistently low percentage of minority candidates for faculty positions, but we continue to work to increase minority participation, and are involved with diversity initiatives across campus, such as the Equity and Diversity Resource Center in the Office of the Vice Chancellor. We are making every effort to ensure that searches for faculty and staff positions in Russian, East European, and Central Asian studies are advertised nationally and include strong equal opportunity statements to attract more minority applicants. Increasing the percentage of underrepresented faculty is a major goal for CREECA and for all of its core departments, where minority recruitment, hiring, and retention strategies are priorities in the hiring process.

2.2 Administrative Structure: Since its inception, the M.A. program in REECAS has been led by the Director of CREECA. As of fall 2005, CREECA is being directed by Kathryn Hendley, who is the Voss-Bascom Professor of Law and Political Science. Her research focuses on legal reform in Russia, with a particular emphasis on the role of law
in business. She has published over 30 articles and book chapters as well as a book over
the past decade, and has served as a consultant on legal reform to the World Bank and
other donors. Jennifer Tishler, who holds a Ph.D. from UW-Madison in Slavic Languages
and Literature, is the Associate Director of CREECA and serves as the main advisor for
the M.A. students. Tishler fields queries from prospective students, coordinates the
admissions process, and works with students to create a plan of study that is sufficiently
interdisciplinary and cohesive.

The M.A. program is overseen by the Administrative Council of CREECA, which
consists of several Center faculty, including the Director and Chair of Russian and East
European studies, Chair of the Central Asian studies program, Chair of the Slavic
department, Chair of Languages and Cultures of Asia, the Slavic bibliographer, the Slavic
language program director, and four elected members of the faculty in Russian and East
European Studies and Central Asian Studies. In 2004-05, these elected members
represented Political Science, Law, Slavic, and Sociology. In 2005-06, they represented
Anthropology, Business, Geography, and Slavic.

While our core faculty members are responsible for most of the teaching and mentoring,
the life of the M.A. degree program in REECAS is considerably enriched by our
affiliated faculty members, both at Madison and System-wide. Our affiliated faculty
represents a considerable pool of expertise that we tap for our courses, lecture series, and
conferences, and thus our students benefit from information and perspectives on the
region beyond the humanistic and social science disciplines. Thomas Popkewitz and
Marianne Bloch (Education), who have both conducted research on and taught courses in
educational policy and practice in the former Soviet Union, co-directed a project for
training Azerbaijani teachers in curriculum development in primary social studies under a
US State Department grant. This curriculum was tested in Azerbaijan in fall 2005. John
Doyle (Dentistry/Surgery) directs a medical-dental program in Kazakhstan and
Kyrgyzstan. Working with the World Health Organization, David Joranson
(Comprehensive Cancer Clinic) has launched a new initiative to improve the availability
of opioid medications in Romania; he presented his findings in the spring 2006 CREECA
lecture series. Michael Fleming (Family Medicine) has studied the efficacy of anti-
alcohol advice by physicians in 20 Polish primary care clinics and also conducts research
in Poland, Lithuania, Hungary, and Russia on HIV/AIDS. Fleming will serve on the
planning committee for a spring 2009 conference on HIV/AIDS in Eurasia, together with
Ted Gerber (Sociology) and Elizabeth Hachten (History, UW-Whitewater). We will
involve the M.A. students in the planning and implementation of this conference (and
other conferences) in order to further their professional development.

2.3 Adjunct/Part-time Faculty: As is true across the University of Wisconsin, some
teaching is carried out by adjunct and/or part-time faculty, particularly in the teaching of
the languages of our region. (This is not the case with graduate-level content courses,
which are taught almost without exception by tenure-line faculty.) Lecturers are chiefly
responsible for instruction in Uzbek and Turkish/Azeri and, depending on staffing needs
of individual departments, may also teach Czech, Polish, Russian, and Serbo-Croatian.
The departments work actively to promote the professional development of lecturers. For
example, in the Department of Slavic Languages, all full-time lecturers are considered in the annual merit exercise; in recognition of excellence in teaching and research one was recently promoted to Senior Lecturer. Moreover, CREECA provides support every year for lecturers in the languages to attend workshops in teaching methodology and assessment. All members of the faculty and academic staff—lecturers along with tenure-line faculty—are eligible to apply for CREECA travel grants to present their research at national and international conferences.

2.4 Training and Support: While the M.A. program in REECAS does not provide any training of its own for technology, members of its faculty and staff do use technology in their teaching, research and outreach. CREECA works to disseminate information on opportunities for technological training conducted by other units on campus, such as the Division of Informational Technology (DoIT) and Letters & Science Learning Support Services.

3. STUDENTS

3.1. Enrollment Trends:

The M.A. program in REECAS admitted its first cohort of M.A. students in fall 2001. Table 1 presents trends in applications and admissions since 2001. Table 2 presents a summary of enrollment trends for the program.

<table>
<thead>
<tr>
<th>Table 1: Application and admission trends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year of application</td>
</tr>
<tr>
<td>2001-2002</td>
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<tr>
<td>2002-2003</td>
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<td>2003-2004</td>
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<tr>
<td>2004-2005</td>
</tr>
<tr>
<td>2005-2006</td>
</tr>
<tr>
<td>2006-2007</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 2: Enrollment trends</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Students Enrolled</td>
</tr>
<tr>
<td>Continuing Students</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>
When the program was started, the department anticipated enrolling 5 new students each fall and of having a total enrollment of no more than 10 students in any given year. Our enrollment trends have fallen short of these goals for the past two academic years. As we ask students who decline our offer of admission to indicate the reason why, we have been able to gather some information on why more students are not enrolling in our program. By far, the most common reason given is lack of funding for graduate students, and conversely, generous offers of support received at our peer universities and Centers; this is also true for the current pool of applicants who declined our offer of admission for fall 2006. While we are able to attract excellent applicants, enticing them to enroll is more of a challenge, despite the fact that our program has been relatively successful in securing for incoming students University Fellowships (2 in 2004, 2 in 2005, but 0 in 2006) as well as Foreign Language and Area Studies (FLAS) Fellowships (1 in 2005, 1 in 2006). In the early years of the program, CREECA was able to support at least two M.A. students every year on Project Assistantships; this is no longer the case, given the tuition assessment for Project Assistantships, which was recently increased from 25% of the appointment to a flat $4,000 per semester fee. US Department of Education regulations expressly prohibit CREECA from charging tuition costs to its federal NRC grant (fund 144), and funds from the State (101) are insufficient to cover the tuition assessment. Because we are an interdisciplinary program, we have very few Teaching Assistantships to offer students, although some excellent candidates in our program have served as TA’s for the interdisciplinary courses Geography/History/Political Science/Slavic 253 (Russian) and 254 (East Europe).

3.2. Projected Enrollment: All three of our incoming students for fall 2006 are Wisconsin residents (and thus paying in-state tuition). We predict that more of our future students will be residents of Wisconsin and Minnesota who can take advantage of lower tuition rates.

4. PROGRAM DESCRIPTION AND EVALUATION

4.1. Curriculum:

Admissions: As established at the beginning of the program, students entering the M.A. program must have a Bachelors degree from an accredited institution and provide evidence of academic achievement and intellectual ability, including a minimum total grade point average of 3.0 on a four-point scale and a 3.4 in area courses, if any; letters of recommendation; and sufficiently high scores on the Graduate Record Examination. The program is designed to be flexible and to appeal to a range of student demands; therefore no rigid prior course of study is required for application. While there is no minimum admission requirement for language, students are strongly advised to complete two years of area language study before entering the program.
A. Credit and Distribution Requirements:

Since its inception, the M.A. program has been designed to be completed in two years, although highly motivated students with previous study of a regional language have been able to complete the program in 18 months. In addition to language classes each term, students are required to complete a minimum of 27 non-language credits from the course list distributed as follows:

1. Four courses (12 credits) in the student’s department of concentration
2. Four courses (12) from at least three other departments
3. Independent Research and Master’s Thesis (3 credits) OR additional graduate-level seminar (3 credits; see below).

B. Seminar Requirement:

At least two of the student’s eight courses (6 out of 27 credits) must be graduate seminars (above the 700-level), and at least one seminar must be in the student’s department of concentration.

C. Language Requirement:

Language learning is an integral part of the program and students will be required to enroll in a course in a Slavic or Central Asian language each term. For degree completion, students must have a minimum of three years of Russian or two years of another regional language.

D. Master’s Thesis and Major Discipline Research Requirement.

Each student is required to choose a department of concentration (Anthropology, Folklore, Geography, History, Language and Literature, Political Science, Sociology). From fall 2001-spring 2005, students were required to complete one faculty-supervised independent research course (3 credits) in this department of concentration, producing a 40- to 50-page master’s thesis. The thesis is meant to demonstrate the student’s ability to engage in original research in his or her chosen field, including the ability to use source material in regional languages. Based on faculty dissatisfaction as well as student frustration with the M.A. thesis, this requirement was modified as of fall 2005. Students now have the option to write an M.A. thesis in their chosen field of discipline or to take an additional (third) graduate-level seminar (preferably in their field of discipline), in which they produce a seminar paper that demonstrates their ability to engage in original research and to use original language material. This change was implemented in recognition of the fact that most of our students are interested in careers in governmental and non-governmental organizations, rather than in academia. Students who plan further academic study are encouraged to pursue the thesis option.
Due to staffing changes and evolving priorities in the constituent departments, there have been some changes to the initial list of core courses since the program was implemented. Courses formerly listed under “Central Asian Studies” are now offered through the Department of Languages and Cultures of Asia (LCA).

Courses added since 2001 include:

- Anthropology 346: Peoples and Cultures of Russia
- Folklore 443: Sami Culture, Yesterday and Today
- Folklore 875: Seminar in Turkish Oral Narrative
- History 825: Seminar: 19th and 20th Century Europe and the Coming of the Great War
- Law 819: Law and Contemporary Problems: Russian Legal Process
- Political Science 612: Transitions to the Market
- Political Science 617: Comparative Legal Institutions
- Theatre and Drama 532: History of Russian Theatre

*Please see Appendix 3 for a full listing of graduate-level courses in REECAS, forthcoming in the 2006-08 version of the Graduate School Catalog.*

**Table 4: Sample sequence of courses.**

<table>
<thead>
<tr>
<th>Student profile</th>
<th>M.A. Year One</th>
<th>Summer</th>
<th>M.A. Year Two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accelerated 18-month program for a Eurasian Foreign Area Officer, US Army. 2 years of undergraduate Russian; History concentration; area focus on Russia.</strong></td>
<td>3rd-year Russian (Slavic 275/276) Crusades: Christianity &amp; Islam (History 309) Seminar in Political Geography: Geography of Nationalism (Geography 918) History of Russia (History 418) History of Soviet Russia (History 419) Seminar: History of Imperial Russia (History 849) Russian Politics (Poli Sci 633) Post-Communist Politics (Poli Sci 948) 21 non-language credits</td>
<td>Women in Turkish Society (LCA 472) 3 non-language credits</td>
<td>Advanced Russian Language (Slavic 315) Dostoievsky (Slavic 422) Independent Research (History 990) 6 non-language credits</td>
</tr>
<tr>
<td>Student Profile</td>
<td>M.A. Year One</td>
<td>M.A. Year Two</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------</td>
<td>---------------</td>
<td></td>
</tr>
</tbody>
</table>
| **Student with 4 years of undergraduate Russian and 1 year of Uzbek; History Concentration; area focus on Central Asia. Non-thesis option.** | Second-Year Uzbek (LCA Lang 443/444)  
Seminar: Topics in Turkish Oral Narrative (Folklore 875)  
Comparative World History (History 753)  
Seminar: History of the Soviet Union and East Central Europe (Hist 850)  
Literatures of Central Asia (LCA 314)  
Topics in Sociology: Post-Soviet Demographics (Soc 496)  
15 non-language credits | Third-Year Uzbek (LCA Lang 543/544)  
Ethnicity, Nations and Nationalism (Anthro 606)  
Islam, Reform and Revolution in Central Asia (Hist 332)  
Advanced Seminar in History: Contemporary Central Asia (Hist 600)  
Islam: Religion and Culture (LCA 370)  
Russian Social and Intellectual History (Hist 420)  
Dostoevsky (Slavic 422)  
18 non-language credits |

<table>
<thead>
<tr>
<th>Student Profile</th>
<th>M.A. Year One</th>
<th>M.A. Year Two</th>
</tr>
</thead>
</table>
| **Student with prior training in Russian (through Peace Corps); Geography Concentration; area focus on Central Asia.** | First-Year Persian [Tadjik] (LCA Lang 363/364)  
Russia & NIS (Geog. 353)  
Directed Study in Geography (Geog. 699)  
Seminar: Political Geography (Geog. 918)  
History of Russia (Hist. 418)  
Nation, State & Cultural Pluralism (Poli Sci 854)  
15 non-language credits | Advanced Russian Language (Slavic 315/316)  
Second-Year Persian [Tadjik] (LCA Lang 463/464)  
Ethnicity, Nations, and Nationalism (Anthro 606)  
Economic Geography (Geog. 510)  
Seminar: People/Environment Geography (Geog. 930)  
Research and Thesis (Geog. 990)  
12 non-language credits |

4.2. **Diversity:** As noted above, the legacy of heritage students in REECAS is one reason for the persistently low percentage of minority students in our field as a whole. In the history of the M.A. program, CREECA has awarded one Advanced Opportunity Fellowship to a student. We advertise the M.A. degree program using a variety of media to reach as wide an audience as possible; professional publications and newsletters, listservs dedicated to our region, mailings to colleges and universities across the US. The Associate Director of CREECA serves as the Faculty Diversity Liaison for the program and represents the M.A. program in REECAS at various recruiting events, such the graduate recruitment fair held in summer 2005 as part of the Summer Research Opportunities Program (SROP).
4.3. Degree Recipients: Table 5 provides information on the post-degree career and educational paths of our degree recipients.

<table>
<thead>
<tr>
<th>Table 5: Graduates of the CREECA M.A. program, 2002-2006</th>
<th>Month, Year of Graduation</th>
<th>Current Employment/Education (if known)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>May 2006</td>
<td>Russian Flagship Program, St. Petersburg (2006-07); plans future career in US Department of State</td>
</tr>
<tr>
<td>2</td>
<td>Dec. 2005</td>
<td>Currently seeking employment with a government agency or NGO in Washington, DC.</td>
</tr>
<tr>
<td>3</td>
<td>Aug. 2005</td>
<td>Fulbright fellowship in Kyrgyzstan (2005-06)</td>
</tr>
<tr>
<td>4</td>
<td>Dec. 2004</td>
<td>US Army, Eurasian Foreign Area Officer, US Embassy, Moscow</td>
</tr>
<tr>
<td>5</td>
<td>May 2004</td>
<td>Working in Washington, DC</td>
</tr>
<tr>
<td>6</td>
<td>Dec. 2004</td>
<td>Completed coursework for PhD in Department of Slavic Languages and Literature, UW-Madison; now working outside academia</td>
</tr>
<tr>
<td>7</td>
<td>Dec. 2003</td>
<td>Pursuing PhD in Geography Department, UW-Madison</td>
</tr>
<tr>
<td>8</td>
<td>Dec. 2003</td>
<td>US Army, Eurasian Foreign Area Officer</td>
</tr>
<tr>
<td>9</td>
<td>Dec. 2003</td>
<td>Bolling Air Force Base</td>
</tr>
<tr>
<td>11</td>
<td>Aug. 2003</td>
<td>Working in Turkey for Steelorbis (news organization for Turkish steel industry)</td>
</tr>
<tr>
<td>12</td>
<td>Aug. 2002</td>
<td>US Department of State</td>
</tr>
</tbody>
</table>

4.4. Program Review and Assessment of Student Learning: To assess the quality of the curriculum and effectiveness of student learning, several methods of review are used in the M.A. program, including external reviews and self-evaluations. The program’s latest external review was conducted by Gale Stokes, Professor Emeritus of Rice University, an expert on Balkan history. Professor Stokes visited CREECA in March 2005 and provided a very insightful report. Following Stokes’s recommendation to restructure the M.A. program for a target audience of professionals rather than academics, the CREECA Administrative Council discussed and ultimately voted to implement the new non-thesis option (see below).

In accordance with the New Program Authorization document of April 2000, CREECA continues to conduct both direct and indirect assessment of all students at every stage of the program, for example:

- Faculty members evaluate student performance in their classes and report students’ strengths and weaknesses to CREECA (the Director, Associate Director, and other members of the faculty) for discussion and action.
- Exit surveys. All students graduating from our program are asked to complete an exit survey assessing the program.
- Alumni surveys. Every four years, we conduct a survey of our alumni to find out if and how they are using their regional knowledge in their careers.
In spring 2006 CREECA conducted roundtable discussions with members of the program faculty and current students in the program in an effort to get feedback of the program’s strengths and weaknesses. Suggestions from these meetings were incorporated into the updated assessment plan for the M.A. program in REECAS, which was submitted to the College of Letters & Science in May 2006. (Please see Appendix 4 for the complete version of the updated assessment plan.)

The following changes were noted in the updated plan:

- Based on departmental dissatisfaction as well as student frustration with the MA thesis, a requirement of the program through spring 2004, this requirement was modified starting fall 2005. Students now have the option of writing an MA thesis in their chosen field of discipline OR of taking an additional (third) graduate-level seminar (preferably in their field of discipline), in which they produce a seminar paper that demonstrates the student’s ability to engage in original research as well as the ability to use original language material. This change was implemented in recognition of the fact that most of our students are interested in careers in governmental and non-governmental organizations, not necessarily in academia. Students who plan further academic study are encouraged to pursue the thesis option.

- In response to graduate student exit surveys requesting a greater “sense of community” and “more comprehensive view of area studies,” the MA Program in REECAS will reintroduce for the fall 2006 semester a weekly seminar series, which all students in the MA program will be required to attend. Presentations will be given both by guest scholars and by members of the CREECA faculty. By introducing all the students to members of the core faculty—as well as by providing them with an overview of methodological and analytical approaches—we hope to foster greater intellectual sharing between students and faculty in the program.

As noted above, a central objective of the program is to provide interdisciplinary area studies training for students interested in careers in government or the private sector in fields related to Russia, East Europe, and Central Asia. A review of Table 5 reveals many success stories among our degree recipients, with our alumni having received the necessary credential (M.A.) to begin or further careers in the State Department, U.S. military, and private industry; still others are continuing their education in Ph.D. programs or in other research and training programs (Fulbright, Russian Flagship). On the other hand these 12 students represent but 57% of those who enrolled in the first four years of the program; another 9 (43%) did not complete the M.A. and left the program either for financial reasons, family responsibilities, or because they were unprepared for the rigors of graduate study at the University of Wisconsin-Madison. Another troubling trend, in the view of the Administrative Council, is that the number of applications has remained relatively small, despite our efforts at advertising and recruitment; having risen to a high of 28 for the cohort of 2004-05, it has fallen to only 19 applicants for 2006-07.

4.5. Accreditation: N/A for this program.
4.6. **Concerns:** As mentioned above, the main concern for this program, as is true for all graduate programs at the UW-Madison, is lack of funding for graduate students. This lack places us at a disadvantage in attracting the most qualified applicants to our program.

4.7. **Third Party Vendors:** N/A for this program.

4.8. **Outreach:** One of the perhaps unforeseen contributions of our M.A. students has been to CREECA’s outreach mission; over the past several years several have volunteered to participate in such activities as “Day in East Europe,” “Day in Central Asia and the Caucasus,” and “World Languages Day,” acting as unofficial ambassadors of our region and our university to school and community audiences.

5. **ACADEMIC SUPPORT SERVICES**

5.1-5.2, 5.4. **Ongoing and additional support; student access:**

**Physical plant:** CREECA is housed in a remodeled suite in a building refitted for the International Institute, which includes conference rooms and other facilities regularly used for lectures and conferences. While the space is just adequate for running the daily operations of the office, it does not include any office space for the Director, let alone graduate students or visiting scholars. The lack of a space for students to gather, collaborate, and socialize is keenly felt in an interdisciplinary program such as ours, where students may not share many of the same courses. Lack of “community” has been noted as a weakness of the program in our roundtables with faculty and students, and by several of our graduates on their exit surveys. Recognizing the near impossibility of securing more physical space for our program, we have attempted to address this challenge in other ways. First, we encourage students to meet informally with guest speakers in our CREECA lecture series before or after the talk. This gives the students an opportunity to network and interact with the speaker and with one another. Second, we have set a regular, weekly time for all CREECA lectures, which students in the M.A. program are now required to attend. By having a regular time when students, faculty, and staff come together, we hope to foster a greater sense of community.

**Library resources:** UW-Madison’s collection on the East European, former Soviet and Central Asian regions is one of the best in the country. Overall, the UW-Madison General Library System (GLS) contains over 7,800,000 volumes and ranks tenth in volume holdings among the 113 members of the Association of Research Libraries in the most recent (2004) ranking. Slavic, East European, and Central Asian holdings in the UW-Madison GLS now total over 285,000 titles, 233,000 of which are in the languages of the region, together with more than 50,000 titles about the region in English or other West European languages. UW has dedicated library space to the Michael B. Petrovich Reading Room in Memorial Library. The Petrovich Room, which opened in 1993, is a 4,056 square-foot reading room facility that offers ready access to basic reference works on the region, including bibliographies (both national and topical), serial indexes, library catalogues, archival guides, statistical handbooks, census material, encyclopedias, and
language dictionaries, technology support, and supplies that sustain the program. The Slavic bibliographer, whose office is located right next to the Petrovich Room, is readily available to consult with students and assist them with research questions. In order to further improve available resources and access to them, the Slavic bibliographer has created, with CREECA’s assistance, a Russian, East European, and Central Asian website that includes descriptions of individual parts of the collections, a guide to social science materials, links to other collections and resources, and full-text on-line editions of newspapers, journals and online publications of the region (see: www.creeca.wisc.edu/reeca).

Advising and career placement: Students in our M.A. program can rely on a network of resources for academic and career advising. The first point of contact for students is the Associate Director, who holds regular office hours at CREECA and responds to students’ email and phone inquiries. Students meet with the Associate Director at least twice a semester to discuss progress in their courses and planning for subsequent semesters. When the program was first implemented, it was envisioned that students would also seek out members of the core faculty as advisors and mentors. While some students have managed to cultivate good professional relations with their thesis advisors and other professors, most others have not taken taken this initiative. Too many of our students, it seems, have held on to the undergraduate’s image of professors as authority figures and arbiters of grades, rather than as resources and potential colleagues. The institution of a regular weekly lecture time, mentioned above, may help to break down some of these barriers and to build a greater sense of community, especially since several of the speakers will be members of the faculty and advanced graduate students. The opportunity to relate to members of the faculty in a more informal setting may help our students feel more welcome to seek them out.

CREECA undertakes a number of activities to provide career advice and assistance to students who want to work in the region. We announce jobs requiring regional expertise to our graduate email lists. We have amassed a database of Wisconsin, national, and international firms and NGOs that are both active in the region and open to interns. Moreover, students interested in an internship in our region may utilize the new Center for International Internships in the Division of International Studies, which is developing international opportunities for students in business, engineering, international relations, and health and life sciences. CREECA collaborates with the School of Business in a campus-wide “International Opportunities Month,” a series of events—including info-sessions on internships in the region, foreign service, study abroad, volunteer opportunities, fellowships and scholarships and NGOs—highlighting international experiences and the range of career possibilities in the region open to students.

5.3. Accessibility: We make every effort to ensure that no barriers exist to impede equal access and participation in our programs, and to integrate under-represented groups, including those of gender, ethnicity, age, or disability, as per the GEPA provision. We actively recruit from these groups for all positions and scholarships that we sponsor, as well as ensure equal access to our M.A. degree program. UW has a formal plan to achieve educational quality through racial diversity, and we target urban areas in
our outreach programs to recruit minority students into area studies. The McBurney Disability Resource Center advises students with learning disabilities. All our Center’s activities take place in wheelchair-accessible venues, all activities are open to the public, and we extensively advertise our activities and programs to ensure equal access to information.

6.  FINANCE

6.1.  Budget Requirements: Please see Appendix 5 for itemized budget. Costs for the M.A. program, including advertising, processing applications, and administering the program, are borne by the staff and budget of CREECA. As a U.S. Department of Education National Resource Center, CREECA currently has an annual budget of approximately $250,000 of external federal funding to enhance the M.A. program, in addition to the regular 101 budget received by Russian and East European Studies and Central Asian Studies. While these federal funds are an important resource for creating a rich environment for the M.A. program, the strength of the program resides in the curriculum already in place, and is not contingent on a federal grant.

While CREECA’s entire budget supports projects which enhance the M.A. program in significant ways, the following annual costs can be identified as directly linked to the M.A. program (estimates for 2006-07):

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advising by Associate Director (33% of .28 FTE)</td>
<td>$4804</td>
<td>101</td>
</tr>
<tr>
<td>Fringes on above</td>
<td>$1658</td>
<td>101</td>
</tr>
<tr>
<td>Photocopying and communication (ads, brochures)</td>
<td>$1000</td>
<td>144</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$7462</strong></td>
<td></td>
</tr>
</tbody>
</table>

In addition to these direct costs, it is estimated that each student in the program added to the university community would cost 0.025 FTE of the core faculty, in terms of teaching and advising.

When the program was first implemented, it was estimated that the Associate Director would devote 1/3 of his/her administrative time to running the program and that no additional staff would be required for the implementation and maintenance of the M.A. program. That initial estimate has proven to be woefully inadequate. The position of the Associate Director is broken down as .4 FTE for teaching, .32 FTE for managing the NRC/FLAS program and .28 for advising (the M.A. program as well as the undergraduate and graduate certificates and PhD minor in REECAS). In the past five years, due to changing regulations in reporting and evaluation from the US Department of Education, the demands on the Associate Director’s time for managing the NRC/FLAS
program alone has grown to 20-25 hours per week. This problem has been further exacerbated by the prohibition on CREECA’s hiring of graduate student project assistants, who used to bear more of the burden of data collection and reporting and event management. In order to assure the future quality of the program, we request State funds (.33 FTE) for a dedicated advisor for the certificate and M.A. programs, who would be supervised by the Associate Director. In the Center for East Asian Studies and the Center for European Studies, for example, a dedicated advisor apart from the Associate Director is responsible for tasks related to undergraduate and graduate certificate programs, such as fielding inquiries from prospective students, promoting the program at recruitment fairs, coordinating the application process, updating and maintaining course lists, advising current students, and communicating with the Graduate School and Registrar’s Office.

6.2. **Capital Requirements**: N/A for this program.

7. **SUMMARY**

7.1. **Summary Evaluation**: In summary, the program has been quite effective in some areas, while other areas require further consideration. The program’s strengths include a strong and devoted faculty made up of leaders in research and teaching; a curriculum that offers both breadth and depth; and many talented and intellectually curious students. As noted earlier, many of the students who sought out interdisciplinary area studies training in our M.A. program are now actively using their knowledge of Russia, East Europe, and Central Asia in careers in government, non-governmental organizations, and the private sector.

Some of the challenges facing our program include small and declining enrollments, and a large (43%) attrition rate. The members of our staff and faculty are aware of these challenges and will take them under review as we continue to develop and improve the M.A. program. The recommendation of the Russian, East European and Central Asian studies program is to continue with the final review process.
Guidelines for MA Thesis

1. Enroll for 3 credits of 990 (or an appropriate independent research course) with the main thesis advisor.
2. You must also identify a secondary advisor from a department different from that of the primary advisor. Do not register for research credit with the secondary advisor. However, this professor should also serve as a resource and should provide input to the main advisor before a final grade is issued.
4. CREECA does not have a requirement for bibliographic style (e.g. MLA, APA, Chicago). Students should use the format endorsed by that discipline and use it consistently!
5. Students should demonstrate use of primary sources in one or more of the target languages they studied.
6. Deadlines! Communication with the thesis advisor is essential. Be sure you set realistic deadlines for submitting and reviewing drafts. The Graduate School has its own page on completing a master’s degree: https://grad.wisc.edu/current-students/masters-guide/

For spring 2018:

April 20* Request for all Master’s and Doctoral Degree Warrants
May 11 Master’s Degree Deadline.
May 14-June 17 Spring Degree Window Period**

*For graduating Master’s and Doctoral students: If you want your name to be printed in the commencement program, you must sign up at MyUW “apply to graduate by April 4, 2018.

**The “Window Period” is the time between the end of one degree period and the beginning of the next. You must have been registered for the previous semester (Fall, Spring, or Summer). If all degree requirements are met by the end of the window period, your degree will be granted for the following semester. However, you will not have to register or pay fees for the next semester.

7. MA students do not deposit their thesis with Memorial Library but should provide a clean, final copy to CREECA!
M.A. Degree Requirements Form

Student Name: _______________________________ U.W. ID Number:_______________________

Local Address: ________________________________________________________________________

email: ______________________________________ phone: _______________________________

**Requirement #1**: 7 graduate-level* courses in REECAS for a total of 21 credits:

1. _____________________________________ 2. _______________________________________
3. _____________________________________ 4. _______________________________________
5. _____________________________________ 6. _______________________________________
7. _____________________________________

* A. Courses numbered 700-999 are intended for graduate students only.  
   B. Courses numbered 300-699 may enroll both undergraduate and graduate students.  
   Therefore, syllabi for “B” courses must state the differences in expectations for graduate and undergraduate students, and how the graduate and undergraduate students’ work will be assessed in the course.

**Requirement #2**: A one-credit “Introduction to REECAS” module (Slavic 755)

1. _____________________________________  

**Requirement #3**: 2 graduate seminars (above the 700-level) (note: these seminars are already counted above under Requirement #1 and do not represent additional courses.

1. _____________________________________ 2. _____________________________________  

**Requirements #4**: Language study each term. For degree completion, students must have a minimum of two years of university-level study (or the equivalent) of a regional language with at least three years of study strongly recommended.

Language and level taken:
In consultation with the M.A. advisor and with the approval of a faculty advisor, students may elect to write a Master’s thesis, but this is not required.

Independent Research Course for the M.A. Thesis (3 credits) and M.A. Thesis

Thesis Title: ________________________________________________________________

________________________________________________________________________

Committee: ______________________________________

______________________________________

Date of Thesis Submission: _________________________

M.A. Advisor: Dr. Jennifer Tishler
CREECA, 210 Ingraham Hall, 262-3379
jtishler@wisc.edu
Self-Study of M.A. in Southeast Asian Studies

Date submitted: February 12, 2018

Primary Contact:

Michael Cullinane
Associate Director & Graduate Advisor
Faculty Associate (History)
207 Ingraham Hall
<mmcullin@wisc.edu>; 263-1755

Academic Unit:

Center for Southeast Asian Studies
Institute for Regional & International Studies
International Division

Note: this review has been prepared in cooperation and with the assistance of Dr. Csanad Siklos, the Assistant Director for Students and Curriculum for the Institute for Regional and International Studies (IRIS).

A. Responses to previous program review recommendations (2009)

The last review of the Center's degree programs (both the BA Major & the MA degree) was concluded at the end of 2009 and finalized in early 2010, with the faculty review committee concluding that the program "is healthy and viable" and that "both programs were healthy, although they have no room to expand given resource constraints." It further stated that the programs play "a key role in enriching the intellectual and cultural lives on campus." Five recommendations were made, with the responses to each given below each recommendation.

1) To think about disciplinary configurations in terms of international and interdisciplinary area studies at both the College and University levels.

Response at time (1). The Center has always devoted considerable attention to "disciplinary configurations," but these are by necessity focused on existing faculty, with configurations changing periodically depending on faculty retirements and departures and on new hires. Since the early 1990s to the present, these configurations have changed considerably, moving from an earlier emphasis on developmental issues (focused on SE Asian economies, political systems, social change, demography, and issues land, labor & environmental) to religion, history, archaeology, and literature, and more recently a turn back to environmental concerns, with more emphasis on education and communication, especially through Geography and Communication Arts. The Center is deeply concerned about these directions, but has only limited control over departmental choices. As such, disciplinary configurations continue to be the primary domain of departments and the faculty selected by the departments can only facilitate
the Center's program if the scholars research and teaching relates to SE Asia.

2) To take specific measures (e.g., cluster hires) to hire faculties whose research specializations include SE Asian region in one or more social science disciplines.

3) To start campus-wide conversations on recruiting experts in applied economics, business, public health, urban planning, and so on, who also have some SE Asian region specialization.

Response at time (2 & 3). The Center has always worked with (and continues to work with) departments as best it can to influence the recruitment of faculty with SE Asian expertise in research and teaching. The past decade has resulted in considerable loss in faculty in several critical areas: Anthropology (1), Geography (1), History (1), Languages and Cultures of Asia (2), Music (1), Political Science (1), and Sociology (1). In response, the Center had attempted to work with department to recruit new faculty with expertise on SE Asia; in addition to efforts to influence new hires, the Center has also brought considerable external funds to this effort, especially from the US Department of Education (through Title VI) and from the Henry Luce Foundation. In the past decade, we have managed to deploy two separate Luce Foundation grants to hire SE Asia specialists, one in Geography (Ian Baird, tenured in 2016) and another in Anthropology (Nam Kim, tenured in 2016, in Archaeology); both these positions were initially supported by Luce funds. More recently, the Center has deployed its Title VI grant to hire Dr. Eunsook Jung as a Faculty Associate in the Department of Political Science, adding a major scholar of Indonesia to our teaching faculty (with one SE Asia area course per semester); again Title VI funds were used to cover the first two years of this position. In a somewhat different manner, Title VI funds were used to cover the full-time position for Dr. Mary McCoy, the Center’s Outreach Coordinator, who has added two new courses to our curriculum in Communication Arts. We have also benefitted from new hires of faculty in Sociology, Educational Policy Studies, and SoHE, where newly hired faculty with SE Asia research experience have been recently appointed. The new Department of Asian Languages and Cultures has also just hired a major SE Asianist, who will start in January 2018. Needless to say, our efforts have been concentrated on the College of Letters and Science and we have been less effective outside L&S (as suggested in the 2009 recommendation); we are hoping that our recent move to the International Division will facilitate our efforts to expand the SE Asia faculty beyond L&S in the future.

4) To start a systematic deliberation on developing a cost-effective model of language instruction and to address the pay disparity in language instruction.

Response at time (4) Although there is much left to do, we are optimistic about the new Department of Asian Languages and Cultures (ALC), resulting from the merger of LCA and EALL. At present all five SE Asia languages are firmly lodged in ALC. Three of these are taught by full-time lecturers (Hmong, Thai, & Vietnamese), while the other two are handled by SAs (Indonesian & Filipino). This indicates an improvement over past years in terms of “pay disparity,” but does not resolve the issues of job security and dependance on Title VI funding. At present only Hmong is covered completely on 101 funds, with the others all requiring continued funding from Title VI (144): Filipino (SA,
If Title VI is not renewed (with current cycle ending on 8/2018), our program will be cut back to three languages: Hmong, Thai, and reduced Indonesian, and we will lose Filipino and Vietnamese.

5) To recruit a suitable person, preferably in a social science department, to work together with Mike Cullinane, the Associate Director of CSEAS.

Response at time (5). No effort has been made in this direction; in fact, the situation has deteriorated further by the removal of Mary Jo Wilson to become the Assistant Director for Business Operations for IRIS; she has not been replaced in the Center in the areas of work she previously performed for the MA degree program.

B. Overview of the Program

Our last review (2009-10) was for both the BA and MA programs combined; the emphasis of this review is focused entirely on the MA program.

B.1. Program requirements: MA Southeast Asian Studies.

* 2 years (4 semesters) of coursework in a SE Asian language (or the equivalent proficiency in a SE Asian language).

* 30 credits of coursework on Southeast Asia (16 in residence and 15, if possible, concentrated on a single disciplinary approach) (See Guide for more details); this number of required credits (30) was increased from the previous requirement of 24 credits; the 30-credit program began in Fall 2014, as mandated by the Graduate School.


The Center for Southeast Asian Studies (CSEAS) has three fundamental missions: quality education and curriculum; intellectual and cultural enrichment; and infrastructural support for faculty, students, and academic staff engaged in research and learning on Southeast Asia. These three components of the mission are intended to be interconnected in order to promote holistic multidisciplinary approaches to the creation, learning, application, and dissemination of knowledge about Southeast Asia and a firm belief in the importance of such knowledge.

B.3. Goals of the Center’s MA Degree Program

The MA in SE Asian Studies program was launched in 1990 and had its first graduates in 1991-92 academic year. The mission of the program from the outset has been to provide a comprehensive multi-disciplinary program of graduate study concentrated on Southeast Asia that includes both language and area courses at the advanced level. In addition, the program is devoted to the wider dissemination of language and area courses and specific area research to graduates in all fields of study, especially within L&S; the program regularly serves the language and area needs of MA and doctoral students in many disciplines, in particular Anthropology,
Economics, Geography, History, Languages and Cultures of Asia (now Asian Languages and Cultures), Musicology, Political Science, Public Policy (La Follette), and Sociology, as well as students in Law, Business Administration, Health Sciences, CALS, and the Nelson Institute for Environmental Studies. As we hope will be clear in the sections below, the MA program in SE Asian Studies is in full compliance with the five goals of the university by promoting research, advancing learning, accelerating internationalization, amplifying the Wisconsin idea, and nurturing human resources.

In addition to the above, it is important to note that our multidisciplinary MA degree program meets a major priority established by the U.S. Department of Education in the awarding of Title VI National Resource Center funding; federal funding initiatives have in recent years placed emphasis on the production of MA recipients who are more likely to seek government employment rather than doctoral degrees and teaching positions in academe. Our Center remains committed to both these objectives. As such, our overall goal can be stated in this way:

To train students in Southeast Asian language and area skills appropriate for employment with government agencies and/or NGOs, or for continued study toward doctoral degrees in a wide range of disciplines.

B.4. Approved learning goals.

1) Knowledge and Skills

   * Demonstrate knowledge of one or more countries of Southeast Asia, focusing a research question, problem or case study situated within a broader analytic framework within one or more disciplinary approaches.

   * Demonstrate proficiency in speaking, listening, reading, and writing in one or more Southeast Asian language, at least to the fourth-semester proficiency level.

   * Analyze and synthesize information and ideas within the context of interdisciplinary Southeast Asian studies.

   * Understand, respond to, and construct arguments across disciplines relating to the study of Southeast Asia.

   * Apply their knowledge to solutions of intellectual as well as practical problems.

2) Professional Conduct

   * Recognize and apply principles of professional and ethical conduct.

3) Additional goals

   * Gain experience in academic research, predominantly in the humanities and social sciences, with exposure to sources, methodologies, and critical theories.
*Develop more effective oral and writing skills.

B.5. What is the program's structure?

It is a single track program, with no other tracks or named options.

Students, in consultation with the MA advisor, take 10 courses with 30-100% "Southeast Asia" content, with an emphasis on concentrating half (15 credits, or 5 courses) on a single disciplinary approach, while the remainder of the courses should be selected from other disciplines (electives).

The core of the MA degree is the "MA Research Paper," which is project designed in close consultation with a faculty advisor, when then becomes the chair of the oral defense committee. Two other faculty members are incorporated into reading and assessing the project and in carrying out the oral defense. We have listed all the MA Research Paper title and the faculty committees in the list of MA graduate since 2009 at the end of this review.

B.6. Collaborations with other programs.

There are no programmatic collaborations with other centers, departments, or programs; the Center, however, coordinates course offerings on a regular basis with all the departments where faculty exist with expertise on Southeast Asia.

The interdisciplinary nature of the program can be observed in the participation of faculty members from different departments working together with the MA student in the preparation of the MA Research Paper. For detailed information of these collaborative projects, see the list of MA graduates since 2009 at the end of this review.

Close collaboration is maintained between the CSEAS MA Program and the primary language-teaching department, now the Department of Asian Languages and Cultures (ALC). All the graduates must take at least four semesters of language instruction in a Southeast Asian language, all of which are administered by ALC. CSEAS also works closely with the ALC language pedagogist for SE Asian Languages, Dr. Erlin Barnard, who supervises instruction and administers the employment of all the lecturers and SAs teaching these courses, including those instructors who are also MA students themselves. This Southeast Asian language program is undoubtedly the best in the U.S. and is closely linked to our summer institute, SEASSI, the only intensive program of its kind in the U.S. The list of MA graduates at the end of the review will testify to the fact that most of our MA graduate complete their studies at the advanced level of a Southeast Asian language.

B.7. Other programs within the Center for SE Asian Studies.

The Center administers three other programs: the undergraduate major (BA: Asian Studies: Southeast Asia Concentration), the undergraduate certificate program (Certificate in Southeast Asian Studies), and the PhD Minor (in Southeast Asian Studies).
B.8. Governance model and faculty engagement.

The MA in SE Asian Studies is one of four "Southeast Asian Studies" degree programs administered by the Center for Southeast Asian Studies (see above for the other two). All four degree programs are governed by the Center's Faculty Executive Committee through an Education Committee (see below) appointed by the Director and approved by the Executive Committee and administered by the Center's staff: a rotating faculty Director (currently, Professor Alfred W. McCoy) and a permanent Associate Director (since 1991, Dr. Michael Cullinane, Faculty Associate). The primary role of the Center's Director in the MA program is to chair the Center's Education Committee that oversees all the Center's academic programs. The primary administrator for the MA degree program is the Associate Director, Dr. Cullinane, who serves as the administrative advisor for all the students in the program, as well as being responsible for the collection and maintenance of student records and regular communication with the Graduate School, including the management of all activities pertaining the Applicant Review.

Specific governance of the program is carried out by the CSEAS Education Committee, composed of three faculty members (including the Center Director), the Associate Director, and the Outreach Specialist (Faculty Associate, Dr. Mary McCoy). The Associate Director and Outreach Specialist are permanent members of the committee, the Director chairs the committee throughout his/her term, and the other two faculty members are selected by the Director on a rotating basis each year. This committee periodically reviews degree requirements and course offerings and its members serve as consultants to the administrative staff on all relevant matters pertaining to the program. The Education Committee also reviews all the applications to the program and makes all admission decisions.

C. Program Assessment and Evaluation Plan (MA only)

See attached materials regarding assessment and evaluation plans.

D. Recruiting, Admissions, and Enrollment

See E below.

E. Advising and Student Support

The advising program, as noted, is managed by the Center's Associate Director, M. Cullinane (see section on Program and Governance above). In his capacity as general academic advisor for students in the program, he manages the following activities: 1) student recruitment; 2) the processing of admission to the program through Applicant Review; 3) advising related to enrollment and class selection; 4) monitoring student progress in the program, including the administration of the program's oral defense; and 5) the final processing of degree warrants with the Graduate School.

Recruitment is concentrated largely on the Center's website, where the MA program is
promoted and explained. In addition to the maintenance of this website, recruitment for the program occurs mainly through our various undergraduate courses, at SEASSI, and through broad contacts with administrators and colleagues across the US who share interests in the study of the Southeast Asia region. As one of a small number of MA programs in the US concentrated on SE Asia, we recruit a steady, but not large, number of graduate students, with a growing number of international students demonstrating interest in the program, mainly from China and various parts of Southeast Asia. The Center receives some fifty inquiries (by phone and email) annually about the program, with all these receiving quick responses. From these, we receive a little over twenty applications each year.

The Center has a rolling admission and can admit students for Fall, Spring, or Summer. Most students, however, are admitted and begin the program in Fall. All applicants are required to submit a statement, three letters of reference, and transcripts of all their university-level education. Domestic students are also asked to submit GRE scores, but we do require these scores from international students, all of whom must satisfy the English-language test requirements of the Graduate School. In recent years we have generally admitted ten-fifteen students, but the high cost of non-resident tuition and the lack of funding opportunities for MA students, results in the entry of four-five students annually.

E.2. Student Financial Support

Information about funding is included within the short bios of each of our MA graduates since 2009, which is attached to this review.

Over the years, the Center has used a variety of funds to support students in the MA program: university-supported fellowship programs (AOF and University Fellowships), Title VI (FLAS), and Mellon endowment funds. CSEAS annually offers three varieties of fellowships to graduate student studying Southeast Asia on this campus: FLAS fellowship (supported by the Center’s Title VI grant) and CSEAS Fellowships and CSEAS Field Research Grants (both of these supported by the Center’s Mellon endowment). In-com ing MA students, if eligible, are nominated for AOF and University Fellowship awards, and all in-coming graduate students are eligible to apply to the Center for FLAS and Center fellowships.

In addition, CSEAS routinely hires 2-3 student assistants (both graduate students and undergraduates), some as PAships and some as hourly employees during the academic year and summer. The PAships are funded in large part by Title VI and SEASSI revenues, which are supplemented, when necessary with endowment funds; more recently the Center has received PAship support from IRIS. Students in the Center’s MA program have priority in the filling of these positions. See below for problems related to the funding of the MA program.

Lastly, the Center and its faculty routinely support MA students in acquiring funding from external sources, on and off campus. We are assisted in this effort by the IRIS Awards Office. In recent years we have been successful in assisting students to obtain Boren (NSEP) grants in support of both graduate and language studies.

F. Program Community and Climate
The Center has always maintained an active community comprised of faculty, staff, and students from all across campus with interests in Southeast Asia. Although most of the students are studying at the graduate level, undergraduate involvement in the Center and its activities has increased in recent years. In the larger context, the Center had become and remains a welcoming place for students, a place where they can drop by, meet other students, and discuss a wide range of topics with staff and faculty, not always pertaining to Southeast Asia. The regular presence of students on the Center’s staff contributes to this openness. There are three major activities that have contributed to this community: the Center’s Friday Forum lectures series, SEARG (Southeast Asian Research Group), and the three major Center fellowships (FLAS, Center Fellowships, and Center Field Research Grants). The Friday noon lectures on Southeast Asia draw students from across the university to a multidisciplinary series that features major scholars in the field as well as doctoral candidates discussing their research projects; the Friday Forum is a weekly venue for the fostering of community among students and faculty. SEARG is a registered student organization managed by graduate students from many departments who share an interest in Southeast Asia; it has been in operation over fifteen years. They meet regularly to discuss their research and scholarship and often convene symposia on Southeast Asia focused on a range of themes and aimed at bringing to campus major scholars working in the Southeast Asia field. The Center works closely with SEARG and supports its events when the resources are available. The various fellowships offered by the Center also maintains our close link with students across campus (see before for more details on this fellowships).

G. Degree Completion and Time to Degree

Most students complete their degree in four semesters (two academic years). This time frame can vary based on two important factors: 1) whether or not the student is forced to work excessive hours to cover rising tuition costs; and 2) how long it takes to complete the language requirement (4 semesters required). The latter issues is, of course, facilitated by SEASSI, which permits students to complete a full year of language study (2 semesters) in a single eight-week period during the summer.

The time to degree is included for each of the MA graduates listed at the end of this review.

H. Career Services and Post-Graduation Outcomes

In addition to the existing career advisory services available on campus, the Center circulates a regular notice (4-5 times a semester) on "Jobs, Conferences, and Scholarship Opportunities." The latter list includes all job notices sent to the Center during the particular time period and all others that have come to the attention of our Outreach Specialist, Dr. Mary McCoy, who prepares the list with the assistance of the student staff members.

When this information is known, we have included career information for most of the MA graduates since 2009 listed at the end of this review.

I. Overall Analysis of the Self-Study & State of the Program
Additional Considerations

J. Funding

J.1. Budgetary Matters

The Center does not receive any university funds designated specifically for our MA program. The largest budgetary commitments are built into the salaries of the primary administrative staff. As such, we can estimate that approximately 20 percent of the effort of the Associate Director (Cullinane) is devoted to administrative and advisory tasks related to the MA program. In addition, the MA program receives approximately 5 hours a week of administrative effort on the part of the Center’s three student assistants (both undergraduate and graduate students at UW-Madison), with their salaries covered variously by funds from Title VI, funds from our Mellon endowment, funds from SEASSI, or from funds provided by the Institute of Regional and International Studies (IRIS).

K. Professional Development and Breadth

Since the Center does not have any of its own tenure-track faculty, we rely on the departments for the hiring and professional development of all but two of the regular teaching faculty for the MA degree program in Southeast Asian Studies. See the list of faculty below.

The only two program faculty associated with CSEAS are Michael Cullinane and Mary McCoy, both Faculty Associates, Cullinane at 40% in History and McCoy at 33% in Communication Arts. Both teach two separate courses, one each semester. In addition, the remaining portions of both of their positions are administrative, largely focused on managing various tasks relating to the Center for Southeast Asian Studies. Although both remain active in their respective academic fields (in terms of participation in conferences and in scholarly publications), neither has access to any of the professional development opportunities available to tenure-track faculty.
LIST OF FACULTY AFFILIATES FOR THE MA IN SOUTHEAST ASIAN STUDIES

The most critical factor in maintaining a viable MA degree program in Southeast Asian Studies is the available teaching faculty with strong research interests on Southeast Asia. Though the members of the Southeast Asia faculty over the past decade have undergone considerable change, particularly in the loss of faculty through retirement and departure, we have been able to add faculty in critical areas and to maintain the program of teaching and research consultation. Below is a list of the core faculty affiliated with the Center for Southeast Asian Studies at the time of this review. All those listed below teach courses relevant to the program, work with MA students on their research papers, and collaborate with CSEAS in administering the program.

IAN BAIRD
Associate Professor, Geography

ERLIN BARNARD
Faculty Associate, Asian Languages and Cultures

KATHERINE BOWIE
Professor, Anthropology
Past Director of CSEAS

PEGGY CHOY, Associate Professor, Dance & Asian American Studies

IAN COXHEAD
Professor & Former Chair, Agricultural & Applied Economics
Past Director of CSEAS

MICHAEL CULLINANE
Faculty Associate, History

ANNA GADE
Professor, Nelson Institute & Religious Studies

ALBERT GUNTHER
Professor, Journalism & Mass Communications

TYRELL HABERKORN
Associate Professor, Asian Languages and Cultures

ANNE HANSEN
Professor, History & Religious Studies
Past Director of CSEAS

SHERRY HARLACHER
Associate Faculty Associate, School of Human Ecology
LI-CHING HO
   Associate Professor, Curriculum & Instruction

EUNSOOK JUNG
   Faculty Associate, Political Science

NAM KIM
   Associate Professor, Anthropology/Archaeology

ALFRED W. MCCOY
   Professor, History
   Past and Current (interim) Director of CSEAS

MARY MCCOY
   Faculty Associate, Communication Arts

JENNA NOBLES
   Associate Professor, Sociology

KRIW OLDS
   Professor & Former Chair, Geography

MARK SIDEL
   Professor, Law School

YONGMING ZHOU
   Professor, Anthropology
LIST OF GRADUATE COURSES FOR MA IN SOUTHEAST ASIAN STUDIES (2018)

Closely related to the importance of existing teaching faculty is the number and frequency of course offerings that can be routinely used by students to satisfy the requirements for the MA in Southeast Asian Studies program. In the past decade, these course offerings have undergone considerable change, largely determined by faculty departures and retirements. At present the primary courses that can be used for the MA in Southeast Asian Studies are listed below by departments, with the faculty member indicated in the entry.

**AGRICULTURAL & APPLIED ECONOMICS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>473</td>
<td>Economic Growth &amp; Development in Southeast Asia</td>
<td>Coxhead</td>
</tr>
<tr>
<td>731</td>
<td>Frontiers in Development Economics</td>
<td>Coxhead</td>
</tr>
</tbody>
</table>

**ANTHROPOLOGY**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>310</td>
<td>Topics: Archaeology of Southeast Asia [and others]</td>
<td>Kim</td>
</tr>
<tr>
<td>330</td>
<td>Topics: Peoples &amp; Cultures of Mainland Southeast</td>
<td>Bowie</td>
</tr>
<tr>
<td>350</td>
<td>Political Anthropology</td>
<td>Bowie</td>
</tr>
<tr>
<td>932</td>
<td>Seminar: Ancient Urbanism &amp; Political Complexity</td>
<td>Kim</td>
</tr>
<tr>
<td>942</td>
<td>Seminar: Origins of Social Inequity</td>
<td>Kim</td>
</tr>
</tbody>
</table>

**ASIAN LANGUAGES AND CULTURES**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>308</td>
<td>Introduction to Buddhism</td>
<td>Hansen</td>
</tr>
<tr>
<td>370</td>
<td>Islam: Religion and Culture</td>
<td>Gade</td>
</tr>
<tr>
<td>404</td>
<td>Southeast Asian Literature in Translation</td>
<td>Haberkorn</td>
</tr>
<tr>
<td>444</td>
<td>Introduction of Sufism</td>
<td>Gade</td>
</tr>
<tr>
<td>620</td>
<td>Studies in Religions of Asia</td>
<td>Hansen, Gade</td>
</tr>
<tr>
<td>630</td>
<td>Seminar: Human Rights in Asia</td>
<td>Haberkorn</td>
</tr>
</tbody>
</table>

**COMMUNICATION ARTS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>470</td>
<td>Contemporary Political Discourse</td>
<td>McCoy</td>
</tr>
<tr>
<td>310</td>
<td>Discourse of Dictators, Demagogues &amp; Extremists</td>
<td>McCoy</td>
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</tbody>
</table>

**CURRICULUM & INSTRUCTION**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>975</td>
<td>Seminar: Global Conceptions of Citizenship</td>
<td></td>
</tr>
<tr>
<td>975</td>
<td>Seminar: Education for Human Rights &amp; Democracy</td>
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</tr>
</tbody>
</table>

**DANCE**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>321</td>
<td>Javanese Performance</td>
<td>Choy</td>
</tr>
<tr>
<td>421</td>
<td>Javanese Performance Repertory</td>
<td>Choy</td>
</tr>
</tbody>
</table>
GEOGRAPHY

340  World Regions in Global Perspective (Olds)
358  Human Geography of Southeast Asia (Baird)
557  Development & Environment in Southeast Asia (Baird)
930  Seminar: Upland Peoples of Mainland Southeast Asia (Baird)
930  Seminar: Land Grabbing (Baird)

HISTORY

319  The Vietnam Wars (A McCoy)
438  Buddhism & Society in Southeast Asia (Hansen)
458  Southeast Asia since 1800 (A McCoy)
706  Seminar: Transnational Religion & Social Justice Movements
755  Fall Seminar on Southeast Asia (A McCoy)
755  Spring Seminar on Southeast Asia (A McCoy)

INSTITUTE OF ENVIRONMENTAL STUDIES (Nelson)

356  Islam, Science & Technology, & the Environment (Gade)

POLITICAL SCIENCE

322  Politics of Southeast Asia (Jung)
401  Islam and World Politics (Jung)

POPULATION & HEALTH SCIENCES

644  Perspectives on Global Health & Disease: SE Asia (staff)

LANGUAGE OFFERINGS (LCA Lang)
(Numbers to change in Fall 2020 to Asian Lang)

305-306  First-Year Filipino
405-406  Second-Year Filipino
307-308  First-Year Hmong
407-408  Second-Year Hmong
507-508  Third-Year Hmong
309-310  First-Year Indonesian
409-410  Second-Year Indonesian
509-510  Third-Year Indonesian
317-318  First-Year Thai
417-418  Second-Year Thai
<table>
<thead>
<tr>
<th>Course</th>
<th>Year/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>517-518</td>
<td>Third-Year Thai</td>
</tr>
<tr>
<td>319-320</td>
<td>First-Year Vietnamese</td>
</tr>
<tr>
<td>419-420</td>
<td>Second-Year Vietnamese</td>
</tr>
<tr>
<td>519-420</td>
<td>Third-Year Vietnamese</td>
</tr>
<tr>
<td>303-304</td>
<td>First-Year Burmese</td>
</tr>
<tr>
<td>403-404</td>
<td>Second-Year Burmese</td>
</tr>
<tr>
<td>503-504</td>
<td>Third-Year Burmese</td>
</tr>
<tr>
<td>313-314</td>
<td>First-Year Khmer</td>
</tr>
<tr>
<td>413-414</td>
<td>Second-Year Khmer</td>
</tr>
<tr>
<td>513-514</td>
<td>Third-Year Khmer</td>
</tr>
<tr>
<td>315-316</td>
<td>First-Year Lao</td>
</tr>
<tr>
<td>415-416</td>
<td>Second-Year Lao</td>
</tr>
<tr>
<td>515-516</td>
<td>Third-Year Lao</td>
</tr>
</tbody>
</table>
PROFILES OF MA GRADUATES, 2008-2017

Below is an abbreviated list of the 47 graduates of the MA in Southeast Asian Studies since our last review in 2009. For each we have indicated the duration of their study (time to completion), the sources of funding, the title of their research papers and the three faculty members serving on their oral defense committee, the language (or languages) studied, and, when possible, their current status as a student (generally in a doctoral degree program) or their current employment. Please note that some of the MA graduates were passed "with distinction," a decision made by the three members of oral defense committee. We have organized this list by semester of graduation, beginning with the most recent graduates and going back to the 2008-09 academic, that is, all the graduates in the program since our last review.

Meita Estiningsih (9/2015 to 5/2017)
*International student from Indonesia.
*MA Research Paper: "The Impact of the Japanese Occupation, 1942-1945, on the Development of Indonesian Cinema" (with distinction) (Committee: A. McCoy, History, chair; E. Jung, Political Science; M. McCoy, Communication Arts)
*Languages: Indonesian & Javanese (native speaker).
*Currently pursuing doctoral degree at U of Hawaii and the East-West Center.

Kurt Kuehne (9/2013 to 5/2017)
*Non-resident student.
*MA Research Paper: "All are Equal, but Some are More Equal than Others': Singapore’s Education System and the Foundations of Elite Democratic Governance" (Committee: L-C Ho, Curriculum & Instruction, chair; G. Seidman, Sociology; M Cullinane, CSEAS).
*Language: Burmese (to intermediate)
*Admitted to PhD program in Sociology at UW-Madison: 9/2015; currently preparing for dissertation field research in Singapore.

Tianjiao Ma (1/2015 to 12/2016 [window: 5/2017]
*International student from China.
*Funding: personal funding (family); part-time work in Library.
*MA Research Paper: "Mongkut (1851-1868), a `Modern’ Monarch?” (Committee: A. McCoy, History, chair; K. Bowie, Anthropology; M. Cullinane, CSEAS).
*Languages: Thai (advanced); Indonesian (advanced).
*Admitted to PhD program in History at Northern Illinois University: 9/2018; currently pursuing doctoral degree.

Seethong Yang (9/2013 to 8/2016)
*Resident of Wisconsin.
*Funding: working student; Summer 2014 & 2015: instructor of Hmong at SEASSI.
in Laos" (Committee: M Cullinane, CSEAS, chair; I Baird, Geography; K Bowie, Anthropology).
*Languages: Hmong (native speaker), Lao (advanced), and Thai (advanced).
*Currently employed as public school teaching supervisor in Minneapolis School District.

Shengqi Zhang (9/2014 to 8/2016)
*International student from China.
*Funding: personal funding (family); 2015-2016: graduate student assistant for CSEAS.
*MA Research Paper: "Destroyers or Developers? Analysis and Comparison of Large Hydropower Dams Built by Chinese Companies in Southeast Asia: The Cases from he Lower Sesan 2 and Don Sahong" (Committee: I Baird, Geography, chair; K Bowie, Anthropology; M Cullinane, CSEAS).
*Languages: Burmese (advanced) & Thai (advanced).
*Returned to employment in China.

Michael Dunford (9/2014 to 5/2016)
*Non-resident student.
*Languages: Lao (intermediate); Thai (intermediate)
*Admitted to PhD program in Anthropology at UW-Madison: 9/2016; deferred; currently working for NGO in Thailand-Laos.

Gioconda Coello (1/2014 to 12/2015)
*International student from Educador.
*Funding: fully funded by Government of Educador, including field research in Thailand.
*MA Research Paper: "Networks of Care: Environmental Education with Buddhist Values in Thailand" (with distinction) (Committee: Anna Gade, Nelson Institute, chair; Anne Hansen, History; L-C Ho, Curriculum & Instruction).
*Language: Thai (advanced).
*Admitted to PhD Program in Curriculum & Instruction at UW-Madison: 9/2016; currently pursuing doctoral degree.

Aurore Yang Phenow (1/2013 to 12/2015)
*Resident of Wisconsin.
*MA Research Paper: "A Comparison of Fish Catches among Villagers in Northeastern Thailand" (Committee: I Baird, Geography, chair; K Bowie, Anthropology; P McIntyre, Zoology).
*Languages: Hmong (fluent) & Thai (advanced).
Michio Ueda (9/2014 to 12/2015)
*International student from Japan.
*Languages: Malaysian (advanced) & Indonesian (advanced).
*Returned to employment in public-private enterprise in Japan; presently applying to US for PhD programs in Political Science.

Jinda Moore (9/2012 to 12/2014)
*Wisconsin resident.
*Funding: working student; Spring-Summer 2013: PA for CSEAS; Summer 2014: FLAS at SEASSI.
*Languages: Thai (fluent) & Lao (intermediate).
*Since Fall 2016: Coordinator for SEASSI program, CSEAS, UW-Madison.

Kim Phan (1/2013 to 8/2014)
*Non-resident student.
*Funding: personal funding; Spring 2014: graduate student assistant, CSEAS; Summer 2014: FLAS at SEASSI.
*MA Research Paper: "Contested Histories of Viet Nam" (N Kim, Anthropology, chair; A McCoy, History; M Cullinane, CSEAS).
*Language: Vietnamese (fluent).
*Currently employed with ETF, Wisconsin.

Meizheng Joanie Chen (9/2012 to 5/2014)
*International student from China.
*Funding: personal funding (family); Fall 2013: graduate student assistant, CSEAS.
*MA Research Paper: "1902 Ong Man Rebellion and Siam’s Crypto-Colonial Conditions" (with distinction) (Committee: T Winichakul, History, chair; A McCoy, History; K Bowie, Anthropology).
*Language: Thai (advanced).
*Admitted to PhD program in History at UW-Madison: 9/2014; deferred; returned to employment in China.

William Nathan Greene (9/2012 to 5/2014)
*Non-resident student.
*Funding: 2012-2013; 2013-2014: FLAS Fellowships; Summer 2013: Center Field Research Grant for Laos & Cambodia.
*MA Research Paper: "Capitalizing on Compensation? Hydropower Resettlement and the (De)commodification of Nature-Society Relations in Southern Laos" (with distinction) (Committee: I Baird, Geography, chair; M Turner, Geography; K Bowie,
Anthropology).
Languages: Khmer (advanced) & Thai (advanced).
Admitted to PhD program in Geography at UW-Madison: 9/2014; currently a post-field study doctoral dissertator.

Nicholas Zeller (9/2012 to 5/2014)
Non-resident student.
MA Research Paper: "Rethinking Capital in Development Studies: Bhumibol and Ubol Ratana Dama, the Birth of Hydropower in Thailand" (Committee: I Baird, Geography, chair; T Winichakul, History; V Murthy, History).
Languages: Thai (advanced) & Lao (intermediate).
Admitted to PhD program in History at UW-Madison: Fall 2014; currently doctoral dissertator in History.

Emmanuella S. Datu (9/2011 to 8/2013)
International student from Indonesia.
Funding: 2011-2013: TA for Indonesian; Summer 2013: PA for CSEAS.
MA Research Paper: "Ironies in the Reform Era: Continuity and Change in Patriarchal Values in Indonesian Publications Pre-Reformasi and Post-Suharto, 1996-2009" (Committee: M McCoy, Communication Arts, chair; E Rafferty, LCA; M Cullinane, CSEAS).
Languages: native speaker of Indonesian & Javanese.

Glyn Phillips III (9/2011 to 8/2013)
Non-resident student.
Funding: 2011-2012: TA in Political Science; Summer 2011 & 2013: FLAS for SEASSI.
Languages: Thai (advanced) and Indonesian (intermediate).

Melisa Fransiska Tjong (9/2011 to 8/2013)
International student from Indonesia.
MA Research Paper: "The Critical Role of the Press in the Survival of Indonesia's Anti-Corruption Agency (Komisi Pemberantasan Korupsi), 2003-2013" (Committee: M McCoy, Communication Arts, chair; E Rafferty, LCA; M Cullinane, CSEAS).
Language: native speaker of Indonesian.
Currently teaching Indonesian at Center for SE Asian Studies in Jakarta, Indonesia.

Inthava Borihane (9/2010 to 5/2013)
Resident of Wisconsin.
Funding: 2010-2012: PA for CSEAS.
David Chambers (9/2010 to 5/2013)
*Non-resident student.
*MA Research Paper: "From a Petrified Log to the Mists from a Bleeding Mountain: A Hmong Story of Hope, Loss, and Betrayal in Hmong Space at Wat Tham Krabok" (with distinction) (Committee: I Baird, Geography, chair; K Bowie, Anthropology; M Cullinane, CSEAS).
*Languages: Hmong (fluent), Thai (fluent), and Lao (advanced).
*Admitted to PhD program in Geography at UW-Madison: Spring 2014; currently doctoral dissertator in Geography & visiting faculty at UC-Merced (Geography).

Ryan Nelson (9/2011 to 5/2013)
*Non-resident student.
*Funding: 2012-2013: PA at CSEAS.
*Language: Vietnamese (advanced).
*Admitted to PhD program in History at UC-Berkeley: Fall 2014; currently pursuing doctoral degree.

Madison Richardson (9/2011 to 5/2013)
*Non-resident student.
*Funding: 2011-2012: AOF; 2012-2013: FLAS fellowship; Summer 2013: COTI grant to Indonesia.
*MA Research Paper: "(In)Visible Queers: The Dangerous History of Gender and Sexuality in Indonesia and the Current State of Lesbian Activism" (Committee: T Winichakul, History, chair; Rafferty, LCA; Cullinane, CSEAS).
*Language: Indonesian (advanced).
*Currently employed in health care in Texas.

Noi Sinouthasy (9/2011 to 5/2013)
*Resident of Wisconsin.
*Funding: personal funding (family).
*MA Research Paper: "Constructing National Identity through Third Grade Basic Readers in Post-1975 Laos" (Committee: I Baird, Geography, chair; C Compton, CSEAS Affiliated Scholar; M Cullinane, CSEAS).
*Languages: Lao (advanced).
Michael Solomon (9/2010 to 5/2013)
*Non-resident student.
*Funding: 2012-2013: FLAS fellowship.
*MA Research Paper: "Revitalization, Meditations, and Objects: Ajan Li Thammatharo's Attempt to Revitalize Buddhism at Wat Asokaram's Celebration of the Twenty-five Centuries of the Buddhist Religion Festival" (with distinction) (Committee: A Hansen, LCA, chair; A Gade, LCA; K Bowie, Anthropology).
*Language: Thai (advanced).

Violet Thor (9/2011 to 5/2013)
*Resident of Minnesota.
*Funding: 2012-2013: PA for CSEAS.
*MA Research Paper: "Father Yves Bertrais, O.M.I.: The Good Shepherd and Anthropologist" (Committee: L Ashmun, SE Asia Librarian, chair; I Lowman, Visiting Professor, LCA; M Cullinane, CSEAS).
*Language: Hmong (native speaker).
*Currently employed in secondary education in Minneapolis, Minnesota.

Chaiyaporn (Bass) Singdee (9/2011 to 12/2012)
*International student from Thailand.
*Funding: personal funding (family).
*MA Research Paper: "Continuity and Change in Bangkok's Jatujak Weekend Market" (with distinction) (Committee: K Bowie, Anthropology, chair; R Bickner, LCA; Cullinane, CSEAS).
*Language: native speaker of Thai.
*Returned to employment in Thailand; currently teaching at King Mongkut's University, Thonburi, Thailand.

Di Wang (9/2009 to 12/2012)
*International student from China.
*Funding: personal funding (family).
*MA Research Paper: "The Construction of a Local Dutch East Indies Identity in the Nyai Narratives written by the Peranakan Chinese Community" (Committee: E Rafferty, LCA, chair; R Bickner, LCA; M Cullinane, CSEAS).
*Languages: Malaysian (advanced) & Filipino (intermediate).

Hilary Disch (1/2010 to 8/2012)
*Non-resident student.
*Funding: 2011-2012: PA for CSEAS; Summer 2011: AST (Chiang Mai).
*MA Research Paper: "A New Vision: Camadevi, Camari and Buddhist Queenship in Northern Thailand" (K Bowie, Anthropology, chair; A Hansen, LCA; R Bickner, LCA).
*Language: Thai (advanced)
*Admitted to PhD program in Anthropology at UW-Madison: 9/2012; deferred; currently employed with an NGO working in Thailand.
Lynne Nolte (9/2010 to 8/2012)
*Non-resident student.
*Funding: 2010-2011: PA for CSEAS; Summer 2011: COTI (Indonesia); 2011-2012: Boren (NSEP) Fellowship (Indonesia).
*Language: Indonesian (advanced).
*Currently employed by the US Department of Defense.

Suryadewi Edi Nugraheni (9/2010 to 8/2012)
*International student from Indonesia.
*Funding: 2010-2012: TA for Indonesian instruction.
*MA Research Paper: "The Impact of Economic Crisis and Political Transformation on Health Care Systems in Indonesia: From the New Order to the Post-Suharto Era" (E Jung, Political Science, chair; E Rafferty, LCA; M Cullinane, CSEAS).
*Languages: native speaker of Indonesian and Javanese.
*Currently completing a PhD program in Public Health at SUNY-Buffalo.

Linda Chhath (9/2008 to 5/2012)
*Non-resident student.
*MA Research Paper: "Seeing the Angles, Step by Step: A Study of Maha Ghosananda, a Khmer Monk in Action" (A Hansen, LCA, chair; A Gade, LCA; M Cullinane, CSEAS).
*Languages: Khmer (advance) & Thai (advanced).
*Admitted to PhD program in LCA at UW-Madison: 9/2011; currently doctoral dissertator in LCA and working for NGO in Phnom Penh, Cambodia.

Karen Ames (1/2010 to 12/2011)
*Non-resident student.
*Funding: working student; Summer 2011: AFA in Philippines.
*MA Research Paper: "Maria Clara vs. New Modern Women" (A McCoy, History, chair; E Rafferty, LCA; M Cullinane, CSEAS).
*Language: Filipino (advanced).

Anthony Irwin (9/2008 to 12/2011)
*Non-resident student.
*MA Research Paper: "'Imagining' Boundaries: Sima Space, Lineage Trials, and Trans-Regional Theravada Orthodoxy" (A Hansen, LCA, chair; K Bowie, Anthropology; D Davis, LCA).
*Language: Thai (advanced).
*Admitted to PhD program in LCA at UW-Madison: 1/2012; currently post-field work doctoral dissertator in LCA.
Jackie Wice (9/2009 to 12/2011)
*Non-resident student.
*Funding: 2010-2011: PA for CSEAS.
*MA Research Paper: "Identity and the Regional Organization: ASEAN and its Dependence on the Nation" (with distinction) (Committee: R Bickner, LCA, chair; K Olds, Geography; M Cullinane, CSEAS).
*Language: Thai (advanced).

*Non-resident student.
*Funding: 2009-2010: University Fellowship; Summer 2010: FLAS Fellowship for SEASSI.
*MA Research Paper: "Universal Health Care in Developing Countries: The Case of Thailand" (Committee: I Coxhead, AAE, chair; A McCoy, History; M Cullinane, CSEAS).
*Language: Thai (advanced).
*Since employment as a paralegal, is currently pursuing JD.

Garland Reagan Hook (9/2008 to 5/2011)
*Non-resident student.
*Languages: Indonesian (advanced) & Javanese (intermediate).
*Currently employed by the US Department of Defense.

*Non-resident student.
*Funding: 2009-2010: FLAS Fellowship; Summer 2010: FLAS Fellowship.
*MA Research Paper: "Bounding the Empire: Exploration and Expansion in Indochina, 1858-1895" (Committee: A McCoy, History, chair; A Hansen, LCA; M Cullinane, CSEAS).
*Language: Vietnamese (advanced)

*Non-resident student.
*Funding: personal funding; Summers 2003, 2004, & 2005: FLAS Fellowships for SEASSI.
*MA Research Paper: "Hyperreal Imaginaries: Le Huy Tief’s Surrealist Paintings in the ‘Subsidy Period’ (thoi bao cap), 1975-1986" (Committee: N Taylor, Chicago Art Institute, chair; K George, Anthropology; M Cullinane, CSEAS).
*Language: Vietnamese (advanced)
*Admitted to MFA program in History of Art: 9/2007; completed both degrees in 5/2007; currently teaching art at secondary level in Massachusetts.

Jeffrey Boone (9/2006 to 8/2010)
*Non-resident student.
*MA Research Paper: "Pen and Sword: Literature and Power in Siam from Ramkhamhaeng to Revolution" (with distinction) (Committee: R Bickner, LCA, chair; A Hansen, LCA; M Cullinane, CSEAS).
*Languages: Thai (advanced), Lao (advanced), & Burmese (intermediate).
*Admitted to PhD program in LCA at UW-Madison; deferred; returned to work with NGO in Thailand.

Lan T. Phung (9/2008 to 8/2010)
*Resident of Wisconsin.
*MA Research Paper: "Neither Deity nor Mass Murderer: The Ho Chi Minh in Duong Thu Huong’s Novel Dinh Cao Choi Loi (Au Zénith)" (with distinction) (Committee: BH Tran, Vietnamese Coordinator, SEASSI, & faculty at UC-Berkeley, chair; R Bickner, LCA; M Cullinane, CSEAS).
*Language: native speaker of Vietnamese.
*Currently manages her family business in Fitchberg, Wisconsin.

*Resident of Wisconsin.
*Language: Hmong (native speaker).
*Currently independent film-maker based in Minneapolis-St. Paul.

Ksenia Durova (9/2008 to 5/2010)
*Non-resident student.
*Funding: 2008-2009: FLAS Fellowship; 2009-2010: PA for CSEAS.
*MA Research Paper: "Reassessing the Role of Buddhism in the Nguyen Dynasty of the Nineteenth Century" (Committee: A Hansen, LCA, chair; T Winichakul, History; M Cullinane, CSEAS).
*Language: Vietnamese (advanced).
*Admitted to PhD program in History at U of Hawaii: 9/2010; currently pursuing doctoral degree.

Kim Kor Moua (9/2005 to 5/2010)
*Resident of Wisconsin.
*Funding: 2007-2008 and Fall 2008: PA for CSEAS; Summer 2007: AST in Chiang Mai University; 2009-2010: conducted extended research in northern Thailand, affiliated with the University of Chiang Mai and under supervision of P Leeprapha.
*MA Research Paper: "Statelessness: Highland People in Northern Thailand" (Committee: K Bowie, Anthropology, chair; P Leeprapha, Anthropology, Chiang Mai University; R Bickner, LCA).
*Language: Hmong (native speaker).

*Non-resident student.
*MA Research Paper: "Following Trends not Traditions: (Re)coding Indigenous Knowledge for Sustainable Development in Contemporary Cambodia" (Committee: R Stoecker, Agricultural & Applied Economics, chair; A Hansen, LCA; K Bowie, Anthropology).
*Language: Khmer (advanced)

*International student from Canada.
*Funding: 2007-2011: TA for Filipino instruction in LCA.
*Language: Filipino (native speaker).
*Admitted to PhD program in History at UW-Madison: 9/2008; defended dissertation: 8/2016; awarded doctoral degree in History: Fall 2017; currently employed by the US Department of Defense, Washington DC.

Christopher M. O'Brien (9/2008 to 12/2009)
*Captain in the US Army.
*Funding: Fully covered by Foreign Area Officer Program, UW Army.
*MA Research Paper: "The Employment of Improvised Explosive Devices in the Conflicts in the Southern Thai Border Provinces and Mindanao" (Committee: A McCoy, History, chair; K Bowie, Anthropology; M Cullinane, CSEAS).
*Language: Thai (advanced)
*Returned to active duty as Major in the US Army (FAOP).

Kristen Hamilton (9/2007 to 5/2009)
*Resident of Wisconsin.
*Funding: working student.
*MA Research Paper: "The Transnational Context of the Thai Bhikkhuni Ordination Movement" (Committee: A Hansen, LCA, chair; K Bowie, Anthropology; M Cullinane, CSEAS).
*Language: Thai (advanced).

*Non-resident student.
*Language: Thai (advanced).
*Currently teaches at the secondary level in Connecticut.
Assessment Plan Template – Graduate Degree/Major Program

Whether program personnel decide to paste information into this template or to utilize a pre-existing document, all bolded items must be included and clearly labeled.

**Identifying Information**
School/College: College of Letters and Science  
Graduate Degree/Major Program Name: Center for Southeast Asian Studies  
Graduate Degree Level (M.S., M.A., Ph.D., DMA, etc.): Masters  
Faculty Director Contact/Title: Alfred McCoy (awmccoy@wisc.edu)  
Director, Center for Southeast Asian Studies, Professor, Department of History  
Primary Contact Information: Dr. Michael Cullinane (mmcullin@wisc.edu), Associate Director, Center for Southeast Asian Studies, Faculty Associate, Department of History

**Student Learning Goals (What)**
Assessment of graduate-level learning goals is one of the many ways in which our campus ensures the integrity of its degrees and the quality of the student experience. List the graduate student learning goals for this academic degree program below. Feel free to add rows if the academic degree program has more than five learning goals.  
The student learning goals that have been submitted for your academic degree/major program can be found on the Inside Assessment website (https://provost.wisc.edu/inside-assessment/).

**Knowledge and Skills Learning Goals**
1. Demonstrate knowledge of one or more countries of Southeast Asia, focusing on a research question(s), problem or case study situated within a broader analytic framework within one or more disciplinary approaches.  
2. Demonstrate proficiency in speaking, listening, reading, and writing in one or more Southeast Asian languages, at least to the fourth-semester proficiency level.  
3. Analyze and synthesize information and ideas within the context of interdisciplinary Southeast Asian studies.  
4. Understand, respond to, and construct arguments across disciplines relating to the study of Southeast Asia.  
5. Apply their knowledge to solutions of intellectual as well as practical problems.

**Professional Conduct Learning Goals**
Recognize and apply principles of professional and
ethical conduct.

**Additional Learning Goals**

1. Conduct academic research using an appropriate range of social scientific and/or humanistic sources, methodologies, and critical theories.

2. Communicate effectively in writing, and orally.

**Plan for Assessing Each Student Learning Goal**

For each of the degree major/program student learning goals, indicate how the program plans to assess whether or not students are meeting the expectation, as well as when each learning goal will be assessed. Keep in mind that each academic degree program is expected to engage in at least one assessment activity per year and assessment activities, in total, must include one direct assessment method. While programs do not need to assess each learning goal every year, all learning goals must be assessed within a period of three years.
## Knowledge and Skills Learning Goals

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Learning Goals Assessed</th>
<th>Timetable for assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Proficiency Examination (Direct Measure)</td>
<td>Learning Goal 2</td>
<td>Assessment takes place when a student reaches this milestone</td>
</tr>
<tr>
<td>Submission of an MA Research Paper to the Center (Direct Measure)</td>
<td>Learning Goals 1, 3, 4, 5</td>
<td>Assessment takes place when a student reaches this milestone</td>
</tr>
<tr>
<td>Oral Defense of the MA Research Paper to a Committee of three Faculty Members (Direct Measure)</td>
<td>Learning Goals 1, 3, 4, 5</td>
<td>Assessment takes place when a student reaches this milestone</td>
</tr>
<tr>
<td>Exit Survey sent to all graduating MA students (Indirect Measure)</td>
<td>Learning Goals 1, 2, 3, 4, 5</td>
<td>Assessment takes place when a student reaches this milestone</td>
</tr>
</tbody>
</table>

## Professional Conduct Learning Goal

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Learning Goals Assessed</th>
<th>Timetable for assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will present an MA Oral exam – presentation content and quality evaluated by faculty committee members (direct measure)</td>
<td>Professional Conduct Learning Goal</td>
<td>Assessment takes place when a student reaches this milestone</td>
</tr>
<tr>
<td>Academic staff members will monitor reports of academic misconduct by students in the degree program (Indirect Measure)</td>
<td>Professional Conduct Learning Goal</td>
<td>On-going assessment</td>
</tr>
</tbody>
</table>

## Additional Learning Goals

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Learning Goals Assessed</th>
<th>Timetable for assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Proficiency Examination (Direct Measure)</td>
<td>Learning Goal 2</td>
<td>Assessment takes place when a student reaches this milestone</td>
</tr>
<tr>
<td>Submission of an MA Research Paper to the Center (Direct Measure)</td>
<td>Learning Goals 1, 2</td>
<td>Assessment takes place when a student reaches this milestone</td>
</tr>
<tr>
<td>Oral Defense of the MA Research Paper to a Committee of three Faculty Members (Direct Measure)</td>
<td>Learning Goals 1, 2</td>
<td>Assessment takes place when a student reaches this milestone</td>
</tr>
</tbody>
</table>
Exit Survey sent to all graduating MA students | Learning Goals 1, 2 | Assessment takes place when a student reaches this milestone

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

You may elect to copy and paste this table multiple times if your program has more than five learning goals.

Also provide answers to the following questions as part of your assessment plan.

1. **Who is responsible for assessment?** (identify an individual or team who will coordinate the implementation of the plan on an annual basis):
   
The Faculty Director and Associate Director of the Center for Southeast Asian Studies will coordinate the implementation of the assessment plan. The Associate Director will lead this effort.

2. **What is the plan for review of the assessment information?** (typically during an annual meeting of the program faculty and staff; note that at this meeting the program may want to review enrollment information, course progression, degree completion, and other structural features of the student experience in addition to the evidence about student learning):
   
   In the first meeting of the academic year of CSEAS’ Steering Committee, the Associate Director will present the annual assessment report for discussion and improvement possibilities.

3. **What is the plan for production of an annual summary report?** (the annual summary report includes the materials that form the basis of discussion at the annual meeting of the program faculty and staff, along with any recommendations made after considering the student learning assessment information presented):
   
   The Associate Director will produce an annual report that summarizes enrollment, MA oral exams and MA paper presentations, language proficiency exams, to be discussed at the next annual meeting of the program faculty and staff.

4. **How will recommendations be implemented?** (explain the general process by which recommendations will be implemented):
   
   Recommendations from the Steering Committee regarding assessment plans, will be implemented by the Director and Associate Director as appropriate.

   For Undergraduate Degree Program Assessment Plan Template, see [http://provost.wisc.edu/assessment/](http://provost.wisc.edu/assessment/)

**Graduate Degree Program Curriculum Mapping Worksheet (Where)**

This worksheet, or similar document, must be included with the submission of the program’s assessment plan.
- **Learning Goals** – Enter the academic degree program learning goals identified in the assessment plan on the top row of the following chart. (If the learning goals have been submitted to the Office of the Provost, a pre-populated template is available; contact regina.lowery@wisc.edu) Feel free to add columns if the academic degree/major program has more than five learning goals.
- **Degree/Major Program Courses/Experiences** – List all degree requirements (in some cases co-curricular experiences may also be included). Feel free to add rows as needed.
- Indicate with a check (X) where the course or learning experience contributes to each of the learning goals. Courses may contribute to multiple learning goals.

<table>
<thead>
<tr>
<th>Curriculum Map</th>
<th>KNOWLEDGE AND SKILLS</th>
<th>LEARNING GOALS</th>
<th>CONDUCT</th>
<th>ADDITIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Degree Program Required Courses or Experiences</strong></td>
<td>Learning Goal #1</td>
<td>Learning Goal #2</td>
<td>Learning Goal #3</td>
<td>Learning Goal #4</td>
</tr>
<tr>
<td>4th semester language Course</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disciplinary Concentration Course #1</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Disciplinary Concentration Course #2</td>
<td>X</td>
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<td>X</td>
<td></td>
</tr>
<tr>
<td>Disciplinary Concentration Course #3</td>
<td>X</td>
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<td>X</td>
<td></td>
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<tr>
<td>Disciplinary Concentration Course #4</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Disciplinary Concentration Course #5</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Elective course in Southeast Asian Studies #1</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Elective course in Southeast Asian Studies #2</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td>Elective course in Southeast Asian Studies #3</td>
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<td></td>
<td>X</td>
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<tr>
<td>Elective course in Southeast Asian Studies #4</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td>Elective course in Southeast Asian Studies #5</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Overseas Field Research (Highly recommended but not required)</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Overseas Study (Highly)</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>NOTATION</td>
<td>UNIVERSITY</td>
<td>DEPARTMENT</td>
<td>CREDIT HOURS</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>MA Research Paper</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>MA Oral Defense</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Language Proficiency Exam</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

**NOTES**

Minimally, all of the courses/experiences required to complete the major degree program should be listed. Optionally, elective courses may be included in addition to the required courses.
Self-Study for Graduate Certificate in African Studies

A self-study should be in the range of 10-15 pages, not including appendices. Programs may include appendices, however, links are preferred, especially for syllabi or CVs.

Each certificate must be reviewed separately because each has different target populations, administrative and admissions structures.

Date submitted:

Primary Contact: Aleia McCord

Department(s): AFRICAN STUDIES PROGRAM

School(s)/College(s): International Division

1. Program Description and Context

The African Studies Program supports research, teaching, and outreach at the University of Wisconsin-Madison, bringing together scholars in multiple disciplines, students, teachers, and community partners to consider all aspects of land and life in Africa.

The African Studies Program is a U. S. Department of Education Title VI National Resource Center for Africa, a unit in The International Division, and a member of the campus consortium of internationally oriented programs known as the Institute for Regional and International Studies.

The African Studies Program administers three academic programs: (1) and undergraduate certificate in African Studies, (2) a graduate certificate in African Studies, and (3) a PhD minor in African Studies.

The graduate certificate in African Studies is awarded to students at the graduate level at the University of Wisconsin-Madison to certify advanced training in African Studies. It is awarded by the African Studies Program and the Graduate School. The requirements of the certificate are:
• Complete at least 12 credits of African Studies Program core courses or extended core courses taught by an African Studies Program faculty member.

• Graduate credit is available only for courses with numbers of 300 or higher.

• Maintain a grade point average of 3.0 (on a 4.0 scale).

• Fulfill the requirements for a master’s or doctoral degree at the University of Wisconsin-Madison.

• Include nine credits outside of the student’s major department. No more than three credits will count from the major department.

• Complete at least one graduate level seminar in African Studies with a grade of AB or better. Graduate seminar may be in major field of student.

• Include no more than three credits of directed reading and research or independent reading (699, 999). No thesis/dissertation credits (990) may be included.

• Only one course in a single language may count toward the certificate, but two languages courses count if they are in different African languages.

• NOTE: All African Cultural Studies courses may count toward the graduate certificate within the limits set by the distribution requirements described above.

2. Demonstration of Need and Recruitment/Outreach

Due to a sustained period of leadership transitions within the African Studies Program, there has not been an intensive recruitment or outreach effort for the certificate. In 2015-2016, both the African Studies Associate Director and Assistant Director left the program for new positions within the university. Concurrently, the African Studies Program and other area studies programs were involved in the restructuring of the Institute for Regional and International Studies (IRIS). Incoming Associate Director, Aleia McCord, assumed her position June 1, 2016 and took family leave from August thru January 2017. McCord has only been working full time at African Studies since January 2017, during which time she has prioritized understanding the basic administrative functions of the center which include oversight of: advising, communications, special
As a first step to understand low enrollment in graduate certificate, in April 2017 McCord enlisted the assistance of IRIS PA Kirsten Johnson to design a graduate student survey intended to assess graduate student perceptions of the African Studies Program. A link to the survey was sent by email to students who either attended African Studies Program events (e.g. attended the weekly lecture series, attended the annual conference, volunteered with outreach programming, or engaged Mandela-Washington Fellowship program, or having been identified by graduate advisors and faculty as students with an African related research interest. The survey asked questions about all areas of African Studies programs, including the certificates. Less than 5% of students surveyed were aware that African Studies offered a graduate certificate or PhD minor. Based on answers to a few questions about the student’s enrollment in language courses and knowledge of their degree programs, we suspect that at least 50 of the students who responded to the survey are “silent certificate students” who would qualify to receive the certificate based on their current coursework. The results of the survey indicated that basic promotion of the certificate could significantly increase enrollment.

To the best of the Associate Director’s knowledge, the graduate certificate has not been advertised or promoted for many years. Despite the low enrollments, the faculty steering committee, Faculty Director, and Associate Director are reluctant to terminate the graduate certificate without first making a good faith effort to recruit eligible students to the certificate and to assess their experience with the program. Again, because the Associate Director has had to prioritize other more immediate needs of the
center over her first year in this position, she has not yet made such an effort. In consultation with the faculty steering committee and faculty director, African Studies intends to publicize the certificate beginning in September 2018. Part of the delay in this process is simply due to the logistical difficulty in transitioning access to declare the certificate. Despite repeated efforts to request access to SIS and DARS and completing the attendant training, McCord has not been granted permissions to declare graduate certificates, and only has the capacity to declare undergraduate certificates. This issue is being addressed and we expect that IRIS Assistant Director for Students and Curriculum will assume responsibility for declaring graduate certificates for African Studies by September 1, 2018.

The faculty steering committee sees value in the certificate program for graduate students. The University of Wisconsin-Madison African Studies Program is a globally recognized center of excellence with a long legacy. Wisconsin has awarded over 750 Ph.D. degrees to Africa specialists since 1961, more than another other American university by a large margin. A quarter of all presidents of the African Studies Association have been Wisconsin faculty members of alumni. Wisconsin teaches more African languages than any other American university, and Memorial Library has one of the greatest collections of Africa books and periodicals in the world. UW is home to over 70 Africanist faculty, and those who work on Africa and issues related to Africa know of Wisconsin’s dominance in the field. A certificate from this program is confers the prestige of this program onto the academic records of our students. While the PhD minor is the preferred title for those entering the academic job market, many of our Africanist students also pursue professional degrees or Masters degrees in law, environmental science, public affairs, African languages, business, or public health. The graduate certificate is the best option for such students. Many of these students go on to pursue successful careers in the private and public sector related to the study of Africa.
3. **Program Administration and Resources**

Program administration costs and required resources to support the certificate program are negligible, as developing relevant center programming and advising students is a core part of the African Studies mission. Courses are offered by over 70 faculty affiliates from across 40 departments.

4. **Advising and Student Services**

Beginning in Fall 2018, the IRIS Assistant Director for Students and Curriculum will declare certificate students in SIS. A list of certificate students will be sent to the center Associate Director each semester. Students will be added to the list serve for official center communications and personally invited to attend the weekly seminar series, *Africa at Noon*. Students will be asked to meet with the Associate Director once per year during their tenure at UW-Madison. The African Studies Program serves as an interdisciplinary node designed to link students to Africanists across campus. Certificate students are invited to important professional development opportunities, including events on academic publishing featuring leading editors in the field, and our AFRICANISTS@WORK series, featuring networking opportunities with luminaries in the public and private sector.

5. **Faculty/Staff Participants**

**Neil Kodesh, Faculty Director, African Studies Program**

ROLE: Executive oversight of the program, defining strategic goals for the center

**Aleia McCord, Associate Director, African Studies Program**

ROLE: Recruiting students; outreach to students; connecting students to grants, fellowships, and awards; developing academic programming and professional development opportunities.
Csanad Siklos, Assistant Director for Students and Curriculum, IRIS
ROLE: Declaring certificate students, advising students on certificate requirements

African Studies Program staff
ROLE: Assisting with the development of academic programming and professional development opportunities

African Studies Faculty Steering Committee
Tejumola Olaniyan (African Cultural Studies/English)
Lisa Naughton (Geography)
JoEllen Fair (International Studies/ African Cultural Studies)
ROLE: Reviewing learning goals and objectives for the certificate. Providing suggestions to improve curriculum or student experience.

African Studies Faculty Affiliates (70+ faculty in 40+ departments)
http://africa.wisc.edu/about-us-intro/academics-faculty-members/faculty-by-name/
ROLE: Referring students to the African Studies Program, suggesting appropriate programming, teaching core and extended core courses.

6. **Student Enrollment**
As mentioned previously, enrollment in the graduate certificate is currently low, likely as a result of the recent leadership transitions within the program as well as a lack of effective outreach and recruitment. An outreach and recruitment effort will be instituted beginning in September 2018. The African Studies Program would like to follow a cohort of at least 20 certificate students through the curriculum to determine what adjustments, if any, should be made to the academic program in order to provide students with the best possible learning and career outcomes. Without enrollment, such a study is not possible to undertake.
7. **Curriculum**

Over 70 faculty affiliates teach nearly 100 courses each year in over 40 departments. Core courses contain more than 66% Africa-related content. Extended core courses contain at least 25% African content. With so many diverse course offerings to suit a variety of student needs and schedules, we do not anticipate conflicts between the African Studies certificate and students’ curricular obligations in their home departments. In other words, most – if not all – potential certificate students should be able to complete their certificate without a delay in their progress towards a degree. View complete course listings here:


8. **Assessment**

**ACADEMIC LEARNING GOALS:**

1. Demonstrate knowledge of one or more countries of Africa, focusing a research question, problem or case study situated within a broader analytic framework within one or more disciplinary approaches.

2. Analyze and synthesize information and ideas within the context of interdisciplinary African Studies.

3. Understand, respond to, and construct arguments across disciplines relating to the study of Africa.

4. Apply knowledge to solutions of intellectual as well as practical problems as they related to Africa

**PROFESSIONAL CONDUCT LEARNING GOALS**

5. Recognize and apply principles of professional and ethical conduct.

**ADDITIONAL LEARNING GOALS**
6. Gain experience in academic research with exposure to sources, methodologies, and critical theories.
7. Develop more effective oral and writing skills.

<table>
<thead>
<tr>
<th>Knowledge and Skills Learning Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment Method</strong></td>
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<tr>
<td>Submission of a Research Paper to the Center (Direct Measure)</td>
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<tr>
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<tr>
<td><strong>Assessment Method</strong></td>
</tr>
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<td>Academic staff members will monitor reports of academic misconduct by students in the degree program (Indirect Measure)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Learning Goals</th>
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</thead>
<tbody>
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<td><strong>Assessment Method</strong></td>
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<tr>
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</tr>
</tbody>
</table>

9. Program Completion

Enrolment over the past ten years has averaged <1 certificate per year. As described previously, the recent change in leadership within African Studies has not allowed for a thorough examination of the cause of this low enrollment. However, the Associate
Director suspects that the low enrollment is likely due to a lack of outreach among graduate students regarding the certificate, not a lack of interest or relevance of the certificate.

10. Overall Analysis of Self-Study and State of the Program
The graduate certificate is experiencing low enrollment. Without a cohort of certificate students, it is difficult to assess whether the certificate is meeting its learning goals and aiding in the career advancement of our graduates. The African Studies Program intends to launch an outreach and recruitment campaign for the graduate certificate and PhD minor beginning in September 2018 with the goal of recruiting at least 10 students per year for the next several years from its current list of 187 interested graduate students. Interested graduate students have attended one or more African Studies Program event or lecture, have subscribed to the African Studies newsletter, or have received a fellowship to study an African language or a travel award to conduct research in Africa. The Associate Director will be in close communication with the graduate students who enroll in the graduate certificate program to understand their experience with the curriculum and their engagement with the African Studies community more broadly. This will be part of an ongoing effort to better understand the opportunities and constraints facing graduate students who engage with the African Studies Program.

In addition to making a good faith effort to recruit students to the program and to understand their experiences, the African Studies Program would also like to explore making the weekly lecture series, *AFRICA AT NOON*, a more formal part of graduate education. *AFRICA AT NOON* has been a treasured weekly tradition on our campus since 1973. This seminar series features scholars from many disciplines whose work is united by a connection to the continent. The audience typically includes a mix of faculty and graduate students from departments across campus. The event is open to the public, and community members will occasionally attend. Nearly all events have at least one
historian, political scientist, and literature expert in attendance. Scholars tend to enjoy having the opportunity to present their work to such a sophisticated, informed, and friendly interdisciplinary audience. Not only is the content of this seminar series an education in and of itself, but the event also brings together Africanist faculty from across campus to engage in interdisciplinary scholarly discourse. More than any other event, this lecture series could serve as an opportunity to introduce our graduate students to the vibrant Africanist community on campus. Making attendance at the lecture series for one semester a requirement for the certificate could introduce early stage graduate students to the diversity of faculty expertise on campus and the interdisciplinary breadth of the field. Faculty Director, Neil Kodesh, is also exploring the development of a new graduate seminar that will emphasize professional development experiences for students. This course is in the early stages of development and may be offered in Fall 2018. If successful, a version of this course (on its own or in connection with the Africa at Noon seminar) might serve as a cohort-building anchor for the graduate certificate program that welcomes students to the community and introduces them to the intellectual and professional norms and expectations of the field.